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Index of Cases

Case Order by Hero Name

Scripture column identifies only the primary chapter or chapters used for the Case.

Hero	The Case of the ...	Scripture	Page
Abel	Murdered Brother	Genesis 4	1
Bezalel/Oholiab	New Talents	Exodus 31	11
Boaz	Distant Cousin	Ruth – All	27
Ehud	Left Handed Attack	Judges 3	43
Enoch	Disappearing Father	Genesis 5	51
Gideon	Three Hundred Trumpets	Judges 6,7	65
Hannah	Gift Baby	I Samuel 1	75
Jeremiah	Potter’s Clay	Jeremiah 18, 19	91
Joash	Hidden King	II Chronicles 22, 23	103
Miriam	Watchful Eyes	Exodus 2	119
Naaman	Magic River	II Kings 5	135
Nathan	Royal Accuser	II Samuel 12	151
Nehemiah	Rising Wall	Nehemiah 4	167
Rahab	Scarlet Cord	Joshua 2	179

Case Order by Scripture Reference

Scripture column identifies only the primary chapter or chapters used for the Case.

Scripture	Hero	The Case of the...	Page
Genesis 4	Abel	Murdered Brother	1
Genesis 5	Enoch	Disappearing Father	51
Exodus 2	Miriam	Watchful Eyes	119
Exodus 31	Bezalel/Oholiab	New Talents	11
Joshua 2	Rahab	Scarlet Cord	179
Judges 3	Ehud	Left Handed Attack	43
Judges 6	Gideon	Three Hundred Trumpets	65
Ruth—All	Boaz	Distant Cousin	27
I Samuel 1	Hannah	Gift Baby	75
II Samuel 12	Nathan	Royal Accuser	151
II Kings 5	Naaman	Magic River	135
II Chronicles 22,23	Joash	Hidden King	103
Nehemiah 4,6	Nehemiah	Rising Wall	167
Jeremiah 18,19	Jeremiah	Potter’s Clay	91



Composition of Casebook of Old Testament Heroes

- ❖ 14 lessons about Heroes of the Old Testament
- ❖ Arranged alphabetically by Hero; can be conducted in any order
- ❖ Created for grades 4 and 5; can be used for grades 1-5 combined
- ❖ Based around a detective theme
 - *Squads* work together to accomplish tasks.
 - *Witness Testimonies* provide Biblical information.
 - *Casebook Log Sheets* promote discovery of information.
 - *Follow-Up Reports* encourage memory of lesson information.

General Information

Purpose of Course

To help squad members learn more about some of the characters of the Old Testament and the lessons their stories can offer.

Use of Cases

The Casebook of Old Testament Heroes uses a general detective theme to help students, who are referred to as *squad members*, associate some of the characters of the Old Testament with a primary fact about them. Each lesson title suggests a fun fact about the hero or about the story itself. The squad members use knowledge inferred from the activities, discussed during the activities, or learned directly from the Bible references to discover the true identity of the individual and what his or her story can teach them.



Use of Investigation Activities

The Casebook of Old Testament Heroes uses a variety of activities to introduce the primary characters or elements of the lesson. The leader, who is referred to as the *Supervisor* or the *Supervising Detective*, develops the Case step by step by introducing Persons of Interest one at a time, using an activity that in some way illustrates something about the person. (Generally the focus is on Persons of Interest, but sometimes the activities actually focus on an item or a circumstance instead.)



Use of Supplementary Materials

Puzzle sheets or game pieces that are required for the Investigation Activities are found at the end of each Case. They are also provided as PDF files on the CD ROM (hereafter referred to only as CD) that is included with *The Casebook of Old Testament Heroes*.



Use of a Casebook Log and Witness Testimonies

The Casebook of Old Testament Heroes includes a Casebook Log for each case. Squad members gather information and keep a record of their findings in the Casebook Log. Squad members may work alone or in squads to discover the answers to the questions, depending either on the time allowed or on the grade levels of the squad members.

The Casebook of Old Testament Heroes includes Witness Testimonies to provide the Biblical information about the case. The Witness Testimonies record the Biblical account exactly when possible. A condensed version of the account is provided when the reference passage is longer.

For shorter accounts the Supervisor may choose to let squad members use their personal Bibles instead of the Witness Testimony sheet. Whether the squad members use their own Bibles or the Witness Testimonies, it should always be emphasized that the information in ALL the Witness Testimonies is found in the Bible.

Use of Follow-Up Reports



The Casebook of Old Testament Heroes includes a variety of activity sheets that enhance the lessons. In keeping with the detective theme, they are referred to as Follow-Up Reports. Two Follow-Up Reports are provided for each case. It is recommended that some sort of pocket folder be given to the squad members so they can keep all the reports together.

Since the Follow-Up Reports are intended to be done outside the classroom, completion should be highly encouraged, but not required. To encourage the squad members to do the Follow-Up Reports, offer some kind of incentive for anyone who returns the completed reports the following week.



Use of Incentive Program

The detective theme of *The Casebook of Old Testament Heroes* easily lends itself to the use of an incentive program to help generate enthusiasm and encourage participation. As part of the opening lesson, separate the students into *squads* that they will remain in for the duration of the course. Let the students know that the squads will be receiving points for most of the activities that are done during class and that the squad with the highest number of points will earn the Highest Achievement award at the end of the course. Explain to the students that, besides in-class accumulation of points, a squad's points can be increased by a variety of other means.

The Supervisor can choose to offer additional points for anything. Below are a few ideas for which points can be offered:

- Points for each squad member in attendance
- Points for each squad member who brings his or her own Bible to class
- Points for each squad member who returns Follow-Up Reports that they at least attempted to complete
- Points for each squad member who says the prior week's memory verse
- Points for any squad in which all members arrive on time

For the closing of the course, plan a special award, prize, or certificate for the members of the squad that earns the Highest Achievement. However, also plan a lesser award for the members of the other squads.

Use of Achievement Chart

It is recommended that an Achievement Chart be posted in a prominent location. This poster should identify each squad and maintain an accurate record of the total points, as they increase each week. By having the Achievement Chart posted where it can always be seen, the squad members can watch their advancement and even plan strategies to help their squad gain points.

It is not necessary to post individual points. By posting total squad points, the Supervisor can encourage the squads to compete without singling out any individual that may be doing much, much better or much, much worse than any of the others.



General Teaching Procedure

General Operations

In these lessons the teacher acts as the Supervising Detective and leads the squads to identify all the people and facts involved in a case so they can draw conclusions about it. A "squad room" can be created by arranging several tables in a cluster, all facing a chalkboard or dry erase board. The class can be split into 3-4 squads, with each squad sitting at a different "squad table." The squads compete in all the activities of the lessons and at the end of the entire course the squad with the greatest number of points should be given some kind of prize, award, or certificate.

Duties of Supervisor

The Supervising Detective reviews the details of the prior cases that have been solved. Review can be question and answer, or simple games like "Hangman" or "Matching." The Review can be conducted before the Check-In Activity or afterwards.

The Supervising Detective introduces the lesson with a Check-In Activity, which is intended to give the squad members a brief glance at the subject of the new case. Once the Check-In Activity is completed, the Supervisor identifies the name of the current case, by writing it on the chalkboard or dry erase board. The case name can be given by simply writing it or telling it, or the Supervisor can choose to make a guessing game out of the new case title.

The Supervising Detective introduces Persons of Interest by conducting various types of activities. Sometimes the person is identified before the activity and sometimes afterward, but in both cases the Supervising Detective is responsible for explaining the details of the story and helping the squad members to recognize the significance of the person to the case. "Discussion Points" offer a brief description of the information that needs to be communicated to the squad members.

As characters are introduced, details of the story unfold. Thus, by the end of the activities, the squad members should already know the answers to the questions in their Case Logs.

After all the activities have been conducted, the Supervising Detective distributes the Witness Testimonies and the Case Logs. Depending on the time available, squad members can complete the Case Logs independently or by squads, or the Supervising Detective can lead a general discussion for the whole group.



Reason for Activities

Games, activities, crafts, illustrations, etc. are used to help squad members to better grasp the information and to help them remember the basic details. Please note that there are other, equally good, ideas that could be used instead. The Supervising Detective should always feel free to substitute a different activity for the one that is described in the lesson.

If time is limited, the Supervising Detective can choose to eliminate certain activities. However, to complete the entire story, be certain to provide the information that would have been gained through the eliminated activity.

Repeat, and Repeat Again!

Remember that one of the keys to learning is *repetition*. Throughout the lesson, the Supervising Detective should continue to repeat the basic facts of the lesson in various ways.