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## **A Note to the Parents and Leaders Regarding Judges/Ruth Youth Lesson 14**

Dear parents and administrators,

I want to bring to your attention the very serious nature of the material to be covered in the homework days 2-5 of Judges/Ruth Youth Lesson 14. The lesson notes review the previous week's homework, so those are not the issue. Questions for days 2-5 are another story.

Lesson 14 covers chapter 19 in the book of Judges. This chapter includes Israelite men demanding to have homosexual relations with a traveling man. They settle for the man's concubine (which the man himself offers), and they rape her throughout the night; she dies the next morning. As if that were not enough, the husband returns home with her body and cuts her into 12 parts, then sends each out to a tribe of Israel as a sign of what the people of Israel have become. If you haven't guessed already, it is a picture of Sodom and Gomorah. God's people have become no better than the most wicked of wicked according to their own recorded history.

The event chronologically takes place at the beginning of the book of Judges, but (for literary affect) this most ghastly recantation is held out to end the book to make a statement: Look how bad Israel has become. The following chapters will consist of Israel's tribes deciding how to handle the tribe in question's immorality. A civil war will ensue, and Israel will never again be united as one nation of 12 tribes. It is a tragic story representing man's desperate need for the Savior. And, as ugly and horrifying as it is...to keep proper perspective, we must remember that the cross of Christ is even more so.

As a parent and mother, I am well aware that the students are at varied levels of understanding when it comes to subjects such as rape, let alone gang rape. You will choose to cover this material with your children in your own manner according to your understanding of your child. However, even if your child skipped this lesson and the following class, he/she would still inevitably hear some of the story because the civil war is a result of these acts; it all relates. Therefore, I ask you to go over the following with your student(s) at home. For students with a small group leader, I recommend the leaders use the following verbage in group:

The concubine was not faithful to her husband and left him to go to her father's house. After four months, the husband went to fetch her. The father entertained the man three days. When he went to leave the 4th day, the father talked him into staying one more night. On the 5th day, the father again talked the husband into staying a while longer. But, he refused to sleep over and made a poor decision to travel too late in the day. They would not make it home before dark and be forced to find lodging. He then went to the city of Gibeah thinking it wise to stay the night amongst fellow Israelites. An old man offered him lodging. The people of Gibeah were evil just like Sodom and Gomorah (which God destroyed). During the night, the evil men came to the old man's house wanting to harm the traveling man. Instead, the traveler gave them his concubine, and the evil townspeople tortured her so much that she was dead by morning. In the morning, the man took his dead concubine home and cut up her body into 12 parts because there were 12 tribes of Israel. He then sent each tribe a part of his concubine to show them the proof of how wicked the people of Gibeah, their own fellow Israelites, had become. The tribes gathered in council to decide what to do and how to handle the tribe of Benjamin to which Gibeah belonged.

Please review the questions from days 2-5, read the material yourself before handing the lesson off to your student, and maybe even do this week's lesson with them. Decide how you will handle this material. Feel free to contact me, your Disciplers administrator, or your student's small group leader.

If any student brings up content that is inappropriate (such as talking about rape, or speaking lightly of the woman's dismembering), I recommend that they be asked to stop immediately, out of respect for the other students. If they persist, I would recommend they be removed from class. **PLEASE tell your student what is o.k. to discuss and what is not o.k. to discuss in class.** Leaders should remind students of the expectations before reviewing the homework for Day 2.

We had a similar situation in Acts when Paul decides to circumcize Timothy. We were brief, stuck to the questions, and I gave the students a disclaimer that there is appropriate talk between a child and his/her parents that is not appropriate with his/her friends. Again, topics to be discussed with parents should not be addressed amongst friends. Not in the classroom, in hallways after class, or in a class later in the day. Only speech that is edifying to one another should be used.

The aforementioned recommendations are made for those students 7th grade and under. Disciplers is not meant to be a 'sex-ed' class, nor is my desire to sully the romantic idea of marriage, the marriage bed, etc. At the same time, what is in the Bible is there for a reason. Our society is numb to so many villainous and evil acts, perhaps it is time to raise a generation that is horrified by evil instead of indifferent toward it. As always, remember the cross, our Christ, His suffering, His pain, torture, and humiliation. Remember His words, 'Forgive them, they know not what they do.' His cry of anguish to His Father. His death. His resurrection and His victory...the serpent's head crushed...the sting of death no more. In light of Christ and the cross, even the concubines torture pales.

In Him who is my strength,

A handwritten signature in cursive script that reads "Marchelle L. Klein". The signature is written in dark ink and is positioned above the printed name.

Marchelle Klein  
Director of Youth Studies

**QUESTIONS FOR JUDGES/RUTH LESSON 14**

All questions are based on the New King James Version of the Bible.

**DAY ONE: Read all notes and references.**

1. a. Name two or more present day “idols” that people put in God’s place.

**Answers will vary**

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- b. ♥ (Heart Question) Is there an “idol” in your life that you need to confess?  
What will you do to get rid of it?

**Answers will vary**

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2. a. How should those who are strong treat those who are weak?

**with compassion, kindness, and support**

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- b. How can you be a good example of this?

**Answers will vary**

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**DAY TWO: Read Judges 19:1-13.**

3. a. Fill in the blanks. *In those days there was* no king *in Israel.*

- b. Write in your own words what the sentence from 3.a. means.

**Answers will vary**

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4. A concubine was a second wife who was usually a slave and had a lower legal status than a wife.

- a. Which character(s) in the story lived in the mountains of Ephraim?

**the Levite, his concubine, and servant**

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- b. Which character(s) in the story had “played the harlot?”

**the concubine of the Levite**

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- c. Which character(s) in the story showed warm hospitality?

**the concubine’s father**

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- d. Which character(s) in the story were from Bethlehem?

**the concubine and her father**

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- e. Which character(s) is said to have spoken “kindly?”

**the Levite**

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- f. Which character(s) in the story left to go home on the fifth day?

**the Levite, his concubine, and his servant**

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5. a. What advice did the servant give?

**to stay the night in Jebus**

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- b. Why did the Levite not listen to that advice?

**He did not want to stay with the Jebusites because they were foreigners**

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- c. Where did the Levite want to go instead?

**The city of Gibeah or Ramah**

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**DAY THREE: Read Judges 19:14-22.**

6. Find Gibeah on your map. Within which tribe is the city located?

**The tribe of Benjamin**

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7. a. What did they do when they arrived in Gibeah?

**they sat down in the open square for no one would lodge them.**

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- b. Who showed hospitality this time?

**a man staying in Gibeah from the mountains of Ephraim**

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- c. To where were they travelling? See verse 18.

**they were going to the house of the Lord**

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8. a. How did the old man reassure his guests?

**He said "Peace be to you," offered to be responsible for their needs and lodge them**

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- b. As they were enjoying themselves, what happened?

**Men came beating on the door asking for the man that came to the house.**

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- c. How are the men in verse 22 described?

**Men came beating on the door asking for the man that came to the house.**

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- d. What did they want? Place a ✓ in the correct ☐

- ☒ to know him carnally which means to abuse him  
☐ to question him and see if he was a spy  
☐ to celebrate his arrival with a feast in his honor

**DAY FOUR: Read Judges 19:23-30.**

9. a. In verse 23, what words did the old man use to describe these men and their actions?  
**"do not act so wickedly" and "do not commit this outrage"**
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- b. From 1 Samuel 2:12, 1 Samuel 24:17, and 2 Chronicles 13:17, what other words are used to describe men like this?

**2:12 corrupt men; do not know the Lord 24:17 reward with evil 13:17 they slaughter**

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10. a. How did the old man try to protect his guest?

**He offered his own virgin daughter and the man's concubine to them instead**

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- b. What did the Levite do to protect himself?

**He brought his concubine out to them**

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- c. What did the Levite say to his concubine the following morning?

**Get up and let us be going.**

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11. a. What did the Levite do when he returned home?

**Took a knife and cut her up limb by limb into 12 pieces then sent one part to each tribe**

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- b. Rewrite in your own words the following sentence “*Consider it, confer, and speak up*” from verse 30?

**Answers will vary. Think about it. Discuss. Announce your conclusions.**

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- c. Circle the words which you think apply to the response of the other tribes.

outraged      shocked      alarmed      unconcerned      upset      grieved

- d. What words describe your reaction to the incident in Judges 19?

**Answers will vary.**

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#### **DAY FIVE: Review Judges 19.**

12. What kind of man was the Levite? Underline the statements below which you think are correct. Give verse(s) from Judges 19 to support your decisions.

- a. A man of God who set an example for others. vs. \_\_\_\_\_  
b. A person who looked out for himself instead of looking out for others. vs. 25  
c. A religious man who obeyed God. vs. \_\_\_\_\_  
d. A man who appeared to be religious on the outside but was actually doing what was right in his own eyes. vs. 28  
e. A man who cared deeply for God’s law and for others. vs. \_\_\_\_\_

13. Read Romans 1:28 and 32 to answer the following questions.

- a. What does God do to those that ignore their knowledge of Him as the Israelites in Gideah had?

**gives them over to a debased mind, to do those things which are not fitting**

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**they are deserving of death**

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- b. From verses 30 list some others that share their judgment?

**backbiters, haters of God, violent, proud, boasters, inventors of evil things,**

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**disobedient to parents**

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14. What hope is there for people who have done things like this?

1 Corinthians 6:11

**Jesus can wash us, sanctify us, and justify us !**

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2 Corinthians 5:17

**When you are in Christ, you are a new creation and the old is passed away! Start over!**

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1 John 1:7-9

**the blood of Jesus Christ cleanses us; He forgives our sins and there is no unrighteousness**

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VOCABULARY FOR JUDGES/RUTH LESSON 14

*"The more words you know, the more clearly and powerfully you will think...  
and the more ideas you will invite into your mind."*  
— Wilfred Funk

DAY ONE: Write the definition of each vocabulary word.

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DAY TWO: Write three sentences using three different vocabulary words from this lesson.

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2.  

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3.  

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DAY THREE: Circle the word’s synonym(s). (Synonym is a word/phrase that means the same thing.)

1. . **captivity** ..... 

inprisonment

 ..... freedom ..... 

slavery

2. . **exile** ..... 

kicked out

 ..... 

evacuation

 ..... return

3. . **legacy** ..... walking ..... 

heritage

 ..... 

inheritance

**DAY FOUR: Match the word to its meaning.****Word****Definition**

<b>exile</b>	an act of making something known that was not known previously
<b>self-sufficient</b>	able to take care of oneself without outside help
<b>legacy</b>	an act of being forced to leave one's home
<b>captivity</b>	taken and held prisoner especially in war
<b>revelation</b>	something that happened in the past and is handed down to another; what is remembered about someone, someplace, or some event

**DAY FIVE: Review previous vocabulary words. Try to work from memory.**

Find and cross out the words in the Word Bank in the puzzle below. Once you are done, begin at the top left corner and write down the letters that are not crossed out from left to right. Continue on the next row down, writing letters that are not crossed out until you have filled in the secret message below.

N E O K I N G S I C N I S R A  
 P E N L I O N O U O P P D W S  
 M A F M T C Q C X N F H E I F  
 P O N Q I E Z I O S H L N Z Q  
 E S N D Z T F E N E A C I G A  
 Q A M O E O Y T R C F B R S W  
 Y C Y I R R E Y Z R U X H W R  
 G T L F Y S A W W A O L S V S  
 A G E S P Z A P L T F Z T G G  
 O I W R L C A U E E O Y S D B  
 T E S K P R Y T U N L A O W S  
 F K O Z R L K W W I L H R S V  
 L L F A D B P Q E P Y W M Q H  
 Y C A R C O E H T Y H E P K Y  
 V A O N Z U O S B B P H F V E

**WORD BANK**

forfeit  
 shrine  
 pander  
 folly  
 Yahweh  
 consecrate  
 enmity  
 society  
 theocracy  
 cult

**N O K I N G I N I S R A E L**