



# JUDAH, FROM ISAIAH TO EXILE

# SUNDAY SCHOOL QUARTERLY TEACHER'S GUIDE

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## SUNDAY SCHOOL QUARTERLY TEACHER'S GUIDE

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# THE COMBINED TEACHER'S GUIDE

**FALL QUARTER 2025**

SEPTEMBER • OCTOBER • NOVEMBER

Christian Education Department  
Rev. Garland F. Pierce, Executive Director  
Bishop Harry L. Seawright, Chair

AMEC Publishing House (Sunday School Union)  
900 13th Avenue South • Nashville, TN 37212

## BASIC SUPPLIES

Bible dictionary	writing paper
Bible pictures and maps	DVD recorder/player
CD players	milk crates
chart paper	paper – letter, drawing
Christian music – books, sheets, recordings	pencils, pens, markers
Christian videos and DVDs	poster boards
crayons	robes, scarves
digital camera	old clothing
digital camcorder	scissors, glue, paste
drawing paper	video player

## **Liberating Faith Studies Lessons: Teacher's Guide**

**Fall Quarter: September – November 2025**

**Prepared by Rev. Dr. Linda E. Mouzon**

**LFS: Lesson 1**

**September 7, 2025**

### **The Ministry of Isaiah**

**Lesson Scripture:** Isaiah 6:1-13; 7:1-7; 20:1-6; 38:1-22

**Focus Scripture:** Isaiah 6:1-8; 38:1-5

**Key Verse:** I heard the voice of the Lord saying, "Whom shall I send, and who will go for us?" And I said, "Here am I; send me!"  
Isaiah 6:8

### **KEY TERMS**

- **Isaiah** – Salvation of the Lord.
- **Uzziah** – The Lord is my strength or tower.
- **Train** – The tail or end of a robe or garment; the longer the train the more important the person who wore it.
- **Seraphim** – Six winged, celestial beings who continually worship God.
- **Hezekiah** – God strengthens (derived from the verb (*hazaq*), to be strong, and (*yah*), the shortened name of the Lord).
- **Sennacherib** – Sin has replaced the brothers.
- **The Assyrian Empire** – A collection of united city-states in power from 900 B.C.E. to 600 B.C.E.; the empire stretched from Mesopotamia (modern-day Iraq) through Asia Minor.

**Lesson Goals:** By the end of this lesson, students will be able to:

1. Reflect on God as life-giver and sustainer.
2. Recognize the important role that prophecy has for worship, responsibility of priests and Levites, and what relationship nations should have with God.
3. Understand that God cleanses those chosen to speak for the Lord.
4. Recognize that God's lessons are taught at unexpected times and often include persecution and suffering.

### **Teaching Strategies**

1. Read Isaiah 6:1-13; 7:1-7; 20:1-6; 38:1-22. Identify Isaiah's qualifications to be God's prophet and the different tasks Isaiah carried out.
2. Who are the prophets in our own time? How do their messages and ways of communicating compare to Isaiah's?
3. List the characteristics of modern day good and evil leaders. Share how you decided upon the characteristics for each.
4. Ask students to share stories about someone who was diagnosed with a critical illness and then was healed.

### **Resources:**

#### **Bible:**

Uzziah: 2 Kings 15:1-7

Hezekiah: 2 Kings 16:20; 18:1- 20:21

#### **Internet:**

The Assyrian War Machine: King Hezekiah vs. Emperor Sennacherib: Episode 7: <https://www.youtube.com/watch?v=dnLEz3bcU8A>

Sennacherib: <https://www.youtube.com/watch?v=dnLEz3b cU8A>

Watch “The Prophets”: <https://bibleproject.com/explore/video/the-prophets/>

Watch Overview - Book of Isaiah: <https://bibleproject.com/explore/video/isaiah-1-39/>

Ancient seals of Hilkiah priest: [https://www.instagram.com/biblediscoverytv/reel/C\\_ievF0sj0g/](https://www.instagram.com/biblediscoverytv/reel/C_ievF0sj0g/)

<https://armstronginstitute.org/175-archaeological-proof-for-hilkiah-the-high-priest>

## LFS: Lesson 2

September 14, 2025

### Hezekiah Leads the People Back to God

**Lesson Scripture:** 2 Chronicles 30:1-27

**Focus Scripture:** 2 Chronicles 30:1-9, 26-27

**Key Verse:** There was great joy in Jerusalem, for since the time of Solomon son of King David of Israel there had been nothing like this in Jerusalem. 2 Chronicles 30:26

### KEY TERMS

- **Chronicles** – In the Jewish Bible (the Tanakh), Chronicles is the last and concluding book – it gives a summary of Israel's history and provides hope for a better future.
- **Hezekiah** – Derived from the Hebrew root “chazak” (be strong) which means “YHWH strengthens.”
- **Idol** – Hebrew “elohim acheirim,” literally “other gods.”
- **Passover** – Hebrew “Pesach” which means “skipping”; the cel-

celebration is an eight-day festival beginning on the 14<sup>th</sup> day of the Jewish month of Nisan.

- **From Dan to Beersheba** – Dan was the northernmost area where Israel settled, and Beersheba was the southernmost area of settlement; the expression “from Dan to Beersheba” is equivalent to our phrases “from east to west,” or “from north to south.”
- **Assyria** – Known for its powerful military, arts, culture, medicine, and education.
- **Nisan (or Nissan)** – The first month on Jewish calendar.

**Lesson Goals:** By the end of this lesson, students will be able to:

1. Learn about the significance of Passover and prerequisites to celebrating it
2. Explore the relationship between the northern and southern kingdoms and how the Passover could potentially join Israel as one nation.
3. Recognize what was needed to cleanse the temple, sanctify the Levites and priests, and rid Israel of idols.
4. Understand the importance of having leaders who follow God's commands and listen to the Lord's priests and prophets.

### Teaching Strategies

1. Have a class discussion. Ask class members to talk about current Christian holidays (*What is the purpose?, How have celebrations changed over the years?, Why celebrate these holidays?, etc.*).
2. Have class members share what, if any, reforms they believe would bring all Christian churches together regardless of denomination, cultural backgrounds, or doctrines.



3. Bring in items for a seder and share their significance. (<https://reformjudaism.org/jewish-holidays/passover/hosting-passover-seder-use-checklist-prepare0>)
4. Have the class write a proclamation about inviting people to celebrate Advent. What should be included? How would they make it inclusive, who would they invite, how would they get the word out to people?

**Resources:****Bible:**

Passover instituted: Exodus 12–14, Leviticus 23:4-8

Joshua Passover: Joshua 5:10-15

Solomon Passover celebration: 2 Chronicles 8:12-13

Jesus celebrates Passover: Matthew 26:17-30

**Internet:**

Passover meaning: <https://www.youtube.com/watch?v=bZnndY-wxLHQ>

Overview Hezekiah: [https://www.youtube.com/watch?v=4psaE-nJ8\\_is](https://www.youtube.com/watch?v=4psaE-nJ8_is)

How did idol worship begin: <https://www.youtube.com/watch?v=ekQhEnTfcSQ>

Israeli Archaeologists: King Hezekiah Really Did Destroy Idols: <https://www.youtube.com/watch?v=PgsnG246wQI>

**Lesson Scripture:** 2 Chronicles 33:1-33

**Focus Scripture:** 2 Chronicles 34:15-22, 26-27

**Key Verse:** Hilkiah said to the secretary Shaphan, "I have found the book of the law in the house of the Lord," and Hilkiah gave the book to Shaphan. 2 Chronicles 34:15

### KEY TERMS

- **Hilkiah** – The high priest has a popular priestly name; his name has two Hebrew origins from the verb (*halag*) and an abridged form of YHWH, which means "the inheritance of Yahweh" (God's formal name first mentioned in Exodus 6:2-3).
- **Huldah** – A female prophet; name means "weasel" (a burrowing animal); like her name, she had to unearth and reveal God's meaning to the people.
- **Josiah** – Means "YHWH heals me."
- **Shaphan** – Means "a coney"; a scribe or secretary of King Josiah (2 Kings 22:3-7).
- **Torah** – The first five books of the Bible or Pentateuch (Genesis, Exodus, Leviticus, Numbers, and Deuteronomy) which Moses gave to Israel as instruction from God. From a Hebrew root that probably meant to throw or shoot an arrow. From this definition comes the idea that sin means to miss the mark.
- **Scroll** – Paper made of glued together parchment made from animal skin or papyrus sheets.

**Lesson Goals:** By the end of this lesson, students will be able to:

1. Understand the prophet's role in Ancient Israel.
2. Learn the importance of giving money for the church's (temple) upkeep.
3. Develop a personal plan for reading the first five Bible books.

4. Learn that ancestors' actions can impact current life circumstances and events.
5. Learn that reading the Bible can convict them to grieve for others.
6. Recognize the importance of consulting wise elders about what God's Word/Law means.

### **Teaching Strategies**

1. Ask a student to read Psalm 119 aloud (five minutes) – check-in with students: 1) to see if they focused throughout the reading; 2) to determine how much longer they wanted the reading to last; 3) have students compare the length of time to read Psalm 119 to reading the entire Torah or Deuteronomy and how much time they would devote to completing the task without any interruptions.
2. Discuss women's roles in the church and government. How has it changed over the years?
3. Share which places in the church are sacred and who should minister in these spaces (e.g., altar, Communion table, musical instruments).
4. Talk about the role of each person in church and how their gifts worked together to maintain God's house.

### **Resources:**

#### **Bible:**

Josiah

Vision idolatry in the temple: Ezekiel 8:1-18

Josiah temple cleansing: 2 Kings 23:1-25

Uzziah offered incense in the temple instead of priest: 2 Chronicles

## Senior Quarterly Lessons: Teacher's Guide

Fall Quarter: September - November 2025

Prepared by Rev. Faith Waters

SR: Lesson 1

September 7, 2025

### The Ministry of Isaiah

**Lesson Scripture:** Isaiah 6:1-13; 7:1-7; 20:1-6; 38:1-22

**Focus Scripture:** Isaiah 6:1-8; 38:1-5

**Key Verse:** I heard the voice of the Lord saying, "Whom shall I send, and who will go for us?" And I said, "Here am I; send me!"  
Isaiah 6:8

### WORDS TO KNOW

- **Seraphs** – Angelic beings considered to belong to the highest order in Christian angelology. Seraphs are often associated with light, passion, and purity.
- **Pivots** – The central point, pins, or shaft on which a mechanism turns or oscillates.
- **Woe** – Refers to great sorrow, distress, or misery. It can also describe things that cause such feelings, like troubles or hardships.
- **Implore** – To beg someone earnestly or desperately to do something. It is often used to convey a sense of urgency or deep emotion.
- **Amoz** – Pronounced: AY-moz.
- **Hezekiah** – Pronounced: hez-uh-KAI-uh.

**Lesson Goals:** By the end of this lesson, students will be able to:

1. Define the meaning and role of a prophet in ancient Israel.
2. Expand our trust in God and follow God's plans.
3. Be guided by the Holy Spirit as we serve God.

### Teaching Strategies

1. The prophets in the Old Testament were essential messengers of God. They shared God's messages with the people of Israel. Their role was not just to predict the future; they enforced the covenant, reminding Israel of their responsibilities to God. When the people went off track, the prophets called them to repent and return to God.
2. Prophets often criticized society, challenged injustice, and spoke out against kings and leaders who did not follow God's commands. For example, Nathan confronted King David about his wrongdoing, showing that prophets have a duty to uphold what is right. Prophets also offered hope and encouragement. They shared visions of restoration and renewal, like Isaiah's prophecies about the coming Messiah. Their role was both a privilege and a burden, as they dealt with the challenges of divine revelation and how people responded to it. Resources: [www.learnreligions.com](http://www.learnreligions.com), [www.thecrosstalk.com](http://www.thecrosstalk.com).
3. In the eighth century BCE, King Uzziah (Judah, the southern kingdom) and King Jeroboam II (Israel, northern kingdom) reigned during great but unequal prosperity. Amos (North) and Isaiah (South) criticized the concomitant social abuse contemporaneously. Isaiah's career spanned the reigns of four kings of Judah: Uzziah, Jotham, Amoz, and Hezekiah.
4. Isaiah's call took place in the year Uzziah died (740 BCE). His vision opens his eyes to YHWH's heavenly temple. The vision probably took place in Solomon's Temple at the entrance (curtain, "the hem of his robe") to the holy of holies, which housed

the ark of the covenant, the throne of God (1 Kings 8:6-8). The six-winged seraphs cover their eyes and “feet” (nakedness), for no one can look upon the Lord and live or enter the presence of God unclothed.

## SR: Lesson 2

September 14, 2025

### Hezekiah Leads the People Back to God

**Lesson Scripture:** 2 Chronicles 30:1-27

**Focus Scripture:** 2 Chronicles 30:1-9, 26-27

**Key Verse:** There was great joy in Jerusalem, for since the time of Solomon son of King David of Israel there had been nothing like this in Jerusalem. 2 Chronicles 30:26

### WORDS TO KNOW

- **Sanctified** – To dedicate; make holy.
- **Remnant** – Remaining portion.
- **Desolation** – A waste.
- **Ephraim** – Pronounced: EF-rim.
- **Manasseh** – Pronounced: Muh-NASS-uh.
- **Hezekiah** – Pronounced: hez-uh-KAI-uh.
- **Assyria** – Pronounced: Uh-SEER-ee-uh.

**Lesson Goals:** By the end of this lesson, students will be able to:

1. Identify faithful qualities of Hezekiah's leadership.
2. Be determined to turn away from idols and worship God wholeheartedly.

### 3. Worship and testify to God's daily protection and guidance.

#### Teaching Strategies

1. Be sensitive towards those who have loved ones or friends who worship God differently.
2. Discuss current leadership in the church and their approach to leading people.
3. Discuss how current world leaders react when crises happen.
4. When Solomon died and the northern kingdom split from Judah, the celebration of Passover as a national celebration fell into neglect. Hezekiah's decision to restore it was a significant step toward the return to the worship of YHWH. Solomon's invitation to the northern remnant signified an invitation to reconciliation and perhaps reunion, a renewal in the relationship between north and south. The repentance of the northerners (28:13) and overtures to Judah (28:14-15) set the stage for a united venture.
5. Hezekiah (the thirteenth king of Judah) succeeded his father Ahaz as king of Judah and reigned in Jerusalem for twenty-nine years (2 Kings 18:1-2). For details of his reign, see 2 Kings 18–20; 2 Chronicles 29–32; and Isaiah 36–39. The beginning of Hezekiah's reign introduces the new king's reformation of worship. His father, Ahaz, was an idolater, but Hezekiah restored the worship of YHWH to Jerusalem. He put the temple in order and reinstated the services there, which had fallen into neglect.

**SR: Lesson 3**

**September 21, 2025**

#### What Hilkiah Found in the Temple

**Lesson Scripture:** 2 Chronicles 34:1-33

**Focus Scripture:** 2 Chronicles 34:15-22, 26-27

**Key Verse:** Hilkiah said to the secretary Shaphan, "I have found the book of the law in the house of the Lord," and Hilkiah gave the book to Shaphan. 2 Chronicles 34:15

### WORDS TO KNOW

- **Penitent** – Feeling or showing sorrow and regret for having done wrong; repentant.
- **Humbled** – To be meek, not proud.
- **Ahikam** – Pronounced: uh-HAI-kam.
- **Hilkiah** – Pronounced: hihl-KAI-uh.
- **Shaphan** – Pronounced: SHAY-fuhn.
- **Huldah** – Pronounced: HUL-duh.
- **Tokhath** – Pronounced: To-kah'-ath.

**Lesson Goals:** By the end of this lesson, students will be able to:

1. Explore what impact Hilkiah's discovery had on the people.
2. Appreciate the resource we have in the Word to guide us in worship of God.
3. Set aside a time for personal worship daily.

### Teaching Strategies

1. Diverse worship may include praise dancers, artists, instrumental music, sign language, singing, bell ringers, Christian rappers, or poetry.
2. Believers sometimes do not understand spiritual practices. Explain what spiritual practices are: reading the Bible, fasting, prayer, walking outside, singing, journaling, being silent, and



humming songs. Plus, others that are not mentioned.

3. Some churches still conduct a love feast days before Holy Communion Sunday. The pastor can share the history and tradition of the AME Church.
4. Discuss other holidays celebrated and the significance of each.
5. Provide each youth with a copy of the Ten Commandments. Have them review each commandment and tell what it means and how they feel about it.
6. Set up an opportunity to attend a worship service in the community together. Choose a service that reflects a different worship tradition from the AME Church. Attend at a time that does not conflict with your congregation's service. Ask them to reflect on what they found spiritually meaningful in the worship service.
7. In the 2 Kings account, Josiah was moved to religious reform when the Book of the Law was discovered in the temple; in 2 Chronicles, reform happened first, leading to the discovery of the book. The Chronicler notes that Josiah is motivated by personal faith and piety at sixteen (34:3). Thus, he begins purging the land of idolatry at twenty years old (vs. 4-8).

**Intermediate Quarterly Lessons: Teacher's Guide****Fall Quarter: September – November 2025****Prepared by Rev. Garland F. Pierce****INT: Lesson 1****September 7, 2025****The Ministry of Isaiah****Lesson Scripture:** Isaiah 6:1-13; 7:1-7; 20:1-6; 38:1-22**Focus Scripture:** Isaiah 6:1-8; 38:1-5

**Key Verse:** I heard the voice of the Lord saying, "Whom shall I send, and who will go for us?" And I said, "Here am I; send me!"  
Isaiah 6:8

**VOCABULARY**

- **Seraphs** – Angelic beings considered to belong to the highest order in Christian angelology. Seraphs are often associated with light, ardor, and purity.
- **Pivots** – The central point, pins, or shaft on which a mechanism turns or oscillates.
- **Woe** – Refers to great sorrow, distress, or misery. It can also describe things that cause such feelings, like troubles or hardships.
- **Implore** – To beg someone earnestly or desperately to do something. It is often used to convey a sense of urgency or deep emotion.
- **Amoz** – Pronounced: AY-moz.
- **Hezekiah** – Pronounced: hez-uh-KAI-uh.

**Lesson Goals:** By the end of this lesson, students will be able to:

1. Define Isaiah's role as a prophet to Israel.
2. Develop trust in God.
3. Be guided by the Holy Spirit as one's moral compass.

### Teaching Strategies

1. The prophets in the Old Testament were essential messengers of God. They shared God's messages with the people of Israel. Their role was not just to predict the future; they enforced the covenant, reminding Israel of their responsibilities to God. When the people went off track, the prophets called them to repent and return to God.
2. Prophets often criticized society, challenged injustice, and spoke out against kings and leaders who did not follow God's commands. For example, Nathan confronted King David about his wrongdoing, showing that prophets have a duty to uphold what is right. Prophets also offered hope and encouragement. They shared visions of restoration and renewal, like Isaiah's prophecies about the coming Messiah. Their role was both a privilege and a burden, as they dealt with the challenges of divine revelation and how people responded to it. Resources: [www.learnreligions.com](http://www.learnreligions.com), [www.thecrosstalk.com](http://www.thecrosstalk.com).
3. Help the learners to understand the role of the prophet.
4. Help the learners take Isaiah's call story and think about it in terms of their senses (sight, smell, sound, feeling).
5. This lesson is perfect for helping learners to think about their own callings. Spend some time in discussion and prayer as they complete the reflection activity provided in their student book.

**Resources:** Pens, pencils

**INT: Lesson 2****September 14, 2025****Hezekiah Leads the People Back to God****Lesson Scripture:** 2 Chronicles 30:1-27**Focus Scripture:** 2 Chronicles 30:1-9, 26-27

**Key Verse:** There was great joy in Jerusalem, for since the time of Solomon son of King David of Israel there had been nothing like this in Jerusalem. 2 Chronicles 30:26

**VOCABULARY**

- **Sanctified** – To dedicate; make holy.
- **Remnant** – Remaining portion.
- **Desolation** – A waste.
- **Ephraim** – Pronounced: EF-rim.
- **Manasseh** – Pronounced: Muh-NASS-uh.
- **Hezekiah** – Pronounced: hez-uh-KAI-uh.
- **Assyria** – Pronounced: Uh-SEER-ee-uh.

**Lesson Goals:** By the end of this lesson, students will be able to:

1. Identify qualities of Hezekiah's leadership that demonstrate faith in God and a break in Israel's idolatry.
2. Turn away from the idols of their life and offer to God their wholehearted worship.
3. Testify, like Israel does in the Passover, to God's protection and guidance and to participate in the unity of God's people.

## Teaching Strategies

1. Be sensitive towards those who have loved ones or friends who worship God differently.
2. Discuss current leadership in the church and their approach to leading people.
3. Discuss how current world leaders react when crises happen.
4. Be prepared to ask questions of the learners and encourage them to ask each other questions as they engage in the "If I were in charge" exercise. Particularly engage them around matters of good leadership.

**Resources:** Pens, pencils

**INT: Lesson 3**

**September 21, 2025**

## What Hilkiah Found in the Temple

**Lesson Scripture:** 2 Chronicles 34:1-33

**Focus Scripture:** 2 Chronicles 34:15-22, 26-27

**Key Verse:** Hilkiah said to the secretary Shaphan, "I have found the book of the law in the house of the Lord," and Hilkiah gave the book to Shaphan. 2 Chronicles 34:15

## VOCABULARY

- **Penitent** – Feeling or showing sorrow and regret for having done wrong; repentant.
- **Humbled** – To be meek, not proud.
- **Ahikam** – Pronounced: uh-HAI-kam.

- **Hilkiah** – Pronounced: hihl-KAI-uh.
- **Shaphan** – Pronounced: SHAY-fuhn.
- **Huldah** – Pronounced: HUL-duh.
- **Tokhath** – Pronounced: To-kah'-ath.

**Lesson Goals:** By the end of this lesson, students will be able to:

1. Explore the significance of Hilkiah's discovery of the Book of the Law.
2. Commit to meaningful spiritual practice.
3. Engage in and offer leadership in worship.

### Teaching Strategies

1. Diverse worship may include praise dancers, artists, instrumental music, sign language singing, bell ringers, Christian rappers, or poetry.
2. Believers sometimes do not understand spiritual practices. Explain what spiritual practices are: reading the Bible, fasting, prayer, walking outside, singing, journaling, being silent, and humming songs. Plus, others that are not mentioned.
3. Some churches still conduct a love feast days before Holy Communion Sunday. The pastor can share the history and tradition of the AME Church. You can refer to the *AMEC Book of Worship* to learn more about love feasts and to see the order of this devotional service.
4. Be prepared to help the learners identify the worship or practice they want to investigate and identify persons who can help them with answers.
5. Discuss other holidays celebrated and the significance of each.

6. Set up an opportunity to attend a worship service in the community together. Choose a service that reflects a different worship tradition from the AME Church. Attend at a time that does not conflict with your congregation's service. Ask them to reflect on what they found spiritually meaningful in the worship service.

**Resources:** Pens, pencils, device(s) to listen to music and watch videos, *AMEC Book of Worship*

## **Junior Quarterly Lessons: Teacher's Guide**

**Fall Quarter: September – November 2025**

**Prepared by Monica C. Jones, Ph.D.**

**JR: Lesson 1**

**September 7, 2025**

### **God Puts Isaiah to Work**

**Lesson Scripture:** Isaiah 6:1-13; 7:1-7; 20:1-6; 38:1-22

**Focus Scripture:** Isaiah 6:1-8; 38:1-5

**Key Verse:** I heard the voice of the Lord saying, "Whom shall I send, and who will go for us?" And I said, "Here am I; send me!"  
Isaiah 6:8 NRSV UE

### **WORD POWER!!!**

- **Isaiah (I-zay'-ah)** – The faithful follower and prophet of God who spoke to kings and to the people about God's prophecies.
- **Call** – God's request or command to serve as a leader or in a particular position for ministry.

**Lesson Goals:** By the end of this lesson, students will be able to:

1. Understand who Isaiah was as a prophet and what God desired of him.
2. Understand the concept of being called into service.
3. Understand why using gifts is important as followers of the Lord.
4. Understand the connection between the Bible narrative about Isaiah and the contemporary story regarding the team leaders.



## Teaching Strategies

### Emphasis

1. Give a detailed explanation of Isaiah's role as a prophet in the text.
2. Define the meaning of "Call" in the context of faith.
3. Make the connection between Mr. Jameson's class and his request of the two students and God's call to Isaiah to serve.
4. Stress the importance of using our gifts for God's glory.

### Questions

1. What did Isaiah say to let God know he was willing to serve and answer God's call?
2. If you were to compare both stories, what role does Mr. Jameson play? Who is he like in the story of Isaiah?
3. How did the two team members show their willingness to serve?
4. What gifts do you have that you can use to serve the Lord?

**Resources:** Bibles or Bible apps should be available for each class along with writing and coloring utensils, paper, adhesive, and other art supplies as needed.

Video – "Hidden Figures": <https://youtu.be/jyHi8A4yZV0?si=27Zn-bqQ11Y84s->

Because of time constraints, it may be helpful to give a short narrative about the characters in the movie and then show only one portion where the success story is evident. Otherwise, you may plan to watch the video as a special event prior and then discuss it today.

Use this time to have a very interactive and participatory discussion

about the movie, relating the characters' story to Isaiah's answer to the call of God. Some suggested questions might include: *Do you see a similarity between either of these characters and Isaiah? Why do you think either of these women were servants for their people? What did they do that can benefit us today?*

**Closing Prayer:** Note: Encourage learners to start now memorizing the prayer a little at a time.

## JR: Lesson 2

September 14, 2025

### Hezekiah and the Passover

**Lesson Scripture:** 2 Chronicles 30:1-27

**Focus Scripture:** 2 Chronicles 30:1-9, 26-27

**Key Verse:** "The Lord your God is gracious and merciful and will not turn away his face from you, if you return to him." 2 Chronicles 30:9b NRSV UE

### WORD POWER!!!

- **Hezekiah (he-ze-ki'-yah)** – A wise and dutiful king who led the people and helped them prepare to celebrate God and Passover.
- **Passover** – A Jewish festival where the people gather to celebrate their freedom from slavery.

**Lesson Goals:** By the end of this lesson, students will be able to:

1. Understand the meaning of Passover.
2. Understand what made Hezekiah a dutiful king.
3. Understand why celebrating the goodness of God is an accept-

able part of our faith.

4. Understand how to worship God outside the church in secular events.

## Teaching Strategies

### Emphasis

1. Foster incitement and energy for planning a special event.
2. Assist students in including as many faith elements in the celebration as possible.
3. Make the connection between Hezekiah's planning for Passover and the steps in planning the event.

### Questions

1. Name one or two things about King Hezekiah that you like. Why do you like them?
2. What do you believe are the most important steps in planning this celebration?
3. What is Passover? What does it mean for us today?

**Resources:** In addition to standard supplies, include a whiteboard or other surface to brainstorm plans for the event; encourage children to include their ideas and then record them.

**JR: Lesson 3**

**September 21, 2025**

## God's Law Book Is Found!

**Lesson Scripture:** 2 Chronicles 34:1-33

**Focus Scripture:** 2 Chronicles 34:14-19, 26-27

**Key Verses:** Hilkiah said to the secretary Shaphan, “I have found the book of the law in the house of the Lord” . . . When the king heard the words of the law, he tore his clothes. 2 Chronicles 34:15a,19 NRSV UE

### WORD POWER!!!

- **Book of the Law** – Early parts of the Old Testament that were discovered by a high priest during early years in the Bible.
- **Hilkiah and Shaphan (hil-ky-yah and sha-fan')** – A high priest and officer during the reign of King Josiah. Hilkiah discovered the Book of the Law.

**Lesson Goals:** By the end of this lesson, students will be able to:

1. Understand the Book of the Law and its purpose.
2. Understand how to appreciate making discoveries about our heritage and history.
3. Understand who the characters were in the story, including Josiah and the high priest and others.
4. Understand the parallels between Josiah's respect for the Book of the Law and Angela's honoring her humble beginnings and grandmother.

### Teaching Strategies

#### Emphasis

1. Stress that Josiah was young when he took the throne, yet he thrived.
2. Make strong connections between the appreciation and respect for God's book in the biblical story and respect and honoring our heritage.

3. Use the visit to the museum in the story about Mrs. Johnson's class as a segue to teach about the Montgomery Boycott.

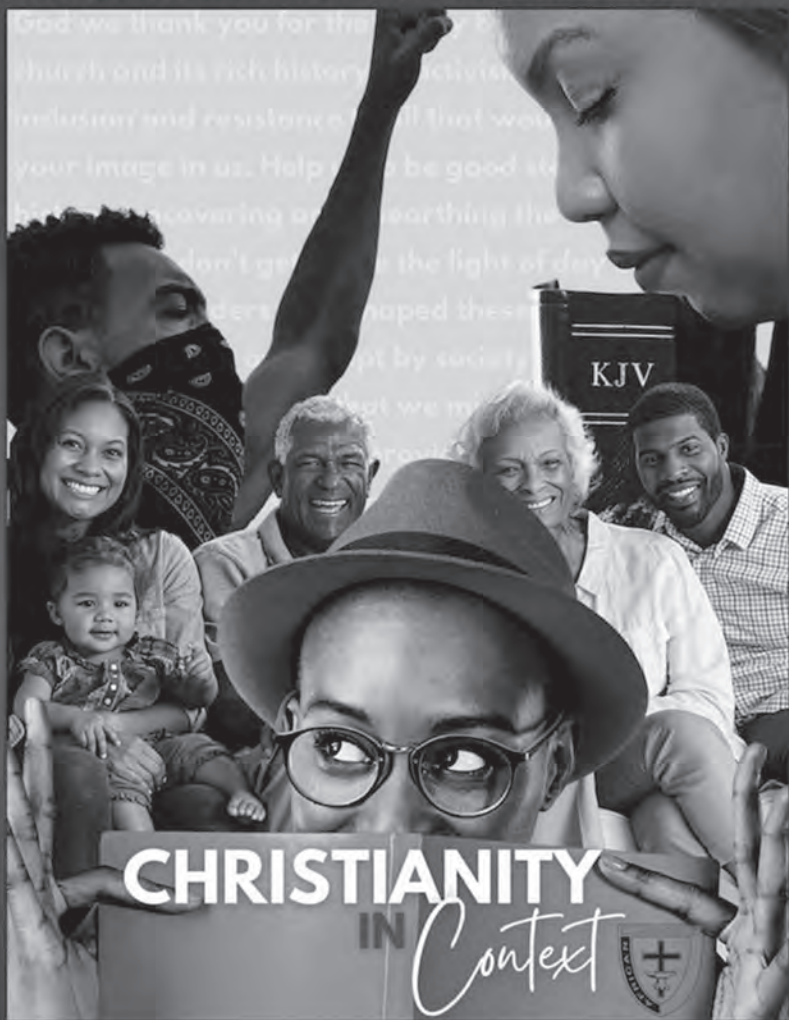
### Questions

1. Do you think the people who supported the boycott were just as brave as Rosa Parks? Why or why not?
2. Why was Josiah such a good king?
3. How did the high priest Hilkiah and others help Josiah be a good king?
4. Why was Angela proud of her grandmother?
5. Who do you honor in your family or community?

**Resources:** Note: Assist learners using the vocabulary provided to write a brief explanation of Josiah while encouraging them to integrate as much of their expressions as possible.

Provide paper and writing tools or devices where students can record their monologue notes; if the opportunity presents itself, share pictures from the Montgomery Bus Boycott, including those of the masses of people who supported the protest.

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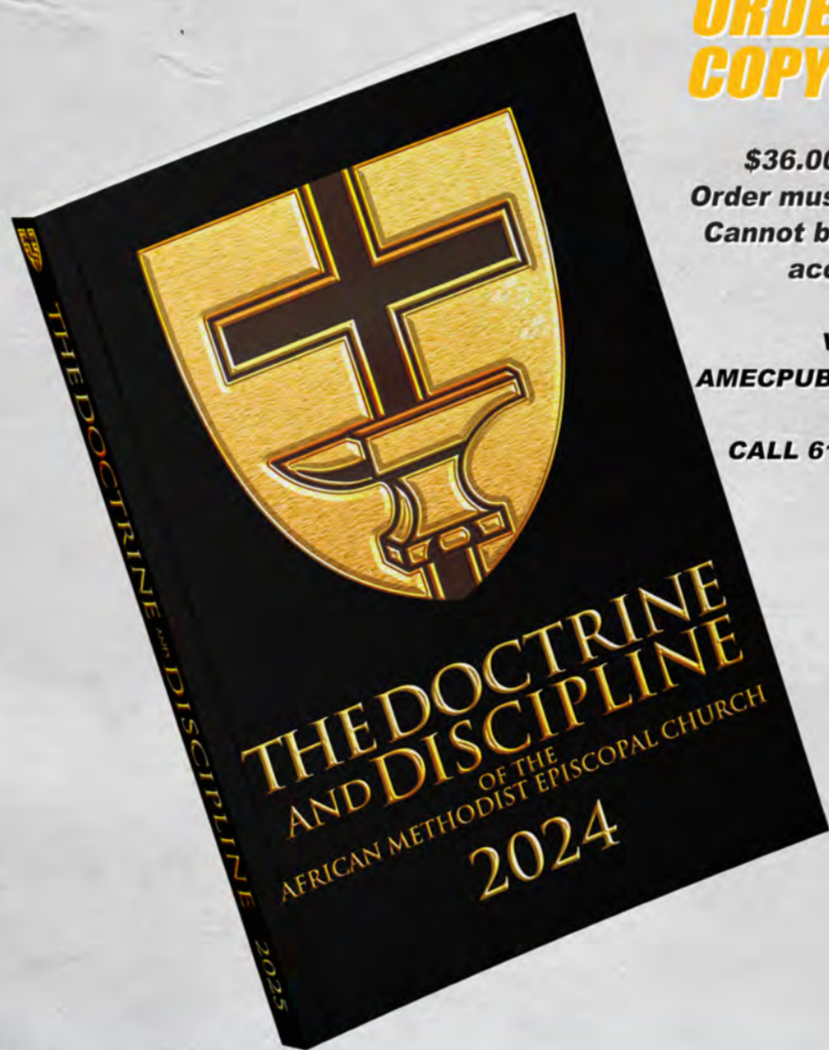
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