

MCC UCC Youth Confirmation
Make-up Lesson Session Six – How the Bible Came to Be

Homework : Your homework was to read Luke 18:2-8, the parable of the Unjust Judge (have them read it and follow along in their Bibles)

- So, what did you say in your journals that this parable is about?
- You might read this parable with your parent or another person and share your written reflection with them and then have a short discussion about it together.

How the Bible Came to Be is the theme of this lesson – Here are the steps in the Bible’s development.

Experiences in Community w/God → something important happened in a community

Oral Tradition / Telling Stories → people talked about it, stories sometimes changed over time (remember telephone?)

More Experiences & Crises → bad things happened, some asked “why us?”

Reinterpretation of Experiences in Community w/God →

Making meaning out of crisis

Writing → community needed to save what was important, so they wrote it down

Editing → writing were copied by hand, some revised

Translation → Hebrew / Greek / Aramaic / ancient street slang

Interpretation → in community, involves tradition

Scavenger Hunt

You can experience the scavenger hunt by reading the scripture that was on each scroll and then answering the questions in your journal. By doing this, you will have a better understanding of “How the Bible Came To Be.”

The Scavenger Hunt helped the class experience “How the Bible Came to Be.” Eight scrolls were hidden in the meetinghouse. When all the scrolls were found, we looked at them

Each scroll’s developmental stage was discussed, The notes on the following pages will help and guide you in your self-directed study: read the scripture and answer the questions in your journal.

Homework

- Check in with your sponsor. If you learn that they will not be there next week-November 11 for our sponsor/confirmand meeting, let Pastor Jenn know.

Closing Prayer: Please close your session with a prayer reflecting on what you learned and how you are feeling.

| Development Stage | Location | Reading | Discussion Question |
|--|-----------------|--------------------------|---|
| Experiences in Community with God | Scroll 1 | <i>Genesis 1:24-26</i> | <p>It begins with myths and stories told around campfires from elders to children.</p> <p><i>(confirmand reads scroll)</i></p> <ul style="list-style-type: none"> • Is that really the way it happened? • Doesn't matter, it's not history, it's more a story about the meaning of life. • What does this story say about the relationship between people and animals? • What does it say about our relationship w/God? |
| Oral Tradition | Scroll 2 | <i>Genesis 7: 11-16</i> | <p>Share with the group one story you have heard in your family about a relative who lived long ago.</p> <ul style="list-style-type: none"> • What does this story tell you about that person? • What does this story tell you about yourself? <p>Every family has its legends. One of the "family legends" of our ancestors was the flood.</p> <p><i>(confirmand reads scroll)</i></p> <p>What does the story of the Flood tell us about our ancestors and what they believed about God?</p> |
| More Experiences & Crises | Scroll 3 | <i>Ezra 6:1-5</i> | <p>Every community undergoes crisis. The Temple was destroyed when the Babylonians sacked Jerusalem and took the elite into exile. When regional power dynamics shifted and the Israelites returned from exile, King Cyrus of Persia (the new power) ordered the Temple to be rebuilt. What happened next?</p> <p><i>(confirmand reads scroll)</i></p> <p>Why do you think they would want to tell this story?</p> |
| Reinterpret Experiences | Scroll 4 | <i>II Samuel 5:17-21</i> | <p>History is usually told from the point of view of the winner! As you listen to this scroll, try to guess what the author wants readers to believe.</p> <p><i>(confirmand reads scroll)</i></p> <p>If the Philistines left a written record, would it have sounded like this?</p> |

| | | | |
|------------------------------------|----------|--|--|
| Writing | Scroll 5 | <i>Psalm 11</i> | <p>We think psalms were originally sung in the temple as part of worship. Eventually, it was time to write them down on paper to save them for future generations.</p> <p><i>(confirmand reads scroll)</i></p> <p>What kind of behavior does this psalm condemn? Why do you imagine the community would find that important enough to write down?</p> |
| Editing | Scroll 6 | <i>Mark 1:14-15</i> <i>Luke 4:14-15</i> | <p>Sometimes, a story in the Bible is edited. Details are added or taken away. Listen for what is different about these two readings.</p> <p><i>(2 different confirmands read scroll)</i></p> <p>What did you hear? Which do you think was written first? What does the later one (Luke) add?</p> |
| Translation | Scroll 7 | <i>Hosea 1:2-9</i> | <p>What languages WAS the Bible written in?</p> <ul style="list-style-type: none"> • Hebrew • Aramaic: a street language spoken by Jesus and followers, became dead language about 1300 AD • Koine (common) Greek: likely Jesus' second language • Many years later, it was all translated to Latin. <p>In the original languages, the words have greater impact. Sometimes we lose something in the translation. We're going to read from one of the angry prophets, Hosea, who believed that his people had been unfaithful in their religious and political lives.</p> <p><i>(confirmand reads scroll)</i></p> <p>What do you think the impact of the three children's names to the community that heard them? Hebrew meaning of names:</p> <ul style="list-style-type: none"> • Jezreel – God sows • Lo-ruhamah – Not pitied • Lo-Ammi – I am not yours |
| Interpretation in Community | Scroll 8 | <i>Matthew 5:38-43</i> | <p>“An eye for an eye and a tooth for a tooth” was a Jewish law meant to keep people from taking revenge too far. It reflected a desire to preserve the community.</p> <p><i>(confirmand reads scroll)</i></p> <p>What do you think Jesus thinks of this law and why? In what way is Jesus preserving community?</p> |