

LETTERS & DEVOTION

Bible: The Old Testament Read Through the New

Free sample: Unit 1, Lessons 1 to 8

These are 8 lessons from *Bible: The Old Testament Read Through the New: Grade 8*, a Grade 8 year a parent runs at the kitchen table. Each lesson is a short script for you, a page to read together, and a practice sheet you may copy for your household. Answers are at the back.

Bible: The Old Testament Read Through the New: Grade 8. Sample edition.

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Letters & Devotion is a Christian curriculum: a Bible course in every grade from the King James text, and science taught as scientists teach it, including an old earth. Standards references: Common Core State Standards and the Next Generation Science Standards.



BIBLE · UNIT 1

Promise and Fulfillment

Nine weeks learning the method itself. Luke 24 as the scene where it is taught, then six Old Testament promises traced into the New: the seed of the woman, Abraham's blessing and Abraham's faith, Psalm 16 in Peter's first sermon, David's throne, and Isaiah's Immanuel. Closes with Matthew 2, which quotes the Old Testament four times in four different ways.

In this unit

1. How the first Christians read their Bible
2. The first promise, and how little it says
3. Blessing for everyone, promised to one man
4. Counted, not earned
5. A psalm about death, used as evidence
6. A throne that outlasts the man
7. Immanuel, and an argument about one word
8. A quotation that was never a prediction

How the first Christians read their Bible

Goal: Read, examine and write about “How the first Christians read their Bible” (Luke 24:13-35 and Luke 24:44-49), and say Luke 24:27 by heart.

About 120 minutes



Read together FOR THE STUDENT

THIS WEEK: How the first Christians read their Bible

Four sittings this week, about thirty minutes each: read the passage, read the context note, work the questions, write.

READ: Luke 24:13-35 and Luke 24:44-49, from the King James Bible. Read it before the context below, not after.

CONTEXT:

The New Testament writers already had a Bible. It was the Old Testament, and they quoted it constantly, usually from a Greek translation, and usually without naming the book.

Luke 24 is the scene where the method gets taught. Two people walk to Emmaus on the day of the resurrection and get a walk-through of Moses and the prophets.

Luke does not record which passages were used. That absence is the reason this year exists: you have to go find them yourself.

Everything after this week is one long exercise in four steps. See a quotation, find the source, read both, say what the later writer did with it.

MEMORY WORK (Luke 24:27):

And beginning at Moses and all the prophets, he expounded unto them in all the scriptures the things concerning himself.

DISCUSS:

1. Luke says he began at Moses. Why start there rather than with the prophets?
2. Why do you think Luke did not simply write down the list of passages?

3. Name one thing you believe because someone showed you where it came from, and one thing you believe because you were told. Which could you defend to a stranger?

WRITE OR DO: Set up the notebook you will keep all year. Four columns: the New Testament reference, the Old Testament source, what the source passage was about in its own place, and what the New Testament writer does with it. Then open Matthew anywhere, find one place that says 'it is written' or 'that it might be fulfilled', and fill in row one.

LOGGING: a parent records the minutes on the Transcript & Hours page. Reading, discussion and the written work all count.

Practice: How the first Christians read their Bible

1. The New Testament writers already had a Bible of their own. What was it?
 - ☐ A The Old Testament, which they quoted constantly
 - ☐ B The four gospels, which all of them had read
 - ☐ C Nothing written down; it was all passed on by memory
2. In Luke 24, where are the two people walking, and on what day?
 - ☐ A To Emmaus, on the day of the resurrection
 - ☐ B To Damascus, some years later
 - ☐ C To Jerusalem, on the night before the crucifixion
3. The memory verse says he began in one place and worked out from there. Where does Luke 24:27 say he began?
 - ☐ A At the last of the prophets, working backward to Moses
 - ☐ B At Moses and all the prophets
 - ☐ C At the psalms, and nowhere else
4. The verse says he expounded the scriptures to them. What does expounded mean here?
 - ☐ A He translated them into Greek while they walked
 - ☐ B He explained them, setting out what the passages meant
 - ☐ C He predicted brand-new events that the scriptures had never mentioned before that day

The first promise, and how little it says

Goal: Read, examine and write about “The first promise, and how little it says” (Genesis 3:1-19 and Galatians 4:1-7), and say Genesis 3:15 (part) by heart.

About 120 minutes



Read together FOR THE STUDENT

THIS WEEK: The first promise, and how little it says

Four sittings this week, about thirty minutes each: read the passage, read the context note, work the questions, write.

READ: Genesis 3:1-19 and Galatians 4:1-7, from the King James Bible. Read it before the context below, not after.

CONTEXT:

Genesis 3 is narrative, not prophecy. The line about the woman's offspring is spoken to the serpent inside a scene, as part of a curse.

Christians have called it the first announcement of the gospel for a very long time.

Notice what it actually contains: a conflict, a wound on each side, and no name, no date, no place.

Paul does not quote this verse when he explains where Jesus came from. He writes that God sent forth his Son, made of a woman, and leaves the connection for the reader to make.

This is the shape of most Old Testament promise. An outline that gets filled in later, not a photograph taken in advance.

MEMORY WORK (Genesis 3:15 (part)):

it shall bruise thy head, and thou shalt bruise his heel.

DISCUSS:

1. If you had only Genesis 3 and nothing else, what could you honestly say you knew about a rescue?

2. A bruised head and a bruised heel are not the same injury. What is that difference doing in the sentence?
3. Think of a promise someone made you with no details attached. What made it possible, or impossible, to trust?

WRITE OR DO: Write two short paragraphs and keep them separate. In the first, say everything Genesis 3:15 states using only the words on the page. In the second, say what Christians add to it from the rest of the Bible. Not mixing them is the entire exercise.

LOGGING: a parent records the minutes on the Transcript & Hours page. Reading, discussion and the written work all count.

Practice: The first promise, and how little it says

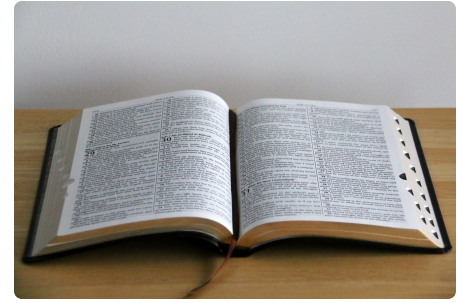
1. Inside the scene in Genesis 3, who is the line about the bruised head spoken to?
☐ A To Adam, as a word of comfort ☐ B To the prophets, centuries afterward
☐ C To the serpent, as part of a curse
2. The week asks what Genesis 3:15 actually contains. Which of these is in it?
☐ A The town where the child would be born
☐ B A name and a date for the one who comes ☐ C A conflict, with a wound on each side
3. The memory verse names two injuries. Which two?
☐ A A bruised head and a broken arm suffered later in the same struggle
☐ B A crushed hand and a crushed heel ☐ C A bruised head and a bruised heel
4. What does Paul do with this verse in Galatians 4?
☐ A He argues that the verse was only ever about snakes
☐ B He quotes it directly, word for word, and then announces that the ancient promise is now fulfilled
☐ C He does not quote it at all; he writes that God sent forth his Son, made of a woman

BIBLE · UNIT 1 · LESSON 3

Blessing for everyone, promised to one man

Goal: Read, examine and write about “Blessing for everyone, promised to one man” (Genesis 12:1-9 and Galatians 3:6-14), and say Galatians 3:8 (part) by heart.

About 120 minutes



Read together FOR THE STUDENT

THIS WEEK: Blessing for everyone, promised to one man

Four sittings this week, about thirty minutes each: read the passage, read the context note, work the questions, write.

READ: Genesis 12:1-9 and Galatians 3:6-14, from the King James Bible. Read it before the context below, not after.

CONTEXT:

Genesis 12 is the hinge of the book. Eleven chapters covering the whole human race narrow suddenly to one family with one promise attached.

Paul quotes it in Galatians in the middle of a fight with Christians who wanted Gentile converts circumcised.

Watch his move. He argues that the promise to Abraham already had non-Jews inside it, so the door was open from the beginning and they are not the ones changing the rules.

Genesis says families. Paul says nations. He is quoting the Greek translation most of his readers used, which is why New Testament quotations often do not match the Old Testament wording exactly.

MEMORY WORK (Galatians 3:8 (part)):

In thee shall all nations be blessed.

DISCUSS:

1. Why does Paul reach back to Abraham rather than quoting Jesus in this argument?
2. What changes if the promise names all families of the earth and not only Abraham's

descendants?

3. Where do you draw a line between people you count as yours and everyone else?
What would this promise do to that line?

WRITE OR DO: Write the Genesis wording and the Galatians wording in two columns and underline every difference. Then write three sentences on whether the differences change the meaning or only the vocabulary.

LOGGING: a parent records the minutes on the Transcript & Hours page. Reading, discussion and the written work all count.

Practice: Blessing for everyone, promised to one man

1. The week calls Genesis 12 the hinge of the book. Why?
 - ☒ A It is where the book stops being poetry and becomes law
 - ☐ B It happens to fall in the middle of Genesis if you count every chapter from beginning to end
 - ☐ C Eleven chapters about the whole human race narrow to one family with one promise
2. What argument was Paul in the middle of when he quoted this promise in Galatians?
 - ☒ A Whether Abraham had really existed
 - ☐ B Whether the Galatians should go on reading the Old Testament at all
 - ☐ C Whether Gentile converts had to be circumcised
3. According to the memory verse, who gets blessed?
 - ☒ A Abraham and his descendants, and nobody else
 - ☐ B All nations
 - ☐ C Only the nations that bless Abraham first
4. Genesis says families and Galatians says nations. What does the week give as the reason?
 - ☒ A The two verses are talking about two different promises
 - ☐ B Paul is quoting the Greek translation most of his readers used
 - ☐ C Paul quietly changed the word himself so his argument would come out the way he wanted

Counted, not earned

Goal: Read, examine and write about “Counted, not earned” (Genesis 15:1-6 and Romans 4:1-12), and say Genesis 15:6 by heart.

About 120 minutes



Read together FOR THE STUDENT

THIS WEEK: Counted, not earned

Four sittings this week, about thirty minutes each: read the passage, read the context note, work the questions, write.

READ: Genesis 15:1-6 and Romans 4:1-12, from the King James Bible. Read it before the context below, not after.

CONTEXT:

Genesis 15 is a night scene. An old man with no children complains to God, and God takes him outside to look at the sky.

One sentence from that scene became one of the most argued verses in the New Testament. Paul builds two chapters of Romans on it.

James quotes the same verse in James 2 and draws a conclusion that sounds like the opposite. Both are in the canon and both are being quoted accurately.

Read the Genesis chapter before you read either apostle. The verse means something in its own place first.

MEMORY WORK (Genesis 15:6):

And he believed in the LORD; and he counted it to him for righteousness.

DISCUSS:

1. At the moment the verse is spoken in Genesis, what has Abraham actually done?
2. Paul points out that the verse comes before circumcision, which is two chapters later. Why does the order matter to his argument?
3. Is there something you have been trying to earn from someone? What would change

if it were simply given?

WRITE OR DO: Read Romans 4:1-5 and James 2:20-24 with Genesis 15:6 open between them. Write half a page: state each writer's point in one sentence, then say what question each one was answering. Do not resolve it in a slogan. Say what would have to be true for both to be right.

LOGGING: a parent records the minutes on the Transcript & Hours page. Reading, discussion and the written work all count.

Practice: Counted, not earned

1. What is happening in the scene where Genesis 15:6 is spoken?
 - ☐ A Abraham is being told to leave his country for the first time
 - ☐ B It is night, and God takes an old man with no children outside to look at the sky
 - ☐ C Abraham is offering a sacrifice inside the temple at Jerusalem before a crowd of priests

2. What does the memory verse say was counted to Abraham for righteousness?
 - ☐ A His obedience in leaving his country
 - ☐ B That he believed in the LORD
 - ☐ C The son he was still waiting for

3. At the moment the verse is spoken, what has Abraham done?
 - ☐ A He has already been circumcised as the visible mark of the covenant God made with him earlier
 - ☐ B He has believed a promise; he has no son yet and circumcision is still two chapters away
 - ☐ C He has already offered Isaac on the mountain

4. Why does Paul point out that Genesis 15:6 comes before Genesis 17?
 - ☐ A Because he wants to prove that circumcision never actually happened to Abraham at any point in his life
 - ☐ B Because the verse comes before Abraham was circumcised, and that order matters to his case
 - ☐ C Because he thinks the chapters of Genesis are in the wrong order

BIBLE · UNIT 1 · LESSON 5

A psalm about death, used as evidence

Goal: Read, examine and write about “A psalm about death, used as evidence” (Psalm 16 and Acts 2:22-36), and say Psalm 16:10 by heart.

About 120 minutes



Read together FOR THE STUDENT

THIS WEEK: A psalm about death, used as evidence

Four sittings this week, about thirty minutes each: read the passage, read the context note, work the questions, write.

READ: Psalm 16 and Acts 2:22-36, from the King James Bible. Read it before the context below, not after.

CONTEXT:

Acts 2 is the first Christian sermon, preached in Jerusalem to a Jewish crowd about seven weeks after the crucifixion.

Peter's argument is Bible study done out loud. David wrote this psalm, David died, David's tomb is in this city, so the psalm was pointing past him.

The evidence is a text the audience already accepted and a fact they could check on foot that afternoon.

He is not asking them to feel anything. He is asking them to follow a chain of reasoning to a conclusion they will not like.

MEMORY WORK (Psalm 16:10):

For thou wilt not leave my soul in hell; neither wilt thou suffer thine Holy One to see corruption.

DISCUSS:

1. What two things does Peter treat as already agreed by his audience?
2. Read Psalm 16 straight through. Does it read as being about the writer, or about somebody else? Where exactly does it stop fitting David?

3. When you want someone to believe something, do you argue from evidence or from how strongly you feel it? Which has actually worked for you?

WRITE OR DO: Outline Peter's sermon as a numbered argument, one line per step, from verse 22 to verse 36. Label every step as either a quotation, a fact he expects them to grant, or a conclusion he draws from the two.

LOGGING: a parent records the minutes on the Transcript & Hours page. Reading, discussion and the written work all count.

Practice: A psalm about death, used as evidence

1. Where was the sermon in Acts 2 preached, and to whom?
 - ☐ A In Rome, preached to a crowd of Gentile converts many years after the crucifixion
 - ☐ B In Jerusalem, to a Jewish crowd, about seven weeks after the crucifixion
 - ☐ C In Galilee, to the disciples only, on the day of the resurrection
2. What does the memory verse from Psalm 16 say will not happen to the Holy One?
 - ☐ A His soul will not be left in hell, and he will not see corruption
 - ☐ B He will not be handed over into the power of his enemies to be destroyed
 - ☐ C He will not be born outside Bethlehem
3. Peter's argument rests on two things he expects the crowd to grant him already. Which two?
 - ☐ A That Jesus had already risen, and that everyone already agreed the psalm was about him
 - ☐ B That David wrote the psalm, and that David died and is buried in that city
 - ☐ C That the whole crowd had read Psalm 16 that morning
4. In the memory verse, what does it mean to see corruption?
 - ☐ A For the body to decay in the grave
 - ☐ B To be treated unfairly by corrupt judges
 - ☐ C To become dishonest

A throne that outlasts the man

Goal: Read, examine and write about “A throne that outlasts the man” (2 Samuel 7:1-17 and Luke 1:26-38), and say 2 Samuel 7:16 by heart.

About 120 minutes



Read together FOR THE STUDENT

THIS WEEK: A throne that outlasts the man

Four sittings this week, about thirty minutes each: read the passage, read the context note, work the questions, write.

READ: 2 Samuel 7:1-17 and Luke 1:26-38, from the King James Bible. Read it before the context below, not after.

CONTEXT:

David wants to build God a house. God answers by promising to build David a house, meaning a dynasty, and the wordplay is deliberate.

The promise has two layers. A son who will build the temple, and a kingdom with no end date. Solomon fills the first layer completely.

Nothing in Israel's later history fills the second, and for four centuries the gap between the promise and the actual kings kept widening.

Luke opens his gospel by having an angel use this exact vocabulary to a teenage girl: throne, father David, kingdom, no end.

MEMORY WORK (2 Samuel 7:16):

And thine house and thy kingdom shall be established for ever before thee: thy throne shall be established for ever.

DISCUSS:

1. Which parts of the promise did Solomon fulfill, and which parts never happened?
2. Why would a promise that has not arrived make a nation read its own scriptures more carefully rather than less?

3. What do you do with a promise that is taking a long time? Give a real example from your own life, not a hypothetical one.

WRITE OR DO: Make a two column chart. On the left, every specific thing God promises David in 2 Samuel 7. On the right, whether the Old Testament records it happening; use 1 Kings 6 and 2 Kings 25 to check. Then write two sentences about what is left over.

LOGGING: a parent records the minutes on the Transcript & Hours page. Reading, discussion and the written work all count.

Practice: A throne that outlasts the man

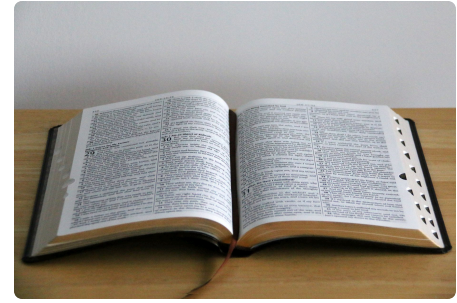
1. David wants to build God a house. How does God answer?
 - ☒ A By telling David to build a palace instead
 - ☐ B By promising to build David a house, meaning a family line
 - ☐ C By giving David a kingdom in place of the son he had asked for
2. How long does the memory verse say the throne will be established?
 - ☒ A For four hundred years
 - ☐ B Until Solomon's death
 - ☐ C For ever
3. The promise has two layers. Which one did Solomon fill?
 - ☒ A He filled both; the promise was complete in his lifetime
 - ☐ B Neither; another king built the temple
 - ☐ C The first: a son who builds the temple
4. In God's answer, what does the word house mean?
 - ☒ A The tent where the ark was kept
 - ☐ B The palace David was already living in
 - ☐ C A family line, a dynasty

BIBLE · UNIT 1 · LESSON 7

Immanuel, and an argument about one word

Goal: Read, examine and write about “Immanuel, and an argument about one word” (Isaiah 7:1-17 and Matthew 1:18-25), and say Isaiah 7:14 by heart.

About 120 minutes



Read together FOR THE STUDENT

THIS WEEK: Immanuel, and an argument about one word

Four sittings this week, about thirty minutes each: read the passage, read the context note, work the questions, write.

READ: Isaiah 7:1-17 and Matthew 1:18-25, from the King James Bible. Read it before the context below, not after.

CONTEXT:

Isaiah 7 is set in a war. King Ahaz is terrified of two invading kings, and Isaiah gives him a sign with a deadline attached: before the child is old enough to tell right from wrong, both kings will be gone.

The sign had to mean something in Ahaz's own lifetime or it was no sign to Ahaz at all. Matthew quotes it about a birth seven hundred years later. That is not carelessness. It is a claim that the pattern of God arriving during a crisis reaches its full weight in this one. The Hebrew word Isaiah used, *almah*, means a young woman of marriageable age. The Greek translation Matthew quotes uses *parthenos*, which means virgin. Christian and Jewish readers have argued about this for two thousand years.

MEMORY WORK (Isaiah 7:14):

Therefore the Lord himself shall give you a sign; Behold, a virgin shall conceive, and bear a son, and shall call his name Immanuel.

DISCUSS:

1. What did the sign have to accomplish for Ahaz in order for Isaiah to be telling the truth?

2. Does a verse have to mean one thing in one century only? What are the risks of answering yes, and the risks of answering no?
3. When someone points out a real problem in something you believe, what is your first reaction? What would a better first reaction be?

WRITE OR DO: Write a one page response to this objection. State it fairly in your own words first: Matthew took a verse about a crisis in King Ahaz's day and applied it to something it was never about. Give the strongest version of the objection you can build before you answer it.

LOGGING: a parent records the minutes on the Transcript & Hours page. Reading, discussion and the written work all count.

Practice: Immanuel, and an argument about one word

1. What situation is King Ahaz in when Isaiah gives him the sign?
☐ A A war; he is terrified of two invading kings ☐ B His coronation; he is being crowned
☐ C A famine; he is publicly asking the prophet for rain to end it
2. According to the memory verse, what will the son be called?
☐ A Ahaz, after the king who was afraid ☐ B Immanuel
☐ C Isaiah, after the prophet who spoke
3. The sign comes with a deadline. What is it?
☐ A Within seventy years the two kings will fall
☐ B Before the child is old enough to tell right from wrong, both kings will be gone
☐ C Before the child born from this sign is even weaned, the war will already be over
4. The week explains an argument about one word. What is the argument?
☐ A The Hebrew word means a young woman of marriageable age; the Greek word Matthew quotes means virgin
☐ B Both words mean the same thing, so there is nothing to discuss
☐ C The Hebrew word Isaiah used definitely means virgin, while the Greek word Matthew later quotes only means young woman

A quotation that was never a prediction

Goal: Read, examine and write about “A quotation that was never a prediction” (Hosea 11:1-11 and Matthew 2:13-15), and say Matthew 2:15 (part) by heart.

About 120 minutes



Read together FOR THE STUDENT

THIS WEEK: A quotation that was never a prediction

Four sittings this week, about thirty minutes each: read the passage, read the context note, work the questions, write.

READ: Hosea 11:1-11 and Matthew 2:13-15, from the King James Bible. Read it before the context below, not after.

CONTEXT:

Hosea 11 is not about the future. It is God looking backward at the exodus, grieving over a nation he raised like a child and that walked away from him.

The son in Hosea is Israel. Anybody reading Hosea in his own century would have said so without hesitating, because the chapter says it.

Matthew applies the line to a toddler carried into Egypt and back out again. He is not claiming Hosea predicted that. He is claiming Jesus is walking Israel's road a second time and getting it right.

This is called typology: a pattern in an earlier story that a later person fills out. It is the most important idea in this year and the one most easily abused.

MEMORY WORK (Matthew 2:15 (part)):

Out of Egypt have I called my son.

DISCUSS:

1. Who is the son in Hosea 11, and how do you know from the chapter itself?
2. What is the difference between saying Hosea predicted this and saying Matthew saw a pattern? Which is Matthew doing?

3. Where in your own life has something happened twice, the second time meaning more because of the first?

WRITE OR DO: In your notebook write a definition of typology in your own words, under twenty five words. Then list three tests that a claimed pattern must pass before you will treat it as more than coincidence. Keep the list. You will run claims against it for the rest of the year, including claims made by the New Testament.

LOGGING: a parent records the minutes on the Transcript & Hours page. Reading, discussion and the written work all count.

Practice: A quotation that was never a prediction

1. Who is the son in Hosea 11?
☐ A Israel, the nation ☐ B One of Hosea's own sons, born to him and his wife Gomer
☐ C A king of Egypt
2. Which direction is Hosea 11 looking?
☐ A Backward, at the exodus ☐ B At a war that had not started yet
☐ C Forward, to a birth in Bethlehem
3. Which line is this week's memory verse?
☐ A He shall be called a Nazarene. ☐ B Out of Egypt have I called my son.
☐ C Behold, a virgin shall conceive.
4. The week defines typology. Which definition is it?
☐ A A word study that finds hidden meanings inside single letters
☐ B A prediction of a future event, written down in advance
☐ C A pattern in an earlier story that a later person fills out

Answer key

Bible

Lesson 1	1. A 2. A 3. B 4. B
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Lesson 2	1. C 2. C 3. C 4. C
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Lesson 3	1. C 2. C 3. B 4. B
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Lesson 4	1. B 2. B 3. B 4. B
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Lesson 5	1. B 2. A 3. B 4. A
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Lesson 6	1. B 2. C 3. C 4. C
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Lesson 7	1. A 2. B 3. B 4. A
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Lesson 8	1. A 2. A 3. B 4. C
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Unit 1 check-up	1. A 2. B 3. C 4. C 5. C 6. C 7. A 8. B 9. B 10. B 11. B 12. C 13. C 14. B 15. A 16. B
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The same lessons, with a teacher who talks back

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