

1. **COURSE TITLE:** Religion 9: Old Testament People Of Promise  
**INSTRUCTOR:** Paul R Weihing  
**TEXTBOOK:** The Holy Bible (Concordia Self-Study NIV is preferred,  
other NIV bibles may be used)

2. **COURSE PURPOSE:**

The purpose of this course is to acquaint the student with the manner in which the Triune God called, gathered and preserved His Church and His people from the time of Creation throughout the Old Testament and the time of the Judges; and to discover how this unchanging Lord continues to be faithful to His promises of preservation, protection, and salvation even to our day and age.

3. **COURSE DESCRIPTION**

**A. Course Outcomes**

- 1) The student will discover who God is and why He is his/her God as he created him/her as His foremost visible creature and provided a wonderful world in which he/she is to live.
- 2) The student will recognize and appreciate the loving relationship that human beings as God's foremost visible creature have with their caring Creator.
- 3) The student will distinguish and differentiate the source and authority of the Bible from that of other literature as the verbally-inspired Word of God, and develop an appreciation for Biblical direction, a trust in Biblical promises, and a reliance upon it as an infallible source of truth for this life and the life to come.
- 4) The student will recognize how the Bible as a collection of books written over a long period of time develops one story and one unified message - how this great library of verbally-inspired books is still one book in which a merciful God has revealed His master plan to save us and all human beings whose sins have separated themselves from their God.
- 5) The student will identify God's control of history as he leads His people to that point where they find their hopes, their identity, and their salvation in Jesus Christ as the Son of God, their Savior from sin, and the key to God's master plan for salvation.
- 6) The student will recognize God's care, concern, providence, and protection for his people not only in ancient times, but from the beginning of time until now.
- 7) The student will identify God's control of their world today and the application of the truths of the Old Testament to their own daily lives so that along with the Old Testament characters that he/she will encounter in this study, the student will be encouraged to focus not on the problems of this world, but rather on the promises of their God; and as a result will allow these promises to guide and direct them in every aspect of life.
- 8) As the student evaluates how God's master plan applies to his/her life, the student will identify his/her personal part in this plan and the wonderful way he/she can respond out of love and thankfulness to God by glorifying His with words and actions and by sharing the hope of a Savior.
- 9) The student will incorporate what they have learned into their daily lives by becoming Christ-focused individuals and educated, cooperative citizens who live by Christian principles while fulfilling his/her role in a global society.

## **B. Course Performances**

- 1) Explore the world of Biblical archeology by locating, deciphering, and evaluating a specific find which supports a specific Biblical event. Gather information for your performance from a variety of reference and internet sources which will be provided and prepare a two-page typed paper detailing your findings and your conclusions. (Unit One)
- 2) Produce a service project which integrates and reflects the love of Jesus Christ in a concrete way to others. Appraise that experience in a 5-10 minute oral presentation, categorizing, comparing, and contrasting the positive and negative aspects of that service from a personal perspective as well as from the perspective of those affected by the service project. (Unit Two)
- 3) Develop a Cause and Effect paper about Joseph's life, showing how events brought about major changes in his life. Compose a prayer for strength and wisdom for an area of your life that you know is dangerous. (Unit Three)
- 4) Design a faith/life plan which incorporates the study of God's Word and the personal insights gained from working through the units in this course. Describe the lifestyle changes that you will be making, providing reasons for such change as it relates to the 10 Commandments. (Unit Four)
- 5) Produce a comparison analysis of Israel's worship life as it relates to our own. Explain the type of worship structure incorporated in Bible times and defend its methodology. Trace the development of worship throughout the Bible and justify the changes that have been made to worship in our day and age. Give an honest critique of the worship in your home church and recommend ways that worship there could be improved. (Unit Four)
- 6) Analyze a selected Biblical Character in a specific known situation well enough to create and effectively perform a spoken monologue of what that character might be thinking at the chosen key situational moment. Evaluate the world of the character according to an anthropological-type analysis of the world of the character being studied, including a look at the aspects of time, space, place, values, structure, beauty, recreation, gender, sight, and sound as they relate to the time period and culture of the character, including social and psychological motivation at the selected moment. (Final Project)

## **C. Unit Analysis:**

**Unit One:** Introduction to the Bible/Old Testament

- identify the source and authority of the Bible as the Word of God (Verbal Inspiration)
- detail the background, construction, organizational makeup of the Old Testament Canon as well as the entire Bible (quiz/test)
- discuss and discover the content of each book, the periods of Old Testament history, and the manner in which each book fits into its respective period of Old Testament history.
- explore Biblical archeology - locating, deciphering, and evaluating evidence which supports Biblical truth. (performance one)
- identify basic assumptions as we study scripture
- recognize and define attributes of God as revealed in scripture

**Unit Two:** Study of Genesis/Beginnings -- Genesis 1-9

- recognize God's perfect creating activity and our original state in a world without sin (lecture and class discussion)
- differentiate and distinguish between Biblical creation and evolution (atheistic and theistic)
- define Christian stewardship and evaluate our personal management of God's world through history to the present day (group and class discussion, test)
- discover how God's original world was spoiled by sin, detailing predictable changes that will naturally have to occur
- appraise and recognize human responsibility for sin, then and now (class discussion)
- trace God's master plan to save sinful mankind and the loving and patient way that God carries out that plan in spite of human beings and human behavior
- identify, discuss, compare, and explain some of the results of creation and the fall i.e. angels and demons, sin and grace, heaven and hell, death and dying, euthanasia, and near death experiences, (class discussions/test)
- trace the affects of sin and the grace of God in the early history of the world in the lives of Cain and Abel, and great heroes of faith like Noah
- evaluate archeological evidence supporting a world wide flood
- evaluate capital punishment in light of God's Word and the manner that it has been carried out throughout history
- recognize the beginning of different languages and races and appraise race relations then and now (class discussion on prejudice, racism, discrimination/ unit test)

**Unit Three:** The Patriarchs -- Genesis 11-50

- introduce the special people or patriarchs that God used to carry out his plan of salvation
- trace the affects of sin and the grace of God in the lives of Abraham, Isaac, Jacob, and Joseph and identify the part that God had them play in His Master Plan (quiz)

Performance #7

- analyze attitudes toward homosexuality in Abraham's day as compared with those of today - both human and divine (group and class discussions)
- recognize the marvelous ways that God kept his promises (and still does today) and set aside the Children of Israel as the chosen people of promise (group and class discussion)
- compare and differentiate between the unilateral and bilateral promises made between God and man
- distinguish between the Noahic Covenant and the Abrahamite Covenant
- discover the development of God's church from creation to the time of the Exodus from Egypt (unit test)

**Unit Four:** The Age of the Exodus

- examine the historical development of the Children of Israel according to the books of Exodus, Leviticus, Numbers, and Deuteronomy
- explore how God continued to keep all of his promises by freeing the Children of Israel from Egyptian bondage and bringing them to the Promised Land through heroes of faith Moses and Joshua (quiz)
- investigate how the magicians in Moses day and people today call upon avenues other than God for power and understanding (occult investigation/test)

- recognize how God's giving the Ten Commandments was an act of love in giving His people direction in their walk with God and stability in their lives with one another (group and class discussion - performance four)
- critique human tendencies as demonstrated by the Children of Israel (lack of contentment, appreciation) and compare with typical reactions today (group/class dis.)
- illustrate God's patience in spite of human complaints and the manner in which He set them apart and constantly directed them to the Promised Savior in their worship life: the Passover, the Tabernacle, worship and sacrifices
- compare and analyze Israel's worship life as it relates to our own (performance five)

**4. INSTRUCTIONAL STRATEGIES**

- A. Lecture - 25%
- B. Class discussion - 20%
- C. Visual presentations (videos, CD/Computer) - 20%
- D. Small group work - 15%
- E. Individual/group presentation - 10%
- F. Individual work - 10%

**5. GRADE DESCRIPTION**

- A. Tests – 15%
- B. Quizzes - 15%
- C. Performances - 15%
- D. Class participation - 20%
- E. Class-work / assignments - 35%

**6. Grade Scale**

<b>A+</b>	<b>= 99-100%</b>
<b>A</b>	<b>= 95- 98.5%</b>
<b>A-</b>	<b>= 93-94%</b>
<b>B+</b>	<b>= 91-92%</b>
<b>B</b>	<b>= 87-90%</b>
<b>B-</b>	<b>= 85-86%</b>
<b>C+</b>	<b>= 83-84%</b>
<b>C</b>	<b>= 79-82%</b>
<b>C-</b>	<b>= 76-78%</b>
<b>D+</b>	<b>= 74-77%</b>
<b>D</b>	<b>= 70-73%</b>
<b>D-</b>	<b>= 65-69%</b>
<b>F</b>	<b>= 0-64%</b>