

# TEACHER GUIDE

Elizabeth A. McAllister, Ed. D.

GOD HAS BIG PLANS FOR YOU, ESTHER TEACHER GUIDE

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# **GOD HAS BIG PLANS FOR YOU, ESTHER**

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# GOD HAS BIG PLANS FOR YOU, ESTHER

## TEACHER GUIDE

### Introduction

Thank you for selecting this Bible study for your child and/or class. Leading children to read, observe, interpret, and apply the Bible for themselves offers them a bridge from hearsay to real truth. As they learn to be comfortable with the idea that they can read the Bible, they will take the task seriously.

The Discover 4 Yourself series is designed to lead young students through the process of inductive study: question, question, question, search, think, understand, and apply. They will be comfortable with this process only after you prove that the possibility is within their reach.

***GOD HAS BIG PLANS FOR YOU, ESTHER*** is God's story about a Jew named Mordecai who brought up his uncle's daughter, Esther. When King Ahasuerus called for beautiful virgins to be brought to him, Mordecai took Esther to the king's palace. The king did not know she was a Jew, but she pleased him and found favor with him. You will see how God used Esther to save her people and learn that no matter what problems happen to come to you, God will be with you. Nothing is too hard for Him.

To prepare for leading ***GOD HAS BIG PLANS FOR YOU, ESTHER***, work through each "Day" on your own before consulting the Teacher Guide. Since this is an Inductive Bible Study, your teaching will be more effective if you do the work first and God reveals His truth to you.

Whether you're homeschooling a child, teaching a Sunday school class, teaching in a Christian school, or simply using these studies for your child's quiet time or family Bible study, this Teacher Guide will show you how to clearly and carefully lead each child through Inductive Bible study. We offer suggestions to guide you step-by-step. Instructional Strategies explains why certain activities are used throughout the book. Choose the activities that best fit your situation.

### Homeschooling Parents and Family Bible Study

We suggest you do one "Day" per day unless it's too much for your child's reading and/or writing skills. You can work with your child and discuss what you learn together or let him/her work independently, saving discussion times for later.

You may want to join or create a homeschool group that meets once a week to do these studies. The teacher will assign a week of homework in class. The following week the teacher will lead the students to discuss what they discovered, how to apply it, and to work on any creative elements included in the study or play a game to review what they have learned.

## Sunday School Teachers

To use these studies in a weekly Sunday school class we suggest you do one “Day” together with your children each week in class, since you will have children from different backgrounds, even some from families that are not members of or even regularly attend a church.

Each Sunday briefly review the prior Sunday’s work to put them in context for the next day of study in their book. After completing a week in the book you may want to have a “Game Time Sunday” to review the material before you move on to the next week. Game time makes learning fun for children and shows you the extent to which they understand what they learned.

You can keep the books at church and have the children take home verses on index cards or pieces of paper to memorize.

## Classroom Teachers

Generally, classroom teachers face many different learning abilities within their groups. It is important for you to understand these different learning abilities so that you can meet each child where he or she is so that no one is left behind during the process.

It is important for you to bring in *schemata* (background information) for students to draw on. If you tie studies to something children already know, they will grasp the lessons clearly.

Grasp is also affected by *metacognition*—the ability to monitor understanding of the text. Students must be able to perform several functions to develop metacognitive control over reading and understanding. He or she must be able to:

1. Ask first, “What do I already know about this topic?” then, “Do I have enough information to understand this text?” Answers to these questions will directly influence the use of the inductive method.
2. Identify the purpose for reading each selection.
3. Focus on particular information.
4. Monitor understanding by recalling background knowledge and relating it to the context by asking questions like: “How am I doing?” “Am I keeping the big picture in mind?” “Am I bogged down?” “If so, how do I fix it—reread the passages or ask for help?” (Nothing wrong with the latter.)
5. Evaluate understanding of the context by asking, “What did I learn?” With respect to Inductive Bible Study, “How do I apply this information?”

## Instructional Strategies

Writing as a response reinforces learning and so this method is prevalent in these books. Encourage students to share ideas and insights with you and other students.

Reading is the highest intellectual activity of the human experience. More sectors of the brain are active than in other endeavors including mathematics and flying an airplane. It's the most totally interactive processing of information, even when children are reading Mother Goose.

Take time for students to read aloud with a friend. Reading *out loud* and listening promote interactions between the brain's left and right hemispheres and activate little-used pathways. Reading *silently* activates a much smaller part of the brain.

Give students a chance to express themselves at every opportunity. This forces them to retrieve information stored in their *schemata* (background knowledge) for application to new information. What better opportunity is there than to *inductively* look at curriculum and context?

You will notice that you are asked to read some content aloud as students follow along. This frees unsure readers to focus on context rather than decoding strategies. By doing this, you will remove stumbling blocks to understanding; otherwise, reluctant readers will be convinced that inductive study is impossible for them—the last thought you want to instill!

We have included weekly quizzes with memory verses and also multiple-choice questions that will force students to think about what they have learned. Based on how they answer these questions, you will know whether they have grasped the material adequately.

In view of this sparse introduction to learning requirements for success, it's important that you apply strategies that lead students to develop the ability to self-monitor understanding of context each step of the way. These **Teacher Guides** offer suggestions to assure that students, regardless of their abilities, will learn to read the Bible with understanding as you lead them, step-by-step, through the Inductive Study Method.

## **Discover 4 Yourself Objectives**

The Discover 4 Yourself series objectives are not the same as the behavioral objectives of general subject matter. The books contain outstanding biblical subjects of course, but they are written *primarily* to be a tool for young students to learn the Inductive Bible Study Method.

Playing an instrument well requires repetition and application of skills learned. Similarly, effective study is developed by repeated practice and good role modeling of an outstanding study method. Accordingly these **Teacher Guides** contain global objectives for the student *and the teacher*.

We'll start with the teacher.

## **Discover 4 Yourself Teacher Guide Objectives**

- ✓ To help the teacher identify students' metacognitive needs as they read texts.
- ✓ To show the teacher how to model use of the Inductive Study Method so students will be able to apply the techniques independently when studying God's Word.
- ✓ To offer the teacher effective teaching strategies to assure that students succeed when they study the Bible.

## **Discover 4 Yourself Student Workbook Objectives**

- ✓ To learn how to read, observe, and interpret the Bible for themselves.
- ✓ To practice this method independently within an encouraging environment.

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**GOD HAS BIG PLANS FOR YOU, ESTHER**

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2

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A Bible Study You Can Do!

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## Guided Instruction

**1** Give a copy of *God Has Big Plans for You, Esther* to each student.

**2** Together turn to the CONTENTS page and lead students through a quick overview of the book. Point out the structure of each chapter, noting that there will be a lesson and activities to do each day.

### **"A Royal Banquet" ..... 9**

You are going to meet a young lady in the Bible and discover what God did to protect His people during the time of the Medes and the Persian. Her name is Esther. King Ahasuerus's wife Queen Vashti did not come to his banquet when he commanded her. The price she paid for disobeying the king was to lose her place in his kingdom. King Ahasuerus issued an edict to strip Vashti of her royalty. He was very angry.

### **"A New Queen" ..... 34**

The angry king ordered every beautiful young virgin to be brought to the citadel of Susa for him to choose one for his queen in place of Vashti. Mordecai, a Jew, was at the citadel of Susa and brought his uncle's daughter, Esther. He took her to the palace, but she was not to make known her people. She was a Jew.

### **"An Evil Decree" ..... 58**

The king favored Esther and made her the new queen. When Mordecai uncovered a plan to kill the king, Queen Esther told the king. At this time, the king promoted Haman and gave him authority over all the princes. Mordecai refused to bow and pay him homage, so Haman decided to kill the Jews.

### **"A Courageous Queen" ..... 89**

Esther prepared a banquet and invited the king and Haman to come. At the banquet, Esther told the king about her people and about Haman's intent to kill the Jews. Haman was terrified at the king's anger over this. The king ordered his men to hang Haman on the gallows he built for Mordecai. God protects His own!

### **"Mordecai's Decree" ..... 120**

Haman has gone but his edict to destroy the Jews was still in place. The king gave his signet ring to Mordecai, and Esther set Mordecai over Haman's house. Because the king's edict could not be changed the king gave Mordecai permission to write letters to the Jews and seal it with the king's signet ring. The letters would give the Jews the right to defend and protect themselves on that day and rid themselves of their enemies.

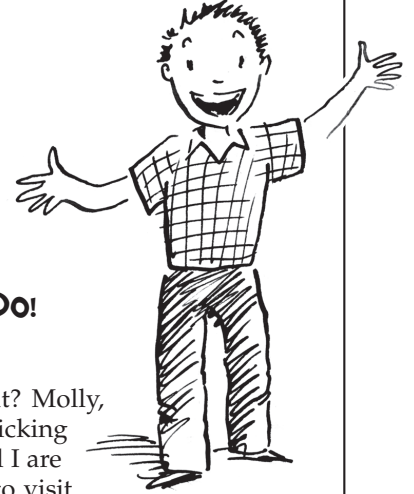
**3** After leading students through an overview of the Contents, turn to "A Royal Banquet" on page 9 and begin the lessons for Day 1.

## Guided Instruction

**4** Elicit discussion about the meaning of Inductive Study. Have students read “A Bible Study You Can Do!” on page 5 aloud with you. This forces them to read fluently as they hear themselves. You are both impressing speech cadence on them and causing them to visually follow a line of print smoothly.

(page 5)

### DISCOVERING GOD'S PLAN—

**4**

#### A BIBLE STUDY YOU CAN DO!

**H**ey, guys! Guess what? Molly, Sam (the great face-licking detective beagle), and I are headed to Washington, D.C., to visit our Uncle Matt and meet the president of the United States of America. By the way, my name is Max. Can you believe we are going to meet the president? Not only will we meet the president and learn about the United States government while we tour the nation's capital, but we'll also study the life of a young lady in the Bible whom God used to change the course of her nation. Her story is found in the book of Esther, a fascinating historical book in the Bible that shows us what happened to God's chosen people during the time of the Medes and the Persians.

As we arrive in Washington, D.C., we're going to study the most important book in history—the Bible—to find out WHO the main characters are in Esther. WHY did God put these people in the palace at this time in history? WHAT is happening? WHAT plot is uncovered? WHO will live? WHO will die? WHAT is God's purpose and plan?

You'll get the answers to all these questions by going straight to God's Word, the Bible, the source of all truth, and asking God's Spirit to lead and guide you.

## Guided Instruction

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You also have this book, which is an inductive Bible study. *Inductive* means you go straight to the Bible *yourself* to investigate what the book of Esther shows you about a young orphan girl God puts in a palace to bring about His plan for His people and an entire nation. In inductive Bible study you discover for yourself what the Bible says and means.

Aren't you excited? Grab your Bible and get ready for an *incredible* adventure as you discover God's perfect plan to rescue and restore His people!

### THINGS YOU'LL NEED

NEW AMERICAN STANDARD BIBLE  
(UPDATED EDITION)–

PREFERABLY THE NEW INDUCTIVE  
STUDY BIBLE (HAVE YOU  
GOTTEN YOURS YET?)

PEN OR PENCIL

COLORED PENCILS

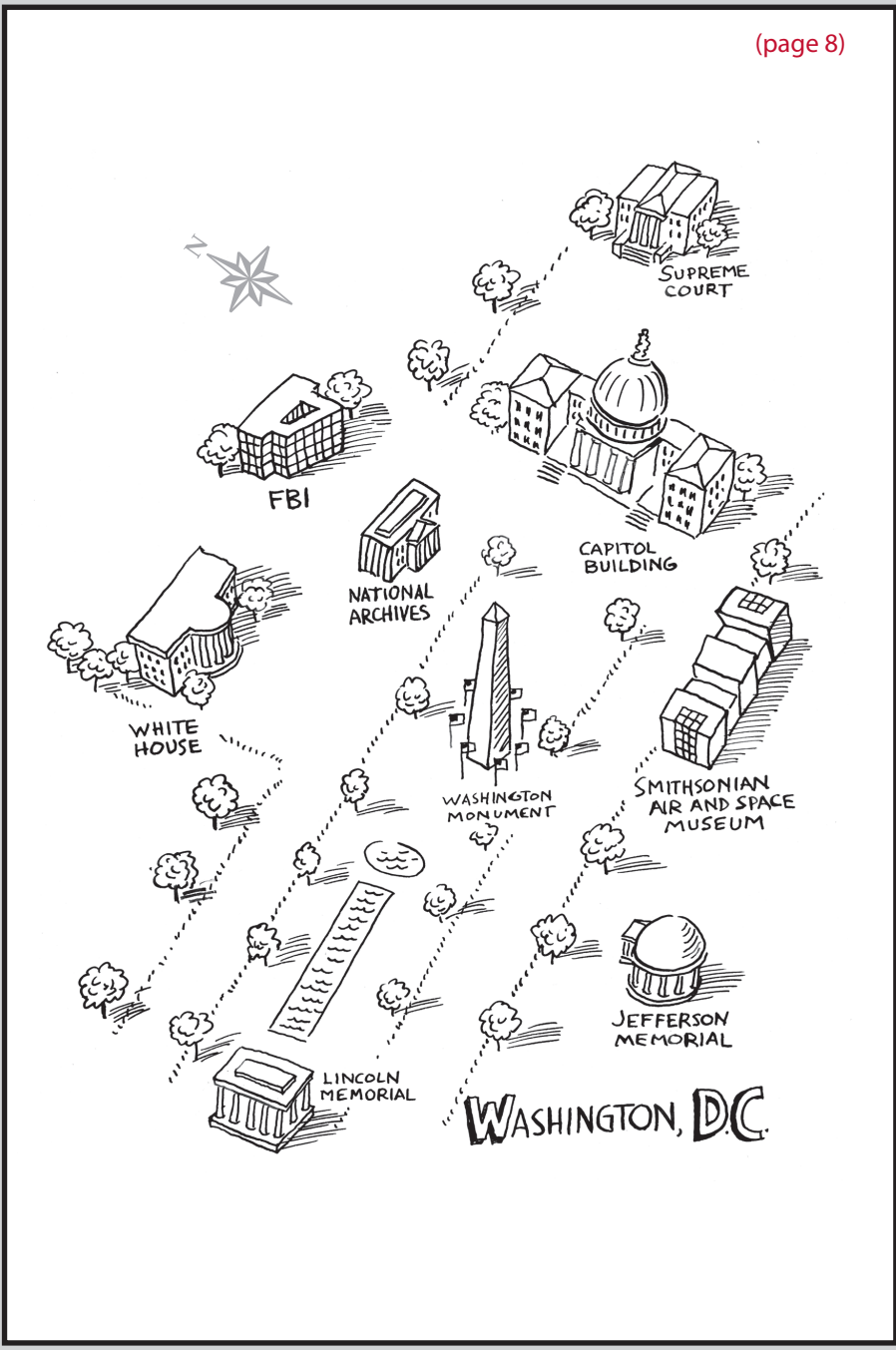
INDEX CARDS

A DICTIONARY

THIS WORKBOOK

# Guided Instruction

(page 8)



1



5

**ESTHER 1**

“We are so glad you’re here! Molly and I are excited to have you with us on our new adventure in Washington, D.C., with our Uncle Matt. Do you remember Uncle Matt from our special mission in the Discover 4 Yourself Bible study *God, What’s Your Name?* Uncle Matt is a secret agent for the CIA, but this time his mission is to show us around our nation’s capital as we study the book of Esther to see how God uses His people to change the course of a nation.

“This is going to be so cool! Uncle Matt has also gotten us a very special invitation to meet the president of the United States so we can get a firsthand glimpse at being the leader of a nation.

“Are you ready to get started on this awesome adventure? Then grab the most important book in history—the Bible—and let’s find out WHO the main characters are in Esther as we make our first stop in D.C.”

9

**Guided Instruction****WEEK 1**

Pray that God will teach you as you study His Word. Ask Him to make His message clear to you.

**5** Turn to page 9 and read “A Royal Banquet” and “Research” on page 10 aloud as students follow along.

## Guided Instruction

10

WEEK ONE



### RESEARCH

"Hi, kids!" Uncle Matt hugged Max and Molly as Sam watched for the perfect moment to jump up and give Uncle Matt a good face-licking. "Uh, you got me, Sam! I should have known better than to take my eyes off you even for a moment."

"Hey, he's a better secret agent than you!" Max teased, as Molly and Uncle Matt laughed and Sam wagged his tail.

"We're here," Uncle Matt announced as he led the kids into the National Archives building. "The National Archives is the nation's record keeper. It is where the United States keeps all the documents and materials that record important events in American history. This is also where copies of the Charters of Freedom are kept."

"What are the Charters of Freedom, Uncle Matt?" Molly asked.

"The Charters of Freedom are three very important documents in American history concerning the founding of our country," Uncle Matt replied.

"Oh, I bet I know what those three documents are," Max said, jumping into the conversation. "The Declaration of Independence, the Constitution, and the Bill of Rights."

"You're right, Max," Uncle Matt answered. "Before we head into the rotunda to get a close-up look at these important documents, let's go into the research room to start our investigation of Esther. Now that we're here, WHAT is the first thing we need to do before we get started?"

"Pray!" Max and Molly said at the same time. Sam barked in agreement.

"That's right!" Uncle Matt smiled at their answer. "Bible study should always begin with prayer. We need to ask God to help us understand what the Bible says and to direct us by His Holy Spirit so we can make sure we understand His Word and handle it accurately. Let's talk to God."

**Guided Instruction**

All right! Now that we have prayed, let's get to work on our research. Did you know that Esther is a historical book in the Bible? Since you study history in school, you know that history is about people and events in the past.

Today we need to find the historical setting and the main characters in the book of Esther by using Observation Worksheets. Observation Worksheets have the Bible text printed out for us so we can study the book of Esther.

To discover the setting and characters of Esther, we need to ask the 5 W's and an H. What are the 5 W's and an H? They are the WHO, WHAT, WHERE, WHEN, WHY, and HOW questions.

1. Since this book is a historical book, asking WHO is very important. Asking WHO helps you find out:

WHO are the main characters?



WHO is involved?

WHO said this or did that?

2. WHAT helps you understand:

WHAT are the main events taking place?

WHAT is God telling you?

3. WHEN tells us about time. We mark it with a green clock  or a green circle like this: . WHEN tells us:

WHEN did this event happen or WHEN is it going to happen?

WHEN is so very important in history. It helps us follow the order of events.

4. In any historical event, WHERE is very important. WHERE helps you learn:

WHERE did something happen?

WHERE did the people go?

## Guided Instruction

**6** Turn to page 160 and read Esther 1:1-9 aloud as students follow along. Then, using the inductive method, answer the questions on pages 12-14.

12

WEEK ONE

WHERE was something said?

When we discover a "WHERE," we double-underline the "WHERE" in green.

5. Looking at history, WHY asks questions like:

WHY did this event happen?

WHY did the people say that?

WHY did they go there?

6. HOW lets you figure out things like:

HOW did something happen?

HOW did the people react to what happened?

Now that you know what the 5W's and an H are, turn to page 160. Read Esther 1:1-9 on your Observation Worksheet. Then ask those 5 W's and an H questions.

(page 160)

## OBSERVATION WORKSHEETS

### ESTHER

**6**

#### Chapter 1

1 Now it took place in the days of Ahasuerus, the Ahasuerus who reigned from India to Ethiopia over 127 provinces, **7**

**8**

2 in those days as King Ahasuerus sat on his royal throne which was at the citadel in Susa,

3 in the third year of his reign he gave a banquet for all his princes and attendants, the army officers of Persia and Media, the nobles and the princes of his provinces being in his presence. **9**

4 And he displayed the riches of his royal glory and the splendor of his great majesty for many days, 180 days.

5 When these days were completed, the king gave a banquet lasting seven days for all the people who were present at the citadel in Susa, from the greatest to the least, in the court of the garden of the king's palace.

6 There were hangings of fine white and violet linen held by cords of fine purple linen on silver rings and marble columns, and couches of gold and silver on a mosaic pavement of porphyry, marble, mother-

of pearl

(page 160)

of-pearl and precious stones.

7 Drinks were served in golden vessels of various kinds, and the royal wine was plentiful according to the king's bounty.

8 The drinking was done according to the law, there was no compulsion, for so the king had given orders to each official of his household that he should do according to the desires of each person.



9 Queen Vashti also gave a banquet for the women in the palace which belonged to King Ahasuerus.

10 ... carry with

(page 12)

Esther 1:1 WHEN does Esther take place?

In the days of Ahasuerus.

Draw a green clock  or a green circle  over this time phrase in Esther 1:1 on page 160.

Esther 1:1-9 WHO are the main characters?

King Ahasuerus and Queen Vashti

Esther 1:1 WHERE did Ahasuerus rule?

From India to Ethiopia over 127 provinces

Esther 1:2 WHERE was Ahasuerus's royal throne?

At the citadel in Susa

## Guided Instruction

**Esther 1:1 WHEN does Esther take place? In the days of Ahasuerus**

**7** Draw a green clock over the time phrase (see previous page).

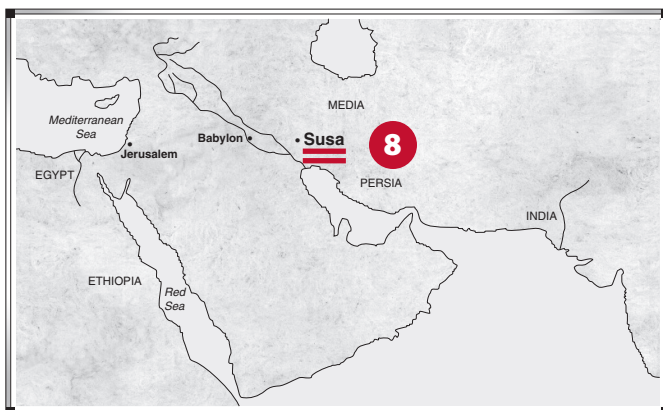
**Esther 1:1-9 WHO are the main characters? King Ahasuerus and Queen Vashti**

**Esther 1:1 WHERE did Ahasuerus rule? From India to Ethiopia over 127 provinces**

**Esther 1:2 WHERE was Ahasuerus's royal throne? At the citadel in Susa**

**8** Double-underline in green the WHERE in Esther 1:1-2 on page 160. Then, look at the map on page 13. Double-underline in green the location of Ahasuerus's royal throne.

Double-underline the WHERE in Esther 1:1-2 in green on page 160. Then look at the following map and double-underline the location of Ahasuerus's royal throne.



## Guided Instruction

**Esther 1:3 WHEN in Ahasuerus's reign is this happening? In the third year of his reign**

**9** Draw a green clock over this time phrase.



**Esther 1:3 WHAT kingdom is ruling at this time in history? The kingdom of Persia and Media**

Read the text on pages 13-14.

(page 13)

Esther 1:3 WHEN in Ahasuerus's reign is this happening?

In the third year of his reign

Draw a green clock  or a green circle  over this time phrase on page 160.

Esther 1:3 WHAT kingdom is ruling at this time in history?

The kingdom of Persia and Media

Great work! You have done some awesome research! You just discovered the setting for the book of Esther. You went straight to God's Word, the Book of truth, and saw that Esther takes place during the kingdom of the Medes and the Persians. You also saw that it is the third year of the reign of a king named Ahasuerus, and that he has a wife named Queen Vashti. Tomorrow, as you

14

WEEK ONE

continue your research, you will find out more about Persian King Ahasuerus and his wife, Queen Vashti.

Before you wrap up your research today, you have one more thing to discover: your memory verse. Each week in our study, you will learn a new memory verse. In order to know God, you need to know His Word and have it hidden in your heart.

Discover this week's memory verse by looking at the following book. Unscramble the words underneath the blanks in the book, and put the correct word on each blank. Find the reference for this verse in Esther 1 and write it in.

Then get an index card and write this verse on your card. Practice saying it out loud three times in a row, three times today!

(page 14)

10

"For the queen's conduct will become known  
 onctduc nowkn

to all the women causing them to look with contempt  
 omwen onctepmt

on their husbands by saying, 'King Ahasuerus  
 ushsbdan hasAruseu

commanded Queen Vashti to be brought in to  
 omcadmned aVhtsi

his presence, but she did not come."

respceen omce

Esther 1: 17

## Guided Instruction

**10** Unscramble the words underneath the blanks and write the words on the blanks in the box. Copy the memory verse on an index card and practice saying it three times daily.

**"For the queen's conduct will become known to all the women causing them to look with contempt on their husbands by saying, 'King Ahasuerus commanded Queen Vashti to be brought in to his presence but she did not come."**

Esther 1:17

You did it! We are so proud of you! Now head to the rotunda and take a look at the Charters of Freedom that established the United States.

## Guided Instruction

DAY  
TWO

Ask God to open your mind to understand His Word. He has a special message for you today.

**11** Turn to page 15 and read “A Look at the King” together.

(page 15)

DAY  
TWO

### A LOOK AT THE KING

“Wow! This is incredible!” Max exclaimed. “I can’t believe we are standing in the National Archives building looking at the Declaration of Independence. Can you believe we are looking at the document that announced the independence of the United States of America from Great Britain on July 4, 1776?”

“It’s amazing,” Molly agreed. “Listen to this part: ‘We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.’”

“Did you know that sentence has been called one of the best-known sentences in the English language?” Uncle Matt asked. “The Declaration of Independence was written to secure the people’s rights and to state that when a government doesn’t honor those rights, then it is the right of the people to alter the government or get it abolished for their safety.”

“That’s so cool to see how our Founding Fathers wanted to make sure the government worked for the people,” Molly added.



16

## WEEK ONE

"You're right, Molly!" responded Uncle Matt. "Now that we've seen the Declaration of Independence, let's head back into the research room to find out what is happening in Esther by reading the Bible!"

Yesterday we discovered two main characters: a king named Ahasuerus and a queen named Vashti. Today we need to get the details on one of our main characters. One way we can uncover clues about main characters is to color-code their names in a special way in the Bible so we can get a clearer look at them. Today we are going to read all of Esther 1 and color every place we see the name *Ahasuerus* orange. When you color *Ahasuerus*, you will also need to color any other words that mean the same thing, such as pronouns and synonyms. What are pronouns?

12

**Pronouns**

Pronouns are words that take the place of nouns. A noun is a person, place, or thing. A pronoun stands in for a noun. Look at the two sentences below. Watch how the pronoun *he* is substituted for Max's name in the second sentence.

"Max can't wait to meet the president of the United States. *He* hopes the president will invite him into the Oval Office."

The word *he* is a pronoun because it takes the place of Max's name in the second sentence. *He* is another word we use to refer to Max.

Watch for these pronouns when you are marking people's names:

I	you	he	she
me	yours	him	her
mine		his	hers
we	it		
our	its		
they	them		

**Guided Instruction**

**12** Discuss how we can uncover clues about the main characters in the Bible by color coding their names in a special way as we read them in the text. Discuss "Pronouns" and "Synonyms" on page 16-17.

## Guided Instruction

**13** Turn to page 160 and read Esther 1 aloud as students follow along.

If you are teaching in a classroom and have an overhead projector, make a transparency of your Observation Worksheet for a visual aid. You may want to blow it up to poster size and hang it on a wall and then have your students call each key word out loud as you read it and mark it together—you on the transparency and they in their books. If you're skilled at PowerPoint and have time, you can import an Observation Worksheet then select symbols from PP's palette or elsewhere, color them, place them over the words, and even animate them—bring them in one at a time.

**Ahasuerus** (King Ahasuerus) (color it orange)

### *A Royal Banquet*

17

Now take a look at the next box to learn about synonyms.

#### Synonyms

Synonyms are different words that mean the same thing. In Esther 1, *king* is another word for *Ahasuerus* and *queen* is another word for *Vashti*. That's a synonym. It says the same thing but with a different word.

Now that you know what pronouns and synonyms are, turn to your Observation Worksheets on page 160. Read Esther 1 and color every reference to Ahasuerus in a special way, just like this:

**Ahasuerus** (King Ahasuerus, king) (color it orange)

All right! Now that we have marked our Observation Worksheet, let's find out WHAT we can learn about King Ahasuerus from each of these verses. Look at every place where you marked a reference to King Ahasuerus by coloring it orange on your Observation Worksheet. Make a list of everything you learned about him.

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**13**

## OBSERVATION WORKSHEETS

### ESTHER

#### Chapter 1

1 Now it took place in the days of **Ahasuerus**, the **Ahasuerus** who reigned from **India** to **Ethiopia** over 127 provinces,

2 in those days as **King Ahasuerus** sat on **his** royal throne which was at the citadel in **Susa**,

3 in the third year of **his** reign **he** gave a banquet for all **his** princes and attendants, the army officers of Persia and Media, the nobles and the princes of **his** provinces being in **his** presence.

4 And **he** displayed the riches of **his** royal glory and the splendor of **his** great majesty for many days, 180 days.

5 When these days were completed, the **king** gave a banquet lasting seven days for all the people who were present at the citadel in Susa, from the greatest to the least, in the court of the garden of the **king's** palace.

6 There were hangings of fine white and violet linen held by cords of fine purple linen on silver rings and marble columns, and couches of gold and silver on a mosaic pavement of porphyry, marble, mother-

of pearl

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of-pearl and precious stones.

7 Drinks were served in golden vessels of various kinds, and the royal wine was plentiful according to the king's bounty.

8 The drinking was done according to the law, there was no compulsion, for so the king had given orders to each official of his household that he should do according to the desires of each person.

9 Queen Vashti also gave a banquet for the women in the palace which belonged to King Ahasuerus.

10 On the seventh day, when the heart of the king was merry with wine, he commanded Mehuman, Biztha, Harbona, Bigtha, Abagtha, Zethar and Carkas, the seven eunuchs who served in the presence of King Ahasuerus,

## Guided Instruction

Observation Worksheets—Esther

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11 to bring Queen Vashti before the king with her royal crown in order to display her beauty to the people and the princes, for she was beautiful.

12 But Queen Vashti refused to come at the king's command delivered by the eunuchs. Then the king became very angry and his wrath burned within him.

13 Then the king said to the wise men who understood the times—for it was the custom of the king so to speak before all who knew law and justice

14 and were close to him: Carshena, Shethar, Admatha, Tarshish, Meres, Marsena and Memucan, the seven princes of Persia and Media who had access to the king's presence and sat in the first place in the kingdom—

15 “According to law, what is to be done with Queen Vashti, because she did not obey the command of King Ahasuerus delivered by the eunuchs?”

16 In the presence of the king and the princes, Memucan said, “Queen Vashti has wronged not only the king but also all the princes and all the peoples who are in all the provinces of King Ahasuerus.

17 “For the queen's conduct will become known to all the women causing them to look with contempt on their husbands by saying, ‘King Ahasuerus commanded Queen Vashti to be brought in to his presence, but she did not come.’

18 “This day the ladies of Persia and Media who have heard of the queen's conduct will speak in the same way to all the king's princes, and there will be plenty of contempt and anger.

19 “If it pleases the king, let a royal edict be issued by him and let it be written in the laws of Persia and Media so that it cannot be repealed, that Vashti may no longer come into the presence of King Ahasuerus, and let the king give her royal position to another who is more worthy than she.

20 “When the king's edict which he will make is heard throughout

## Guided Instruction

**14** Return to page 17 and complete the blanks in “My List on King Ahasuerus.”

**Esther 1:1 King Ahasuerus reigned from India to Ethiopia over 127 provinces.**

**Esther 1:2 King Ahasuerus’s royal throne was at the citadel in Susa.**

**Esther 1:3 In the third year of Ahasuerus’s reign, he gave a banquet for all his princes and attendants, the army officers of Persia and Media, the nobles and the princes of his provinces.**

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Observation Worksheets—Esther

all **his** kingdom, great as it is, then all women will give honor to their husbands, great and small.”

21 This word pleased the **king** and the princes, and the **king** did as Memucan proposed.

22 So **he** sent letters to all the **king’s** provinces, to each province according to its script and to every people according to their language, that every man should be the master in his own house and the one who speaks in the language of his own people.

Ch

(page 17)

All right! Now that we have marked our Observation Worksheet, let’s find out WHAT we can learn about King Ahasuerus from each of these verses. Look at every place where you marked a reference to King Ahasuerus by coloring it orange on your Observation Worksheet. Make a list of everything you learned about him.

**14**

### My List on King Ahasuerus

Esther 1:1 King Ahasuerus reigned from **India** to **Ethiopia** over **127** provinces.

Esther 1:2 King Ahasuerus’s royal throne was at the **citadel** in **Susa**.

Esther 1:3 In the **third** year of Ahasuerus’s **reign**, he gave a **banquet** for

18

WEEK ONE

all his **princes** and **attendants**, the **army officers** of Persia and Media, the **nobles** and the **princes** of his provinces.

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*Esther 1:4* King Ahasuerus displayed the riches of his royal glory and the splendor of his great majesty for 180 days.

*Esther 1:5* King Ahasuerus gave another banquet that lasted seven days for all the people who were present at the citadel in Susa in the court of the garden of the king's palace.

*Esther 1:8* The king gave orders to each official of his household that he should do according to the desires of each person.

*Esther 1:10-11* King Ahasuerus was merry with wine and commanded the seven eunuchs to bring Queen Vashti before him to display her beauty to the people and the princes.

*Esther 1:12* The king became very angry and his wrath burned within him.

## Guided Instruction

***Esther 1:4* King Ahasuerus displayed the riches of his royal glory and the splendor of his great majesty for 180 days.**

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## Guided Instruction

**Esther 1:13-15 King Ahasuerus spoke to the wise men about what to do with Queen Vashti since she did not obey.**

**Esther 1:17 King Ahasuerus commanded Queen Vashti to be brought in to his presence.**

**Esther 1:20 The king will make his edict heard throughout his kingdom.**

**Esther 1:21 King Ahasuerus was p l e a s ed with the word and did as Memucan proposed.**

Read the rest of the text on page 19 and discuss what the king might do to Queen Vashti.

Practice saying the memory verse with a friend.

Good Job! You are becoming skilled in researching God's Word. God is pleased.

### A Royal Banquet

19

*Esther 1:13-15* King Ahasuerus spoke to the wise men about what to do with Queen Vashti since she did not obey.

*Esther 1:17* King Ahasuerus commanded Queen Vashti to be brought in to his presence.

*Esther 1:20* The king will make his edict heard throughout his kingdom.

*Esther 1:21* King Ahasuerus was p l e a s ed with the word and did as Memucan proposed.

Fantastic! Just look at all we learned about this king! King Ahasuerus is the king over a great empire, the kingdom of Persia and Media. He is a very wealthy king, who gives two different banquets, according to Esther 1. Historians think King Ahasuerus gave these banquets and invited his army officers so they could plan his invasion of Greece.

We also see that King Ahasuerus loves beautiful things and takes great pride in what he has. He wants all the people to see the riches and splendor that belong to him. And King Ahasuerus is also a king who gets very angry when Queen Vashti, his beautiful wife, refuses to come to his banquet.

Uh-oh! WHAT will this angry king do? We'll find out as we continue to do our research. Don't forget to practice your memory verse. Say it out loud three times in a row, three times today!

20

WEEK ONE

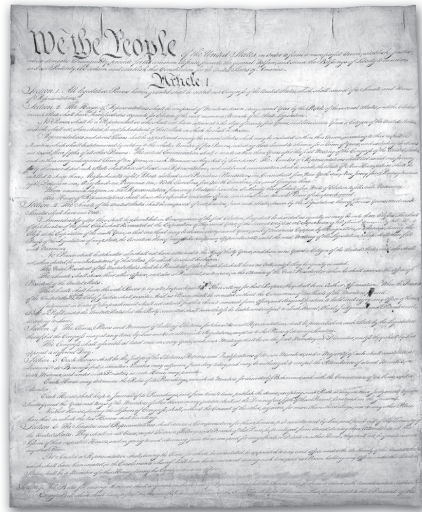
DAY  
THREE

15

### RESEARCH ON THE QUEEN

"I just love working in the National Archives building, Uncle Matt," Molly said as they headed back into the research room.

"Yeah," Max added. "It's pretty cool doing our research in here with all these pieces of American history around us. We can look at the Constitution of the United States and think about how the Founding Fathers of our nation wrote the Constitution because they wanted to form a government that did not allow one person to have too much authority or control. They saw how bad that could be while they were under the rule of the British king."



Uncle Matt asked Molly, "What is the Constitution?"

"The Constitution is a set of rules for us to live by, that also provides a separation of powers so that one person won't have too much control. That's why there are three separate branches of our government."

"That's right, Molly," Uncle Matt agreed. "Each branch of the United States government works together to make our country run smoothly and to make sure the rights of Americans are protected."

## Guided Instruction

DAY  
THREE

Ask God to show you his message today.

15

You have learned a great deal about the king. Now, you will get acquainted with Queen Vashti. Turn to page 20 and read "Research on the Queen" aloud.

## Guided Instruction

**16** Turn to page 160 and reread Esther 1 aloud using your visual aid. Have your students call out loud every reference to Vashti including pronouns and synonyms as you read it. Then, mark the words together, you on your visual aid while they mark in their books.

*A Royal Banquet*

21

Max smiled. "That's called checks and balances. One branch of the government can use its power to check the powers of the other two branches to keep the power balanced among all three branches."

"You've got it, Max. Okay, Molly, what are the three branches of government?"

"The legislative, executive, and judicial."

"Great work, kids!"

Okay, you guys, now that we have taken a look at our Constitution, we need to get back to our research in Esther to find out more about what is happening in the times of the Medes and Persians. WHAT can we learn about the queen in Esther 1? Don't forget to talk to your King before you get started!

All right! Now that you have prayed, turn to your Observation Worksheet on page 160. Read Esther 1 and mark every reference to Vashti in a special way, just like we have:

Vashti (Queen Vashti, queen) (color it green)

Don't forget to mark the pronouns!

Answer: 1-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31-32-33-34-35-36-37-38-39-40-41-42-43-44-45-46-47-48-49-50-51-52-53-54-55-56-57-58-59-60-61-62-63-64-65-66-67-68-69-70-71-72-73-74-75-76-77-78-79-80-81-82-83-84-85-86-87-88-89-90-91-92-93-94-95-96-97-98-99-100-101-102-103-104-105-106-107-108-109-110-111-112-113-114-115-116-117-118-119-120-121-122-123-124-125-126-127-128-129-130-131-132-133-134-135-136-137-138-139-140-141-142-143-144-145-146-147-148-149-150-151-152-153-154-155-156-157-158-159-160-161-162-163-164-165-166-167-168-169-170-171-172-173-174-175-176-177-178-179-180-181-182-183-184-185-186-187-188-189-190-191-192-193-194-195-196-197-198-199-200-201-202-203-204-205-206-207-208-209-210-211-212-213-214-215-216-217-218-219-220-221-222-223-224-225-226-227-228-229-230-231-232-233-234-235-236-237-238-239-240-241-242-243-244-245-246-247-248-249-250-251-252-253-254-255-256-257-258-259-260-261-262-263-264-265-266-267-268-269-270-271-272-273-274-275-276-277-278-279-280-281-282-283-284-285-286-287-288-289-290-291-292-293-294-295-296-297-298-299-300-301-302-303-304-305-306-307-308-309-310-311-312-313-314-315-316-317-318-319-320-321-322-323-324-325-326-327-328-329-330-331-332-333-334-335-336-337-338-339-340-341-342-343-344-345-346-347-348-349-350-351-352-353-354-355-356-357-358-359-360-361-362-363-364-365-366-367-368-369-370-371-372-373-374-375-376-377-378-379-380-381-382-383-384-385-386-387-388-389-390-391-392-393-394-395-396-397-398-399-400-401-402-403-404-405-406-407-408-409-410-411-412-413-414-415-416-417-418-419-420-421-422-423-424-425-426-427-428-429-430-431-432-433-434-435-436-437-438-439-440-441-442-443-444-445-446-447-448-449-450-451-452-453-454-455-456-457-458-459-460-461-462-463-464-465-466-467-468-469-470-471-472-473-474-475-476-477-478-479-480-481-482-483-484-485-486-487-488-489-490-491-492-493-494-495-496-497-498-499-500-501-502-503-504-505-506-507-508-509-510-511-512-513-514-515-516-517-518-519-520-521-522-523-524-525-526-527-528-529-530-531-532-533-534-535-536-537-538-539-540-541-542-543-544-545-546-547-548-549-550-551-552-553-554-555-556-557-558-559-560-561-562-563-564-565-566-567-568-569-570-571-572-573-574-575-576-577-578-579-580-581-582-583-584-585-586-587-588-589-590-591-592-593-594-595-596-597-598-599-600-601-602-603-604-605-606-607-608-609-610-611-612-613-614-615-616-617-618-619-620-621-622-623-624-625-626-627-628-629-630-631-632-633-634-635-636-637-638-639-640-641-642-643-644-645-646-647-648-649-650-651-652-653-654-655-656-657-658-659-660-661-662-663-664-665-666-667-668-669-670-671-672-673-674-675-676-677-678-679-680-681-682-683-684-685-686-687-688-689-690-691-692-693-694-695-696-697-698-699-700-701-702-703-704-705-706-707-708-709-710-711-712-713-714-715-716-717-718-719-720-721-722-723-724-725-726-727-728-729-730-731-732-733-734-735-736-737-738-739-740-741-742-743-744-745-746-747-748-749-750-751-752-753-754-755-756-757-758-759-760-761-762-763-764-765-766-767-768-769-770-771-772-773-774-775-776-777-778-779-780-781-782-783-784-785-786-787-788-789-790-791-792-793-794-795-796-797-798-799-800-801-802-803-804-805-806-807-808-809-810-811-812-813-814-815-816-817-818-819-820-821-822-823-824-825-826-827-828-829-830-831-832-833-834-835-836-837-838-839-840-841-842-843-844-845-846-847-848-849-850-851-852-853-854-855-856-857-858-859-860-861-862-863-864-865-866-867-868-869-870-871-872-873-874-875-876-877-878-879-880-881-882-883-884-885-886-887-888-889-890-891-892-893-894-895-896-897-898-899-900-901-902-903-904-905-906-907-908-909-910-911-912-913-914-915-916-917-918-919-920-921-922-923-924-925-926-927-928-929-930-931-932-933-934-935-936-937-938-939-940-941-942-943-944-945-946-947-948-949-950-951-952-953-954-955-956-957-958-959-960-961-962-963-964-965-966-967-968-969-970-971-972-973-974-975-976-977-978-979-980-981-982-983-984-985-986-987-988-989-990-991-992-993-994-995-996-997-998-999-1000

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## OBSERVATION WORKSHEETS

**16**

## ESTHER

### Chapter 1

1 Now it took place in the days of Ahasuerus, the Ahasuerus who reigned from India to Ethiopia over 127 provinces,

2 in those days as King Ahasuerus sat on his royal throne which was at the citadel in Susa,

3 in the third year of his reign he gave a banquet for all his princes and attendants, the army officers of Persia and Media, the nobles and the princes of his provinces being in his presence.

4 And he displayed the riches of his royal glory and the splendor of his great majesty for many days, 180 days.

5 When these days were completed, the king gave a banquet lasting seven days for all the people who were present at the citadel in Susa, from the greatest to the least, in the court of the garden of the king's palace.

6 There were hangings of fine white and violet linen held by cords of fine purple linen on silver rings and marble columns, and couches of gold and silver on a mosaic pavement of porphyry, marble, mother-

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of-pearl and precious stones.

7 Drinks were served in golden vessels of various kinds, and the royal wine was plentiful according to the king's bounty.

8 The drinking was done according to the law, there was no compulsion, for so the king had given orders to each official of his household that he should do according to the desires of each person.

9 Queen Vashti also gave a banquet for the women in the palace which belonged to King Ahasuerus.

10 On the seventh day, when the heart of the king was merry with wine, he commanded Mehuman, Biztha, Harbona, Bigtha, Abagtha, Zethar and Carkas, the seven eunuchs who served in the presence of King Ahasuerus,

## Guided Instruction

### Observation Worksheets—Esther

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11 to bring Queen Vashti before the king with her royal crown in order to display her beauty to the people and the princes, for she was beautiful.

12 But Queen Vashti refused to come at the king's command delivered by the eunuchs. Then the king became very angry and his wrath burned within him.

13 Then the king said to the wise men who understood the times—for it was the custom of the king so to speak before all who knew law and justice

14 and were close to him: Carshena, Shethar, Admatha, Tarshish, Meres, Marsena and Memucan, the seven princes of Persia and Media who had access to the king's presence and sat in the first place in the kingdom—

15 "According to law, what is to be done with Queen Vashti, because she did not obey the command of King Ahasuerus delivered by the eunuchs?"

16 In the presence of the king and the princes, Memucan said, "Queen Vashti has wronged not only the king but also all the princes and all the peoples who are in all the provinces of King Ahasuerus.

17 "For the queen's conduct will become known to all the women causing them to look with contempt on their husbands by saying, 'King Ahasuerus commanded Queen Vashti to be brought in to his presence, but she did not come.'

18 "This day the ladies of Persia and Media who have heard of the queen's conduct will speak in the same way to all the king's princes, and there will be plenty of contempt and anger.

19 "If it pleases the king, let a royal edict be issued by him and let it be written in the laws of Persia and Media so that it cannot be repealed, that Vashti may no longer come into the presence of King Ahasuerus, and let the king give her royal position to another who is more worthy than she.

20 "When the king's edict which he will make is heard throughout

## Guided Instruction

**17** Complete the blanks in the box, “My List on Queen Vashti.”

**Esther 1:9 Queen Vashti gave a banquet for the women in the palace.**

**Esther 1:11 Queen Vashti was commanded to come before the king with her royal crown to display her beauty to the people and the princes. Queen Vashti was beautiful.**

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*Observation Worksheets—Esther*

all his kingdom, great as it is, then all women will give honor to their husbands, great and small.”

21 This word pleased the king and the princes, and the king did as Memucan proposed.

22 So he sent letters to all the king's provinces, to each province according to its script and to every people according to their language, that every man should be the master in his own house and the one who speaks in the language of his own people.

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*Awesome!* Now let's see what we can learn about Queen Vashti. Look at every place where you colored a reference to Queen Vashti green in Esther 1 and make a list of what you discovered about her.

**17**

### My List on Queen Vashti

*Esther 1:9* Queen Vashti gave a banquet for the women in the palace.

*Esther 1:11* Queen Vashti was commanded to come before the king with her royal crown to display her beauty to the people

22

## WEEK ONE

and the princes. Queen Vashti was beautiful.

*Esther 1:12* Queen Vashti refused to come at the king's command.

*Esther 1:15* Queen Vashti did not obey the command of King Ahasuerus.

*Esther 1:16* Queen Vashti w r o n g ed the king and all the princes and all the people who are in all the provinces of King Ahasuerus.

*Esther 1:17* Queen Vashti's conduct will become known to all the women. She was commanded by King Ahasuerus to be brought into his presence but she did not come.

Amazing! Can you believe Queen Vashti refused to honor the king and come into his presence? She didn't obey the king's command.

How about you? How do you respond to those in authority over you? Do you obey your parents like the Bible says you should in Ephesians 6:1-3?

Yes  No  Sometimes

Do you obey those in authority over you like it says to in Romans 13:1?

Yes  No  Sometimes

## Guided Instruction

***Esther 1:12* Queen Vashti refused to come at the king's command.**

***Esther 1:15* Queen Vashti did not obey the command of King Ahasuerus.**

***Esther 1:16* Queen Vashti w r o n g ed the king and all the princes and all the people who are in all the provinces of King Ahasuerus.**

***Esther 1:17* Queen Vashti's conduct will become known to all the women. She was commanded by King Ahasuerus to be brought into his presence but she did not come.**

Elicit discussion about the rest of the questions on pages 22-23, then respond independently.

Practice saying the memory verse aloud with a friend.

## Guided Instruction

*A Royal Banquet*

23

How do you talk to your parents and teachers? Do you speak to them with respect? Or does your tone of voice show disrespect, anger, or impatience? Write down how you treat your parents and teachers when they correct you or ask you to do something.

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Vashti is a queen. She is a leader and role model for the people in her country.

Esther 1:17 Looking at Queen Vashti's behavior and example, WHAT is the concern about how the other women in that country will treat their husbands?

**That they will look with contempt on their husbands**

According to Esther 1:17, WHAT kind of leader is Queen Vashti to the women in her kingdom?

**A bad leader, disrespectful of and disobedient to an authority**

Think about what you have learned today. Are you a good example to your brothers or sisters? \_\_\_\_\_

How about to your friends and the other kids at school? \_\_\_\_\_

How about to your teachers? \_\_\_\_\_

Write out a way you can be a good example to people—to show them by the way you behave that Jesus lives in you.

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24

WEEK ONE

Way to go! Don't forget to practice your memory verse. Be a good role model for the kids who are watching you!

(page 24)

DAY  
FOUR

18

**A ROYAL INVITATION**

“Okay, guys,” Uncle Matt said as they walked inside the building, “today’s our last day at the archives, so let’s take a look at the last of the three documents of the Charters of Freedom—the Bill of Rights.”

Holding Sam, Max walked up to the Bill of Rights to take a closer look. “When the Constitution was written, some people didn’t want to approve the document because it didn’t have a list of rights that belonged to the people.”

**Guided Instruction**DAY  
FOUR

Tell God that you appreciate all that He has done for you. Ask Him to give you a special message today.

**18** Turn to page 24 and read “A Royal Invitation” aloud as students follow along.

## Guided Instruction

**19** Read “Key Words” in the box on page 25.

*A Royal Banquet*

25

“Good,” Uncle Matt said and smiled. “So how did they make a way to add a list of rights for the people, Molly?”

“By making an amendment process. An amendment is a change that can be added to the Constitution or it can change an older part of the Constitution. The new government held meetings, and Congress proposed a list of rights for the people. And in 1791, ten of those changes were agreed to by the states and added to the Constitution.”

“Those changes,” Max added, “are called the Bill of Rights, and they were written to protect the people’s rights, including freedom of speech, freedom of the press, freedom of religion, the right to assemble peaceably, and many others.”

“Great work, you two. It’s important to understand these three historical documents because they give us our freedom as Americans.

“Let’s take a moment to thank God for these freedoms He has given us as a nation and ask for His help as we continue our study on the book of Esther. Today we’re going to find out WHAT the main event is in Esther 1.”

All right! Now that we’ve talked to God, let’s continue our research by marking key words. What are *key words*? Key words are words that pop up more than once. They are called key words because they help unlock the meaning of the chapter or book that you are studying and give you clues about what is most important in a passage of Scripture.

**19**

### Key Words

- ✓ Key words are usually used over and over again. (That’s because God doesn’t want you to miss the point.)
- ✓ Key words are important.
- ✓ Key words are used by the writer for a reason.

26

## WEEK ONE

Once you discover a key word, you need to mark it in a special way using a special color or symbol so you can immediately spot it in Scripture.

You may also want to make a bookmark for these key words so that you can see them at a glance as you mark them on your Observation Worksheets.

To make a key-word bookmark, get an index card or a piece of paper and write on it the key words, as well as how you are going to mark them on your Observation Worksheets.

**20** Now turn to page 160. Read Esther 1 and mark the following key words on your Observation Worksheet:

banquet (circle it in brown)

angry (color it red)

edict (royal edict) (box it in purple)

Don't forget to mark the pronouns! And mark anything that tells you WHERE by double-underlining the WHERE in green. Mark anything that tells you WHEN by drawing a green clock or green circle like this: ○.

○

Esther 1:1, 2, 5, and 9.

## Guided Instruction

**20** Copy key word markings on page 16 to a bookmark index card and a large wall chart paper or white board to display in front of the class.

**Banquet (circle it in brown)**

**Angry (color it red)**

**Edict (royal edict) (box it in purple)**

**WHERE (double underline in green words that denote place)**

**WHEN (draw a green clock over words that denote time)**

**21** Turn to page 160 and read Esther 1 aloud using your Observation Worksheet visual aid as students follow along and call out each key word. Then mark them together as we noted on page 22.

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## OBSERVATION WORKSHEETS

### ESTHER

#### **21** Chapter 1

1 Now it took place in the days of Ahasuerus, the Ahasuerus who reigned from India to Ethiopia over 127 provinces,

2 in those days as King Ahasuerus sat on his royal throne which was at the citadel in Susa,

3 in the third year of his reign he gave a banquet for all his princes and attendants, the army officers of Persia and Media, the nobles and the princes of his provinces being in his presence.

4 And he displayed the riches of his royal glory and the splendor of his great majesty for many days, 180 days.

5 When these days were completed, the king gave a banquet lasting seven days for all the people who were present at the citadel in Susa, from the greatest to the least, in the court of the garden of the king's palace.

6 There were hangings of fine white and violet linen held by cords of fine purple linen on silver rings and marble columns, and couches of gold and silver on a mosaic pavement of porphyry, marble, mother-

of

## Guided Instruction

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of-pearl and precious stones.

7 Drinks were served in golden vessels of various kinds, and the royal wine was plentiful according to the king's bounty.

8 The drinking was done according to the law, there was no compulsion, for so the king had given orders to each official of his household that he should do according to the desires of each person.

9 Queen Vashti also gave a banquet for the women in the palace which belonged to King Ahasuerus.

10 On the seventh day when the heart of the king was merry with wine, he commanded Mehuman, Biztha, Harbona, Bigtha, Abagtha, Zethar and Carkas, the seven eunuchs who served in the presence of King Ahasuerus,

### Observation Worksheets—Esther

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11 to bring Queen Vashti before the king with her royal crown in order to display her beauty to the people and the princes, for she was beautiful.

12 But Queen Vashti refused to come at the king's command delivered by the eunuchs. Then the king became very angry and his wrath burned within him.

13 Then the king said to the wise men who understood the times—for it was the custom of the king so to speak before all who knew law and justice

14 and were close to him: Carshena, Shethar, Admatha, Tarshish, Meres, Marsena and Memucan, the seven princes of Persia and Media who had access to the king's presence and sat in the first place in the kingdom—

15 “According to law, what is to be done with Queen Vashti, because she did not obey the command of King Ahasuerus delivered by the eunuchs?”

16 In the presence of the king and the princes, Memucan said, “Queen Vashti has wronged not only the king but also all the princes and all the peoples who are in all the provinces of King Ahasuerus.

17 “For the queen's conduct will become known to all the women causing them to look with contempt on their husbands by saying, ‘King Ahasuerus commanded Queen Vashti to be brought in to his presence, but she did not come.’

18 “This day the ladies of Persia and Media who have heard of the queen's conduct will speak in the same way to all the king's princes, and there will be plenty of contempt and anger.

19 “If it pleases the king, let a royal edict be issued by him and let it be written in the laws of Persia and Media so that it cannot be repealed, that Vashti may no longer come into the presence of King Ahasuerus, and let the king give her royal position to another who is more worthy than she.

20 “When the king's edict which he will make is heard throughout

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all his kingdom, great as it is, then all women will give honor to their husbands, great and small.”

21 This word pleased the king and the princes, and the king did as Memucan proposed.

22 So he sent letters to all the king's provinces, to each province according to its script and to every people according to their language, that every man should be the master in his own house and the one who speaks in the language of his own people.

Ch

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WHAT is the main event in Esther 1? Read Esther 1:3, 5, and 9. WHAT key word shows us the main event that is happening in these verses? **Banquet**

HOW many banquets are there in Esther 1? **Three**

**Banquet #1**

Esther 1:3 WHO gives the first banquet?

**King Ahasuerus**

Esther 1:3 WHOM did the king invite?

His **princes** and **attendants**,  
the **army** and **officers**

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of Persia and Media, the **nobles** and the **princes** of his provinces

## Guided Instruction

**What is the main event in Esther 1?**

**What is the main event in Esther 1:3, 5, and 9? Banquet**

**How many banquets are there in Esther 1? Three**

Complete the answers for each banquet.

Banquet 1

**Esther 1:3 WHO gives the first banquet? King Ahasuerus**

**Esther 1:3 WHOM did the king invite? His princes and attendants, the army officers of Persia and Media, the nobles and the princes of his provinces**

## Guided Instruction

Esther 1:4 HOW long did this banquet last? **180 days**

Esther 1:4 WHAT happens at this banquet? WHAT did the king display? **His riches and royal glory**

Banquet #2

Esther 1:5 WHO gives the second banquet? **King Ahasuerus**

Esther 1:5 HOW long did this banquet last? **Seven days**

Esther 1:5 WHO was invited to this banquet? **All people present at the citadel in Susa**

Esther 1:5 WHERE was this banquet held? **In the court of the garden of the king's palace**

Esther 1:6-8 WHAT is this banquet like? **There were hangings of fine white and violet linen, held by cords of fine purple linen on silver rings and marble columns and couches of gold and silver on a mosaic pavement of porphyry, marble, mother-of-pearl and precious stones.**

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Esther 1:4 HOW long did this banquet last?

**180 days**

Esther 1:4 WHAT happens at this banquet? WHAT did the king display?

**His riches and royal glory**

Banquet #2

Esther 1:5 WHO gives the second banquet?

**King Ahasuerus**

Esther 1:5 HOW long did this banquet last?

**Seven days**

Esther 1:5 WHO was invited to this banquet?

**All people present at the citadel in Susa**

Esther 1:5 WHERE was this banquet held?

In the **court** of the **garden** of the **king's** **palace**

Esther 1:6-8 WHAT is this banquet like?

There were **hangings** of fine **white**

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WEEK ONE

and **violet** **linen**, held by **cords** of fine **purple** **linen** on **silver** **rings** and **marble** **columns**, and **couches** of **gold** and **silver** on a mosaic pavement of **porphyry**, **marble**, **mother** -of- **pearl** and **precious** stones.

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Drinks were served in golden vessels of various kinds, and the royal wine was plentiful according to the king's bounty.

The drinking was done according to the law.

*Esther 1:10-11* WHAT happens on the seventh day of this banquet?

The king wants Queen Vashti brought to him to display her beauty.

### Banquet #3

*Esther 1:9* WHO gives the third banquet?

Queen Vashti

*Esther 1:9* WHO is invited to this banquet?

The women of the palace

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*Esther 1:9* WHERE is this banquet held?

In the palace which belonged to King Ahasuerus

Wow! You have just seen three incredible banquets. Tomorrow we will get the details on what happens when the king commands the queen to come to his banquet. Don't forget to practice your memory verse!

## Guided Instruction

**Drinks were served in golden vessels of various kinds, and the royal wine was plentiful according to the king's bounty.**

**The drinking was done according to the law.**

**Esther 1:10-11** WHAT happens on the seventh day of this banquet? **The king wants Queen Vashti brought to him to display her beauty.**

Banquet #3

**Esther 1:9** WHO gives the third banquet? **Queen Vashti**

**Esther 1:9** WHO is invited to this banquet? **The women of the palace**

**Esther 1:9** WHERE is this banquet held? **In the palace which belonged to King Ahasuerus**

Now, practice saying the memory verse with a friend.

## Guided Instruction



Ask God to keep you focused on His message today.

**22** Turn to page 29 and read “The King’s Edict” aloud as students follow along.

Turn to page 160 and read the selected verses in Esther 1 to complete the answers on pages 30-31.

**Esther 1:11 WHY did the king want the queen to come to his banquet? To display her beauty to the people and the princes**

**Esther 1:12 HOW does Queen Vashti respond? She refused to come at the king’s command.**

**Esther 1:12 HOW did the king respond? The king became very angry and his wrath burned within him.**

**Esther 1:13 WHOM did the king ask for help? The wise men**

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Memory verse!

**22**

### THE KING’S EDICT

“We love Washington, D.C., Uncle Matt,” Max said as they ate lunch outside at the National Mall. “Look at all we have learned so far just from visiting the National Archives.”

Uncle Matt smiled. “Just wait, you two. There is some pretty great stuff coming up.”

Sam barked as he jumped out of Max’s lap and landed on Uncle Matt’s lap.

“Yes, you too, Sam! I have something exciting for you too!”

Max and Molly laughed as Uncle Matt patted Sam and Sam wagged his tail.

“Let’s finish up our lunch so we can get back to our study on Esther. We need to get the details on what happens at the king’s second banquet when he asks the queen to come.”

Talk to God. Then turn to page 160. Read Esther 1. Ask the 5 W’s and an H questions to find out what happens next.

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WEEK ONE

Esther 1:11 WHY did the king want the queen to come to his banquet?

To display her beauty to the people and the princes

Esther 1:12 HOW does Queen Vashti respond?

She refused to come at the king’s command.

Esther 1:12 HOW did the king respond?

The king became very angry and his wrath burned within him.

Esther 1:13 WHOM did the king ask for help?

The wise men

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Esther 1:15 WHAT question was asked?

“According to the law, what is to be done with Queen Vashti, because she did not obey the command of King Ahasuerus?”

Esther 1:16 WHAT did Queen Vashti do?

She wronged the king, the princes, and all the people who lived in the provinces of King Ahasuerus.

Esther 1:17 HOW did Memucan believe the women of the kingdom would respond to the queen’s conduct?

They would look with contempt on their husbands.

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Esther 1:19 WHAT is the solution the wise men came up with?

“Let a royal edict be issued by the king.”

Esther 1:19 WHAT did we learn about the laws of Persia and Media?

They cannot be repealed.

Esther 1:19 WHAT is this royal edict?

That Vashti may no longer come into the presence of King Ahasuerus, and that her royal position will be given to another who is more worthy than she.

Esther 1:20 WHAT does Memucan say the king’s edict will cause the women to do when it is heard throughout the kingdom?

All women will give honor to their husbands.

## Guided Instruction

Esther 1:15 WHAT question was asked?

“According to the law, what is to be done with Queen Vashti, because she did not obey the command of King Ahasuerus?”

Esther 1:16 WHAT did Queen Vashti do? She wronged the king, the princes, and all the people who lived in the provinces of King Ahasuerus.

Esther 1:17 HOW did Memucan believe the women of the kingdom would respond to the queen’s conduct? They would look with contempt on their husbands.

Esther 1:19 WHAT is the solution the wise men came up with? “Let a royal edict be issued by the king.”

Esther 1:19 WHAT did we learn about the laws of Persia and Media? They cannot be repealed.

Esther 1:19 WHAT is this royal edict? That Vashti may no longer come into the presence of King Ahasuerus, and that her royal position will be given to another who is more worthy than she.

Esther 1:20 WHAT does Memucan say the king’s edict will cause the women to do when it is heard throughout the kingdom? All women will give honor to their husbands.

## Guided Instruction

Esther 1:21 HOW did the king respond? **He was pleased and did as Memucan proposed.**

Esther 1:22 WHAT did the letters say that were sent to all the king's provinces? **"That every man should be the master in his own house and the one who speaks in the language of his own people"**

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Esther 1:21 HOW did the king respond?

He was \_\_\_\_\_ **pleased** \_\_\_\_\_ and **did** \_\_\_\_\_  
as Memucan proposed.

Esther 1:22 WHAT did the letters say that were sent to all the king's provinces?

"That every \_\_\_\_\_ **man** \_\_\_\_\_ should be the  
\_\_\_\_\_ **master** \_\_\_\_\_ in his own \_\_\_\_\_ **house** \_\_\_\_\_  
and the one who speaks in the language of his own  
people."

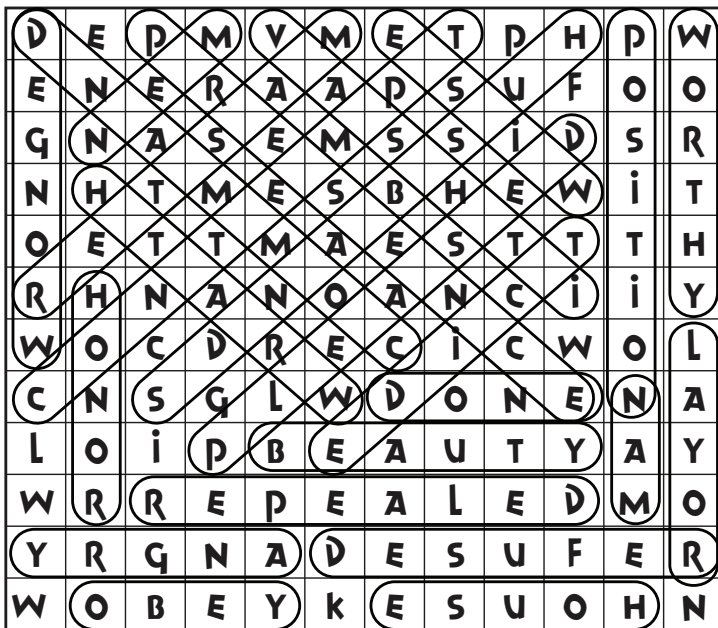
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WEEK ONE



Look at the word search. Find each word from the blanks in the questions on pages 30-31 and circle them. If a word is used more than once, you only have to find and circle it one time.

23



Are you surprised at the king's decision to remove Queen Vashti? WHAT will happen after the king banishes his queen? We'll find out as we discover two new people who are very important in this part of God's history.

Find a grown-up and say your memory verse out loud. Ask that person how you can be a good example to others.

Way to go! We are so proud of you!

## Guided Instruction

**23** Look at the word search on page 33. Find each word from the blanks in the questions and circle them.

Say your memory verse out loud to a grown-up.

Good job! God notices your diligence and is pleased.

If you are a classroom teacher you may want to give your students a quiz on their memory verse. There is also a quiz on Week One on page 177 to check memory and understanding.

If you are a Sunday School teacher this is a great time to review the whole week by playing a game like the *Drawing Game* on page 185 or *The Matching Game* on page 186. This is also a great way for classroom teachers and homeschool families to review with students what they learned this week.

**D4Y “God Has Big Plans For You, Esther” Quizzes****Week 1: A Royal Banquet**

1. When does Esther take place?
  - a. After the flood
  - b. In the days of Ahasuerus
  - c. During David’s reign
  - d. After Easter
2. Where was Ahasuerus’s royal throne?
  - a. Greece
  - b. Egypt
  - c. Susa
  - d. Persia
3. King Ahasuerus’s wife was Queen \_\_\_\_\_.
  - a. Vashti
  - b. Esther
  - c. Leah
  - d. Eve
4. Queen Vashti refused to \_\_\_\_\_ the king’s command to come to the banquet.
  - a. Believe
  - b. Dress for
  - c. Obey
  - d. Appreciate
5. Who gave the first banquet?
  - a. King Ahasuerus
  - b. Esther
  - c. Vashti
  - d. Mordecai
6. Who gave the third banquet?
  - a. Esther
  - b. Queen Vashti
  - c. King Ahasuerus
  - d. Haman
7. Who was invited to Queen Vashti’s banquet?
  - a. Esther
  - b. Mordecai
  - c. The women of the palace
  - d. King Ahasuerus
8. Why did the king want queen Vashti to come to his banquet?
  - a. To serve the meal
  - b. To display her beauty
  - c. To dance
  - d. To sing
9. What did Queen Vashti do?
  - a. Hid from the king
  - b. Refused to come
  - c. Ironed her gown
  - d. Polished her crown
10. What was Queen Vashti’s punishment?
  - a. Jailed
  - b. Worked in the fields
  - c. Worked with the people
  - d. Lost royal position

Memory Verse

Esther 1:17

“For the queen’s conduct will become known to all the women causing them to look with contempt on their husbands by saying, ‘King Ahasuerus commanded Queen Vashti to be brought in to his presence, but she did not come.’”