



THE NEXT BIG SIGN

AN INTEGRATED UNIT BY ELVIS AGARD



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Rationale for unit

In Matthew 24, Jesus spoke of the signs of His coming and the end of the world as we know it. While it can be perceived that many of these events have been repeated throughout history, e.g. earthquakes, this unit will focus on the most prominent and well-documented occurrences in modern history. Fostering faith in the Second Advent of Jesus Christ is the ultimate purpose of the unit. The guided discovery approach to learning is the model of choice and, since the Internet will be the dominant medium in the students' search, effort have been made to ensure that there is never a need to venture on unsavory content.

In an age where evolution is totted as "real" science and creationism as just religion; where the Bible is implicated as myth rather than recorded fact, this unit shows that God is the ultimate controller of Earth's history and that there is no separation between history and the religion of the Bible. Wherever possible, reputable secular sources have been cited so that there is a strong historical focus to the obviously religious content of the unit. More than this, significant effort has been exerted to choose sources of information that are readily accessible to all. Thus, the Internet is the key source of the information, even for the writings of ancient historians like Josephus and Tacitus!

Introduction to content

In Matthew 24, Jesus lists a number of events as signs of His return. This unit will make correlations between signs that occurred before the destruction of Jerusalem in 70 A.D. and the repeat of these signs in modern times. Then the special signs of Jesus' return (darkening sun and moon, falling stars) are reviewed. The aim is to have to students draw their own conclusion as to what the next sign and fulfillment will be. This we know, of course, to be the preaching of the Gospel to the entire world since all of the other signs have been fulfilled. This will be followed by the sign of the actual return: the small cloud in the east. The signs preceding the destruction of Jerusalem are introduced first and then the destruction of Jerusalem. The three special signs follow and the unit is concluded with the Second Advent.

The unit is designed to be easily completed over a ten-day period. Reading passages, question-and-answer, Web hunts, and suggested activities are the key ways the content is delivered.

Reading Passages: A memory text precedes each passage and instructors are encouraged to find creative ways of helping the students retain these verses. Words to include in the vocabulary list are highlighted in bold. For differentiated instruction, students may be encouraged to include any word from the passage for which they are unfamiliar. Instructors are also encouraged to use the pictures included in each passage as a discussion prompt.

Question and Answer (Q & A): These immediately follow the reading passages. Embedded are opportunities to assess comprehension of the preceding passage and to develop/assess critical thinking skills.

Web Hunts: The Web hunts allow the students to explore some aspect of the preceding reading passage on their own. Most information is had from the free online encyclopedia, www.wikipedia.com.

Suggested Activities: These are associated with each reading passage and provide the cross-curricular structure one would expect of an integrated unit. Each may be as performance assessment or cooperative learning activities. For the purpose of differentiated instruction, most of these have a variety of options that can be chosen to meet the students' needs. These can include research papers, brochures, artwork, recipes, and experiments. The suggested activities can easily extend the 10-day span of the unit.

Additional Resources: These are found in the Appendix from Resource A-E and may be included in the student portfolio. A countdown chart, folder cover page, vocabulary list, personal timeline, KWL chart, and criss-cross Puzzle are available.

MEMORY TEXT

Later, as Jesus was sitting on the Mount of Olives, his disciples came to him in private and asked, "When will this happen? What will be the sign of your coming and of the end of the world?" Matthew 24:3

“What will be the sign?”

What if you were told exactly what was going to happen tomorrow before it happened? What if you were told exactly what was going to happen next week, or next month, or next year? If you knew something bad was going to happen what would you do? What if something good was going to happen, like your surprise birthday party? How might knowing these things change your life?

In Matthew 24 Jesus did something more important than telling us what was going to happen tomorrow. He told us of *BIG signs that will lead up to a really BIG event!* In this unit we are going to look at these signs and discover much more about this BIG event.



A model of the 2nd Temple in Jerusalem..

IRC. 2005. unitedstreaming. 20 March 2006
<<http://www.unitedstreaming.com/>>

Jesus had gone up to Mount Olivet with his disciples, and from this high place they could see Jerusalem. It was especially beautiful because it was decorated for Passover, an important national festival for the Jews. Believers in **Judaism** had traveled from all over the world to be there and their tents were set up everywhere—in gardens and vineyards, on hillsides, beside palaces, even next to the buildings and huge walls of the temple. Very soon the rays of the setting sun lit up the snowy whiteness of the temple's marble walls and gleamed from its golden gate, the tower, and the peak. It was a stunning sight and the disciples were very proud of their city. They came over to Jesus and said, “Look at these marvelous buildings!”

Jesus, however, looked at the beautiful scene and was so sad he began to cry. The disciples were very surprised and could not understand why he was weeping.

They did not know that He was thinking about the history and future of Israel. He remembered that the nation of Israel was formed because of a promise God had made to their ancestors Abraham, Isaac and Jacob. He recounted how God had protected them in the wilderness and done great miracles, and how God promised that through them the Messiah would come. He knew that they had killed and mistreated many prophets God had sent to them and were disobedient to God many times.

Even now they were sacrificing lambs that represented that the Messiah would come and die for their sins. But He was the Messiah and they did not want to believe this. He saw how they would mistreat Him and crucify Him. He looked even further into the future and saw that Jerusalem and the gorgeous temple would be destroyed and their lives would never be the same again.

Jesus said, “Do you see these buildings? They will certainly be torn down! Not one stone will be left in place.” There were a large number of people present when He said this and even his disciples were shocked at His words. They thought that the temple would last forever, even to the end of the world! Some time later, when Jesus was alone, Peter, John, James, and Andrew came to Him privately as He was sitting on the mount. They asked, “When will this happen? What will be the sign of your coming and of the end of the world?”



“What will be the sign?”

Jesus did not answer His disciples by talking separately about the destruction of Jerusalem and His Second **Advent**. If He had told them of the future exactly the way He saw it they would not be able to handle the truth. Mercifully and wisely He combined the description of these two events so that when the disciples studied His words they could discover the meaning for themselves. Since then, many Christians throughout history have studied what Jesus said to get the exact meaning. Some even tried to find an exact date when Jesus would come!

Every sign that Jerusalem would be destroyed was also a sign of His second coming at the end of the world (remember that His first coming was as a baby in Bethlehem). Each sign of the destruction of Jerusalem was to be repeated and recorded in modern history, so that people would get an idea of how close was His coming. Then Jesus very carefully told of special signs that would occur only before His coming. As you go through this unit we will search the Bible and history to see what these signs were and when they have or will occur.

Our BIG question is this:

What is the next sign to be fulfilled to show that Jesus is coming?

It is then very important we study these things because we do not want Jesus to come when we are somehow not ready to meet Him. When a visitor is coming to your home, do you not give your home an extra sparkle? You parents make sure that your home is at its best because they want the visitor to be comfortable and to have a good impression of the family. In the same way, Jesus wants us to be ready. And that is why He gave us the signs. As we discover these signs, why not create your own personal timeline to organize the information. You may also need to get familiar with terms like A.D., C.E., B.C., and B.C.E. Historians created these terms to help organize information when they studied history.

You will read about people with funny names or who did bizarre things. There will be new words to discover. You will learn of strange events and may even have a laugh or two. Unfortunately though, you will also learn of very sad events because people are not always kind to each other. Why not think of history this way: history is His story. It is one big story of Jesus' efforts to save people and prepare them for when He returns. Remember also that you are involved in history because you *are* part of history that has not been written down by historians as yet. Also, your preparedness for Jesus' coming will shape *your* personal history. God is like the Great Historian that records the history of everyone's lives. Will your Heavenly Father be able to write that you are prepared to meet Jesus?



“What will be the sign?”

“What will be the sign?” Q & A

Answer the following questions based on the passage above.

1. What was Passover? _____
2. Of what religion were those who traveled from all over the world to be at Passover? _____
3. Besides an inn or with relatives, where might you have had to stay during Passover? _____
4. Complete this sentence: The color of the temple walls were _____ and they were made out of _____.
5. List two different things the disciples thought or felt about the temple.
(a) _____
(b) _____
6. True or false: Jesus did not think that the temple was beautiful so He wanted it destroyed.
7. Write three things that made Jesus sad when He remembered the history of Jerusalem.
(a) _____
(b) _____
(c) _____
8. Write two things that Jesus knew were going to happen in the future as He looked at Jerusalem.
(a) _____
(b) _____
9. Most likely, around what year was Jesus saying these things to his disciples? Is it most likely 44 A.D., 34 B.C., 34 A.D. or 70 B.C.?
10. What was the sign that Jerusalem would be destroyed?
11. No Christian died in the destruction of Jerusalem. According to Luke 21:20-21, what did they do that saved their lives.

12. Use the following sites to complete items following questions 1-4:

- <http://www.historyforkids.org/learn/ad.htm>
- <http://www.historyforkids.org/learn/bc.htm>

What do the initials A.D. stand for in Latin and what do they mean?

13. What do the initials C.E. stand for and why might a historian use C.E. rather than A.D.?

14. What do the initials B.C. stand for and what do they mean?

15. What do the initials B.C.E. stand for and why might a historian use B.C.E. rather than A.D.?



“What will be the sign?”

Suggested “What will be the sign?” activities

Big Signs chart

Create a wall chart that will show a countdown of the 10 BIG Signs. The chart will show the date and name of the sign. An example is indicated in Resource A at the end of this document. This will be updated as we progress through the unit.

Create a portfolio

Provide each student with a letter-size manila folder. Use a 3-hole punch to make holes appropriate for a binder. For each folder provide three 5-inch pieces of yarn to bind the document. Have the students decorate the folders in a futuristic theme of their choice. In Resource B is an example of the title page that will be pasted to the front of the folders to uniquely identify each student and the title of the unit. As we progress through the unit students will place their completed work into the folder.



Big Signs timeline

Print out the Big Signs timeline and paste it together to form one big banner. Position this timeline in a visible and accessible area in your classroom. As important dates are highlighted, students can mark them on the timeline.

MEMORY TEXT

*"Many will come and claim to be me. They will say that they are the Messiah, and they will fool many people."
Matthew 24:5 (CEV)*

False Prophets

Only one year after the death and resurrection of Jesus, the real Messiah, people were claiming themselves to be the messiah. Dositheus the Samaritan and his disciple Simon Magus (who claimed to be the "Great Power") had won many followers. Three years later, another Samaritan stated that he would show people the "sacred utensils" he claimed Moses had placed in Mount Gerizim. Thinking that he would be the great deliverer, people armed themselves to fight the Romans. However, Pilate quickly defeated them and killed the leader. Then there was Theudas. He persuaded a lot of people to take their personal belongings and follow him to Jordan River. They were assured that the river would divide at his command.



An overview of present-day Jerusalem..
IRC. 2005. unitedstreaming. 7 April 2006
<<http://www.unitedstreaming.com/>>

There was also an Egyptian false prophet named Felix. This man had 30,000 followers and persuaded them to accompany him to the Mount of Olives. Once there, he promised that they would see the walls of Jerusalem fall down at his command. Then they could capture the Roman **garrison** and take full control of the city. Yet another **impostor** promised people that if they would follow him into the wilderness he would personally guarantee their deliverance from the Romans. These all occurred between 35 and 70 AD.

Of course, none of these **schemes** worked. False prophets often **incited** groups of people to fight the Romans and caused many people to lose their lives. By A.D. 70, the anger of the Romans was so stirred that they had determined to utterly destroy Jerusalem and the Jewish Temple. The historian, Josephus, wrote that while the temple was burning one false prophet made a public declaration that God

commanded them to get upon the temple. There God was supposedly to give them miraculous signs of their deliverance from the Romans. Each one perished.

In more modern times, there has been no shortage of false messiahs. One of the most noted of these was a man named Sabbatai Zevi, who was born July 23, 1626. There was a common belief among some Jews that the messiah would appear in the year 1648. In that same year, though only twenty-two years old, Sabbatai revealed himself at Smyrna to a small band of followers as the true Messianic Savior. He believed that he was designated by God to overthrow the governments of the nations and to restore the kingdom of Israel. Sabbatai remained at Smyrna for several years until some Jewish rabbis put him and his followers under a ban that totally excluded them from the Jewish community. Between 1651 and 1654, Sabbatai and his disciples were banished from Smyrna. It is not quite certain where he went, but between 1653 and 1658 he was in what is today Istanbul, Turkey. There he came into contact with a document entitled *The Great Wisdom of Solomon* that confirmed his messiahship.

In 1665, while traveling from Jerusalem to return to Smyrna, he was **enthusiastically** greeted by large crowds. While in Smyrna **homage** was paid to him and he publicly declared himself as the expected messiah. This announcement was made in the synagogue with the blowing of horns. People greeted him saying, "Long live our King, our Messiah!" Many prominent rabbis of that time were followers of Sabbatai. The news spread to Jews living in Europe, Asia, and Africa. In some parts of Europe, Jews prepared to leave their homes. In

almost every synagogue, Sabbatai's initials were posted, and prayers for him were made that said, "Bless our Lord and King, the holy and righteous Sabbatai Zevi, the Messiah of the God of Jacob." Even his picture was printed together with that of King David in prayer books.

In 1666, Sabbatai was brought before the Turkish sultan. At that time he cast off his Jewish **garb** and put a Turkish turban on his head. He was now converted to Islam. After his death, a line of other messiahs followed Sabbatai. Many of these had been his followers. Today, various groups in Turkey and Greece continue to follow Sabbatai Zevi and estimates number them in the thousands. The table below shows some of the other people who are said, either by themselves or their followers, to be the Messiah. Notice that these are either Jewish, Christian, Muslim, or some other religion.

People said to be the Messiah either by themselves or their followers	
Jewish	<ul style="list-style-type: none"> ▪ Barukhia Russo (Osman Baba), sucesor of Sabbatai Zevi. ▪ Miguel (Abraham) Cardoso (b. 1630) ▪ Mordecai Mokia (the Rebuker) of Eisenstadt (active 1678-1683) ▪ Jacob Querido (d. 1690), said to be the reincarnation of Shabbetai Zevi. ▪ Israel ben Eliezer (1698-1760), Löbele Prossnitz early 1700s ▪ Jacob Joseph Frank (1726-1791) ▪ R. Nachman of Bratslav early (1772-1811) ▪ Rebbe Menachem Mendel Schneerson (1902-1994)
Christian	<ul style="list-style-type: none"> ▪ Haile Selassie of Ethiopia (1892-1975), Messiah of the Rastafari movement. ▪ Sun Myung Moon (b. 1920), founder of the Unification Church ▪ Abbott "Vaughn" Meader (1936-2004), Grammy-winning comedian and impersonator. ▪ Vince Taylor (1939-1991), rock and roller who ended his career by claiming to be Jesus. ▪ Michael Traverse, born Wayne Bent (b. 1941). Claims to be the beginning of the Second Coming of Jesus. ▪ Indri Crisco (b. 1948) a claimant to be the second Jesus in Critical, Brazil ▪ David Koresh (1959-1993) ▪ Maria Devil Christ's (born 1960), founder of the Great White Brotherhood
Muslim	<ul style="list-style-type: none"> ▪ Side Mohammad Jumper (1443 - 1505) of Northeastern India. ▪ The Babb in 1844 declared to be the promised Made in Shiraz, Iran. ▪ Bahá'u'lláh (1817-1892): Here as well as he'd been born Shiite and relates to both Islam as well as Christianity. ▪ Mirza Ghulam Ahmad (1835 - 1908) of Qadian, 'the Promised Messiah' return of Jesus, founder of the Ahmadiyya religious movement in Islam. ▪ Muhammad Ahmad in the late 19th century founded a short-lived empire in Sudan. ▪ Mohammed bin Abdullah of Somaliland engaged in military conflicts from 1900 to 1920. ▪ Juhayman al-Otaibi seized the Grand Mosque in Mecca in November of 1979. ▪ Ayatollah Seyyed Ruhollah Khomeini of Iran (1900-1989) was believed by a number of followers to be the Mahdi [Messiah]. Upon his return to Iran from exile in 1979, the headline on Tehran's largest-circulation newspaper read, "The Mahdi Returns!"
Other	<ul style="list-style-type: none"> ▪ Aradia de Toscano (b. 1313) active in Italy, said to be the human incarnation of the Roman demigoddess Aradia. ▪ Jacob Joseph Frank (1726-1791), founder of the Frankist movement. ▪ André Matsoua (1899-1942), Congolese founder of Amicale, proponents of which subsequently adopted him as Messiah. ▪ Maitreya (unknown), A messianic figure promoted by Benjamin Creme through his organization, Share International.
Source: "List of messiah claimants". Retrieved March 29, 2006 from http://en.wikipedia.org/wiki/List_of_messiah_claimants	



False Prophets Q&A

1. What did each of the following persons claim to be able to do?

- (a) Theudas _____
- (b) Felix _____
- (c) The Samaritan
(not Dositheus) _____

2. Instead of delivering people, false prophets did what to people's lives?

3. In what year did Sabbatai publicly declare himself to be the Messiah? _____

4. List two ways people showed their loyalty to Sabbatai?

(a) _____

(b) _____

5. True or false: Based on the information in the table, we can say that Haile Selassie of Ethiopia claimed himself to be the Messiah. Explain why or why not.

6. Which rock and roller claimed to be the false Christian messiah? _____

7. The false Jewish Rebbe Menachem Mendel Schneerson died one year after which false Christian messiah? _____

False Prophets Web hunt

Use the following Web site to help you answer items 1-11

http://en.wikipedia.org/wiki/Haile_Selassie_of_Ethiopia

1. What Haile Selassie I's birth name? _____
 2. What are the full dates of his birth and death? Born _____ Died _____
 3. True or **false**: Concerning Haile Selassie I's attitude to the Rastafaris, he understood that since he was the founder of Rastafarianism, he needed to keep the religion strong. _____
 4. True or false: Haile Selassie I expressed a belief in the Christian faith. _____
 5. True or false: The Ethiopian Orthodox Church was part of the Coptic Church. _____
 6. Which apostle is claimed as starting the Coptic Church? _____
 7. According to the 1994 census, Shashamane has a population of how many? _____
52,080.
 8. What strengthened the Rastafarians' beliefs that Haile Selassie I was Almighty God? _____
-
9. What do Rastafarians believe about marijuana? _____
-
10. Roots reggae is full of thanks and praises towards "Selassie I". What two types of music did it evolve from? _____
_____ and _____
-
11. True or **false**: Some Rastafaris believe that Haile Selassie I is still alive. _____

Suggested False Prophets activities

Research Paper: Choose any false prophet from the "People Said To Be The Messiah Either By Themselves Or Their Followers" table. Write a biography of that person. Be sure to include what they believed and the results of their religious activity. Also, compare and contrast this person with Jesus Christ, the true Messiah.

False Prophecy Poster: There are different theories about how Jesus will return. Find out about some of these ideas from your local pastor or elder. Prepare a poster showing the different ways people think Jesus will return and contrast these with what Seventh-day Adventist believe.

MEMORY TEXT

"For nation will rise against nation, and kingdom against kingdom. And there will be famines, pestilences, and earthquakes in various places." Matthew 24:7 (NKJV)

One of them was Agabus. Then with the help of the Spirit, he told that there would be a terrible famine everywhere in the world. And it happened when Claudius was Emperor. Acts 11:28 (CEV).

The Great Famine

A great famine struck Judea and many parts of the Roman Empire during the reign of Emperor Tiberius Claudius Caesar Augustus Germanicus (we will call him Claudius Augustus for short). He began his reign in 41 AD and made many brave attempts to supply water and food to the starving people. He built canals and aqueducts, which were channels to transport water from far away places. More roads were also made to transport food faster. Claudius Augustus even created a seaport with a lighthouse so that grain from Egypt and other regions can be shipped even in the winter when the Roman shipping season had ended. Special ships



Starving Irish children in 1847 potato famine.. IRC.
2005. unitedstreaming. 22 March 2006
<<http://www.unitedstreaming.com/>>

were made that could carry about 70 tons of grain each. This was a very dangerous journey so he offered sailors special privileges and incentives to encourage them to make the trip. For example, these sailors could more easily become Roman citizens which was considered an honor in those days. More than this, the emperor removed taxes on food and, for communities that were suffering, reduced other taxes. The last part of his plan was to increase the amount of **arable** land in Italy so that there could be more farming. Historians today believe that he was eventually killed by food poisoning, probably at the hands of his wife, in 54 A.D.

Judea also had special help. The historian, Josephus, tells the story of Queen-mother Helena who had become a Jewish **proselyte**. She purchased grain in Egypt and figs in Cyprus and had these transported to Jerusalem for distribution to the famine-stricken population. Meanwhile, her son King Izates sent a large sum of money to the Jerusalem authorities to be used for famine relief.

In modern times historians refer to The Great Famine as the Irish Potato Famine that lasted from 1845 to 1849.

Potatoes made up approximately 60% of Ireland's food needs and by the end of this famine about 500,000 to 1,000,000 people had died. Some estimate that this was nearly one-eighth of the total population. This was not the only famine Ireland had, but when compared to other modern famines it is considered to be more destructive of human life.

The causes of the famine were numerous. A potato fungus and widespread failure of the crop were the main causes. However, other reasons were the poor economic policies of the Irish government, an exceptionally cold winter of 1846-1847, and the prevalence of many life-threatening diseases like **typhus**, **scurvy**, **dysentery**, and **cholera**. While the famine ended in 1849, the effects were still being felt up to 1851. The famine had changed Ireland permanently. By 1855 about two million people had migrated to places like the United States of America, Great Britain, Canada, and Australia. This significantly affected Irish culture and traditions. The famine also contributed to the previously declining Irish population because of people marrying later in life and lower birth rates. Today, famine continues to threaten millions of people, especially in African countries. The reasons for this are usually severe drought along with military and political conflicts.

The Great Famine Q & A

1. List four ways Claudius Augustus attempted to supply water or food to people.

2. If I need more arable land, then my profession is most likely
(a) A politician or leader (b) A farmer (c) A land surveyor

3. **True or false:** Queen-mother Helena had converted to Judaism. _____

4. How many years did the Potato Famine last? _____

5. About how much of Ireland's food supply did not rely on potatoes? _____

6. List three causes of the Potato Famine.

7. Besides lack of food, what contributed to the death of many people? _____

8. Explain how each of the following could have permanently affected Ireland in a negative way.

(a) 2,000,000 people migrated to other countries:

(b) Lower birth rates:

9. Brainstorm: How might a military conflict cause people to starve? List two reasons.

The Great Famine Web Hunt

Use the following Web site to help you answer items 1-8

<http://en.wikipedia.org/wiki/Famine>

1. Name three crop cereals that the Green Revolution sought to improve.

2. There is a minority viewpoint that a certain type of diet can help prevent famines. Which diet is being referred to?

3. How could a war cause a famine in Bible days?

4. In the past, a repressive government (one that had strict control over the freedoms of its people) had used famine as a way to eliminate those who were against the government. Which famine was this and when did it occur?

5. Demography is the study of human populations. It has been found that famines can reduce the birthrate of which gender? Also, give one possible reason.

6. Who pointed out that famine is usually a problem of food distribution and poverty, rather than an absolute lack of food.

7. The Great Leap Forward caused famine in China. However, its original purpose was to transform China's economy from that of a

into a

8. Name three technologies that we use today to fight famine?

Suggested Great Famine Activities

ADRA Project: Go to http://www.adra.org/site/PageServer?pagename=Ecommerce_home and navigate to "browse gifts by type". Choose "food security" from the drop-down menu. Choose a project that you are willing to support. With a partner, come up with a plan to raise the money for the project. Then give yourself a deadline for the funds to be collected and sent out.

Irish Potato Recipe: Find an Irish potato recipe on the Internet. Make it and share it with the class. You may even want to try creating your own recipe

MEMORY TEXT

"For nation will rise against nation, and kingdom against kingdom. And there will be famines, pestilences, and earthquakes in various places." Matthew 24:7 (NKJV)

Pestilence

Pestilence is a word used to describe a usually fatal disease that affects a large number of people at the same time within a region. Sometimes the words "plague" or "**epidemic** diseases" are used as alternatives in describing these types of health problems on a **mass** scale. Both the ancient and modern world have experienced these sufferings.

The Jewish historian, Josephus, wrote that around A.D. 40, there were many Jews living in Babylon (an ancient city in the country of Iraq). About this time a pestilence was spreading and many of the Jews traveled to Seleucia, another city in the region, trying to escape the outbreak of disease. That city was already populated with other Jews, Macedonians, Greeks and Syrians. Similarly, the Roman historian, Tacitus, reported of pestilence in other parts of the Roman Empire. He called the year 65-66 A.D. a "year of shame," and lamented that there were many evil storms and pestilences. Southern Italy had been hit by a hurricane that destroyed the country houses, plantations and crops. It also affected Rome, where an epidemic had killed many people.

It was common for disease to follow a famine. In the **siege** of Jerusalem in 70 A.D., for example, the Roman armies stopped the flow of food to and from the city from about March to September. This meant that those in the city had to survive on what food was left. Many people died for two reasons. The first was starvation. The second was because those in the city could not bury these people quickly enough, so diseases from the corpses spread to the living people and killed more of them.



Physician in plague-protecting costume..
IRC. 2005. unitedstreaming. 7 April 2006
<<http://www.unitedstreaming.com/>>

The first recorded **pandemic** was named the Plague of Justinian. It occurred between 541 and 542 A.D., and may have started in Ethiopia or Egypt. The city of Constantinople (now known as Istanbul, Turkey) imported large amounts of grain to feed its citizens. The grain ships and the huge public storehouses of grain **harbored** rats and fleas. The diseases that followed sometimes killed as many as 5,000 people per day and a significant portion of the population was lost. It also destroyed up to a quarter of the human population of the eastern Mediterranean. Again, in 588 A.D., a second major plague spread through the Mediterranean and into France. Some estimate that about 25 million people died.

Another significant pandemic is known as the Black Death and it affected the European and Asian continents in the 14th century. It killed about one-third of the population of the region, with some scientist placing the number as low as 25 million and others as high as about 200 million. With varying **intensity**, plagues continued to affect parts of Europe throughout the 15th, 16th and 17th centuries. Still another pandemic began in China in 1855. In China and India alone, more than 12 million people lost their lives to ill health. Again, the sources of the diseases were probably transportation of infected persons, rats, and cargos harboring fleas during trade across the oceans and seas.

In modern times, many **bacteria** are becoming more and more resistant to the once-powerful drugs that were used to fight them. An example of this is the flu. For many diseases like AIDS and cancer, scientists are still racing against the clock to find a cure. Despite these things, God's people have been given health **principles** to practice and God has promised:

"... If thou wilt diligently hearken to the voice of the LORD thy God, and wilt do that which is right in his sight, and wilt give ear to his commandments, and keep all his statutes, I will put none of these diseases upon thee, which I have brought upon the Egyptians: for I am the LORD that healeth thee."
Exodus 15:26



Pestilence Q & A

1. Seleucia was an ancient city in what country? _____
2. How do we know that Seleucia was a culturally diverse city?

3. What may have been the direct result of the hurricane destroying the plantations and crops of Southern Italy?

4. What were the two causes of death in the siege of Jerusalem in 70 A.D.?

(a) _____ (b) _____
5. At a rate of 5,000 people per day, how many people would die in the month of September?

6. Why might a government today be very strict about not allowing all plants, foods, and animals from another country to enter their country?

7. In the last paragraph, explain what is meant by the statement "...scientist are still racing against the clock to find a cure".



Pestilence Web hunt

Use the following Web site to help you answer items 1-9
<http://en.wikipedia.org/wiki/Plague>

1. What were the initial symptoms of Bubonic Plague?

2. What is the name of the bacteria that causes the Bubonic Plague

*** **

3. The Black Death first struck Europe between what years?

4. When and where was the last notable outbreak of the Black Death?

5. True or false: The Black Death can be caused by the Bubonic plague. _____

*** **

6. Name two ways cholera can be contracted?

7. What are two specific examples of pestilence?

*** **

8. Which Egyptian pharaoh probably ruled during the Plagues of Egypt recorded in the Bible?

9. What does the word "Torah" mean?



Suggested Pestilence activities

- Presentation:** Using a chart or presentation board, explain the difference between a bacteria and a virus. What types of diseases are associated with each? Is it more difficult to find a cure for one or the other? Be sure to include pictures of both disease-causing agents and tips about how we can protect ourselves.
- Research Paper:** What really is the Seventh-day Adventist Health Message? How can we follow these principles more closely? What are the benefits of following these principles?
- Brochure/Booklet:** Create a brochure or booklet that would explain the causes, symptoms, effects, and treatment options for the flu, AIDS, a particular cancer, Ebola, or any other prominent disease for which there is not yet a cure.
- Siege Role Play:** Imagine that your school was under siege for 4 weeks by a group of terrorist. People can neither enter nor leave the school. How would life change for everyone in the school? Brainstorm about how it would affect people's hygiene, food, relationships, and faith. Then, in four scenes, act out what might occur each week.

MEMORY TEXT

"For nation will rise against nation, and kingdom against kingdom. And there will be famines, pestilences, and earthquakes in various places." Matthew 24:7 (NKJV)

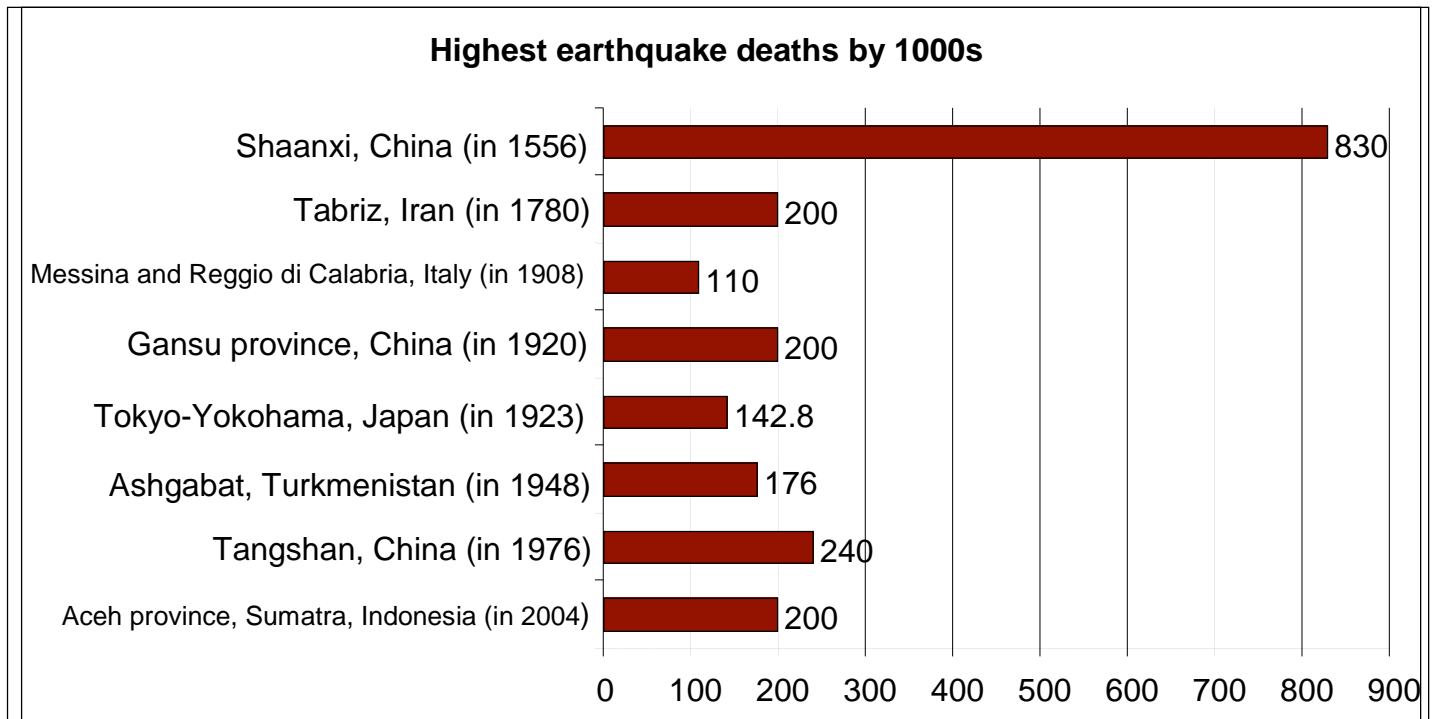
Earthquakes

It was not uncommon for many cities or regions of the Roman Empire to be struck by earthquakes.

Earthquakes AD 46 - AD60

- 46 or 47 AD Crete (largest of the Greek Island)
- 51 AD Rome (when Nero received the toga - a garment symbolizing manhood)
- 53 AD Apamea, Phrygia (Phrygia = part of modern-day Turkey)
- 60 AD Laodicea and Colosseum, Phrygia

In 62 A.D. an earthquake did great damage to the **prosperous** Roman cities of Pompeii and Herculaneum. These are in the region of Calabria that is known today as southern Italy. Some historians place the earthquake in 63 A.D. A smaller earthquake hit this same region in 64 A.D. Then, only 15 years later, both of these cities, along with the cities Stabiae, Torre Annunziata and other communities, were destroyed by the violent eruption of Mount Vesuvius. The timeline on the left shows some of the earlier earthquakes and the places they affected. Modern earthquakes have also been **devastating** as the graph below illustrates.



The Lisbon earthquake

The Lisbon earthquake of November 1, 1755 is often labeled "The Great Earthquake." While its center was just off the coast of Lisbon, Portugal, its effects were felt in Europe, Africa, America, and the West Indies. The **tsunamis** that followed the earthquake swept the coast of North Africa, Ireland and southern Great Britain, as well as Martinique and Barbados in the West Indies. Fire followed the Tsunamis and in some cases the flames raged for five days. It is estimated that any where from 60,000 to 100,000 people lost their lives in this **catastrophe**.

Since the earthquake occurred on All Saints' Day the churches had been packed with people. One writer reported:

"The terror of the people was beyond description. Nobody wept; it was beyond tears. They ran hither and thither, **delirious** with horror and astonishment, beating their faces and breasts, crying, '*Misericordia! The world's at an end!*' Mothers forgot their children, and ran about loaded with **crucified** images. Unfortunately, many ran to the churches for protection; but in vain was the **sacrament** exposed; in vain did the poor creatures embrace the altars; images, priests, and people were buried in one common ruin."

Ellen G. White, "The Great Controversy" pg 305

Other notable earthquakes in history

Year	City and country	Approximate deaths	Details
1692	Port Royal, Jamaica	2,000	Much of this British West Indies port, a notorious haven for buccaneers and slave traders, sank beneath the sea following the quake.
1906	San Francisco, California, U.S.	700	San Francisco still dates its modern development from the great 1906 earthquake and fire.
1960	Valdivia and Puerto Montt, Chile	5,700	The largest [most intense] quake ever recorded in the world produced a tsunami that crossed the Pacific Ocean to Japan, where it killed more than 100 people.
1964	Prince William Sound, Alaska, U.S.	131	Anchorage, Seward, and Valdez were damaged, but most deaths were caused by tsunamis in Alaska and as far away as California.
1972	Managua, Nicaragua	10,000	The center of the capital of Nicaragua was almost completely destroyed and has never been rebuilt.
1976	Guatemala City, Guatemala	23,000	Rebuilt following a series of devastating quakes in 1917-18, the capital of Guatemala again suffered great destruction.
1985	Michoacán state and Mexico City, Mexico	10,000	The center of Mexico City, built largely on the soft subsoil of an ancient lake, suffered great damage.
1988	Spitak and Gyumri, Armenia	25,000	Quake destroyed nearly one-third of Armenia's industrial capacity.
2001	Bhuj, Gujarat state, India	20,000	This quake, possibly the deadliest ever to hit India, was felt across India and Pakistan.
2005	Azad Kashmir (Pakistani-administered Kashmir)	80,000	This shock, perhaps the deadliest ever to strike South Asia, left hundreds of thousands of people exposed to the coming winter weather.

Source: "Notable earthquakes in History". Retrieved March 26, 2006 from <http://www.britannica.com/eb/table?tocId=9115901>



Earthquake Q & A

1. True or false: The city of Pompeii was destroyed by an earthquake. _____
2. Based on the passage, what geologic feature was Mount Vesuvius? _____
3. In what year was Pompeii destroyed? _____
4. What is a toga? _____
5. Laodicea and Colossea were part of what country today? _____
6. How many people did the Shaanxi, China earthquake of 1556 kill? _____
7. Which countries had earthquakes that killed 200,000 people or more?

8. In what year did an earthquake kill the least people? _____
9. Which country had the most earthquakes? _____
10. The Lisbon earthquake is probably called 'The Great Earthquake' because
 - a. It killed more people
 - b. It affected many continents and regions
 - c. It measured the greatest intensity on the Richter Scale.
11. When and in what country was the largest intensity earthquake ever recorded? _____
12. Can we make a generalization and say that the more intense an earthquake the more people will be killed? Why or why not? Refer to the tables or graphs above.



Earthquake Web hunt

Use the following Web site to help you answer item 1-6
<http://www.historyforkids.org/learn/greeks/architecture/latebronze.htm>

1. Around 1700 B.C., a great earthquake hit the island of _____.

Use the following Web site to help you answer items 2-
<http://en.wikipedia.org/wiki/Earthquake>

2. The lithosphere is the solid outermost shell of a rocky Earth. It includes the Earth's _____ and the uppermost layer of the _____.
3. Earthquakes occur because of plate tectonics or because of the activity of what geological feature?

4. List three pre-20th century earthquakes that occurred in the 1700s.
- a. _____
 - b. _____
 - c. _____
5. The biggest 20th century earthquake every recorded was Great Chilean Earthquake. When did it occur and how strong was it?
-
6. This 21st century earthquake did minimal damage to Canada and measured 5.4 in magnitude. What was it and when did it occur? _____

Suggested Earthquake activities

Toga: Research the origin and use of a toga. Then, use the following sites to learn how you can make a toga:

- <http://www.pioneerthinking.com/toga.html>
- <http://www.ron-turner.com/howtomakeatoga.html>

Finally, make a class presentation about what you discovered.

Smart structures: Engineers are building smart structures to help protect people against earthquakes today. Use sites like <http://www.howstuffworks.com> to find out more about these structures. Then make a slideshow to explain how they work. Include a model as part of your presentation.

About Pompeii: The volcano had buried Pompeii under many feet of ash and it was lost for 1,600 years before it was accidentally rediscovered. Write a report about the city of Pompeii and its destruction. What lesson can we learn from the disaster at Pompeii?

Science experiment: **How earthquakes cause damage**

Objective: To describe how earthquakes cause damage and the kinds of damage they cause.

Materials needed

- 2 small dish towels
- 3 empty baby food jars
- 3 baby food jars (filled)

Procedure

1. Make a model of a fault by placing two small, folded dish towels side by side on a flat surface.
2. Pile a stack of jars on the fault by placing the empty jars on bottom, and the filled baby jars on the top.
3. Then, gently pull the towels in opposite directions until the pile tumbles (topples).
4. Repeat the process, but this time with the filled baby food jars on the bottom.

Conclusions / Results from this activity.

1. Discuss with your partner which makes a more stable structure.
2. You and your partner can determine from this activity how an earthquake can affect two different structures, one with more weight on top, the other with more weight on the bottom.

Source: Graciously contributed by Lata Elanko. Oakview Preparatory School

MEMORY TEXT

*"You will be arrested, punished, and even killed. Because of me, you will be hated by people of all nations."
Matthew 24:9.*

Persecution

Persecution is unwanted arrest, imprisonment, beating, torture, death, lose of property, or even encouraging others to hate. The leadership of the Jews saw Christians as a threat to their religion and it was therefore not uncommon for Jews and Jewish Christians to come into conflict with each other. Christians taught that Jesus was the Jewish Messiah foretold by the prophets (Old Testament). The Jews believed that the Messiah had not yet come. Christians also taught that Jesus was not still dead, but that He had resurrected on the third day of His death and was living with the Father in heaven. Also, the ceremonial laws, like **circumcision**, that were created when Moses was alive were still kept by the Jews. After Jesus' death, Christians believed that these were not necessary anymore. Further, Jews had prided themselves that they were the physical descendants of Abraham. Since God had made promises that were to benefit Abraham's children they believed that they would naturally inherit these promises. In contrast, however, Christians taught



that only those who believed in Jesus were true children of Abraham since he was also a believer. More than this, Christians saw Jesus as their only High Priest. These and other beliefs made the Jewish system of religion that included priests, animal sacrifices, circumcision, the ceremonial law, and hope in a still future messiah seem **irrelevant**.

The apostles were among the first to experience persecution. Peter and John were imprisoned by the Jewish leadership (Acts 4:1-21). Another time, all of the apostles were imprisoned but freed by an angel (Acts 5:17-18). The Sanhedrin was at that time the supreme court and law making body of the Jewish community. Acts 5:27-40 tells of a flogging the apostles received after the Sanhedrin gave the order. Members of this same organization took part in the stoning of a Christian named Stephen (Acts 6:8-7:60) who is now considered to be the first Christian **martyr**. One of the men

who witnessed this stoning was Paul from the city of Tarsus in the country we now know as Turkey. Saul was very active in searching for Christians and persecuting them. Quite dramatically, however, Saul became converted to Christianity (Acts 9:1-22) and his name was changed to Paul. Of course, this brought much persecution to himself.

In 41 A.D., Herod Agrippa had been given control of Judea and sought to maintain friendly relations between himself and the Jews. He even persecuted Christians like Peter (read about it in Acts 12). However, persecution on a larger scale was soon to follow for the Christians. The Roman Emperor, Nero, became seemingly insane and made a series of bad decisions. He was even involved in the death of his mother, wife, and pregnant mistress. Saul was eventually brought before Nero to face trial in about 61 A.D. Nero was very frustrated that he could not stop the spread of Christianity and soon condemned Saul to die. Since Nero was afraid that Saul's public death might cause other people to choose to convert to Christianity, he had Paul beheaded privately.

In 64 A.D., what is now known as the Great Fire of Rome began. The flames raged for a week and destroyed much of the city. Nero was vacationing at the time and returned quickly to Rome. After the fire **subsided**, a rumor soon spread that the unpopular emperor had started the fire. The emperor needed a

scapegoat of his own and chose the Christians. He ordered that Christians be thrown to the lions in public **arenas**, while others were to be crucified in large numbers. The Roman historian, Tacitus, noted that their deaths were for the amusement of the emperor. Some were clothed in animal skins and torn to death by dogs. Still, others were set on fire to lighten the sky at night. These persecutions continued for four years. However, the public sympathized with the Christians when they observed Nero's behavior and there were still more conversions.

For many Romans, though, even the word Christian seemed to leave many bad ideas in people's minds because they did not understand the religion. Christianity abandoned the ancient traditional **pagan** religions. Romans thought that this would make the gods angry and this would bring much **calamity** on the whole empire. Therefore, Romans began to see Christians as troublemakers. Many also misunderstood Christian practices and rituals and even saw them as wicked. For example, communion was seen as a kind of cannibalism since the bread and wine represented the body and blood of Jesus Christ. Further, Christianity claimed that its God was the only real God and this implied that the Roman Gods were not real. Rome, however, believed that their Gods gave them their authority and power. Christians were then seen as going against that authority and power of the government and this was considered legal reasons for persecution.

More than this, some Christians seemed suicidal because they showed a desire to be martyred. They were also not seen as **patriotic** because their beliefs were thought to be anti-Roman. For example, wherever the Book of Revelation predicted the fall of the city of Babylon, Romans saw this as a hidden way of saying that Rome would be destroyed. Also, for the Romans, a religion that had a long history of ancestors was worthy of their respect. Christianity, however, was new and was not seen as having any real authority. Some even thought that by Christians claiming to be children of Abraham, they were somehow trying to steal Jewish ancestors and that made people look down upon Christianity even more.

Christian persecution was not very widespread after Nero's death, though. Most emperors practiced religious **tolerance**. Eventually, however, Christians came into conflict with the religion of Rome. The leaders of Rome practiced 'The Imperial Cult' and this state religion demanded that people make sacrifices to Roman rulers to show their loyalty to Rome. Starting in 250 A.D., emperors like Decius and Valerian tried to impose this religion on others but the Christians resisted and were persecuted. Churches were burnt and Christian officials were removed from high offices in the government and army. In 284 A.D., Emperor Diocletian came to power and his main focus was to **unify** all of the Roman Empire that was increasingly becoming **fragmented**. He felt that not allowing so much freedom, but instead having everyone do the same thing, could solve a lot of the empire's problems. Diocletian decided that everyone in the empire should observe the state religion and, starting in 303 A.D., issued a series of four increasingly harsh **decrees**. The last of these were so severe it was labeled the "Great Persecution" but it did not stop the spread of Christianity. Official Roman persecution of Christians ended in 313 A.D. when Emperor Constantine decided to become a Christian. He also made Christianity the new state religion and this helped to give birth to the Roman Catholic Church.

In the year 538 A.D., the last resistance to Rome's authority was conquered. Emperor Justinian's general Belisarius captured Rome and the Ostrogoths retreated. For the next 1,260 years the Roman Catholic Church reigned supreme. The leader of the church is known as the Pope (from the Latin word 'papa' meaning 'father') and his office is called the Papacy. Interestingly enough, this Christian church started to persecute other Christians for more than 1000 years. Often referred to as the Dark Ages, it is estimated that over 50 million Christians who held different beliefs than Papal Rome perished. In 1798, Napoleon's general Berthier captured the pope of Rome and declared that the political rule of the Papacy had ended. The Pope was removed to France, where he died. In modern times, persecutions of Christians have continued. It is estimated that about 1.5 million Armenian Christians and Syrian Christians were killed by the Young Turk government between 1915 and 1917. About the same number were killed by the Sudanese army since 1984. Countries that had significant recent persecution of Christians include Russia, North Korea, Vietnam, Laos, Sri Lanka, Bhutan, Maldives, Serbia and Montenegro - province of Kosovo and Metohia, Afghanistan, China, and Lebanon.

Persecution Q&A

1. After Jesus, who were the first to experience Christian persecution? _____
2. List three ways the apostles were persecuted.

3. True or false: Herod Agrippa persecuted Christians on a large scale. _____
4. Why was Saul killed in secret? _____
5. In what year did Nero's persecution of the Christians end? _____
6. True or false: For a while Nero's persecution stopped people from becoming Christians.
7. Complete the table below showing how many early Romans thought about Christianity:

CLAIM THAT CHRISTIANITY WAS MISUNDERSTOOD		EVIDENCE THAT CLAIM IS TRUE
Christianity Was Misunderstood	Claim #1 Christians were troublemakers.	
	Claim #2 Christian practices are wicked.	
	Claim #3 Christians had no respect for authority.	
	Claim #4 Christians were not patriotic.	
	Claim #5 Christianity had no real authority.	

8. Complete the compare/contrast map below:

JUDAISM		CHRISTIANITY
HOW ALIKE		
1. Jesus is part of the religious history		
2. Studied the writing of the prophets (Old Testament)		
3.		
4.		
HOW DIFFERENT		
with regard to...		
	The Messiah	
	Jesus death	
	Ceremonial laws	
	Abraham's children	
We still need an earthly high priest to make atonement for our sins before God.		



Persecution Web hunt

Use the following Web site to help you answer item 1

<http://en.wikipedia.org/wiki/Persecution>

1. Concerning Nazism, what were two perceptions Nazi Germans had of Jews?

(a) _____

(b) _____

Use the following Web site to help you answer items 2-5

<http://www.historyforkids.org/learn/religion/christians/decius.htm>

2. Why was the year 247 A.D. significant to Romans?

3. What did many Christians believe would happen in the year 247 A.D.?

4. List three ways Christians avoided persecution.

(a) _____

(b) _____

(c) _____

5. What two things happened to the Christians who stood up for their beliefs?

Use the following Web site to help you answer item 6

<http://www.historyforkids.org/learn/religion/jews/christians.htm>

6. What did many Christians believe about Jews and others who were not Christians?



Suggested Persecution activities

Debate: “If churches and religious leaders got involved in politics we would have better political leaders and better laws”. Examine the pros and cons of this statement and, in two teams, deliver a balanced debate.

Webpage: Who were the Vandals, Ostrogoths, and Heruli? Make a Web page that briefly tells who they were and what they did. Be sure to mention any contact they had with the Romans and the change that came about because of this. You may document your findings in a word processing program like Microsoft Word and export the file as a Web page. If your school has a server ask about hosting the page for a while on the school’s server.

Research: How and where are Christians being persecuted today? Tell of the countries, the difficulties and how we can help.

Biography: The Protestant Reformers did not have it easy going up against the Catholic Church. Research and write a brief biography of any in the list below. What were their beliefs? What churches, if any, came about as a result of their teaching? How did the Roman Catholic Church react? What eventually happened to these reformers?

- | | | |
|-----------------|-------------------------------|--------------------|
| ▪ John Huss | ▪ William Tyndale | ▪ John Calvin |
| ▪ John Wycliffe | ▪ Martin Luther (not King,Jr) | ▪ Huldrych Zwingli |

MEMORY TEXT

"This gospel of the kingdom shall be preached in all the world for a witness unto all nations; and then shall the end come." Matthew 24:14.

To All the World

The word gospel means "good news". The very last sign before the Destruction of Jerusalem was that the gospel would be preached to the entire world. Rome had ruled the most of the world back then, and the **apostles** spread themselves throughout the empire and the world, teaching people about Jesus. They did such a good job that Paul recorded that the gospel was preached to "every creature which is under heaven" (Col. 1:5,6,23; Romans 10:18). By the mid 60s A.D., Christians had grown so numerous that the Emperor Nero saw them as a threat to his government and way of life. Christians held high-ranking positions in the Roman government, army and society. Nero's every attempt to stop the spread of Christianity failed miserably.

Paul and Peter had written letters to Christians in the Roman Empire. Since we do not have details about most of the apostles it is difficult to tell exactly where each person went. If they had traveled like Paul, the twelve apostles would have done a very widespread job of telling others about Jesus. It has been



A map of the world.. IRC. 2005. unitedstreaming.
6 April 2006 <<http://www.unitedstreaming.com/>>

traditionally thought that nearly all of the apostles had been killed for their faith before 70 A.D. The common belief is that Nathanael went to Asia and Turkey, Thomas to India, and Matthew to Ethiopia. Other evidence suggests that the gospel was taken as far as Spain and Britain.

Today, the Gospel is still preached by word of mouth and publishing. However, we have some **technologies** that were not available during Paul's time. These include radio, television, and the Internet. The gospel has been preached in more than 900 languages and dialects. Nearly 95 percent of the world's population has access to the gospel message. Every person who believes the message of Jesus will be saved. God has promised that this message will be preached to every country, family, language and people groups

(Revelation 14:6, 7). It is very important that all humans make a choice regarding whether they will worship the Creator. That choice will determine how God will judge us.

The Seventh-day Adventist Church is one of many churches spreading the Gospel throughout the world. We believe we have a very special message to tell the world. To be as **effective** as possible, the work is shared by the General Conference, Divisions, Unions, and Conferences, Churches, and individual members. The gospel is taught through churches, schools, hospitals, universities and colleges, special project and service organizations, television, radio, the Internet, and individual efforts. An example of a special project and service organization is Maranatha Volunteers International. Every year they encourage people to volunteer for specialized projects available for various types of groups such as families, teenagers, or young adults. The project could be anywhere in the world. For example, in India alone 1,000 churches have been constructed. About 3,000 people per year sign up to go, and the result of a single trip is an unforgettable experience. Will you, like the apostles, help to take the Gospel to the entire world?



To All the World Q & A

1. True or false: The apostles stayed in Jerusalem among their own people and preached.
2. Write an example of a high ranking position in following areas:
 - a. The government _____
 - b. The army _____
3. Name one European country that that the Gospel was taken to. _____
4. Name two continents that that the Gospel was taken to. _____
5. List four ways the gospel is spread today
 - a. _____
 - b. _____
 - c. _____
 - d. _____
6. About what percent of the world do not have access to the gospel? _____
7. What is the common purpose of Seventh-day Adventist schools, hospitals and churches?

8. What special project may people sign up for through Maranatha Volunteers International?

9. Look up the following passages and write the name of the cities the letter was addressed to. Then write the name of the apostle who wrote the letter.

Introduction of letter (Epistle)	Name of city/cities	Apostle author
Romans 1:1-7		
1 Corinthians 1:1-2		
Galatians 1:1-2		
Ephesians 1:1		
Philippians 1:1		
Colossians 1:1,2		
1 Thessalonians 1:1		
1 Peter 1:1		



To All the World Web hunt

Use the following Web site to help you answer items
<http://www.theappearing.com/flash.html>

1. After taking the quiz and watching the dramatic preview, write one fact concerning each category in your own words:

a. War

b. Hostility

c. Disease

d. Earthquakes

e. Crime

f. Flood

g. Terror

h. Hatred

i. Destruction

Tip: Why not email this site to a friend?

Suggested To All the World activities

How Important? How important is it to spread the Gospel? The site has some sobering facts. After viewing the site, write a short essay about why you think it is important to spread the Gospel. Go to <http://www.ocf.berkeley.edu/~samkong/mission/live.php>

Outside the Box: Have you ever been told to “think outside of the box?” It means to think in ways that people are not accustomed to thinking. Here is your opportunity. With your group, think of the traditional ways of preaching the gospel and write them on one side of a paper. On the other side of the paper, brainstorm creative ways of preaching the gospel. Here are two examples:

- In the summer, distribute free bottles of water with a note attached saying, “Jesus is the water of life. He longs to quench your thirst!”. The note will also have a Bible text and where a person can get more information about Jesus.
- Have a carwash and leave a note behind that might say, “Jesus can wash our sins away”. The note will also have a Bible text and where a person can get more information about Jesus.

Try to list as many as you can. Then choose one that you think your group can do and work with your teacher at getting it done.

Banners: Using the Web sites below to help you, make attractive banners of John 3:16 in different languages.

- <http://www.serve.com/Tracts/j316page.html>
- <http://www.biblegateway.com>

Preach it Pastor! Challenge yourself to write and preach a 5-minute sermon telling of the gospel. It must include a testimony of your personal experience as well as an invitation for the listeners to accept Him as their personal Savior.

Research: What really is the Gospel? What are its different parts and why is it important?

Organizational Chart: Make an organizational chart that will show how your church fits into the structure of the Seventh-day Adventist Church. To which Division, Union and Conference do you belong? How many members does your church have? How many members are in your Union, Conference and Church?

Report: Some ancient cities mentioned in the Bible are Ephesus, Smyrna, Pergamos, Philadelphia, Thyatira, Sardis, and Laodicea. Choose an ancient city from the list above and describe what life may have been like for people living there. Here are some questions to get you started

- How diverse was the city?
- What was its main religion?
- What was their main source of trade?
- Were they open to receiving the gospel?
- How might they have responded to a letter from an apostle?
- Does that city still exist today?
- How does that city compare and contrast with my city today?



Booklet: Imagine that someone who knew nothing of the Seventh-day Adventist Church wanted information about your church. Make a small, colorful information booklet that advertises the nearest Seventh-day Adventist church, elementary school, high school, university, college, hospital, and special project/service organization. Let each page represent a category and give brief but important information about each institution (e.g. its location). On a separate page, list and give information of electronic media such as radio and television stations and Internet resources. Close your booklet by reminding the reader that Jesus loves him or her.

Still Needing to Know: Using the information at the back of an adult lesson quarterly or mission quarterly, make a graph showing the percentage of people still needing to hear the gospel in that particular region of the world. Title your graph, "Still Needing To Know".

To All the World: Go to http://www.bibleuniverse.com/view_statistics.asp. There you will find a list of people in countries who are currently taking Bible study classes. This site is constantly updated to always show the latest information. Choose the United States and 4 other countries. Then create a multiple line graph showing how this information changes for a week. Use a different color for each country.

My Epistle: Write a letter to your home city telling them of the gospel. In your epistle introduce yourself, tell of what God has done for you, explain a little about how God loves us and died to save us, and then finish by inviting them to accept Jesus as their Savior.

MEMORY TEXT

"You will soon hear about wars and threats of wars, but don't be afraid. These things will have to happen first, but that isn't the end." Matthew 24:6 (CEV).

Wars and Rumors of War

This world has had many wars. Revelation 12:7-8 tells us where wars first began. The enemy lost, of course, but continues to stir up hate on earth wherever he can. After Jesus died, conflict in Jerusalem increased until the city was finally destroyed by the Romans.

The people of Judea had always been passionate about their religion. The Roman government had allowed the Jews to practice their religion relatively undisturbed. Then the Emperor Caligula, who started to reign in 37 A.D., decided that he should be worshiped as a god everywhere. He ordered that his statue be set up even in the Temple at Jerusalem. There was sure to be severe conflict between the Jews and the Romans because of this. The Roman Governor in charge of Judea at that time wisely delayed carrying out the order. Eventually, the emperor was murdered before the statue was set up.



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The Emperor Nero, who reigned 54 to 68 A.D.. IRC.
2005. unitedstreaming. 26 March 2006
<<http://www.unitedstreaming.com/>>

Destruction of Jerusalem

In 41 A.D., Herod Agrippa was given control of Judea and tried to maintain friendly relations between himself and the Jews. He even persecuted Christians whom many Jews saw as enemies. After he died in 44 A.D., many Roman leaders were appointed to govern Judea but they were unpopular probably because of their **policies** towards the Jews. There were so many revolts that it was increasingly difficult for them to maintain control of the region. Judea was becoming very tired of Roman rule and resistance to the Romans became widespread. Threats and rumors of war with the Romans made it a fearful time in which to live. Then in about 66 A.D., many anti-Roman Jewish groups joined with a powerful political party called the Zealots. Together they burst into an open rebellion against Roman control. This greatly **infuriated** the Romans who fought the Zealots for many years after this. Then in 70 A.D., after a long siege, Roman armies led by the warrior Titus destroyed Jerusalem and the Jewish Temple. Many thousands of Jews were killed and thousands more sent away to other parts of the world.

This was about 40 years after Jesus said it would happen and he had already been crucified and rose on the third day and went to heaven. However, not even one Christian (a person that truly believed in Jesus) perished in the destruction of Jerusalem. They knew what Jesus had said in Luke 21:20, 21 and they obeyed Him.

Rome also had other problems to deal with since emperors and those who wanted to be emperors were continuously being murdered. The Emperor Nero began his rule in 58 A.D. and there were many scandals and problems surrounding his reign. In 61 A.D., Britannia, which is today the southern part of Great Britain, rebelled against Rome. This was because the Romans had mistreated their leader, Queen Boudica, and her daughters. Further, Nero ruled the empire so badly that political leaders of Rome's Senate decided to get rid of him by forcing him to commit suicide. After Nero's death in 68 A.D. there was civil war in Rome.

The Great War

Wars have continued since that time. The Great War, labeled “The war to end all wars,” started in Europe in 1914. **Prior** to this, strong European nations had formed peace agreements called treaties that tried to keep one country from attacking another. The basic principle of many of these treaties stated, “If you do not do this then we will not do that”. Some also stated, “If you help me in this way then I will help you in that way”. Unfortunately, this meant that when two nations got into an argument their allies (friends) got involved to keep up their end of the bargain. Soon, these nations formed two **hostile** groups that were mostly evenly matched.



WW I artillery piece stuck in the mud.

Library of Congress. 2005. unitedstreaming.
20 March 2006 <<http://www.unitedstreaming.com/>>

Eventually, these nations called on their non-European friends for help, and nations like Japan got involved. Other countries, like the United States of America, tried to stay **neutral** but eventually got involved in the war so that it was truly global. The most terrible weapons ever made by humans up to this point in history were used. While some believed the war would have ended quickly, the dreadful worldwide conflict lasted for four years and claimed about 10 million lives.

This was not the first war in which America got involved. Among its most personal bloodsheds were the Revolutionary War and the Civil War. These helped shaped the nation because the first guaranteed our independence from Great Britain and the second kept the

union of states together. This is why we are now known as the United States of America.

God has promised in the Bible a time when there will not be anymore combat. All fighting will come to an end and we will live in peace with God forever. Satan will be destroyed and there will be no more strife. God even promises that “Leopards will lie down with young goats, and wolves will rest with lambs. Calves and lions will eat together and be cared for by little children.” Isaiah 11:6 (CEV)



Wars and Rumors of War Q & A

1. According to the passage (i) Where did war begin? and (ii) who is the enemy?

(i) _____

(ii) _____

2. What did European nations do to keep peace among themselves before The Great War?

Both European and non European countries got involved in the war...

- I. To keep promises made in peace treaties
- II. Because it was no longer possible to remain uninvolved
- III. To end the war as quickly as possible

3. According to the passage, which of the above statements are true?

- a. I and II only
- b. I, II and III
- c. I and III only

4. True or false: According to the passage, Japan is a European country.

5. Using context clues, explain what it might mean for a country to remain “neutral” in a war.

6. There are five synonyms for the word “war” in the passage. What are they?

7. What is The Great War also known as: (a) World War I (b) World War II

8. What was the outcome of the American Civil War?

9. Predict two ways life for Americans would be different if this outcome did not happen.

(i) _____

(ii) _____



Wars & Rumors of War Web hunt

Use the following Web Site to help you answer items 1-5

http://www.bible-history.com/jerusalem/firstcenturyjerusalem_destruction_of_jerusalem_in_70_a_d_.html

1. The Jewish Wars or revolts against Roman authority began in this year. _____
2. After the city was destroyed these were the only buildings left standing. _____
3. About this many Jews were taken captive. _____
4. The Christians had escaped to this place. _____
5. This person helped record the events of the war. _____

Use the following Web Site to help you answer items 6-9

http://en.wikipedia.org/wiki/Destruction_of_Jerusalem

6. The Romans had this many more soldiers that the Jews had fighters. _____
7. Jerusalem was attacked by four legions. How many foot soldiers made were included in a Roman legion. _____
8. Passover celebrates a significant time for the Jewish nation. What important event does it mark?

9. This former Jewish commander help negotiate between the Romans and Jews. He also helped to record the events of the war. _____
10. Make a generalization about the destruction of Jerusalem based on the information above.

Suggested Wars & Rumors of War activity

Signs Collage: You will be working in groups for this activity. Using a newspaper, cut out the photos and headlines of war and other signs of Jesus Coming. Make a collage and paste it on a placard. Give it the title, "Modern Sign of Jesus Coming".

MEMORY TEXT

"Immediately after the tribulation of those days the sun will be darkened, and the moon will not give its light; the stars will fall from heaven, and the powers of the heavens will be shaken." Matthew 24:29 (NKJV)

The Three Special Signs

Have you noticed that all of the BIG signs so far happened before 70 A.D. and were repeated in modern times? Some signs, however, were unique and did not follow this pattern. Immediately after the papal persecution of Christian Jesus said that the sun would be dark and the moon would somehow not give light. The Bible further explains that the moon will actually become the color of blood (Joel 2:31, Acts 2:20, Revelation 6:12). Did this happen already?

By 1773 much of papal Christian persecution had almost **wholly** ended. One of the probable reasons for this was that the Roman Emperor Joseph II **expelled** Jesuits from the Empire and Pope Clement XIV orders the **dissolution** of the Society of Jesus, the Jesuits. Joseph II was heavily influenced by what came to be known as the Enlightenment. This **comprised** a group of people who believed that what is true can best be discovered by thinking about the facts, rather than relying on faith or religious teachings. They believed that they could design a reliable system for telling what was wrong and right and what should be considered beautiful. They wanted to and find a way to understand everything without the need for God. While Joseph II did not care much for religion, he did allow more religious tolerance than the Roman Catholic Church did. People's attitudes towards other forms of Christianity were changing and resistance to the Roman Catholic Church was increasing.

The Dark Day and Red Moon

Only seven years later, just as Jesus said, there was the Dark Day of May 19th, 1780. An eyewitness living in Massachusetts describes the event as follows:



Moon with dark clouds. Discovery Communications, Inc.. 2005. unitedstreaming. 7 April 2006
<<http://www.unitedstreaming.com/>>

"In the morning the sun rose clear, but was soon overcast. The clouds became lower, and from them, black and ominous, as they soon appeared, lightning flashed, thunder rolled, and a little rain fell. Toward nine o'clock, the clouds became thinner, and assumed a brassy or coppery appearance, and earth, rocks, trees, buildings, water, and persons were changed by this strange, unearthly light. A few minutes later, a heavy black cloud spread over the entire sky except a narrow rim at the horizon, and it was as dark as it usually is at nine o'clock on a summer evening.

"Fear, anxiety, and awe gradually filled the minds of the people. Women stood at the door, looking out upon the dark landscape; men returned from their labor in the fields; the carpenter left his tools, the blacksmith his forge, the tradesman his counter. Schools were dismissed, and tremblingly the children fled homeward. Travelers put up at the nearest farmhouse. "What is coming?" queried every lip and heart. It seemed as if a hurricane was about to dash across the land, or as if it was the day of the consummation of all things".

"Candles were used; and hearth fires shone as brightly as on a moonless evening in autumn. Fowls retired to their roosts and went to sleep, cattle gathered at the pasture bars and lowed, frogs peeped, birds sang their evening songs, and bats flew about. But the human knew that night had not come.

The Great Controversy, "Heralds of the Morning", page 299

The darkness reached the Canadian border, the eastern part of New York, Maine New Hampshire, Rhode Island, Massachusetts, and Connecticut. When night came it was no less strange. People lit their lanterns but the most light they got was a faint greenish color. A full moon was expected at around 9 P.M. that night. Instead it showed up at after 1 A.M. and appeared red, like the color of blood. Ironically, the stars soon shone after this, and the next morning the sun was bright like nothing ever happened. The only time there was ever darkness like this was in the time of Moses and the plagues of Egypt.

The Falling of the Stars

Like the Dark Day and the Red Moon, the falling of the stars was also a special sign. What appeared to us to be stars was what scientists now call **meteors**. On November 13, 1833, the Leonid Meteor Shower made its appearance. This nine-hour show was **spectacular**! There had been other meteor storms but this one was very intense since thousands of meteors per hour fell. Ever since then, researchers have tried to find theories for the origin of meteors.

Here is how one writer related the event:



Nebula. NASA. 2005. unitedstreaming. 7 April 2006
<<http://www.unitedstreaming.com/>>

"The whole **firmament**, over all the United States, being then, for hours, in fiery **commotion**! No **celestial phenomenon** has ever occurred in this country, since its first settlement, which was viewed with such intense admiration by one class in the community, or with so much dread and alarm by another." "Its **sublimity** and [awesome] beauty still **linger** in many minds.... Never did rain fall much thicker than the meteors fell toward the earth; east, west, north, and south, it was the same. In a word, the whole heavens seemed in motion.... The display, as described in Professor Silliman's *Journal*, was seen all

over North America.... From two o'clock until broad daylight, the sky being perfectly **serene** and cloudless, an **incessant** play of dazzlingly brilliant **luminosities** was kept up in the whole heavens." R. M. Devens, *American Progress; or, The Great Events of the Greatest Century*, ch. 28, pars. 1-5.

Excerpt from The Great Controversy, page 333



#3, #2, #1

Sun, Moon and Stars

The Three Special Signs Q & A

1. If the meteor shower started at 2:00 A.M., when would it have ended?

2. Using a thesaurus, find three synonyms for the following words:

- a. Spectacular _____
- b. Firmament _____
- c. Celestial _____
- d. Sublime _____
- e. Linger _____
- f. Commotion _____
- g. Luminosity _____
- h. Serene _____
- i. Incessant _____
- j. Phenomenon _____

3. Rewrite each sentence in your own words by using a synonym to replace the words in bold.

- a. This nine-hour show was **spectacular**!
- b. The whole **firmament** was in fiery **commotion**.
- c. No **celestial phenomenon** had ever occurred in this country.
- d. Its **sublimity** and awesome beauty still **linger** in many minds.
- e. The sky was perfectly **serene** and cloudless.
- f. It was an **incessant** play of dazzlingly brilliant **luminosities**.

4. Use a dictionary to find four meanings of the word "star" other than what we see in the sky. Be sure to tell of the dictionary you are using.

Meaning #1: _____

Meaning #2: _____

Meaning #3: _____

Meaning #4: _____

Suggested Three Special Signs Activity

Starry Sky Slideshow: Create a slideshow of galaxies, nebulae, solar systems or stars. Your slideshow must have music in the background. Each picture must have a caption and a citation. Use the following site as a possible source of information: <http://www.hubblesite.org/gallery/album/>



MEMORY TEXT

"And then shall appear the sign of the Son of man in heaven: and then shall all the tribes of the earth mourn, and they shall see the Son of man coming in the clouds of heaven with power and great glory. " Matthew 24:30 (CEV)

Suggested Song: # 213 in SDA Hymnal "Jesus is Coming Again" or other song of Christ's return.

The Second Advent of Jesus Christ

Today, religious intolerance and prejudice are again on the rise. Seventh-day Adventist believe that one day religious discrimination and outright persecution will again occur in a big way as in the days of Nero and the Dark Ages. The early Roman leaders had persecuted the early Christians because believers were seen as causing trouble for everyone else and they were misunderstood. However, above all other reasons, they were deemed worthy of death because they broke Roman civil (and later papal) law by choosing to worship the way they thought best. Eventually, true Christians in modern times will be seen in a similar way and the same result will follow. God has already given us an idea of what it will be like for believers when we can no longer worship Him freely.

"When the protection of human laws shall be withdrawn from those who honor the law of God, there will be, in different lands, a simultaneous movement for their destruction. ...The people of God—some in prison cells, some hidden in solitary retreats in the forests and the mountains—still plead for divine protection, while in every quarter companies of armed men, urged on by hosts of evil angels, are preparing for the work of death. With shouts of triumph, jeering, and imprecation, throngs of evil men are about to rush upon their prey, when, lo, a dense blackness, deeper than the darkness of the night, falls upon the earth. Then a rainbow, shining with the glory from the throne of God, spans the heavens and seems to encircle each praying company. The angry multitudes are suddenly arrested. Their mocking cries die away. The objects of their murderous rage are forgotten. With fearful forebodings they gaze upon the symbol of God's covenant and long to be shielded from its overpowering brightness.

"By the people of God a voice, clear and melodious, is heard, saying, 'Look up,' and lifting their eyes to the heavens, they behold the bow of promise.... Again a voice, musical and triumphant, is heard, saying: 'They come! They come! Holy, harmless, and undefiled. They have kept the word of My patience; they shall walk among the angels;' and the pale, quivering lips of those who have held fast their faith utter a shout of victory.

"...Dark, heavy clouds come up and clash against each other. In the midst of the angry heavens is one clear space of indescribable glory, whence comes the voice of God like the sound of many waters, saying: 'It is done.' ...That voice shakes the heavens and the earth. There is a mighty earthquake, [and the sky] appears to open and shut. The glory from the throne of God seems flashing through. The mountains shake like a reed in the wind, and ragged rocks are scattered on every side. There is a roar as of a coming [hurricane]. The sea is lashed into fury.... The whole earth heaves and swells like the waves of the sea. Its surface is breaking up. Its very foundations seem to be giving way. Mountain chains are sinking. Inhabited islands disappear.... The lordly palaces, upon which the world's great men have lavished their wealth in order to glorify themselves, are crumbling to ruin before their eyes. Prison walls are rent asunder, and God's people, who have been held in bondage for their faith, are set free.



The Second Coming of Jesus

"...All who have died in the faith of the [gospel] come forth from the tomb glorified, to hear God's covenant of peace with those who have kept His law.... Those who have sacrificed all for Christ are now secure... A marvelous change has come over [them].... Their faces, so lately pale, anxious, and haggard, are now aglow with wonder, faith, and love. Their voices rise in triumphant song: 'God is our refuge and strength, a very present help in trouble. Therefore will not we fear, though the earth be removed, and though the mountains be carried into the midst of the sea; though the waters thereof roar and be troubled, though the mountains shake with the swelling thereof.' Psalm 46:1-3.

"...The voice of God is heard from heaven, declaring the day and hour of Jesus' coming, and delivering the everlasting covenant to His people. Like peals of loudest thunder His words roll through the earth. The Israel of God stand listening, with their eyes fixed upward. Their countenances are lighted up with His glory, and shine as did the face of Moses when he came down from Sinai. The wicked cannot look upon them. And when the blessing is pronounced on those who have honored God by keeping His Sabbath holy, there is a mighty shout of victory.

"Soon there appears in the east a small black cloud, about half the size of a man's hand. It is the cloud which surrounds the Saviour and which seems in the distance to be shrouded in darkness. The people of God know this to be the sign of the Son of man. In solemn silence they gaze upon it as it draws nearer the earth, becoming lighter and more glorious, until it is a great white cloud, its base a glory like consuming fire, and above it the rainbow of the covenant. Jesus rides forth as a mighty conqueror.... With anthems of celestial melody the holy angels, a vast, unnumbered throng, attend Him on His way.... As the living cloud comes still nearer, every eye beholds the Prince of life. No crown of thorns now mars that sacred head; but a [crown] of glory rests on His holy brow. His countenance outshines the dazzling brightness of the noonday sun.

"...The angels' song is hushed, and there is a period of awful silence. Then the voice of Jesus is heard, saying: 'My grace is sufficient for you.' The faces of the righteous are lighted up, and joy fills every heart. And the angels strike a note higher and sing again as they draw still nearer to the earth.

"The King of kings descends upon the cloud, wrapped in flaming fire.... All come forth from their graves the same in stature as when they entered the tomb. Adam, who stands among the risen throng, is of lofty height and majestic form, in stature but little below the Son of God. He presents a marked contrast to the people of later generations; in this one respect is shown the great degeneracy of the race. But all arise with the freshness and vigor of eternal youth.... [Christ] will change our vile bodies and fashion them like unto His glorious body. The mortal, corruptible form, devoid of comeliness, once polluted with sin, becomes perfect, beautiful, and immortal. All blemishes and deformities are left in the grave. Restored to the tree of life in the long-lost Eden, the redeemed will 'grow up' (Malachi 4:2) to the full stature of the race in its primeval glory. The last lingering traces of the curse of sin will be removed, and Christ's faithful ones will appear in 'the beauty of the Lord our God,' in mind and soul and body reflecting the perfect image of their Lord. Oh, wonderful redemption! long talked of, long hoped for, contemplated with eager anticipation, but never fully understood.

"The living righteous are changed 'in a moment, in the twinkling of an eye.' At the voice of God they were glorified; now they are made immortal and with the risen saints are caught up to meet their Lord in the air. Angels 'gather together His elect from the four winds, from one end of heaven to the other.' Little children are borne by holy angels to their mothers' arms. Friends long separated by death are united, nevermore to part, and with songs of gladness ascend together to the City of God.

"On each side of the cloudy chariot are wings, and beneath it are living wheels; and as the chariot rolls upward, the wheels cry, "Holy," and the wings, as they move, cry, 'Holy,' and the retinue of angels



The Second Coming of Jesus

cry, 'Holy, holy, holy, Lord God Almighty.' And the redeemed shout, 'Alleluia!' as the chariot moves onward toward the New Jerusalem.

"Before entering the City of God, the Saviour bestows upon His followers the emblems of victory and invests them with the insignia of their royal state. The glittering ranks are drawn up in the form of a hollow square about their King, whose form rises in majesty high above saint and angel, whose countenance beams upon them full of benignant love. Throughout the unnumbered host of the redeemed every glance is fixed upon Him.... Upon the heads of the overcomers, Jesus with His own right hand places the crown of glory. For each there is a crown, bearing his own 'new name' (Revelation 2:17), and the inscription, 'Holiness to the Lord.' In every hand are placed the victor's palm and the shining harp. Then, as the commanding angels strike the note, every hand sweeps the harp strings with skillful touch, awaking sweet music in rich, melodious strains. Rapture unutterable thrills every heart, and each voice is raised in grateful praise: 'Unto Him that loved us, and washed us from our sins in His own blood, and hath made us kings and priests unto God and His Father; to Him be glory and dominion for ever and ever.'" Revelation 1:5, 6.

"Before the ransomed throng is the Holy City. Jesus opens wide the pearly gates, and the nations that have kept the truth enter in. There they behold the Paradise of God, the home of Adam in his innocence. Then that voice, richer than any music that ever fell on mortal ear, is heard, saying: 'Your conflict is ended. Come, ye blessed of My Father, inherit the kingdom prepared for you from the foundation of the world.'

"With unutterable love, Jesus welcomes His faithful ones to the joy of their Lord. The Saviour's joy is in seeing, in the kingdom of glory, the souls that have been saved by His agony and humiliation. And the redeemed will be sharers in His joy, as they behold, among the blessed, those who have been won to Christ through their prayers, their labors, and their loving sacrifice. As they gather about the great white throne, gladness unspeakable will fill their hearts, when they behold those whom they have won for Christ, and see that one has gained others, and these still others, all brought into the haven of rest, there to lay their crowns at Jesus' feet and praise Him through the endless cycles of eternity.

"As the ransomed ones are welcomed to the City of God, there rings out upon the air an exultant cry of adoration. The two Adams are about to meet. The Son of God is standing with outstretched arms to receive the father of our race—the being whom He created, who sinned against his Maker, and for whose sin the marks of the crucifixion are borne upon the Saviour's form. As Adam discerns the prints of the cruel nails, he does not fall upon the bosom of his Lord, but in humiliation casts himself at His feet, crying: 'Worthy, worthy is the Lamb that was slain!' Tenderly the Saviour lifts him up and bids him look once more upon the Eden home from which he has so long been exiled.... Adam is reinstated in his first dominion.

"Transported with joy, he beholds the trees that were once his delight—the very trees whose fruit he himself had gathered in the days of his innocence and joy. He sees the vines that his own hands have trained, the very flowers that he once loved to care for. His mind grasps the reality of the scene; he comprehends that this is indeed Eden restored, more lovely now than when he was banished from it. The Saviour leads him to the tree of life and plucks the glorious fruit and bids him eat. He looks about him and beholds a multitude of his family redeemed, standing in the Paradise of God. Then he casts his glittering crown at the feet of Jesus and, falling upon His breast, embraces the Redeemer. He touches the golden harp, and the vaults of heaven echo the triumphant song: 'Worthy, worthy, worthy



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is the Lamb that was slain, and lives again!' The family of Adam take up the strain and cast their crowns at the Saviour's feet as they bow before Him in adoration.

"This reunion is witnessed by the angels who wept at the fall of Adam and rejoiced when Jesus, after His resurrection, ascended to heaven, having opened the grave for all who should believe on His name. Now they behold the work of redemption accomplished, and they unite their voices in the song of praise.

"In this life we can only begin to understand the wonderful theme of redemption. With our finite comprehension we may consider most earnestly the shame and the glory, the life and the death, the justice and the mercy, that meet in the cross; yet with the utmost stretch of our mental powers we fail to grasp its full significance. The length and the breadth, the depth and the height, of redeeming love are but dimly comprehended. The plan of redemption will not be fully understood, even when the ransomed see as they are seen and know as they are known; but through the eternal ages new truth will continually unfold to the wondering and delighted mind. Though the griefs and pains and temptations of earth are ended and the cause removed, the people of God will ever have a distinct, intelligent knowledge of what their salvation has cost."

Excerpt from The Great Controversy, page 635

So now that you have studied all of these signs leading up to the Second Coming of Jesus Christ, here is the BIG question:

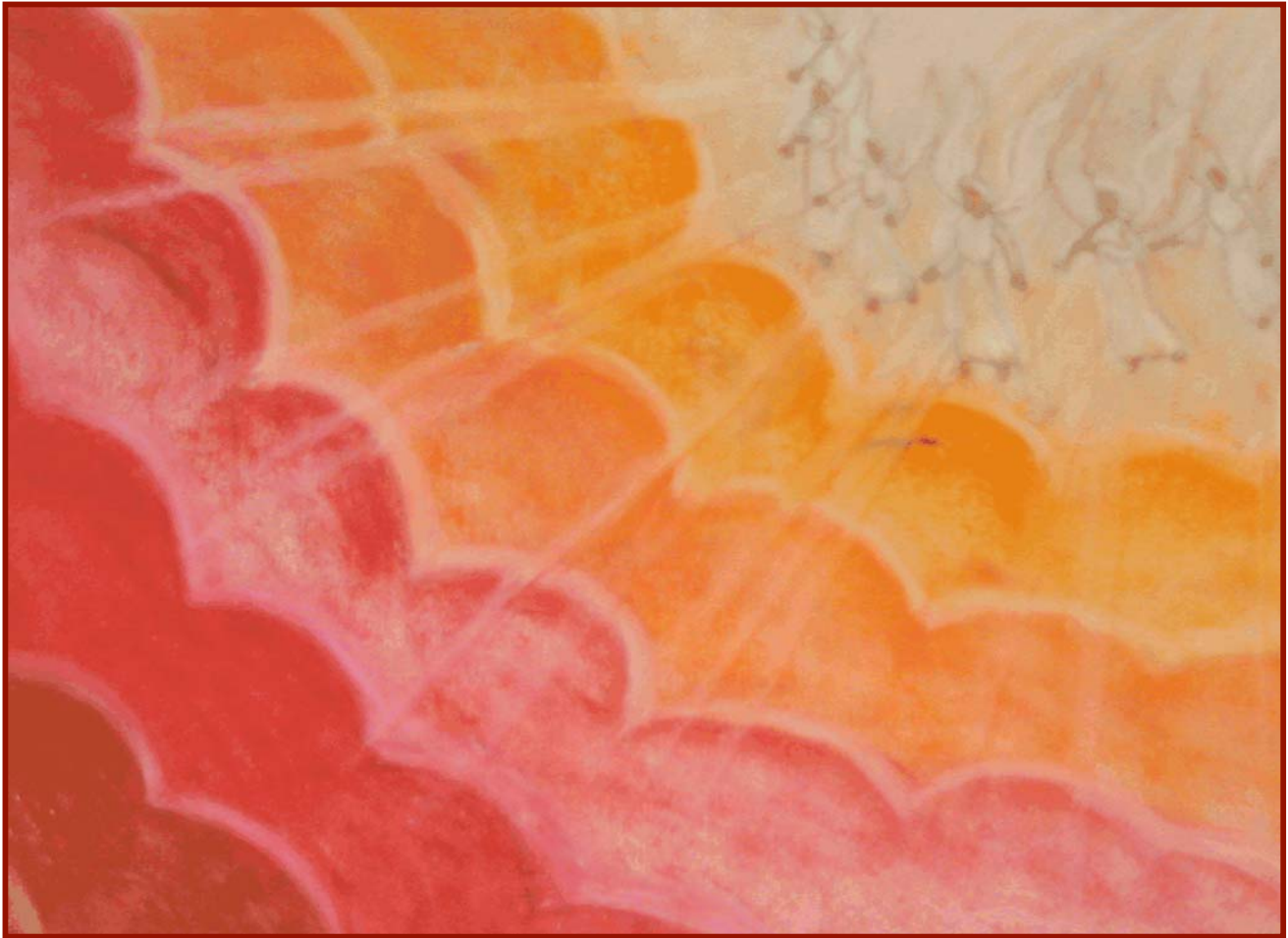
What is the next sign to be fulfilled before the Second Coming of Jesus Christ?

Write 'NO' next to the sign that is already fulfilled and write the date it happened. Then write 'YES' next to the sign that still needs to be fulfilled completely before Jesus Comes.	
False Prophets	
Famines	
Pestilences	
Earthquakes	
Persecutions	
Wars	
Gospel preached to all the world	
The sun becoming dark and not give light	
The moon becoming red and not give light	



The Second Coming of Jesus

Falling stars	
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Suggested Second Coming activities

You too can draw the Second Coming of Jesus!

Topic: Drawing & coloring using different shades of color.

Lesson Objectives: Draw and color a scene to depict the Second Coming of Jesus using the medium of oil pastel colors predominantly using different shades of red.

Materials: Oil pastel colors of various shades of red, e.g. Maroon, scarlet, bright to light reds, red-orange, etc; white drawing paper 12" by 9"; pencils

Procedure:

1. Position white paper horizontally
2. Use the pencil to sketch a drawing that depicts the second coming of Jesus
3. Draw six or seven angels in the upper right-hand corner of the drawing paper
4. Then, draw to overlap six or seven rows of cloudlike features from the bottom left-hand corner going towards the top right-hand corner, stopping just about an half inch away from the feet of the angels
5. Next, arrange colors from the darkest to the lightest
6. Now color the layers of clouds starting with the darkest color from the left bottom corner, and proceed row by row with a different color to give the effect of darkness to lightness
7. After each row is colored, use finger tips to rub in each color to give a smooth finish

Source: Graciously contributed by Omel Roberts.



Skit: God's Final Harvest

Props: Recording of song, *I Bow My Knees and Cry Holy*; A heavenly scene and ambiance, A decorated gate and backdrop will enhance the presentation.

Characters: Angels, Person 1 and Person 2 (both Angels), Multitude in white robes, Elder, pantomime group or person to act out song as it is played.

Basic Structure: As Revelation 7 is read the cast acts out the parts.

Person 1 Did you know that the greatest harvest ever is yet to come, when God shall reap the earth? He will gather His people from the East, West, North and South. God's harvest knows no delay. Hello Person 2 [use real name of person], "What does the Bible say about this great harvest?"

Person 2 Revelation 7:1-17 says:
[in a strong voice] After this I saw four angels standing at the four corners of the earth, holding back the four winds of the earth to prevent any wind from blowing on the land or on the sea or on any tree. Then I saw another angel coming up from the east, having the seal of the living God. He called out in a loud voice to the four angels who had been given power to harm the land and the sea: "Do not harm the land or the sea or the trees until we put a seal on the foreheads of the servants of our God." Then I heard the number of those who were sealed: 144,000 from all the tribes of Israel.

From the tribe of Judah 12,000 were sealed,

[When the numbers are being called, twelve students will display them on placards in order to represent the numbers sealed from each tribe. As each placard is shown the number is recited by the angels]

Person 2 from the tribe of Reuben
Angels 12,000,
Person 2 from the tribe of Gad
Angels 12,000,
Person 2 from the tribe of Asher
Angels 12,000,
Person 2 from the tribe of Naphtali
Angels 12,000,
Person 2 from the tribe of Manasseh
Angels 12,000,
Person 2 from the tribe of Simeon
Angels 12,000,
Person 2 from the tribe of Levi
Angels 12,000,
Person 2 from the tribe of Issachar
Angels 12,000,
Person 2 from the tribe of Zebulun
Angels 12,000,
Person 2 from the tribe of Joseph
Angels 12,000,



The Second Coming of Jesus

Person 2 from the tribe of Benjamin
Angels 12,000.

[multitude in white robes come to the foreground]

Person 2 After this, I looked and there before me was a great multitude that no one could count, from every nation, tribe, people and language, standing before the throne and in front of the Lamb. They were wearing white robes and were holding palm branches in their hands. And they cried out in a loud voice:

Multitude in white robes "Salvation belongs to our God,
who sits on the throne,
and to the Lamb."

Person 2 All the angels were standing around the throne and around the elders and the four living creatures. They fell down on their faces before the throne and worshiped God, saying:

Angels "Amen!
Praise and glory
and wisdom and thanks and honor
and power and strength
be to our God for ever and ever.
Amen!"

Then one of the elders asked me,

Elder "These in white robes—who are they, and where did they come from?"

Person 2 I answered, "Sir, you know." And he said,

Elder "These are they who have come out of the great tribulation; they have washed their robes and made them white in the blood of the Lamb. Therefore,
"they are before the throne of God
and serve him day and night in his temple;
and he who sits on the throne will spread his tent over them.
Never [with emphasis] again will they hunger;
never again will they thirst.
The sun will not beat upon them,
nor any scorching heat.
For the Lamb at the center of the throne will be their shepherd;
he will lead them to springs of living water
And God will wipe away every tear from their eyes."

Person 1 Would you like to be included in one of these numbers?

[person/group to act out the song will take his position. The song can be on tape or done by a soloist or choir or both]

Source: Graciously contributed by Sheila Allen, Oakview Preparatory School



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Appendix

The following are resources that can be included in the student portfolio

- **Resource A:** Countdown Chart (this can be enlarged on tabloid paper or bigger for classroom use)
- **Resource B:** Folder Cover
- **Resource C:** Vocabulary List
- **Resource D:** Personal Timeline
- **Resource E:** KWL Chart
- **Resource F:** Vocabulary Puzzle

NAME:

GRADE:

		
	Name of event	Dates of fulfillment
BIG EVENT	Second Coming of Jesus	not yet fulfilled
BIG Sign #1		
BIG Sign #2		
BIG Sign #3		
BIG Sign #4		
BIG Sign #5		
BIG Sign #6		
BIG Sign #7		
BIG Sign #8		
BIG Sign #9		
BIG Sign #10		

NAME: _____

GRADE: _____



NAME: _____

GRADE: _____

NAME:

GRADE:

[illegible]

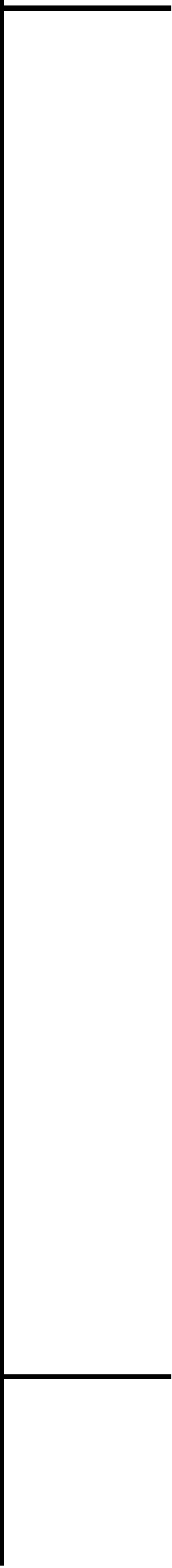


1 AD



200 AD

400 AD



0 AD

600 AD





800 AD

D

1000 AD





1200 AD





1400 AD

1600 AD

A vertical timeline is represented by a single horizontal line. A short vertical line segment intersects this horizontal line at a point. To the left of this intersection, the text "1600 AD" is written in a bold, black, sans-serif font.



1800 AD



2000 AD

