Lesson at a Glance

ARCHAEOLOGY AND THE N.T.

EVIDENCES II
LESSON 4

LESSON TEXT

John 9:7

LESSON OBJECTIVES

- The students will locate three Bible passages describing places proven to have existed through archaeological digs.
- The students will list at least two archaeological finds that support the accuracy of New Testament accounts.
- The students will explain how archaeological finds have supported the accuracy of the Bible.

MATERIALS NEEDED

For each student:
- pen or pencil

For the teacher:
- 1 copy of "Good News from the Kingdom"
- globe or map of the world
- extra Bibles
- paper
- 3–4 shoe boxes or paper bags
- items to be used as artifacts

Reproducible Pages:
- Page A, 1 copy for each student
- Page B, 1 copy for each group, 1 copy for Supplement Lesson teacher
- Page C, 1 copy for each student

LESSON PLAN

Getting Ready

Faithful Instruction
- Teacher Focus
- Teacher Tips

Preclass Activity: Archaeology Word Search

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

Getting into God's Word

Story: Eiffel Tower

Scripture Study

Activity: Time Capsule

Getting It to Others

Scripture Memory: Romans 10:17

Weekly Challenge and Snack Time

Conclusion

SCRIPTURE MEMORY VERSE

Consequently, faith comes from hearing the message, and the message is heard through the word of Christ.

Romans 10:17

GENERATION Next
Preteens

© 1999 by Discipleship Publications International • Permission to Photocopy Granted

GETTING READY

FAITHFUL INSTRUCTION

TEACHER FOCUS

Pray before preparing the lesson. Read and meditate on the following scriptures: John 19:15, Acts 19:23-29 and John 9:7. Given time and money, how marvelous it is to know that you could visit the exact locations where so many great events took place during the ministry of Jesus and his disciples. God graciously provides us with much evidence to build our faith and confidence in the Scriptures. Archaeologists are merely the tools (vehicles) God uses to lead us to this evidence. Regarding the validity of the New Testament, how do those archaeological findings continue to build your faith? Be prepared to share this with your students.

Imagine standing in the shadow of the enormous ancient archway where Jesus, after being mocked and brutally beaten, stood at the side of Pontius Pilate. Imagine staring out at the crowds as they shouted, "Take him away! Take him away! Crucify him!" (John 19:15).

This archway, the Ecce Homo Arch, located in Jerusalem, is one of thousands of archaeological discoveries that corroborate New Testament facts. Another finding is the theater to which Paul and some of his traveling companions were dragged when Demetrius began a riot against Paul (Acts 19:23-29). Unearthing the ancient city of Ephesus has also revealed a wealth of information that supports the epistles written by Paul. Also discovered in Jerusalem is the Pool of Siloam, where Jesus sent a blind man to be healed (John 9:7). You may wish to familiarize yourself with some of these discoveries and share some of the things you have learned with your students.

TEACHER TIPS

This lesson will continue to show how archaeological findings provide a wealth of evidence to support the validity of God's perfect word. The activity for this class will give your students practice in thinking like an archaeologist. You will need to provide "artifacts" for this lesson. Look around your home to find interesting objects (see note in the Activity Section). Objects that have several potential uses will be most effective.

PRECLASS ACTIVITY

ARCHAEOLOGY WORD SEARCH

The students will complete a word search puzzle that will help to familiarize them with archaeological terms.

MATERIALS USED

For each student:

- pen or pencil

Reproducible Pages:

- Page A, 1 copy for each student

INSTRUCTIONS

1. As students arrive, hand each a copy of Reproducible Page A (Archaeology Word Search) and a pen or pencil.
2. The students should work individually to complete the puzzle.
3. Tell the students that many of the terms and names in the places will be explained later in the class.

© 1999 by Discipleship Publications International

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?*

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 the kingdom of God is worldwide, and that the victories of our brothers and sisters on other continents should inspire us and spur us on.

© 1999 by Discipleship Publications International

GETTING INTO GOD'S WORD

STORY

EIFFEL TOWER

In the following introduction to the lesson, the students will prove to themselves that a historical and well-known site does exist. This will help students to understand how archaeological finds support the events of the New Testament.

INSTRUCTIONS

1. Read aloud the following facts about the Eiffel Tower: *The Eiffel Tower is a historical landmark located in Paris, France. It was named after its designer and builder, Alexandre Gustave Eiffel. The tower, which was built specifically for the Paris World Fair of 1889, is 300 meters (984 feet) tall! It has three levels with stairs and elevators.*
2. *Ask the following questions:*
   - *How many of you have heard of the Eiffel Tower?*
   - *How do you know that the structure really exists?* (Give students time to respond.)
3. Conclude by telling the students: *We can believe the facts about the Eiffel Tower are true because many of us have actually seen it or have at least seen pictures of it. In the same way, we can believe that many of the events of the New Testament are true. Because of thousands of archaeological discoveries, we can be sure that many of the Biblical sites mentioned in the New Testament existed, and thus, be assured that the events did actually happen.*

SCRIPTURE STUDY

I'd like everyone to open their Bibles to John 9:7. (Read the verse aloud to students.)

- *Do you believe the pool of Siloam really existed?*
- *In 1896, the pool of Siloam was discovered by Palestinian explorers. It is discoveries like this that confirm our belief that the New Testament is true. In fact, hundreds of discoveries have been made, and much of what is in the New Testament still exists in the Middle East today.*
- *In the next activity, we will see that many archaeological finds support the passages of the New Testament.*
- *Let's begin our activity by taking a closer look at some of those places that have been uncovered by archaeologists. You will match each discovery to the Bible verse in which it is mentioned. When you are finished, your knowledge of all kinds of places in the New Testament will be tremendous!*

MATERIALS USED

For each student:
- pen or pencil

For the teacher:
- extra Bibles

Reproducible Pages:
- Page B, 1 copy for each group

INSTRUCTIONS

1. Divide the class into groups of two or three students.
2. Distribute Reproducible Page B (Archaeology and the New Testament) and a pen or pencil to each group.
3. Instruct students to work as a team to match each discovery to the verse in which that site is noted. To do this, each group will need several Bibles in order to look up the verses.
4. After all the groups have finished, give the correct answers and have a discussion. (See Answer Key below.) *Let's talk about how archaeology uncovers artifacts or places that support New Testament events. Which ones did you find most interesting?*
5. *If you were speaking to someone who had a hard time believing that the New Testament was true, how would you use what you have learned to try to persuade them otherwise?*

ANSWER KEY

1.	C	6.	K	11.	B
2.	H	7.	A	12.	N
3.	E	8.	O	13.	F
4.	I	9.	L	14.	D
5.	J	10.	M	15.	G

© 1999 by Discipleship Publications International

ACTIVITY

TIME CAPSULE

In the lesson, "Archaeology and the Old Testament," students examined a man-made artifact step-by-step with the teacher to understand the thinking process of an archaeologist. In this activity, students will examine a time capsule from an unknown culture. This capsule will contain artifacts dug up by archaeologists that have been sent to the students for examination. They will write down observations they make about this culture.

MATERIALS USED

For each student:
- pen or pencil

For the teacher:
- paper
- 3-4 shoe boxes or paper bags
- items to be used as artifacts

PREPARATION

1. Collect a wide variety of items such as colored paper scraps, fabric scraps, cotton balls, old pottery, utensils, figurines, toys, candles, cardboard, assorted blocks (such as plastic interlocking or wooden), etc.
2. Place several items in each shoe box or paper bag, and seal each. These will act as time capsules from another culture. Have the students make notes about the items in each box, particularly about what you would like for them to note about their "culture."

INSTRUCTIONS

1. Arrange students into groups of four or five. Give each group a time capsule, a piece of paper and a pen or pencil. Each group should select one person to be the recorder for the group.
2. *We have just found time capsules from some unknown cultures. Each box contains several artifacts from a different culture that will lead your group to some assumptions about that culture. You have enough training in archaeology so that you can now examine the artifacts and make some educated guesses about the knowledge level, religion and traditions of this culture. As you examine the artifacts, write down (on the paper provided) clues that each artifact reveals to you. Good luck, and great examining!*
3. Give the students plenty of time to figure out the origins of each item. If necessary, guide groups down paths of thinking so that they may discover more about their items.
4. As each group finishes, encourage them to work together drawing, describing (as a scientist would) and writing the clues to each artifact on a piece of paper.
5. After all the groups have finished their investigations, have them return to their seats.
6. Have one student from each group share what they believe their culture was like.
7. Have the other students hold up the items to show them to the rest of the class as the speaker shares.
8. When all the groups have shared, thank them for sharing, and encourage them for their great work.

© 1999 by Discipleship Publications International

GETTING IT TO OTHERS

SCRIPTURE MEMORY

Consequently, faith comes from hearing the message, and the message is heard through the word of Christ. Romans 10:17

MATERIALS USED

Reproducible Pages:

- Page C, 1 copy for each student

INSTRUCTIONS

1. Divide the class into four groups.
2. Have the entire class read Romans 10:17 aloud twice.
3. Instruct the students to work with their group to create a song using the memory verse.
4. After about ten minutes, allow each group to sing their song in front of the class.

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.

The challenge is as follows: Share a Bible passage with someone who may be skeptical. The passage should describe a place that has been proven to exist through archaeological finds. Share how this discovery and others like it further support the fact that the Bible is true. Be prepared to show other places in the Bible that have also been proven to exist.

Tell the students that they will be having a Jeopardy game during their next class, and that studying the facts in their quiet-time books and going over their worksheets would be helpful.

CONCLUSION

End the class with a prayer.

WEEKLY CHALLENGE

- Share a Bible passage with someone who may be skeptical. The passage should describe a place that has been proven to exist through archaeological finds. Share how this discovery and others like it further support the fact that the Bible is true.
- Be prepared to show other places in the Bible that have also been proven to exist.

© 1999 by Discipleship Publications International

Lesson at a Glance supplement

ARCHAEOLOGY AND THE N.T.

EVIDENCES II
LESSON 4
(SUPPLEMENT)

LESSON TEXT

John 9:7

LESSON OBJECTIVES

- The students will locate three Bible passages describing places proven to have existed through archaeological digs.
- The students will list at least two archaeological finds that support the accuracy of New Testament accounts.
- The students will explain how archaeological finds have supported the accuracy of the Bible.

MATERIALS NEEDED

For each student:
- pen or pencil

For the teacher:
- 1 large poster board
- 60 index cards, 3" x 5"
- extra Bibles
- marker
- adhesive
- 1 coin

Reproducible Pages:
- Page B, 1 copy for the teacher (from the Core Lesson)
- Page D, 1 copy for each student
- Page E, 1 copy for the teacher
- Page F, 1 copy for the teacher
- Page G, 1 copy for the teacher

LESSON PLAN

Getting Ready

Faithful Instruction
- Teacher Focus
- Teacher Tips

Preclass Activity: Scripture Memory Search

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

Getting into God's Word

Scripture Study

Activity: Jeopardy

Getting It to Others

Scripture Memory: Romans 10:17

Weekly Challenge and Snack Time

Conclusion

SCRIPTURE MEMORY VERSE

Consequently, faith comes from hearing the message, and the message is heard through the word of Christ.
Romans 10:17

GENERATION NEXT
Preteens

© 1999 by Discipleship Publications International • Permission to Photocopy Granted

GETTING READY

(SUPPLEMENT)

FAITHFUL INSTRUCTION

TEACHER FOCUS

Pray before preparing the lesson. Read and meditate on the following scriptures: John 19:15, Acts 19:23-29 and John 9:7. Given time and money, how marvelous it would be to visit the exact locations where so many great events took place during the ministry of Jesus and his disciples. God graciously provides us with much evidence to build our faith and confidence in the Scriptures. Archaeologists are merely the tools (vehicles) God uses to lead us to this evidence. Regarding the validity of the New Testament, how do those archaeological findings continue to build your faith? Be prepared to share this with your students.

TEACHER TIPS

Imagine standing in the shadow of the enormous ancient archway where Jesus, after being mocked and brutally beaten, stood at the side of Pontius Pilate. Imagine staring out at the crowds as they shouted, "Take him away! Take him away! Crucify him!" (John 19:15).

This archway, the Ecce Homo Arch, located in Jerusalem, is one of thousands of archaeological discoveries that corroborate New Testament facts. Another finding is the theater to which Paul and some of his traveling companions were dragged when Demetrius began a riot against Paul (Acts 19:23-29). Unearthing the ancient city of Ephesus has also revealed a wealth of information that supports the epistles written by Paul. Also discovered in Jerusalem is the Pool of Siloam, where Jesus sent a blind man to be healed (John 9:7). You may wish to familiarize yourself with some of these discoveries, and share some of the things you have learned with your students.

PRECLASS ACTIVITY

SCRIPTURE MEMORY SEARCH

MATERIALS USED

For each student:

- pen or pencil

Reproducible Pages:

- Page D, 1 copy for each student

INSTRUCTIONS

1. Give each student a copy of Reproducible Page D (Scripture Memory Search) and a pen or pencil as they arrive.
2. Instruct them to complete the worksheet on an individual basis. Directions are on the page.

© 1999 by Discipleship Publications International

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

- Open with one student praying for each student's faith to grow and solidify as they learn about the physical evidence that supports the Bible. Pray that each will share the things they are learning with their friends.
- Have one student recite the memory verse for this lesson: Romans 10:17.

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.

© 1999 by Discipleship Publications International

GETTING INTO GOD'S WORD

(SUPPLEMENT)

SCRIPTURE STUDY

MATERIALS USED

Reproducible Pages:

- Page B, 1 copy for the teacher (from the Core Lesson)

Ask the students to take out their Bibles and turn to John 9:7. Select a volunteer to read the passage. Ask the students to share what they learned during their last class. Get as many students as possible to participate and to share aspects that were significant to them.

To help jog their memory, have a copy of Reproducible Page B from the Core Lesson. (The answer key is below.) Read several of the scriptures to the class and ask them if they can tell you the archaeological find that corresponds with the scripture.

Be sure to save plenty of time for the Jeopardy game.

ANSWER KEY

1.	C	6.	K	11.	B
2.	H	7.	A	12.	N
3.	E	8.	O	13.	F
4.	I	9.	L	14.	D
5.	J	10.	M	15.	G

ACTIVITY

JEOPARDY

The previous lesson focused on the vast number of scriptures in the New Testament that cite places and artifacts which have been discovered by archaeologists. Students learned not only that many findings were made, but that these discoveries were made in several geographical areas. Today, students will be reviewing all the lessons in this unit by playing a Jeopardy game.

MATERIALS USED

For the teacher:

- 1 large poster board
- 60 index cards, 3" x 5"
- extra Bibles
- marker
- adhesive
- 1 coin

Reproducible Pages:

- Pages E, F and G, 1 copy for teacher

PREPARATION

1. Create a Jeopardy board by using the poster board and index cards. (See next page for diagram.)
2. There are two rounds to this game—round one will be on one side of the poster board, and round two will be on the opposite side.
3. On both sides of a poster board, draw five vertical lines from top to bottom, dividing the board into six even columns.
4. Label each column at the top with the six categories (world geography, world history, etc.).
5. In each column, attach five index cards with adhesive. The index cards should be labeled with point values on them from 10-50, in 10-point increments for round one.
6. The index cards should be labeled 20-100 in 20-point increments for round two.
7. Each location on the board corresponds with a question on the master sheet.
   NOTE: Do not ask the questions for round two during round one.

© 1999 by Discipleship Publications International

GETTING INTO GOD'S WORD

(SUPPLEMENT)

INSTRUCTIONS

1. Divide the class into two even groups of students, and choose a spokesperson for each group. Position the groups on opposite sides of the room.
2. *We have learned many interesting and important facts over the last few weeks. This game will test your knowledge and skill.*
3. *Only the spokesperson for your team may respond to the questions. Any other responses will not be considered.*
4. *Your group may briefly consult with each other before a response is given.*
5. *I will flip a coin to determine which group chooses first. The questions get harder as the point value increases.* (Flip the coin to determine starter.)
6. *The starting team may choose any question on the board. I will read the question; the group will consult, and the spokesperson will give me a response. If the response is correct, that team gets the designated points for that question. I will then remove the card from the board. If the response is incorrect, the other team has an opportunity to steal those points by answering the question correctly. If both teams answer incorrectly, I will give the correct answer and remove the card.*

   NOTE: If a team steals the points, it is still their turn next.
7. *I will determine whether the responses are correct. My decision is final.*
8. *Let the game begin!*
9. Play continues in this manner until all questions have been read. A scorekeeper must be chosen. (The classroom assistant makes a great scorekeeper.)
10. When round one is completed, scores should be announced, and round two may begin.
11. Optional: You may secretly designate beforehand two of the questions per game board as "Double Jeopardy" questions. When these questions are chosen, the team at play may wager any number of points. The points wagered may not exceed the number of points that the team has accumulated. If the team is correct, they get the points. If they are incorrect, they lose that number of points.
12. Play through two rounds.
13. Announce the winner at the end.

World History	World Geography	N.T. Archaeology	O.T. Archaeology	Physical Science in the Bible	Medical Science in the Bible
10	10	10	10	10	10
20	20	20	20	20	20
30	30	30	30	30	30
40	40	40	40	40	40
50	50	50	50	50	50

Round 1

World History	World Geography	N.T. Archaeology	O.T. Archaeology	Physical Science in the Bible	Medical Science in the Bible
20	20	20	20	20	20
40	40	40	40	40	40
60	60	60	60	60	60
80	80	80	80	80	80
100	100	100	100	100	100

Round 2

© 1999 by Discipleship Publications International

GETTING IT TO OTHERS

(SUPPLEMENT)

SCRIPTURE MEMORY

Consequently, faith comes from hearing the message, and the message is heard through the word of Christ. Romans 10:17

INSTRUCTIONS

1. Review the memory scripture as a class.
2. Choose several volunteers to stand up and recite the verse.

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.

If the students have already shared with someone, have them discuss who they shared with and which scriptures they used. Ask them to explain how the person reacted after they shared with them.

If some students haven't shared, encourage them to follow through. Hopefully, they will be encouraged by those who have shared already.

CONCLUSION

End the class with a prayer.

WEEKLY CHALLENGE

- Share a Bible passage with someone who may be skeptical. The passage should describe a place that has been proven to exist through archaeological finds. Share how this discovery and others like it further support the fact that the Bible is true.
- Be prepared to show other places in the Bible that have also been proven to exist.

© 1999 by Discipleship Publications International

ARCHAEOLOGY WORD SEARCH

N	A	P	X	S	T	A	R	T	I	N	G	G	A	T	E	B	C	N	A
W	E	A	L	M	S	Q	D	S	V	Z	K	R	W	B	R	Z	B	Q	P
E	L	R	M	T	Z	R	E	J	L	W	J	S	K	C	R	A	N	H	C
V	P	O	O	L	O	F	B	E	T	H	E	S	D	A	R	E	E	G	B
F	X	T	K	Y	N	P	R	L	Y	X	E	F	X	C	W	X	C	O	O
W	Y	A	E	U	W	F	E	V	L	M	I	C	H	T	T	Z	Y	L	D
L	A	X	V	M	J	O	D	Q	E	Y	B	A	E	E	Q	G	K	D	J
L	O	L	A	B	P	I	K	P	M	A	E	S	G	Z	M	N	Y	E	J
E	P	V	T	C	A	L	B	U	N	O	T	T	P	F	H	E	L	N	E
W	V	U	T	A	C	L	E	O	L	A	A	Z	D	N	G	Z	U	H	S
S	I	M	E	T	R	A	J	O	M	R	N	O	H	Y	E	T	I	O	U
B	Q	X	R	U	E	G	G	E	E	M	D	Y	B	T	N	S	H	U	O
O	A	R	M	T	G	Y	N	N	N	E	L	X	L	P	A	X	S	S	H
C	S	O	A	S	U	T	S	U	G	U	A	F	O	B	M	O	T	E	S
A	H	L	E	N	D	I	S	D	E	K	C	Z	F	B	E	T	I	H	R
J	I	E	P	H	E	S	I	A	N	S	N	J	M	G	S	J	R	K	E
P	V	A	L	E	L	P	M	E	T	S	D	O	R	E	H	H	Q	U	T
N	P	R	W	J	R	G	J	G	B	U	O	I	E	U	T	D	F	H	E
W	Q	S	K	M	K	U	V	F	X	H	H	S	T	F	E	J	A	P	P
N	O	I	T	P	I	R	C	S	N	I	E	U	G	O	G	A	N	Y	S

Find the words below:

Israel
Pool of Bethesda
Synagogue Inscription
Starting Gate
Ephesian
Gallio
Artemis
Tomb of Augustus
Temple
Nero
Altar
Golden House
Jacob's Well
Peter's House
Pilate
New Testament
Derbe
Gethsemane
Herod's Temple
Archaeology

Core/Getting Ready/1 copy for each student

GENERATION Next Preteens

 © 1999 by Discipleship Publications International • Permission to Photocopy Granted

ARCHAEOLOGY AND THE NEW TESTAMENT

Directions: Match the archaeological find to the scripture on the right.
Place the letter from the scripture on the line provided.

	Archaeological Find:		Scripture:
1.	Herod's Temple	____	A. Acts 19:28-29
2.	Herod's Winter Palace	____	B. Acts 18:12
3.	Pool of Siloam	____	C. Luke 1:5-9
4.	Pilate Inscription	____	D. Luke 21:20
5.	Peter's House	____	E. John 9:7
6.	Jacob's Well	____	F. Luke 2:1
7.	Ephesian Theater	____	G. Acts 14:20
8.	Synagogue Inscription	____	H. Matthew 2:3-4
9.	Marketplace	____	I. Luke 3:1
10.	Starting Gate for Races	____	J. Matthew 8:14
11.	Gallio Inscription	____	K John 4:5-6
12.	Politarch Inscription	____	L. Acts 16:19
13.	Tomb of Augustus	____	M. 1 Corinthians 9:24, 26
14.	Masada	____	N. Acts 17:6
15.	Derbe Inscription	____	O. Acts 18:4

© 1999 by Discipleship Publications International • Permission to Photocopy Granted

REPRODUCIBLE PAGE C

SCRIPTURE MEMORY VERSE

Consequently, faith comes from hearing the message, and the message is heard through the word of Christ.

ROMANS 10:17

WEEKLY CHALLENGE

- Share a Bible passage with someone who may be skeptical. The passage should describe a place that has been proven to exist through archaeological finds. Share how this discovery and others like it further support the fact that the Bible is true.
- Be prepared to show other places in the Bible that have also been proven to exist.

Core/Getting It to Others/1 copy for each student

© 1999 by Discipleship Publications International • Permission to Photocopy Granted

This page intentionally left blank

SCRIPTURE MEMORY SEARCH

Directions: Fill in the blanks using the list provided.
Each phrase makes up one of your memory verses for the unit.
Also, write the correct scripture reference from the list below. DO NOT use your Bibles.

1. He said to the _____, "In the _____ when your _____ ask their _____, 'What do these _____ mean?' tell them, 'Israel crossed the _____ on _____ ground.'"

   Scripture: _____

2. But God _____ the _____by his _____;
   he _____ the world by his _____ and stretched out the _____ by his _____.

   Scripture: _____

3. For you _____my inmost _____;
   you _____ me together in my _____ womb.
   I _____ you because I am _____ and _____ made;
   your _____ are wonderful,
   I _____ that full _____.

   Scripture: _____

4. Consequently, _____ comes from _____ the _____, and the _____ is heard through the _____ of _____.

   Scripture: _____

faith	descendants	fathers	wisdom
dry	Israelites	stones	mother's
heavens	being	wonderfully	praise
message	hearing	future	Joshua 4:21-22
created	understanding	know	Jeremiah 10:12
earth	Jordan	fearfully	Psalm 139:13-14
power	word	message	Romans 10:17
works	well	knit	
Christ	founded	made	

© 1999 by Discipleship Publications International • Permission to Photocopy Granted

JEOPARDY QUESTIONS

Round One

***Category:* World History**

10 points For what reasons were leeches once used?
- a. food
- **b. bleed patients**
- c. pets

20 points How did the great thinker Socrates die?
- a. old age
- b. murdered
- **c. drank poison**

30 points What event happened in London in 1666?
- **a. great fire**
- b. flu epidemic
- c. king died

40 points How old was King Tut when he became pharaoh (king)?
- a. fourteen
- b. twenty
- **c. nine**

50 points In what country did warlords rule until the 1900s?
- **a. China**
- b. Italy
- c. Russia

***Category:* World Geography**

10 points On what continent would you find Zulus?
- a. South America
- **b. Africa**
- c. Australia

20 points On what continent would you find the Inca civilization?
- **a. South America**
- b. Africa
- c. North America

30 points In what part of the world was corn first cultivated?
- a. Canada
- **b. Mexico**
- c. New York

40 points In which country was gunpowder invented?
- a. USA
- b. Russia
- **c. China**

50 points Where does the woven textile Kente come from?
- **a. Africa**
- b. Europe
- c. USA

***Category:* New Testament Archaeology**

10 points Where is the Eiffel Tower located?
- a. Jerusalem
- **b. Paris**
- c. Singapore

20 points Where did Jesus send the blind man to wash after he put mud on his eyes?
- a. Jordan River
- b. Dead Sea
- **c. Pool of Siloam**

30 points Where did Jesus tell the crippled man to, "Take up your mat and walk?"
- **a. Pool of Bethesda**
- b. Jordan River
- c. Dead Sea

40 points What did Jesus offer the Samaritan woman at Jacob's well?
- **a. living water**
- b. spring water
- c. water for camels

50 points What did Jesus use to fight Satan when he was being tempted?
- a. whip of cords
- **b. word of God**
- c. pride

***Category:* Old Testament Archaeology**

10 points The walls of this city, written about in Joshua 6, were found by archaeologists to have actually fallen outward, as the Bible says. What city is it?
- **a. Jericho**
- b. Ai
- c. Jerusalem

20 points An ancient building was discovered to be over twenty stories tall. What building from the Bible do archaeologists believe this to be?
- a. a pyramid
- **b. Tower of Babel**
- c. the temple of God

30 points What city described in Genesis 11 has been uncovered by archaeologists and shows the record of a great flood?
- a. Babylon
- b. Rome
- **c. Ur**

40 points In Genesis, what did the word "Babel" mean?
- a. talks too much
- **b. gate of God**
- c. languages

50 points How long was the Egyptian embalming process?
- **a. 70 days**
- b. four days
- c. three hours

(continued on Reproducible Page F)

© 1999 by Discipleship Publications International • Permission to Photocopy Granted

REPRODUCIBLE PAGE F

***Category:* Physical Science in the Bible**

10 points Which animals live in colonies?
a. spiders
b. rats
c. ants

20 points Name one thing required for plants to grow.
a. sunlight
b. humans
c. dogs

30 points According to the Greeks, who carried the world on his shoulders?
a. Jupiter
b. Atlas
c. Zeus

40 points How many of each kind of animal did Moses take on the ark?
a. zero
b. two
c. four

50 points What American manufacturer first used the concept of an assembly line?
a. Henry Ford
b. Abe Lincoln
c. Bill Gates

***Category:* Medical Science in the Bible**

10 points God wanted people to know that the "life of a creature is its _____."
a. soul
b. blood
c. legs

20 points In what book of the Bible does it mention that God "knit me together in my mother's womb"?
a. Genesis
b. Matthew
c. Psalms

30 points In the time of Moses, what did people do to those who were infected with disease, in order to prevent it from spreading?
a. isolate them
b. kill them
c. give them to enemies

40 points How did people in Europe, during the Dark Ages, dispose of their waste products?
a. flush them
b. threw out window
c. buried it

50 points Why did God direct his people to wash after touching a dead body?
a. get rid of sin
b. dead bodies cause illness
c. just because

Round Two
***Category:* World History**

20 points What title did the Greeks give Hippocrates?
a. father of faith
b. father of love
c. father of medicine

40 points How did Aztec priests sacrifice their victims?
a. rip hearts out
b. hang upside down
c. shoot with arrow

60 points In what year was apartheid introduced in South Africa?
a. 1996
b. 1949
c. 1886

80 points In the Middle Ages, what did people use to pay their rent?
a. dollars
b. tokens
c. peppercorns

100 points In what year was Israel established as a state?
a. 1948
b. 33AD
c. 1998

***Category:* World Geography**

20 points In which country might you find the Notre Dame Cathedral and the Mona Lisa?
a. USA
b. Korea
c. France

40 points In which country would you find Machu Pichu, the city of the Incas?
a. Peru
b. Mexico
c. Japan

60 points On which continent would you find the countries of Cambodia and Sri Lanka?
a. Europe
b. North America
c. Asia

80 points What is the most famous feature of Easter Island?
a. Easter Bunny
b. giant stone statues
c. beaches

100 points In which countries would you find copies of the Magna Carta?
a. USA and England
b. Russia and Italy
c. Spain and USA

***Category:* New Testament Archaeology**

20 points What name means "oil press"?
a. Jerusalem
b. Gethsemane
c. Jericho

(continued on Reproducible Page G)

© 1999 by Discipleship Publications International • Permission to Photocopy Granted

40 points Whose well was cleaned out in 1935 and found to be 138 feet deep?
a. Jesus' well
b. Moses' well
c. Jacob's well

60 points Satan took Jesus to the highest point of a temple. Whose temple was it?
a. Herod's temple
b. God's temple
c. Zeus' temple

80 points What was the prize given at the Isthmian Games which took place every other year?
a. gold medal
b. perishable wreath
c. gold crown

100 points In 1 Corinthians 9, God commands us to make every effort to win what prize?
a. gold medal
b. perishable wreath
c. crown that lasts forever

***Category:* Old Testament Archaeology**

20 points In Exodus 5, the Israelites were forced to produce these items by using straw for material. What are they?
a. bricks
b. homes
c. wagons

40 points Archaeologists have proven Beltezshazzar's existence. What book in the Bible records his life?
a. Psalms
b. Genesis
c. Daniel

60 points King Solomon refortified Hazor, Megiddo and Gezer. Their city gates were unearthed years ago. What book in the Bible mentions these rebuilding projects?
a. 1 KIngs
b. Matthew
c. Joshua

80 points This ancient artifact was found with the inscription, "Those refusing to worship Babylonian Gods will be burned alive!" What was it?
a. campfire site
b. furnace
c. toaster

100 points Archaeologists dug up a tunnel in Jerusalem that brought water into the city. This tunnel was mentioned in 2 Kings 20 and was built by which king?
a. Hezekiah
b. Solomon
c. David

***Category:* Physical Science in the Bible**

20 points What portion of Earth's surface is water?
a. 20%
b. 70%
c. 2%

40 points What percent of the water on Earth is available for drinking?
a. 20%
b. 70%
c. 2%

60 points What book in the Bible tells us that Earth is suspended in space?
a. Job
b. Genesis
c. Matthew

80 points What natural phenomenon did Matthew Maury discover that aided travel in the oceans?
a. dolphins
b. lanes in the seas
c. waves

100 points What book in the Bible tells us that the stars are countless?
a. Jeremiah
b. Genesis
c. Job

***Category:* Medical Science in the Bible**

20 points Which Biblical figure in the Old Testament has been called the first microbiologist?
a. Joshua
b. Moses
c. Peter

40 points What is the main cause of the two diseases, salmonella poisoning and botulism?
a. overeating
b. alcohol
c. meats not cooked properly

60 points What did Egyptians in Moses' time use to treat a deep splinter that got infected?
a. worm blood
b. surgery
c. prayer

80 points What medical practice involved cutting the vein of a sick person to drain blood out of his body?
a. blood letting
b. blood draining
c. blood expulsion

100 points Why was Dr. Ignaz Semmelweis driven into seclusion by his colleagues?
a. insane
b. had to wash hands
c. joked too much

© 1999 by Discipleship Publications International • Permission to Photocopy Granted