

**PREVIEW FOR PRESCHOOL TO GRADE 4**



# LETTER FROM THE EDITOR

Greetings in Christ,

We pray the year has gone smoothly for your students, staff, and parents. Though these past years have been difficult for everyone, your faithful, tireless work for the Gospel stands out.

We at CPH have been working on a new Enduring Faith Religion Curriculum and we are excited to share a preview with you here! We have heard your feedback, and we want to provide a curriculum suited to your needs that will equip you to teach the Word of God.

As you will see, this curriculum includes a variety of resources for everything from lesson planning to parent communications. We hope the new digital resources will help you bring these new materials into your teaching routine. As part of this project, we have also partnered with educators from all around the LCMS to develop Lutheran Religion Standards to help you map out learning for faith and service among your students. The Enduring Faith Religion Curriculum aligns with these standards, allowing you and other Lutheran schools to walk together in teaching and learning.

You remain in our prayers as you continue in your ministry. We look forward to partnering with you in our shared mission of Lutheran education and teaching the faith.

Blessings on your school year,



Lisa Clark  
Senior Editor, Curriculum  
Concordia Publishing House



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# CURRICULUM OVERVIEW



## A Collaborative Learning Experience

### School Alignment

The Enduring Faith Religion Curriculum includes seventy lessons, divided across eight units, that cover the Bible from the Book of Genesis to the Book of Revelation. Lutheran schools will be able to walk together in the faith as every classroom learns the same overarching Bible accounts each week. All students share in learning one central truth per lesson, which will remain consistent year to year to reinforce learning.

### Teacher Guides

Based on the core lessons of the shared curriculum, Teacher Guides narrow in on specific content and expand on themes in an age-appropriate manner with two sessions worth of materials. The first session focuses primarily on the Bible account, while the second session develops the first and introduces life connections for students. Each lesson includes lesson objectives, discussion prompts, class activities, and a grade-level summary of the central truth of the aligned curriculum.

### Student Materials

Every student receives a Student Book with activities tailored to each lesson. Younger students will follow along or read aloud with the Bible narratives for each lesson, while older students will engage with the Bible directly. Using these materials, students will learn central truths and engage in life applications with each lesson.

## Additional Features for Every Lesson

### Religion Standards Integration

Nurture students' growth with integrated standards from the new Lutheran Religion Standards in every lesson.

### Lesson Customization

Determine class pace with the Lesson Supports, Lesson Extenders, and Unit Extenders in every Teacher Guide.

### Digital Resources

Streamline planning and communications with digital resources for students and families.



# DIGITAL RESOURCES

## For Teachers



### Scope and Sequence

Gain a bird's-eye view of the whole curriculum, or pinpoint individual lessons for planning.



### Unit and Lesson Summaries

Prepare efficiently with streamlined summaries of every lesson and its materials.



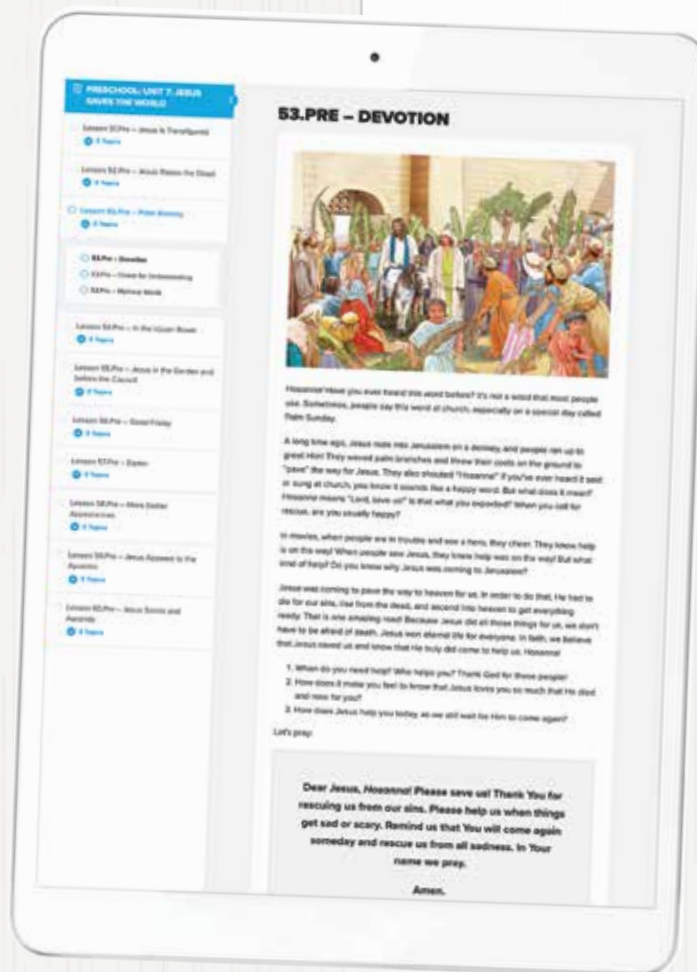
### Unit Videos

Create a preview newsletter or supplement instruction with unit summary videos.

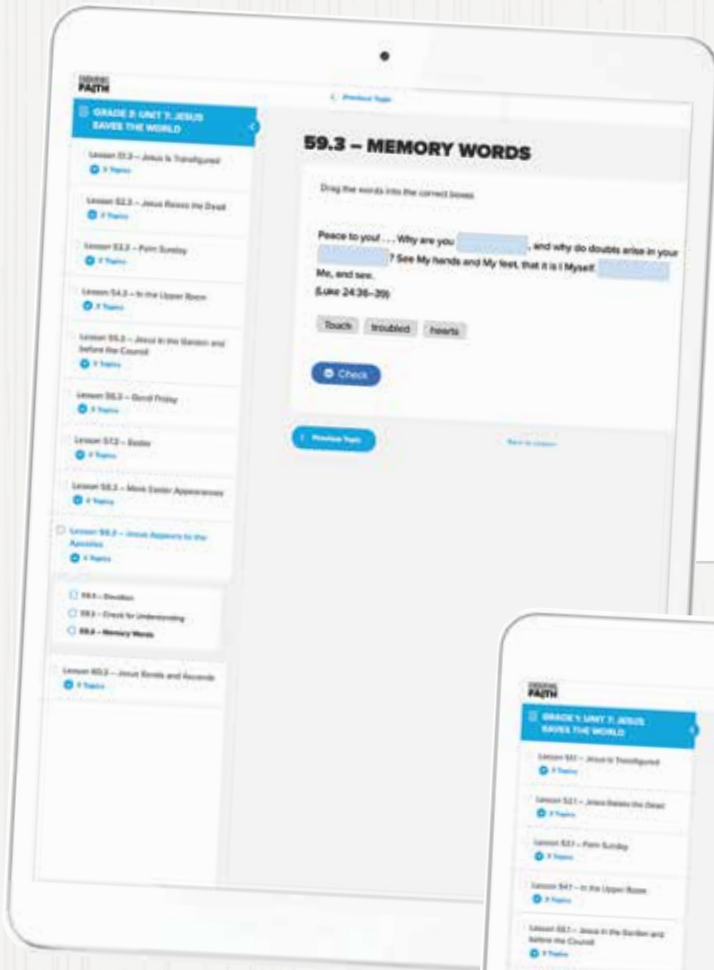


### Family Devotions

Help families study and pray about the topics covered in class.

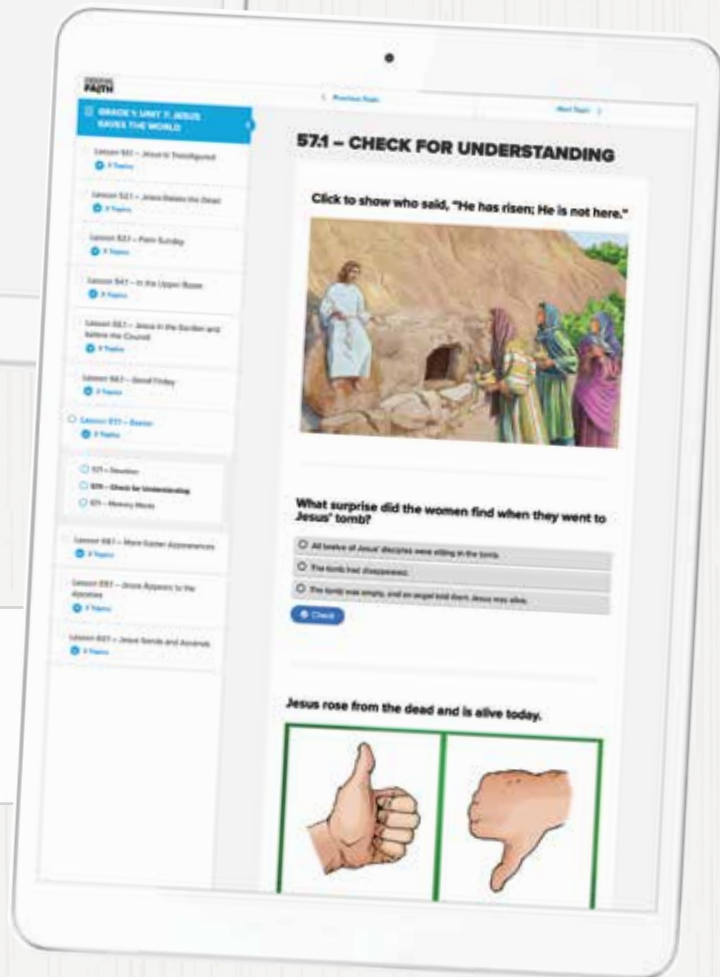


Connect classroom and home learning with digital resources and previews available online now at [cph.org/digitaltools](http://cph.org/digitaltools).



### Memory Words Activities

Practice Memory Words quickly and easily at home or at school.



### Checks for Understanding

Help students review the basics of each lesson.

# LUTHERAN RELIGION STANDARDS

These standards provide a concrete, objective framework for Lutheran education that is engaging to students, accessible to teachers, and aligned to the needs of Lutheran schools.

These principles guide every lesson in the Enduring Faith Religion Curriculum so that students will be equipped and formed in preparation for a lifetime of growing in Christian identity and calling.





### **BIBLICAL LITERACY**

Students grow in the faith as they understand the overarching narrative of Scripture and the principles of Christ-centered biblical interpretation.



### **LUTHERAN DOCTRINE**

Students develop a Lutheran identity as they learn the core teachings found in the Small Catechism.



### **CHRISTIAN HERITAGE**

Students identify Christ as the cornerstone of the Church and track the history of the Church to understand different Christian groups and beliefs.



### **WORSHIP LIFE**

Students build habits for a healthy worship life as they understand the elements of corporate worship and individual prayer.



### **WORKS OF LOVE**

Students develop Christian character that is rooted in service to neighbors in their households, in their congregations, and in society at large.



### **CONFESSING THE FAITH**

Students are equipped to share Christ with others and to examine their beliefs in relation to contrasting claims.

For more on content and development of the Lutheran Religion Standards, visit [cph.org/standards](http://cph.org/standards).

# SCOPE AND SEQUENCE

## A Scope and Sequence That Keeps You Together

### Serving Schools

As a school, it is important to make sure everyone is on the same page. When it comes to teaching theology, this is even more important. The Enduring Faith Religion Curriculum includes a Scope and Sequence document for exactly this reason. It collects every lesson across eight units of the curriculum into one place for quick reference by staff, students, and parents. As overarching narratives are shared across all grade levels, this Scope and Sequence will serve the entire school.

### Serving Teachers

Teachers will benefit from the Scope and Sequence as it provides a full year's overview of the Religion Curriculum. The lesson-by-lesson snapshot and Bible verse references make for easy skimming of upcoming units. Unit and Lesson titles also give a clear picture of the theme and content of the whole year's lessons. A more detailed Scope and Sequence is also available to show which levels focus on which specific narratives within the overarching narrative.

### Serving Students

Repetition and layered learning are both important as students grow in exploring the Bible. This Scope and Sequence is both unified and varied for intentional coverage. The entire school engages the same overarching narrative for each lesson, allowing for aligned learning across the school and into the home. Specific narratives within the lesson are revisited at different levels so students receive a variety of learning while also reviewing certain Bible accounts at deeper levels over the years.



## **Unit 1: God Creates the World and Calls a Nation**

- God Creates the World (Genesis 1–2)
- Sin Enters the World (Genesis 3–4)
- The Effect of Sin on the World (Genesis 6–11)
- God Calls Abram (Genesis 12–19)
- Abraham (Genesis 16–22)
- Isaac (Genesis 24–27)
- Jacob (Genesis 28–33)
- Joseph’s Troubles (Genesis 37; 39)
- God Provides through Joseph (Genesis 40–45; 50)

## **Unit 2: God Leads His Nation**

- Israel in Egypt (Exodus 1–3)
- God Delivers His People (Exodus 4–12)
- The Passover and the Exodus (Exodus 12–15)
- God Gives His Law at Mount Sinai (Exodus 19–20)
- Israel in the Wilderness (Exodus 15–18; 32–34)
- The Tabernacle (Exodus 25–26; 35–40)
- Forty Years of Wandering (Numbers 13–21)
- Israel Enters the Promised Land (Joshua 1–6; 10)

## **Unit 3: God Raises Up Leaders**

- God Gives Israel Judges (Judges 1–7; 11)
- Samson and Ruth (Judges 13–16; Book of Ruth)
- Samuel (1 Samuel 1–6)
- Saul, Israel’s First King (1 Samuel 9–15; 18–20; 28)
- David, God’s Servant (1 Samuel 16–17; 24)
- David Becomes King (2 Samuel 5–12; Psalm 51)
- Solomon (1 Kings 3; 5–9; 10)

# SCOPE AND SEQUENCE

## Unit 4: God Exiles and Restores His People

The Kingdom Is Divided (1 Kings 11:1–12:24)

Elijah (1 Kings 17–19)

Elisha (2 Kings 2; 4–5)

Kings of the Northern Kingdom (1 Kings 12–16; 21; 2 Kings 9–10; 17)

Kings of the Southern Kingdom (2 Kings 18–25)

God’s People in Exile (Daniel 1–6; Book of Esther)

The Prophets—Judgment and Promise (Books of Isaiah; Jeremiah; Jonah; Minor Prophets)

God’s People Return Home (Ezra 1–3; 7; Nehemiah 1–9)

## Unit 5: Jesus Comes for Us

Prophets Tell of the Savior (Various Old Testament Passages)

Baby Announcements (Matthew 1; Luke 1)

Jesus is Born (Matthew 1; Luke 2; 3)

Jesus’ Early Years (Matthew 2)

Jesus in the Temple (Luke 2)

Jesus’ Baptism and Temptation (Matthew 3–4; Mark 1; Luke 3; 4; John 1)

Jesus’ Disciples (Matthew 4; 9; 10; Mark 1; 2; 3; Luke 5; 6; John 1)

Signs and Wonders Point to the Messiah (John 2; 4; 5)

## Unit 6: Jesus Teaches and Heals

Jesus Teaches (Part 1) (Matthew 5–7; Luke 11; John 3)

Jesus Teaches (Part 2) (Matthew 19; Mark 10; Luke 10; 18; John 6; 8; 10; 11)

Jesus Is the Savior for All People (Matthew 13; Mark 6; Luke 4; 19; John 4)

Jesus Shows His Power as God (Matthew 8; 14; Mark 4; 6; Luke 8; John 6)

Jesus Feeds a Crowd (Matthew 14; 15; Mark 6; 8; Luke 9; John 6)

Jesus Heals (Part 1) (Matthew 8; 17; Mark 9; Luke 7; 9; 17)

Jesus Heals (Part 2) (Matthew 9; 20; Mark 2; 7; 10; Luke 5; 18)

Parables about Loving God and Others (Luke 10; 12; 18)

Parables about God Seeking the Lost (Matthew 13; 18; Mark 4; Luke 8; 14; 15)

The Christ Will Die and Rise (Matthew 16; 26; Mark 8; 14; Luke 9; John 12)

## Unit 7: Jesus Saves the World

Jesus Is Transfigured (Matthew 17; Mark 9; Luke 9)  
Jesus Raises the Dead (Matthew 9; Mark 5; Luke 7; 8; John 11)  
Palm Sunday (Matthew 21; Mark 11; Luke 19; John 12)  
In the Upper Room (Matthew 26; Mark 14; Luke 22; John 13–17)  
Jesus in the Garden and before the Council (Matthew 26; Mark 14; Luke 22; John 18)  
Good Friday (Matthew 27; Mark 15; Luke 23; John 19)  
Easter (Matthew 28; Mark 16; Luke 24; John 20)  
More Easter Appearances (Mark 16; Luke 24; John 20)  
Jesus Appears to the Apostles (Luke 24; John 20; 21)  
Jesus Sends and Ascends (Matthew 28; Mark 16; Luke 24; Acts 1)

## Unit 8: Jesus Sends the Church

Pentecost (Acts 2)  
Peter and the Apostles Proclaim Christ (Acts 3; 9; 12)  
The Church in Jerusalem (Acts 4–15)  
The Gospel Is Preached to the Gentiles (Acts 8–11)  
Saul Believes and Proclaims Jesus (Acts 9–21)  
The Gospel Goes to the Ends of the Earth (Acts 16–17)  
Paul's Trials (Acts 23–28)  
Letters to the Churches (Part 1) (Book of Romans–Book of Hebrews)  
Letters to the Churches (Part 2) (Book of 1 Corinthians–Book of Jude)  
John's Revelation (Revelation 21–22)

Review Scope and Sequence in-depth at [cph.org/scope](https://cph.org/scope).

**SAMPLE LESSONS PRESCHOOL–GRADE 4**



# UNIT 7

## Jesus Saves the World

### UNIT THEME

Most of the Bible accounts in Unit 7 occur over one week. But what a week it was! Most important, the Bible accounts in this unit all come together under the theme of salvation.

The transfiguration account sets up the unit as Jesus reveals His heavenly glory to His disciples. Jesus further demonstrates His power, including His power over death as He raises others to life—a foreshadowing of His own resurrection on Easter morning.

The remainder of the unit focuses on the events of Holy Week. From Jesus' triumphal entry into Jerusalem, through His Passion and suffering, to His glorious resurrection on Easter, these accounts focus on the great work of salvation carried out by Jesus.

While this one week in history changed our lives for all eternity, the complete story is much greater than one week. This one week is the summit of the great meta narrative of Scripture, the superlative of the epic account of faith. As you guide your students through these lessons, help them understand how these accounts are the culmination of the events that began with the promises God gave back in Genesis 3. The promise of salvation given after the fall into sin is now fulfilled in the person and life of Jesus Christ.

### UNIT FOCUS FOR PRESCHOOL

The stories in this unit are likely familiar to you, but they may be new to your students. Some children may even find those that talk about Jesus' death on the cross for us disturbing. Do not focus on Jesus' pain and suffering. Instead, keep your focus on God's love for us. Remind the children that Jesus willingly took our punishment because He loves us so much. Then share the joy of Easter, when Jesus burst from His tomb. With a childlike faith, your students will trust that Jesus is more powerful than anything, even death.

It is also important to consider with the children, "What is our part in this story?" Reinforce that God loves us so much that He sent His Son to save us. Before He went home to heaven, Jesus also promised to be with us always. He does not leave us alone. Through His Word and Baptism, He brings us to faith and strengthens us in it. He enables us to live as people of God, and He empowers us to carry on with the job He gives to all believers to tell of His forgiveness, love, and salvation.

### UNIT LESSONS

51. Jesus Shows His Glory  
Matthew 17:1-13; Mark 9:2-13;  
Luke 9:28-36
52. Jesus Raises Jairus's Daughter  
Matthew 9:18-19, 23-26; Mark  
5:21-24, 35-43; Luke 8:40-42,  
49-56
53. Jesus Rides to Jerusalem  
to Save Us  
Matthew 21:1-11; Mark 11:1-11;  
Luke 19:28-40; John 12:12-19
54. Jesus Washes the  
Disciples' Feet  
John 13:1-20, 31-35
55. Jesus Prays and Is Arrested  
Matthew 26:30-56; Mark 14:26-  
52; Luke 22:31-53; John 18:1-11
56. Jesus' Crucifixion and Death  
Matthew 27:32-56; Mark 15:21-41;  
Luke 23:26-49; John 19:17-30
57. Jesus Rises from the Dead  
Matthew 28:1-15
58. On the Road to Emmaus  
Luke 24:13-35
59. Jesus Appears to the  
Disciples and Peter  
John 21
60. The Great Commission  
and Jesus' Ascension  
Matthew 28:16-20; Acts 1:1-11

UNIT 7

# Unit Prep

## PREASSESSMENTS

This unit invites us to introduce students to Holy Week and Easter. All of the events in this unit help us understand how these accounts are the culmination of the events that began with the promises God gave back in Genesis 3. Help your students learn that Jesus is more powerful than anything, even death. Use anecdotal notes or a checklist to assess children’s ability to answer or do the following (assessment can be done individually, in small groups, or through observations made during large-group instruction):

- Identify Jesus as God’s Son, who became a human to save us from sin. **Tell how Jesus saved you from your sins. What did He do for you and for me?**
- Express the understanding that everything in the Bible is true and trustworthy and that all Scripture points to Christ Jesus as the Savior from our sin. **How do we know that Jesus saved us from our sin? Where can we find the story about what God did to save us from our sins so we could be forgiven and live with Him forever?**
- Describe ways that Jesus used His amazing power to help others. **What Bible stories tell about how Jesus used His power to help others? What do you remember about the stories?**

## PROJECT IDEAS

**Classroom Garden** ■ Springtime is a time to study plants and how they grow. The Easter account in this unit serves as a reminder of new life and rebirth we see in the springtime. While there are many individual projects for growing plants, it is also good to have a group project that the children can feel ownership of together.

The question is where to have a garden. Consider using a little red wagon! Fill the bed of the wagon with a layer of pebbles for drainage, and cover this with a thick layer of potting soil. Make considerate choices of the types of plants to grow, avoiding ones that get too tall or need deep underground area. A good choice might be a variety of herbs. These often grow quickly, do not get too tall, and have an interesting fragrance. Or consider growing plants that are used for ground cover. Some varieties grow quickly and even have small blossoms. If you have a green thumb, you might want to grow flowers in half of your garden and vegetables in the other half. This could be surrounded with a border of grass.

Involve the children as a group, discussing changes they see, measuring and graphing, charting or diagramming the progress, as is appropriate. Always emphasize the wonders of God’s creation—a continuing blessing from the Lord.

## INTO THE WORLD

You’ve likely heard it many times in your classroom: “I get to go first!” It’s human nature to put ourselves before others. Even Jesus’ disciples argued about who was the greatest.

But Jesus calls His people to serve, not to be served. Jesus said, “Whoever would be first among you must be slave of all. For even the Son of Man came not to be served but to serve, and to give His life as a ransom for many” (Mark 10:44–45).

The Church has many organizations that reach out in love and mercy to meet the needs of those who are suffering, poor, or in need of help or encouragement. How do you choose an organization to support or a need to address? Look at your school, your church, and your community and discover what the needs are. (WoL4)

Here are some ideas for serving others:

- Gather groups of students to clean up the grounds at the school, at the church, or at members’ homes.
- Assemble packages for those who serve in the armed forces. Ask your church for the names of members in the military. Gather nonperishable snacks, lip balm, devotion books, and notes from students.
- Gather funds to buy fleece and make tied blankets. Donate to a ministry that collects blankets for those in need. Pray for the person who will receive the blanket.
- Bake cookies to take to your local fire or police station. Include thank-you cards that share Bible verses.

## LOOK AHEAD

- **Active Learning**, p. 236  
Purchase or use these suggestions to make story figures.
- **Circle Time**, p. 242  
Repeat this action rhyme often.
- **Circle Time**, p. 274  
You will need a helium balloon for this activity.
- **Postassessments**, p. 275  
Use preassessment notes to evaluate learning in this unit.
- **Check for Understanding**, p. 276  
Use this activity to review key concepts from Jesus’ life and ministry.

# LESSON 51

Jesus Is Transfigured | Jesus Shows His Glory

Matthew 17; Mark 9; Luke 9 | **Matthew 17:1–13; Mark 9:2–13; Luke 9:28–36**

## BACKGROUND

Jesus' transfiguration is the prequel to Lent. Just like Peter, we would love to hang out with Jesus in tents—just a few friends camping out with a glorious Savior. But Moses and Elijah knew what the disciples didn't—even though Jesus had tried to tell them. They discussed with Jesus His upcoming suffering and death. When Jesus descended that mountain, He was going to finish the job He had been sent to do.

How can this have meaning for young children? We will focus on two things.

## CLASSROOM DEVOTION

Invite the children to join you by singing (Tune: "Are You Sleeping?"):

**Come with me. Come with me.  
Be my friend. Be my friend.  
Come and meet my Jesus.  
Come and meet my Jesus.  
He loves you. He loves you.**

I wonder . . . why do we have Jesus Time every day? Accept answers. God wants us to listen to His Word so we can learn more about Jesus. This is the most important part of our day, and we want to listen carefully.

Use a candle that has an LED light with a switch on the bottom. It should be one where the light is set into the candle rather than just a flame on top. Before lighting the candle, shine a flashlight on it. **Is this how we light a candle?** (No, the light comes from the candle, not outside of it.)

Turn on the candle with the switch. **Do you see how this candle is lit up and glowing from the inside? In our Bible story today, we will hear about a time when Jesus shone, or glowed, not by someone shining a light on Him, but because He is God's Son.**

- The transfiguration shows us that Jesus was God's Son. John later wrote in his Gospel: "We have seen His glory, glory as of the only Son from the Father" (John 1:14).
- God wants us to listen to Jesus. His words are "full of grace and truth" (John 1:14). What a privilege it is for us to help children listen to Jesus' words. May His grace and truth permeate all that we do and say.

**PRAY** Dear Jesus, help us to listen carefully to Your Word. Please forgive us when we are not good listeners. Send the Holy Spirit to help us remember You are God's Son. Amen.

**SING** "'Tis Good, Lord, to Be Here" (LSB 414), using the suggested actions below.

If you do not know the tune, sing the words to the tune of "The Grand Old Duke of York."

**"Tis good, Lord, to be here!** (*Nod yes.*)

**Thy glory fills the night;** (*Extend arms across the body and up above your head.*)

**Thy face** (*point to face*) **and garments,** (*point to clothes*) **like the sun,**

**Shine with unborrowed light.** (*Put arms in circle above head.*)

You will also use this song as you teach the Bible story, so practice it a few times. Use the hand motions as indicated. Explain the words *'tis*, *garments*, and *glory* and the phrase *unborrowed light* (reference the candle example above).

## CENTRAL TRUTH

Jesus revealed His divine nature to His followers when He was transfigured.

## GRADE-LEVEL TRUTH

Jesus shows He is God's Son. We praise Jesus for His love and forgiveness and give Him glory by what we say and do.

## STANDARDS

- BL7: With prompting and support, express an understanding that all Scripture is true and trustworthy and points to Jesus Christ as our Savior from sin.
- LD5: Identify Jesus as God's Son, who became a human to save all people from sin.
- LD6: With prompting and support, express an understanding that no one can pay the price for sin but that Jesus took the punishment for sin on Himself so all people can live with Him forever.
- WL6: With prompting and support, participate in daily devotion time and instruction in God's Word.

## OBJECTIVES

- Recognize that Jesus is true God, the Son of God the Father.
- Express that God speaks to us in the Bible.
- Describe places and times when we hear God's Word.

## MATERIALS

### Session 1

- The Basics
- Superhero or Transformer figure or a video of either
- Bible figures of Jesus, Moses, and Elijah; LED tealight candle; white felt or fabric for Jesus figure and cloud

### Session 2

- The Basics

UNIT 7 | LESSON 51 | SESSION 1

# Jesus Shows His Glory

## INTO THE LESSON

Use one of the following to introduce the idea of something that looks normal changing into something that is more powerful.

- Show a Transformer-type toy (or find a video of one). Discuss how it looks like a vehicle but can change into something more powerful. **The power was always there; it was just hidden in the ordinary vehicle.**
- Show a superhero figure (e.g., Superman, Batman). Ask children what they know about it. **Is it always a superhero? Or sometimes a regular person?**
- Search YouTube for an appropriate video clip of “Clark Kent Changes into Superman” to show children.

**Are superheroes (Transformers) real? (No) But Jesus is! Jesus is a real person like you and me. But He is also God’s Son with power to do miracles and save us. In our story today, we will see how some of His disciples saw Him in a special way that helped them know He was really God’s Son.**

## INTO THE WORD

Use figures of Moses, Elijah, and Jesus as well as white material for Jesus and the cloud. See “Active Learning” to make these. Keep Jesus’ white covering and the cloud in your lap. **One day, Jesus took three of His helpers up a mountain. When I tell the story, we are going to pretend that you are Jesus’ helpers.** Tell the story in the Student Book, using these actions:


- Place Jesus in front of you. Have children pretend to be climbing up the mountain, then close their eyes and rest.
- While children’s eyes are closed, place white felt or fabric over Jesus. Cut a hole in the top so it slips over His head. Place a small lit LED tealight under the white covering so it glows. Add Moses and Elijah on either side of Jesus.
- Tell children to open their eyes, express surprise, then sing “’Tis Good, Lord, to Be Here” from “Classroom Devotion.”
- Lead children in saying **“Let’s make three tents. One for Jesus, one for Moses, and one for Elijah.”**
- Place the cloud over all three figures. Children should bow their heads down to the ground.
- **This is my Son; listen to Him.** Reach under cloud and remove Moses, Elijah, the candle, and Jesus’ white covering.
- Have the Jesus figure touch each child, saying, **“Get up. Don’t be afraid.”**
- Instruct children to say, **“We saw His glory! Jesus is really God’s Son!”** Pretend to climb down the mountain.
- Jesus says, **“Don’t tell anyone about this until I have risen from the dead.”**

## + CONTINUE WITH LESSON EXTENDERS

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### JESUS SHOWS HIS GLORY

Matthew 17:1–13; Mark 9:2–13; Luke 9:28–36  
UNIT 7 | LESSON 51



**O**ne day, Jesus chose three of His special helpers—Peter, James, and John—to go with Him up a mountain. Up, up, up, they walked. When they got to the top, Peter, James, and John were tired from their long hike! They sat down to rest, but Jesus went to pray.

Suddenly, something wonderful happened! Jesus began to change. His face started to shine as brightly as the sun. His clothes sparkled dazzling white. Jesus looked so beautiful! He was showing His friends His glory as the Son of God.

Then His friends saw two men standing with Jesus. These men were Moses and Elijah, two of God’s people who had lived a long time ago. God had taken them to heaven. Now they had come to talk to Jesus about when He would go to die on the cross for us.

Peter shouted, “Jesus, I’m so glad to be here with You! Let’s stay here together. I will make three tents, one for you and one for Moses and one for Elijah.”

Just then a cloud came over them. A voice spoke from the cloud. It was God the heavenly Father. He said, “This is My beloved Son; listen to Him.”

The friends hid their eyes when the cloud came down. They were afraid. It was so awesome! Then Jesus came and touched them. He said, “Get up, you don’t need to be afraid.”

When they looked up, the cloud was gone. Moses and Elijah were gone. Only Jesus was there. He looked just the way He always did. He didn’t shine anymore. Jesus and His friends went down the mountain again.

Jesus told Peter, James, and John not to tell anyone about what they had seen. The disciples did not know what He meant. They didn’t understand that Jesus would die and come alive again. But they never forgot what happened that day. They never forgot that Jesus is God. They never forgot His glory. They knew they would live with Jesus someday just like Elijah and Moses. That made them happy. Someday we will see Jesus shine with glory in heaven too!

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## ACTIVE LEARNING

Place the props used to tell the story on the altar or another table for the children to use during Center Time.

If you don’t have Bible figures, use one of the following:

- Flannelgraph or vinylgraph figures
- Figures made from shortened paper towel tubes or paper or Styrofoam cups—draw faces on them and draw or add material for clothing. For the Jesus figure, cut part of the tube off and place the LED tealight in the bottom of the tube to make Him glow.

## MEMORY WORDS

**When Jesus shone with God’s glory, God spoke from heaven. He said (read from Mark 9:7): “This is My beloved Son;\* listen to Him.\*” Let’s say our Bible words together.** Say words, having children echo them at the asterisks. **God’s Son, Jesus, is our Friend and Savior! Where can we hear Him speak to us? (In His Word, the Bible)**

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UNIT 7 | LESSON 51 | SESSION 2

# Jesus Shows His Glory

## INTO THE LESSON

Review the story by acting it out with the children. Ask them what characters are in the story and assign parts for God the Father (speaking only), Jesus, Moses, and Elijah. Put a white acolyte or choir robe on Jesus when He is transfigured. To involve all children, instead of choosing just four, let all children without other parts be Peter, James, and John together. Use questions to set up your space and evaluate comprehension.

- Where did the story happen?
- What could be our hill?
- How can we show that Jesus was shining with God’s glory?
- Who are the characters?

Have the children act out their parts as you narrate. Prompt children with movements and dialogue. Remain faithful to the biblical narrative while allowing children to use their creativity.

## INTO OUR LIVES

What did God the Father say about Jesus? (He is My Son; listen to Him.) How can we listen to Jesus? That’s right—we listen to Jesus when we read the Bible or someone reads it to us. We are going to play a game called “Jesus Says.” When I say something that Jesus says in the Bible, show me a thumbs-up. When I say something that Jesus would not say, give me a thumbs-down. Give examples of things Jesus might say interspersed with things He wouldn’t. Whenever it is something Jesus would not say, don’t preface it with the words “Jesus says.” Some children will catch onto this difference, but others will not. Here are some prompts to get started:

- Jesus says, “I love you.”
- God didn’t make the world.
- Jesus says, “I died for you.”
- Jesus says, “Love one another.”
- Don’t listen to your teacher or parents.
- Be mean to your friends.
- Jesus says, “I will be with you always.”
- God won’t love you if you do bad things.
- Jesus says, “I forgive you.”

Remind the children that we can only know what Jesus says if we listen to God’s Word. Discuss places and times they hear God’s Word: at church, Sunday School, chapel, with parents or grandparents, and at school. **Someday, you will learn to read and then you can read the Bible yourself. But for now, you can listen when it’s read and look at the pictures in our Bible and remember what you learned.** Show an illustrated Bible.

## + CONTINUE WITH LESSON EXTENDERS

UNIT 7 | LESSON 51

## LISTENING TO JESUS

God says to listen to Jesus. We hear Jesus’ words in the Bible. In each of these pictures, children are listening to God’s Word. Put a Bible sticker on the person who is speaking God’s Word. Color the children who are listening.



This is My beloved Son; listen to Him. Mark 9:7

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## EXTRA THOUGHTS

Be careful about using the Memory Words to moralize with children. You can use the phrase “What would Jesus do (or say)?” when addressing misbehavior as a way of having children think about what God says in His Word. But always recognize that we can’t do what Jesus does. We sin. Then follow up with the Gospel. **We don’t always do the right thing; we sin. But Jesus forgives you and God the Holy Spirit will help you do better next time.**

## FAITH CONCEPTS

**God the Father said to listen to Jesus.** Point to each word as you read the Memory Words from the Student Book. Divide the class in half. Have one half of the class say the first part of the verse (“**This is My beloved Son**”) and the other half say the second part (“**Listen to Him**”).

Follow the directions to do page 106 of the Student Book, discussing each picture and how the children are listening to Jesus. **Where do you listen to Jesus? What does He say?**

UNIT 7 | LESSON 51

## Lesson Extenders

### RELATE

Review the concepts of up, down, and halfway, practicing large and fine motor skills. Sing to “The Grand Old Duke of York”:

**Jesus Christ our Lord.**

**He took with Him three men.**

**He led them to the top of the hill.**

*(Lift arms from waist to above head, pointer finger pointing up.)*

**And He led them down again.**

*(Move arms down; pointer finger points down.)*

**And when they were up, they were up.**

*(Lift arms from waist to above head, pointer finger pointing up.)*

**And when they were down, they were down.**

*(Move arms down; pointer finger points down.)*

**And when they were only halfway up,**

*(Hold arms straight in front; pointer finger points straight ahead.)*

**They were neither up (up actions) nor down (down actions).**

### CHECK FOR UNDERSTANDING

The word *transfiguration* is long. But children will enjoy learning and saying it. Practice by clapping the syllables as you say it.

- **How was Jesus transfigured?** (He shone with God’s glory; He talked to Moses and Elijah, who are in heaven.)
- **What does this show about Jesus?** (He is God and man.)
- **What did God the Father say about Jesus?** (He is My Son; listen to Him.)

### CIRCLE TIME

Sing this song to the tune “The Bear Went over the Mountain”:

**Jesus went up on the mountain, / Jesus went up on the mountain, / Jesus went up on the mountain / To show that He was Lord.**

**The disciples went up on the mountain, / the disciples went up on the mountain, / the disciples went up on the mountain / And saw that Christ was Lord.**

**Jesus showed His glory, / Jesus showed His glory, / Jesus showed His glory. / We know that He is Lord!**

### EXPLORE

Show children how to make mountains with blocks (e.g., a large rectangle on the bottom, a smaller rectangle above it, and a square on top). Or, make mountains with Lego blocks or out of cardboard, paper, and so forth. **How else could you make a mountain?** Set out people figures to climb up and down the mountain and LED tealights to make God’s glory. Sing the song from Circle Time, placing figures up, down, and halfway up.

### CREATE

**Art** ■ Have children use brushes or fingers to apply white paint to white paper. Sprinkle clear/white glitter over the paint for “glory.” *Transient Art (Loose Parts) Option:* Cover your table with a dark cloth. Provide white loose parts such as white paint chips, white ceramic tiles, white landscape rocks, white bottle tops, artificial white flowers, and so on. You might challenge children to make a figure of Jesus with the loose parts. Take photos of the children’s creations and post them on a bulletin board

### EXPRESS

**Language/Music** ■ Look for images online of the transfiguration. There are several great works of art portraying this event. Try to find some from different eras of history and discuss with children how they are the same and different. If your program includes naptime, wake children up each day by playing Vivaldi’s “Gloria in Excelsis Deo.” Explain that the word *Gloria* can remind them of Jesus’ glory and have them imagine they are the disciples waking up and seeing Jesus’ glory. You could also play the song during snack or a quiet Center Time. Don’t devalue the music by playing it as “background music” during a time when children are doing noisy activities.

### REACHING EVERY STUDENT

Children for whom English is a second language will need lots of visuals any time you are telling a story. Encourage them (or their parents) to share their home language words for *Jesus, cross, love,* and so on, so you can use them in Jesus Time. Other children in the class will benefit from learning and using the words as well.

### FAITH AT HOME

Put together a Family Worship Kit. Include an LED votive candle, a children’s Bible, a pocket-size notepad, and a small freestanding cross. Each Monday, send the kit home with a different child with instructions to return it the following Monday. Include a laminated one-page sheet with a family devotion time outline using the same words and songs you use in Jesus Time. Your church’s ladies’ group or a Bible study group might be interested in helping to make or fund kits so each family can have one to keep.

Include the following information in your class newsletter:  
**Dear Family:** This week, your child learned about the transfiguration. In the next [weeks] your child will bring a classroom devotion kit home for a week. When it is your child’s turn, write a message in the notebook telling how and when your family used the kit.

## JESUS SHOWS HIS GLORY

Matthew 17:1–13; Mark 9:2–13; Luke 9:28–36

UNIT 7 | LESSON 51



One day, Jesus chose three of His special helpers—Peter, James, and John—to go with Him up a mountain. Up, up, up, they walked. When they got to the top, Peter, James, and John were tired from their long hike! They sat down to rest, but Jesus went to pray.

Suddenly, something wonderful happened! Jesus began to change. His face started to shine as brightly as the sun. His clothes sparkled dazzling white. Jesus looked so beautiful! He was showing His friends His glory as the Son of God.

Then His friends saw two men standing with Jesus. These men were Moses and Elijah, two of God’s people who had lived a long time ago. God had taken them to heaven. Now they had come to talk to Jesus about when He would go to die on the cross for us.

Peter shouted, “Jesus, I’m so glad to be here with You! Let’s stay here together. I will make three tents, one for you and one for Moses and one for Elijah.”

Just then a cloud came over them. A voice spoke from the cloud. It was God the heavenly Father. He said, “This is My beloved Son; listen to Him.”

The friends hid their eyes when the cloud came down. They were afraid. It was so awesome! Then Jesus came and touched them. He said, “Get up, you don’t need to be afraid.”

When they looked up, the cloud was gone. Moses and Elijah were gone. Only Jesus was there. He looked just the way He always did. He didn’t shine anymore. Jesus and His friends went down the mountain again.

Jesus told Peter, James, and John not to tell anyone about what they had seen. The disciples did not know what He meant. They didn’t understand that Jesus would die and come alive again. But they never forgot what happened that day. They never forgot that Jesus is God. They never forgot His glory. They knew they would live with Jesus someday just like Elijah and Moses. That made them happy. Someday we will see Jesus shine with glory in heaven too!

UNIT 7 | LESSON 51

# LISTENING TO JESUS

God says to listen to Jesus. We hear Jesus' words in the Bible. In each of these pictures, children are listening to God's Word. Put a Bible sticker on the person who is speaking or reading God's Word. Color the children who are listening.



This is My beloved Son; listen to Him. *Mark 9:7*

# UNIT 7

## Jesus Saves the World

### UNIT THEME

Most of the Bible accounts in Unit 7 occur over one week. But what a week it was! Most important, the Bible accounts in this unit all come together under the theme of salvation.

The transfiguration account sets up the unit as Jesus reveals His heavenly glory to His disciples. Jesus further demonstrates His power, including His power over death as He raises others to life—a foreshadowing of His own resurrection on Easter morning.

The remainder of the unit focuses on the events of Holy Week. From Jesus' triumphal entry into Jerusalem, through His Passion and suffering, to His glorious resurrection on Easter, these accounts focus on the great work of salvation carried out by Jesus.

While this one week in history changed our lives for all eternity, the complete story is much greater than one week. This one week is the summit of the great metanarrative of Scripture, the superlative of the epic account of faith. As you guide your students through these lessons, help them understand how these accounts are the culmination of the events that began with the promises God gave back in Genesis 3. The promise of salvation given after the fall into sin is now fulfilled in the person and life of Jesus Christ.

### UNIT FOCUS FOR KINDERGARTEN

While the narratives of Holy Week may be very familiar to you as an adult, they may be quite new to some or even all of your students. Even a child who celebrates Easter with his or her family may not know or grasp the details of the week leading up to Easter. Students will naturally be drawn to the spectacular displays of Jesus' power in these Bible stories. Always emphasize how God's might and these miracles are real, unlike the imaginative, elaborate stories they see on television or in the movies. There is always a purpose for these miracles: to point people to Christ, for the strengthening of their faith.

The lessons of Holy Week are the fulfillment of God's promise of a Savior to pay the price for our sin. This is more than a big deal! But for young children, it's difficult to wrap their minds around this. The time between Adam and Eve and the fall into sin and Jesus' death and resurrection spans thousands of years, but that will make no sense to children. Some of these narratives have some events that can be scary or disturbing for young children. Keep your focus on God's love for us in Jesus.

### UNIT LESSONS

51. Jesus Shows His Glory  
Matthew 17:1–13; Mark 9:2–13;  
Luke 9:28–36
52. Jesus Raises Jairus's Daughter  
Matthew 9:18–19, 23–26; Mark  
5:21–24, 35–43; Luke 8:40–42,  
49–56
53. Jesus Rides to Jerusalem  
to Save Us  
Matthew 21:1–11; Mark 11:1–11;  
Luke 19:28–40; John 12:12–19
54. The Last Supper  
Matthew 26:17–29; Mark 14:12–25;  
Luke 22:7–20
55. Jesus Prays and Is Arrested  
Matthew 26:30–56; Mark 14:26–  
52; Luke 22:31–53; John 18:1–11
56. Jesus before Pontius Pilate  
Matthew 27:1–31; Mark 15:1–20;  
Luke 23:1–25; John 19:1–16
57. Jesus Rises from the Dead  
Matthew 28:1–15
58. Jesus Appears to Mary  
Mark 16:9–11; John 20:11–18
59. Jesus Appears to His Disciples  
Luke 24:36–49
60. The Great Commission  
and Jesus' Ascension  
Matthew 28:16–20; Acts 1:1–11

UNIT 7

# Unit Prep

## PREASSESSMENTS

Assess your students' prior knowledge of the Bible narratives in this unit with a partner game.

1. In advance, prepare picture cards (roughly 3 × 4 inches in size) to represent the important people and objects that students will encounter in this unit (for example, Jesus, Jairus's daughter, the disciples, Pontius Pilate, Mary, a cross, a donkey, a palm branch, the tomb, an angel, and so forth). Make several sets of cards. Also prepare simple "Who am I?" or "What am I?" riddles that correspond to the pictures, such as "I was one of the women to see Jesus after He rose from the dead." A picture can be the answer for more than one riddle.
2. Pair up your students, grouping students with more prior biblical knowledge with those who may need more assistance. Give each group a set of picture cards. Explain who or what each picture represents before beginning the game.
3. Read the riddles one at a time. Have pairs of students discuss their answer and hold up the picture that they think answers the riddle. This will work best if students cannot see what other groups are holding up. Remind students that this game is just for fun, and they will not be penalized for wrong answers.

## PROJECT IDEAS

Since this is the unit that includes Jesus' death on the cross, use this cross display throughout the unit or after the Good Friday lesson.

1. Start by displaying several wooden crosses. Bring in a variety of styles and sizes. Discuss with your students how they are the same and how they are different. Let students handle the crosses and sort them by size. Remind them that the cross that Jesus died on was made of wood.
2. Continue to add more crosses to your display. Add crosses made from other materials.
3. Once you have more crosses in your display, revive your discussion of how the crosses in your collection are the same and different. Sort again by size, materials, or other similarities that students notice.
4. Add items that have crosses printed on them. Have students make their own crosses to add to the display.
5. **The cross is a symbol that reminds us of how much Jesus loves us. When we wear a cross or display it, we are telling people that we are Christians and that we believe Jesus died on the cross and rose again to save us from our sins.**

## INTO THE WORLD

You've likely heard it many times in your classroom: "I get to go first!" It's human nature to put ourselves before others. Even Jesus' disciples argued about who was the greatest.

But Jesus calls His people to serve, not to be served. Jesus said, "Whoever would be first among you must be slave of all. For even the Son of Man came not to be served but to serve, and to give His life as a ransom for many" (Mark 10:44-45).

The Church has many organizations that reach out in love and mercy to meet the needs of those who are suffering, poor, or in need of help or encouragement. How do you choose an organization to support or a need to address? Look at your school, your church, and your community and discover what the needs are.

Here are some ideas for serving others:

- Gather groups of students to clean up the grounds at the school, at the church, or at members' homes.
- Assemble packages for those who serve in the armed forces. Ask your church for the names of members in the military. Gather nonperishable snacks, lip balm, devotion books, and notes from students.
- Gather funds to buy fleece and make tied blankets. Donate to a ministry that collects blankets for those in need. Pray for the person who will receive the blanket.
- Bake cookies to take to your local fire or police station. Include thank-you cards that share Bible verses.

## LOOK AHEAD

- Create Snack, p. 250  
Bake unleavened bread.
- Discovery Center, p. 262  
Create Jerusalem in a box.
- Circle Time, p. 265  
Go on an egg hunt to find the promises of God.
- Create Snack, p. 274  
Enjoy Empty Tomb Rolls.
- Faith at Home, p. 275  
Tell the Easter story with Resurrection Eggs.
- Postassessment, p. 275  
Review unit with a Bingo game.
- Create Art, p. 276  
Make self-hardening dough.

# LESSON 51

Jesus Is Transfigured | Jesus Shows His Glory

Matthew 17; Mark 9; Luke 9 | Matthew 17:1–13; Mark 9:2–13; Luke 9:28–36

## BACKGROUND

One of the noticeable things about Jesus' time on earth is how normal He looked. If you had simply passed Him in the market, you wouldn't have thought anything of it. Even though they had seen Him do many miraculous things, the disciples still struggled to understand who Jesus was. In the transfiguration, the disciples were given a glimpse of the glory that was hidden in human flesh.

We often struggle with how normal our lives look as the children of God today. Our lives don't become problem-free the

moment we come to faith. We face the same social and medical hardships as unbelievers. But if we look with the eyes of faith, we see the King of heaven is still watching over us. The transfiguration reminds us that Jesus is the ruler of all, and that He cares for us. There is nothing that can steal us from His hand.

Continue to encourage your students each day that God gives us His Word so that we can know Him better. We want to help our students have a future of seeking God in His Word.

## CENTRAL TRUTH

Jesus revealed His divine nature to His followers when He was transfigured.

## GRADE-LEVEL TRUTH

Jesus shows us that He is God's Son, and we praise Him.

## STANDARDS

- LD5: Identify Jesus as God's Son, who became a human to save all people from sin.
- LD6: With prompting and support, express an understanding that no one can pay the price for sin but that Jesus took the punishment for sin on Himself so all people can live with Him forever.
- CF2: Express that Jesus is the Savior and that the Bible is how God tells about Jesus and how He saved all people.

## CLASSROOM DEVOTION

In the Bible, we see Jesus walk the earth as a person looking much like the people we see every day. He spent His time helping people to understand that He is the Son of God and our Savior. God showed, in special ways, that Jesus is His Son and our Savior.

As we walk through life, we, too, can remember that we have Jesus with us all the time. He helps us every day. God tells us about Jesus and His teachings in the Bible. The Bible is God's Word, and it is always true.

As I say sentences, please say after me, "God's Word is always true." (Put the words of this sentence on a sentence strip or chart for students to read along.)

**Teacher:** God gives us His Word in the Bible.

**Students:** God's Word is always true.

**Teacher:** God gives us Jesus to wash away all of our sins.

**Students:** God's Word is always true.

**Teacher:** Jesus is our Savior and our Friend.

**Students:** God's Word is always true.

**Teacher:** Jesus is God's dear Son.

**Students:** God's Word is always true.

**Teacher:** Jesus is with us when we are afraid or sad.

**Students:** God's Word is always true.

**Teacher:** We will live forever with Jesus.

**Students:** God's Word is always true.

**PRAY** Dear God, thank You for giving us Your Bible so that we can know about You. Thank You for sending Your dear Son, Jesus, to die and rise again so that we can live forever with You. Amen.

**SING** "A Hymn of Glory Let Us Sing" (*LSB* 493; *LOSP*, p. 56); "Say to the Lord, I Love You" (*LOSP*, p. 18); or "Speak, O Lord" (*OAR* 251).

## OBJECTIVES

- Describe the events of the transfiguration of Jesus.
- Express that God the Father declared Jesus as His Son and our Savior, whom we should follow.
- Recognize that Jesus helped the disciples to overcome fear and that He does this for us also.

## MATERIALS

### Session 1

- The Basics (see Teacher Guide "Introduction," p. 8)
- A fancy box containing a crown, scepter, necklace, and large ring
- Pictures of mountains
- Emotions poster

### Session 2

- The Basics (see Teacher Guide "Introduction," p. 8)
- Streamers, at least 1 for each student

UNIT 7 | LESSON 51 | SESSION 1

# Jesus Shows His Glory

## INTO THE LESSON

Choose a student to come to the front of the class and stand by you. Have a fancy box next to you. In the box, there should be a crown, scepter, and some kind of fancy jewelry. Take out one object at a time and place it on the student. Talk about how special and important the student looks. When you are finished, take the items off the student and have the student return to his or her spot.

**In our Bible story, God made Jesus look special, not with fancy things but with a glowing light. This is something that only God could do. God set Jesus apart so the disciples would know Jesus is God’s Son.**

Show several pictures of very tall, majestic mountains.

- Who made the mountains?
- Have any of you been at the top of a mountain before?
- What do you think it is like at the top of a mountain?
- Who would you want to have with you there?

**We are going to read a Bible account of Jesus taking three of His disciples to the top of a mountain. We are going to hear about amazing things happening with Jesus and His friends. We are also going to be reminded that Jesus is God’s Son.**

## INTO THE WORD

Direct students to look at the Bible art at the top of Student Book page 105.

- What do you see in this picture? The things that happen in today’s Bible account were surprising and sometimes scary to the three disciples, but Jesus was always with them.
- Show me your surprised face! Show me your very scared face. Or choose those emotions from an emotions poster, then practice making the face.
- When you hear something surprising as I read, make your surprised face.
- If you hear something that might scare you, show your very frightened face. Continue with the Bible narrative.
- Let’s start by walking up the mountain. Guide your students to hike in place.

As you read aloud, mime the actions from the Bible account: the surprise of the disciples, shielding your faces from the bright light, more surprise at seeing Moses and Elijah, making triangle tents with your fingertips, falling on the ground in God’s presence, then marching back down the hill.

- What was the most surprising thing that happened in this true story from the Bible? Accept all answers.

## + CONTINUE WITH LESSON EXTENDERS

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### JESUS SHOWS HIS GLORY

Matthew 17:1–13; Mark 9:2–13; Luke 9:28–36

UNIT 7 | LESSON 51



**O**ne day, Jesus took Peter, James, and John up on a high mountain. While they were on the mountain, Jesus was transfigured. This is a big word that means “changed in a big way”! Jesus’ clothes were made intensely white. He was radiant, as bright as the sun.

**Then suddenly Moses and Elijah appeared.** Moses and Elijah were men of God that the disciples knew about from learning the Old Testament Scriptures, but who had died a long time before.

When Peter saw them, he said to Jesus, “Teacher, it is good that we are here. Let us make three tents, one for You, one for Moses, one for Elijah.” Before Peter even got done suggesting this, a cloud came over the place where they were standing and God’s voice came from the cloud.

**God said, “This is My beloved Son, with whom I am well pleased. Listen to Him.”**

The disciples were terrified to be in God’s presence, and they fell to the ground. But Jesus reached down and gently touched them. They looked up and only Jesus was with them.

Jesus led the disciples down from the mountain. Jesus commanded the disciples to tell no one what happened until after He died and was raised from the dead.

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## ACTIVE LEARNING

Organize cardstock squares on the floor in a circle. As music is played, the students travel around clockwise, always stepping on a square like a stepping-stone. When the music stops, each student has to act out the part of the person whose name they are standing on. Names that should be included on the cardstock squares are *God, Jesus, Peter, James, John, Elijah,* and *Moses*. If you need more squares so each student has one, use the names of mountains and trees. Discuss the names ahead of time so the students can be more successful. They may need some help reading.

## MEMORY WORDS

Print the Memory Words, “This is My beloved Son; listen to Him” (Mark 9:7).

Play a game of telephone with the Memory Words. Have the students whisper the words to their neighbor the first time; the second time they can say them loud and clear.

UNIT 7 | LESSON 51 | SESSION 2

# Jesus Shows His Glory

## INTO THE LESSON

Remind the students how awed and amazed the disciples were as they saw ancient men of faith on the mountain with Jesus. Peter was so excited that he wanted to build enough tents to let Moses and Elijah stay on the mountain indefinitely. Moses and Elijah were the prophets of the Old Testament who pointed to the coming of Jesus, to His birth. Now they were God’s messengers to Peter, James, and John. Moses and Elijah, along with the voice of God, were the announcers for the disciples. They were the ones who made sure the disciples knew that this was not just Jesus, teacher and friend; this was Jesus, the Son of God.

- What do you think Moses or Elijah would say if we could hear their voices?
- This wonderful day, when God announced Jesus as His Son and told the disciples (and us) to listen to Him, was so important. On this day, God was telling the world that Jesus is the person we are to follow.
- We need to celebrate Jesus and the glory in Him because He is God.

Give each student a streamer. Play music for the students and choose one student to lead the parade around the room. If it is possible and okay with the other teachers and office staff, have your class march around the building singing a Bible song and sharing their Good News with everyone.

## INTO OUR LIVES

We heard about Jesus on the mountain with Peter, James, and John. We heard how God announced Jesus as His Son. God also commanded the disciples to listen to Jesus. We also try to do what God says to do in the Bible. Remember, God says, “This is My beloved Son; listen to Him.” Those words are also for us.

Direct students to look at page 106 in the Student Book. Circle the pictures that show someone listening to Jesus.

- When people are in church, are they listening to Jesus?
- When siblings fight, are they listening to Jesus?
- When children read their Bible books, are they listening to Jesus?
- When children help with chores, like washing dishes or putting away groceries, are they listening to Jesus?
- What are some ways that you can show that you are listening to Jesus? Talk about how when we love someone, we want to hear what the person has to tell us and we want to do things that please him or her. Make sure that students understand that we do these things not to gain Jesus’ love or forgiveness, but as a response to Jesus’ love for us.

## + CONTINUE WITH LESSON EXTENDERS

UNIT 7 | LESSON 51

### LISTEN TO JESUS

Circle the pictures that show children listening to Jesus.



This is My beloved Son; listen to Him. Mark 9:7

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## EXTRA THOUGHTS

If time allows, begin by activating prior knowledge for students by reviewing what they learned about Moses in Unit 2 and Elijah in Unit 4. Elijah and Moses represent the Law and the Prophets. Their presence at the transfiguration showed that Jesus surpassed both of these great men of God. Jesus fulfilled the Law perfectly, and He is the fulfillment of the Old Testament prophecies. Children of this age may not make that connection unless you point out how the Old and New Testaments fit together here. This is also a place to point out to students that Jesus is both true God and true man.

## TEACHER TIPS

Remember to check out the digital resources that are available with this curriculum. Look for tools for memory work and checks for understanding as well as a digital glossary.

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UNIT 7 | LESSON 51

## Lesson Extenders

### CIRCLE TIME

Pass a ball around the circle. Each time you say “Stop,” the student holding the ball gets to name one of the people involved in the Bible account.

### EXPLORE

Science ■ Show the students pictures of cumulus clouds, stratus clouds, and cirrus clouds. Write a group description of each kind. Then ask students to draw a picture of the transfiguration and talk about what kind of cloud they think God’s voice came from.

### EXPRESS

Arts ■ Make play dough using the following recipe or provide purchased play dough. Give a zipper bag with two colors of play dough to each student. Encourage students to re-create the scene on the Mount of Transfiguration. You may have to do some modeling to show how to form the play dough into people. Listen to the language that is generated.

Give students a large glow stick and guide them to write Jesus’ name vertically on it with a permanent marker (or write it on the glow stick before class). In a discussion of the transfiguration, assist students in cracking the glow stick to see it light up, and place it in the middle of their play-dough diorama. You might consider having students tape an artist’s representation of Jesus duplicated on paper through which the light of the glow stick can shine.

#### Play Dough

- 2 c. all-purpose flour
- $\frac{3}{4}$  c. salt
- 4 tsp. cream of tartar
- 2 c. lukewarm water
- 2 Tbsp. vegetable oil
- Food coloring (optional)

Stir together the flour, salt, and cream of tartar in a large pot. Next add the water and oil, and food coloring if you choose. Cook over medium heat, stirring constantly. Continue stirring until the dough has thickened and begins to form a ball. Cool and then put into a gallon-size bag or other airtight container.

### WORKS OF LOVE

Give each student a piece of contact paper, a construction-paper cross or the word *Jesus*, and a variety of colored tissue-paper squares. Carefully peel the film off the contact paper so the students can stick their cross or *Jesus* word in the middle, then have them stick the tissue-paper squares to fill the rest of the space. If you like, frame these with black construction paper. Show the students how the light shines through the paper, just like Jesus shone bright at the transfiguration because He is God’s Son. Then give these mini stained glass windows to people in your congregation who might need some encouragement.

### CREATE

Snack ■ Remind your students that when Jesus was transfigured, He became as bright as the sun. Give the students a paper plate and plastic spoon. On each plate, provide several circular cookies and some yellow frosting. Let each student color two or three cookies with yellow frosting and then have those cookies for a snack. As usual, be sensitive to food allergies.

### MEMORY WORDS

Copy the Memory Words onto  $8\frac{1}{2} \times 11$ -inch sheets of paper, one word per sheet: “This is My beloved Son; listen to Him (Mark 9:7).” On the back of each sheet, write these letters, one per sheet, except “IS,” which is on its own sheet: J, E, S, U, S, IS, G, O, D. Put the sheets on the floor about 6 inches apart, with the Bible words up and in order.

Have the children take turns stepping on each word and saying the verse in order. Then turn the sheets over and have the students say each letter and the word “is” as they step on them in order. Challenge them to tell what they spelled out: Jesus is God.

### FAITH AT HOME

Talk to the students about sharing the Good News that Jesus is the Son of God and that we should listen to Him. Tell them that we want to share that Good News with our families at home. Provide precut tags and, from your whiteboard, let students copy the words “Jesus is the Son of God” onto the tags. Next, let students fill baggies with small individually wrapped candies. Tell them to take these bags home and give them to their families as they share the Good News of their Bible story. Have students practice telling the Bible account as they will at home. If you have glow sticks from the “Express” activity, send those home with Jesus’ name on them for students to use in retelling the narrative. Attach the tags to the treats and send home with students at the end of the day. If you have the opportunity and enjoy baking with your students, they could make cross cutout cookies with sprinkles on them as the treat instead of candy.

## JESUS SHOWS HIS GLORY

Matthew 17:1–13; Mark 9:2–13; Luke 9:28–36

UNIT 7 | LESSON 51



One day, Jesus took Peter, James, and John up on a high mountain. While they were on the mountain, Jesus was transfigured. This is a big word that means changed in a big way! Jesus' clothes were made intensely white. He was radiant, as bright as the sun.

### Then suddenly Moses and Elijah appeared.

Moses and Elijah were men of God that the disciples knew about from learning the Old Testament Scriptures, but who had died a long time before.

When Peter saw them, he said to Jesus, "Teacher, it is good that we are here. Let us make three tents, one for You, one for Moses, one for Elijah." Before Peter even got done suggesting this, a cloud came over the place where they were standing and God's voice came from the cloud.

God said, "This is My beloved Son, with whom I am well pleased. Listen to Him."

The disciples were terrified to be in God's presence, and they fell to the ground. But Jesus reached down and gently touched them. They looked up and only Jesus was with them.

Jesus led the disciples down from the mountain. Jesus commanded the disciples to tell no one what happened until after He died and was raised from the dead.

UNIT 7 | LESSON 51

# LISTEN TO JESUS

Circle the pictures that show children listening to Jesus.



This is My beloved Son; listen to Him. *Mark 9:7*

# UNIT 7

## Jesus Saves the World

### UNIT THEME

Most of the Bible accounts in Unit 7 occur over one week. But what a week it was! Most important, the Bible accounts in this unit all come together under the theme of salvation.

The transfiguration account sets up the unit as Jesus reveals His heavenly glory to His disciples. Jesus further demonstrates His power, including His power over death as He raises others to life—a foreshadowing of His own resurrection on Easter morning.

The remainder of the unit focuses on the events of Holy Week. From Jesus' triumphal entry into Jerusalem, through His Passion and suffering, to His glorious resurrection on Easter, these accounts focus on the great work of salvation carried out by Jesus.

While this one week in history changed our lives for all eternity, the complete story is much greater than one week. This one week is the summit of the great metanarrative of Scripture, the superlative of the epic account of faith. As you guide your students through these lessons, help them understand how these accounts are the culmination of the events that began with the promises God gave back in Genesis 3. The promise of salvation given after the fall into sin is now fulfilled in the person and life of Jesus Christ.

### UNIT FOCUS FOR GRADE 1

Your students have been learning all about God's plan of salvation this year. God's promise of a Savior began with Adam and Eve and was passed down to Noah, Abraham, Isaac, Jacob, and His chosen people, the Israelites. Finally, the promise was realized in the birth of Jesus. In Unit 6, students witnessed Jesus' ministry of teaching and healing. In Unit 7, they will learn about the most pivotal events in all of history as they walk with Jesus and His disciples through Holy Week. Through the stories in this unit, they will see how much God loves them—so much that He was willing to give His only Son to take the punishment for our sins. During Holy Week, Jesus experienced the praise of the crowds, the betrayal of His friends, torture, humiliation, and death. But Jesus rose again in victory over sin and death! This was God's plan for His Son and for us. Because Jesus paid the price for our sins, we will have eternal life with Him.

As you prepare lessons for your class, think of yourself as a witness who is giving a testimony of your faith in the Savior, Jesus. God will work through you as His instrument in bringing the Gospel to the children in your class, some of who may not yet know Jesus as their Savior. You also have an important role in equipping the children in your class to witness their faith to their family and friends. God bless you as you share the wonderful news of God's love in Jesus with your students!

### UNIT LESSONS

51. Jesus Shows His Glory  
Matthew 17:1–13; Mark 9:2–13;  
Luke 9:28–36
52. Jesus Raises a Widow's Son  
Luke 7:11–17
53. Jesus Rides to Jerusalem  
to Save Us  
Matthew 21:1–11; Mark 11:1–11;  
Luke 19:28–40; John 12:12–19
54. Jesus Washes  
the Disciples' Feet  
John 13:1–20, 31–35
55. Jesus before the Council  
Matthew 26:57–68; Mark 14:53–65;  
Luke 22:63–71; John 18:12–14,  
19–24
56. Jesus' Crucifixion and Death  
Matthew 27:32–56; Mark 15:21–41;  
Luke 23:26–49; John 19:17–30
57. Jesus Rises from the Dead  
Mark 16:1–8
58. On the Road to Emmaus  
Luke 24:13–35
59. Jesus Appears to His  
Disciples and Thomas  
John 20:19–29
60. The Great Commission  
and Jesus' Ascension  
Mark 16:14–20; Acts 1:1–11

UNIT 7

# Unit Prep

## PREASSESSMENTS

- **Holy Week calendar**—Display a weekly calendar that starts on a Sunday. It could have boxes like a normal calendar or a list format like a planner. You can draw this on the board or pull up an image of a digital calendar. Label the days Sunday to Sunday. Mark the first Sunday as Palm Sunday. Mark also Holy Thursday, Good Friday, Holy Saturday, and Easter Sunday. Ask your class to help you fill out Jesus’ calendar for Holy Week. Record their answers for a later comparison.
- **Memory Words**—Your class has probably worked on memorizing Bible verses most of the year. This is a wonderful way to ensure that God’s words are in the hearts and minds of your students. Look through the Memory Words for this unit and choose three to focus on. You can find a master list in your Enduring Faith digital resources. Pull up the corresponding digital Memory Words activities, and have the children try to complete them now. Do this as a class. Take note of their ability to know these verses now and to compare with later progress. Make sure children know that this is more of a “guessing game” this time, but that they will know these verses by heart soon! Take time to talk about each Bible verse and what we learn from it.

## PROJECT IDEAS

- **Newspaper**—Find a one-page newspaper template online, and print it out for each student. (At this point in the year, your students could be ready for individual work. But pairing students up is still a good option.) This is a very newsworthy unit. As children learn about the wonderful things Jesus did during Holy Week and beyond, encourage them to share the news. The children could draw pictures of their favorite lessons and write big headlines about all that Jesus did. Squiggles could work for the news stories, or advanced writers could add a sentence or two. Show an example early on so the children have an idea of what they could do. Keep in mind that some children may not have seen a newspaper.
- **Easter banner**—Churches love to get “dressed up” for Easter. Flowers fill the front (chancel). Banners hang on the walls. Help dress your classroom up when you teach Lesson 57 and the following lessons. Give the children the necessary materials to make a beautiful banner. It could be as simple as construction paper and crayons or as fancy as felt and glue. Cloth and fabric markers could be an option as well. Display words like *Alleluia* and *Rejoice* for easy reference. Show examples to inspire ideas.

## INTO THE WORLD

You’ve likely heard it many times in your classroom: “I get to go first!” It’s human nature to put ourselves before others. Even Jesus’ disciples argued about who was the greatest.

But Jesus calls His people to serve, not to be served. Jesus said, “Whoever would be first among you must be slave of all. For even the Son of Man came not to be served but to serve, and to give His life as a ransom for many” (Mark 10:44–45).

The Church has many organizations that reach out in love and mercy to meet the needs of those who are suffering, poor, or in need of help or encouragement. How do you choose an organization to support or a need to address? Look at your school, your church, and your community and discover what the needs are.

Here are some ideas for serving others:

- Gather groups of students to clean up the grounds at the school, at the church, or at members’ homes.
- Assemble packages for those who serve in the armed forces. Ask your church for the names of members in the military. Gather nonperishable snacks, lip balm, devotion books, and notes from students.
- Gather funds to buy fleece and make tied blankets. Donate to a ministry that collects blankets for those in need. Pray for the person who will receive the blanket.
- Bake cookies to take to your local fire or police station. Include thank-you cards that share Bible verses.

## LOOK AHEAD

- Create, p. 238  
Explore and create works of art.
- Circle Time, p. 246  
Use a donkey puppet to retell the Bible story.
- Works of Love, p. 250  
Make a list of servant opportunities.
- Express, p. 254  
Conduct a mock trial.
- Worship Life, p. 258  
Lead children in a litany of confession.
- Create, p. 262  
Make “empty tomb” rolls.
- Explore, p. 266  
Use math to review the Bible account.

# LESSON 51

## Jesus Is Transfigured | Jesus Shows His Glory

Matthew 17; Mark 9; Luke 9 | **Matthew 17:1–13; Mark 9:2–13; Luke 9:28–36**

### BACKGROUND

Jesus had confirmed to His disciples that He was the Messiah they had been waiting for, and He began to tell them about His upcoming suffering, burial, and resurrection. The disciples were certainly still having difficulty understanding all of this and were struggling with doubts. In the transfiguration, Jesus' divine nature was revealed. Peter, James, and John saw His glory and heard God the Father's voice commanding them to listen to Jesus.

We can hardly imagine what this event was like for the disciples. It was truly a "mountaintop experience" in their faith walks. They had been invited by Jesus into the presence of heroes of the faith

and of God the Father Himself. They experienced God's glory, and they heard one simple, yet vital, message: listen to the Son!

Jesus invites us into a relationship with God too. Because of His work on the cross, we can look forward to one day seeing Jesus in all His glory. In the meantime, we see evidence of God's glory around us in creation and in His work in our lives. The message the disciples heard on the mountain is important for us too. Even when we have doubts or trouble understanding, we should always listen to Jesus.

### CLASSROOM DEVOTION

"It's happening!" Mario yelled. "Mom! Valentina! Hurry!"

Mario's family rushed to the kitchen and peered into the cage. They all held their breath as they watched.

Wiggle, wiggle. Poke, poke. Slowly, slowly. First the tip of a wing. Then an antenna. And, suddenly, there it was! The butterfly, all wet and scrunched up, popped out of its chrysalis. It grabbed the casing with its tiny legs and let its wings relax.

"Wheeewh!" Mario let out his breath. "It made it!" Mario and Valentina had been watching the habitat for a long time. They had kept a close watch as the caterpillars transformed into chrysalids and wrapped themselves in a smooth outer skin. They had waited more than a week to see the chrysalids transform into butterflies.

"Wow! What an amazing creature. God sure is creative!" Valentina said.

"Yes," Mom agreed. "God's glory is on display for us to see in all the wonderful things He created. And you know what?

God's glory even shines through you! When you were baptized, you were transformed, kind of like this butterfly. You became something new too: a forgiven children of God!"

Mario looked at Mom, smiled and said, "I'm glad God loves us and uses such amazing things to show His glory."

It's true. God's glory shines through creation and His children. His love is bigger and better than we can understand. He is more glorious—more awesome and amazing—than we can imagine!

**PRAY** Dear God, You are glorious! We praise You for who You are and for the amazing things You have done. Help us show Your glory to others. Thank You for the forgiveness we have because of Jesus and for choosing to make us Your children. Amen.

**SING** "Glory, Glory, Hallelujah" (*LOSP*, p. 56) or "The King of Glory Comes" (*OAR* 205; *LOSP*, p. 77).

### CENTRAL TRUTH

Jesus revealed His divine nature to His followers when He was transfigured.

### GRADE-LEVEL TRUTH

Jesus shows us that He is God's Son, and we praise Him.

### STANDARDS

- BL2: Retell important Bible events from the Old and New Testaments and connect them to God's plan to save His people.
- LD1: Describe who God is and what He does for His children.
- LD5: Express an understanding that Jesus is both true God and true man and came to earth to save all people from sin.

### OBJECTIVES

- Demonstrate an understanding of the word *glory*.
- Give examples of God's glory in creation.
- Describe how God transforms His people and explain how God's glory can shine through His people.

### MATERIALS

#### Session 1

- The Basics
- Flashlight for each student (ask ahead for students to bring them from home for today's lesson)
- Picture of Jesus

#### Session 2

- The Basics
- Diagrams of the life cycles of butterflies, frogs, and flowers (optional)

UNIT 7 | LESSON 51 | SESSION 1

# Jesus Shows His Glory

## INTO THE LESSON

If possible, take your class to the balcony in the church sanctuary or some other high point in the building (or pretend you are traveling to a higher place). Before going on your “hike,” give each child or group of children a flashlight. Tell them not to turn them on until you give the signal. **In today’s Bible story, Jesus took a few friends with Him to the top of a mountain to pray.** Pretend with the children to climb the mountain, with exaggerated huffing and straining, as you go up the stairs.

**Have you ever gone hiking or mountain climbing? What did you see? Beautiful flowers? Cold rushing streams? Quiet, shy deer? Fluttering birds? All these things were created by God and show how creative and amazing He is! They are little glimpses of His glory.**

## INTO THE WORD

On the “mountaintop,” have the children help you tell the story of Jesus’ transfiguration. Instruct them, on your signal, to open their eyes, turn on their flashlights, and point them to the cross in the sanctuary. If you are unable to do this lesson in a church, bring a picture of Jesus with you for them to shine the lights on.

**One day, Jesus took Peter, James, and John up a mountain to pray.** Ask the children to bow their heads and close their eyes.

**While the disciples were praying, Jesus was transfigured.** Give the signal. **His appearance changed. He shined brighter than all of the flashlights together! It was like a sneak peek at how glorious—how amazing and awesome—Jesus is!**

Continue with the Bible account on page 105 in the Student Book. Return to your classroom for the discussion, if desired.

- **What do we already know about what Jesus is like? What do we learn about Him in this account?** Students may say they already know He is perfect, sinless, holy. This story shows Jesus *is* God—glorious, powerful, awesome.
- **What happened when Jesus and the disciples were on the mountain?** (Jesus was transfigured; Moses and Elijah appeared; God the Father spoke.)
- **What do you think the disciples were thinking and feeling?** (They were awed and afraid.) Take other responses.
- **What did the voice in the cloud say? Why was this an important message?** (“This is My Son. I love Him, and I’m pleased with Him. He is the one I have chosen. Listen to Him!” We need to know Jesus is God, God’s chosen one, our Savior. We are to listen to Him.)
- **How can others see God’s glory in us?** (We can show God’s love through our words and actions.)

## + CONTINUE WITH LESSON EXTENDERS

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### JESUS SHOWS HIS GLORY

Matthew 17:1–13; Mark 9:2–13; Luke 9:28–36

UNIT 7 | LESSON 51

**O**ne day, Jesus took Peter, James, and John up on a mountain to pray. While they were praying, Jesus was transfigured. That means He was changed! His face changed and shined like the sun. His clothes turned a beautiful white, as white as light.

Suddenly, Elijah and Moses, prophets who had died long ago, appeared and talked with Jesus. They talked about what Jesus was going to do in Jerusalem before He returned to heaven.

Peter was surprised and afraid. He said to Jesus, “Lord, it’s good we are all here! If you want me to, I’ll make three tents—one for You, one for Moses, and one for Elijah.”

While Peter was talking, a bright cloud covered all of them. They heard a voice come from the cloud.

The voice said, “This is My Son. I love Him, and I’m pleased with Him. He is the One I have chosen. Listen to Him!”

The disciples were very afraid and fell down to the ground! Jesus touched them. He said, “Don’t be

afraid. Get up.” When they looked around, they saw only Jesus. Elijah and Moses and the cloud had gone away.

Later, as they were going down the mountain, Jesus told the disciples, “Don’t tell anyone what you saw here, until the Son of Man rises from the dead.” The disciples were confused and asked questions, but they didn’t tell anyone what they had seen.

Peter, James, and John had seen Jesus’ glory! They had seen with their own eyes that Jesus is not only human but that He is also the Son of God!

We know that Jesus is both true man and also true God. One day, we will also see Jesus in all His beautiful, shining glory forever and ever.

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## FAITH CONCEPTS

Salvation comes by God’s grace alone through faith alone. Baptism isn’t a symbol; it’s a gift of God through which God creates faith in a person’s heart and forgives sin. When a person is baptized, they are transformed—they become God’s child! Some students may have been baptized as infants in Lutheran churches. Others may not yet be baptized. Still others may experience their first encounters with God in your classroom!

## CATECHISM CONNECTION

In His transfiguration, we see Jesus as both God and man. In Luther’s explanation of the Second Article of the Apostles’ Creed, we confess Jesus is “true God, begotten of the Father from eternity, and also true man, born of the Virgin Mary.” The explanation of the Apostles’ Creed describes the two natures of Jesus Christ. Jesus has divine names and attributes, does divine works, and receives divine honor and glory. Scripture also calls Jesus a man and says He has a human body and feelings.

UNIT 7 | LESSON 51 | SESSION 2

# Jesus Shows His Glory

## INTO THE LESSON

Review the details of the Bible story with the students.

- Where did Jesus and the disciples go?
- What happened while they were there?
- Who appeared?
- What did the voice in the cloud say?

In the transfiguration, the disciples saw the glory of the Lord.

- What is *glory*? What do we mean when we say God is *glorious*? Look in the Glossary in the back of the Student Book to find the meaning of the word *glory* (praise and honor; wonderful beauty and majesty, exaltation).
- Brainstorm a list of words that help explain what *glory* is. Create a word web or digital word cloud together. You might include the words *awesome*, *amazing*, *powerful*, *beautiful*, and *magnificent*, among many others.

## INTO OUR LIVES

Jesus was *transfigured*, which is similar to being changed, and the disciples saw His glory. Ask students to help you come up with a list of things in nature that change from one thing to another (caterpillar to butterfly, tadpole to frog, seed to flower, egg to chicken, ice to water, babies to adults). You may show life-cycle diagrams to show some of these changes.

- Changes in nature aren't a true comparison for what happened to Jesus. When He was transfigured, His appearance changed, and the disciples saw His glory and realized how amazing He is. Most important, they saw that Jesus was truly God and man at the same time.
- How do you know Jesus is glorious and amazing? Invite the students to share experiences that demonstrate how awesome God is. Share your experiences too.

Go over the directions on page 106 in the Student Book, and have students work in pairs to complete the activities. Then invite pairs to share.

- We can't even imagine how amazing God is, but we see His glory and creativity in creation. What is the most beautiful thing you have ever seen? How does that show God's glory?
- Seasons change, weather changes, feelings change. We change. And that's a good thing! God wants us to change to be more and more like Jesus. But what is the one thing that doesn't ever change? God! The Bible tells us, "The grass withers, and the flower falls, but the word of the Lord remains forever" (1 Peter 1:24-25). God and His Word never change.

## + CONTINUE WITH LESSON EXTENDERS

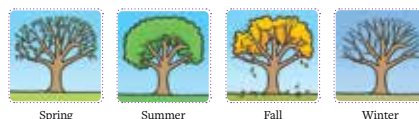
UNIT 7 | LESSON 51

### GOD'S GLORY ALL AROUND ME

God is amazing! When Jesus was transfigured, He showed His glory. His disciples saw a sneak peek at how glorious—how amazing and awesome—Jesus is. Changes in nature show us a sneak peek of how amazing and awesome God is.

Use stickers to show how a tree changes. Draw pictures to show how a caterpillar changes. Think about some of the amazing things God has done. Draw a picture and talk about it.

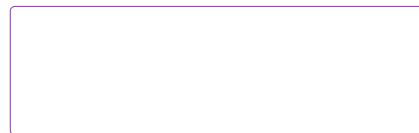
How does a tree change?



How does a caterpillar change?



What other amazing things has God done?



The Word became flesh and dwelt among us, and we have seen His glory. John 1:14

## CONNECTING TO WORSHIP

Sometimes we say something like "we give You all the glory." We don't make God any more glorious, but we recognize how amazing He is. Think about how some people treat famous athletes. Nothing the fans do makes the player better, but the fans admire and cheer for the player. We admire and cheer for God by worshiping Him. Sing songs and pray together to praise God for being so amazing.

## DISCOVERY CENTER

Set up a center where children can observe the life cycle of a butterfly. Order a butterfly growing kit online, or collect eggs off milkweed plants near your school. Add nonfiction books, magnifying glasses, models, and more. Include diagrams of the life cycle and body parts, as well as a word wall with related vocabulary (*egg*, *caterpillar*, *chrysalis*, *pupa*, *larva*, *butterfly*, *antenna*, *abdomen*, *wing*, *legs*, *flower*, *milkweed*, *pollinator*, *predator*, *metamorphosis*). Have students keep notes in science journals.

UNIT 7 | LESSON 51

## Lesson Extenders

### CREATE

**Art** ■ We see God’s glory in the beauty of His creation. Show children works of art depicting nature from around the world, such as Van Gogh’s *The Starry Night*, Monet’s *Water Lilies*, Thimong’s *Mountain View*, Rousseau’s *The Flamingoes*, Qikuan’s *Lotus*, Velasco’s *The Valley of Mexico*, and Cezanne’s *Road Before the Mountains, SainteVictoire*. If time allows, have students research other works.

Provide paint and paper and invite children to make their own beautiful and detailed paintings of wonderful things God has created.

### RELATE

**Active Play** ■ Children are masters of transformation! They use their imaginations every day to become superheroes, mommies, doctors, and puppies. Keep in mind, the transfiguration of our Lord was a miraculous event that displayed God’s power and glory. Reiterate this to your students. Jesus’ transfiguration was not just a work of the imagination. However, our imaginations are a gift from God, and it’s great fun to use them creatively! Read *Not a Box* or *Not a Stick* by Antoinette Portis to your class. Provide boxes, empty paper tubes, and other recycled materials. Invite students to use their imaginations to transform the items. They can use the materials during creative play, make crafts, or complete STEM challenges. **Our creations and creativity remind us to look to God, the Creator of our infinitely wonderful world—and of us!**

### EXPLORE

**Science** ■ **In the transfiguration, Jesus’ appearance was transformed. By His grace, God transforms our hearts and forgives our sins. What can we transform?** Explore the properties of solids, liquids, and gases with your students. Melt chocolate chips in the heat of the sun or in a microwave. Shake a jar of heavy cream until it turns to butter. Freeze juice to make freezer pops. Combine vinegar and baking soda in a bottle to create a gas that inflates a balloon stretched over the top of the bottle. Make root beer floats to create a gaseous foam. Combine 1 cup of water and 1½ cups of cornstarch to create a suspension—a solid suspended in liquid. These experiments show us God’s glory! Who else could have formed all types of matter, with so many different properties, and come up with such creative ways to change one thing to another?

### EXPRESS

**Language** ■ Many children’s books show how characters change as they experience problems and resolutions. Read several books with your class, and talk about how characters change, or transform. In particular, read *A Bad Case of Stripes* by David Shannon. This book is all about changes in a person’s appearance! Ask the students to describe the transformation Camilla experienced. She transformed several times on the outside, and she also transformed on the inside. **What is the author trying to teach readers? How can we relate this to our faith? God made each of us unique! We can be confident in who we are because we know God is at work in us** (Philippians 1:6). **We praise Him because we are fearfully and wonderfully made** (Psalm 139:14).

### CIRCLE TIME

This lesson and devotion use big words! Explore syllabication during Circle Time, using words from the lesson to clap out syllables together: *transfiguration* (5), *transform* (2), *creation* (3), *metamorphosis* (5), *butterfly* (3), *caterpillar* (4). Write each word on an index card or sentence strip, and have students sort them into a pocket chart based on number of syllables. Then give students their own index cards or sentence strips. Ask each student to write another word that relates to the Bible lesson. Examples include *mountain*, *disciples*, *glory*, and *Jesus*. Clap out the syllables together. Have each student add his or her card to the pocket chart in the correct column, based on number of syllables. If you don’t have a pocket chart, use sticky notes on the board. Save the cards to help your students practice alphabetizing during another Circle Time.

### CLASSROOM COMMUNITY

**The transfiguration of Jesus was a dramatic change the disciples couldn’t help but notice!** How observant are your students? Play Change Three Things. Divide students into two teams, standing in two lines facing each other. Tell Team A to study the person directly across from them on the other team, noticing details about that person’s appearance. Have Team A turn around and close their eyes. Have students on Team B change three things about their appearance, such as taking a bow out of their hair, untying a shoelace, or untucking a shirt. Team A turns back and tries to identify all the changes. Then Team B takes a turn. Change partners and play again.

## JESUS SHOWS HIS GLORY

Matthew 17:1–13; Mark 9:2–13; Luke 9:28–36

UNIT 7 | LESSON 51



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UNIT 7 | LESSON 51

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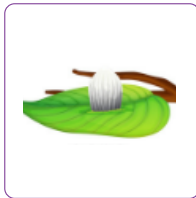
Spring

Summer

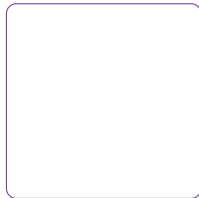
Fall

Winter

How does a caterpillar change?



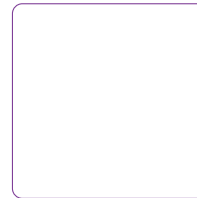
Egg



Caterpillar

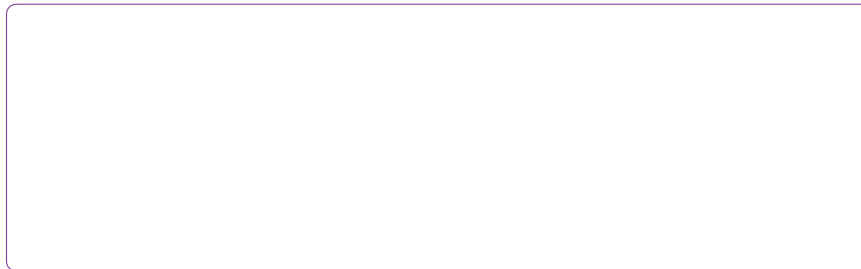


Pupa



Butterfly

What other amazing things has God done?



The Word became flesh and dwelt among us, and we have seen His glory. *John 1:14*

# UNIT 7

## Jesus Saves the World

### UNIT THEME

Most of the Bible accounts in Unit 7 occur over one week. But what a week it was! Most important, the Bible accounts in this unit all come together under the theme of salvation.

The transfiguration account sets up the unit as Jesus reveals His heavenly glory to His disciples. Jesus further demonstrates His power, including His power over death as He raises others to life—a foreshadowing of His own resurrection on Easter morning.

The remainder of the unit focuses on the events of Holy Week. From Jesus’ triumphal entry into Jerusalem, through His Passion and suffering, to His glorious resurrection on Easter, these accounts focus

on the great work of salvation carried out by Jesus.

While this one week in history changed our lives for all eternity, the complete story is much greater than one week.

This one week is the summit of the great metanarrative of Scripture, the superlative of the epic account of faith. As you guide your students through these lessons, help them understand how these accounts are the culmination of the events that began with the promises God gave back in Genesis 3. The promise of salvation given after the fall into sin is now fulfilled in the person and life of Jesus Christ.

### UNIT FOCUS FOR GRADE 2

Unit 7 is full of true Bible accounts. Many of these accounts occur during one week—Holy Week—and are the most pivotal events in all of history. Through the accounts in this unit, we see how much God loves us—so much that He was willing to give His only Son in payment for our sins. In this unit, we will trace the last week of Jesus’ life on earth. During this week, Jesus experienced praise, betrayal, torture, humiliation, death, and finally resurrection. This was God’s plan for His Son and for us. Because Jesus paid the price for our sins, we will have eternal life with Him.

As you prepare lessons for the students in your class, consider yourself not just as a teacher giving a lesson but a witness giving a testimony of your faith in our Savior, Jesus. God can use you as His instrument in bringing the Gospel to children who may not know Jesus as their Savior. You also have an important role in equipping your students to witness about their faith to their family and friends.

If your study of Unit 7 overlaps with the Church Year celebration of Holy Week, be sure to talk about the colors of Lent (violet), Palm Sunday or Sunday of the Passion (scarlet or violet), Maundy Thursday (white, scarlet, or violet), Good Friday (black), and Easter (white or gold).

### UNIT LESSONS

51. Jesus Shows His Glory  
Matthew 17:1–13; Mark 9:2–13;  
Luke 9:28–36
52. Jesus Raises Lazarus  
John 11:1–45
53. Jesus Rides to Jerusalem to Save Us  
Matthew 21:1–11; Mark 11:1–11;  
Luke 19:28–40; John 12:12–19
54. Jesus’ Farewell Words to and for His Disciples  
John 14–17
55. Peter Denies Jesus  
Matthew 26:69–75; Mark 14:66–72;  
Luke 22:54–62; John 18:15–18, 25–27
56. Jesus Dies and Is Buried  
Matthew 27:45–66; Mark 15:33–47;  
Luke 23:44–56; John 19:28–42
57. Jesus Rises from the Dead  
Luke 24:1–12
58. Jesus Appears to Mary  
Mark 16:9–11; John 20:11–18
59. Jesus Appears to the Disciples and Peter  
John 21
60. Jesus’ Ascension  
Luke 24:50–53; Acts 1:1–11

UNIT 7

# Unit Prep

## PREASSESSMENTS

- **Show of hands**—Go through a list of topics that will be studied in the upcoming unit. After each concept or event, ask your students to raise their hands if they know something about it. Watch for the number of students who already have familiarity with the lessons as opposed to those for whom it will be new information.
- Jesus is transfigured
- Jesus raises Lazarus
- Jesus rides to Jerusalem
- Jesus’ farewell words to His disciples
- Peter denies Jesus
- Jesus appears to many after His resurrection
- **Guess box**—Fill a box with topics related to the upcoming unit. Invite students to each draw a slip of paper from it and attempt to give a general summary of what is involved in that lesson. Sort your topics into piles. If there are some topics that seem really hard, put them in the hard pile. Put easy ones in the easy pile. Remind your students that by the end of the unit, everything should be in the easy pile if the learning and studying are successful!

## PROJECT IDEAS

- **Easter display**—Organize your class into two groups to make an Easter display.  
Give each student in the first group a piece of white construction paper. Tell them to use bright colors to paint different shapes and sizes, covering the entire piece of paper. Once the paint dries, the group can use a black marker to outline every color and give a stained-glass look to the page. Have students work together to place their papers in the shape of a cross. Tape the papers together. Hang the cross. Add the words *Jesus Lives* or *He Is Risen* over the top.  
Give students in the second group each a folded piece of paper. Tell them to unfold it and place several drops of different paint colors on one half of the inside. Before the paint dries, students should refold the paper and press down on the drops of paint so that they appear on both halves of the page. When the paper is unfolded, the color patterns will be symmetrical.  
Let the paint dry. Then have students cut into half a butterfly shape, with the body of the butterfly at the fold. When the page is unfolded, students will have butterflies that are symmetrical in color and shape. Put the butterflies around the cross for your Easter display.

## INTO THE WORLD

You’ve likely heard it many times in your classroom: “I get to go first!” It’s human nature to put ourselves before others. Even Jesus’ disciples argued about who was the greatest.

But Jesus calls His people to serve, not to be served. Jesus said, “Whoever would be first among you must be slave of all. For even the Son of Man came not to be served but to serve, and to give His life as a ransom for many” (Mark 10:44–45).

The Church has many organizations that reach out in love and mercy to meet the needs of those who are suffering, poor, or in need of help or encouragement. How do you choose an organization to support or a need to address? Look at your school, your church, and your community and discover what the needs are.

Here are some ideas for serving others:

- Gather groups of students to clean up the grounds at the school, at the church, or at members’ homes.
- Assemble packages for those who serve in the armed forces. Ask your church for the names of members in the military. Gather nonperishable snacks, lip balm, devotion books, and notes from students.
- Gather funds to buy fleece and make tied blankets. Donate to a ministry that collects blankets for those in need. Pray for the person who will receive the blanket.
- Bake cookies to take to your local fire or police station. Include thank-you cards that share Bible verses.

## LOOK AHEAD

- Circle Time, p. 238  
Explore the Church Year.
- Classroom Community, p. 266  
Let your students support and encourage fellow students.
- Express, p. 258  
Create craft projects to remind students of God’s love for them.
- Circle Time, p. 262  
Remind students how Jesus defeats our ancient enemies.
- Postassessments, p. 275  
Review the unit.
- Worship Life, p. 276  
Study prayer and set up prayer partners for your students.

# LESSON 51

## Jesus Is Transfigured | Jesus Shows His Glory

Matthew 17; Mark 9; Luke 9 | **Matthew 17:1–13; Mark 9:2–13; Luke 9:28–36**

### BACKGROUND

One of the noticeable things about Jesus' time on earth is how normal He looked. If you had simply passed Him in the market, you wouldn't have thought anything of it. Even though they had seen Him do many miraculous things, the disciples still struggled to understand who Jesus was. In His transfiguration, the disciples were given a glimpse of the majesty that was hidden in human flesh.

We often struggle with how normal our lives look as the children of God today. Our lives don't become problem-free the moment we receive faith. We face the same social and medical hardships as unbelievers. But if we look with the eyes of faith, we see the King of heaven is still

watching over us. The transfiguration reminds us that Jesus is the ruler of all, and He cares for us. There is nothing that can steal us from His hand.

Your second-grade students may also struggle to understand Jesus' divine and human nature. As you dig into this lesson, your students will witness the divine glory of Jesus as He reveals Himself to His disciples on the mountain.

Guide your students as they learn more about their Savior and how He uses both His divine and human nature to bring salvation to all believers.

### CENTRAL TRUTH

Jesus revealed His divine nature to His followers when He was transfigured.

### GRADE-LEVEL TRUTH

Jesus, our glorified Savior, strengthens us to live as His disciples.

### STANDARDS

- LD5: Express an understanding that Jesus is both true God and true man and came to earth to save all people from sin.
- LD6: Describe the work of Jesus as teacher, healer, Savior, and King.
- BL2: Retell important Bible events from the Old and New Testaments and connect them to God's plan to save His people.

### CLASSROOM DEVOTION

Austin and Tate were trying out new stunts on their bikes when they heard sirens coming. As the emergency vehicles sped by, both of the boys put down their kickstands and said a prayer. The fire trucks stopped at the end of the street, where smoke was coming out of somebody's garage.

Quickly, Austin and Tate and most of their neighbors gathered together and watched. They saw the firefighters aim their hoses and douse the flames before the small fire could become a big one. Soon, all was safe, and the firefighters packed up their equipment.

Then Tate and Austin saw a firefighter waving at them. "Hi, guys," called Mr. Pepper, their soccer coach. The boys were surprised to see him wearing boots, a helmet, and a uniform. They never suspected he was a firefighter—or that he was more than just their coach. What a surprise!

Jesus surprised people too. He walked, talked, ate, and slept, just like everyone else. But He also did miracles. Jesus was both God and man. He had to be both to rescue us. He had to live perfectly and die for your sins and the sins of all people. On the cross, Jesus accomplished His mission. And that's good news. But did you know He still reveals Himself to us in God's Word and in Baptism? And through them, He strengthens us to love Him and serve others.

**PRAY** Dear God, thank You for sending Jesus from heaven above to earth below to be my Savior. Help me to listen to His Word. Amen.

**SING** "In Christ Alone" (OAR 241) or "Tis Good, Lord, to Be Here" (LSB 414).

### OBJECTIVES

- Retell the Bible account.
- Identify the characteristics of Jesus as true man and true God.
- Give thanks and glorify God as He strengthens us to live as His children.

### MATERIALS

#### Session 1

- The Basics
- Clear disposable cup
- Battery-powered votive candle or cell phone with a flashlight app

#### Session 2

- The Basics

# Jesus Shows His Glory

## INTO THE LESSON

Before class, set a clear disposable cup upside down somewhere your students can see it. If possible, draw a figure on the upside-down cup to look like Jesus. Under the cup, hide a battery-powered votive candle (turned off) or a cell phone with a flashlight app. Write the words *peek* and *peak* on the board. Ask your students to explain the difference in the meanings of the two words. Then point to the word that matches the following content.

Today's Bible account takes place on a mountain peak. There, the disciples get a peek at Jesus' glory. While the disciples are watching, Jesus no longer looks like just a man. He is transformed. Turn on the votive candle or cell phone app. The disciples see their teacher as the glorified Son of God. Let's learn more about how it all happened.

## INTO THE WORD

Today's Bible account is recorded in the Gospels of Matthew, Mark, and Luke. Have your students listen as you tell the Bible story on page 105 of the Student Book. Have them do the actions.

One day, Jesus took Peter, James, and John up a very high mountain to be alone and pray. (Make step motions with hands.) There, Jesus was transfigured. His face was shining like the sun. His clothes were bright, shining white. (Shield eyes.)

Suddenly, two other men who lived long ago appeared with Jesus. One was Moses. The other was the prophet Elijah. They were talking with Jesus about Jesus' death. (Express surprise.)

Peter said, "Lord, it is good to be here. Let us make three shelters for You, Moses, and Elijah. While Peter spoke, the shadow of a large cloud passed over them. (Look up.) A voice from the cloud said, (Cup hands around mouth.) "This is My own dear Son. I am pleased with Him. Listen to Him."


Then the disciples were afraid. They fell flat on the ground. (Show fear.) But Jesus touched them. He said, "Get up. Don't be afraid." (Touch shoulder.) When Peter, James, and John opened their eyes, they saw only Jesus. (Open eyes wide.)

Going down the mountain, Jesus warned the disciples not to tell anyone what they had seen until the Son of Man had been raised from the dead. (Make step motions with hands.) So the three disciples did just that. (Zip lips.)

On that mountain, Jesus strengthened the three disciples for His death and resurrection. (Hold up three fingers.) Through His Word, Jesus lifts us up and strengthens us when hard things happen to us too. (Make open book with hands.)

## + CONTINUE WITH LESSON EXTENDERS

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### JESUS SHOWS HIS GLORY

Matthew 17:1–13; Mark 9:2–13; Luke 9:28–36  
UNIT 7 | LESSON 51

**SECTION 1**

One day, Jesus took Peter, James, and John up a very high mountain to be alone and pray. There Jesus was transfigured. His face was shining like the sun. His clothes were bright, shining white. Suddenly, two other men who lived long ago appeared with Jesus. One was Moses. The other was the prophet Elijah. They were talking with Jesus about Jesus' death.

**SECTION 2**

Peter said, "Lord, it is good to be here. Let us make three shelters for You, Moses, and Elijah. While Peter spoke, the shadow of a large cloud passed over them. A voice from the cloud said, "This is My own dear Son. I am pleased with Him. Listen to Him."

**SECTION 3**

Then the disciples were afraid. They fell flat on the ground. But Jesus touched them. He said, "Get up. Don't be afraid." When Peter, James, and John opened their eyes, they saw only Jesus.

**SECTION 4**

Going down the mountain, Jesus warned the disciples not to tell anyone what they had seen until the Son of Man had been raised from the dead. So the three disciples did just that.

**SECTION 5**

On that mountain, Jesus strengthened the three disciples for His death and resurrection. Through His Word, Jesus lifts us up and strengthens us when hard things happen to us too.

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## EXTRA THOUGHTS

Point out the hard thing that Jesus was about to do—suffer and die for the sins of all. Then identify possible hard things your students might experience. Remind them that because Jesus is God, He can hear and answer their prayers. He can help. He knows all things. And because Jesus was born as a human, He can understand their problems and has compassion for every need.

## REACHING EVERY STUDENT

Nurture mindfulness. Invite your students to listen to the story a second time and suggest their own actions that support the text.

UNIT 7 | LESSON 51 | SESSION 2

# Jesus Shows His Glory

## INTO THE LESSON

Write three occupations (dentist, florist, doctor, electrician, construction worker, or the like) on the board. Number them. Instruct your students to listen to your questions and answer them by showing the number of fingers that represent their answer. The goal is for your students to choose who they would listen to for advice. Adjust the questions below to the list of three occupations you chose.

1. Which person could help you design a bouquet of flowers?
2. Which person could find out if you broke a bone?
3. Which person could figure out different ways to add a deck to a house?
4. Which person could identify different kinds of flowers?
5. Which person can check your ears for an infection?
6. Which person can take care of your teeth?
7. Which person can fix electrical outlets?

When you finish this activity, introduce the Bible story.

**It's important to listen to the right person for the right information. In today's Bible story, Peter, James, and John are with Jesus. They experience something remarkable and were told to listen to Jesus. Let's review that Bible story.**

## INTO OUR LIVES

Organize your students into groups, with each group reading a section of the Bible story from page 105 in the Student Book. After reading, discuss the significance of Moses and Elijah.

**Both Moses and Elijah are Old Testament characters. Moses received God's Law on a mountain (Mount Sinai). Jesus kept all of God's Law perfectly. Elijah was God's prophet. He spoke God's messages to His people. Jesus is God and thus speaks the Word of God. He is the Word made flesh.**

Do the activity on page 106 together. Have your students sort facts about Jesus as true God and true man. They should color in the circles next to all the words or phrases that talk about Jesus as true man and leave the circles by the words or phrases that show Jesus as true God blank. Read the phrases and encourage your students to use a ruler to keep their place on the page.

Once finished, challenge your students to connect the blank dots using a crayon or marker to make a cross. Then point out the outline of the open Bible.

**By revealing His divine nature to His followers, Jesus strengthened them. Jesus strengthens us, too, through His Word and in Baptism. What great love Jesus had for His disciples—and for us too!**

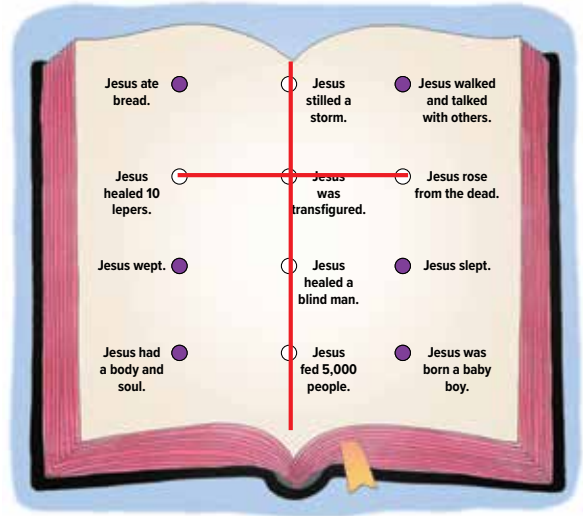
## + CONTINUE WITH LESSON EXTENDERS

UNIT 7 | LESSON 51

## JESUS SHOWS HIS GLORY

We believe Jesus is true God and true man at the same time.

Color the circles by the words that tell about Jesus as true man. Connect the circles that tell about Jesus as true God. What do you see?



The Word became flesh and dwelt among us, and we have seen His glory, glory as of the only Son from the Father, full of grace and truth. *John 1:14*

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## MEMORY WORDS

Active students are engaged students. Review the Memory Words by inviting your students to pair up and develop actions to match the words. While one reads the words, the other can do the actions. Then have them reverse their roles.

## TEACHER TIPS

Use time throughout the day to play a game of Who Do You Say I Am? As you line students up or pause between school-day events, call out characteristics of Jesus as either God or man. Challenge your students to answer in fun and quiet ways, like touching their noses for characteristics of God and tugging their ears for characteristics of man.

UNIT 7 | LESSON 51

## Lesson Extenders

### CIRCLE TIME

Ask your students to bring their crayons or markers to the circle. Talk about how color helps us in worship. As you identify the seasons of the Church Year, ask your students to hold up the color you mention.

**The Church Year begins with Advent. During Advent, the Church wears blue or violet. During the Christmas season, the Church wears white. After Christmas and during the Epiphany season, the Church wears white and then green. Transfiguration Sunday is the last Sunday after the Epiphany. The Church wears white. During the Lenten season, the Church wears violet. During Holy Week, the Church wears various colors such as scarlet, violet, and black. On Easter, the Church wears white and gold. For the Sundays following Easter, the Church wears white. On Pentecost, the church wears red. To celebrate the Holy Trinity, the church wears white. During the Sundays after Pentecost, the Church wears green.**

Allow your students to decorate a cross with colors that remind them of the Bible story.

### WORSHIP LIFE

The Sunday before Lent is designated Transfiguration Sunday. The church sings *alleluia* to the glorified Jesus. Then, during Lent, the Church refrains from songs of *alleluia*. Ask your students to examine the hymn “Alleluia, Song of Gladness” (LSB 417). Invite your students to think of something for which they are thankful—for which they would like to praise God. After each expression, the students can sing or say, “Alleluia!”

### EXPRESS

**Art** ■ Explore the internet for images of famous paintings of the transfiguration. Ask your students to compare the paintings. How are they alike? How are they different? Who is pictured? How do the artists picture the cloud or Jesus’ glory? Interested students can draw or paint their own interpretations.

### SEARCHING FURTHER

Using the Student Book or a Bible with pictures, challenge your students to find other Bible accounts that happened on top of a mountain. Which ones are recorded in the Old Testament? Which ones are in the New Testament? What are the names of the mountains? Locate the mountains on a map.

### RELATE

**Active Play** ■ Set up an obstacle course to represent going up the mountain and down the mountain. Use balance beams, jump ropes, hula hoops, orange cones, and mats at various stations. Assign specific tasks at each location. Once your students reach the top of your mountain, ask them to recite the Memory Words and then run all the way back to the beginning!

### EXPRESS

**Language** ■ On a piece of chart paper, accumulate a list of words that remind your students of the words *glory* or *glorious*. Challenge your students to look at advertising to find examples. Conclude by sorting the list into those words that fit with the image of God and those that do not.

### CHECK FOR UNDERSTANDING

Ask your students to write the word *glory* on a paper plate and add a craft stick to the back with tape. When they finish, tell them to lift up their glory stick instead of raising their hands to answer the following review questions:

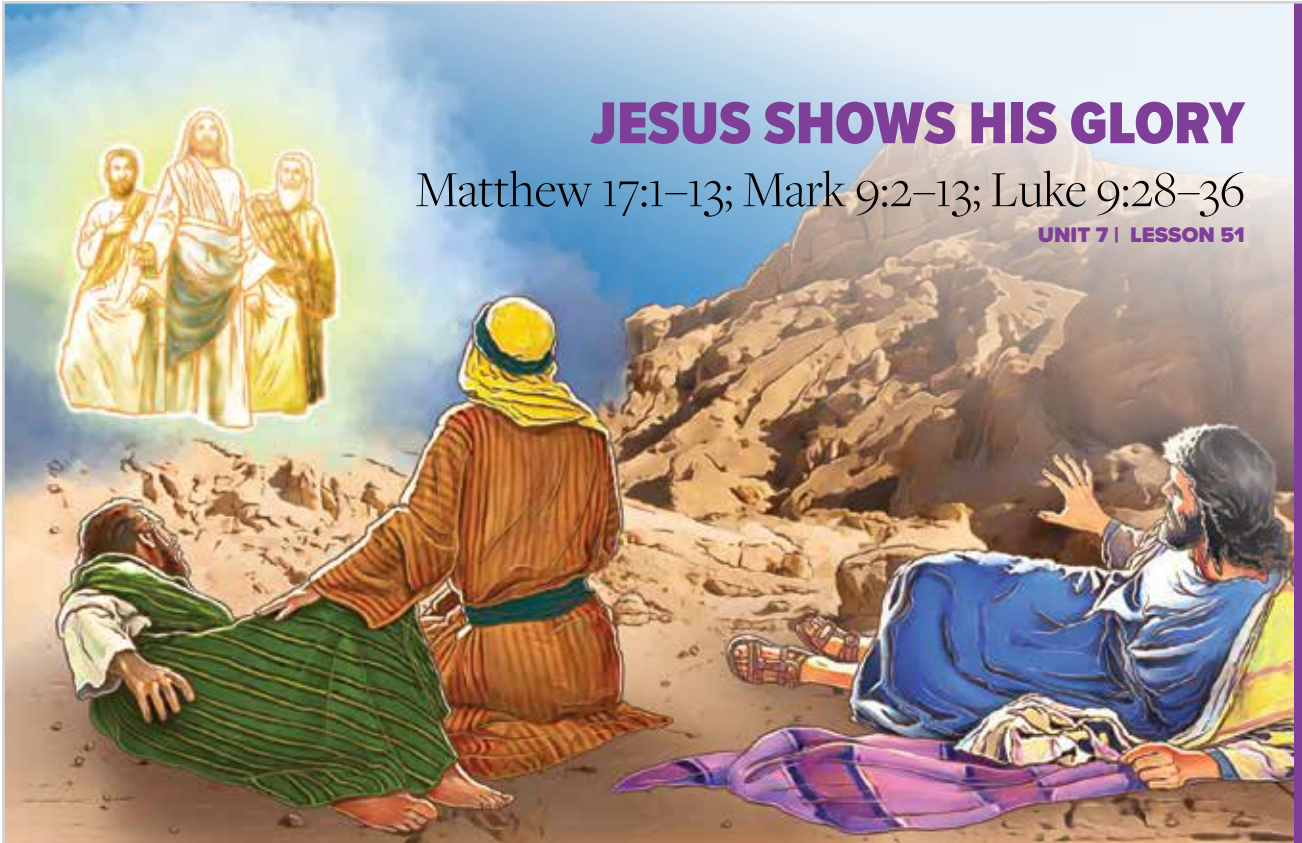
- Who did Jesus take with Him up the mountain?
- What happened to Jesus at the top of the mountain?
- Who appeared with Jesus? (Explain that Moses and Elijah lived long before Jesus. God had given the Law to Moses. God had chosen Elijah to be a prophet.) How long had these two men been dead?
- What did Peter want to do?
- What happened under the shadow of a large cloud?
- How did Jesus comfort Peter, James, and John?
- What instructions did Jesus give to the three disciples?

Use the glory sticks as you teach the Memory Words from John 1:14. Ask your students to lift their glory sticks when they hear the word *glory*. Discuss who is identified as glorious. What did the Word do? Conclude by having your students repeat the Memory Words with you, lifting their glory sticks when they come to the word *Son*.

# JESUS SHOWS HIS GLORY

Matthew 17:1–13; Mark 9:2–13; Luke 9:28–36

UNIT 7 | LESSON 51



## SECTION 1

One day, Jesus took Peter, James, and John up a very high mountain to be alone and pray. There Jesus was transfigured. His face was shining like the sun. His clothes were bright, shining white.

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## SECTION 2

Peter said, "Lord, it is good to be here. Let us make three shelters for You, Moses, and Elijah. While Peter spoke, the shadow of a large cloud passed over them. A voice from the cloud said, "This is My own dear Son. I am pleased with Him. Listen to Him."

## SECTION 3

Then the disciples were afraid. They fell flat on the ground. But Jesus touched them. He said, "Get up. Don't be afraid." When Peter, James, and John opened their eyes, they saw only Jesus.

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Going down the mountain, Jesus warned the disciples not to tell anyone what they had seen until the Son of Man had been raised from the dead. So the three disciples did just that.

## SECTION 5

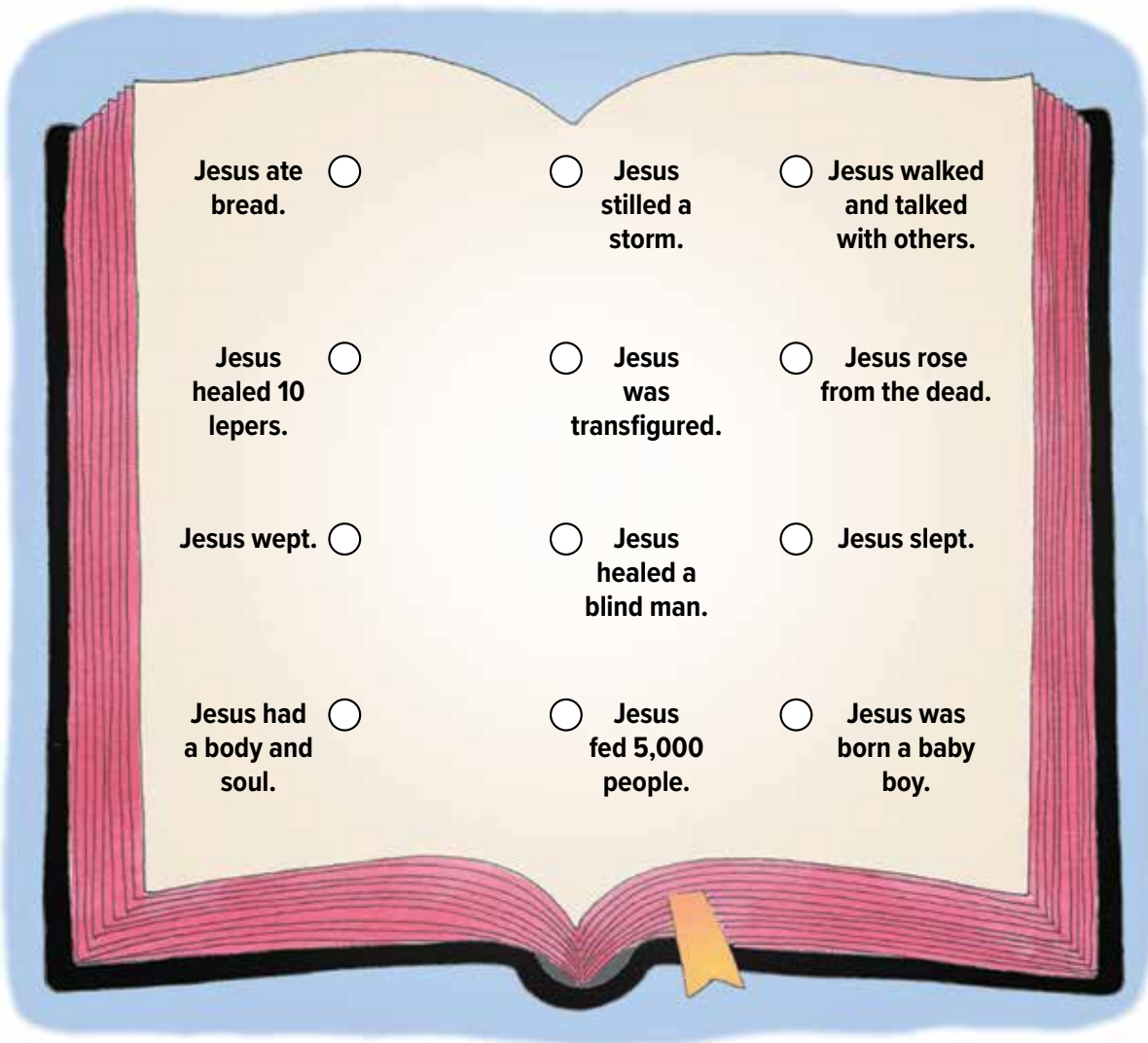
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UNIT 7 | LESSON 51

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# UNIT 7

## Jesus Saves the World

### UNIT THEME

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The remainder of the unit focuses on the events of Holy Week. From Jesus’ triumphal entry into Jerusalem, through His Passion and suffering, to His glorious resurrection on Easter, these accounts focus on the great work of salvation carried out by Jesus.

While this one week in history changed our lives for all eternity, the complete story is much greater than one week. This one week is the summit of the great metanarrative of Scripture, the superlative of the epic account of faith. As you guide your students through these lessons, help them understand how these accounts are the culmination of the events that began with the promises God gave back in Genesis 3. The promise of salvation given after the fall into sin is now fulfilled in the person and life of Jesus Christ.

### UNIT LESSONS

51. Jesus Shows His Glory  
Matthew 17:1–13; Mark 9:2–13; Luke 9:28–36
52. Jesus Raises Jairus’s Daughter  
Matthew 9:18–19, 23–26; Mark 5:21–24, 35–43;  
Luke 8:40–42, 49–56
53. Jesus Rides to Jerusalem to Save Us  
Matthew 21:1–11; Mark 11:1–11; Luke 19:28–40;  
John 12:12–19
54. The Last Supper  
Matthew 26:17–29; Mark 14:12–25; Luke 22:7–20
55. Jesus Prays and Is Arrested  
Matthew 26:30–56; Mark 14:26–52; Luke 22:31–53; John 18:1–11
56. Jesus before Pontius Pilate  
Matthew 27:1–31; Mark 15:1–20; Luke 23:1–25;  
John 19:1–16
57. Jesus Rises from the Dead  
John 20:1–10
58. On the Road to Emmaus  
Luke 24:13–35
59. Jesus Appears to His Disciples  
Luke 24:36–49
60. The Great Commission and Jesus’ Ascension  
Matthew 28:16–20; Acts 1:1–11

### UNIT FOCUS FOR GRADE 3

All of the events and promises of the Old Testament point to Good Friday and Easter. From the time of the very first sin of Adam and Eve, God had been putting His plan of salvation into action so that the world could be reconciled to Him.

As your class studies the lessons in Unit 7, your students will travel with Jesus to Gethsemane to pray with Him, take their place beside the disciples as they gradually desert and betray Jesus, follow Him to the court of Pilate to see Him unjustly condemned, witness His suffering and death for the sins of all, race with those early followers as they share the news that Jesus is alive, struggle to comprehend what His resurrection means, and hear Jesus tell the disciples and all believers to tell others of His Father’s message of reconciliation and love.

As you teach, share with your students the forgiveness and new life that our Lord won for us on the cross. May the Holy Spirit strengthen you as you share the Good News that Jesus came for each one of them and for all people.

UNIT 7

# Unit Prep

## PREASSESSMENTS

- Prepare two large pieces of butcher paper. Label one “Lent” and the other “Easter.” Have your students brainstorm things they already know about these two seasons of the Church Year, then write ideas on the paper. You can do this as a whole-class activity or divide the class into groups and let each group write their ideas. If necessary, provide prompts for your students. Possible prompts could include Palm Sunday, the Last Supper, the Garden of Gethsemane, and Pontius Pilate.
- Learn about how your students celebrate Easter by giving the class a writing prompt. Ask one or both of the following questions: (1) How does your family celebrate Easter? (2) Why do we celebrate Easter? Give your students several minutes to write their responses. Later, let them share their writing with a classmate.
- Conduct a brief class discussion about the question “How did Jesus save the world?” Divide your students into small groups and instruct them to write a short story or play about how Jesus saved the world. Each student should work together to create a script or story that they will perform for the class. Use these performances to assess the level of background knowledge each student has about Jesus’ saving work.

## PROJECT IDEAS

**Holy Week passport**—In this unit, students will be learning about the events leading up to Holy Week as well as Jesus’ commission and ascension. The project for this unit focuses on detailing the events of Holy Week in chronological order. Students will be making and completing a Holy Week passport as though they are with Jesus on His journey to the cross. The passport can be in the form of a minibook or multipage collage. Each page can cover one day of Holy Week, starting with Palm Sunday and concluding with Jesus’ resurrection and ascension. Students can draw a picture of what happened each day and add written details. Information could include where Jesus was, who was with Him, and any significant details included in the Gospel accounts. Students can also include things that they might have heard, seen, or felt if they were present with Jesus during this time. The passport can include reflections of the importance of each day and what each day means to them. The passport can also serve as a witnessing tool to help others understand what we believe about Holy Week and the significance of it in our lives as Christians. You may choose to have your students share their passports with a younger grade and have your students explain the Holy Week events to other children.

## INTO THE WORLD

You’ve likely heard it many times in your classroom: “I get to go first!” It’s human nature to put ourselves before others. Even Jesus’ disciples argued about who was the greatest.

But Jesus calls His people to serve, not to be served. Jesus said, “Whoever would be first among you must be slave of all. For even the Son of Man came not to be served but to serve, and to give His life as a ransom for many” (Mark 10:44–45).

The Church has many organizations that reach out in love and mercy to meet the needs of those who are suffering, poor, or in need of help or encouragement. How do you choose an organization to support or a need to address? Look at your school, your church, and your community and discover what the needs are.

Here are some ideas for serving others:

- Gather groups of students to clean up the grounds at the school, at the church, or at members’ homes.
- Assemble packages for those who serve in the armed forces. Ask your church for the names of members in the military. Gather nonperishable snacks, lip balm, devotion books, and notes from students.
- Gather funds to buy fleece and make tied blankets. Donate to a ministry that collects blankets for those in need. Pray for the person who will receive the blanket.
- Bake cookies to take to your local fire or police station. Include thank-you cards that share Bible verses.

## LOOK AHEAD

- **Relate: Games, p. 238**  
Play Flashlight I Spy.
- **Faith in Action, p. 246**  
Make sidewalk chalk messages.
- **Discovery Center, p. 250**  
Explore the food served in a Seder meal.
- **Worship Life, p. 254**  
Hold a one-hour prayer vigil.
- **Classroom Community, p. 258**  
Make and use a set of resurrection eggs.
- **Create: Art, p. 262**  
Make a butterfly suncatcher.
- **Relate: Games, p. 274**  
Play a “Launching the Good News” game.

# LESSON 51

## Jesus Is Transfigured | Jesus Shows His Glory

Matthew 17; Mark 9; Luke 9 | **Matthew 17:1–13; Mark 9:2–13; Luke 9:28–36**

### BACKGROUND

Jesus took Peter, James, and John up onto a mountain. While there, these disciples witnessed an amazing event. As they watched, Jesus transfigured (changed in appearance) right before their eyes. His face shone like the sun, and His clothes became as white as light. This showed the disciples the divine nature of Christ—true God while also true man.

Moses and Elijah appeared and talked with Jesus, even though the two Old Testament prophets had left the earth hundreds of years before.

Then a cloud surrounded them, and God spoke from the cloud, identifying Jesus as His Son and exhorting all to listen to Him. The disciples were awed. They fell down and were terrified. But Jesus touched them and said, “Have no fear.” They looked up and saw only Jesus, their teacher and friend, standing there.

In this mountaintop experience, Peter, James, and John got a glimpse of Jesus’ glory. One day we, too, will see Jesus in all His glory in heaven. We will not be afraid, even though we will see Him face-to-face. How wonderful that will be!

### CLASSROOM DEVOTION

Have you ever played with a toy called a Transformer? They are toys that start out as a car or other vehicle. But when you pull on a door or a wheel, you start to see the toy transforming. The door becomes an arm and the wheel becomes a leg until you begin to see the vehicle change into a robot. It takes a few moves, but pretty soon you have a whole new toy! The vehicle you started with has turned into something completely different.

In nature, there are some pretty amazing transformations too. A caterpillar spins itself into a cocoon and then goes through changes to transform into a butterfly. Seeds are pushed deep into the earth and sprout out of the dark, breaking through the earth’s surface as brand-new plants. God creates amazing transformations!

Jesus went through a transformation in our Bible account for today. But He didn’t turn into a robot! Jesus is true God and true man at the same time. He came from heaven to be born as a baby on earth. On earth, people saw Jesus looking like every other human being with hair, toes, fingers,

and so on. But God wanted some special people to see how Jesus looked as true God too. High up on a mountain, three of the disciples got to see this amazing transformation. We call this the transfiguration of Jesus.

Because of Jesus’ death on the cross and resurrection from the dead, God will transform us, too, one day. When we get to heaven, we’ll be given a heavenly body that has no sin. Can you imagine what that will be like? It will definitely be a big change. Then we’ll get to see Jesus as true God, just as the disciples in today’s Bible event did.

**PRAY** Dear God, thank You so much for sending Jesus into the world to save me. Thank You for changing my sinful heart into a heart that loves and lives for You. In Jesus’ name. Amen.

**SING** “Beautiful Savior” (*LSB 537; OAR 237*) or “Holy, Holy, Holy” (*LSB 507; OAR 229*)

### CENTRAL TRUTH

Jesus revealed His divine nature to His followers when He was transfigured.

### GRADE-LEVEL TRUTH

Jesus shows us that He is God’s Son, and we give Him glory and praise.

### STANDARDS

- LD5: Recognize Jesus Christ as true God and true man and why that is important for our salvation.
- LD6: Explain how the life, death, and resurrection of Jesus allows Him to be the Redeemer of all people who have faith in Him.
- WoL2: Carry out works of love and service that reflect Christian character traits found in the Bible.

### OBJECTIVES

- Retell the key components of the Bible story.
- Demonstrate understanding of how God transforms His people.
- Describe how God’s glory can shine through His people.

### MATERIALS

#### Session 1

- The Basics
- An object covered with a towel or blanket
- Faith journals

#### Session 2

- The Basics
- Poem or short video that gives examples of a simile
- Faith journals

# Jesus Shows His Glory

## INTO THE LESSON

Hold up the object that you have covered with a towel or blanket. **What do you think this is?** Accept responses.

**It's not easy to tell what something is when it's all covered up, is it? How would you be able to know for sure what is under this cover? I'd have to take the cover off this object for you to see it for what it really is!** Take the cover off the object.

**When the disciples looked at Jesus, what do you think they saw? How did Jesus look to them?** Discuss that Jesus is true man, so the disciples and everyone else saw Jesus in a body with arms, legs, and hair similar to them. **Jesus is true man but also true God. What do you think God looks like?** Accept student responses. **We don't know exactly, but today we will see how Jesus looked when three of His disciples saw Him in glory as He was transfigured on the mountain.**

## INTO THE WORD

Write the word *transfigure* on the board. Students can write the word and the following definition in their faith journals:

**To transfigure means “to change the appearance of.”**

Brainstorm a list of things that transfigure or transform. Write these and the examples from the devotion on the board, and let your students copy them in their journals.


**Jesus is true God and true man. But many people thought Jesus was just a kind person or a good preacher. They only saw His human side. When He performed miracles, Jesus showed the power of God, but He still looked like a man. Today, we'll read about Jesus' transfiguration and how it changed the way His disciples saw Him.**

Have your students turn to page 105 in their Student Book. Read the Bible account together, then use the Bible questions to help students discuss the narrative.

- **Mark 9:2–3:** Describe how Jesus was transfigured in appearance. (His clothes “became radiant, intensely white, as no one on earth could bleach them”; Matthew 17:2 also says His face shone like the sun)
- **Luke 9:34–35:** Who was the voice that spoke from the cloud? What did the voice say? (God the Father; “This is My Son, My Chosen One; listen to Him!”)
- **Matthew 17:6:** How did the disciples feel when they heard the voice? What did they do? (They were terrified; they fell on their faces)
- **Matthew 17:7:** What did Jesus say to His disciples to calm them? (Jesus said, “Rise, and have no fear”)

Journal prompt: Why do you think Jesus was transfigured?

## + CONTINUE WITH LESSON EXTENDERS



**JESUS SHOWS HIS GLORY**  
Matthew 17:1–13; Mark 9:2–13;  
Luke 9:28–36  
UNIT 7 | LESSON 51

**J**esus took Peter, James, and John up to the top of a high mountain. They were all alone. Suddenly, Jesus' clothes became dazzling white, whiter than any bleach or washing machine could make them! Then Jesus' face started shining like the sun.

While the disciples watched, two other men appeared next to Jesus and were talking to Him. It was Moses and Elijah! They were prophets from the Old Testament who had died many years before Jesus was born. The disciples were shocked and amazed! Peter told Jesus that they should start building tents for Him and Moses and Elijah so they could stay on the mountaintop.

As Peter was talking, a huge cloud wrapped around the entire mountain, and the thundering voice of God the Father boomed, “This is My Son, whom I love. Listen to Him.” The disciples fell to the ground, terrified.

When Jesus saw the disciples, He said, “Don't be afraid. Get up.” The disciples looked up and noticed that Moses and Elijah were gone, and Jesus' face and clothes were no longer shining. Jesus started climbing down the mountain with His disciples. While they walked, Jesus talked to Peter, James, and John about what they had seen. He said, “Don't tell anyone what you saw. Wait until I have risen from the dead.”

**INTO THE WORD**

Use the Bible to search the Gospels for answers to the questions.

Read or listen to **Mark 9:2–3**. Describe how Jesus was transfigured (or changed) in appearance.  
**His clothes “became radiant, intensely white, as no one on earth could bleach them”; Matthew 17:2 also says His face shone like the sun**

Read or listen to **Luke 9:34–35**. Who was the voice that spoke from the cloud? What did the voice say?  
**God the Father; “This is My Son, My Chosen One; listen to Him!”**

Read or listen to **Matthew 17:6**. How did the disciples feel when they heard the voice? What did they do?  
**They were terrified; they fell on their faces**

Read or listen to **Matthew 17:7**. What did Jesus say to His disciples to calm them?  
**Jesus said, “Rise, and have no fear”**

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## DISCOVERY CENTER

Gather a large zip-top plastic bag, 1/3 cup of baby oil, glow-in-the-dark craft paint, and a flashlight with black light. Show each item to your students. Ask them how they think these ingredients can remind us about today's Bible account.

Pour the oil into the bag.

**Jesus took three of His disciples up on a mountain. At the top, Jesus stopped to pray. As He prayed, something amazing began to happen.**

Open the bag, pour in the paint, and seal the bag.

Mix the paint and oil. Turn off the lights and turn on the black light. The mixture will glow.

**Jesus' face shone as bright as the sun. His clothes glowed dazzling white. Peter, James, and John were amazed! A voice from heaven said, “This is My Son. Listen to Him.”**

**What did Jesus' transfiguration tell the disciples—and us—about Him?** (Jesus is not only true man; He is also true God too)

UNIT 7 | LESSON 51 | SESSION 2

# Jesus Shows His Glory

## INTO THE LESSON

Find a poem or short video that gives examples of similes and share it with your class. You could also write some on the board and fill in the blanks together. “Hungry as a [wolf, bear, horse].” “The kitten was as soft as a [blanket, feather].” “I ran as fast as a [cheetah, train].”

**Are you and a wolf very similar in real life? How about you and a blanket? You probably can’t really run as fast as a cheetah. These comparisons help us create a picture in our heads. Since we weren’t at Jesus’ transfiguration, we have to do our best to picture it in our heads.**

**Words that compare two things that aren’t usually alike (like Jesus and the sun) are called similes and metaphors. Authors use them to help readers have a better understanding of what is happening.**

Have your students turn to page 106 in their Student Book. Read the instructions together. Work together with your class to create similes for the transfiguration of Jesus.

## INTO OUR LIVES

Draw a cross on the board. Write “True Man” as a heading on the left of the cross and “True God” on the right of the cross.

- **How are you like Jesus?** Students could point out similarities in our physical bodies since Jesus is true man—Jesus walked, ate, slept, cried, and so forth. Write some of Jesus’ human traits under “True Man.”
- **How are you different from Jesus?** Students can point out all the things Jesus has done and continues to do because He is God—miracles, healing, forgiving sins, paying for our sins on the cross. Write these under “True God.”
- **Why did Jesus have to be true God *and* true man to be our Savior?** Allow a few responses. **Jesus had to be true man so He could obey God’s Law perfectly in our place and die on the cross for our sins. He had to be true God so His death would be enough to pay for our sins.**
- **What questions do you still have about Jesus being both God and man?** Take as many as you have time for. It is so important to make your classroom a safe place to wonder and share about faith matters. When your students have a question you can’t answer, write it down and email it or talk about it with your pastor. If you have a pastor who can visit your class, invite him to come and answer the students’ questions from time to time.

Students could write questions in their faith journals and add answers after talking with the pastor or other adult.

## + CONTINUE WITH LESSON EXTENDERS

UNIT 7 | LESSON 51

## A BIG CHANGE

Use what you know about the transfiguration of Jesus to help you compare it to something else in life. Then choose one of the comparisons and draw it in the box at the bottom of the page.

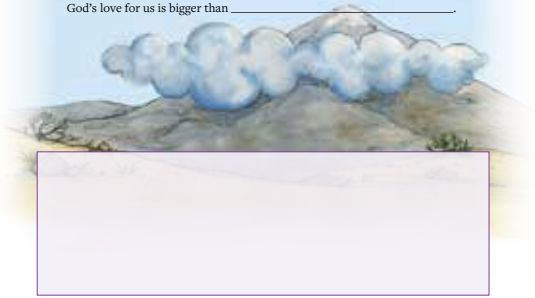
Jesus’ face was as bright as \_\_\_\_\_

The disciples were as scared as \_\_\_\_\_

The voice of God boomed like \_\_\_\_\_

Jesus is greater than \_\_\_\_\_

God’s love for us is bigger than \_\_\_\_\_



The Word became flesh and dwelt among us, and we have seen His glory, glory as of the only Son from the Father, full of grace and truth. *John 1:14*

106

## ACTIVE LEARNING

Work together on a creative writing activity. Tell your students to imagine how the disciples felt on the mountain. Give each student a cloud shape and a heart shape. On the cloud, ask your students to write an emotion the disciples felt as they watched Jesus’ transfiguration. Attach the clouds to a big mountain shape. Cut out a large red heart and draw a cross on it. Place it over the cloud words. **God’s love is bigger than all our feelings of fear or uncertainty.** On the heart shapes, have your students write how they feel about God’s love for them. Students can attach these to the mountain shape as well.

## MEMORY WORDS

Point out the Memory Words at the bottom of the Student Book page. Say the verse together. Have volunteers choose different fun voices the class can use to recite the verse. This can be a great time to practice fluency skills too! Point out punctuation to use proper phrasing. Remind your students that the words of the Bible are the true words of God.

UNIT 7 | LESSON 51

## Lesson Extenders

### FAITH AT HOME

Help your students share the idea that we are made in God’s image and reflect His love to others by having them make a sign to put on their bathroom mirror at home. You could also attach some to your classroom or restroom mirror at school. Brainstorm phrases like “I am a child of God,” “Loved by God,” and so forth. Talk about how Jesus showed His glory during His transfiguration and how we are reflections of God’s love as we go out into the world.

### CLASSROOM COMMUNITY

Find a day to try flashlight reading in your classroom. Have your students bring flashlights from home and turn out the lights to enjoy reading in the dark. You could start with a read-aloud of the transfiguration account from the Bible or a Bible story book. Make sure you have extra lights available for students who don’t bring one. If some students are scared of the dark, you can project an image of a fireplace or keep one corner of the room brighter with a small lamp or natural light.

### SEARCHING FURTHER

Remember to check out the digital resources that are available with this curriculum. Look for tools to help with memory work and checks for understanding as well as music and a digital glossary.

### CREATE

Art ■ Have your students paint with glow-in-the-dark paint or create a scene with glow-in-the-dark stickers. You can find both at craft stores or in the craft section of most large chain stores. Students could paint or decorate crosses, hearts, or other Christian symbols. Once the projects are dry, they can be hung in the room and tested with the lights off. Talk about how God’s love shines through the darkness of sin, just like Jesus’ face shone with glory at His transfiguration.

### CREATE

Snack ■ Give your students a few strawberries (check for allergies first; graham crackers are another alternative). Then have them dip their snack in white fruit dip and explain how now the strawberry looks totally different. **Jesus looked totally different to the disciples when He showed His glory on the mountain that day. Jesus showed them that He is true God and true man.**

### CHECK FOR UNDERSTANDING

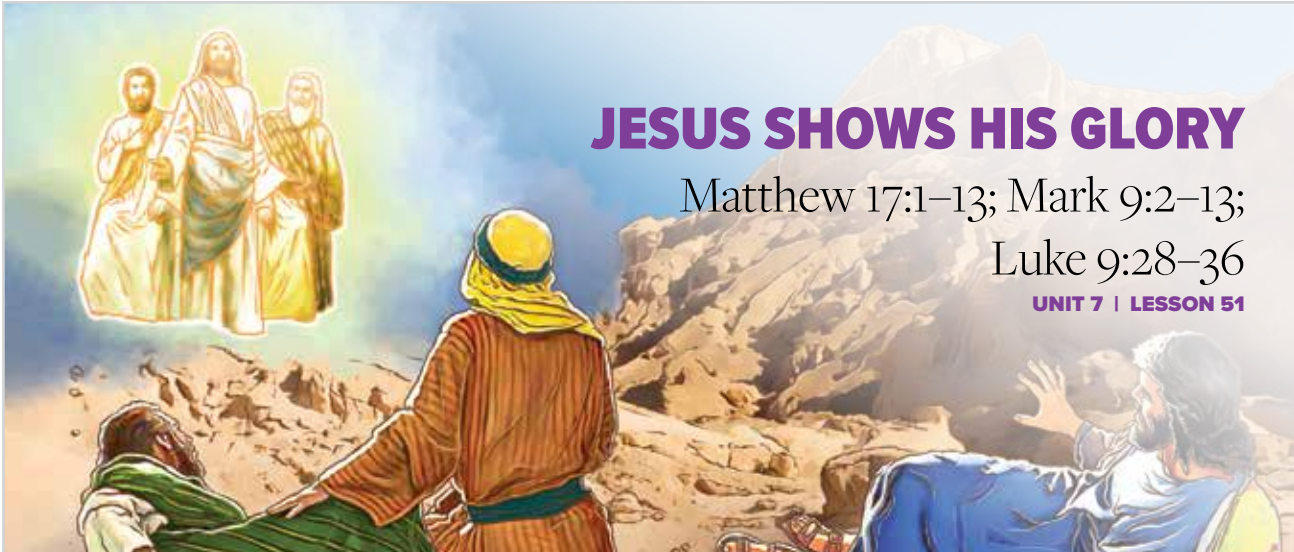
Play a fun and active true-or-false game. Write the word *true* on one side of the board and *false* on the opposite side. Ask your students to stand in the middle of the room. Give students a statement about the Bible event. If it is true, they should move toward the side with that word. If it is false, they move toward the opposite side. Up the fun and suspense by playing *Jeopardy* theme music while they think and choose a side! This is a great game to review past lessons or to use as a comprehension check prior to teaching a lesson.

### REACHING EVERY STUDENT

Students at this age are often beginning to put their information into two categories: real and fake. It can be difficult for them to understand that when we say “Bible story” we are speaking of events that really happened. In many reading classes, stories are put in the fiction category. Using the term “Bible account” or “Bible narrative” helps students know that what they’re reading is fact, not fiction. If you have Bible books or devotionals in your library, discuss where they should be housed—in the nonfiction section.

### RELATE

Games ■ Turn off the classroom lights and play Flashlight I Spy. Give clues about an object or location in your room with the phrase, “I spy with my little eye something [yellow].” Hand one or two students a flashlight to see if they can shine the light on the object or location you are describing with your clues. Give students a chance to try spying different objects as well. If your class has brought flashlights from home, you can make it a competition to see who can shine their light on the object first. Remind students to never shine the light in their own or anyone else’s eyes.



## JESUS SHOWS HIS GLORY

Matthew 17:1–13; Mark 9:2–13;  
Luke 9:28–36

UNIT 7 | LESSON 51

**J**esus took Peter, James, and John up to the top of a high mountain. They were all alone. Suddenly, Jesus' clothes became dazzling white, whiter than any bleach or washing machine could make them! Then Jesus' face started shining like the sun.

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As Peter was talking, a huge cloud wrapped around the entire mountain, and the thundering voice of God the Father boomed, "This is My Son, whom I love. Listen to Him." The disciples fell to the ground, terrified.

When Jesus saw the disciples, He said, "Don't be afraid. Get up." The disciples looked up and noticed that Moses and Elijah were gone, and Jesus' face and clothes were no longer shining. Jesus started climbing down the mountain with His disciples. While they walked, Jesus talked to Peter, James, and John about what they had seen. He said, "Don't tell anyone what you saw. Wait until I have risen from the dead."

### INTO THE WORD

Use the Bible to search the Gospels for answers to the questions.

Read or listen to **Mark 9:2–3**. Describe how Jesus was transfigured (or changed) in appearance.

Read or listen to **Luke 9:34–35**. Who was the voice that spoke from the cloud? What did the voice say?

Read or listen to **Matthew 17:6**. How did the disciples feel when they heard the voice? What did they do?

Read or listen to **Matthew 17:7**. What did Jesus say to His disciples to calm them?

UNIT 7 | LESSON 51

# A BIG CHANGE

Use what you know about the transfiguration of Jesus to help you compare it to something else in life. Then choose one of the comparisons and draw it in the box at the bottom of the page.

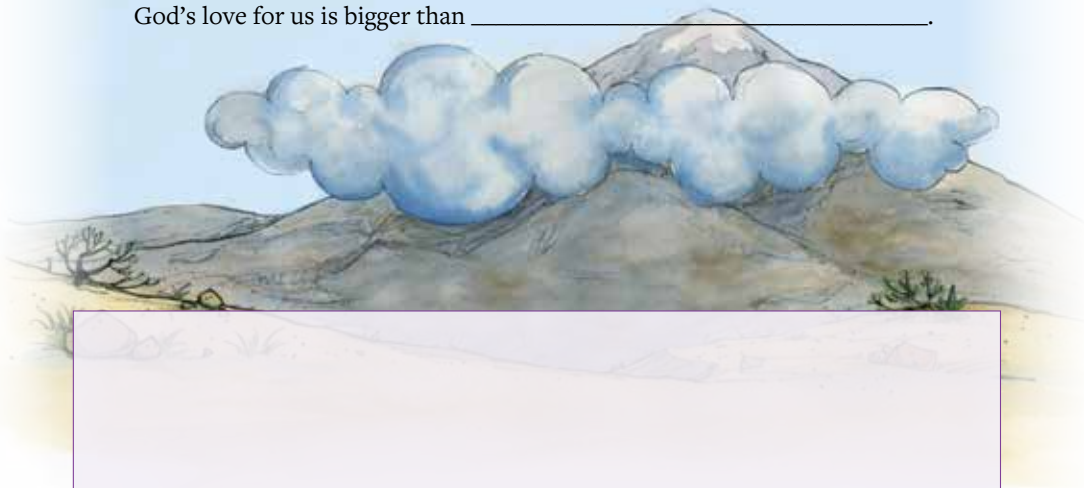
Jesus' face was as bright as \_\_\_\_\_.

The disciples were as scared as \_\_\_\_\_.

The voice of God boomed like \_\_\_\_\_.

Jesus is greater than \_\_\_\_\_.

God's love for us is bigger than \_\_\_\_\_.



The Word became flesh and dwelt among us, and we have seen His glory, glory as of the only Son from the Father, full of grace and truth. *John 1:14*

# UNIT 7

## Jesus Saves the World

### UNIT THEME

Most of the Bible accounts in Unit 7 occur over one week. But what a week it was! Most important, the Bible accounts in this unit all come together under the theme of salvation.

The transfiguration account sets up the unit as Jesus reveals His heavenly glory to His disciples. Jesus further demonstrates His power, including His power over death as He raises others to life—a foreshadowing of His own resurrection on Easter morning.

The remainder of the unit focuses on the events of Holy Week. From Jesus' triumphal entry into Jerusalem, through His Passion and suffering, to His glorious resurrection on Easter, these accounts focus

on the great work of salvation carried out by Jesus.

While this one week in history changed our lives for all eternity, the complete story is much greater than one week. This one week is the summit of the great meta-narrative of Scripture, the superlative of the epic account of faith. As you guide your students through these lessons, help them understand how these accounts are the culmination of the events that began with the promises God gave back in Genesis 3. The promise of salvation given after the fall into sin is now fulfilled in the person and life of Jesus Christ.

### UNIT FOCUS FOR GRADE 4

This unit gets to the heart of the Christian faith. Fourth graders may know that Jesus died on a cross and rose again on the third day. They may not, however, have a good concept of how the events presented in this unit work together to paint a greater picture of Jesus' life and death.

- The unit begins with the transfiguration, when Jesus sets Himself toward Jerusalem. He talks with Moses and Elijah, two Old Testament forerunners of Jesus, who reinforce the truth of His ministry by representing the Law given through Moses and the promise of salvation brought through Elijah's prophetic message to God's people: how He would go to the cross to die for the sins of the whole world. The rest of the unit includes accounts of how Jesus fulfills this mission, and it ends on the amazing note of Jesus telling His disciples to go into the world and proclaim this Good News. Fourth graders who have never thought of these narratives working together like this may really get excited about the connections. Encourage that!
- Take advantage of the wealth of art depicting the events of Holy Week. Preview these pieces online beforehand and intersperse teaching with projecting famous art that would help enrich the learning.
- Especially for Lessons 53–59, make a Holy Week timeline in your class of the days and their events. A great deal happened very quickly in God's plan of salvation, and your fourth graders will find the timeline of Jesus' Passion—and how quickly it happened—fascinating.

### UNIT LESSONS

51. Jesus Shows His Glory  
Matthew 17:1–13; Mark 9:2–13;  
Luke 9:28–36
52. Jesus Raises a Widow's Son  
Luke 7:11–17
53. Jesus Rides to Jerusalem to Save Us  
Matthew 21:1–11; Mark 11:1–11;  
Luke 19:28–40; John 12:12–19
54. Jesus Washes the Disciples' Feet  
John 13:1–20, 31–35
55. Jesus before the Council  
Matthew 26:57–68; Mark 14:53–65; Luke 22:63–71; John 18:12–14, 19–24
56. Jesus' Crucifixion and Death  
Matthew 27:32–56; Mark 15:21–41;  
Luke 23:26–49; John 19:17–30
57. Jesus Rises from the Dead  
Matthew 28:1–15
58. Jesus Appears to Mary  
Mark 16:9–11; John 20:11–18
59. Jesus Appears to His Disciples and Thomas  
John 20:19–29
60. The Great Commission and Jesus' Ascension  
Mark 16:14–20; Acts 1:1–11

UNIT 7

# Unit Prep

## PREASSESSMENTS

**Trivia**—Conduct a brief trivia game using the questions below and dividing students into small teams. Assure students that this is just a check for understanding and won't be graded.

1. **What happened when Jesus was transfigured?**  
(Moses and Elijah appeared, Jesus shone, and God spoke.)
2. **What did people cry out when Jesus rode into Jerusalem on a donkey?** (“Hosanna!”)
3. **What did Jesus do in the Upper Room the night before He died?** (He gave the Lord’s Supper and washed the disciples’ feet.)
4. **Where was Jesus buried?** (In a tomb)
5. **Who did Mary Magdalene think Jesus was after He rose from the dead?** (The gardener)
6. **What did Thomas say when he saw Jesus after He rose from the dead?** (“My Lord and my God”)
7. **Where did Jesus ascend into heaven?** (The Mount of Olives)

## PROJECT IDEAS

- **Draw it**—There are many great opportunities for creating artistic representations of the events of this unit. One would be to create a timeline poster at the beginning of the unit. At one end of the timeline, write “Transfiguration,” and on the other, “Ascension.” As you go through the unit, add the lessons to the timeline in order (as a class, vote on what symbol would be a good representation of the life and mission of Jesus for that lesson). Alternatively, have students take turns illustrating the key events of the narrative for each lesson and adding these to the poster.
- **Write it**—Have students create and use faith journals for this unit. Have them decorate these faith journals to personalize them. After each lesson, have students draw or write one or two key things they learned from the lesson, or add prayer requests. At the end of the unit, students will have a record of their prayers and/or what they have learned. When they finish the unit, have them look back at what they learned and why that was so important for them, and have them share their faith journals with one another and their parents or guardians at home.

## INTO THE WORLD

You’ve likely heard it many times in your classroom: “I get to go first!” It’s human nature to put ourselves before others. Even Jesus’ disciples argued about who was the greatest.

But Jesus calls His people to serve, not to be served. Jesus said, “Whoever would be first among you must be slave of all. For even the Son of Man came not to be served but to serve, and to give His life as a ransom for many” (Mark 10:44–45).

The Church has many organizations that reach out in love and mercy to meet the needs of those who are suffering, poor, or in need of help or encouragement. How do you choose an organization to support or a need to address? Look at your school, your church, and your community and discover what the needs are.

Here are some ideas for serving others:

- Gather groups of students to clean up the grounds at the school, at the church, or at members’ homes.
- Assemble packages for those who serve in the armed forces. Ask your church for the names of members in the military. Gather nonperishable snacks, lip balm, devotion books, and notes from students.
- Gather funds to buy fleece and make tied blankets. Donate to a ministry that collects blankets for those in need. Pray for the person who will receive the blanket.
- Bake cookies to take to your local fire or police station. Include thank-you cards that share Bible verses.

## LOOK AHEAD

- **Into Our Lives**, p. 249  
Set up an active learning illustration.
- **Faith in Action**, p. 273  
Arrange a conversation with a missionary.
- **Confessing the Faith**, p. 274  
Plan a balloon “ascension” event.
- **Christian Heritage**, p. 275  
Learn about the life of C. S. Lewis.
- **Worship Life**, p. 275  
Share ideas for prayer.
- **Lutheran Doctrine**, p. 276  
Invite a pastor or church worker to share with the class.

# LESSON 51

## Jesus Is Transfigured | Jesus Shows His Glory

Matthew 17; Mark 9; Luke 9 | **Matthew 17:1–13; Mark 9:2–13; Luke 9:28–36**

### BACKGROUND

Christ’s transfiguration was certainly very memorable for the disciples. Indeed, the disciples get a glimpse of Jesus’ heavenly glory! But the transfiguration account ultimately points to Jesus’ identity as the long-awaited Messiah and what, precisely, He has come to accomplish.

Moses and Elijah are more than just “guest stars” in this story. Moses, who ascended Mount Sinai to receive the old covenant, stands for the Law. Elijah, the greatest of the Old Testament prophets, stands for the Prophets. In other words, Moses and Elijah are visual representatives of God’s old covenant, confirming Jesus’ identity as the long-awaited Messiah promised in the Law and the Prophets. Moreover, God’s words to the disciples refer to messianic promises from the Old Testament and speak to Jesus’ identity.

### CLASSROOM DEVOTION

Juan had a secret. Only he and his family knew the secret. It was hard to keep it quiet, but his mom said it was best not to tell anyone. Juan’s mom was going to have a baby. Juan was very excited to be a big brother. He knew the time would come soon when he could share the news. But Juan found it difficult to be patient.

Peter, James, and John had to be patient in our story today. They saw an amazing event—Jesus shone with His glory. But they couldn’t tell anyone until the right time. When the time was right, they could tell everyone the Good News that Jesus had come to die on the cross to earn forgiveness, life, and salvation for all people.

We don’t have to wait to tell others the Good News! We can share it with everyone! Jesus is the Son of God; He is the Savior of the world! Let’s pray that the

The first half of Luke 9:35, “This is My Son, My Chosen One,” hearkens back to Psalm 2:7 and identifies Jesus as the true King of the Jews. The second half of the verse, the command “Listen to Him,” is a direct reference to Deuteronomy 18:15, where God promises to send a Prophet greater than Moses, an early promise of a coming Messiah.

In Luke 9:31, we’re told that Jesus, Moses, and Elijah are discussing Jesus’ “departure.” The word Luke uses in Greek is *exodus*, forging a connection between the events in the book of that name and what Jesus is “about to accomplish at Jerusalem.” Just as God rescued His people from slavery in Egypt, so, too, Jesus is about to rescue all people from slavery to sin, death, and the devil.

Holy Spirit will work to change the hearts and minds of everyone we tell so they will come to believe in Jesus as their Savior.

**PRAY** Dear Lord, at times we are excited to share Jesus with others. But they might not understand or be excited like we are. Work in their hearts to help them become believers. We pray in Your name. Amen.

**SING** “Beautiful Savior” (*LSB 537; OAR 237*).

### CENTRAL TRUTH

Jesus revealed His divine nature to His followers when He was transfigured.

### GRADE-LEVEL TRUTH

Jesus, our glorified Savior, strengthens us to live as His disciples.

### STANDARDS

- LD5: Recognize Jesus Christ as true God and true man and why that is important for our salvation.
- LD6: Explain how the life, death, and resurrection of Jesus allows Him to be the Redeemer of all people who have faith in Him.
- LD8: Recognize how the Holy Spirit works in the hearts of believers to love God and produce good works.

### OBJECTIVES

- Recognize how in the transfiguration, Jesus strengthened the disciples’ faith to prepare them for His coming suffering and death.
- Identify ways Jesus provides us with hope and encouragement for our lives of discipleship.
- Express the desire to seek the strength God’s Spirit provides through God’s Word.

### MATERIALS

#### Session 1

- The Basics

#### Session 2

- The Basics

# Jesus Shows His Glory

## INTO THE LESSON

Though the disciples were invited to join Jesus on the mountain-top, we later discover that they do not understand the events about to unfold before them. There are many clues to give the disciples and us a look at Jesus’ glory, power, and the true God–true man relationship. Begin with this opening discussion either as a large group or in small groups.

- **What is a detective’s job?** Usually we think of detectives as police officers who solve crimes; we also refer to someone who investigates anything as a kind of detective.
- **How does he or she do this job?** Answers will vary but may include talking to people, collecting clues, finding patterns, and solving crimes or mysteries.
- **Who are some famous detectives from shows, movies, or other stories? They can be real or made up.** Answers will vary.
- **Today we are going to put on our detective eyes to answer this question: What does the transfiguration show us?**


## INTO THE WORD

Together read the narrative on page 105 of the Student Book, then have your students read or listen to **Luke 9:28–36**. Referring back to “Into the Lesson,” have students imagine they are detectives or investigators, gathering information about what happened from witnesses (the disciples) after the fact. Have them look for evidence in the Bible that helps them investigate the questions below. They can work independently or in small groups. When they are done, debrief together as a class, adding any of the extra insights below as appropriate.

- 1. Who is involved in this narrative?** (Peter, James, John, Elijah, Moses, Jesus) Peter, a disciple and bold speaker, declared that Jesus is “the Christ of God” (Luke 9:20). Disciples James and John were brothers, sons of Zebedee. John would go on to write a Gospel, three Epistles, and the Book of Revelation. Moses, leader of the Israelites, received the Ten Commandments from God on Mount Sinai. Elijah was one of the greatest prophets, who was taken into heaven on a flaming chariot. Jesus is revealed as true God.
- 2. What is the setting of the narrative?** (The transfiguration takes place on a mountain.) Both Moses and Elijah experienced God on a mountain.
- 3. What is the voice that they heard?** (The voice of God the Father) His voice was also heard at Jesus’ Baptism.
- 4. What happened in this narrative?** Answers will vary, but the focus should be on how Jesus showed His glory.

## + CONTINUE WITH LESSON EXTENDERS

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**JESUS SHOWS HIS GLORY**  
Matthew 17:1–13; Mark 9:2–13;  
Luke 9:28–36  
UNIT 7 | LESSON 51

**O**ne day, Jesus took the disciples Peter, James, and John up onto a high mountain to pray. Jesus prayed, but the disciples were sleepy. Suddenly, Jesus was changed! His face and clothes became dazzling white. Two men also appeared next to Jesus. One was Moses, the great prophet at the time of the Exodus, and the other was Elijah, the great prophet during the time of the kings of Israel. Together, the three figures talked about what Jesus would do in Jerusalem, that He would have to suffer and die for the sins of the world. When the disciples saw this happen, they were startled from their sleepiness and were amazed.

When they noticed that Moses and Elijah were about to leave, Peter spoke up, saying that it was good that they were all there. He said that they should build some shelters so they could stay there. Suddenly, a cloud came over that place, and the disciples became afraid. They heard God the Father speak to them from the cloud: “This is My Son, My Chosen One; listen to Him!” After the voice spoke, Jesus was once more alone and looked like He had before. The three disciples who had experienced this did not understand what had happened, and they did not tell anyone about it until after Jesus rose from the dead.

**INTO THE WORD**

Read Luke 9:28–36 in your Bible or listen as it is read. Imagine you are an investigator, gathering information about what happened from witnesses after the fact. Find evidence in the Bible to help you investigate these questions.

**1. Who is involved in this narrative?**  
Peter, James, John,  
Elijah, Moses, Jesus

**3. What is the voice that they heard?**  
God the Father

**2. What is the setting of the narrative (where did this take place)?**  
A mountain

**4. What happened in this narrative?**  
Answers will vary, but the focus should be on Jesus showing His glory.

## EXTRA THOUGHTS

To dig a little deeper into the meaning of the questions in “Into the Word,” add these Bible references and questions to the lesson.

- For question 1, have students brainstorm all that they know about the main characters that is not revealed in the text.
- For question 2, have students look up **Exodus 19:20** and **1 Kings 19:11–12**. **What important things happened with Moses and Elijah on mountains?** (Moses was given God’s Law, and Elijah experienced God’s presence.)
- For question 3, have students look up **Matthew 3:16–17**. **What did the voice from heaven say here, and how is it like the voice on the Mount of Transfiguration?** (Both are the voice of God the Father and show that Jesus is His Son.)
- For question 4, have students look up **John 1:14**. **Why was Jesus’ change in appearance important?** (It showed God’s power and glory.)

UNIT 7 | LESSON 51 | SESSION 2

# Jesus Shows His Glory

## INTO THE LESSON

Take another look at the investigation questions from “Into the Word” in Session 1. Have students pair up and quiz each other on the details of the narrative, going back and forth and adding to whatever may have been overlooked. Finish by having students list three things they learned, two interesting things they noticed, and one question they still have from the narrative.

## INTO OUR LIVES

Read the instructions at the top of Student Book page 106, then divide students into small groups. Have groups use their Bibles and read the questions, circling the right answer for each. As you go over the questions and their answers, add any of the following details:

1. *e.*—At times we feel that we have a job to do and may fail at it (or fall asleep). But Jesus does not get angry and rebuke the disciples. Instead, He encourages them and shows His glory. Though a task may feel insurmountable, we are never alone in Christ.
2. *u.*—Peter wants to build tents so everyone can stay on the mountain. God intervenes and encourages the disciples to listen to Jesus because He knows what is best. At times we may have our own agendas, but we need to take time to listen to the quiet whisper (1 Kings 19:11–12) and God’s Word.
3. *s.*—The disciples feel afraid about entering the cloud, but we can take comfort in the fact that God promises to be with us always (Matthew 28:20). He does not promise an easy, safe life, but He reassures us in His Word (Psalm 146) that He will watch over us.
4. *j.*—The Lord did not come as a military hero. If word of the transfiguration got out, people might not have understood Jesus’ role at the time. Therefore, the disciples did not share the events; but Jesus did descend from the mountain to assist the disciples and finish His task. Like the disciples, we are not alone.

The circled letters should spell the word *JESUS*. Read the “Cased Closed” section together. Close with these questions:

- **Who gave the command to listen to Jesus?** (God)
- **Why?** (To show that Jesus, as true God and man, is the only one who frees us from sin and death and brings the gifts of forgiveness and eternal life)
- **What are we to do?** (Listen to Him)
- **How?** (Share the Good News, be baptized, forgive one another, everything that the Bible tells us)

## + CONTINUE WITH LESSON EXTENDERS

UNIT 7 | LESSON 51

### JESUS SHOWS HIS GLORY

One of the key characters in the transfiguration is Peter. The disciples James and John also witness the events, but once again, it is Peter who speaks up. Sometimes we can be bold speakers like Peter. Do the disciples fully understand what they are witnessing? Let’s look at the facts. Review *Luke 9:28–36*. Choose the best answer for each question, and circle the letter beside that answer.

1. In verse 32, the disciples were invited to pray on the mountain, but instead they
  - a. build tents.
  - b. fall asleep.**
  - c. write the Bible.
2. In verse 23, Peter wants to build three \_\_\_\_\_ so they can stay on the mountain.
  - d. tents**
  - e. altars
  - f. bridges
3. In verse 34, when the disciples enter the cloud, they feel \_\_\_\_\_.
  - m. excited.
  - l. sorry.
  - k. scared.**
4. When the disciples descended from the mountain, who did they tell about Jesus’ transfiguration?
  - n. Priests
  - e. Everyone
  - j. No one**

Using the numbers listed above, fill in the blanks below with the letters that correspond to your answers.

Who returns from the mountaintop to help the disciples continue their work?

J E S U S  
4 1 3 2 3

**Cased Closed**

Jesus uses His transfiguration to give the disciples and us a glimpse of His glory. He shows us His power, yet He encourages the disciples by returning down the mountain with them. At times we, too, may feel alone and overwhelmed by the task at hand, to live as God’s people. But like the disciples returning from the mountaintop, we know that Jesus is always with us.

The Word became flesh and dwelt among us, and we have seen His glory, glory as of the only Son from the Father, full of grace and truth. John 1:14

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## REACHING EVERY STUDENT

This page has some extra reading, which may not be easily or quickly done by some students. Make sure that your small groups have a mix of learners and that you mix up the groups as you use them. This can be difficult if you have a small class. Identify roles for each student in your group that match up with that student’s gifts, interests, and abilities.

## EXTRA THOUGHTS

Have students investigate the term *transfiguration*. Help them look up the term in the Glossary in the back of the Student Book, and have them write or speak this definition in their own words. Then have students look through the narrative to locate other words or terms that may be unfamiliar and do the same investigation, using the Glossary or a dictionary. This will build up not only vocabulary but biblical literacy and the skills associated with lifelong learning of God’s Word.

UNIT 7 | LESSON 51

## Lesson Extenders

### SEARCHING FURTHER

Jesus' transfiguration gives us a glimpse of Jesus both as true God and true man. **When else do we see Jesus dramatically showing Himself as true God and true man?** (His Baptism, the ascension) Following is a list of Bible passages. As a group, students can read and then classify each passage as an example of Jesus showing He is true God or true man. Some may end up in both categories. Make a visual chart to accompany this activity.

- **John 11:35** (man)
- **John 2:9** (God)
- **Matthew 3:16** (both)
- **Matthew 8:26** (God)
- **Mark 15:37-39** (both)
- **John 12:17** (God)
- **John 21:13** (man)
- **Luke 18:42-43** (God)
- **Matthew 8:24** (man)
- **John 20:19-20** (God)

### EXPLORE

Science ■ Many significant events in the Bible took place on mountaintops. Investigate the geography of mountains in different places of the world. Look online for images of the hills and mountains in the region of modern Israel for context to the narrative. Then challenge students to name at least five other biblical events that happened on a mountain.

### FAITH AT HOME

In your regular communication to parents and guardians, tell them about this lesson and what the voice said to the disciples. Encourage families to have nightly devotions, spending time in God's Word so children can listen to what God has to say to them. Suggest devotional resources for families to use.

### WORSHIP LIFE

Many congregations have a tradition of giving children their own Bibles. If this is true in your parish, work with the pastor to see how your students can participate in this ceremony. If they are to receive their own Bibles, tie in receiving God's Word with the words of the voice on the mountain. Remind them that one of the ways we can listen to Jesus is through the written Word. If another grade level is receiving their Bibles, have your students participate with a skit that encourages the recipients to listen to what God has to say.

If your congregation does not have this tradition, speak with the pastor to see if it can be started.

### EXPRESS

Arts ■ Consider one of the following options to add art to the lesson.

- Luke 9:29 gives a brief look at Jesus' true glory. The disciples witnessed the change, but words cannot fully describe it. Reread the description of Jesus in **Luke 9:29**. Imagine what Jesus looked like. Have the students draw or decorate a picture of Jesus in His heavenly glory. Have the students add white glitter to the picture.
- Have groups or individuals create a mountain using a recipe for salt dough. Add clothespin people to the top of the mountain to retell the events of Jesus' transfiguration. Have students choose a clothespin person and create a conversation on the mountain from that person's perspective. Record this as a creative-writing activity. Be sure to have the characters use their feelings and point of view to describe what they are witnessing.



# JESUS SHOWS HIS GLORY

Matthew 17:1–13; Mark 9:2–13; Luke 9:28–36

UNIT 7 | LESSON 51

One day, Jesus took the disciples Peter, James, and John up onto a high mountain to pray. Jesus prayed, but the disciples were sleepy.

Suddenly, Jesus was changed! His face and clothes became dazzling white. Two men also appeared next to Jesus. One was Moses, the great prophet at the time of the exodus, and the other was Elijah, the great prophet during the time of the kings of Israel. Together, the three figures talked about what Jesus would do in Jerusalem, that He would have to suffer and die for the sins of the world.

When the disciples saw this happen, they were startled from their sleepiness and were amazed.

When they noticed that Moses and Elijah were about to leave, Peter spoke up, saying that it was good that they were all there. He said that they should build some shelters so they could stay there.

Suddenly, a cloud came over that place, and the disciples became afraid. They heard God the Father speak to them from the cloud: “This is My Son, My Chosen One; listen to Him!”

After the voice spoke, Jesus was once more alone and looked like He had before. The three disciples who had experienced this did not understand what had happened, and they did not tell anyone about it until after Jesus rose from the dead.

## INTO THE WORD

Read **Luke 9:28–36** in your Bible or listen as it is read. Imagine you are an investigator, gathering information about what happened from witnesses after the fact. Find evidence in the Bible to help you investigate these questions.

1. Who is involved in this narrative?

2. What is the setting of the narrative (where did this take place)?

3. What is the voice that they heard?

4. What happened in this narrative?

UNIT 7 | LESSON 51

# JESUS SHOWS HIS GLORY

One of the key characters in the transfiguration is Peter. The disciples James and John also witness the events, but once again, it is Peter who speaks up. Sometimes we can be bold speakers like Peter. Do the disciples fully understand what they are witnessing? Let's look at the facts. Review **Luke 9:28–36**. Choose the best answer for each question, and circle the letter beside that answer.

- 1.** In verse 32, the disciples were invited to pray on the mountain, but instead they
- o. build tents.
  - e. fall asleep.
  - p. write the Bible.

- 2.** In verse 33, Peter wants to build three \_\_\_\_\_ so they can stay on the mountain.
- u. tents
  - s. altars
  - e. bridges

- 3.** In verse 34, when the disciples enter the cloud, they feel
- m. excited.
  - t. sorry.
  - s. scared.

- 4.** When the disciples descended from the mountain, who did they tell about Jesus' transfiguration?
- r. Priests
  - e. Everyone
  - j. No one

Using the numbers listed above, fill in the blanks below with the letters that correspond to your answers.

**Who returns from the mountaintop to help the disciples continue their work?**

\_\_\_\_ 4    \_\_\_\_ 1    \_\_\_\_ 3    \_\_\_\_ 2    \_\_\_\_ 3

**Case Closed**

Jesus uses His transfiguration to give the disciples and us a glimpse of His glory. He shows us His power, yet He encourages the disciples by returning down the mountain with them. At times we, too, may feel alone and overwhelmed by the task at hand, to live as God's people. But like the disciples returning from the mountaintop, we know that Jesus is always with us.



The Word became flesh and dwelt among us, and we have seen His glory, glory as of the only Son from the Father, full of grace and truth. *John 1:14*

## THIS ISN'T THE END!

In early 2023, the Enduring Faith Religion Curriculum will also include a full roster of materials and tools for Grades 5–8. The Grades 5–8 curriculum will challenge older students with deeper questions and further study in Scripture.



**ENDURING  
FAITH**<sup>®</sup>  
Religion Curriculum

**PREVIEW FOR GRADES 5 TO 8**



# CURRICULUM OVERVIEW



## The Curriculum at a Glance

### School Alignment

The Enduring Faith Religion Curriculum includes seventy lessons divided across eight units that cover the Scriptures from Genesis to Revelation. Lutheran schools will be able to walk together in the faith as every classroom learns within the same overall Bible accounts each week. All students share in learning one central truth per lesson, which will remain consistent year to year to reinforce their learning.

### Lesson Resources

Based on the core lessons of the shared curriculum, Teacher Guides expand upon the content in an age-appropriate manner with two sessions' worth of materials. The first session focuses primarily on the Bible narrative, while the second session develops the first and introduces life connections for students. Each session includes lesson objectives, discussion prompts, class activities, and a grade-level summary of the central truth of the aligned curriculum.

### Student Materials

Every student receives a Student Book with activities, memory words, and Bible learning tailored to each lesson. Students will study and engage with the Bible accounts for each lesson while also considering the life application of the central truths of Scripture. A glossary in the back of the book allows students to learn faith words on an as-needed basis according to their prior learning.

## Additional Features for Every Lesson

### Lesson Customization

Determine class pace with the Lesson Support, Lesson Extenders, and Unit Extenders in every Teacher Guide.

### Digital Resources

Streamline planning and communications with digital resources for students and families.

### Faith Standards Integration

Nurture students' growth with the new Lutheran Religion Standards referenced in every lesson.

#### UNIT 7

### Unit Extenders

#### FAITH FAMILY IDEAS

Holy Week was a week of transformation. By bringing salvation to us, Jesus changed everything—forever! Having salvation in Jesus continues to be transformational.

- Find science experiments that demonstrate transformational changes. Volcanoes are always an exciting place to start.
- Have students make a large floor map to show where the events of Holy Week took place. Cut shoes onto a piece of construction paper and cut them out; then

#### UNIT 7 | LESSON 51

### Lesson Extenders

#### REACT

You may be strong in faith. We are for them and loves their Savior and believe curious, asking prayers at

#### CONFESS

We talk about "W" began with that Jesus use all His humbled. Creed do this hope

#### BIBLICAL LITERACY

Moses and Elijah appeared during the transfiguration. Do your students know the accounts of Moses and Elijah going to heaven? If not, encourage them to find out! Read about Moses in **Deuteronomy 34:1–8** and Elijah in **2 Kings 2:11–12**.

#### SEARCHING FURTHER

Where did the transfiguration happen? It may have occurred on Mount Hermon or Mount Tabor. Use Color Map 4 in the front of *The Lutheran Study Bible* or another map to show the students these locations. On a larger map, you could also locate Mount Sinai, where God appeared to Moses and Elijah. If time allows, have each student make a map. You could continue to add to the maps in upcoming lessons as well!

#### WORSHIP LIFE

Right before the Sanctus in the Divine Service are the words of the Preface: "Therefore with angels and archangels and with all the company of heaven we laud and magnify Your glorious name, evermore praising You and saying: . . ." When we say this, we are joining with the angels and all the company of heaven in singing to God! During this time in the service, we imagine the division between heaven and earth is gone. Heaven comes down to earth, and we are all together around God's throne. What a perfect preparation for Jesus coming to us in the Lord's Supper. Pass out a copy of *Lutheran Service Book* and open to the Sanctus of a familiar service. Point out that the word *Sanctus* is Latin for "holy," *Sabbath* is Hebrew for "heavenly hosts," and *hosanna* is Hebrew for "Save us now." As you explain these terms and the realities of what is happening in the Divine Service, see if your students can make connections with what happened at the transfiguration. If possible, sing some of these portions together!

#### CHECK FOR UNDERSTANDING

Check out the digital materials available to help you check for understanding, enhance student learning, and connect with families at home.

#### REACHING EVERY STUDENT

Since some parts of this lesson correspond to the Divine Service, students who attend a church that does not use the Divine Service may feel uncertain about these sections. Help them feel more comfortable by doing certain parts of the lesson in groups or pairs, placing children who are familiar with the Divine Service alongside those hearing some of these things for the first time. Encourage questions! This would be a good lesson to encourage the use of the Bible Question Box (see "Biblical Literacy" on page 276).

#### COVENANT CONNECTION

Have students look in their desks, lockers, and so forth and collect things they have written their names on. Have them sit in a circle so everyone can see one another's possessions. **Why did you put your name on these things? What happens if they get misplaced? Why didn't you put your name on \_\_\_\_\_ (list some obviously unimportant items)?**

**At the transfiguration, God announced that Jesus is His Son. At your Baptism, Jesus announced that you belong to Him. He put His name on you. No one can remove it or erase it. And you will never be lost from His sight. You are so very important to Him. You are His forever!** (See Isaiah 43:1.)

If you have students who are not baptized, assure them that God loves them and wants them to have that gift as well.

#### EXPLORE

Science ■ The text says that Jesus led the disciples up a "high mountain." Just how high was it? We don't know for sure! We don't know which mountain it was, either, but two likely locations are Mount Hermon and Mount Tabor. Look up the elevation and terrain of these two mountains. Compare them to a mountain near where you live or to a mountain the class is familiar with.

# LESSON 51

Jesus Is Transfigured | Jesus Shows His Glory

Matthew 17:1–13; Mark 9:2–13; Luke 9:28–36

#### CENTRAL TRUTH

Jesus revealed His divine nature to His followers when He was transfigured.

#### GRADE-LEVEL TRUTH

Jesus is true God and the promised Savior. He strengthens us to live as His disciples.

#### STANDARDS

- BL.6: Demonstrate proficiency in referencing Bible passages and using Bible study tools.
- LD5: Identify and describe the person of Jesus Christ as true God and true man.
- LD6: Recognize and describe the work of Jesus Christ as the Redeemer of the world.

#### OBJECTIVES

- Describe the events of Jesus' transfiguration.
- Demonstrate understanding that Jesus is the Son of God, true God and true man.
- Express a desire to listen to Jesus by hearing His Word.

#### MATERIALS

##### Session 1

- The Basics

##### Session 2

- The Basics

# LUTHERAN RELIGION STANDARDS

These standards provide a concrete, objective framework for Lutheran education that is engaging to students, accessible to teachers, and aligned to the needs of Lutheran schools.

These principles guide every lesson in the Enduring Faith Religion Curriculum so that students will be equipped and formed in preparation for a lifetime of growing in Christian identity and calling.





### **BIBLICAL LITERACY**

Students grow in the faith as they understand the overarching narrative of Scripture and the principles of Christ-centered biblical interpretation.



### **LUTHERAN DOCTRINE**

Students develop a Lutheran identity as they learn the core teachings found in the Small Catechism.



### **CHRISTIAN HERITAGE**

Students identify Christ as the cornerstone of the Church and track the history of the Church to understand different Christian groups and beliefs.



### **WORSHIP LIFE**

Students build habits for a healthy worship life as they understand the elements of corporate worship and individual prayer.



### **WORKS OF LOVE**

Students develop Christian character that is rooted in service to neighbors in their households, in their congregations, and in society at large.



### **CONFESSING THE FAITH**

Students are equipped to share Christ with others and to examine their beliefs in relation to contrasting claims.

For more on content and development of the Lutheran Religion Standards, check out [lutheranschools.org](https://lutheranschools.org).

# SCOPE AND SEQUENCE

## A Scope and Sequence That Keeps You Together

### Serving Schools

As a school, you'll want to make sure everyone is on the same page. When it comes to teaching theology, this is even more important. The Enduring Faith Religion Curriculum includes a Scope and Sequence document for exactly this reason. It collects every lesson across eight units of the curriculum into one place for quick reference by staff, students, and parents. As overarching narratives are shared across all grade levels, this Scope and Sequence will serve the entire school.

### Serving Teachers

Teachers will benefit from the Scope and Sequence as it provides a full year's overview of the Religion Curriculum. The lesson-by-lesson snapshot with memory words makes for easy skimming of upcoming units. Unit and lesson titles also give a clear picture of the theme and content of the whole year's lessons. A more detailed Scope and Sequence is also available to show which levels focus on which specific narratives within the overarching narrative.

### Serving Students

Repetition and layered learning are important as students grow in exploring the Bible. This Scope and Sequence is both unified and varied for intentional coverage. The entire school engages with the same overarching narrative for each lesson, allowing for aligned learning across the school and into the home. Specific narratives within the lesson are revisited at different grade levels so students receive a variety of learning while also reviewing certain Bible accounts at deeper levels over the years.



See the Scope and Sequence in full detail at [cph.org/scope](https://cph.org/scope).

# UNIT 7

## Jesus Saves the World

### UNIT THEME

Most of the Bible accounts in Unit 7 occur over one week. But what a week it was! Most important, the Bible accounts in this unit all come together under the theme of salvation.

The transfiguration account sets up the unit as Jesus reveals His heavenly glory to His disciples. Jesus further demonstrates His power, including His power over death as He raises others to life—a foreshadowing of His own resurrection on Easter morning.

The remainder of the unit focuses on the events of Holy Week. From Jesus' triumphal entry into Jerusalem, through His Passion and suffering, to His glorious resurrection on Easter, these accounts focus on the great work of salvation carried out by Jesus.

While this one week in history changed our lives for all eternity, the complete story is much greater than one week. This one week is the summit of the great metanarrative of Scripture, the superlative of the epic account of faith. As you guide your students through these lessons, help them understand how these accounts are the culmination of the events that began with the promises God gave back in Genesis 3. The promise of salvation given after the fall into sin is now fulfilled in the person and life of Jesus Christ.

### UNIT FOCUS FOR GRADE 5

This unit is not only the focal point of our studies of our Christian faith this year but it is also the focus of the entire Bible—and by God's grace, it is also the focus of our entire life! Our studies in math and science and social studies are essential for daily life, but it is in our study of Scripture that all these blessings find their true purpose and meaning through life in Christ. God blesses us with intelligence and abilities and talents, and He guides us to use these for our personal welfare—this is true. But He also desires that we use these blessings for the good of others and to the glory of the Lord.

This unit takes us from Jesus' transfiguration to His ascension. In the Holy Week and post-Easter lessons, we see God's covenant promises being fulfilled in Christ Jesus. We cannot save ourselves; only Jesus could do that for us because He is the sinless Son of God. Amazingly, He is also our substitute! Jesus suffered all things, died on the cross, and arose on Easter to complete our salvation. It is finished! He gives His victory to us, offering us the gifts of forgiveness and eternal life through His loving grace and mercy. May the comfort and assurance of God's grace be the center of your classroom, students' lives, and your life!

### UNIT LESSONS

51. Jesus Shows His Glory  
Matthew 17:1–13; Mark 9:2–13;  
Luke 9:28–36
52. Jesus Raises Lazarus  
John 11:1–45
53. Jesus Rides to Jerusalem  
to Save Us  
Matthew 21:1–11; Mark 11:1–11;  
Luke 19:28–40; John 12:12–19
54. Jesus' Farewell Words  
to and for His Disciples  
John 14–17
55. Peter Denies Jesus  
Matthew 26:69–75; Mark 14:66–  
72; Luke 22:54–62; John 18:15–18,  
25–27
56. Jesus Dies and Is Buried  
Matthew 27:45–66; Mark 15:33–47;  
Luke 23:44–56; John 19:28–42
57. Jesus Rises from the Dead  
Mark 16:1–8
58. On the Road to Emmaus  
Luke 24:13–35
59. Jesus Appears  
to the Disciples and Peter  
John 21
60. Jesus' Ascension  
Luke 24:50–53; Acts 1:1–11

UNIT 7

# Unit Prep

## PREASSESSMENTS

Create a simple timeline template or have students draw a simple timeline on their own paper. Instruct students to write. If you've created the template, include these on your page: "Transfiguration of Jesus" at the start of the timeline and "Ascension of Jesus" at the end of the timeline. Make sure students have timelines that are long enough (they may need multiple pieces of paper or some kind of rolled paper) to allow them plenty of space to write in the middle. Tell students to fill in as many events as they can think of with pencil between the two events already written down. Allow students to copy from you words that they may need or draw pictures. Remember that this is not an assessment of writing or spelling. Guide them to especially think about Holy Week and the events that took place after Easter.

To promote teamwork and collaboration, you can have students choose to partner up or work on their own. If there are students who do not have as strong of a Bible knowledge background, you may purposefully guide them to work with a student who you know has a deeper understanding of the biblical events (each child should still create his or her own timeline). When the timeline is as filled in as they can make it, have them turn it in to you to keep until the end of the unit.

## PROJECT IDEAS

- Have students work in groups to present a living portrait of one of the events from this unit.
- Tell students to use molding clay to make a figure of a primary character from this unit or have them work in small groups or as a class to use molding clay and other art media to make a diorama of one of the lessons.
- Have students pretend to interview people during Holy Week and record them (someone in the crowd on Palm Sunday, a disciple at the Last Supper, a guard arresting Jesus in Gethsemane, Pilate or his wife, a person in the crowd at Jesus' crucifixion, the thief on the cross, one of the Emmaus disciples, and so forth).
- Have students work in groups to sequence pictures of the events of the first Easter.
- Have students conduct research into the historical events that were taking place in other areas of the world at the time of Jesus' last days on earth during Holy Week and following His resurrection.
- Have students work together in groups to plan ways to share the Good News of what Jesus has done for us. Possibilities include through a newsletter, radio spot, video segment, or TV commercial. Encourage students to carry out their plans.

## INTO THE WORLD

You've likely heard it many times in your classroom: "I get to go first!" It's human nature to put ourselves before others. Even Jesus' disciples argued about who was the greatest.

But Jesus calls His people to serve, not to be served. Jesus said, "Whoever would be first among you must be slave of all. For even the Son of Man came not to be served but to serve, and to give His life as a ransom for many" (Mark 10:44-45).

The Church has many organizations that reach out in love and mercy to meet the needs of those who are suffering, poor, or in need of help or encouragement. How do you choose an organization to support or a need to address? Look at your school, your church, and your community and discover what the needs are.

Here are some ideas for serving others:

- Gather groups of students to clean up the grounds at the school, at the church, or at members' homes.
- Assemble packages for those who serve in the armed forces. Ask your church for the names of members in the military. Gather nonperishable snacks, lip balm, devotion books, and notes from students.
- Gather funds to buy fleece and make tied blankets. Donate to a ministry that collects blankets for those in need. Pray for the person who will receive the blanket.
- Bake cookies to take to your local fire or police station. Include thank-you cards that share Bible verses.

## LOOK AHEAD

- Create, p. 238  
Make a song about Jesus' transfiguration.
- Works of Love, p. 242  
Make snacks for the sick, shut-in.
- Worship Life, p. 246  
Plan a "hosanna" parade.
- Create, p. 262  
Arrange for oven access and bring ingredients for a snack.
- Postassessments, p. 275  
Use the preassessments to inform the postassessments.
- Searching Further, p. 276  
Research symbols of Jesus' resurrection .

# LESSON 51

Jesus Is Transfigured | Jesus Shows His Glory

Matthew 17; Mark 9; Luke 9 | Matthew 17:1–13; Mark 9:2–13; Luke 9:28–36

## BACKGROUND

A common game kids often play is king of the hill. One student stands atop the hill while the others try to knock him or her down. The goal is to stay on the hill as long as possible. Peter had a similar desire on the Mount of Transfiguration. Seeing the majesty of Jesus, he wanted to build shelters and stay on the mountain as long as possible. Perhaps he thought that Jesus would now use His divinity to bring His opponents to submission. But Jesus had different plans. As Luke tells us, Jesus spoke about His “exodus” with Moses and Elijah before setting His face toward

Jerusalem. Jesus would not earn victory over sin and death through a display of great power but through sacrifice and resurrection.

Encourage your students not to be discouraged when the Church does not hold a place of influence in the world. While there are certainly times and places where God makes His glory known, our Lord more often worked through humility and subtlety. So also He is present in our lives today through the humble Means of Grace.

## CLASSROOM DEVOTION

(Search online for the song “I Am a C-H-R-I-S-T-I-A-N” and play it for students. Play it a second time and have them sing along.)

As Christians, we know that Jesus, true God and true man, came to take our place on the cross. He died and rose again to save us. The victory is won! We are filled with hope and assurance of life and salvation through Him.

We know about Jesus from reading God’s Word. But the disciples got to hang out with Jesus in person. They heard His teachings and watched Him perform miracles. Peter, James, and John even got to be firsthand witnesses of Jesus showing His divine glory during His transfiguration. Scripture tells us that when Jesus showed His glory to them, “His face shone like the sun, and His clothes became white as light” (Matthew 17:2). What a miraculous sight! We, too, will get to see Jesus face-to-face on the Last Day. Jesus will come again in all of His glory. We will hear trumpets sound and be reunited with the saints who have gone

before us. Every knee will bow before the Lord. Then all believers will live together with God in the new creation forever.

As sinners, we cannot fully comprehend how perfect and amazing everlasting life in the new heavens and earth will be! No more sadness or death, no more hurt or suffering, no more sinning at all. The best part about everlasting life is that we will get to be with Jesus forever. While we eagerly await that glorious day, we can rejoice that God is also present in our lives today. He comes to us through His Word, in Baptism, and in the Lord’s Supper. What a joy it is to know that God is with us today. He will be with us for all eternity.

**PRAY** Dear God, thank You for sending Your Son, Jesus, to be the Savior of the world and for assuring us of eternal life through Him. Help us glorify You in all that we do. In Jesus’ name we pray. Amen.

**SING** “Swiftly Pass the Clouds of Glory” (LSB 416).

## CENTRAL TRUTH

Jesus revealed His divine nature to His followers when He was transfigured.

## GRADE-LEVEL TRUTH

Jesus reveals that He is truly the Messiah, the Son of God, sent to save us. He strengthens us to live as His disciples and encourages us with the vision of what is to come.

## STANDARDS

- BL2: Describe how people and events in the Old Testament point to the coming Messiah; through the life of Jesus, describe how people and events in the New Testament fulfill what the Old Testament taught.
- LD5: Describe Jesus Christ as true God and true man and why this matters for God’s plan of salvation.
- LD10: Demonstrate knowledge of Christ’s second coming, the resurrection of the dead, and the new creation that is promised to believers.
- WoL1: Describe the Christian life and the biblical teachings on Christian character.

## OBJECTIVES

- Describe what happened at Jesus’ transfiguration.
- Demonstrate an understanding that Jesus is true God and true man, the one who came to redeem us through His work on the cross.
- Express that Jesus is present in our lives and comes to us through physical means called the Means of Grace.
- Identify ways the Holy Spirit helps us live as God’s children at home, at school, and as we witness about Jesus to others.

## MATERIALS

### Session 1

- The Basics

### Session 2

- The Basics
- Peel-and-stick labels

UNIT 7 | LESSON 51 | SESSION 1

# Jesus Shows His Glory

## INTO THE LESSON

Play Bible Trivia.

Round 1: Ask questions related to Jesus' humanity: **What did the angels tell the shepherds in Bethlehem?** (Jesus was born.) **What is the name of Jesus' mother?** (Mary) **What is the shortest verse in the Bible?** (John 11:35; "Jesus wept.") **What was Jesus doing in the boat before He calmed the storm?** (Sleeping) **What happened on the cross?** (Jesus died.) **What did Jesus tell Thomas?** (Luke 24:39; "Touch Me, and see.") *Connection:* **What do all these stories tell us about Jesus?** (He is true man. He was born. He had feelings, emotions, and a body. He suffered and died. He is 100 percent man.)

Round 2: Ask questions related to Jesus' divinity. **What did Jesus do at the wedding in Cana?** (He turned water into wine.) **What did Jesus tell the storm?** (Be calm, stop) **What did Jesus do for Lazarus?** (Raised him from the dead) **How did Jesus feed more than 4,000 people?** (He multiplied the food.) **What did the angel Gabriel say about Jesus?** (He will be the Son of God and save people from sin.) *Connection:* **What do all these stories tell us about Jesus?** (He is true God. He could do miracles and receive honor because He is 100 percent God.)

## INTO THE WORD

Now let's look at the time when Jesus' appearance as a man changed and He shone with God's glory. We call this event His transfiguration because *transfigure* means to change in form or appearance. Read Matthew 17:2; Mark 9:2; and Luke 9:29 together. Assign parts. Draw or project a mountain as the background. Turn off the lights. Then have students do the "Readers Theater" activity on page 105 in the Student Book.

- **What happened at the transfiguration?** (Jesus changed.)
- **How did Jesus look?** (He shone like the sun, showing God's glory; His clothes were dazzling white.)
- **How was Jesus able to do this?** (He is true God.)
- **Who appeared with Jesus there?** (Moses and Elijah)
- **Who did they represent?** (The Law and the Prophets)

Peter got caught up in Jesus' glory. But Jesus' way to overcome sin, death, and the devil wasn't through glory. How would Jesus do this? (By dying on the cross and rising again)

Jesus showed His glory as true God. Why is it important that Jesus is true God and true man? (Jesus needed to be true man to keep God's Law in our place and to be able to suffer and die for our sins. Jesus needed to be true God so that His fulfilling of the Law and His suffering and death was a sufficient ransom for all people.) **Because Jesus kept the Law for us and suffered and died for us, we have forgiveness and eternal life.**

## + CONTINUE WITH LESSON EXTENDERS

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### JESUS SHOWS HIS GLORY

Matthew 17:1-13; Mark 9:2-13; Luke 9:28-36

UNIT 7 | LESSON 51

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#### Reader's Theater

**Characters:** Jesus, Peter, James, John, Moses, Elijah, Voice of God, and Narrators 1-5.  
**Set the stage:** Draw or project a mountain as the background. Turn off the lights. Peter, James, John are facing Jesus at the front of the classroom. Elijah and Moses are sitting on the ground by Jesus.

**Narrator 1:** (Peter, James, John, and Jesus start marching in place, pretending to climb up a mountain.) After six days Jesus took Peter, James, and John, his brother, and led them up a high mountain.

**Narrator 2:** (Turn on lights) Jesus was transfigured. His face shone like the sun, and His clothes became white as light. (Direct class to say "Ooooo. Ahhh," amazed at Jesus showing His glory!)

**Narrator 3:** (Moses and Elijah jump up to their feet as if they just appeared out of thin air.) Behold, there appeared to them Moses and Elijah, talking with Jesus. (Moses, Elijah, and Jesus pretend to talk to each other.)

**Peter:** (Peter, James, and John look confused.) Lord, it is good that we are here. If you wish, I will make three tents here, one for you and one for Moses and one for Elijah.

**Narrator 4:** All of a sudden, a bright cloud overshadowed them, and a voice from the cloud said,  
**Voice of God:** This is My beloved Son, with whom I am well pleased, listen to Him. (Peter, James, and John fall to the ground, terrified.)

**Jesus:** (Calmly walks over to Peter, James, and John) Rise, and have no fear. (Elijah and Moses disappear by sitting on the ground out of the scene. Peter, James, and John look up at Jesus.)

**Narrator 5:** When the disciples lifted their eyes, they saw no one but Jesus. (Peter, James, John, and Jesus start marching in place, pretending to climb back down the mountain.)

**Jesus:** Tell no one the vision, until the Son of Man is raised from the dead.

**Peter:** (Confused.) But why do the scribes say that first Elijah must come?

**Jesus:** I tell you that Elijah has already come, and they did not recognize him, but did to him whatever they pleased. So also the Son of Man will certainly suffer at their hands.

**Narrator 6:** Then the disciples understood that He was speaking to them of John the Baptist.

**Narrator 5:** We know that God always keeps His promises. He sent John the Baptist as the last prophet who was foretold in the Old Testament. Jesus shows His glory as God through the transfiguration. We know that Jesus is truly God and truly Man. We are so glad that Jesus came to save us all!

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#### COVENANT CONNECTION

Moses and Elijah appeared with Jesus at the transfiguration. Moses was the law giver of the Ten Commandments. Jesus now came to fulfill the law that only He could keep perfectly. Elijah was the great prophet for the people of Israel in the Old Testament. This reminds us that God keeps His promises. He showed that His Son, Jesus, is the fulfillment of the Law and the Prophets.

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## EXTRA THOUGHTS

Point out that the vision of Christ in glory with Moses and Elijah was a glimpse of the end of the story for the disciples—a foreshadowing of the resurrection of all believers. The disciples did not understand its significance until after Jesus' resurrection on Easter. In 1 Corinthians 15:52-53, Paul talks about how we, too, will be changed on the Last Day: "For the trumpet will sound, and the dead will be raised imperishable, and we shall be changed. For this perishable body must put on the imperishable, and this mortal body must put on immortality."

## CATECHISM CONNECTION

The word *creed* comes from the Latin word *credo*, which means "I believe." The Apostles' Creed is our statement of faith as Christians. Read together the Second Article of the Creed and its meaning in *Luther's Small Catechism with Explanation*. Have students silently read Questions 148-185 in the catechism. Then have them vote on which questions and answers to read and discuss as a class.

UNIT 7 | LESSON 51 | SESSION 2

# Jesus Shows His Glory

## INTO THE LESSON

On peel-and-stick labels, write words people might use to identify students (princess, genius, class clown, goofball, brainiac, jock, nerd, do-gooder, and so on). Randomly give each student a nametag. **Let's talk about identity. Who are you? Look at these nametags. Do you ever feel like someone has given you a label that doesn't fit? Accept thoughts.**

At Jesus' transfiguration, God announced that Jesus was His Son. Suddenly, Jesus' identity was clear to His three disciples. Wouldn't it be nice if God announced our identity to the world? God has given us an identity—the most important one we will ever have. What is it? (He calls us His children!) **This new identity happens through Baptism and God's Word when the Holy Spirit works faith in us, and our entire lives are changed! We become a new creation!**

## INTO OUR LIVES

Just as Jesus looked different at His transfiguration, our lives look different once we become God's children. The Holy Spirit helps us want to overcome sin. Discuss as students answer the questions on page 106 in the Student Book.

**How does a child of God live?** Examples:

- Follows the Ten Commandments with God's help
- Helps and shows kindness (e.g., explains a homework assignment, holds open a door, watches a sibling, shares)
- Speaks the truth in love
- Prays for others and shares Jesus' love

**How can you help at church?** Examples:

- Give offerings: **The money we give helps pay the pastor's salary and church bills. It supports missions and outreach. It helps us share the Good News about Jesus.**
- Volunteer: **When we help with setup/cleanup at church events, acolyte, sing in choir, do yard work, decorate for Christmas, and the like, we are helping our church and growing in our relationships with other believers.**
- Donate items: **This is a way to help the Church at large.** List organizations your school and church have donated to and discuss how it helps others and shares God's love.

**How can you witness about Jesus to others?** Examples:

- Pray for them.
- Invite them to church.
- Don't partake in non-Christian lifestyles. Note that any activity that is not God-pleasing pulls us away from Christ.
- Lead by example with the help of the Holy Spirit.
- Share the Good News about Jesus!

## + CONTINUE WITH LESSON EXTENDERS

UNIT 7 | LESSON 51  
**New Identity**

At Jesus' transfiguration, God said Jesus was His Son. Through Baptism and God's Word, the Holy Spirit works faith in you and gives you a new identity as God's child. He changes your life and makes you a new creation who wants to overcome sin and live for God.

Write your name on the label.

**IS GOD'S CHILD**

**How does a child of God live?**  
Follows the Ten Commandments with God's help; helps and shows kindness; speaks the truth in love; prays for others and shares Jesus' love

**How can you help at church?**  
Give offerings; volunteer; donate to help those in need

**How can you witness about Jesus to others?**  
Pray for them; invite them to church; don't partake in non-Christian lifestyles; lead by example with the help of the Holy Spirit; share the Good News about Jesus!

**A Closer Look at the Means of Grace**  
Through the Means of Grace, God brings you to faith and gives you His gifts of forgiveness, life, and salvation for the sake of His Son, Jesus, who died on the cross for you. He gives you a new identity as His child. God continues to work through the Means of Grace to strengthen you and help you live as His child!

The Means of Grace are God's Word connected to physical means. Fill in the blanks to find out what they are.

God's Word      Holy Baptism      Holy Communion

The Word became flesh and dwelt among us, and we have seen His glory, glory as of the only Son from the Father, full of grace and truth. *John 1:14*

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## FAITH CONCEPTS

Help students understand how God works through the Means of Grace to help them live as His children. **At Jesus' transfiguration, God said to listen to His Son, Jesus. Peter, James, and John could physically do that. They were there. But how do we listen to Jesus now? Accept thoughts. Jesus speaks to us through His Word! He comes to us through physical means—things we can see and touch that are connected to His Word. We call these the Means of Grace because God forgives our sins and gives us life and salvation through them. What are the Means of Grace? Have students fill in the blanks at the bottom of page 106 in the Student Book to find out what they are (God's Word, Holy Baptism, Holy Communion).**

**Remember, even though we try to live as God's children, we will fail daily because we are still sinners. But when we do fail, the Holy Spirit works through the Means of Grace to help us repent of our sins and give us God's forgiveness. He helps us try again. We look forward to that glorious Day of Resurrection when we will see Jesus face-to-face in all His glory and live with Him forever.**

UNIT 7 | LESSON 51

## Lesson Extenders

### EXPLORE

Science ■ The Greek word to describe how Jesus changed in the transfiguration is the root of the English word for *metamorphosis*. Have students give examples of living things that go through a metamorphosis (butterflies, etc. **What are other examples, besides the transfiguration, when Christ’s body or appearance changed?** (His postresurrection appearance to Mary Magdalene, the Emmaus disciples, and the disciples on the beach that kept them from recognizing Him at first; His sudden appearance to His disciples without entering through a door on the first Easter; His appearance to Paul on the road to Damascus; and the vision of Christ in Revelation.)

### MEMORY WORDS

Read the Memory Words as a class. **How does this verse tell us that Jesus is both God and man?** (“The Word” refers to the preincarnate Jesus [see John 1:1]. John 1:14 says, “The Word became flesh.” This means that Jesus, true God, became an actual human being like us in every way, except without sin. “We have seen His glory” refers to how, in the Old Testament, God revealed His glory in the tabernacle. When Jesus took on His human nature, He came and “tabernacled” [dwelt] among His people in the flesh. God’s glory is shown throughout His ministry. In the transfiguration, Jesus shines with God’s glory and God once again speaks and says He is His Son. Listen to Him.)

### LUTHERAN DOCTRINE

In this lesson, God speaks from a cloud. What does He say? (Jesus is His Son; listen to Him.) **How do we listen to Jesus today?** (In His Word) **God’s Word leads Christians to delight in God’s creation and redemption through Jesus. The Third Commandment says we fear and love God by not despising or neglecting His Word. What are ways we neglect God’s Word?** (When we don’t read the Bible, when we don’t go to church) **God knows that not going to church can affect our lives negatively. What are the benefits of going to church?** (We hear God’s Word, our faith gets strengthened, we grow in relationships with other believers, and we receive God’s gifts of forgiveness, life, and salvation through Word and Sacrament.)

### WORSHIP LIFE

Sing “Swiftly Pass the Clouds of Glory” (LSB 416). Discuss the meaning of the stanzas: Stanza 1 recounts the transfiguration event. Stanza 2 talks about Jesus’ death on the cross for us. Stanza 3 is a prayer asking God to help us follow His will (the Ten Commandments) and live as His children, keeping Christ as our main focus every day.

### CREATE

Music ■ Put students in groups. Have each group make a song about the events during Jesus’ transfiguration. Students may refer to the “Readers Theater” activity on page 105 in the Student Book or the three texts from today’s lesson. Remind students to emphasize what Jesus looked like during the transfiguration and how He is true God and true man. Have students write their song to a familiar tune like “Twinkle, Twinkle, Little Star” or “Jesus Loves Me, This I Know.” Once students are finished, have them sing their songs to the class.

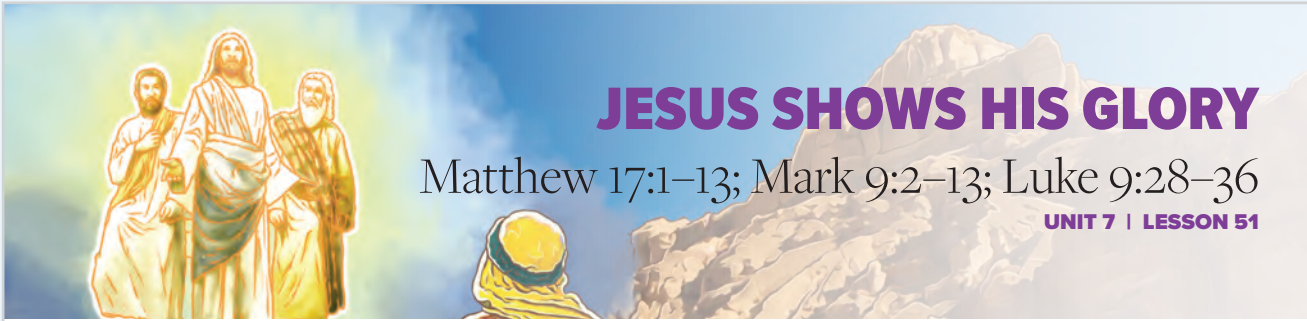
### SEARCHING FURTHER

Have students do some research on any or all of the following: the number of religions in the United States, the percentage that are Christian denominations, and the percentage that are LCMS Lutherans. Another group of students could research the number of LCMS Lutheran institutions and what they are (the two seminaries, Concordia universities, Lutheran schools, the International Center, LWML, etc.) Research how many LCMS Lutherans there are in church attendance and how many church workers we have in our Synod. (Search “lcms” and “Pew Research Center” for helpful websites.)

Discuss the research together. **God desires all to be saved. This is why we have several Christian and LCMS institutions—so we can share God’s love. Let’s keep sharing the Gospel so that everyone hears about Jesus, who came to pay for the sins of the world. Even when it seems like the Church is dwindling, we can hold on to God’s promise in 1 Peter 1:25: “The word of the Lord remains forever.”** Close by singing “Hark, the Voice of Jesus Crying” (LSB 826).

### REACHING EVERY STUDENT

Students have learned that they have an important identity in being God’s children. However, other labels used to describe an individual’s identity may hurt feelings or make someone feel that he or she is not as valued as someone else. Go back to some of the labels used at the beginning of Session 2 and discuss if these labels are helpful ways to identify individuals, or if they could be harmful to someone’s self-esteem. Have students work with a partner or in small groups to list positive labels to use, along with being labeled as a child of God. Have a discussion with the class about being careful when using labels to talk about people because they could hurt their feelings, even if that is not their intention. God tells us that we are all of equal value to Him as His children.



# JESUS SHOWS HIS GLORY

Matthew 17:1–13; Mark 9:2–13; Luke 9:28–36

UNIT 7 | LESSON 51

## Readers Theater

**Characters:** Jesus, Peter, James, John, Moses, Elijah, Voice of God, and Narrators 1–5.

**Set the stage:** Classroom lights are off. Peter, James, and John are facing Jesus at the front of the classroom. Elijah and Moses are sitting on the floor by Jesus.

**Narrator 1:** *(Peter, James, John, and Jesus start marching in place, pretending to climb up a mountain)* After six days, Jesus took with Him Peter and James, and John, his brother, and led them up a high mountain.

**Narrator 2:** *(Turn on lights)* Jesus was transfigured. His face shone like the sun, and His clothes became white as light. *(Class should say “Oooo” and “Ahhh” and be amazed at Jesus showing His glory!)*

**Narrator 3:** *(Moses and Elijah jump up to their feet as if they just appeared out of thin air.)* Behold, there appeared to them Moses and Elijah, talking with Jesus. *(Moses, Elijah, and Jesus pretend to talk to one another.)*

**Peter:** *(Peter, James, and John look confused.)* Lord, it is good that we are here. If You wish, I will make three tents here, one for You and one for Moses and one for Elijah.

**Narrator 4:** All of a sudden, a bright cloud overshadowed them, and a voice from the cloud said,

**Voice of God:** This is My beloved Son, with whom I am well pleased; listen to Him. *(Peter, James, and John fall to the floor, terrified.)*

**Jesus:** *(Calmly walks over to Peter, James, and John)* Rise, and have no fear. *(Elijah and Moses disappear by walking quickly out of the scene. Peter, James, and John look up at Jesus.)*

**Narrator 5:** When the disciples lifted their eyes, they saw no one but Jesus. *(Peter, James, John, and Jesus start marching in place, pretending to climb back down the mountain.)*

**Jesus:** Tell no one the vision until the Son of Man is raised from the dead.

**Peter:** *(Confused.)* But why do the scribes say that first Elijah must come?

**Jesus:** I tell you that Elijah has already come, and they did not recognize him, but did to him whatever they pleased. So also the Son of Man will certainly suffer at their hands.

**Narrator 4:** Then the disciples understood that He was speaking to them of John the Baptist.

**Narrator 5:** We know that God always keeps His promises. He sent John the Baptist as the last prophet who was foretold in the Old Testament. Jesus shows His glory as God through the transfiguration. We know that Jesus is truly God and truly man. We are so glad that Jesus came to save us all!



### COVENANT CONNECTION

Moses and Elijah appeared with Jesus at the transfiguration. Moses was the Lawgiver of the Ten Commandments. Jesus now came to fulfill the Law that only He could keep perfectly. Elijah was the great prophet for the people of Israel in the Old Testament. This reminds us that God keeps His promises. He showed that His Son, Jesus, is the fulfillment of the Law and the Prophets.

UNIT 7 | LESSON 51

## New Identity

At Jesus' transfiguration, God said Jesus was His Son. Through Baptism and God's Word, the Holy Spirit works faith in you and gives you a new identity as God's child. He changes your life and makes you a new creation who wants to overcome sin and live for God.

Write your name on the label.



How does a child of God live?



How can you help at church?

How can you witness about Jesus to others?



### A Closer Look at the Means of Grace

Through the Means of Grace, God brings you to faith and gives you His gifts of forgiveness, life, and salvation for the sake of His Son, Jesus, who died on the cross for you. He gives you a new identity as His child. God continues to work through the Means of Grace to strengthen you and help you live as His child!

The Means of Grace are God's Word connected to physical means. Fill in the blanks to find out what they are.



G \_ \_ 's  
\_ o r \_



H \_ l \_  
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H \_ \_ y  
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The Word became flesh and dwelt among us, and we have seen His glory, glory as of the only Son from the Father, full of grace and truth. *John 1:14*

# UNIT 7

## Jesus Saves the World

### UNIT THEME

Most of the Bible accounts in Unit 7 occur over one week. But what a week it was! Most important, the Bible accounts in this unit all come together under the theme of salvation.

The transfiguration account sets up the unit as Jesus reveals His heavenly glory to His disciples. Jesus further demonstrates His power, including His power over death as He raises others to life—a foreshadowing of His own resurrection on Easter morning.

The remainder of the unit focuses on the events of Holy Week. From Jesus' triumphal entry into Jerusalem, through His Passion and suffering, to His glorious resurrection on Easter, these accounts focus on the great work of salvation carried out by Jesus.

While this one week in history changed our lives for all eternity, the complete story is much greater than one week. This one week is the summit of the great metanarrative of Scripture, the superlative of the epic account of faith. As you guide your students through these lessons, help them understand how these accounts are the culmination of the events that began with the promises God gave back in Genesis 3. The promise of salvation given after the fall into sin is now fulfilled in the person and life of Jesus Christ.

### UNIT FOCUS FOR GRADE 6

The title of this unit is “Jesus Saves the World.” While that may sound like the title of a superhero movie, it is no small or fictional thing. It is, in fact, the focal point of the entire Bible, and by God’s grace, it is the focal point of our entire lives as Christians. Guide your students to understand that the world embodies many diverse cultures and ethnicities. Certainly what you have taught your students this year in the areas of reading, math, science, and social studies is important, but nothing comes anywhere close to the importance of the message you will be sharing in the lessons of this unit. Here we will see God’s covenant promises coming together and being fulfilled in Christ Jesus! We cannot save ourselves—only Jesus could do that for us because He is the sinless Son of God. Amazingly, He is also our substitute! He gives His victory to us!

This unit has deep lows and exalted highs. While the emotional life of a sixth grader cannot be compared to the life of Christ, it will have with it a roller coaster of highs and lows. Guide your students to see that regardless of where they are in their lives, Jesus understands what they are experiencing. He has known humiliation, pain, and suffering. He loves us enough to have endured these things on our behalf. Help your students know that Jesus is right there with them. Jesus is in their lives. He is in your classroom. Through Jesus’ death and resurrection, we have all that we need, both now and forevermore.

### UNIT LESSONS

51. Jesus Shows His Glory  
Matthew 17:1–13; Mark 9:2–13;  
Luke 9:28–36
52. Jesus Raises Jairus’s Daughter  
Matthew 9:18–19, 23–26; Mark  
5:21–24, 35–43; Luke 8:40–42,  
49–59
53. Jesus Rides to Jerusalem  
to Save Us  
Matthew 21:1–11; Mark 11:1–11;  
Luke 19:28–40; John 12:12–19
54. The Last Supper  
Matthew 26:17–29; Mark 14:12–25;  
Luke 22:7–20
55. Jesus Prays and Is Arrested  
Matthew 26:30–56; Mark 14:26–  
52; Luke 22:31–53; John 18:1–11
56. Jesus before Pontius Pilate  
Matthew 27:1–31; Mark 15:1–20;  
Luke 23:1–25; John 19:1–16
57. Jesus Rises from the Dead  
Luke 24:1–12
58. Jesus Appears to Mary  
Mark 16:9–11; John 20:11–18
59. Jesus Appears to His Disciples  
Luke 24:36–49
60. The Great Commission  
and Jesus’ Ascension  
Matthew 28:16–20; Acts 1:1–11

UNIT 7

## Unit Prep

### PREASSESSMENTS

Play a version of Pictionary with your students. See if you can jog their memories about Jesus’ life leading up to His death and after His resurrection. Have your students guess the Bible narrative you depict in picture form.

1. On the whiteboard, draw an image or scene related to one of the Bible narratives or ideas discussed in this unit. This could include a donkey, palm branches, bread and wine, the empty tomb, and so on. As you draw, have your students call out their guesses for what narrative or biblical idea you are depicting. If your students have a hard time guessing, continue to draw in further detail and give verbal clues as needed. When they correctly guess answers, write their answers on the side of the whiteboard.
2. After going through a few rounds of drawing and guessing with your students, ask them to think, pair, and share in response to these questions: “What do you think happened at this event? Why do you think it would be important for us to learn about?” Have some students share their responses with the class. Then ask everyone to jot down one question they have about one of the biblical narratives that will be featured.

### PROJECT IDEAS

- **Jesus timeline**—Create a timeline of Jesus’ life from this unit. So much happened in such a short time! Encourage your students to use a variety of formats for this project: poems, drawings, graphic novels, dioramas, videos, and so on. Have them share their work with one another and your school.
- **Game creation**—Have your students create their own board or card game. Bring in a few examples for reference and leave lots of room for student-led inquiry and creativity. Let them work in pairs or small groups. Give them time at the end of the unit to assemble a prototype of their game, and designate time for everyone to test out one another’s games. Students should focus on content from Unit 7 but could include Bible narratives, people, and concepts from previous units as well. Here are some related ideas:
  1. Have the class work together to create a life-size board game in your classroom. Play the game together as a class at the end of the unit.
  2. Have students test their board games with one another, then give them the opportunity to refine their designs and improve upon them. Then, invite another class to play the games as well. This would probably work best with another class from grades 5–8.

### INTO THE WORLD

You’ve likely heard it many times in your classroom: “I get to go first!” It’s human nature to put ourselves before others. Even Jesus’ disciples argued about who was the greatest.

But Jesus calls His people to serve, not to be served. Jesus said, “Whoever would be first among you must be slave of all. For even the Son of Man came not to be served but to serve, and to give His life as a ransom for many” (Mark 10:44–45).

The Church has many organizations that reach out in love and mercy to meet the needs of those who are suffering, poor, or in need of help or encouragement. How do you choose an organization to support or a need to address? Look at your school, your church, and your community and discover what the needs are.

Here are some ideas for serving others:

- Gather groups of students to clean up the grounds at the school, at the church, or at members’ homes.
- Assemble packages for those who serve in the armed forces. Ask your church for the names of members in the military. Gather nonperishable snacks, lip balm, devotion books, and notes from students.
- Gather funds to buy fleece and make tied blankets. Donate to a ministry that collects blankets for those in need. Pray for the person who will receive the blanket.
- Bake cookies to take to your local fire or police station. Include thank-you cards that share Bible verses.

### LOOK AHEAD

- **Create: Art, p. 238**  
Create a life-size hall display.
- **Faith in Action, p. 246**  
Assemble “Holy Week in a Bag” projects.
- **Express: Arts, p. 250**  
Analyze *The Last Supper*.
- **Classroom Community, p. 254**  
Encourage prayer in your classroom.
- **Express: Arts, p. 262**  
Creatively dye Easter eggs.
- **Classroom Community, p. 266**  
Build boxes into faith buildings.
- **Confessing the Faith, p. 276**  
Throw a “Jesus Is Risen!” party.

# LESSON 51

Jesus Is Transfigured | Jesus Shows His Glory

Matthew 17; Mark 9; Luke 9 | Matthew 17:1–13; Mark 9:2–13; Luke 9:28–36

## BACKGROUND

The Christian life is full of ups and downs. Often people call the especially good times “mountaintop experiences.” These are the special moments when everything seems right. Young Christians often have mountaintop faith experiences after a particularly impactful event like a mission trip, youth gathering, or receiving Communion for the first time. It can be unsettling to come down from the excitement of the mountaintop. When you get home from the trip, there’s still school, chores, and the endless drip of everyday existence. Often young adults who experience this emotional letdown wonder if

they’re losing their faith. The transfiguration speaks directly to moments like this. Jesus shone in glory like the sun for a moment. It was a mountaintop experience. But He came down from the mountain, literally, and went to the cross. He came down from the mountain and into the mess of everyday life.

Talk to your students about the joy and blessing of mountaintop experiences. Tell them it’s good to celebrate those moments when they happen. But also encourage them with the promise that Jesus is with them amid the mundane and everyday too.

## CLASSROOM DEVOTION

When something outstanding or extraordinary happens, people often call it a peak experience or a mountaintop experience. (Ask your students if they can name a time that was very special or exciting for them.)

Sometimes you hear people say that they don’t want to “peak too soon,” meaning that they don’t want to reach that best-they-are-ever-going-to-be point when they are too young.

People often think of peak experiences like winning big awards, winning big championships, and accomplishing a lifelong dream. For some it’s climbing an actual mountain peak. But peak experiences don’t have to be that grand. Peak experiences can happen at any age. A great birthday party when you’re five years old can feel like the best day of your life. Or sometimes a peak experience can be having the perfect day doing the small things you love with the people you love.

All throughout our lives, God blesses us with special mountaintop experiences. Sometimes they are big for all the world

to see, and sometimes they are small and personal and the memory of them stays with us all through our lives.

Today we will hear about a mountaintop experience that a few of Jesus’ disciples shared. This high point helped prepare them for some of the low points that would follow, but it would also prepare them for even greater peak experiences. We can share what the disciples learned from this because we share a faith in the same Lord Jesus, the Lord of glory. We thank God that He is with us in the low points in our lives and we praise Him for the high points He gives us, knowing that the ultimate peak experience will be when we see Jesus face-to-face in heaven.

**PRAY** Dear Jesus, thank You for being with us in the high points of life as well as the low points. We know that You bless us in both situations. In Your name we pray. Amen.

**SING** “Immortal, Invisible, God Only Wise” (LSB 802).

## CENTRAL TRUTH

Jesus revealed His divine nature to His followers when He was transfigured.

## GRADE-LEVEL TRUTH

Jesus, our glorified Savior, strengthens us to live as His disciples.

## STANDARDS

- BL6: Demonstrate the ability to locate passages and books of the Bible.
- LD5: Describe Jesus Christ as true God and true man and why this matters for God’s plan of salvation.
- LD6: Describe the work of Jesus Christ to redeem the human race.

## OBJECTIVES

- Identify Jesus as true God and true man.
- Describe how Jesus transforms our sinful lives through His death and resurrection.

## MATERIALS

### Session 1

- The Basics
- Online photos and map of Mount Hermon

### Session 2

- The Basics
- Images of Mount Hermon from Session 1

UNIT 7 | LESSON 51 | SESSION 1

# Jesus Shows His Glory

## INTO THE LESSON

**How many of you would like to be able to see the future?**

Lead a short discussion on this topic, discussing what students would want to know, including pros and cons of knowing both the good and the bad parts of life in the future.

**In our Bible narrative today, three of Jesus’ disciples were given a glimpse of the glory of Jesus, such as they would see Him again one day in heaven.**

## INTO THE WORD

Look online to locate Mount Hermon on a map and to see photographs of the mountain that some believe to be the site of this Bible account—it’s not just a big hill! Show the map and photographs to your students to help them get a sense of the setting of this event.

Divide your class into three groups. Assign each group one of the three accounts of this narrative: **Matthew 17:1–13**; **Mark 9:2–13**; or **Luke 9:28–36**. In their groups, have your students read or listen to their account. As they listen, have them take brief notes or make sketches about the key events and concepts in this narrative.

Once everyone is finished, have each group present a quick summary of their account. Note if students see any differences. Ask if the differences make a difference in learning about the important elements of this narrative.

Keeping students in their groups, direct them to page 105 in the Student Book. Have them work on the questions in the boxes at the top of the page independently or in pairs. Share and discuss their answers to the questions in the boxes on the top of the page together. Use the student page inset to guide you.


**If you had been on that mountaintop, how would you have responded?** Discuss.

Reconvene the groups to answer the questions at the bottom of the Student Book page. Set a timer for 5 minutes, then come back together as a class and discuss responses.

The concept of Jesus as true God and true man is foundational to our understanding of Jesus as our redeeming Savior. It was and continues to be a divisive point between Christians and non-Christians even now. It was divisive at the time of Jesus too.

## + CONTINUE WITH LESSON EXTENDERS

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### JESUS SHOWS HIS GLORY

Matthew 17:1–13; Mark 9:2–13;  
Luke 9:28–36

UNIT 7 | LESSON 51

#### A Mountaintop Experience

Listen as someone in your group reads one of the Bible accounts listed above. Try to imagine that you are one of the three disciples who witnessed a glimpse of the past, present, and future during the transfiguration. Think about this experience on the mountaintop with Jesus. Write answers to the questions in the following boxes.

The Past	The Present	The Future
Moses represented God’s Law. Elijah represented the prophets, who proclaimed God’s messages of the promise of Jesus. What was the significance of their appearance with Jesus on the mountaintop?  As the promised Messiah, Jesus would fulfill Old Testament prophecy and keep the Law for us.	Jesus’ suffering and death were about to begin. How did this transfiguration experience help prepare Jesus and the disciples for the coming events?  This was probably a source of strength for Jesus as He faced the cross; the experience would help the disciples know and believe in Jesus as the Son of God.	Look again at the description of Jesus. How was His transfiguration a glimpse into the future?  This glimpse of Jesus in His glory would serve to bolster the disciples’ hope and faith in His ultimate victory during the dark times ahead.

#### TRUE GOD AND TRUE MAN

In this account, we see very clearly Jesus as both true God and true man. Why is it important for Him to be both?

**True Man:** As true man, Jesus fulfills our obligation to keep the Law because He was sinless and human; He could die to pay the penalty for our sin.

**True God:** Because He is true God, He has the authority to judge and forgive; because He is true God, He is perfect and is the perfect atonement for our sins.

#### COVENANT CONNECTION

In His transfiguration, Jesus revealed Himself as true God. He fulfilled the words of the Old Testament prophet who said, “Arise, shine, for your light has come, and the glory of the Lord has risen upon you. . . . The Lord will arise upon you, and His glory will be seen upon you. And nations shall come to your light” (Isaiah 60:1–3). Jesus was living up to His name, as was stated in Matthew 1:23: “They shall call His name Immanuel” (which means, God with us).”

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## CHALLENGING PASSAGES

You might note that the travel time in Luke says eight rather than six days, as the other two Gospels mention. Does this mean that the Bible made a mistake? No. For one thing, Luke says *about* eight days. Perhaps he included preparation time for the trip, and perhaps the others ended their calculation upon getting to the mountain rather than climbing it. Some commentators think this was Mount Hermon, which is 10,000 feet high and has snow at the top year-round. So there are many factors that weigh into these figures.

## CATECHISM CONNECTION

Together with your students, turn to *Luther’s Small Catechism with Explanation* for a clear explanation of the importance of the two natures of Christ in Questions 151, 153, 160, and 161.

**UNIT 7 | LESSON 51 | SESSION 2**

# Jesus Shows His Glory

## INTO THE LESSON

To review this narrative, start by projecting the photographs that you found for Session 1. Next, have students take out a piece of notebook paper and write the numbers 3, 2, and 1 down the left side of the page. Tell them that they'll need more space for the number 3, then a little less for 2, and just a line or two for the number 1.

Direct your students to use their notebook paper to write three events from this Bible narrative, two interesting things they remember, and one question that they still have. (For students who may struggle to write quickly, allow them to use whatever adaptations you utilize for other content area classes such as talk-to-text software, dictation, digital devices, and so on.)

Collect the papers when your students are finished. Flip through them quickly, looking at the questions your students still have. If time allows, answer those questions for the class; or save them until the end of the class period. Do not identify the authors of the questions.

**For how long do you remember an important event? What about other people? Do your parents or grandparents ever tell you about important things that happened when they were young? As you might imagine, Peter remembered seeing Jesus on that mountaintop for a very long time. Years later, Peter described it again in one of his epistles.**

Read aloud **2 Peter 1:16–18**. What seems to be the most important thing that Peter remembers?

## INTO OUR LIVES

Direct your students to page 106 in the Student Book. Read aloud the section “Transfiguration and Transformation.” Before class, prepare three students to read aloud these Bible verses: **2 Corinthians 5:21; 2 Corinthians 5:17; Philippians 3:20–21**.

Discuss the key concept that we are transformed by Christ’s work on our behalf. Just like a Transformer toy cannot change itself from an object like a car to a superhero, we cannot change ourselves from sinners to saints. But God can!

**Unlike a toy, our transformation is ongoing throughout our lives. Through ordinary things like water (Baptism), words (God’s Word), and bread and wine (the Lord’s Supper), God works in our lives to continually transform us from sinner to saint. In heaven we will be perfectly and completely and eternally transformed.**

Direct your students to complete the bottom of the student page independently.

## + CONTINUE WITH LESSON EXTENDERS

**UNIT 7 | LESSON 51**

### Transfiguration and Transformation

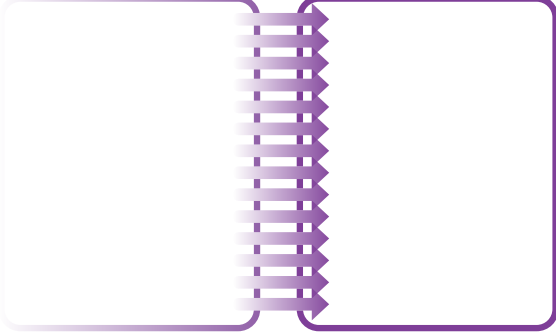
In a general way, both of the words in this title mean “a change.” However, when we relate these words to who Jesus is and to what Jesus does in us, there are several differences.

Jesus’ **transfiguration** is about who He is. Jesus is both God and man. He didn’t change into God and then change back into man. However, He did choose in His state of humiliation not to use or reveal all of His divine power and glory. He did this willingly. Once He had accomplished all things for us, He was exalted and remains so.

Our **transformation** is about who we are becoming. Our transformation through Christ Jesus is a change from sinner to saint (2 Corinthians 5:21). Jesus justified us, changing us by taking away our sin and giving us His righteousness. The Holy Spirit sanctifies us, enabling us to live as people of God. In Him, we are a new creation (2 Corinthians 5:17). Because of Jesus, our transformation one day will be perfect and complete—when He takes us to heaven (Philippians 3:20–21)!

Think about who you are before Jesus and who you are after Jesus claims you as His own. Draw or write a list in the boxes below to describe your own before and after.

**BEFORE**
**AFTER**



In the beginning was the Word, and the Word was with God, and the Word was God. . . . The Word became flesh and dwelt among us, and we have seen His glory, glory as of the only Son from the Father, full of grace and truth. *John 1:1, 14*

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### ACTIVE LEARNING

If you have any toys that transform, bring them to class. If you happen to have more than one, bring them all. If you have students who have some at home, perhaps have them remember to bring the toys to class as homework. Give your students time to play with the toys, changing them from one state to another. If none are available, search online for videos that show someone changing toys that transform from one object into another.

### EXTRA THOUGHTS

This lesson focuses on two big ideas: mountaintop experiences and transformation. In Jesus, we have both.

Our condition of that transformation was described in Latin as *simul justus et peccator*, “simultaneously saint and sinner.” Teach your students this Latin phrase. Look online for pronunciation help. This concept is foundational to understanding who we are as humans saved by Jesus.

UNIT 7 | LESSON 51

## Lesson Extenders

### SEARCHING FURTHER

Give your students an opportunity to research Mount Hermon and Mount Tabor online, two places that have been identified as possible locations where this Bible narrative took place. Have them take note of how this mountain is used today. (One has a ski resort, and one has a church.) Have your students identify why each is considered a possible location for this event. Since God did not choose to include the specific name of the location in Scripture, we know that the information is not critical to our understanding nor does it make this Bible narrative less true. Both mountains would have required a pretty substantial hike to get to the top. Seeing the landscape of either can help your students visualize what this event might have looked like.

### CREATE

Art ■ Engage your students in creating a life-size hallway display titled “Transformed in Christ.” Gather large rolls of white butcher paper and materials for drawing and decorating, such as markers, scissors, paper scraps, washable paint, and so on. Invite your students to partner up and take turns lying down on the butcher paper so their partner can trace their outline. Have your students cut out their silhouettes and decorate the paper bodies to look like themselves using the art materials provided. Then ask your students to write words on the body that describe their new nature in Christ, such as *saved*, *redeemed*, *loved*, *forgiven*, and so on. Display your students’ creations on the hallway display.

### EXPLORE

Science ■ Do some research into the process whereby diamonds are formed. Look online for photographs and appropriate videos to show this fascinating process.

Show a picture of a diamond in its rough form, in a rock. Note that its beauty can’t quite be seen yet, much like Jesus as true man. The worth of the diamond is still there, however, even though it is not revealed because it is covered with ordinary stone.

Next, show photos of a cut diamond—one that has been polished and faceted to show its true glory. It is a strong and valuable stone that reflects light, shining brightly, with clarity and perfection. It reminds us of Jesus as true God. Once He had fulfilled and completed God’s plan of salvation for us through His death and resurrection, He revealed His full glory.

### EXPRESS

Language ■ Peter, James, and John were Jesus’ three core disciples. They got to see and hear things the others didn’t—at Jairus’s home, Gethsemane, the transfiguration, and other times. Groups of three are popular in literature and movies as well. Using the Internet or by searching your classroom library, have your students brainstorm lists of fictional trios and explain why a group of three is a powerful and popular thing. They could debate the merits of different trios over others. At the end, remind them that the greatest trio is the Trinity—Father, Son, and Holy Spirit.

### WORSHIP LIFE

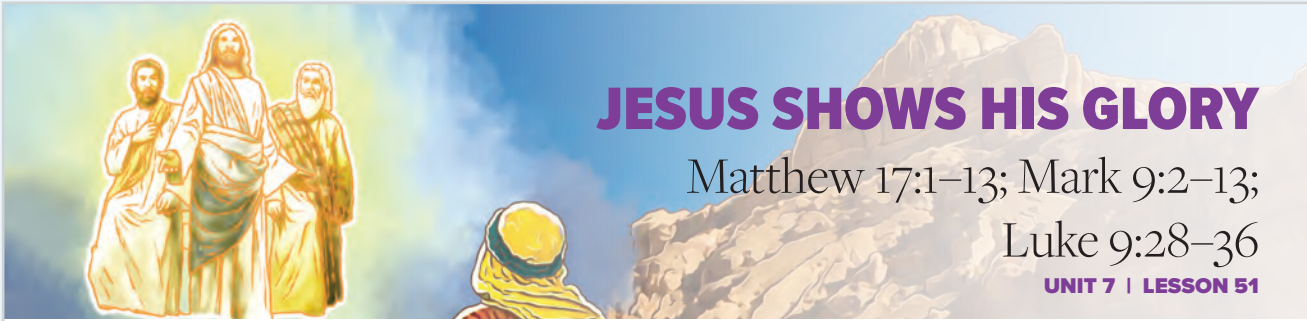
To expand on the greatest trio, the Trinity, direct your students in examining the last stanzas of hymns in *LSB* that have a triangle. This triangle indicates that the Holy Trinity—Father, Son, and Holy Spirit—are mentioned in the stanza by name. Explain that we often stand when singing trinitarian stanzas in acknowledgment of and respect for our triune God.

### FAITH AT HOME

Ask your students to talk with parents, grandparents, or other family members about the peak experiences in their lives; or put a blurb with this discussion starter in your classroom communication with families. Students could ask family members to share peak experiences from their family member’s youth as well as their adult life. Have them share how God used the experience to motivate and equip them in their Christian life. Ask them to share how God prepared them for these experiences.

### CHRISTIAN HERITAGE

Luther’s understanding and proclamation of the idea that we are simultaneously saint and sinner (*simul justus et peccator*) were foundational to the Reformation movement. This belief also alters our worldview as Christians. No, people are not inherently good; we were born sinful. But thanks to Jesus, we are washed clean. Any good that we do or are is because of Jesus. We are born with original sin that we cannot wash away on our own. Jesus washes us clean in the waters of Holy Baptism. Sometimes in our society we hear people say (especially after a disaster of some kind), “People are basically good.” No, we’re not; not on our own we’re not. But Luther understood and preached that we are transformed through the work of Christ on our behalf. In Jesus, we are indeed good!



# JESUS SHOWS HIS GLORY

Matthew 17:1–13; Mark 9:2–13;

Luke 9:28–36

UNIT 7 | LESSON 51

## A Mountaintop Experience

Listen as someone in your group reads one of the Bible accounts listed above. Try to imagine that you are one of the three disciples who witnessed a glimpse of the past, present, and future during the transfiguration. Think about this experience on the mountaintop with Jesus. Write answers to the questions in the following boxes.

**The Past**

Moses represented God’s Law. Elijah represented the prophets, who proclaimed God’s messages of the promise of Jesus. What was the significance of their appearance with Jesus on the mountaintop?

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**The Present**

Jesus’ suffering and death were about to begin. How did this transfiguration experience help prepare Jesus and the disciples for the coming events?

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**The Future**

Look again at the description of Jesus. How was His transfiguration a glimpse into the future?

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### TRUE GOD AND TRUE MAN

In this account, we see very clearly Jesus as both true God and true man. Why is it important for Him to be both?

**True Man:** \_\_\_\_\_  
\_\_\_\_\_

**True God:** \_\_\_\_\_  
\_\_\_\_\_



### COVENANT CONNECTION

In His transfiguration, Jesus revealed Himself as true God. He fulfilled the words of the Old Testament prophet who said, “Arise, shine, for your light has come, and the glory of the LORD has risen upon you. . . . The LORD will arise upon you, and His glory will be seen upon you. And nations shall come to your light” (Isaiah 60:1–3). Jesus was living up to His name, as was stated in Matthew 1:23: “‘They shall call His name Immanuel’ (which means, God with us).”

UNIT 7 | LESSON 51

## Transfiguration and Transformation

In a general way, both of the words in this title mean “a change.” However, when we relate these words to who Jesus is and to what Jesus does in us, there are several differences.

Jesus’ **transfiguration** is about who He is. Jesus is both God and man. He didn’t change into God and then change back into man. However, He did choose in His state of humiliation not to use or reveal all of His divine power and glory. He did this willingly. Once He had accomplished all things for us, He was exalted and remains so.

Our **transformation** is about who we are becoming. Our transformation through Christ Jesus is a change from sinner to saint (2 Corinthians 5:21). Jesus justified us, changing us by taking away our sin and giving us His righteousness. The Holy Spirit sanctifies us, enabling us to live as people of God. In Him, we are a new creation (2 Corinthians 5:17). Because of Jesus, our transformation one day will be perfect and complete—when He takes us to heaven (Philippians 3:20–21)!

Think about who you are before Jesus and who you are after Jesus claims you as His own. Draw or write a list in the boxes below to describe your own before and after.

**BEFORE**

**AFTER**



In the beginning was the Word, and the Word was with God, and the Word was God. . . . The Word became flesh and dwelt among us, and we have seen His glory, glory as of the only Son from the Father, full of grace and truth. *John 1:1, 14*

# UNIT 7

## Jesus Saves the World

### UNIT THEME

Most of the Bible accounts in Unit 7 occur over one week. But what a week it was! Most important, the Bible accounts in this unit all come together under the theme of salvation.

The transfiguration account sets up the unit as Jesus reveals His heavenly glory to His disciples. Jesus further demonstrates His power, including His power over death as He raises others to life—a foreshadowing of His own resurrection on Easter morning.

The remainder of the unit focuses on the events of Holy Week. From Jesus' triumphal entry into Jerusalem, through His Passion and suffering, to His glorious resurrection on Easter, these accounts focus on the great work of salvation carried out by Jesus.

While this one week in history changed our lives for all eternity, the complete story is much greater than one week. This one week is the summit of the great metanarrative of Scripture, the superlative of the epic account of faith. As you guide your students through these lessons, help them understand how these accounts are the culmination of the events that began with the promises God gave back in Genesis 3. The promise of salvation given after the fall into sin is now fulfilled in the person and life of Jesus Christ.

### UNIT FOCUS FOR GRADE 7

In this unit, you and your students will study the most important events in human history: the suffering, death, and resurrection of Jesus Christ, the Son of God, to atone for the sins of the world. All of the Bible accounts you have studied this year, from creation and the fall, to God's promise to Abraham, to the Passover, to the exile and return, to the birth and life of Christ, have led up to this point. In fact, all the accounts of the Bible were given to us to point us to this one essential truth: Christ died for sinners—all people—including you and me.

As you teach these lessons, emphasize the unconditional, selfless love of Jesus for all mankind. Point out that, similar to His first followers, we often run away from, reject, and even deny knowing the One who lived a perfect life and died a horrible death for us. But these are the very sins for which Jesus lived and died. In Jesus, there is forgiveness and new life.

Help students understand that in Jesus' final teachings, He has given us guidance and power by the Holy Spirit to live as redeemed children of God. As the Holy Spirit works in us, we are better able to know, understand, and live out the life God has called us to live in Baptism.

As Jesus ascended into heaven, He gave His followers the task of taking the Good News to all nations so that all can come to faith in Him. You share this Good News as you talk with your students in religion class and everyday conversations. God bless you as you share His message and love through your words and actions.

### UNIT LESSONS

51. Jesus Shows His Glory  
Matthew 17:1–13; Mark 9:2–13;  
Luke 9:28–36
52. Jesus Raises a Widow's Son  
Luke 7:11–17
53. Jesus Rides to Jerusalem to Save Us  
Matthew 21:1–11; Mark 11:1–11;  
Luke 19:28–40; John 12:12–19
54. Jesus Washes the Disciples' Feet  
John 13:1–20, 31–35
55. Jesus before the Council  
Matthew 26:57–68; Mark 14:53–65; Luke 22:63–71;  
John 18:12–14, 19–24
56. Jesus' Crucifixion and Death  
Matthew 27:32–56; Mark 15:21–41;  
Luke 23:26–49; John 19:17–30
57. Jesus Rises from the Dead  
John 20:1–10
58. On the Road to Emmaus  
Luke 24:13–35
59. Jesus Appears to His Disciples and Thomas  
John 20:19–29
60. The Great Commission and Jesus' Ascension  
Mark 16:14–20; Acts 1:1–11

UNIT 7

# Unit Prep

## PREASSESSMENTS

Display an undated, monthlong calendar on the board. Highlight or circle one week (beginning with Sunday and ending with the following Sunday).

**We are going to learn about a very important week in Jesus’ life—the week He saved us from our sins! Who knows what happened at the end of that week on Sunday?** (Jesus rose from the grave.) Ask students if they know what happened on Friday (Jesus’ crucifixion), Thursday (Jesus’ Last Supper with His disciples and His betrayal), and the previous Sunday (Jesus’ triumphal entry into Jerusalem). Continue to ask students if they can think of other events that took place before, during, and after this week. Write these events on the calendar as students mention them. If students don’t name them, mention some of the other narratives covered in this chapter, such as Jesus’ transfiguration, Jesus raising a widow’s son, and Jesus on the road to Emmaus.

The Bible does not tell us exactly when some of these events took place. Explain that the exact date of such events doesn’t matter as much as their timing. God planned these events to occur at just the right time to fulfill His plan of salvation.

## PROJECT IDEAS

**Jesus Sighting Journals**—In the events that surrounded His death and resurrection, Jesus demonstrated His divine power, poured out sacrificial love for His people, defeated sin and death, and revealed the truth to His followers to strengthen their faith. To Jesus’ disciples and onlookers at the time, these events didn’t make sense. When we read God’s Word, we can see how He carefully orchestrated these events to bring salvation to His people at all times.

After discussing a biblical account in this unit, tell students to write a journal entry from the point of view of a biblical figure (besides Jesus) in the account. Or have them speak and record a video of their journal entry. They should describe what took place and their figure’s thoughts and feelings. Were they surprised or confused? joyful, sad, or angry? Did this event change how they saw Jesus?

You could have students complete a journal entry after key lessons in this unit or after every lesson. After students write their journal entries, consider having them share them with the class. Then discuss what these biblical accounts mean to us today. What do they teach us about Jesus? How do they impact our faith?

## INTO THE WORLD

You’ve likely heard it many times in your classroom: “I get to go first!” It’s human nature to put ourselves before others. Even Jesus’ disciples argued about who was the greatest.

But Jesus calls His people to serve, not to be served. Jesus said, “Whoever would be first among you must be slave of all. For even the Son of Man came not to be served but to serve, and to give His life as a ransom for many” (Mark 10:44–45).

The Church has many organizations that reach out in love and mercy to meet the needs of those who are suffering, poor, or in need of help or encouragement. How do you choose an organization to support or a need to address? Look at your school, your church, and your community and discover what the needs are.

Here are some ideas for serving others:

- Gather groups of students to clean up the grounds at the school, at the church, or at members’ homes.
- Assemble packages for those who serve in the armed forces. Ask your church for the names of members in the military. Gather nonperishable snacks, lip balm, devotion books, and notes from students.
- Gather funds to buy fleece and make tied blankets. Donate to a ministry that collects blankets for those in need. Pray for the person who will receive the blanket.
- Bake cookies to take to your local fire or police station. Include thank-you cards that share Bible verses.

## LOOK AHEAD

- **Relate, p. 242**  
Get kids moving!
- **Searching Further, p. 246**  
Discover the donkey’s cross.
- **Confessing the Faith, p. 250**  
Challenge students to pray for enemies.
- **Faith at Home, p. 254**  
Make an interactive journal to use between home and school.
- **Relate, p. 258**  
Research maps of the areas where Jesus’ Passion took place.
- **Express, p. 262**  
Write about the faith of a person who has died in Christ.

# LESSON 51

Jesus Is Transfigured | Jesus Shows His Glory

Matthew 17; Mark 9; Luke 9 | Matthew 17:1–13; Mark 9:2–13; Luke 9:28–36

## BACKGROUND

Jesus had been teaching His disciples about His upcoming suffering, death, and resurrection. He had rebuked Peter for not accepting God’s plan. Now, Peter gets to see Jesus transfigured on the mountain. Jesus stands before the disciples in His divine glory! Then, when God speaks, He tells the disciples that Jesus is His beloved Son. God tells them to listen to Jesus. Once again, Jesus explains that He has come to suffer, die, and rise.

Listening to Jesus sets our minds on the things of God. His Word reminds us of our sin and our need for a Savior. There

are many things we do not understand. We would often rather fast-forward to the joys of heaven. But Jesus is with us now! He is with us in His Word and the Sacrament of the Altar. He is the Son of God and our Savior!

Your students have many things on their minds—making friends, pressure to do well in school or sports, family issues, and other concerns. Help them see the importance of setting their minds on the things of God. He is with them now, and He is here to help them. He gives them what they need most: new life in Him.

## CLASSROOM DEVOTION

Have you ever played peekaboo with a baby? Up until a certain age, babies lack something called “object permanence.” This means that if they cannot see an object or a person, they think it no longer exists. That’s why peekaboo is so fascinating to them!

We, of course, know better! Right now, we can’t see our relatives in a different city, our coats in our lockers, or our pets at home, but we know they still exist!

We will not see Jesus in His glory until the Last Day. But we know He is risen and seated at the right hand of God right now. He is also with each of us. We cannot see any of this with our eyes, but we hear it and believe it by faith in God’s Word.

The disciples in our reading today got a glimpse of Jesus in His divine majesty. They saw it only briefly, and then it was gone from their sight. God told them to listen to Jesus, His one and only Son. Jesus told them of His suffering and death that was to come.

We face hardships and suffering while on earth. That will not end until we are with Jesus in the new creation, after He comes again. But Jesus, the Son of God, is with us! He never goes away. He is eternal. He is the Son of God and Son of Man. He suffered, died, and was raised for you and me. His love and His work on our behalf are permanent. No one and nothing can ever take them away. He is your God, and you are His, forever.

**PRAY** Dear heavenly Father, You sent Your perfect Son to be punished for our sins. Help us listen to Your Word daily. Strengthen our faith to trust that even though we cannot see Jesus, we know He is with us. In Jesus’ name. Amen.

**SING** “O Word of God Incarnate” (LSB 523) or “Praise Be to Christ” (LSB 538).

## CENTRAL TRUTH

Jesus revealed His divine nature to His followers when He was transfigured.

## GRADE-LEVEL TRUTH

Jesus is true God and the promised Savior. He strengthens us to live as His disciples.

## STANDARDS

- BL6: Demonstrate proficiency in referencing Bible passages and using Bible study tools.
- LD5: Identify and describe the person of Jesus Christ as true God and true man.
- LD6: Recognize and describe the work of Jesus Christ as the Redeemer of the world.

## OBJECTIVES

- Describe the events of Jesus’ transfiguration.
- Demonstrate understanding that Jesus is the Son of God, true God and true man.
- Express a desire to listen to Jesus by hearing His Word.

## MATERIALS

### Session 1

- The Basics

### Session 2

- The Basics

# Jesus Shows His Glory

## INTO THE LESSON

Throughout Jesus’ ministry, the disciples had seen Him do many wonderful things. Can you recall some of them? Listen to responses. Remind students that Jesus could do these things because He is God.

Today we will read of a time when three disciples saw Jesus in a very special way. We call this Jesus’ transfiguration. The word *transfiguration* means “to change into a different form or appearance.” Jesus was and always is completely both God and man at the same time, but we will read of a time when Peter, James, and John got an amazing glimpse of Jesus’ divine nature—a glimpse of the glory of God.

## INTO THE WORD

- Divide the class into groups and assign each group a Scripture reading of the transfiguration: **Matthew 17:1–13; Mark 9:2–13; or Luke 9:28–36**. Have them return with three or four facts and two questions.
- Discuss the facts they find, including the following: Jesus took Peter, James, and John onto a mountain; Jesus was transfigured before them; Moses and Elijah were there; God spoke to them.

What a miraculous sight! The disciples were given a glimpse of the dazzling glory of God in Christ! Moses and Elijah had foretold of Jesus’ coming. Now God was proclaiming His approval and telling the disciples to listen to Jesus.

- Answer the students’ questions as you are able. Students could also consult a Bible commentary. It’s okay if some questions are unanswerable! While on this earth, we will never understand all the mysteries of God and His glory. We believe His Word by faith.
- Turn to page 105 in the Student Book. When God spoke to the disciples, He made three main statements. Have the students fill in the blanks to complete them.

These statements are not just for Peter, James, and John. God’s Word is for all of us, for all time!

- Direct students to the “God Speaks to Me” section. Have students write more of God’s words to them on the Bible. These do not have to be verbatim.

Every Sunday, we gather with fellow believers. We listen to God speak to us through our pastor. Jesus is with us in His Word and in the bread and wine of the Lord’s Supper. It is like getting a glimpse of heaven each week!

On the Last Day, we will see Jesus in His divine glory when He returns to take all believers to Himself in the new heavens and the new earth.


## + CONTINUE WITH LESSON EXTENDERS

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### JESUS SHOWS HIS GLORY

Matthew 17:1–13; Mark 9:2–13; Luke 9:28–36

UNIT 7 | LESSON 51



#### God Speaks to the Disciples

What are the three things God spoke from the cloud at the transfiguration? Fill in the blanks below.

Jesus is God’s beloved Son. listen


God is pleased with Jesus. beloved


God tells the disciples to listen to Jesus. pleased

#### God Speaks to Me

What are some of the things God has told you in His Word?

*God loves me.    God forgives my sins.*





**COVENANT CONNECTION**

Moses and Elijah joined Jesus and the three disciples on the mountaintop. It could be said that Moses represented the Old Testament Law and Elijah represented the Old Testament prophets. Jesus fulfilled the Law perfectly. Jesus came to be and to do all that the prophets had foretold. Jesus was the perfect fulfillment of the promises and prophecies of the Old Testament. He is the perfect Son of God. He is our perfect Savior!

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## CONNECTING TO WORSHIP

“O LORD, I love the habitation of Your house and the place where Your glory dwells.” Psalm 26:8

This verse is sung in the Common Responsory in the Order of Matins (LSB, p. 221). The tune is simple and would be a great psalm verse to sing when preparing for chapel or church. Teach your class this short tune and sing it together. Talk about the parallels between the transfiguration and the Divine Service: God is present. God is speaking. Jesus is with us as God in the flesh in the Lord’s Supper.

## FAITH CONCEPTS

Clarify to the students that Jesus, who is God, became man when He entered Mary’s womb. He is both true God and true man. He does not switch back and forth from one to the other. We can rely on Him to be the same yesterday, today, and forever! His transfiguration simply meant that His divine nature became visible up on the mountain that day.

UNIT 7 | LESSON 51 | SESSION 2

# Jesus Shows His Glory

## INTO THE LESSON

- Mention the lesson title. When is the word *glory* usually used? Listen to responses.

We might hear the word *glory* when someone does something spectacular or achieves a goal, like winning an Olympic medal. They bask in the glory of their accomplishment.

Jesus revealed His glory as the Son of God at His transfiguration. Jesus' divine glory was on display for the disciples to see. However, this was not Jesus' most glorious moment. That was still to come.

- See if the students can guess when this occurred. Ask leading questions such as: **Why did Jesus come to earth? What was God's will for Jesus?**

Jesus' glory as the Son of God was at its utmost when He did what God sent Him to do. His greatest glory is His suffering, death, and resurrection for the salvation of all people.

## INTO OUR LIVES

We will not have to suffer the punishment of eternal death for our sins because Jesus, our Redeemer, has suffered in our place. He paid the punishment for our sins. But while here on earth, we certainly will experience suffering.

- Discuss suffering in this world. Suffering does not have to include tragic events. Day-to-day suffering can include personal struggles with sin, loneliness, negative attitudes, and so forth. Talk about solutions that the world apart from Christ may offer, such as drugs and alcohol for escape, fame, money, and living for oneself while ignoring others' needs. There are good and helpful tools available to help us in our earthly struggles. But any solution that does not also include Christ as a part of it will come up short.

We are strengthened in our daily walk as Jesus' disciples. He has given us many promises in His Word to help us endure the difficulties of this life. He has also given us the sure hope of our resurrection to new life.

- Have partners or small groups complete "The Son of God Is with Me" section on page 106 in the Student Book together. Students do not need to look up every verse. Instead, have them choose a few or assign a few verses to pairs or groups of students.

Fellow Christians are an important part of helping us endure difficulties and challenges in our lives. And just as we are living together on earth, we will be enjoying God's glory together in the new creation someday! Encourage one another today with God's Word!

## + CONTINUE WITH LESSON EXTENDERS

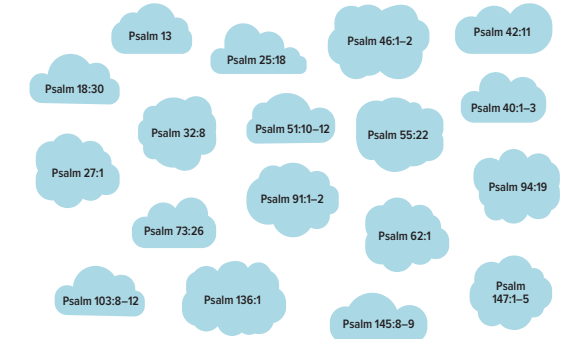
UNIT 7 | LESSON 51

### The Son of God Is with Me

Jesus has accomplished all He came to do to save us. He is God, yet He freely chose death and resurrection for our sakes. Now He is seated in glory at the right hand of God.

Even though we still live in an imperfect and often hurtful world, we are not alone. Jesus has promised to be with us! He will never leave us or forsake His children.

Psalms is a book of great comfort. Look up some of the verses below with a friend or two. In which of the difficulties of life would each passage be helpful? Write a difficulty next to the passage that can help resolve it. Some verses can be used more than once! God's Word will meet our every need in Christ.



In the beginning was the Word, and the Word was with God, and the Word was God. . . . The Word became flesh and dwelt among us, and we have seen His glory, glory as of the only Son from the Father, full of grace and truth. *John 1:1, 14*

## CATECHISM CONNECTION

Work on learning the meaning of the Second Article of the Apostles' Creed as a class. You could divide the class into groups and have each group learn a section. Then have the groups recite their sections for one another. As they recite, have them pause before a phrase and see if someone from another group can fill in the blank. Hearing one another recite and working on the task together can make it much less daunting than trying to learn it alone!

## REACHING EVERY STUDENT

It may be challenging to look up the verses on page 106 in the Student Book for some students. Consider providing premarked Bibles, giving students a page with the verses printed out for them, or projecting the verses onto a screen so the class can easily see and read them together. Students benefit from practicing looking up verses, but if students are not familiar with the location of books of the Bible, it could become discouraging to them.

UNIT 7 | LESSON 51

## Lesson Extenders

### BIBLICAL LITERACY

Moses and Elijah appeared during the transfiguration. Do your students know the accounts of Moses and Elijah going to heaven? If not, encourage them to find out! Read about Moses in **Deuteronomy 34:1–8** and Elijah in **2 Kings 2:11–12**.

### SEARCHING FURTHER

Where did the transfiguration happen? It may have occurred on Mount Hermon or Mount Tabor. Use Color Map 4 in the front of *The Lutheran Study Bible* or another map to show the students these locations. On a larger map, you could also locate Mount Sinai, where God appeared to Moses and Elijah. If time allows, have each student make a map. You could continue to add to the maps in upcoming lessons as well!

### WORSHIP LIFE

Right before the Sanctus in the Divine Service are the words of the Preface: “Therefore with angels and archangels and with all the company of heaven we laud and magnify Your glorious name, evermore praising You and saying: . . .” When we say this, we are joining with the angels and all the company of heaven in singing to God! During this time in the service, we imagine the division between heaven and earth is gone. Heaven comes down to earth, and we are all together around God’s throne. What a perfect preparation for Jesus coming to us in the Lord’s Supper.

Pass out a copy of *Lutheran Service Book* and open to the Sanctus of a familiar service. Point out that the word *Sanctus* is Latin for “holy,” *Sabaoth* is Hebrew for “heavenly hosts,” and *hosanna* is Hebrew for “Save us now.” As you explain these terms and the realities of what is happening in the Divine Service, see if your students can make connections with what happened at the transfiguration. If possible, sing some of these portions together!

### CHECK FOR UNDERSTANDING

Check out the digital materials available to help you check for understanding, enhance student learning, and connect with families at home.

### REACHING EVERY STUDENT

Since some parts of this lesson correspond to the Divine Service, students who attend a church that does not use the Divine Service may feel uncertain about these sections. Help them feel more comfortable by doing certain parts of the lesson in groups or pairs, placing children who are familiar with the Divine Service alongside those hearing some of these things for the first time. Encourage questions! This would be a good lesson to encourage the use of the Bible Question Box (see “Biblical Literacy” on page 276).

### COVENANT CONNECTION

Have students look in their desks, lockers, and so forth and collect things they have written their names on. Have them sit in a circle so everyone can see one another’s possessions. **Why did you put your name on these things? What happens if they get misplaced? Why didn’t you put your name on \_\_\_\_\_** (list some obviously unimportant items)?

**At the transfiguration, God announced that Jesus is His Son. At your Baptism, Jesus announced that you belong to Him. He put His name on you. No one can remove it or erase it. And you will never be lost from His sight. You are so very important to Him. You are His forever!** (See Isaiah 43:1.)

If you have students who are not baptized, assure them that God loves them and wants them to have that gift as well.

### EXPLORE

Science ■ The text says that Jesus led the disciples up a “high mountain.” Just how high was it? We don’t know for sure! We don’t know which mountain it was, either, but two likely locations are Mount Hermon and Mount Tabor. Look up the elevation and terrain of these two mountains. Compare them to a mountain near where you live or to a mountain the class is familiar with.



# JESUS SHOWS HIS GLORY

Matthew 17:1–13; Mark 9:2–13; Luke 9:28–36

UNIT 7 | LESSON 51

## God Speaks to the Disciples

What are the three things God spoke from the cloud at the transfiguration? Fill in the blanks below.

Jesus is God’s \_\_\_\_\_ Son.

listen

God is \_\_\_\_\_ with Jesus.

beloved

God tells the disciples to \_\_\_\_\_ to Jesus.

pleased

## God Speaks to Me

What are some of the things God has told you in His Word?

*God loves me.    God forgives my sins.*



### COVENANT CONNECTION

Moses and Elijah joined Jesus and the three disciples on the mountaintop. It could be said that Moses represented the Old Testament Law and Elijah represented the Old Testament prophets. Jesus fulfilled the Law perfectly. Jesus came to be and to do all that the prophets had foretold. Jesus was the perfect fulfillment of the promises and prophecies of the Old Testament. He is the perfect Son of God. He is our perfect Savior!

UNIT 7 | LESSON 51

## The Son of God Is with Me

Jesus has accomplished all He came to do to save us. He is God, yet He freely chose death and resurrection for our sakes. Now He is seated in glory at the right hand of God.

Even though we still live in an imperfect and often hurtful world, we are not alone. Jesus has promised to be with us! He will never leave us or forsake His children.

Psalms is a book of great comfort. Look up some of the verses below with a friend or two. In which of the difficulties of life would each passage be helpful? Write a difficulty next to the passage that can help resolve it. Some verses can be used more than once! God’s Word will meet our every need in Christ.

Psalm 13

Psalm 18:30

Psalm 25:18

Psalm 32:8

Psalm 27:1

Psalm 33:8

Psalm 46:1–2

Psalm 51:10–12

Psalm 55:22

Psalm 42:11

Psalm 40:1–3

Psalm 91:1–2

Psalm 62:1

Psalm 94:19

Psalm 73:26

Psalm 103:8–12

Psalm 136:1

Psalm 145:8–9

Psalm 147:1–5



In the beginning was the Word, and the Word was with God, and the Word was God. . . . The Word became flesh and dwelt among us, and we have seen His glory, glory as of the only Son from the Father, full of grace and truth. *John 1:1, 14*

# UNIT 7

## Jesus Saves the World

### UNIT THEME

Most of the Bible accounts in Unit 7 occur over one week. But what a week it was! Most important, the Bible accounts in this unit all come together under the theme of salvation.

The transfiguration account sets up the unit as Jesus reveals His heavenly glory to His disciples. Jesus further demonstrates His power, including His power over death as He raises others to life—a foreshadowing of His own resurrection on Easter morning.

The remainder of the unit focuses on the events of Holy Week. From Jesus' triumphal entry into Jerusalem, through His Passion and suffering, to His glorious resurrection on Easter, these accounts focus on the great work of salvation carried out by Jesus.

While this one week in history changed our lives for all eternity, the complete story is much greater than one week. This one week is the summit of the great metanarrative of Scripture, the superlative of the epic account of faith. As you guide your students through these lessons, help them understand how these accounts are the culmination of the events that began with the promises God gave back in Genesis 3. The promise of salvation given after the fall into sin is now fulfilled in the person and life of Jesus Christ.

### UNIT FOCUS FOR GRADE 8

Unit 7 includes lessons covering Jesus' activities, teachings, trials, events leading up to His execution, and His death and resurrection. Concluding lessons deal with Jesus' resurrection appearances and His ascension into heaven. Unit 7 lessons cover the portions of Holy Scripture upon which the chief doctrines of the Christian faith are built. Jesus Christ, God's only begotten Son, came from heaven to earth to save us.

Jesus lived, died, and rose again to earn forgiveness of sins, new life, and eternal salvation for us and all people. In His final teachings, Jesus pointedly reminds all who follow Him that the end of all things is closer with each passing day. Soon, all people will stand before our Creator and Judge. Only those with faith in Jesus will enter eternal life in heaven.

Before Jesus ascended in bodily form into heaven, He commissioned His followers with the task of bringing the Good News of His free gift of salvation for all people to those in immediate surroundings and throughout the world. All who believe in Jesus as their Savior join in this vital and important work. You share it when you witness and talk to your students about Jesus in natural, free-flowing conversation. You join in it significantly when you uphold the Good News of Jesus as central and foundational to all you teach.

### UNIT LESSONS

51. Jesus Shows His Glory  
Matthew 17:1–13; Mark 9:2–13;  
Luke 9:28–36
52. Jesus Raises Lazarus  
John 11:1–45
53. Jesus Rides to Jerusalem to Save Us  
Matthew 21:1–11; Mark 11:1–11;  
Luke 19:28–40; John 12:12–19
54. Jesus' Farewell Words to and for His Disciples  
John 14–17
55. Peter Denies Jesus  
Matthew 26:69–75;  
Mark 14:66–72; Luke 22:54–62;  
John 18:15–18, 25–27
56. Jesus Dies and Is Buried  
Matthew 27:45–66; Mark 15:33–47;  
Luke 23:44–56; John 19:28–42
57. Jesus Rises from the Dead  
Matthew 28:1–15
58. Jesus Appears to Mary  
Mark 16:9–11; John 20:11–18
59. Jesus Appears to the Disciples and Peter  
John 21
60. Jesus' Ascension  
Luke 24:50–53; Acts 1:1–11

UNIT 7

# Unit Prep

## PREASSESSMENTS

**Anticipation journals**—If your classroom uses journals, share the title of this unit—Jesus Saves the World—with your students. Have students write what they anticipate the focus of this unit will be in their journals. After allowing time for students to complete their journal entries, have them share their anticipation notes with a small group or the class. If there’s not enough time to share, tell students to turn in their journals. Then take time to read through the student’s entries.

**Guess box**—Place several items related to the lessons in this unit in a closed box. Items could include a light (transfiguration), palm branch (Palm Sunday), rooster figure (Peter’s denial), large nails (crucifixion), folded white cloth (Easter), and a balloon (ascension). Unpack the box with students. Ask them to guess which object correctly matches up with the Bible account.

## PROJECT IDEAS

This unit can help emphasize the personal significance of the cross to your students. To prepare for this activity, cut a block of plastic foam to form a cross.

Remind your students that Jesus died on the cross to pay the price for our sins. Then say, **“Today we’re going to do an exercise to help us recognize how important the cross is to our lives. We know we’ve all sinned and need a Savior. I’m going to use a piece of paper to represent my sins. Notice I’m tearing the paper instead of making a neat little square. That’s because sin is not pretty. Sin is ugly.”**

Write “[Your name]’s sins” on the scrap of paper. Then use a small nail to tack the paper to the cross as you say, **“But Jesus removed our sins, taking them to the cross as our substitute.”**

As your students follow your example, remind them of the wonderful gift Jesus gave us because He died on the cross for our sins.

## INTO THE WORLD

You’ve likely heard it many times in your classroom: “I get to go first!” It’s human nature to put ourselves before others. Even Jesus’ disciples argued about who was the greatest.

But Jesus calls His people to serve, not to be served. Jesus said, “Whoever would be first among you must be slave of all. For even the Son of Man came not to be served but to serve, and to give His life as a ransom for many” (Mark 10:44–45).

The Church has many organizations that reach out in love and mercy to meet the needs of those who are suffering, poor, or in need of help or encouragement. How do you choose an organization to support or a need to address? Look at your school, your church, and your community and discover what the needs are.

Here are some ideas for serving others:

- Gather groups of students to clean up the grounds at the school, at the church, or at members’ homes.
- Assemble packages for those who serve in the armed forces. Ask your church for the names of members in the military. Gather nonperishable snacks, lip balm, devotion books, and notes from students.
- Gather funds to buy fleece and make tied blankets. Donate to a ministry that collects blankets for those in need. Pray for the person who will receive the blanket.
- Bake cookies to take to your local fire or police station. Include thank-you cards that share Bible verses.

## LOOK AHEAD

- **Active Learning**, p. 238  
Play a game involving Peter, James, John, Moses, and Elijah to review the lesson.
- **Biblical Literacy**, p. 242  
Explore the “I am” statements from the Gospel of John.
- **Worship Life**, p. 246  
Compare various versions of the Sanctus from the Divine Service.
- **Relate**, p. 266  
Explore Jewish burial customs.
- **Postassessments**, p. 275  
Review the unit by discovering what lessons the disciples learned from Jesus.

# LESSON 51

Jesus Is Transfigured | Jesus Shows His Glory

Matthew 17; Mark 9; Luke 9 | Matthew 17:1–13; Mark 9:2–13; Luke 9:28–36

## BACKGROUND

Throughout most of the Gospels, the disciples were left to wrestle with the paradox of the incarnation. Was Jesus a man? He looked like a man. He ate, slept, spoke, and behaved like a man. Or was He God? He healed the sick and the lame. He fed thousands with a few loaves of bread. He even openly forgave people’s sins. The paradox of the incarnation proved to be a stumbling block for many potential followers. The disciples themselves had their moments of doubt. At the transfiguration, a small group of disciples finally receive a glimpse of the divinity of Jesus. But it was

only for a moment. Then they went back down the mountain to the place where His divinity would be most difficult to believe: the cross.

Remind your students that even though the way Jesus is present among us today don’t appear that impressive—simple bread and wine, a splash of water, written and spoken words—the divinity they veil is no less than the omnipotent Creator of the universe, come to save them from their sin.

## CLASSROOM DEVOTION

Light is a funny phenomenon. It’s naturally given off by things in the sky, like the sun, stars, and lightning. It can be produced when chemicals combine (like in a glow stick) or when a substance is physically changed (like chomping on winter-green Life Savers). Some things light up when they are heated or electrified. Some things store light, like fluorescent minerals. A few living things, like lightning bugs and algae, make their own light.

Jesus’ transfiguration tells about a kind of light that has never been observed or measured anywhere else. It’s the light of a person. Three different historical accounts, recorded in the Bible, describe Jesus as looking “altered” (Luke 9:29), “like the sun” (Matthew 17:2), and “radiant, intensely white” (Mark 9:3).

The funny thing is that Jesus’ light is the only real explanation we have for any kind of light. God’s first act of creation was to say, “Let there be light” (Genesis 1:3). Jesus tells us that He is the light of the world in John 8:12. All the light we know about—in the sun and stars, released with

heat, excited by chemicals, in electricity, and even made in living bodies—comes from God. Jesus’ radiance on the Mount of Transfiguration gives us a clue: if we want answers to our questions about light, He is the one who has them.

The darkest place in the world is the human heart. It is full of cruelty and selfishness, sin and death. When Jesus died on the cross, the whole world went dark. That darkness was the black hole out of which burst the blazing light of God’s forgiveness. Knowing and believing that Jesus forgives our sins and leads us out of darkness brings us into a world full of hope and light.

**PRAY** Joyous light of glory of the immortal Father, heavenly, holy, blessed Jesus Christ, enlighten our darkness. Let Your Word be a lamp to our feet and a light to our path. We commend ourselves, one another, and our whole life to You. Amen.

**SING** “ ’Tis Good, Lord, to Be Here” (LSB 414).

## CENTRAL TRUTH

Jesus revealed His divine nature to His followers when He was transfigured.

## GRADE-LEVEL TRUTH

Jesus reveals His nature as true God to His followers.

## STANDARDS

- LD5: Identify and describe the person of Jesus Christ as true God and true man.
- LD6: Recognize and describe the work of Jesus Christ as the Redeemer of the world.
- CF4: Demonstrate the ability to explain why Christians believe what they do.

## OBJECTIVES

- Gain a working knowledge of the scriptural account of Jesus’ transfiguration.
- Articulate that Jesus’ revealed glory shows Him in His divine nature.
- Connect Jesus’ transfigured glory with the eternal glory to be given to all believers.

## MATERIALS

### Session 1

- The Basics

### Session 2

- The Basics

UNIT 7 | LESSON 51 | SESSION 1

# Jesus Shows His Glory

## INTO THE LESSON

Begin by asking students to define a “mountaintop experience.” Students can write notes on page 105 in the Student Book.

- Once you have a good working definition, give students time to write a description of a mountaintop experience they have had. Have some volunteers share their stories with the class.
- **What is the hardest part of a mountaintop experience?** (The hardest part is returning to everyday life.) Use this discussion to prepare for the reading of the Bible account of Jesus’ transfiguration.

## INTO THE WORD

Read **Luke 9:28–36** by whatever method works well for your class—story-time style, verse-by-verse aloud, in groups, or with partners. If time allows, students could also read the accounts of this event in **Matthew 17:1–13** and **Mark 9:2–13**. These accounts provide additional details about the conversation between Jesus and the disciples as they descended the mountain.

Rebuild the Bible account by having students tell you one thing they remember from the account. Write each item on the board, building a list of the events in the order they happened. Students do not need to remember items chronologically. Estimate the items’ general place as you construct the timeline so your final list will be in order. One potential outline:

- The event happened between six and eight days after Peter’s great confession of Jesus as the Christ and Jesus foretelling His death.
- Jesus took Peter, James, and John up the mountain to pray.
- As Jesus was praying, His appearance changed and His clothing became “dazzling white” (Luke 9:29). Moses and Elijah appeared, and they discussed Jesus’ departure.
- Peter offered to build tents or shelters so they could stay on the mountaintop.
- The voice of the Father identified Jesus as His “Chosen One” (v. 35).
- As they descended the mountain, Jesus warned the disciples not to tell anyone about what they saw.

**Jesus, Peter, James, and John had a mountaintop experience together. Peter’s desire to set up tents and stay there shows how hard it can be to leave life’s high points and go back to business as usual. But Jesus had some very important business coming up. From the Mount of Transfiguration, He began His descent to the valley of the shadow of death to pay for our sins.**

## + CONTINUE WITH LESSON EXTENDERS

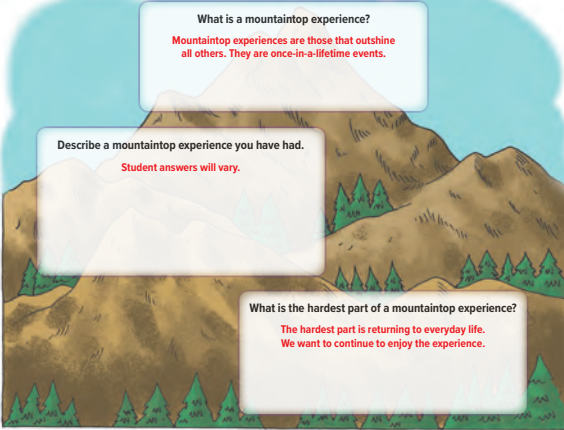
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### JESUS SHOWS HIS GLORY

Matthew 17:1–13; Mark 9:2–13;  
Luke 9:28–36

UNIT 7 | LESSON 51

#### A Mountaintop Experience



**COVENANT CONNECTION**

In today’s lesson, Jesus, Peter, James, and John have a mountaintop experience. Jesus shows His disciples His divine glory on the Mount of Transfiguration before He begins His descent to the valley of the shadow of death to pay for our sin. Jesus is God incarnate, the goal and manifestation of all God’s promises here on earth and in our flesh to save us.

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## FAITH CONCEPTS

The transfiguration is an important text for understanding that Jesus is both God and man. Jesus laid aside His glory to become incarnate for us. The transfiguration is the one time in His earthly ministry that Jesus revealed His true, glorious, and divine appearance to just a few witnesses. This reminds us that His sacrifice for us, from the manger to the cross and tomb, is entirely voluntary (see John 10:18).

## EXTRA THOUGHTS

Why Moses and Elijah? These two Old Testament figures represent the Law and the Prophets. They prefigured Jesus, who fulfilled the Law and the Prophets (see Matthew 5:17). The fact that Moses and Elijah appeared on the Mount of Transfiguration was another sign to Peter, James, and John—and to us. Jesus is God incarnate, the goal and manifestation of all God’s promises, here on earth and in our flesh who came to save us.

UNIT 7 | LESSON 51 | SESSION 2

# Jesus Shows His Glory

## INTO THE LESSON

As you begin Session 2, direct students to the “Transfiguration Revisited” section on page 106 in the Student Book. Allow students to work alone or in pairs to complete the review crossword puzzle. For students who may struggle with figuring out the missing words, provide a word bank on the board or a separate piece of paper.

When students have completed their work, review answers with the class.

## INTO OUR LIVES

Have students move on to the “Our Transfiguration” section.

- Jesus’ transfiguration showed the disciples who He really was: God in the flesh. But it also showed them something they couldn’t understand yet: that someday, they also would be changed and glorious because of His resurrection from the dead.
- The grave is the darkest place on earth, but Jesus shines “with unborrowed light” (LSB 414:1). His transfiguration is a foretaste of His resurrection, which in turn is the power of our resurrection. Jesus’ glorious transfiguration is a vision of our own glorification at the resurrection of the dead, when our bodies will be raised and perfected.

The Bible verses in this section of the Student Book make the connection between Jesus’ transfiguration and our own change from mortality to immortality because of Christ’s work on the cross. Tell students to read the verses and complete the faith statement in the Student Book using the words in the word bank.

- Jesus showed Peter, James, and John a glimpse of His divine glory on the Mount of Transfiguration. They came away in wonderment and praise. But what these men may not have realized at the time is that one day they would stand in the presence of Jesus in His eternal glory in heaven.
- This reality is true for us as followers of Christ as well. One day, we will stand in the very presence of God with all the saints who have gone before us and those who are yet to come. Even better, we won’t need to leave that mountaintop. This will be our eternal home.

✦ CONTINUE WITH LESSON EXTENDERS

UNIT 7 | LESSON 51  
**Transfiguration Revisited**  
 Fill in the crossword puzzle to check your transfiguration facts!

**Across**

1. Wrote one epistle
6. Glowing, or heat through the floor
7. Also heard at Jesus’ Baptism
10. Big word for a big change
12. Defeated the prophets of Baal
13. Walked on water
14. The closest star

**Down**

2. Where Jesus went to pray
3. How to start and end your day
4. The other Son of Thunder (see Mark 3:17)
5. Aaron’s little brother
8. Pants and shirts, for example
9. A color that rhymes with the words *bright* and *light*
11. Part of you that lights up

**Our Transfiguration**  
 Read the suggested Bible verses below and use the words from the word bank to fill in the blanks.  
 Job 19:25–27 • Psalm 16:9–10 • 1 Corinthians 15:49–53 • Philippians 3:20–21

Those who believe in Jesus, after their skin has been destroyed, will see God in their \_\_\_\_\_ **flesh** \_\_\_\_\_. Our flesh dwells secure because God will not let His holy one see \_\_\_\_\_ **corruption** \_\_\_\_\_. We shall bear the image of the man of \_\_\_\_\_ **heaven** \_\_\_\_\_. Jesus will transform our bodies to be like His \_\_\_\_\_ **glorious** \_\_\_\_\_ body.

**Word bank:** heaven, glorious, flesh, corruption

In the beginning was the Word, and the Word was with God, and the Word was God. . . . The Word became flesh and dwelt among us, and we have seen His glory, glory as of the only Son from the Father, full of grace and truth. *John 1:1, 14*

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**TEACHER TIPS**

When you notice a student zoning out, ask directly, “[Name], who would you be on the Mount of Transfiguration? Taking it all in, like James and John? On the level with Jesus, like Moses and Elijah? Or full of big ideas, like Peter?” Use the questions conversationally to bring the student back into the text and your lesson. Use these questions on as many students as necessary!

**INTO THE PSALMS**

God’s Old Testament people sang Psalms 120–134 when they traveled up to Jerusalem for festivals and sacrifices. It’s not unlikely that Jesus, Peter, James, and John would have brought out some of these pious traveling tunes for their hike up Mount Tabor. (Jesus, of course, knew it was a devotional outing.) Take this opportunity to brief your students on the Psalms of Ascents if you need to fill a few minutes. They’re all good!

UNIT 7 | LESSON 51

## Lesson Extenders

### BIBLICAL LITERACY

Print a document for students with the accounts of the transfiguration from the three Gospels (Matthew 17:1–13; Mark 9:2–13; Luke 9:28–36). Have students choose a highlighter or underline color for facts that appear in all three accounts, another color for facts that occur in two of the three accounts, and a third color for facts that are unique to each account. Use their observations to demonstrate that the Bible is not one book but a collection of books. The evangelists are all unique historians who included different details to help readers understand who Jesus is. The fact that the accounts are not the same does not mean that the Bible contradicts itself. It shows that there were multiple witnesses to the events it records. The Holy Spirit worked through the observations of individual human minds to bring us their testimonies.

### ACTIVE LEARNING

Label five places in your room, gym, or playground as *Peter*, *James*, *John*, *Moses*, and *Elijah*. Then call out the facts listed and have students go to the name they think answers the question correctly. Some facts have more than one correct answer.

- Ran ahead of King Ahab’s chariot for 27 miles (Elijah; 1 Kings 18:46)
- Known as the disciple Jesus loved (John; John 13:23)
- Told Pharaoh, “Let [God’s] people go” (Moses; Exodus 5:1)
- Denied Jesus three times (Peter; Luke 22:54–62)
- Prayed for the duration of a battle (Moses; Exodus 17:8–12)
- Had a dad named Zebedee (James and John; Matthew 4:21)
- Went to heaven in a whirlwind (Elijah; 2 Kings 2:11)
- Known as a pillar of the Early Church (Peter, James, and John; Galatians 2:9)
- Never entered the Promised Land (Moses; Deuteronomy 34:1–5)
- Witnessed Jesus’ crucifixion (John; John 19:25–27)
- First of the apostles martyred (James; Acts 12:1–2)
- Jesus healed his mother-in-law (Peter; Luke 4:38–41)
- Received the Ten Commandments (Moses; Exodus 19–20)
- Went with Jesus to the Garden of Gethsemane (Peter, James, and John; Matthew 26:36–37)
- Ran to the tomb on Easter morning (Peter and John; John 20:2–4)
- Raised the dead son of the widow of Zarephath (Elijah; 1 Kings 17)

### RELATE

Social Studies ■ Jesus’ transfiguration is one of many important things in the Bible that happened on a mountain. Divide the class into groups to research each mountain range listed using the Bible references provided. Create a “Guide to Mountains of the Bible” either temporarily on the board or on large paper to display on a wall or bulletin board. Let each group draw and cut out a mountain, labeling it with its name, Scripture references, and a short description of what happened there.

- Mount Moriah (Genesis 22:1–14; 2 Chronicles 3:1): The sacrifice of Isaac and the location of Solomon’s Temple
- Mount Sinai (Exodus 19:16–20:21): The giving of the Ten Commandments
- Mount Carmel (1 Kings 18:17–40): Where Elijah defeated the prophets of Baal
- Mount Tabor or Mount Hermon (Matthew 17:1–9): Jesus’ transfiguration
- Mount of Olives (Luke 22:39–46; Acts 1:9–12): Jesus’ prayer in Gethsemane and His ascension
- Mountain of Yahweh (Isaiah 2:1–5): Yahweh’s final and eternal gathering of the elect of every nation to Himself

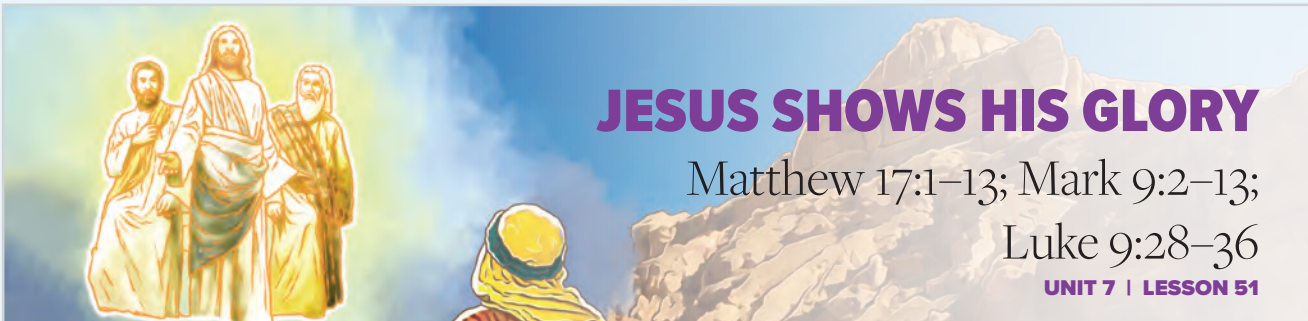
### LUTHERAN DOCTRINE

The transfiguration account presents a good opportunity to review what it means that Jesus is both God and man. It means He is one person with two natures. Have students find a partner or form small groups. Instruct each pair or group to make one list of facts about Jesus that show His human nature and another list of facts that show His divine nature. Students may work from memory, use previous lessons from the Student Book, or work directly from the Gospels. Tell pairs or groups to share their lists with the class to make a master list.

Examples of Jesus’ human nature include His need for care by His parents, times when He slept, ate, or drank, His experience of emotions like anger, compassion, and joy; His human family and friendships, and His suffering, pain, and death.

Examples of Jesus’ divine nature include His power over nature to heal people, raise the dead, change physical laws (in the miraculous feedings) and change the weather, His work on the Sabbath, His proclamation of forgiveness to sinners, His touching the unclean, His preaching with authority, His transfiguration, and His resurrection and ascension.

The Second Article of the Apostles’ Creed in *Luther’s Small Catechism with Explanation* provides a possible answer for this activity: “I believe that Jesus Christ, true God, begotten of the Father from eternity, and also true man, born of the Virgin Mary, is my Lord” (Small Catechism, Second Article).



# JESUS SHOWS HIS GLORY

Matthew 17:1–13; Mark 9:2–13;

Luke 9:28–36

UNIT 7 | LESSON 51

## A Mountaintop Experience

What is a mountaintop experience?

Describe a mountaintop experience you have had.

What is the hardest part of a mountaintop experience?



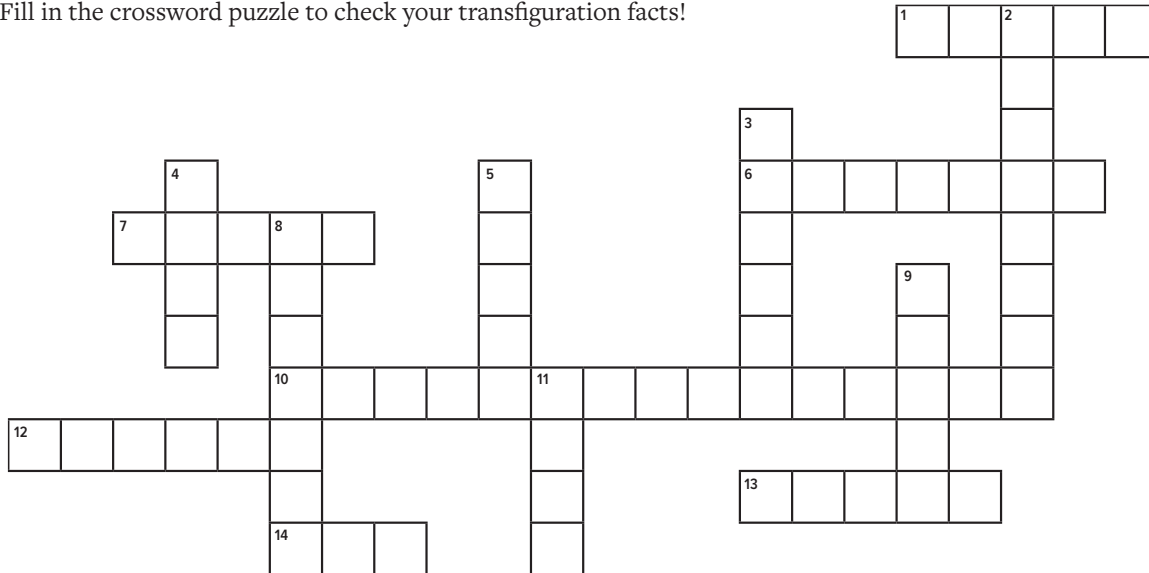
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UNIT 7 | LESSON 51

Transfiguration Revisited

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**Our Transfiguration**

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**Word bank:** heaven, glorious, flesh, corruption



In the beginning was the Word, and the Word was with God, and the Word was God. . . . The Word became flesh and dwelt among us, and we have seen His glory, glory as of the only Son from the Father, full of grace and truth. *John 1:1, 14*

Stay on the same page with these useful tools.

## FOR TEACHERS

### Scope and Sequence



Gain a bird's-eye view of the whole curriculum, or pinpoint individual lessons for planning.

### Memory Words



Reference an organized collection of each grade level's memory words for yearlong planning and review.

### Unit and Lesson Summaries



Prepare efficiently with streamlined summaries of every lesson and its materials.

### Unit Videos



Create a preview newsletter or supplement instruction with unit summary videos.

### Teacher Devotions



Pray and study the Word in devotions aligned with the lessons covered in class.

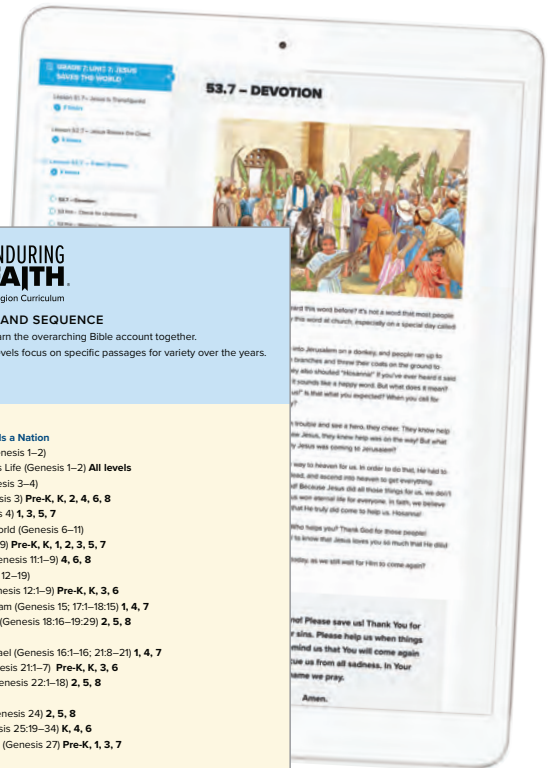
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**SCOPE AND SEQUENCE**

Numbered titles: all classes learn the overarching Bible account together.  
Lettered titles: within that account, different levels focus on specific passages for variety over the years.

**Unit 1: God Creates the World and Calls a Nation**

1. God Creates the World (Genesis 1–2)
  - A. God Creates and Gives Life (Genesis 1–2) **All levels**
2. Sin Enters the World (Genesis 3–4)
  - A. The Fall into Sin (Genesis 3) **Pre-K, K, 2, 4, 6, 8**
  - B. Cain and Abel (Genesis 4) **1, 3, 5, 7**
3. The Effect of Sin on the World (Genesis 6–11)
  - A. The Flood (Genesis 6–9) **Pre-K, K, 1, 2, 3, 5, 7**
  - B. The Tower of Babel (Genesis 11:1–9) **4, 6, 8**
4. God Calls Abram (Genesis 12–19)
  - A. The Call of Abram (Genesis 12:1–9) **Pre-K, K, 3, 6**
  - B. God's Promises to Abram (Genesis 15: 17:1–18:15) **1, 4, 7**
  - C. Sodom and Gomorrah (Genesis 18:16–19:29) **2, 5, 8**
5. Abraham (Genesis 16–22)
  - A. Sarai, Hagar, and Ishmael (Genesis 16:1–16; 21:8–21) **1, 4, 7**
  - B. The Birth of Isaac (Genesis 21:1–7) **Pre-K, K, 3, 6**
  - C. God Tests Abraham (Genesis 22:1–18) **2, 5, 8**
6. Isaac (Genesis 24–27)
  - A. Isaac and Rebekah (Genesis 24) **2, 5, 8**
  - B. Jacob and Esau (Genesis 25:19–34) **K, 4, 6**
  - C. Isaac Blesses His Sons (Genesis 27) **Pre-K, 1, 3, 7**
7. Jacob (Genesis 28–33)
  - A. Jacob's Journey and Dream (Genesis 28:1–5; 30:22) **Pre-K, K, 3, 6**
  - B. Jacob's Family (Genesis 29:1–30:24) **1, 4, 7**
  - C. Jacob Returns Home (Genesis 31–33) **2, 5, 8**
8. Joseph's Troubles (Genesis 37; 39)
  - A. Joseph's Coat and Dreams (Genesis 37:1–11) **Pre-K, K, 3, 6**
  - B. Joseph Is Sold by His Brothers (Genesis 37:12–36) **1, 4, 7**
  - C. Joseph in Potiphar's House (Genesis 39) **2, 5, 8**
9. God Provides through Joseph (Genesis 40–45; 50)
  - A. Joseph Interprets Dreams (Genesis 40–41) **K, 3, 6**
  - B. Joseph's Brothers Go to Egypt (Genesis 42–44) **1, 4, 7**
  - C. Joseph Forgives and God Provides (Genesis 45; 50) **Pre-K, 2, 5, 8**



## FOR STUDENTS

### Family Devotions



Help families study and pray about the topics covered in class.

### Checks for Understanding



Help students review the basics of each lesson.

### Memory Words



Help students practice memory words quickly and easily at home or at school!

Connect classroom and home learning with digital resources and previews available online now at [learn.cph.org](http://learn.cph.org)!

# ENDURING FAITH<sup>®</sup>

Religion Curriculum

## TAKE A PEEK!

Look inside to find sample lessons, excerpts from Teacher Guides and Student Books, previews of digital resources, and more from the Enduring Faith Religion Curriculum!

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