



**Middle/High School
Grades 6-12**

The Moravian Church in America
Northern & Southern Provinces



Copyright © 2017 by the Interprovincial Board of Communication,
Moravian Church in America

1021 Center St. • Bethlehem, Pennsylvania • 18018

www.moravian.org

All scripture quotations, unless noted otherwise are taken from the
New Revised Standard Version. Used by permission. All rights reserved.

Hymn selections from the 1995 *Moravian Book of Worship*.

Original maps by FreeVectorMaps.com. Used with permission.

We thank those who provided additional art.

Special thanks to the Northern Province Moravian Church Archives, the Center for Moravian
Studies, the Interprovincial Board of Communication and the Southern Province Board of
Cooperative Ministries.

Design by Mike Riess, IBOC

First published August 2017



About this Curriculum

As I have researched and written this curriculum, I have enjoyed imagining the people who will be studied. I have chosen very familiar persons and not so familiar persons. I have included women and men who have made a difference in the journey of the Moravian Church. Their stories are fascinating.

I have been deeply moved by the fact that many of these people were ordinary folks who found God calling them, and they followed God. We are no different from them; we simply live in a different time. When they crossed the oceans on sailing ships they were using the newest technology of their day. When they built buildings in wildernesses, they were using very modern processes for their time. When they shared Christ with another person, they did it just as we do: one conversation at a time, one on one.

Let us embark together on a journey that began 600 years ago and touches us yet today. Enjoy the journey!

Carol Foltz
Author, Youth Curriculum



Curriculum Notes

- Lessons are intended to be 60 minutes in length, from introduction to closing. In each lesson plan, the introduction is separate from the activities to provide teachers the option of offering a 15 minute welcome time to help students know each other better and/or set the stage for the topic of the day.
- The scriptures used in these lessons are from the NRSV (New Revised Standard Version Bible) and hymns are from the 1995 Moravian Book of Worship. Additional musical suggestions for Lessons 4, 5, 7, 8, 12 and 13 from outside sources can be found on page 132 in the Resources for Teachers section.
- Within the curriculum there are many times where the directions state “ask for a volunteer to read...” Please remember that everyone does not read well, and it is embarrassing to be assigned to read or to have a teacher use the process of going around the circle expecting everyone to read. Always ask for volunteer readers – and it is best if you can do this privately. Always remember to honor the feelings of the student.
- Many of the lessons have enough options that if desired, you could use a lesson for two Sundays.
- All lessons use a large world map that will be created by students in the first lesson. Each lesson’s section “Things to do before Sunday” provides information on options for using the map; additional tips on map-making can be found on page 8.

Things to Do Before Beginning this Curriculum

- ☐ Read the “Curriculum Overview” and “Curriculum Notes.”
- ☐ Check that the classroom contains materials needed for each week’s activities.
- ☐ Determine the best wall space on which to hang the world map students will create.

Things to Do Before Beginning Each Lesson

- ☐ Read the Curriculum Notes.
- ☐ Read through this week’s lesson.
- ☐ Read the section “Before Sunday” to note any materials needed for the lessons or any tasks to care for before class.
- ☐ Gather and prepare any materials, make copies, review the opening scripture and hymn/music.
- ☐ Pray for each student.



Map Making Options: Lesson 1

You will have two options for making a map that will be used each week. One option involves drawing and hanging the map in your classroom and students will mark locations each week. The other option involves accessing a web site that allows you to mark the map digitally and save it so that you can open and make additions each week. You will need to prepare ahead of time for whatever option you choose so this can be used in the first class time. The map should be hung in the classroom and will be used in some form each week.

If you want your students to draw a map you will need to provide them with a large drawing surface. White bulletin board paper would work well or you could use a white shower curtain and have the students draw/color with permanent markers.

In the interest of time you may choose to draw the continents and/or countries ahead of time and have the students fill in countries and color the map. If the students are going to draw the map you may want to provide a pattern for them. Following are map-related websites that may be of assistance to you:

For hand-drawn or paper maps, see:

- ❑ **www.outline-world-map.com**—This site provides a free printable map.
- ❑ **www.eduplace.com**—This site provides an outline of continents with or without countries.
- ❑ **www.yourchildlearns.com**—This site gives you the option to design the size world map you want and print free of charge. The size options go up to 8 x 8 and use regular copy paper that you will tape together. (click on “maps to print”)
- ❑ **www.themapshop.com**—This site allows you to purchase a map in a variety of sizes.
- ❑ **www.printableworldmap.net**—More than 541 free printable maps that you can download and print for free.

For computer generated/project maps, see:

- 🔗 **<http://mapchart.net>** or
- 🔗 **<http://fortresspress.maptive.com>** and choose the map option. Pre-registration is required for this site.

Lesson Two: John Hus



Today's Scripture

Matthew 16:24-25

Then Jesus told his disciples, "If any want to become my followers, let them deny themselves and take up their cross and follow me. For those who want to save their life will lose it, and those who lose their life for my sake will find it."



Today's Hymn

#391 By All Your Saints Still Striving (verse 2a)

For Hus the fearless martyr
we give you thanks and praise,
whose bright and pure example
still shines in these our days.
May we with dedication
so preach and live your love
that all may hear your witness
and strive for heav'n above.



Lesson 2: John Hus



Today's Song Truth Prevails

—written by Senior High youth at Laurel Ridge Youth Camp, 2015
(Tune: "I Search for You, Lord" by Rick Sides and Jimmy Newsome)

I searched for the truth from all of the people who passed me by.
I looked through the Scriptures to follow your footsteps until I die.
I served as a pastor at Bethlehem Chapel to spread your light.
I challenged corruption and spoke up for what was right.

Chorus:
Though they take my life away
I will speak the truth each day.
Jesus is truth;
Truth is the way.

I stand in the Council and listen to all that they have to say -
The harsh accusations and fierce allegations that come my way.
But I must be faithful and keep my convictions, I cannot fail,
For though they stop me I know God's truth will prevail.

Chorus:
Though they take my life away
I will speak the truth each day.
Jesus is truth;
Truth is the way

Lord I wonder in all that is and all of time,
Will faith and love and hope be known to humankind?
Will the mothers and fathers and sisters and brothers ever know -
Under the violence and greed the truth will still grow?

Chorus:
Though they take my life away
I will speak the truth each day.
Jesus is truth;
Truth is the way

Jesus is truth:
The way.
My way.
Our way.

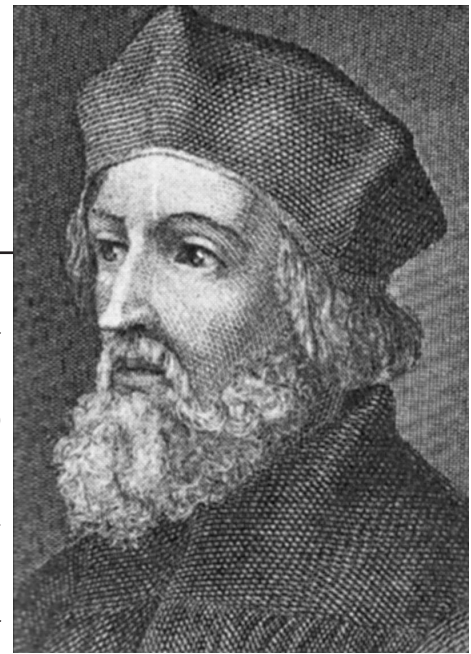


At right: John (Jan) Hus
Below: Bethlehem Chapel in Prague, Czech Republic.

TODAY'S STORY

Jan Hus

John (Jan) Hus did not want to die. He wanted to help others know Jesus Christ more deeply. He wanted people to understand the scriptures so that they could live their lives more Christ-like. He never intended to become a martyr. When brought before the Council of Constance, the court asked him to renounce what he felt God had taught him and he would not do it.



John Hus was born in a village called Husinec, which means Goosetown. When he went to school in the capitol city of Prague, classmates called him Jan (pronounced Yawn) Hus (John Goose in English) because he came from this village. His family did not have enough money to pay for school, but he was a good singer, so he sang for the church choir and the church paid his tuition fees for college. In college, he began to learn about Jesus by reading the scriptures and he came to love Jesus and wanted to serve Him with his life. He became a teacher and a priest.



Some people in Bohemia felt that it was important to learn about Jesus, so they built a chapel in the city of Prague where the stories of Jesus were preached in the Czech language. This chapel was called the "Bethlehem Chapel" and Jan Hus became the preacher.

On Sundays, thousands of people would come to the Bethlehem Chapel and stand in the building to hear John (Jan) Hus speak. If you went to church at that time, the entire service would be in Latin. The everyday language of Bohemia was Czech, and no one spoke Latin except priests and scholars. This language barrier made it difficult to learn much about Jesus in church. In the Bethlehem Chapel, people not only heard the stories of Jesus in their own language but also sang hymns in Czech because hymns were painted on the walls for the people to use.



Lesson 2: John Hus

John felt the scriptures taught that Jesus was available to everyone who believes and that people could talk directly to Jesus about their problems and behaviors. (The practice at that time was for people to tell a priest their sins and the priest would offer them forgiveness.) People also often thought that they should pay money to the church for the forgiveness they received. John Hus did not like the practice of paying for forgiveness, and he spoke against it.

John Hus believed that the truth of God could be found in the scriptures and taught people to live by those truths; he believed that the Christian life should not be as restrictive as the church of that time required; he believed that if preaching was done in the language spoken by the people they could understand and believe; he believed that if people needed forgiveness God would freely give it, and they could speak directly to Jesus about their sins.

Eventually, John Hus became a threat to the church of his day. The leaders said that he was teaching things that were not true, and were not helpful to the church. Hus tried to convince the leaders that he was simply preaching the word of God, but they did not believe him. They said he was a heretic (someone who teaches false things to people as though it were true) and burned him at the stake in 1415.

Followers of John Hus (known as the Hussites) never thought that he was wrong in his teachings and beliefs, and they continued to share with others what he had taught them.

John (Jan) Hus remained true to his understanding of God, and it cost him his life. Many people today know Jesus because John Hus lived his life for the Savior. Anyone who worships in a Moravian Church today is enjoying the gift John Hus gave to the world.



By The End of Lesson 2, Students Should Know...

- John Hus was born in Husinec in Bohemia.
- John Hus was the preacher in the Bethlehem Chapel in Prague.
- John Hus was burned at the stake in 1415.

Students May Need Help In Understanding...

- “Jan” Hus is pronounced “Yahn” although he is commonly referred to as “John.”
- John Hus was not the founder of the Moravian Church; but his witness and courageous commitment to reform inspired others, including those who began the Moravian Church forty years after Hus’ death.

Lesson 2: Before Sunday

- Read through this session and determine what options will be used. Note: the opening suggests having a student draw a cross to place on location of Bohemia and there will be suggestions for markings each week, but you may wish to use another method for marking locations.
- Familiarize yourself with the different languages of the Moravian Motto found in the Student Resource section.
- Secure supplies:
 - ☐ bibles for each student
 - ☐ white board, black board, or newsprint
 - ☐ pencils
 - ☐ markers
 - ☐ index cards or small pieces of paper

Lesson 2: Introduction (Opening/Welcome time)

- Welcome students and explain today’s topic while pointing out the map on the wall (or have map projected on wall).
- If using a wall map, invite one student to draw a cross to serve as a marker and have that student place the marker on Bohemia.
- On a white board, black board or newsprint write the following questions and have students share their responses:
 1. John (Jan) Hus was born in a town called Husinec (in Bohemia). I (student) was born in _____.
 2. John (Jan) Hus liked to sing. My favorite song is _____. My favorite hymn or camp song is _____.
 3. John (Jan) Hus was convinced that the truth of God was found in the scriptures. I find truth in _____.



Lesson 2: John Hus

Lesson 2: Activities

Activity 2.1: Students are introduced to today's topic in Moravian history.

Idea to Reinforce: See “By the End of Lesson 2, Students Should Know...”

Following “Introduction/Welcome Time” read the John Hus story to the class, then discuss the following questions:

1. What was your favorite part of John Hus' story?
2. Have you ever had to stand up for what you believe? Explain how.
3. What does it feel like to be misunderstood?
4. Have you ever told the truth and no one believed you? How did it feel?
5. Why do you think John Hus would not deny what he believed?

Activity 2.2: Students will reflect on the assigned scripture and hymns

Idea to reinforce: The words of the hymn and camp song reflect the life of John (Jan) Hus.

- Instruct students to look up the assigned scripture passage for today's theme and ask for a volunteer to read the scripture aloud.
- Invite a student to read both the hymn text and the camp song, comparing them to the scripture – and if possible have the class sing the hymn.

Activity 2.3: Students will experience what it is like to function in a setting with a foreign language.

Idea to reinforce: The importance of receiving information in a language we understand – and underscoring the significant impact Hus made on those who worshiped in the Bethlehem Chapel.

Option 1: Moravian Motto

- Needed: pencil and index card or slip of paper for each participant
- Choose a different language for the Moravian Motto from the list found in the Resources for Teachers section.
- Inform the students you have some powerful words to share with them and that they should write them down as you say them, word for word, and then read them back to you.
- Select the Moravian Motto in one of the languages from the list (See Resources for Teachers) and read it phonetically to the students. After they have written it have them read it back to you.



Lesson 2: John Hus

- Discuss the feelings associated with not understanding a language and ask if anyone has been in such a situation. (visiting foreign country, etc.)
- After discussion, have them turn their papers over and ask them to write “Our Lamb has conquered, Let us Follow Him.”
- Discuss the connection between the Moravian Motto and the story of John Hus.

Option 2: Truth Prevails

- Reflect again on the song, “Truth Prevails,” on page 13.
 - ❑ What part of the song means the most to you as it reflects on John Hus?
 - ❑ What questions do you have after reading the lyrics/singing the song?

Activity 2.4: Students will explore the Beatitudes.

Idea to reinforce: The Sermon on the Mount is part of the scripture that John Hus’ early followers thought was important.

Option 1: Sermon on the Mount

- *Need:* 1 piece of paper and marker for each student

Instructions:

- Divide into small groups of 3-5. (Divide students by counting off and placing same numbers in different groups; by birthdate; favorite color; etc.)
- Each group (out of hearing from other groups) will create a list of “pronouncements” about things they can agree on as a group. For every two simple agreements (like “we like strawberry ice cream” or “we like playing with fidgets”) they should add one serious pronouncement (like “we have trouble dealing with bullies”).
- Inform each group that their “pronouncements” will be made from their own “mount” and they should creatively determine what their “mountain” will be and how they will make their pronouncements.
- After 3-5 minutes each group will shout their pronouncements for the other groups to hear.

Following the above activity, gather the students together and read Matthew 5:1-12.

- Instruct students to listen for and acknowledge when they hear a pronouncement from the scripture passage (“Blessed are the...”).
- Explore together the meaning of each pronouncement and compare the scripture passage pronouncement to the pronouncements made by the students in the activity.



Lesson 2: John Hus

Note: An alternative to the activity on the previous page would be to ask the students to name something they like or believe, then each person “stands up” for what they believe, using the same two simple, one serious statement as in previous activity.

Option 2: The Beatitudes

- Invite a student to read Matthew 5:1-12. (or invite each person to read one of the Beatitudes.)
- Ask students to identify which beatitude(s) are most difficult to understand. As a group, discuss those identified as most difficult.
- Divide the class into groups of 3-4 and assign one of the Beatitudes identified as “difficult” and instruct them to put those beatitudes into words they feel are more understandable.
- Each group shares their re-written beatitude with the entire class.
- Discuss:
 1. What was it like to put these beatitudes into your own words?
 2. Which do you like better, the Bible translation or your paraphrase? Why?
 3. Why did you phrase it the way you did?
 4. If you lived by these words this week, how would your week be different?
 5. Remind them that if paraphrasing is helpful to them, they can paraphrase any passage of scripture.

Lesson 2: Closing

- Read today's theme scripture and hymn verse again, asking students to review how the words connect with today's story.

If time permits, review using the following:

1. What did you learn about John Hus; what did you learn that impacted you most?
 2. How was his life like yours? ...different from your life?
 3. What do you think we need to remember about John Hus in the Moravian Church today?
 4. What are you taking away with you today that you didn't have before today?
- Close with prayer

Lord God, thank you for giving John Hus the courage to follow you even though it took him to his death. Give us courage to follow you this week, and let our attitudes be your attitudes. In Jesus' name. Amen.





Lesson 2: John Hus





“Our Lamb has conquered. Let us follow Him”

Mottos from around the globe
(phonetic pronunciations are in parentheses)

AFRIKAANS: Ons Lam het oorwin. Laat ons Hom volg.
(Onz Lahm het oarvine. Laht ons Hohm folk.)

CZECH: Zvítězil Beránek náš, následujme jej.
(Zviteezil Berahnk nash nahsledoime yedge)

DANISH: Vert Lam har sejret: lad os olge ham
(Fort Lahm hahr sezgret: lahd ooh fohlg [hard g] hahm)

DUTCH: Ons Lam heft overwonnen; laten wij hem volgen
(Onz Lahm hayft ofervohnnen; lahtin vij him folg/ken)

FRENCH: Notre agneau a vaincu: suivons-Le
(Notrah agnew a vainku; swivoh Leh)

GERMAN: Unser Lamm hat gesiegt. Lasst uns ihm nachfolgen
(Unzer Lahm hath gezeegt last unz eem naj nakzolgen [hard g])

MISKITU: Wan shipka luhpya pura luan: ai nina blikpi
(Wahn sheepka loopia poora luahn ai nin bleekpi)

NEPALI: Hamro thuma vijay hunu bhayeko cha-uuhalai pachheyao
In Nepali: हाम्रो थुम वजिय हुनु भएको छ - ऊहलै पछेयाओ

SPANISH: Nuestro Cordero ha vencido: sigamosle a El.
(Newestro Cordero ah vensieedo, sigahmohsley ah Ehl)

SWAHILI: Mwana kondoo ameshinda: tumfuate
(Muwahnah ko[long o-MN]ndoo ahmesheendah tombfooahtee)

XOSA: Imvana yethu yeyisile masiyilandele.

YUPIK: Qusngiyagaput Cirlakilleq: waangkuta maligglaut
(This is the new orthography; below is the older YUPIK version:)
Kusngiagarput tserlakitlik. Whangkuta maligtlaut