

AFRICAN METHODIST EPISCOPAL CHURCH  
FALL 2021  
The **Teacher's Guide**  
QUARTERLY  
SEP-OCT-NOV  
SUNDAY SCHOOL UNION

**CELEBRATING**  
**GOD**

# **THE COMBINED TEACHER'S GUIDE**

**FALL QUARTER 2021**

SEPTEMBER • OCTOBER • NOVEMBER

Christian Education Department  
Rev. Garland F. Pierce, Executive Director  
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## 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

**The Teacher's Guide**  
**Liberating Faith Studies Lessons**  
**Fall Quarter**  
**September – November 2021**  
**Prepared by D. Catherine S. Powell**

**Celebrating with Song**

**Lesson 1**

**September 5, 2021**

**Lesson Scripture:** Exodus 14:1–15:21

**Focus Scripture:** Exodus 15:11-21

**Key Verse:** “Who is like you, O Lord, among the gods? Who is like you, majestic in holiness, awesome in splendor, doing wonders?”  
Exodus 15:11

**Key Terms**

- **Anthropomorphism** (an-thro-po-mor-phism) – Derives from Greek terminology. It refers to the practice of using human terms to refer to God. God is spirit (John 4:24)! Human terminology enhances understandings of the scriptures.
- **Worship** – Expressions of reverence and adoration that celebrate our sovereign God, God's love, and faithfulness.

**Lesson Goals**

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

1. Explore how and why Moses and Miriam praised God in Exodus 15.
2. Encourage reflection on actions of God that we celebrate through songs and other forms of worship.
3. Renew commitments to joyfully celebrate God's faithfulness.

### Teaching Strategies

1. Engage the class by asking the two questions from the **Introduction** to the lesson: (a) What is your favorite song? (b). Why is it your favorite song?
2. Divide the class into three groups and assign one stanza of "Moses' Song" to be discussed within each group. Afterwards, have one member, who is selected by their group, summarize their discussion for the whole class.
3. Close the discussions by comparing similarities between "Moses' Song" and "Lift Every Voice and Sing."

**Resources:** A volunteer prepared to lead the class in singing; music, if possible, to accompany the singing of "Lift Every Voice and Sing" or a YouTube video; seating arrangements to accommodate group work; technology for presenting Amanda Gorman's inauguration presentation and printed copies of her poem, "The Hill We Climb"; Wifi and YouTube video access; Bibles, dictionaries, and either a large easel with paper, a chalkboard with markers/chalk, or a Smart Board.

### David Dances Before the Ark

#### Lesson 2

September 12, 2021

**Lesson Scripture:** 2 Samuel 6

**Focus Scripture:** 2 Samuel 6:1-5; 14-19

**Key Verse:** "David and all of the house of Israel were dancing before the Lord with all of their might, with songs and lyres and harps and tambourines and castanet and cymbals." 2 Samuel 6:5

## Key Terms

- **Abinadab** (“my father is generous”) – Owner of the house that provided a twenty-year resting place for the Ark of the Covenant.
- **Ahio and Uzzah** – Sons of Abinadab, who attempted to bring the Ark of the Covenant to Jerusalem on a cart.
- **Ephod** – A garment, like a vest or tunic, worn by priests. Its length extended across the shoulders to at least the waist, front and back.

## Lesson Goals

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

1. Explore King David’s praise and Michal’s contempt for him.
2. Appreciate diverse worship styles and opportunities to celebrate God’s presence.
3. Encourage personal plans to honor God through praise and worship.

## Teaching Strategies

1. Generate discussion by asking participants to share their experiences (briefly) and feelings about parades before segueing into today’s scriptures.
2. Discuss the “let down” King David must have felt when his first attempt to bring the Ark to Jerusalem failed. Why was he angry, and why did he later become afraid? What brought about his decision to make the second attempt?
3. Discuss Michal’s contempt for King David. What was the basis for her feelings? How might she have found ways to support King David even though she apparently didn’t agree with his worship style? What can we learn from these interactions between King David and Michal?

**Resources:** Copies of the song, “Lord, Prepare Me to Be a Sanctuary”; a photograph of the Ark of the Covenant; handouts on the Ark’s history with Israel and its meaningfulness; Bibles, dictionaries, and either a large easel with paper, a chalkboard with markers/chalk, or a Smart Board.

**The Teacher’s Guide**  
**Senior Lessons**  
**Fall Quarter**  
**September 2021 – November 2021**  
**Prepared by Rev. Faith M. Waters**

**Moses and Miriam Praise God**

**Lesson 1**

**September 5, 2021**

**Lesson Scripture:** Exodus 14:1–15:21

**Focus Scripture:** Exodus 15:11-21

**Key Verse:** “In your steadfast love you led the people whom you redeemed; you guided them by your strength to your holy abode.”

Exodus 15:13

**Words to Know**

- **Majestic** – showing great dignity and grandeur
- **Splendor** – the condition of being magnificent, impressive, or brilliant
- **Steadfast** – firm and unwavering in purpose, loyalty, or resolve
- **Abode** – home
- **Triumphed** – to overcome
- **Philistia** – pronounced: fih-LIHS-tih-uh
- **Edom** – pronounced: EE-duhm
- **Moab** – pronounced: MO-ab

**Lesson Goals**

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

1. Examine why and how Moses and Miriam praised God.
2. Reflect on the actions of God that are celebrated through music, dance, and words.
3. Commit to celebrating God’s faithfulness with joy.

## Teaching Strategies

1. Israel celebrated their deliverance from slavery. They sang and rejoiced: 1) God triumphed over the Egyptians (vs. 1-10); 2) His power, holiness, and steadfast love were praised (vs.11-13); 3) The terrifying effect this great deliverance had on their enemies (other nations) (vs. 14-16); and 4) A sure promise was given that the Redeemer would also bring them into Canaan (vs. 17-18).
2. This lesson may cause some youth to recall the enslavement of Africans and its generational impact.
3. Discuss the impact racism, injustice, and oppression has had on the students' lives.
4. The Exodus event (Exodus 13:17–15:21) is a defining moment in Jewish history, when God makes good on the promise to set the Hebrew people free from their slavery in Egypt. It remains the central event in modern Jewish history and is remembered in Jewish homes each year during the celebration of Passover.
5. Opening: Play the song “Grateful” by Hezekiah Walker and the Love Fellowship Choir when all the youth enter the class. Then say, “How many of you are grateful to God for all he has done for you?”
6. Exodus 15:20-21, the Song of Miriam, is regarded by scholars as very old, perhaps the oldest Israelite poem.
7. “All the women . . . dancing” (15:20) indicates a women’s performance and celebration genre that may have included drums, dance, and songs marking victory celebrations (1 Samuel 18:6-7; Jeremiah 31:4, 13a).
8. Encourage the youth to worship and praise in any way they

desire using their gifts (sing, dance, play instruments, artwork, writing, mime, etc.).

## David Dances Before the Ark

### Lesson 2

September 12, 2021

**Lesson Scripture:** 2 Samuel 6

**Focus Scripture:** 2 Samuel 6:1-5, 14-19

**Key Verse:** David and all the house of Israel were dancing before the Lord with all their might, with songs and lyres and harps and tambourines and castanets and cymbals. 2 Samuel 6:5

### Words to Know

- **Ark of God** – the chest Moses placed the two stone tablets containing the Ten Commandments in
- **Cherubim** – an angel depicted as a chubby-faced child with wings which symbolized God's presence in the midst of the people
- **Ephod** – the official garment of the high priest, which was later worn by the ordinary priests
- **Baale-judah** – pronounced: BAY-uhle-DZHOU-duh
- **Abinadab** – pronounced: uh-BIHN-uh-dab
- **Uzzah** – pronounced: yoo-ZA-uh
- **Ahio** – pronounced: uh-HI-o
- **Michal** – pronounced: MAI-kul

### Lesson Goals

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

1. Explore the importance of the ark of God to the Israelites.
2. Appreciate there are many ways to praise and celebrate God.
3. Plan a praise and worship service to celebrate God's presence and love for us.

### Teaching Strategies

1. Be sensitive to those who are not permitted to worship God in the way they desire. Some churches do not permit praise dancing, various instruments, mime, etc.
2. Be sensitive to those who desire to have a different style of worship music than some of the other church members. They may feel ignored and neglected.
3. The Hebrews regarded the Ark of the Covenant as a most sacred sign of God's presence amongst them. On each end of the atonement cover of the Ark of the Covenant were golden cherubim with their wings spread upward over the Ark. In the space between these cherubim, God's presence with his people was localized in a special way. The atonement cover of the Ark came to be viewed as the throne of Israel's divine King.
4. Uzzah was trying to protect the Ark from falling so he stuck his hand out to steady it (6:6-7). This angered God and Uzzah was killed. He violated the law which stated only priests were to touch or carry the Ark (Numbers 4:5-15). It was then that David realized his sin of moving the Ark without doing it according to God's Word. He felt guilty over Uzzah's death.
5. Leviticus 1:2-13 indicates that anyone who was ceremonially clean could assist a priest in offering the sacrifices. David was aided by a priest.
6. Michal was disgusted with David for only wearing a linen ephod rather than his royal robe. Her prideful attitude caused God to punish her. She never conceived a child (6:23).
7. Assist, as needed, the class with the plans for the praise and worship service.

**The Teacher's Guide**  
**Intermediate Lessons**  
**Fall Quarter**  
**September 2021 – November 2021**  
**Prepared by Rev. Faith M. Waters**

**Moses and Miriam Praise God**

**Lesson 1**

**September 5, 2021**

**Lesson Scripture:** Exodus 14:1–15:21

**Focus Scripture:** Exodus 15:11-21

**Key Verse:** “In your steadfast love you led the people whom you redeemed; you guided them by your strength to your holy abode.”

Exodus 15:13

**Words to Know**

- **Majestic** – Showing great dignity and grandeur.
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- **Moab** – Pronounced: MO-ab.

**Lesson Goals**

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

1. Examine why and how Moses and Miriam praised God.
2. Reflect on the actions of God celebrated through music, dance, and words.

3. Commit to celebrating God's faithfulness with joy.

### Teaching Strategies

1. Israel celebrated their deliverance from slavery. They sang and rejoiced: 1) God triumphed over the Egyptians (vs. 1-10); 2) His power, holiness, and steadfast love were praised (vs. 11-13); 3) The terrifying effect this great deliverance had on their enemies (other nations) (vs. 14-16); and 4) A sure promise was given that the Redeemer would also bring them into Canaan (vs. 17-18).
2. Discuss with the class the impact racism, injustices, and oppression has had on their lives.
3. Opening: Play the song "Grateful" by Hezekiah Walker and the Love Fellowship Choir as all the youth enter the class. [https://www.youtube.com/results?search\\_query=hezekiah+walker+grateful](https://www.youtube.com/results?search_query=hezekiah+walker+grateful).
4. "All the women . . . dancing" (15:20) indicates a women's performance and celebration genre that may have included drums, dance, and songs marking victory celebrations (1 Samuel 18:6-7; Jeremiah 31:4, 13a).
5. Encourage the youth to worship and praise God in any way they desire using their gifts (sing, dance, play instruments, artwork, writing, mime, etc.).
6. God sent ten plagues on Egypt to force Pharaoh to let the Israelites go. It was not until the tenth plague, when God killed all the firstborn and livestock, did Pharaoh tell Moses to take the Israelites and go (12:29-36). God's mighty miracles also contributed to their release. The Passover celebration was initiated to remind the Israelites of God's act of delivering them from slavery. It is still celebrated every year by the Jews.

7. The poem or song the youth makes can be framed and hung up in a place where they can see it daily. They can also add borders and color by transcribing them onto computers or tablets and then print.
8. Miriam was called a prophet not only because she received revelations from God, but also for her musical skills. Prophecy and music were often closely related in the Bible (1 Samuel 10:5; 1 Chronicles 25:1).
9. This and two other Bible songs are referred to as “the Song of Moses” (Deuteronomy 32; Revelation 15:3-4). The common theme is Yahweh’s acts to free his people and judge their enemies.

## David Dances Before the Ark

### Lesson 2

September 12, 2021

**Lesson Scripture:** 2 Samuel 6

**Focus Scripture:** 2 Samuel 6:1-5, 14-19

**Key Verse:** David and all the house of Israel were dancing before the Lord with all their might, with songs and lyres and harps and tambourines and castanets and cymbals. 2 Samuel 6:5

### Words to Know

- **Ark of God** – The chest Moses placed the two stone tablets containing the Ten Commandments in.
- **Cherubim** – An angel depicted as a chubby-faced child with wings which symbolized God’s presence in the midst of the people.
- **Ephod** – The official garment of the high priest, which was later worn by the ordinary priests.
- **Baale-judah** – Pronounced: BAY-uhle-DZHOU-duh.

- **Abinadab** – Pronounced: uh-BIHN-uh-dab.
- **Uzzah** – Pronounced: yoo-ZA-uh.
- **Ahio** – Pronounced: uh-HI-o.
- **Michal** – Pronounced: MAI-kul.

### Lesson Goals

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

1. Explore the importance of the Ark of God to the Israelites.
2. Appreciate there that are many ways to praise and celebrate God.
3. Plan praise and worship service to celebrate God's presence and love for us.

### Teaching Strategies

1. Print pictures of the instruments used in the worship of God by David and the Israelites (6:5), in case class does not have access to Internet to research them.
2. Be sensitive to those who belong to churches that do not permit praise dancing, various instruments, mime, etc.
3. In the **Life Application** section, when identifying ways to celebrate and worship God, include a mix of quiet and active possibilities. If using Zoom, students can use the whiteboard feature to write down responses.
4. True or False answers from **Life Application** section: 1) F; 2) T; 3) T; 4) F; 5) F; 6) T.
5. The Hebrews regarded the Ark of the Covenant as a most sacred sign of God's presence amongst them. On each end of the atonement cover of the Ark of the Covenant were golden cherubim with their wings spread upward over the Ark. In the space between these cherubim, God's presence with his people was localized in a special way. The atonement cover

of the Ark came to be viewed as the throne of Israel's divine king.

6. The book of 2 Samuel was written to record the history of David's reign. And to depict David as an ideal leader of an imperfect kingdom and to foreshadow Christ, who will be the ideal leader of a new and perfect kingdom. Read 2 Samuel 1–5 in preparation for class.
7. Discuss why Uzzah was struck down by God for touching the ark, even though his motive was pure. He violated the law which stated only priests were to touch or carry the Ark (Numbers 4:5-15). It was then David realized his sin of moving the ark without doing it according to God's Word. He felt guilty over Uzzah's death.
8. Leviticus 1:2-13 indicates that anyone who was ceremonially clean could assist a priest in offering the sacrifices. David was aided by a priest.
9. Michal was disgusted with David for only wearing a linen ephod rather than his royal robe. Her prideful attitude caused God to punish her. She never conceived a child (6:23).
10. Consult with the pastor before going ahead with plans for a worship service. Assist the class with the plans for the praise and worship service as needed.

**The Teacher’s Guide**  
**Junior Lessons**  
**Fall Quarter**  
**September – November 2021**  
**Prepared by**  
**Monica C. Jones, Ph.D.**

**Moses and Miriam Praise God**

**Lesson 1**

**September 5, 2021**

**Lesson Scripture:** Exodus 14:1–15:21

**Focus Scripture:** Exodus 15:11-21

**Key Verse:** And Miriam sang to them: “Sing to the Lord, for he has triumphed gloriously...” Exodus 15:21a

**Word Power!!!**

- **Sanctuary** (sank’ choo-ery) – A place of safety; a space for worship.
- **Inhabitants** (in-ha’-be-tance) – Persons who live in a particular place or land.
- **Israelites** (iz’rah-lites) – The people of Israel who fled from Egypt to find the Promised Land.
- **Moses and Miriam** (Mo’-zes, Meer’-e-um) – God’s chosen leaders; Moses led the people of Israel and taught them. Miriam was his sister and a worship leader.
- **Pharaoh** (fare’-row) – The leader (like a king or president) who ruled Egypt in the Old Testament.

**Lesson Goals**

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

1. Understand why Miriam and Moses led the people in praising God.
2. Appreciate how music and poetry convey joy and celebrations

about God.

3. Praise God in a variety of ways.

### **Teaching Strategies**

#### **Emphasis**

1. Facilitate a discussion about how after a long time of isolation or solitude, we can celebrate a return to normalcy.
2. Compare the story of Moses and Miriam with that of Jesse and his friends.
3. Talk about why thanking God is the first priority for us.
4. To discover how music from days gone by is not that much different from today's; to appreciate biblical text that relates to musical lyrics.

#### **Questions**

1. Have you felt like Jesse this year? What is an example?
2. Do you think Jesse and his friends had feelings like Moses and Miriam did? Why or why not?
3. Who would like to share what you wrote on your chart? Did anyone find a song other than "Gratefulness" by Hezekiah Walker?

### **Closing Devotions**

#### **Praise the Lord!!!**

**Closing Prayer: (In unison each week, after the "Praise the Lord!!!" activity)**

Lord Jesus, thank you for all of your blessings!

Help us to keep the lessons you teach us in our hearts each day. Amen.

**Resources:** Biblegateway.com or Bibles, crayons, markers, or pencils; media that will provide music selections for hearing (access to YouTube).

## **David Dances Before the Ark**

**Lesson 2**

**September 12, 2021**

**Lesson Scripture:** 2 Samuel 6

**Focus Scripture:** 2 Samuel 6:1-5, 14-19

**Key Verse:** David and all the house of Israel were dancing before the Lord with all their might. 2 Samuel 6:5a

### **Word Power!!!**

- **Ark** – Where the holy word of God stays.
- **Baale-judah** (bay-el-joo'-dah) – Where David left to move the Ark.
- **Abinadab** (ah-been'a-dab) – The person in whose home the Ark was kept.
- **Ahio** (ah-i'o) – A son of Abinadab.

### **Lesson Goals**

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

1. Learn about the Ark of God and its importance to the people of Israel.
2. Appreciate that people celebrate God in many ways.
3. Celebrate God's presence and love in their lives.

### **Teaching Strategies**

#### **Emphasis**

1. Facilitate a discussion about why celebrating church success stories is important.
2. Compare the story of David and his dance for the Ark with the church and its child center.
3. To foster an appreciation for cultural respect, understanding, and celebration.
4. Demonstrate ways we can celebrate God tangibly with others.

### **Questions**

1. What do you think about the adults being happy about the child center? Was it a big deal?
2. What is a way that you can celebrate that may not be like someone else you know?

3. What made David happy? Even though Michal was not into David's dancing, what is something positive she could have done to celebrate with him?

### **Closing Devotions**

#### **Praise the Lord!!!**

**Closing Prayer:** Lord Jesus, thank you for all of your blessings!

Help us to keep the lessons you teach us in our hearts each day.

Amen.

**Resources:** Biblegateway.com or Bibles, crayons, colored pencils or markers for coloring picture of David (optional), access to dictionaries or an online dictionary app.