

TEACHER'S GUIDE – THE BIBLE EXHIBITION

THE BIBLE EXHIBITION tour is divided into 11 different zones:

1. Australia and the Bible.
2. The Origins of the Bible.
3. Artefacts study 1- ancient manuscripts & Bibles.
4. The God of the Bible.
5. Artefacts study 2 – Crucifixion artefacts.
6. The Gospel and the Bible.
7. The Unique Message of the Bible.
8. The Wonders of the Bible.
9. Artefacts study 3 – Artefacts relating to famous Bible stories.
10. Prophecy in the Bible.
11. The Challenge of the Bible.

This zone gives opportunity to cover the history curriculum strands noted in the table below. Completion of the relevant activity sheets will demonstrate student engagement with some of these strands.

ZONE: AUSTRALIA AND THE BIBLE

Curriculum history links:

YEAR LEVEL	HISTORY CURRICULUM	THE BIBLE EXHIBITION'S LINK
3	'Study of identity... in their local community and beyond, past and present' 'Students develop understandings about the heritage of their local area'	<ul style="list-style-type: none"> • How the Bible came to Australia • Ngarrindjeri links with the Bible
4	Students study European exploration and colonisation in Australia and elsewhere up to the early 1800s	<ul style="list-style-type: none"> • Effects of Christianity on colonisation
5	Australia's democratic values	<ul style="list-style-type: none"> • The Constitution and Australian rights and liberties
6	Values which shaped Australian society	<ul style="list-style-type: none"> • The Constitution and Australian rights and liberties • The values of our society
8	The spread of Christianity	<ul style="list-style-type: none"> • How the Bible came to Australia
9	The impact of a group of settlers on the Aboriginal people of the region	<ul style="list-style-type: none"> • Early settlement in Australia and the role of Christianity
10	The significance of the Universal Declaration of Human Rights	<ul style="list-style-type: none"> • Christian values and their link to human rights, and the Universal Declaration of Human Rights

This zone is divided into four sections. Encourage your pupils to read through the information in each section. Key questions are noted here to help you draw out the information needed to answer the questions or address a specific curriculum area.

1. With the arrival of the First Fleet in Port Jackson, Richard Johnson read aloud a lesson from the first English Bible in Australia. What year was this? **Ans: 1788.**

2. What are 'values'? What are your 'values'? Where have these come from? Do you think most values are the same in this country as in another country. (All year groups answer Q2 following this discussion).
3. Those who came to Australia were all viewed as Christians by the Aboriginal people of the area. Can you read the chart and see how these people sometimes held back the cause of Christianity? How did they help the cause of Christianity?

Yr 7-10 Q1.

Ans: The missionaries did spread the message of the love of Christ, and fulfilled their great commission in Scripture. Many made tremendous efforts to connect with the Indigenous cultures.

The mission stations were often a refuge and escape from the harsh way of life, or mistreatment at the hands of the colonists.

4. Have a look at how the Bible verses have been spread around Australia. Why do Christians do this?

Ans: Fulfilment of the great commission, noted on chart, top left: 'Go ye into all the world and preach the Gospel to every creature'.

ZONE: THE ORIGINS OF THE BIBLE

Curriculum history links:

YEAR LEVEL	HISTORY CURRICULUM	THE BIBLE EXHIBITION'S LINK
3	How do people contribute to their communities, past and present?	<ul style="list-style-type: none"> Key historical figures in the development of the Bible
4	Students gain opportunity to expand their world knowledge	<ul style="list-style-type: none"> World knowledge in relation to languages, translations, and the printing of the Bible in English
6	Key events which have shaped Australian society	<ul style="list-style-type: none"> Key events pre-1788, having an impact on Australian society
8	Placing historical events in sequence to identify broader patterns of continuity and change	<ul style="list-style-type: none"> Timelines showing the development of the Bible in English

KEY QUESTIONS:

1. Focus on the section, 'English Translations'. Read through the section on William Tyndale together. Discuss what a martyr is. Help the students find another martyr in this section. They will be able to answer Q3 (yrs 3-6) on their activity sheets:
 Ans: William Tyndale – 1535 – Tyndale Bible.
 Ans: John Rogers – 1537 – Matthews Bible.
2. Still on the 'English Translations' section. Consult the infogram in the centre, and the accompanying information to find the author of the first complete translation of the Bible into middle English. Emphasize that the students will have opportunity to see a copy of this Bible in a few minutes.
 Yr 7-10 Q 4 - Ans: Wycliffe Bible - 1380
3. Use the opportunity in this section to discuss the cost of the Bible. Discuss the various meanings of the word 'cost' – financial, time, lives... Observe in the 'How the Bible was written' section that this cost was paid in Europe, and note where Australia is using the world map. Refresh regarding how the Bible came to Australia.

- In this section again, the information in the 'At a Glance' infogram can be used to answer Q4 in the Year 3-6 Activity Sheet.
Ans: 40 authors, 66 books, 788,280 words, 63,779 cross-references, 3 continents, 1600 years.
- The 'Original Manuscripts' panel contains the answer to question 3 on the Yr 7-10 sheet.
Ans: Hebrew, Aramaic, Greek, Latin.
- There is a lot of information in this section. Encourage the students to browse the panels and write down one point of interest that they will remember today and take away from this section. Discuss at the end if you wish.

ZONE: ARTEFACTS STUDY 1 – ANCIENT MANUSCRIPTS AND BIBLES

Curriculum history links:

YEAR LEVEL	HISTORY CURRICULUM	THE BIBLE EXHIBITION'S LINK
4	Students gain opportunity to expand their world knowledge...Students study European ...colonisation	<ul style="list-style-type: none"> Bible display. KJV version available showing the text of the first Bible verse sermon preached in Australia.
6	Key events which have shaped Australian society	<ul style="list-style-type: none"> Key events pre-1788, having an impact on Australian society. The arrival of the Bible in Australia, in modern English.
8	Old English and the foundations of modern English	<ul style="list-style-type: none"> Examination of Old English texts.

KEY QUESTIONS:

PLEASE ADVISE STUDENTS NOT TO TOUCH THE OLD BIBLES ON DISPLAY. MANY ARE ORIGINALS AND ARE VERY VALUABLE. A TOUR GUIDE WILL BE PLEASED TO ASSIST AT THIS POINT.

- Find the first Bible verse which was read out by Richard Johnson in 1788. Ask a student to read it aloud from the KJV available on display for browsing: Psalm 116:12. This reference, or another verse, can be used to answer Q5 (Yr 3-6 sheet).
- Look at the Wycliffe Bible. Let the students (yrs 7-10) know that there is a middle English translation of John 3:16 in their activity sheets- Q5.Help them to transcribe into modern English if necessary. Use a KJV to help if necessary. Point out that John 3:16 is the most famous Bible verse of all time.
Ans: 'For God so loved the world, that He gave His only begotten Son, that whosoever believeth in Him, should not perish but have everlasting life' – John 3:16.
- Browse the various Bible pages available in this artefacts section. See if they can be understood.
- See if the students can identify the earliest Bible, (or replica) and order the Bibles by date. (Placards close by the Bibles indicate their dates. Please do not move the Bibles around.)
Ans: Wycliffe – 1380
Tyndale – 1526
Matthews – 1537
KJV – 1611
KJV Family – 1722
KJV Family – 1863
German Bible - 1873

ZONE: THE GOD OF THE BIBLE

Curriculum history links:

YEAR LEVEL	HISTORY CURRICULUM	THE BIBLE EXHIBITION'S LINK
6	Key values which have shaped Australian society	<ul style="list-style-type: none">The values which have shaped our society are based on an awareness of God. Explore aspects of deity.
7	Identify the key beliefs of major religions.	<ul style="list-style-type: none">Key beliefs of Christianity. Who is God?

KEY QUESTIONS:

1. Draw attention to the diagram about the Trinity. Ask students to identify the 3 persons of the Godhead. Can they name the Son? **Jesus Christ**. Point out that this is known as the doctrine of the Trinity.
Yrs 3 – 6 should be able to answer Q6 on their activity sheet – **Jesus Christ**.
2. Look at the 'Features of Deity' box. Go through these and ask pupils for explanations, drawing a contrast with regular humans. Years 7-10 should be able to answer Q6 on their activity sheet. **Ans: immutable, omnipresent, omnipotent, omniscient, comprises a Trinity of beings.**

ZONE: ARTEFACTS 2 – CRUCIFIXION ARTEFACTS.

Curriculum history links:

YEAR LEVEL	HISTORY CURRICULUM	THE BIBLE EXHIBITION'S LINK
6	Key events which have shaped Australian society	<ul style="list-style-type: none">The values which have shaped our society are based on the message of Christianity
10	How rights and freedoms have been ignored, demanded or achieved in...the broader world context.	<ul style="list-style-type: none">Basic rights of humanity, and humane treatment of others.

Explain about the centrality of Christ, as the key message of the Bible: 'Christ died for our sins'. Tell the story of the crucifixion.

Give students the opportunity to pose beside a Roman legionnaire. (Gently) feel the scourge and look at the nails and the crown of thorns. Discuss the nature of crucifixion in Roman times.

Let students feel the weight, see the pouch of coins – the traitor's price for Christ. Tell the story of the betrayal, and how his disciples fled, because of their fear.

Discuss the characteristics/values of a soldier in the Roman army. Assist students to answer Q5 & 6 (Yr 3-6 activity sheet).

Yrs 3-6. **Ans: hard, tough, obedient, disciplined, courageous, heartless, unfeeling...**

Discuss the answer to Q6.

Discuss the answers to Yrs 7-10, Q7. **Ans:** The crucifixion of Christ is central to the message of the Bible, that God sent His Son, Jesus, into this world to die for the sins of the world. It is the ultimate example of 'love your enemies'.

ZONE: THE UNIQUENESS OF THE GOSPEL

Curriculum history links:

YEAR LEVEL	HISTORY CURRICULUM	THE BIBLE EXHIBITION'S LINK
6	Key values which have shaped Australian society	<ul style="list-style-type: none"> Values which have shaped our society are based on care and love for others.
7	Identify the key beliefs of major religions.	<ul style="list-style-type: none"> Key beliefs of Christianity. Comparison with other religions.

KEY QUESTIONS:

1. Encourage students to read the panels. Ask students for an explanation of 'radical concepts'. Note the first one listed and use it to help answer Q7 on Yr 3-6 activity sheet.
Ans: 'Love your enemies'.
2. Discuss meritorious religious systems. How do they compare with Christianity? Draw attention to the resurrection. Emphasize that it is proof of Jesus' deity, and also a total contrast with other religions, where dead men/ innate beings are worshipped. Encourage students to find the answers to Q8 on Yr 7-10 activity sheet on the panels. Explain the terms on the panels, if necessary.
Ans: Love your enemies; saved by grace; ransom for all; justified by faith; resurrection; God does not discriminate; new birth.

ZONE: AMAZING WONDERS OF THE BIBLE.

Curriculum history links:

YEAR LEVEL	HISTORY CURRICULUM	THE BIBLE EXHIBITION'S LINK
4	Students gain opportunities to expand their world knowledge.	<ul style="list-style-type: none"> Scientific discoveries and the Bible.
11	Understand the nature of evidence of the ancient past.	<ul style="list-style-type: none"> The use of Biblical evidence, and its link to scientific discoveries in modern times.

KEY QUESTIONS

This section is full of facts from the Bible, and lends itself to simply reading the short sections. In the process, students will be able to answer Q8 on the Yr 3-6 activity sheet and Q9 on the Yr 7-10 activity sheet (**Ans:** 1662 AD. 3262 years).

ZONE: ARTEFACTS 3 – ARTEFACTS RELATING TO FAMOUS BIBLE STORIES

Curriculum history links:

YEAR LEVEL	HISTORY CURRICULUM	THE BIBLE EXHIBITION'S LINK
5	Studies about Australia's democratic values.	<ul style="list-style-type: none">• Values inherent in Christianity are linked to liberties and rights of Australia.
7	Identify the key beliefs of major religions.	<ul style="list-style-type: none">• The Christian heritage – Bible stories.

Explain that you will want students to listen for lessons from the stories. Why did the people act in the way they did? How did their thoughts about God/Jesus inform their actions/values?

A TOUR GUIDE WILL ASSIST YOU WITH THIS SECTION, IF YOU REQUIRE HELP.

Tell the story of David and Goliath. Use the mannequin to help students identify with the story.

Tell the story of Joseph and the coat of many colours. Allow younger students to try on the display coat.

Tell the story of the widow's mite.

Draw out a key belief/value from each Bible story. This will enable students to answer Q10 (Yrs 3-6) and Q9 & 10 (Yrs 7-10).

ZONE: PROPHECY AND THE BIBLE.

Curriculum history links:

YEAR LEVEL	HISTORY CURRICULUM	THE BIBLE EXHIBITION'S LINK
8	Place historical events in sequence	<ul style="list-style-type: none">• The use of timelines demonstrating the fulfilment of key Bible prophecies.

KEY POINTS

Ask for the meaning of the word, 'Prophecy'. Find a definition on the chart if possible.

Discuss one key prophecy – the birth/ death of Christ, and find out how it has been foretold in various ways before fulfilment. Discuss prophecy in relation to the validity of the Bible as God's inspired Word. Emphasize the timelines for prophecies and their fulfilment.

Discuss the answer to Q12 (Yr 3-6) – a definition of 'prophecy'. **Ans: history told ahead of time.**

Allow students the opportunity to answer Q11 (Yrs 7-10). **Ans: Examples from chart. The birth of Christ, foretold in Isaiah 9:6. Death foretold in Psalm 22.**

ZONE: THE CHALLENGE OF THE BIBLE

Encourage students to read the testimonies and observe the impact of the message of the Bible on people's lives. Use the opportunity here to regroup, answer student questions and encourage them to reflect and evaluate on their trip to *The Bible Exhibition* (last few questions on each sheet).