

September 7, 2025

Here I Am! What Now? Or The Ministry of Isaiah  
Isaiah 6:1-8; 38:1-5

### Unifying Principle (Focus of the Lesson)

People experience increased anxiety when national leaders do not provide clear direction in a time of crisis. Who is positioned to offer a moral compass to national leaders in times of crisis? At a pivotal point in Israel's history, God calls Isaiah to deliver a message that leads to political stability and health for King Hezekiah and Jerusalem.

### Lesson Goals

- Knowing: To define the role of the prophet in ancient Israel.
- Loving: To express openness to God's call to ministry.
- Serving: To discern God's purposes for the community and align our lives with that purpose.

### Challenges for the Week

1. Explore the Syro-Ephraimite War (global context) and Judah's economy that exacerbated poverty among the people.
2. Identify the different stages in the roles and responsibilities of Israel's prophets. Watch "The Prophets" at <https://bibleproject.com/explore/video/the-prophets/>.
3. 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.
4. Create a monologue for Isaiah. What is he thinking/feeling as he looks back over his life?
5. Who are the prophets in our own time? How do their messages and ways of communicating compare to Isaiah's?
6. Draw a timeline to highlight significant kings, prophets, places, and events that preceded Isaiah's call..)

September 14, 2025

Celebrating the Past or Hezekiah Leads The People Back to God

2 Chronicles 30:1-9, 26-27

### **Unifying Principle (Focus of the Lesson)**

In times of crisis, people desire national leadership that provides the most effective means for restoring the health and wholeness of society. What methods of leadership promote national stability? Hezekiah restored the nation's stability by leading their return to the Lord through worship and reinstitution of the Passover.

#### **Lesson Goals**

Knowing: To identify faithful qualities of Hezekiah's leadership.

Loving: To strengthen the relationship with God through spiritual practices.

Serving: To testify to God's protection and guidance.

#### **Challenges for the Week**

1. Read 2 Kings 20:1-7 and 2 Chronicles 30:1-9, 25-27. Compare 2 Kings' focus on the king's illness and the Assyrian invasions with 2 Chronicles' emphasis on Hezekiah's Temple reforms.
2. Extend the timeline begun in lesson 1.
3. Explore why the Passover celebration fell into disuse and Hezekiah's restoration of it.
4. Select the most crucial word/line/image/object/event in the story and explain why you chose it. Support your choice with aspects of the story.
5. Respond to Hezekiah's reforms from the perspective of Judahites and show what they see, feel, and think.
6. Set up an imaginary conversation with Hezekiah about worship. Discuss the elements or priorities of worship that are pleasing to God. What aspects of worship (in Hezekiah's time and now) could be considered to honor God in all times and places? What aspects of worship are appropriately tied to factors such as culture, context, current events?

September 21, 2025

Finders Keeper's or What Hilkiah Found in the Temple

2 Chronicles 34:15-22, 26-27

### **Unifying Principle (Focus of the Lesson)**

People lose a sense of meaning and purpose if they neglect practices or traditions that have helped establish their identity. What triggers a return to meaningful practices or traditions? When Hilkiah found the Book of the Law, it opened the path to a restoration of Israel's worshipful practices.

### **Lesson Goals**

Knowing: To explore the significance of Hilkiah's discovery.

Loving: To appreciate the role Scripture plays in faithful living.

Serving: To honor Scripture as God's word to us.

### **Challenges for the Week**

1. If the timeline strategy suggested in Lessons 1 and 2 was useful, consider making it an ongoing project for Fall, Unit 1. Add to your timeline, charting the reforms of Josiah's and Hilkiah's discovery of the Book of the Law.
2. Define the responsibilities of the Temple's high priest according to Jewish religious tradition.
3. Hilkiah, the high priest, is a mediator. What is his mediating role in today's story? How would the story have been different without him?
4. Choose five descriptive words for Hilkiah's role in the story and explain how they apply.
5. Rewrite the story from a different perspective, such as changing Hilkiah from third to first person. What do you hear differently?
6. Use a Venn diagram to compare Hezekiah and Josiah's reforms. Put differences on opposite sides and similarities in the middle.

September 28, 2025

How do you spell “Relief”? or The Suffering Servant of the Lord  
Isaiah 53:1-7

### **Unifying Principle (Focus of Lesson)**

People want relief from the consequences of their wrongful actions. What alleviates the consequences of wrongdoing? Isaiah describes a “suffering servant” as the one who carries the iniquity of all God’s people so that they may be made righteous.

### **Lesson Goals**

Knowing: To investigate the role of prophetic suffering in God’s redemption.

Loving: To mourn ways we like sheep have gone astray.

Serving: To consider how Christians are called to prophetic suffering today.

### **Challenges For The Week**

1. Continue the timeline begun in lessons 1, 2, and 3.
2. Watch “Isaiah 40–66” ([bibleproject.com](http://bibleproject.com)) and prepare a mini-lecture on Second Isaiah to give context for today’s lesson.
3. Analyze the poem, Isaiah 52:13–53:12 (five paragraphs of three verses each). The servant’s exaltation (first and fifth stanzas), his rejection (second and fourth stanzas), and the atoning significance of the suffering (third stanza).
4. Illustrate the “Suffering Servant” in an individual drawing, poem, or collage.
5. Discuss the implications of prophetic suffering. In turn, imagine the exiles, Jerusalem, and the Temple as the suffering servant. Describe the suffering of each. What does their suffering say about God’s power? God’s love? What are we to make of suffering that comes to those in God’s service?
6. Examine how New Testament texts (Matthew 26:31-32, 56; 27:38-44; Mark 10:32-34; Acts 8:27-39; Romans 5; 1 Peter 2:18-25) interpret the person and work of Jesus Christ through Isaiah 52–53.