Also Available for Bible Grades 6–8
Course Description

*Daring Deliverers* is a semester course on the book Judges. In addition to the twelve military leaders of Israel, students study the lives of Ruth, Eli, and Samuel presented during this period of Biblical history. Leadership principles are woven into each lesson as students study both the positive and negative qualities of each individual.

The course is designed for students in junior high school through ninth grade. Students should each have a textbook to complement their direct study of the Bible passages referenced. The teacher edition provides extensive information on implementing the lessons day to day, ninety-eight Blackline Masters, and an evaluation system. The methodology involves the participation of students in the instructional process. It extends to the application of Biblical principles into their daily lives. Thus, a more hands-on, creative approach is used throughout the eighteen weeks of study.

*Daring Deliverers* is one of several Bible courses, written for junior and senior high school students, available from the Association of Christian Schools International. It is the desire of the author, as well as the Association, that these materials will prove useful to teachers as they effectively teach the words and works of our God.
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HOW TO USE THIS GUIDE

Introduction: The teacher edition for Daring Deliversers provides a complete guide for your instructional program. It has been designed to enable your successful interaction with students as they study the lives of the judges and the leadership principles presented. The following pages will explain the various components of the teacher edition.

Student Material: Your students should each have a copy of Daring Deliversers and the version of the Bible adopted by your school. Eighteen chapters are presented which provide a chapter for each week of the course. The text of the student edition provides background and an explanation of the events presented in Scripture. A number of graphics are included to enhance the visual interest of the material.

Questions appear at the end of each chapter which extends the lesson into related research topics, summarizes the lesson material, and asks students to identify and apply leadership principles. You have the option of assigning all of these questions each week, or selectively assigning items to various students on various days of the week. When you assign the completion of questions, be sure to provide time in your daily schedule to respond to your students’ work. Otherwise, they will become lax and discouraged in this aspect of their program. Specific references are not made to these questions each week. Rather, it is anticipated that you, as the teacher, will decide how these questions are best integrated into your daily schedule.

Scope and Sequence: The Table of Contents provides the titles and general flow of the material for the eighteen weeks. Subsequently, each chapter heading lists the name of the individual(s) to be studied, the leadership quality emphasized, and the Scripture references. Generally, one character is studied each week. However, one week is devoted to five of the minor judges, and extra weeks are devoted to Gideon, Samson, and Samuel.

Lesson Target: This succinct statement provides your main teaching objective for the week.

Key Verse: This passage is taken from the background Scripture and can serve as the memory verse for the week.
On a Personal Note: Teachers must be personally challenged and inspired by the Word of God to be effective bearers of the Truth to their students. To this end, this section provides a short devotional thought based on the instructional material. You are encouraged to read this section carefully and prayerfully.

Days of Instruction: Your week's lesson is divided into five days. Typically, the first four days build on each other. The fifth day is provided for enrichment and review. This design allows you flexibility in designing your program. Some schools have chapel in lieu of Bible class one or two days a week. You may want to do a memory work check-up one day. You may need to allow for field trips and other school events. Rather than your feeling pressed to accomplish more than is possible, the materials are flexible enough to fit into a variety of schedules.

The days of instruction are not linked to specific days of the week. You can decide if you want to implement the lessons from Monday to Friday or to begin with Day One on another day of the week. Again, the materials were designed to assist you, not to impose an unmanageable structure. Feel free to add, delete, or modify any suggestions made in order to make the program more complementary to the students you have from year to year.

Tips for the Teacher: Background information and helpful hints are found in this section under each day of instruction.

Teacher Note: These alerts help you remember to look ahead, to be aware of additional materials, or to be prepared for certain events.

Instructional Strategies for Your Students: This section provides step-by-step procedures for each day of instruction. Enrichment suggestions are occasionally listed which are optional. You have complete control over the flow of these procedures within the time allotted for your class. Don't hesitate to move activities from one day to the next, reduce or expand an activity, or replace an activity completely.

Assignment: As assignments are suggested, they appear at the end of a day's lesson. Again, you have the option of changing these in a way that better meets the needs of your students.
Increase Your Understanding: At the end of each week's material there is a duplication of the questions that appear in the student text. This section asks students to research related material or to demonstrate an understanding of the information presented in their text. These assignments can be optional.

Preparing for Leadership!: This section is also a duplication of the questions which appear at the end of each chapter in the student text. It focuses on the leadership principles which relate to the individual being studied. Students are expected to gain an understanding of a specific principle and how to apply it to their own lives. This section is particularly important as preparation for the days of instruction when these principles are discussed.

Teacher Evaluation: These questions are provided for your consideration as you determine the success of your program of instruction each week. Your thoughtful answers to them will assist you in becoming a more effective teacher.

Blackline Masters: The teacher edition contains ninety-eight Blackline Masters to aid you in your instructional program. These provide patterns for visual aids, material to be copied and given to students, and masters for transparencies. Each Blackline Master is clearly numbered for your reference.

Student Evaluation: The course is designed with a review and evaluation occurring every three weeks. Blackline Masters are provided for this purpose. However, you are encouraged to use these Blackline Masters as an idea bank for developing your own tests which more accurately reflect the emphases you have taught during each three weeks. You must also determine how you want to evaluate memory work, homework (especially the questions in the student text), projects, presentations, students’ notebooks, and class participation.

Memory Work: All Bible courses produced by ACSI provide suggestions for memory work. For this course, these are found at the beginning of each chapter under Key Verse. However, schools handle memory work in a variety of ways. Therefore, you can exercise any of several options: use the memory verse suggested; expand the memory selection to more than one verse; memorize longer passages (such as the book of James); during the course of the semester, participate in a
schoolwide Bible memory program; or coordinate with the memory program of your supporting church.

You are encouraged to incorporate the memory program into your instructional day and to make it as creative as possible. The verse should be read, explained, and assigned on the first day. Practice can occur during the next three days using a variety of techniques. For example, call role and let students respond with each successive word of the assigned passage. Evaluation can occur on the fifth day in either oral or written form. Students should be responsible for the accumulation of verses over time and should be ready to respond to related questions on each three-week evaluation.

**Leadership Notebook:** Students are required to develop a leadership notebook in which they describe each of the individuals studied, the related leadership principle, and a personal application. Complete directions for this project are provided in the first weeks of the course. You will need to follow-up to make sure students are completing their assignments. You may want to make this a part of the evaluation process each week in order to prevent students from waiting until the last minute of the semester. The notebook will help them internalize the information and principles presented throughout the course.

**Planning Ahead:** This is your Bible class. The materials are meant to assist you. For them to be effective, you need to carefully plan ahead for each week and each unit. Various projects and special events are suggested; some, such as asking a panel of experts to visit your class, must be arranged far in advance. Scan through all the weeks prior to the beginning of the semester to identify these activities. Begin planning for their successful implementation now.

**Summary:** Whom God calls, He enables for the task. You have a special privilege in opening God's Word daily to your students. It is a challenge to maintain an enthusiasm and awe which will translate to your students’ attitude toward studying God’s Word. Of all the things we must do well in a Christian school, none compares to your task. May God richly bless as you present the wonderful words and works of God, which, in cooperation with the Holy Spirit, bring life changes and eternal rewards.
The life of Gideon, a favorite topic in Sunday school, provides a number of valuable lessons for Christians. For this reason, the next two chapters will be devoted to the study of this well-known judge. This week's chapter will emphasize his character and his call by God to deliver Israel from its enemy. The next chapter will focus on the actual battle and deliverance.

As we begin reading in Judges 6, we see Israel is once again in trouble because of its sins. It's the same old story that you have been reading about each time a new judge has been introduced. As Israel disobeys God and falls deeper into sin, God judges the nation by placing it under the bondage of one of the surrounding nations. Eventually, the oppression is more than the people can bear and they cry out to God for deliverance. God, in His mercy, raises up a deliverer (judge) who defeats the enemy nation and restores Israel's freedom. Although the people vow to serve and obey God, it is only a short time before the cycle of sin and deliverance begins once again.
Lesson Target

The student will learn that when God calls us to do a task, He will give us the confidence and strength to accomplish the task.

Key Verse

“So Gideon took ten men from among his servants and did as the Lord had said to him” (Judges 6:27).

On a Personal Note . . .

Do you believe that your faith is strong enough to carry out any task that God assigned to you? If Gideon had been asked this question he would have probably responded in the AFFIRMATIVE. However, when God started to reveal to Gideon what he was to do, Gideon was confronted with his lack of faith.

Most of us realize that we lack the faith necessary to do whatever God asks us to do. Yet, we should be comforted by the patient way in which God responded to Gideon's weak faith. God knew that Gideon wanted to obey Him.

Even though our faith might be weak, God knows the attitude of our hearts. If we truly desire to obey Him, He will strengthen our faith.

“For it is God who works in you both to will and to do for His good pleasure” (Philippians 2:13).
DAY 1

Why Don't We Listen?

Tips for the Teacher

Chapters 7, 8, and 9 provide a study of the leadership of Gideon and the subsequent evil leadership of his son, Abimelech, who enthroned himself as king. The story of Gideon provides a wealth of teaching opportunities. As you begin the two chapters on the life and work of Gideon, briefly review the focus of each of the daily lessons.

Today's lesson revisits the first step in Israel's cycle of sin and deliverance. After an enemy had been defeated, Israel enjoyed a time of peace and prosperity. However, it was not long before the next generation forgot about the bondage endured by its forefathers. This new generation committed sin against God by once again worshiping false gods. "Why don't we listen?" is not only the subject of today's lesson but also a very appropriate question for each of your students.

Instructional Strategies for Your Students

A. Divide your class into small groups. Begin by asking your students to make a list of all of the things that parents typically want them to do. Ask the groups to identify the items on their lists that they either don't do or try their best to avoid doing.

List your students' responses on the chalkboard. Begin by focusing on those items that students did not do as their parents had requested. For each item, ask the following two questions: "Why do you think your parents made this request?" and "Why would you not obey your parents' request?" Secure responses to as many items as time permits.

Regardless of the reasons given by your students, disobedience to authority is sin. Sin has consequences.

B. Conclude today's class by noting how Israel's repeated return to idolatry brought terrible consequences upon the nation. Ask your students to identify the types of consequences that come when they disobey their parents.
Understanding Gideon's Call and Preparation

Tips for the Teacher

The story of Gideon's call and preparation is probably familiar to most of your students. However, it is important to review the facts of the story. Gideon's strong leadership can be traced back to the important lessons outlined in this week's lesson.

During today's discussion, be sure to encourage your students to participate. Help your students see how the uncertainties faced by Gideon are common to each of us.

Instructional Strategies for Your Students

Prepare a lecture/discussion based upon the following outline. If you desire, Blackline Masters 57 and 58 can be provided for students to take notes.

GIDEON'S CALL AND PREPARATION
JUDGES 6:11–40

I. Gideon's Call
   A. The Location of His Residence and Occupation
   B. The Appearance of the Angel of the Lord
   C. The Uncertainty Expressed by Gideon
   D. The Angel of the Lord Responds
      1. The Action of Gideon
      2. The Action of the Angel

II. Gideon's Preparation
   A. His First Assignment Was at Home
      1. The Significance of the Baal High Places
      2. The Difficult Nature of Gideon's Assignment
      3. The Response of the Local People
      4. The Rebuke from Joash
      5. The Victory and Gideon's New Name
B. His Second Assignment Was Personal and Private

1. Gideon Expresses Doubt

2. Gideon Seeks God's Assurance with a "Fleece of Wool"

3. Gideon Becomes Convinced of God's Blessing upon His Leadership

Teacher Note

1. The Israelite farmers diligently worked to plant and tend their fields. They looked forward to harvest time because it provided food for their family during the coming year, seed to plant the next spring, and a valuable commodity with which to trade with neighbors and traveling merchants. The raiding bands of Midianites right at harvest time brought devastating blows to the Israelites.

2. In order to not draw attention to himself and his crops, Gideon was winnowing wheat in a pit (winepress). This is remarkable since a strong breeze is needed to blow chaff from the grain.

3. The appearance of the angel of the Lord is similar in other Old Testament events (Genesis 16:9; 22:11; 48:16; Exodus 3:2; 14:19; Numbers 22:22; Judges 2:4; 13:3; 2 Kings 19:35; Isaiah 63:9; Zechariah 1:12; 12:8). Most scholars identify the angel as a pre-incarnate appearance of Christ.

4. The contrast in God's opinion (Judges 6:12) and Gideon's (Judges 6:15) is interesting and serves as verification of the truth in 1 Corinthians 1:27–28.

5. Gideon obeyed God in destroying the Asherah (likely a pole erected to the goddess of fertility) and replacing the altar to Baal with a sacrifice to Yahweh, the true God. However, he did it at night to avoid the opposition. Later he would have been killed except for his father's intervention.

6. Gideon's new name, Jerubbaal, means contender against Baal, or more literally, anti-Baal. This name is used throughout his life.

7. It remains a struggle for Gideon to overcome his natural timidity and fear. A New Testament example is Timothy, to whom Paul wrote 2 Timothy 1:7, good advice for us too.

8. "Putting out the fleece" is an expression used today by people trying to decipher God's will regarding a matter. This should be done with extreme caution due to the following reasons:

   (a) We have God's written Word. His will never violates His Word specifically, nor in principle, generally.
(b) We have the internal witness of the Holy Spirit.

(c) We have authorities and counselors who can offer godly direction.

(d) Finally, we can look at circumstances as open or closed doors for the direction of our lives.

This discussion is developed more fully in the lesson on Day 4.

9. Being absolutely convinced that something is right (God’s will) empowers us with courage and determination to do right (Philippians 2:13).

**Assignment**

Gideon’s preparation consisted of two assignments. Ask your students to prepare a one- to two-page paper explaining why both of these assignments were important to Gideon’s personal preparation for a future battle.
Gideon's First Assignment: Bear Witness at Home

Tips for the Teacher

It has often been said, "It is easier to be a missionary in a foreign country than to witness for the Lord in your own hometown." Gideon's first assignment, as he prepared to lead the army of Israel against the Midianites, did not seem to have anything to do with preparing for battle.

Today's lesson explores why God chose this first assignment to prepare Gideon for the upcoming battle. However, more importantly, this lesson explores why it is difficult to take a stand among your own family and friends.

Instructional Strategies for Your Students

A. Place Gideon on your timeline. Lead your students in a discussion of today's topic by asking the following questions:

1. Why did God choose this assignment to begin preparing Gideon for the upcoming battle? Gideon had to learn to stand up for what was right, in spite of what others thought. It is obvious from the passage that Gideon had never stood up against the false worship that had been practiced in his father's house. If Gideon was to give allegiance to God, he had to renounce all false gods.

2. Up until this time, Gideon had a reputation as one who worshiped Baal. It is very difficult to change one's reputation. Why? As students share their responses, remind them of the importance of a godly reputation. Sometimes it is necessary to take dramatic steps to demonstrate that you are forsaking the past and living for God. Gideon had to demonstrate, to the entire town, that he was no longer going to serve Baal.

3. One of the reasons that this was a difficult assignment for Gideon was because he had to stand up for God in front of all of his friends. Give specific reasons why it is difficult to stand up for God in front of your friends. List your students' responses on the chalkboard. Discuss ways in which they can help each other become a stronger witness for the Lord.
B. Conclude today’s class by referring to yesterday’s homework assignment. Ask a number of your students to explain why this first assignment from God was necessary for Gideon’s personal preparation as a military leader. Why is this type of assignment good for anyone wanting to be a leader?
Gideon's Second Assignment: Accept the Answer

Tips for the Teacher

How many times have you asked God to show you what to do? Has there ever been a time when the answer was clear and yet you doubted His response? That is exactly what happened to Gideon. The answer that God provided was not one that Gideon was sure he wanted to accept.

In preparation for today's lesson, you may want to share some of those times when you asked God for specific guidance in a decision. Your students may also want to share some of their experiences. Although it is easy to be critical of Gideon's lack of faith, not many have walked in his shoes.

Instructional Strategies for Your Students

A. In spite of Gideon's victory over Baal, he was still uneasy about what God had called him to do. He still was not sure whether or not God really wanted him to deliver Israel. Thus, Gideon desired to test God by the use of the fleece of wool. (Review the story of the "fleece of wool," Judges 6:36-40, with your students.)

Today many people ask whether we should put out the fleece as Gideon did, asking for an outward sign to help us know God's will. When people ask what you are going to do when you graduate from high school, what do you say? Does God provide guideposts for knowing His will?

B. Divide your class into four groups. Assign each group one of the following designations: God's Word, prayer/the Holy Spirit, parents, circumstances. Select an important decision that students will have to make in the future; for example, what to do after high school or what type of career to pursue. Responding to the designation given, ask each group to explain how God uses His Word, prayer/the Holy Spirit, parents, and circumstances to make His will known to believers in these areas. Each group is to support its answer with specific Scriptural references.

Ask each group to report its conclusions to the entire class. Students may wish to share examples of how God clearly revealed His will to them.
Now ask your students to evaluate the appropriateness of Gideon’s “fleece of wool” request. Ask “Why did God grant Gideon’s request? Is this what God wants us to do on a regular basis?”
DAY 5 (OPTIONAL/ENRICHMENT)

Maintaining a Godly Testimony at Home

GIDEON'S LESSON ON LEADERSHIP!

Tips for the Teacher

This week's Lesson on Leadership!, “Maintaining a Godly Testimony at Home,” is of special importance. Students need to understand that the true test of character is demonstrated by the way our lives are conducted around those who know us best. Although Gideon was to lead the Israelites against the Midianites in battle, God's first assignment to Gideon took place at home. Gideon needed to publicly acknowledge his trust and allegiance to God. This is an important lesson for all of us.

Instructional Strategies for Your Students

A. Ask your students to read their one-page responses to Jim's question as described in Preparing for Leadership! You may also want to ask your students about their parents' comments.

B. Make the following two columns on the chalkboard: TESTIMONY POSITIVES and TESTIMONY NEGATIVES. Ask your students to identify those actions or behaviors that contribute to a positive testimony and negative testimony in their home and at school. List their comments under the appropriate heading.

   As time permits, ask your students to identify specific ways that an individual could take positive steps to overcome a poor testimony at home and at school.

Assignment

Students should read Chapter 8, “Gideon: Strange Way to Win a War!”
Increase Your Understanding

1. The angel of the Lord appears at very strategic times in Israel's history. Research the appearances of the angel of the Lord as well as the differing opinions regarding the identification of this angel.

2. There are a number of pagan gods identified in the Bible. From the list provided in this chapter, choose a god or goddess that has also been mentioned in your history or English class. How does your history or reading textbook portray the pagan god or goddess mentioned in the Bible?

3. Gideon had to demonstrate great faith if he was to go into battle against a Midianite army consisting of at least 135,000 troops. Give three examples of other individuals in the Bible who had to demonstrate great faith to carry out God's plan.

4. Identify the New Testament references to Baal worship. What additional information do you learn about Baal worship that helps you better understand Gideon's situation?

5. Conduct further research on the Midianites. Be sure that you address the following questions:
   (a) What do other Biblical passages tell us about the Midianites?
   (b) Who were their ancestors?
   (c) Had they posed problems for Israel before?
   (d) How would you describe the way they lived? What did they believe?

Preparing for Leadership!

Suppose your friend, Jim, came to you and said the following, “I can share my faith with others, but I can’t seem to talk to my dad about his need to know Jesus Christ as his personal Savior.” How would you respond? Prepare a one-page response to your friend’s question. Be sure that your response provides specific examples of what Jim could say to his father. Once you have completed your one-page response, ask one of your parents to review what you have written. Note his or her comments and be prepared to share the comments in class.
Teacher Evaluation

1. Have your students acknowledged that there are times when they don't obey their parents? Do they understand that this is a sin?

2. Are your students able to explain why God chose the destruction of the local Baal high places as the beginning of Gideon's preparation for leadership?

3. Can your students explain why it is difficult to change your reputation among your friends and family?

4. Do your students understand why God patiently provided Gideon with the assurances he needed?
Lesson Target

The student will recognize the significance of the story of Ruth in the context of the period of the Judges.

Key Verse

“For wherever you go, I will go; and wherever you lodge, I will lodge; your people shall be my people, and your God, my God” (Ruth 1:16).

On a Personal Note . . .

Ruth demonstrated remarkable faith. Hudson Taylor, pioneer missionary to China and founder of the China Inland Mission, told how he learned the lesson of faith when translating the New Testament. He came upon Mark 11:22, “have faith in God.” at a time in his own personal life when he felt that was the hardest thing to do because of adverse outward circumstances and inward doubts and fears.

But as he studied the text, he saw that “to have” is to hold on to something, and that godly faith is grounded in the God whose very nature is dependable faithfulness. Holding to this faithful God is all we are called upon to do. Even though we may sometimes feel that we are only holding on by our fingernails, He will never let us down and He will never let us go.

The story of Ruth is a perfect example of God’s faithfulness to this young woman. Just as He was faithful to her, in the midst of difficult circumstances, He will likewise be faithful to each of us.
Chapter 2: Ruth Works in the Fields of Boaz

Summary of Action:

Questions:

1. Sometimes we think that things "just happen" for no apparent reason. Yet God repeatedly reminds us that He is in control of all that happens in our lives. In what ways does God demonstrate to Ruth that He is in control of her life?

2. The story of Ruth is a story of acts of kindness. How do Ruth and Boaz demonstrate kindness to each other?

3. The story of Ruth takes place during the period of the judges. We have already seen that this is a terrible time of wickedness. However, Boaz is a righteous man. What do we learn from Ruth 2 that shows us the righteousness of Boaz?
Tips for the Teacher
First impressions are very important. As your students study today's chapter of the book of Ruth, focus their attention on those things that Ruth did that impressed Boaz. Her reputation, hard work, and gracious spirit caused Boaz to respect her.

Instructional Strategy for Your Students
Continue the analysis with Ruth 2 as explained in Day 1. Begin by reading the chapter aloud. You may want to assign the parts of Ruth, Boaz, and Naomi to specific students.

The focus questions for Ruth 2 are:

1. Sometimes we think that things “just happen” for no apparent reason. Yet God repeatedly reminds us that He is in control of all that happens in our lives. In what ways does God demonstrate to Ruth that He is in control of her life?

2. The story of Ruth is a story of acts of kindness. How do Ruth and Boaz demonstrate kindness to each other?

3. The story of Ruth takes place during the period of the judges. We have already seen that this is a terrible time of wickedness. However, Boaz is a righteous man. What do we learn from Ruth 2 that shows us the righteousness of Boaz?

Assignment
Students are to review focus questions on Ruth 3 (Blackline Master 64).
Ruth Proposes Marriage to Boaz
(RUTH 3)

Tips for the Teacher

Most students look forward to the day that they will get married. Since today’s chapter focuses on the marriage proposal, discuss what it is like to propose or be proposed to. If your students know any interesting marriage proposal stories, encourage them to share these with the entire class.

The situation was quite different for Ruth. Because of her circumstances, it was her responsibility to propose to Boaz. Be sure your students understand the kinsman-redeemer obligation before they begin their commentary on this chapter.

Teacher Note

1. The “kinsman-redeemer law” (Deuteronomy 25:5–10) in Israel stated that when a husband died and left a wife without children, the husband’s brother (or nearest relative) was to marry her. Another law (Leviticus 25:25) allowed the kinsman-redeemer to buy back land that a relative had sold. The brother who bought her land and married the widow was called a kinsman-redeemer or a close relative who redeemed the family’s inheritance and name. If the brother could not do this, then the next of kin could fulfill the role of the kinsman-redeemer. In Ruth’s situation, the closest kin could not redeem the land or Ruth, perhaps because he was already married. Instead, Boaz, who was the next of kin, bought back the land and married Ruth becoming her kinsman-redeemer. Boaz is a picture of our Redeemer (Jesus Christ), and Ruth is a picture of those who need to be redeemed (us). Without a kinsman-redeemer, redemption was not possible for Ruth and it is not possible for us. The marriage of Ruth and Boaz illustrates the relationship between Christ and His bride, the church.

2. It is likely that Boaz was older than Ruth, given his ownership of property and status in the community. Although he had been favorably impressed by Ruth and extended kindness to her, he would have been “out of order” to initiate a proposal of marriage. First, he was not the closest relative. Second, he could have been perceived as a land-grabber taking advantage of two widows. Therefore, it was incumbent on Ruth to indicate her willingness to come under his protection. Thus, Naomi’s plan was born. After
dressing carefully Ruth finds Boaz asleep and lies at his feet. When he awakens, she asks him to spread his skirt over her. This skirt was a large cloth, worn as a skirt during the day but used as a coverlet at night. There should be no sexual connotations or innuendos read into the story. Given the character and reputation of the people involved, the encounter was pure as it reflected the customs of the day.

3. The book of Ruth illustrates God's providence. God carefully planned for Ruth and Boaz to be in the Messianic line of Christ. God's inclusion of Ruth, a Gentile, emphasizes His redemption plan for all people, not just Israelites. This plan is also illustrated in Boaz's grandmother Rahab, a former harlot. God's providence is illustrated in our own lives through the outworking of His individual plan for us.

4. The story of Ruth and Boaz is also a story of love and loyalty. Ruth showed her loyalty to Naomi by forsaking her homeland, family, and gods. Naomi showed her loyalty to Ruth by surrendering the land to her Moabite daughter-in-law. (In Ruth 4:5, Boaz had to buy the land “from Ruth” which indicated Naomi had turned it over to her daughter-in-law.) Boaz was loyal to Ruth by being willing to fulfill the role of kinsman-redeemer for her. They were all loyal to the Lord. Naomi returned to Bethlehem, Ruth forsook her gods, and Boaz followed the kinsman-redeemer law.

Instructional Strategy for Your Students

Read Ruth 3. Continue the commentary analysis as described in Day 1.

The focus questions for Ruth 3 are:

1. What does the kinsman-redeemer obligation teach us about God's view of women, especially widows?

2. Naomi and Ruth could have simply asked Boaz to fulfill the kinsman-redeemer relationship. However, Ruth approached him as he was sleeping. Why?

3. Ruth made a very bold decision to come to Boaz as she did. As a dignified man with a good reputation in the community, he could have responded very angrily. He did not. Why?

Assignment

Students are to review focus questions on Ruth 4 (Blackline Master 65).
Boaz Marries Ruth
(RUTH 4)

Tips for the Teacher

Once Boaz had secured the right to marry Ruth from her nearer kinsman, the story draws quickly to a close. Show your students how the entire story of Ruth, from her journey to Bethlehem to her work in the field to her proposal to Boaz and their marriage, exemplifies the righteous and honorable way.

Ruth's reputation was beyond reproach. Discuss with your students the importance of a godly testimony, especially in friendships with the opposite sex.

Instructional Strategy for Your Students

Read the final chapter of the book of Ruth. Conclude the commentary analysis of the book as described in Day 1.

The focus questions for Ruth 4 are:

1. What did Boaz do in this chapter to show that he was a careful businessman?

2. What were the specific ways in which Ruth demonstrated her love for Naomi?

3. What were the specific ways in which Naomi demonstrated her love for Ruth?
DAY 5 (OPTIONAL/ENRICHMENT)

The Story of Ruth

Tips for the Teacher

The story of Ruth provides a clear insight to the spirit, customs, suffering, and joy of those living during the times of the judges. This week's teaching strategy was designed to help your students look beyond the mere reading of verses to understand that these were real people facing real problems.

Instructional Strategies for Your Students

A. Use this week's Day 5 option as a review of the four-chapter commentary on the book of Ruth prepared by your students this week. Before collecting your students' work, ask them to read their responses to the focus questions presented. This will not only serve as a good review for the week, but it will also ensure that each student has a basic understanding of the key elements of the story.

B. Look at the big themes of the book of Ruth. Provide copies of Blackline Master 66 for students to work on individually or in pairs as they summarize and apply the information. Allow time in class for students to share their findings.

C. Today's class also provides a good opportunity to review the leadership characteristic "responsibility" as described in Preparing for Leadership! Help your students understand that in order to become successful leaders, they must learn what it means to accept responsibility.

D. As a summary activity, refer students to the poem in their text written by Anna L. Waring. This author is an elderly single lady who lives in Arizona. She is legally blind and daily lives in excruciating pain as a result of several illnesses. Much like Fanny Crosby, she has insight rather than sight. Totally dependent on prayer, she has chosen to live by faith. Her entire income is a result of those who, prompted by the Holy Spirit, give to meet her needs. Thus, her life is a proving ground for her beautiful poetry.

Assignment

Students should read Chapter 11, "The Five Remaining Minor Judges."
Increase Your Understanding

1. Review the story of Ruth and identify specific things that God did to bring Ruth and Boaz together.

2. The following lines are from the poem “In Heavenly Love Abiding” by Anna L. Waring.

   Wherever He may guide me,
   No want shall turn me back;
   My Shepherd is beside me,
   And nothing can I lack.
   His wisdom ever walketh;
   His sight is never dim.
   He knows the way He taketh,
   And I will walk with Him.

   How does this poem illustrate the story of Ruth?

Preparing for Leadership!

Responsibility is an important characteristic of good leaders. Each of the following questions addresses responsibility. Answer these questions as a review of the story of Ruth and the important role that responsibility plays in leadership.

1. How did Ruth demonstrate that she was a responsible individual?

2. What steps did Boaz take to show responsibility?

3. What responsibilities do you presently have? How have you fulfilled these responsibilities?

Teacher Evaluation

1. Can your students explain the responsibilities of a “kinsman-redeemer”?

2. Are your students aware of how God used the tragic events surrounding Naomi’s life to bless Israel and, ultimately, all mankind?

3. Do your students understand the significance of a good reputation?

4. Based upon the book of Ruth, are your students able to describe God’s view of women?
Teacher Note

In order to be ready for the instructional strategy implemented during Week 13, Day 4, turn to that section and consider the preparations necessary.
RUTH

Chapter 1: Ruth Chooses to Go with Naomi

Summary of Action:

Questions:

1. When Naomi decided to return home, she encouraged her daughters-in-law to remain in Moab. How does this action demonstrate Naomi’s love and concern for her daughters-in-law?

2. Upon returning to Bethlehem, Naomi’s neighbors were shocked by her appearance. Why?

3. Although Ruth is a Moabitess, she indicated a belief in the God of Israel. How do we know this?
Chapter 2: Ruth Works in the Fields of Boaz

Summary of Action:

Questions:

1. Sometimes we think that things "just happen" for no apparent reason. Yet God repeatedly reminds us that He is in control of all that happens in our lives. In what ways does God demonstrate to Ruth that He is in control of her life?

2. The story of Ruth is a story of acts of kindness. How do Ruth and Boaz demonstrate kindness to each other?

3. The story of Ruth takes place during the period of the judges. We have already seen that this is a terrible time of wickedness. However, Boaz is a righteous man. What do we learn from Ruth 2 that shows us the righteousness of Boaz?
RUTH

Chapter 3: Ruth Proposes Marriage to Boaz

Summary of Action:

Questions:

1. What does the kinsman-redeemer obligation teach us about God’s view of women, especially widows?

2. Naomi and Ruth could have simply asked Boaz to fulfill the kinsman-redeemer relationship. However, Ruth approached him as he was sleeping. Why?

3. Ruth made a very bold decision to come to Boaz as she did. As a dignified man with a good reputation in the community, he could have responded very angrily. He did not. Why?
Chapter 4: Boaz Marries Ruth

Summary of Action:

Questions:

1. What did Boaz do in this chapter to show that he was a careful businessman?

2. What were the specific ways in which Ruth demonstrated her love for Naomi?

3. What were the specific ways in which Naomi demonstrated her love for Ruth?
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