



The Maccabees

The Story of the Chanukah

A Chronological Study of the events surrounding the rise of the Maccabees and the rededication of the Temple.

Teaching Multi-Level Books

Daily Schedule

- Day 1: Timeline Review Page
- Day 2: Lesson page 1
- Day 3: Lesson page 2
- Day 4: Student Drawing Page

Weekly Schedule

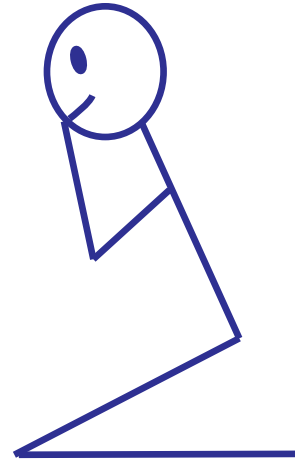
- Timeline Review Page (5 -10 minutes)
- Lesson Pages 1 and 2 (30-35 minutes)
- Student Drawing Page (5-15 minutes)

Before Class

Lesson Preparation: Nothing can replace the time a teacher spends in prayer with our Master Teacher, the Lord God Almighty. We also recommend you read the passage and lesson notes before class.

Supplies needed for teaching:

- Bible
- Copy of *1 Maccabees*
- Dry erase board or chalk board
- Dry erase markers or chalk (primary colors)
- Colored pencils (primary colors)
- Lesson pages for each student



Teaching the Lessons

Teacher Notes

Teacher Notes: The teacher notes are in green. They explain the important information that will need to be covered in the timeline and each section of the lessons. These notes will also be helpful for substitute teachers and can even be read to the students if desired.

Bible Dictionary/Internet Access: For each lesson, we have provided a few words or terms that we recommend you look up online or in a dictionary. These words will be helpful when teaching the lessons and answering questions from your students.

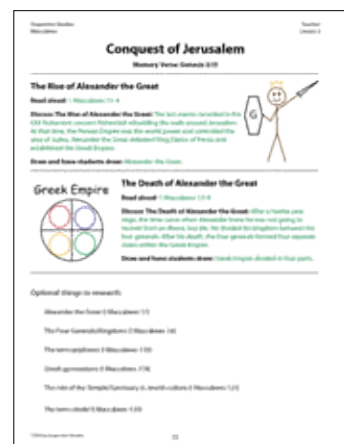


Teaching the Timeline

Teacher Narrative: The first lesson is the timeline. The teacher narrative in green explains the necessary information that will need to be taught at each point on the timeline. These notes are intended to be used as a guide, but they may be read aloud to the students if desired. Because the main goal of the timeline is to teach students the major events and the order in which they occur, I would caution against trying to give too much information during the timeline lesson. During subsequent lessons, students will learn in more detail about each of the characters and events on the timeline.

Stick Figuring: Students will begin this study by stick figuring the timeline. The timeline is a fun, interactive way to give students the big picture of what they will be learning in this book. This is also a great opportunity for you to learn what your students know about the characters and events in the study.

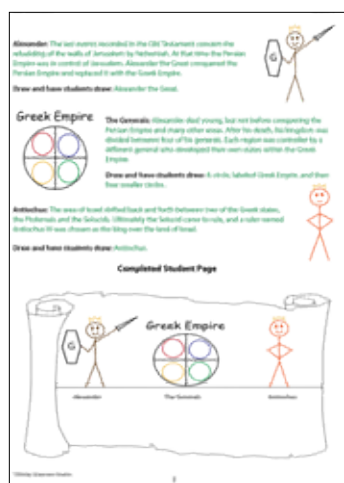
Simplifying the Stick Figures for Younger Students: Younger students may have a hard time drawing the entire stick figure in the space provided. If needed, we recommend simplifying the drawings. For example, instead of a stick man, have students just draw the face. This will allow younger students to keep up with older students and still draw the timeline stick figures. If you find that your younger students are having a hard time keeping up, we recommend our Traceable student book.



Timeline Review Page

Timeline Review: Students will begin each lesson, except Lessons 1 and 2, by reviewing the last three characters or events on the timeline. The timeline review is designed to set the context for the current lesson. The titles for each character or event will be given to the students, and they will need to draw the appropriate pictures above the titles. It is recommended that every two or three lessons you review the entire timeline, up to the point of your current lesson, with your students. Students love this challenge, and it helps them to memorize the timeline.

Memory Verse Review: After students have reviewed the timeline, they will review up to three previous memory passages. This review can be done verbally or by having the students write out the passages. Some students will use a combination of speaking, writing, and stick figuring to memorize their verses.



Teacher Lesson Pages

Stick Figuring: As or after the passage is read, the teacher will stick figure that portion of the story onto the board. While students are drawing, the teacher can discuss that part of the lesson. Students can either draw what the teacher has drawn or draw their own interpretations of the passage. We encourage the use of colors and creativity. We have found that the more the students draw, the more they remember. Some older students may opt to take notes in this section.



Teacher Lesson Pages Continued

Jerusalem Attacked Again
 Read aloud: 1 Maccabees 1:23-32

Discussion Questions: How did Antiochus attack Jerusalem? How did the Jews defend themselves? How did the Jews feel about the attack? How did the Jews feel about the Temple?

The Enemy Built a Fortress
 Read aloud: 1 Maccabees 1:33-38

Discussion Questions: How did Antiochus build a fortress? How did the Jews feel about the fortress? How did the Jews feel about the Temple?

Lesson Review

- Why did Antiochus build a fortress? (To attack Jerusalem.)
- What happened to the Greek Empire after Alexander died? (It was divided between his four generals.)
- By what did Antiochus know Antiochus Epiphanes? (His name, which he added to his name, and his actions.)
- What did Antiochus see to build the Altar of Euphrates? (He saw a vision of a man and a woman.)
- What did Antiochus see after building Euphrates? (A vision of a man and a woman.)
- What did Antiochus see after building Euphrates? (A vision of a man and a woman.)
- When Antiochus was attacked the second time, what did the soldiers build to surround it? (A shield or fortress.)
- What did Antiochus see when he visited the Altar of Euphrates? (A vision of a man and a woman.)

Memory Passage: 1 Maccabees 1:33

Review Questions and Answers: This section gives teachers the questions and answers for the lesson review. These questions cover the who, what, when, where, why, and how of the lesson. We encourage teachers to add their own questions as time allows.

Application: At Grapevine Studies, we believe that teachers determine how to apply each lesson. We encourage our teachers to spend time in prayer to determine what to emphasize during the lesson. We have found this gives our teachers great freedom and is very effective. Notice that the last question is the application question for the lesson. The answer to this question will depend upon what the Lord has led you to emphasize in the lesson.

Conquest of Jerusalem

<p>1 Maccabees 1:1-4</p> <p>The Rise of Alexander the Great</p>	<p>1 Maccabees 1:11-12</p> <p>Greek Empire</p> <p>The Death of Alexander the Great</p>
<p>1 Maccabees 1:18</p> <p>Antiochus Epiphanes</p>	<p>1 Maccabees 1:11-12</p> <p>The Push for Assimilation</p>

Student Lesson Pages

Traceable: To ensure that little hands have plenty of time to draw, we have a traceable version available for them (see sample on the right).

Student: This version allows older students to free-hand draw their stick figures (see sample on the left).

Conquest of Jerusalem

<p>1 Maccabees 1:1-4</p> <p>The Rise of Alexander the Great</p>	<p>1 Maccabees 1:11-12</p> <p>Greek Empire</p> <p>The Death of Alexander the Great</p>
<p>1 Maccabees 1:18</p> <p>Antiochus Epiphanes</p>	<p>1 Maccabees 1:11-12</p> <p>The Push for Assimilation</p>

Student Review Page Continued

Student Drawing Page

Draw your favorite part of the lesson you have just studied.

Write or write out 1 Maccabees 1:11

Drawing Review: This section is designed to allow students to review what they have learned through drawing. Encourage your students to be very creative and detailed on this page. This will help you and your students to see what they have learned.

Memory Passage: At the bottom of this page, we have left room to write out and/or stick figure the memory passage, however, it can also be done verbally.

Final Review

Questions: This review is designed to ensure that your students have mastered the information covered in each lesson. The questions should be familiar to them and will include their memory verses for the study. This is a unique way for you to show your students how much they have learned.

Timeline: The timeline review will give students a chance to put all the pieces of the timeline together one final time.

A diagram on a scroll showing three stick figures: Alexander the Great on the left, The Generals in the middle (represented by a circular diagram), and Antiochus Epiphanes on the right.

Maccabees
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Sample Lesson

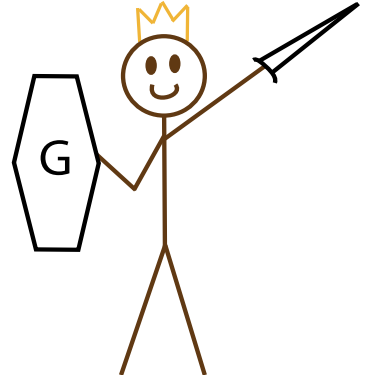
Conquest of Jerusalem

Memory Verse: Genesis 3:15

The Rise of Alexander the Great

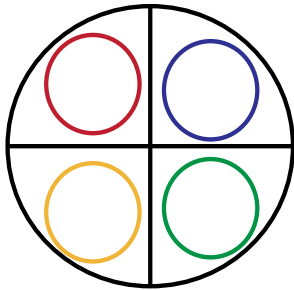
Read aloud: 1 Maccabees 1:1-4

Discuss The Rise of Alexander the Great: The last events recorded in the Old Testament concern Nehemiah rebuilding the walls around Jerusalem. At that time, the Persian Empire was the world power and controlled the area of Judea. Alexander the Great defeated King Darius of Persia and established the Greek Empire.



Draw and have students draw: Alexander the Great.

Greek Empire



The Death of Alexander the Great

Read aloud: 1 Maccabees 1:5-9

Discuss The Death of Alexander the Great: After a twelve year reign, the time came when Alexander knew he was not going to recover from an illness, but instead would die. He divided his kingdom between his four generals. After his death, the four generals formed four separate states within the Greek Empire.

Draw and have students draw: Greek Empire divided into four parts.

Optional things to research:

Alexander the Great (I Maccabees 1:1)

The Four Generals/Kingdoms (I Maccabees 1:6)

The term *epiphanes* (I Maccabees 1:10)

Greek gymnasiums (I Maccabees 1:14)

The role of the Temple/Sanctuary in Jewish culture (I Maccabees 1:21)

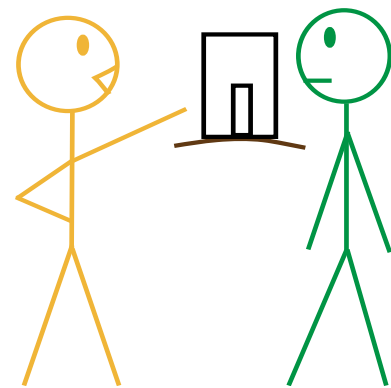
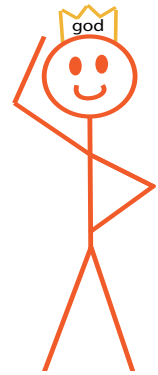
The term *citadel* (I Maccabees 1:33)

Antiochus Epiphanes

Read aloud: 1 Maccabees 1:10

Discuss Antiochus Epiphanes: One of the four generals formed the Selucid kingdom. From within the Selucids rose an evil ruler named Antiochus. He was so prideful that he added the title, *Epiphany (god)*, to his name. He ruled over Judea.

Draw and have students draw: Antiochus wearing a crown and *god* written on it.



The Push for Assimilation

Read aloud: 1 Maccabees 1:11-15

Discuss The Push for Assimilation: Among the Jews there arose those trying to convince their families and friends to assimilate. Hellenization means to assimilate to the Greek way of life by adopting the Greek language, dress, and gods. Assimilation also meant they were being unfaithful to God.

Draw and have students draw: A man talking to a Jew and pointing to a building (gymnasium).

Completed Student Page

Teacher Notes

Grapevine Studies
The Maccabees

Student
Lesson 2

Conquest of Jerusalem

1 Maccabees 1:1-4

The Rise of Alexander the Great

1 Maccabees 1:5-9

Greek Empire

The Death of Alexander the Great

1 Maccabees 1:10

Antiochus Epiphanes

1 Maccabees 1:11-15

The Push for Assimilation

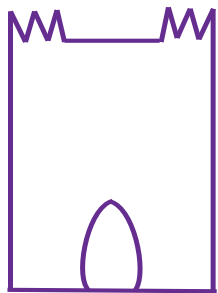
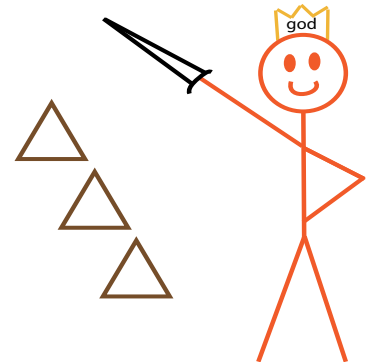
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Antiochus Expanded His Rule

Read aloud: 1 Maccabees 1:16-19

Discuss Antiochus Expanded His Rule: During this time, Antiochus attacked the Ptolemy kingdom of Egypt with ships, soldiers on horseback, elephants, and chariots. Antiochus defeated the King of Egypt and plundered his land.

Draw and have students draw: Antiochus with a sword over Egypt (three triangles).



Antiochus Plundered the Temple

Read aloud: 1 Maccabees 1:20-25 (optional reading 26-28)

Discuss Antiochus Plundered the Temple: After defeating the Egyptians, Antiochus stopped in Jerusalem on this way home. While there he plundered the Temple and killed faithful Jews, causing mourning throughout the land of Israel.



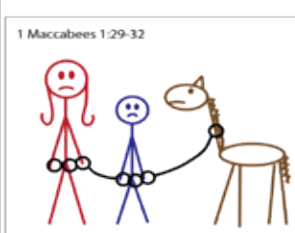
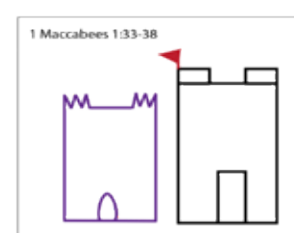
Draw and have students draw: Soldiers going in and out of the Temple carrying treasure.

Teacher Notes

Completed Student Page

Grapevine Studies
The Maccabees

Student
Lesson 2

<p>1 Maccabees 1:16-19</p>  <p>Antiochus Expanded His Rule</p>	<p>1 Maccabees 1:20-25</p>  <p>Antiochus Plundered the Temple</p>
<p>1 Maccabees 1:29-32</p>  <p>Jerusalem Attacked Again</p>	<p>1 Maccabees 1:33-38</p>  <p>The Enemy Built a Fortress</p>

Lesson Review

1. Who defeated King Darius of Persia?
2. What happened to the Greek Empire once Alexander died?
3. By what title was Antiochus known?
4. What did Antiochus use to defeat the King of Egypt?
5. Where did Antiochus go after defeating Egypt?
6. What did Antiochus do to the Temple?
7. When Jerusalem was attacked the second time, what did the soldiers build in Jerusalem?
8. What do we learn from this time in history?

Memory Passage: 1 Maccabees 1:11

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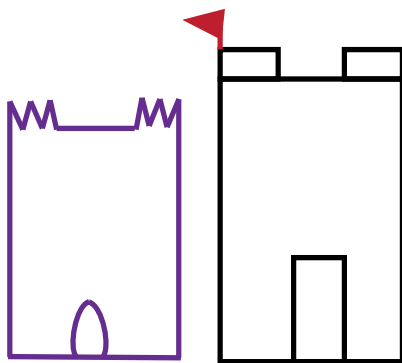
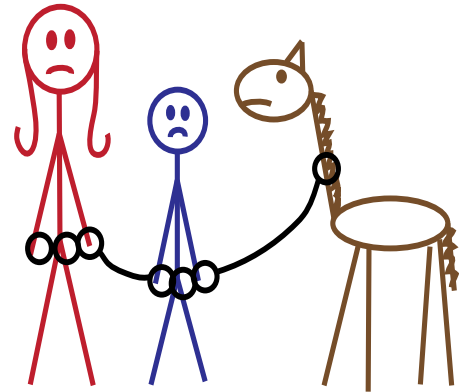
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Jerusalem Attacked Again

Read aloud: 1 Maccabees 1:29-32

Discuss Jerusalem Attacked Again: Two years after Antiochus attacked Jerusalem, he sent a commander to deceive the people before attacking and killing them. In addition to the destruction, they also took women and children as slaves and then confiscated animals.

Draw and have students draw: Women and children in chains.



The Enemy Built a Fortress

Read aloud: 1 Maccabees 1:33-38

Discuss The Enemy Built a Fortress: After defeating the people of Jerusalem, the soldiers and unfaithful Jews built a citadel or fortress. They filled this fortress with the provisions and weapons they had taken from the people. Because of this, many faithful Jews fled from Jerusalem, seeking refuge in other cities in Israel.

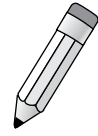
Draw and have students draw: A fortress next to the Temple.

Lesson Review

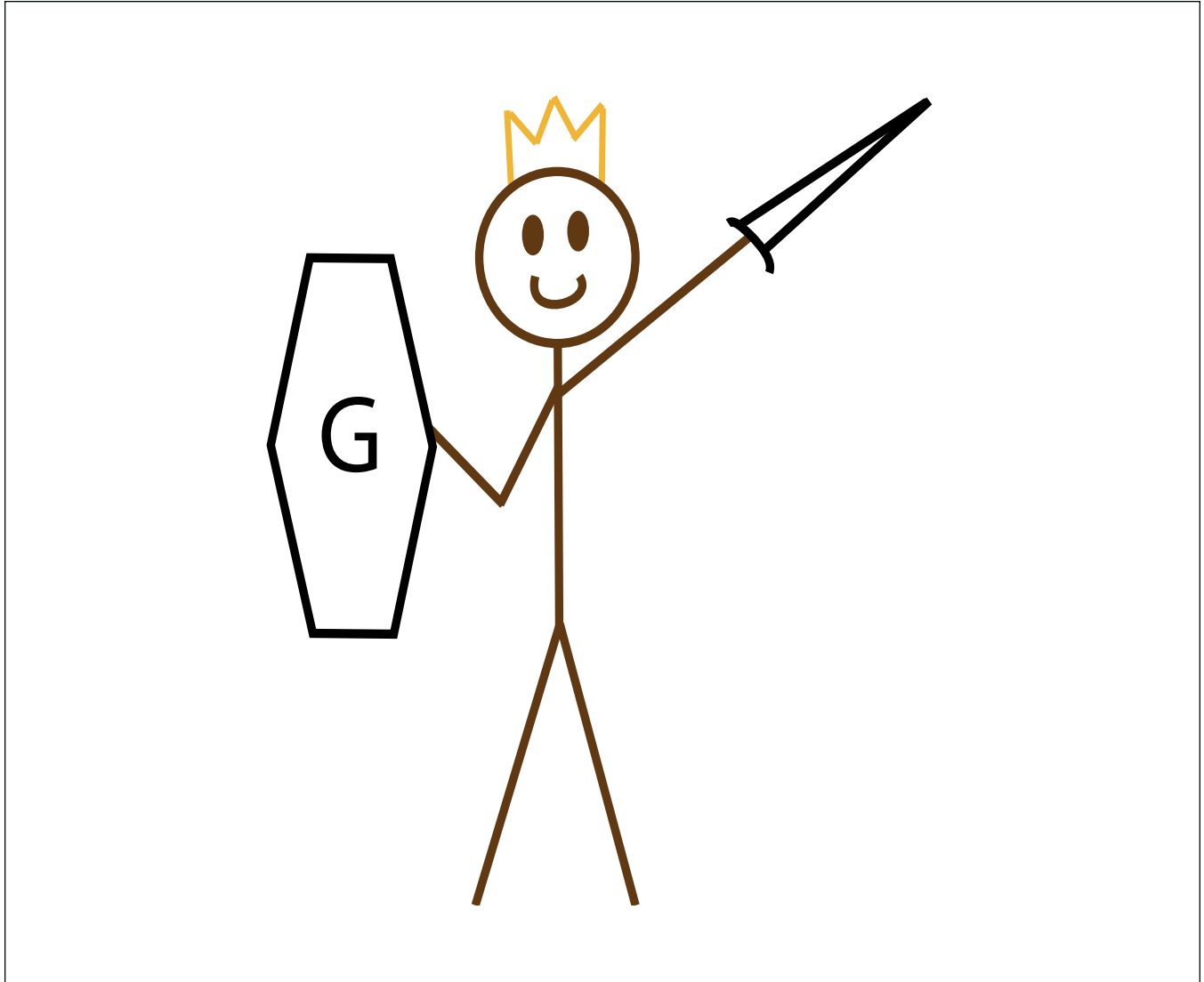
1. Who defeated King Darius of Persia? **Alexander the Great.**
2. What happened to the Greek Empire after Alexander died? **It was divided among his four generals.**
3. By what title was Antiochus known? **Antiochus Epiphany.**
4. What did Antiochus use to defeat the King of Egypt? **Ships, chariots, soldiers on horses, and elephants.**
5. Where did Antiochus go after defeating Egypt? **To Jerusalem.**
6. What did Antiochus do to the Temple? **He plundered it.**
7. When Jerusalem was attacked the second time, what did the soldiers build in Jerusalem? **A citadel or fortress.**
8. What do we learn from this time in history? **We always have a choice. Will we remain faithful to God or choose to be unfaithful.**

Memory Passage: 1 Maccabees 1:11

Student Drawing Page

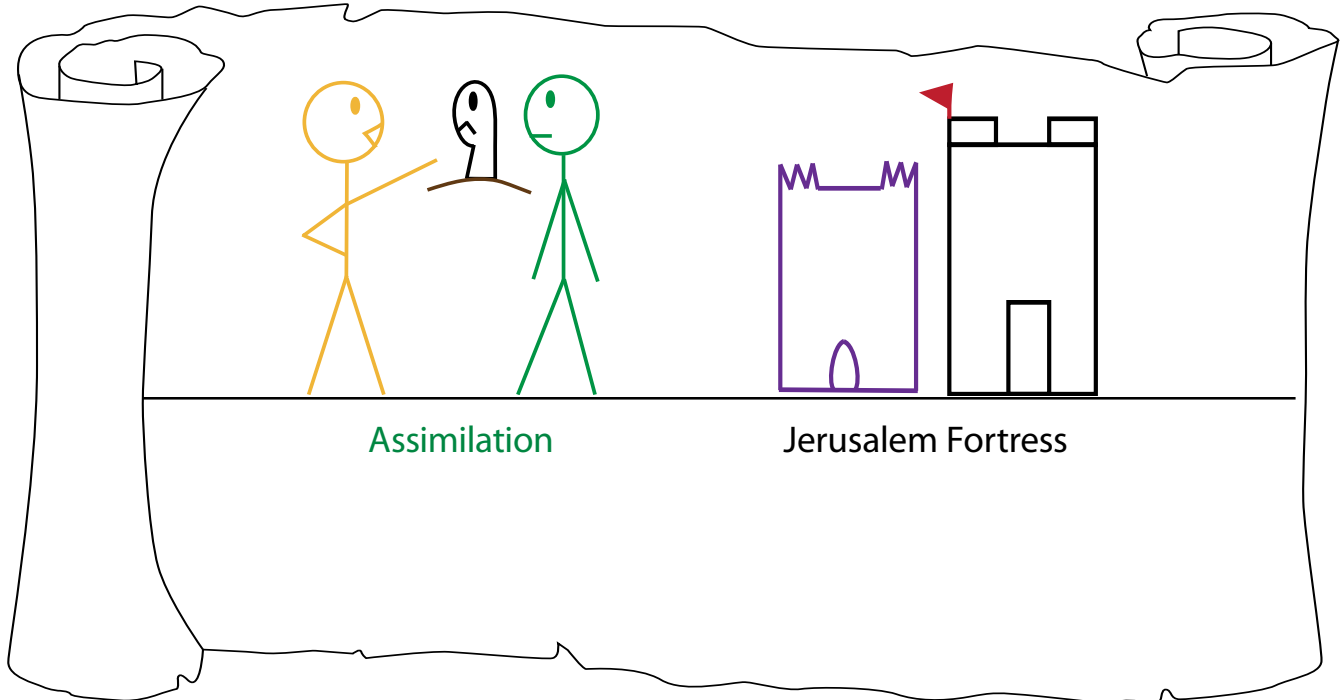
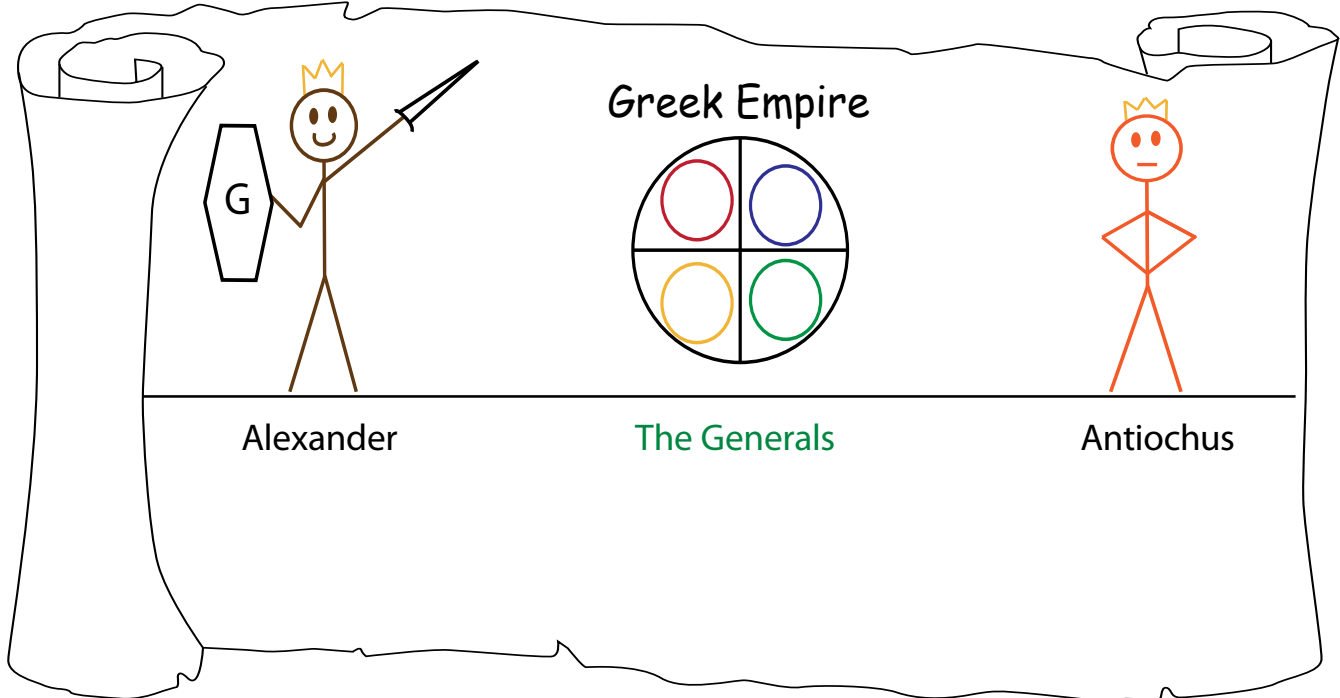


Draw your favorite part of the lesson you have just studied.



Recite or write out I Maccabees 1:11

Timeline Review



Memory Verse Review

I Maccabees 1:11



We hope you have enjoyed your lesson!

Continue your study of the Maccabees!



Student



Teacher

Teacher Hotline

Have questions?

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