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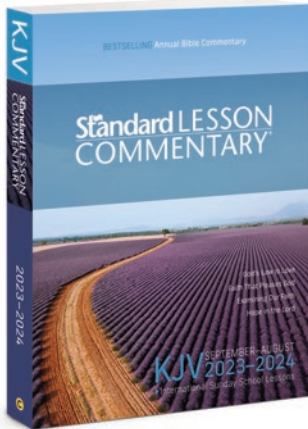
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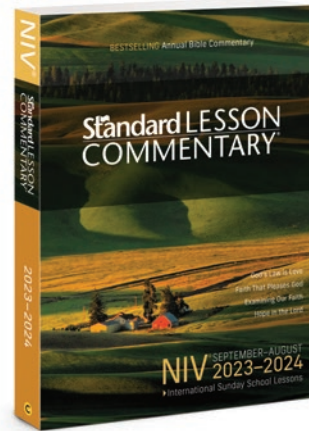
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July 21  
Lesson 8 (NIV)

## Delightful Precepts

Devotional Reading: Proverbs 30:1-9  
Background Scripture: Psalm 119:73-80



The **Key Text** is highlighted at the beginning of every lesson on the **Scripture** page.

### Key Text

*Your hands made me and formed me; give me understanding to learn your commands.* —Psalm 119:73

Image © Getty Images

### Psalm 119:73-80

- <sup>73</sup> Your hands made me and formed me;  
give me understanding to learn your  
commands.
- <sup>74</sup> May those who fear you rejoice when they  
see me,  
for I have put my hope in your word.
- <sup>75</sup> I know, LORD, that your laws are  
righteous,  
and that in faithfulness you have  
afflicted me.
- <sup>76</sup> May your unfailing love be my comfort,  
according to your promise to your  
servant.
- <sup>77</sup> Let your compassion come to me that I  
may live,  
for your law is my delight.
- <sup>78</sup> May the arrogant be put to shame for  
wronging me without cause;  
but I will meditate on your precepts.
- <sup>79</sup> May those who fear you turn to me,  
those who understand your statutes.
- <sup>80</sup> May I wholeheartedly follow your  
decrees,  
that I may not be put to shame.

▪ 401



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The Introduction gives perspective on the lesson ahead.

## Hope in the Lord

### Unit II: Expressing Hope

Lessons 6–9

### Lesson Aims

After participating in this lesson, each learner will be able to:

1. Identify the reason(s) for the psalmist's comfort.
2. Explain why following the law is more than rule-keeping.
3. Select one of the eight verses of the text as most personally meaningful and explain why it is so.

### Lesson Outline

#### Introduction

- A. The Power of Knowledge
- B. Lesson Context

#### I. Request for Wisdom (Psalm 119:73-76)

- A. God and His Pupils (vv. 73-74)  
*Child of the Father*

- B. Trust in God (vv. 75-76)

#### II. Hope for the Future (Psalm 119:77-80)

- A. The Righteous and the Wicked (vv. 77-78)

- B. Trust in God (vv. 79-80)  
*Vindication*

#### Conclusion

- A. Learning to Trust, Trusting to Learn
- B. Prayer
- C. Thought to Remember

### Introduction

#### A. The Power of Knowledge

“Knowledge is power.” The statement can mean many different things. Awareness of how we are being misled gives us freedom from outside control. Possessing the right skills allows a person to lead or even dominate others. Or withholding information from others can allow us to control them. The vagueness of this proverb reminds us that knowledge can take many forms and serve many purposes.

A better statement might be, “Knowledge can support goodness.” Instead of thinking of knowledge as the path to power, might we think of knowledge as a way of learning to do good and build a better world? Some forms of knowledge and methods of acquiring it have great potential for good.

Knowledge comes to us, of course, through some process of education, whether in formal schools or elsewhere. Healthy patterns of education draw together good teachers and eager students working around a series of questions and concerns that will produce knowledge and transform the lives of those involved in the learning process. In wisdom texts like Psalm 119 or Proverbs or Job, the disciplined pursuit of knowledge involves all sorts of concerns. A wise person might study many things, ranging from what we would today call the sciences, to languages, to arts and crafts. But most of all, the wise person described in these texts cultivates the art of living.

#### B. Lesson Context

Psalm 119 takes up the art of living in an almost obsessive way, as it repeatedly turns to the same ideas and figures of speech. It emphasizes the Law of Moses (the Torah) as a guidebook to a life of dignity and moral integrity. It invites faithful people to delight in such a life, not merely endure it.

Psalm 119 is by far the longest poem in the Bible. Its length is due in part to the psalmist's decision to write an acrostic psalm, in which lines would begin with successive letters of the Hebrew alphabet. This technique was a form used to display a comprehensive approach to the subject of the poem. The same convention appears in various forms in other Old

The clear, easy-to-follow Lesson Outline starts each lesson.



## Don't just look at the lesson in this sampler—experience it

Testament texts, such as Psalms 37, 111, 112, and Lamentations 1–4, among others. Psalm 119 takes the form to its extreme by including eight consecutive lines beginning with the same Hebrew letter. In English, this would mean eight poetic lines that start with the letter *A*, then eight more with *B*, and so on. Twenty-two Hebrew letters multiplied by eight lines equals the 176 verses found in Psalm 119.

While the alphabetically-structured sections are relatively self-contained, several themes and keywords repeatedly appear throughout the psalm. These include various words for the Law of Moses (“commands” [Psalm 119:73]; “laws” [v. 75]; “precepts” [v. 78]; “decrees” [v. 80]; etc.) and the response of the faithful person to the law (“delight” [v. 77]; “comfort” [v. 76]; etc.). In its expression of such ideas, verses 73-80 all begin with the Hebrew letter *yodh*. This section focuses on the psalmist’s hope and prayer for a future that will be better than the past.

Like Psalm 71, this section of Psalm 119 portrays God as the teacher and the human praying as the student in the school of life. The student learns the commandments, the Law of Moses, not merely as a set of arbitrary rules, but as a window into the meaning of life. By providing a clear structure to everyday life, the law invites a person to inner peace and openness to the work of the creator God. These commandments rest on God’s prior commitment to justice (often paired with or assumed to accompany righteousness). God’s deep desire for a fair and fertile world for human beings underlies everything in the revelation at Sinai (Exodus 20; etc.), and it can underlie everything in human life. So this psalm affirms.

### I. Request for Wisdom

(Psalm 119:73-76)

#### A. God and His Pupils (vv. 73-74)

##### 73a. Your hands made me and formed me;

One of the challenges that Scripture writers encountered was communicating God’s works in earthly terminology. Here the psalmist uses a common practice of ascribing human traits to God, anthropomorphism, even though the reader would know that God is a spirit and does not have

a human physique (compare Exodus 7:5; Numbers 6:25; Psalm 34:15; etc.).

#### What Do You Think?

Why is it helpful to attribute human characteristics to God?

#### Digging Deeper

What dangers can overidentifying God with human attributes pose?

The *yodh* section opens by confessing belief in God as the Creator. God did not create only *me* (the psalmist), but the psalmist is representative of any person who acknowledges God’s work in the world, which begins by giving life to every creature therein. The two verbs of creation mean essentially the same thing, though the Hebrew word translated *formed* emphasizes the ongoing nature of God’s work. It could be paraphrased, “You have put the finishing touches on me.” God’s creative work did not end long ago at creation (Genesis 1) but continues in each individual life through creation and re-creation (examples: Psalm 139:13-16; Jeremiah 18:1-6; Ezekiel 11:19; John 3:3-8).

#### 73b. give me understanding to learn your commands.

Since the psalmist acknowledges God as the source of life, it makes sense to ask him for the gift of *understanding* that life (compare James 1:5). Unlike all other creatures known to us, human beings are self-aware and capable of curiosity and existential questioning. We desire to understand. The psalmist knows, of course, that we can learn from many sources, but the plea here is for God to take up the role of a teacher (compare Psalms 25:4-5; 86:11). As Creator, God knows all things and cares deeply for all creatures. Therefore, God is in the best position to teach a person how to live.

This is why the psalmist asks for God’s help to grow in knowledge, especially about his *commands* and their requirements (see Psalm 119:80, below). Like Psalms 1 and 19, this text assumes that God’s laws are not simply orders that compliant people obey without question or feeling. Quite to the contrary, the commandments invite the believer into a world of wholeness and wonder.



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Understanding their meaning and interconnectedness requires a lifetime of attentiveness. That attentiveness, in turn, requires God's help if comprehension is to result.

**What Do You Think?**

What emotions does your study of God's commands inspire in you?

**Digging Deeper**

Imagine how the psalmist feels about studying God's commands. Do your emotions mirror these? If not, why not?

**Child of the Father**

Based on an Italian children's book, Disney's *Pinocchio* tells the story of a puppeteer named Geppetto who created a marionette of a little boy. Geppetto wished the toy he named Pinocchio

"The suggested questions helped bail me out several times when I was stuck for something to illustrate where I wanted to go."

— Steve Llewellyn  
Adult Sunday School Teacher  
Waukegan First United Methodist, IL

When Pinocchio, like the boy used in the parable, follows a dangerous path, he is reunited, and his living, breathing life is restored. Pinocchio is a creature, made by a loving father whose commands give him understanding. And like Pinocchio, we have a choice: to look to our Father for wisdom to live lives that glorify him, or to look to our own desires and face lives of boundless danger. Which path will you choose? —A. W.

**74. May those who fear you rejoice when they see me, for I have put my hope in your word.**

Psalm 119 often mentions the wicked who resist God (119:53, 61, 95, etc.), but here our text introduces a different group: those who *fear* God (see 119:79, below; also 119:63). These people share the speaker's confidence in God's promises (example: 33:18-22), and they rejoice in finding a like-minded person in the psalmist.

But when do they *see* such a person? Most likely, this is a reference to an audience hearing the psalmist read or sing his praise at the temple.

In such a situation, they would *rejoice* because they recognized the truth of the psalmist's words. This was only possible because the psalmist hopes *in* God's *word*, not human sources of knowledge or wisdom (compare 1 Corinthians 3:19).

From another point of view, this verse underscores the nature of the faithful community. This community exists because it has found hope in God's promises, learning from divine revelation the vastness of God's care for the creation and each human in it. The members of that community have come to see the world not as totally evil but as potentially good. They find their lives meaningful. That is why they rejoice in finding a like-minded person (compare Luke 15:7; Philippians 2:2). This emphasis on acceptance by other faithful people contrasts with the theme in psalms of lament of persecution by evil persons (see lesson 7).

**What Do You Think?**

Whose walk with Jesus is so exemplary that you feel happy when you see or think of that person?

**Digging Deeper**

Are you likely to be that sort of person for someone else? If not, what prevents your example from bringing another joy?

Discussion Questions and Digging Deeper are included in line with the text—no flipping to another resource.

**B. Trust in God (vv. 75-76)**

**75a. I know, LORD, that your laws are righteous,**

Alongside words of hope come words of evaluation and reformation (Psalm 119:75b, below). The Hebrew word translated *laws* can also mean "practice" (1 Samuel 2:13) or "manner" (Joshua 6:15). This verse seems to play with these nuances and on judgments as God's ordinances for his people. *Righteous* laws (Psalm 119:106, 138, 160, 164) go hand-in-glove with just laws (Deuteronomy 16:20); the image of the righteous life as following a straight and narrow path is fitting here (Matthew 7:13-14). Following God's instructions creates the conditions required for human thriving. God's prescribed patterns of life create in those following them a commitment to just dealings with all others (example: Deuteronomy 16:19-



20), without which no one can please God (Micah 6:6-8; example: James 2:14-17).

**75b. and that in faithfulness you have afflicted me.**

The second clause repeats the basic idea of the first but takes it in a new direction. The psalmist perceives God's judgments as naturally flowing from God's *faithfulness*. Another way of saying this would be that if God did not judge sin, he would be unfaithful to his character and word (compare Psalm 33:4; Revelation 19:11). God has rightly *afflicted* (with the sense of being humbled, as in Exodus 10:3) the person praying.

Humility before God is always the appropriate posture for his creatures, and the humble person accepts the resulting suffering as an opportunity for education (compare James 4:10). Like all good teachers, God does not shy away from allowing the pupil to struggle in order to learn important lessons (Romans 8:24-28). And the good student recognizes adversity as a chance to learn. The psalmist had personally experienced the judgment of the Lord when he lost his way. This verse reflects that experience (compare Psalm 119:67).

The book of Psalms considers suffering from punishment for sin from evil persons. The psalmist seeks forgiveness in the second, **Be my comfort, O Lord, my God, for you are my servant.** (Psalm 119:75b, above), the person praying may thank God for the lesson contained in affliction while also seeking some relief (example: 2 Corinthians 12:7-10).

The *unfailing love* of God is not a random act but is better understood as the expression of his covenant loyalty. It comes from a deep relationship based on God's promises and the human acceptance of those promises. Just as Abraham and Sarah had a child in their old age after they trusted God to do the impossible (Genesis 21:1-7), the psalmist stands in a relationship of deep trust in the Creator, whose promises come true in time.

The last clause assumes that God has promised to console and that God's *promise* can be counted

on. Based on the psalmist's knowledge of God's promises, he asks that God in mercy will work to *comfort* the psalmist amid suffering. The heavenly teacher provides proper support when the lesson is the hardest to learn. Therefore, the person of faith can count on God's statements of favor and promises to deliver, just as Moses did when arguing for God to forgive Israel after the episode of the golden calf (Exodus 33:12-16).

## II. Hope for the Future

(Psalm 119:77-80)

### A. The Righteous and the Wicked (vv. 77-78)

**77a. Let your compassion come to me that I may live,**

The idea that God shows *compassion* is common in the Psalms and texts about Israelite worship more generally (Exodus 34:6; Nehemiah 9:31; Psalms 111:4; 112:4; etc.). Without such mercy, no one could not survive, let alone thrive.

**77b. for your law is my delight.**

The second part of this verse explains the basis for the prayer and the confidence that God will answer it. The psalmist takes pleasure in the *law* (compare Psalm 1:2). The Hebrew word translated *delight* is relatively rare in the Old Testament. Isaiah 5:7 uses it (there translated "delighted") to refer to Judah. Proverbs 8:30 speaks of Wisdom herself as God's source of delight, similar to a favorite child, and then 8:31 speaks of the pleasure God and Wisdom take in the human race. Most occurrences, however, appear in Psalm 119 itself (vv. 24, 77, 92, 143, 174). In each of those cases, the human being finds pleasure in God's commandments because they can preserve life, protect from various enemies, and provide stability in an unstable world.

The instructions in wise and righteous living that the Torah—given to Moses by God for Israel's benefit (Deuteronomy 4:1-2)—provides foster joy in the person dedicated to following those laws. The person who pursues life in and with God will experience joy, even amidst trials (1 Thessalonians 5:16-18). Far from being a burden to be endured, the law orients a faithful person to a deeply meaningful pattern of life

**"Attendees are much more engaged in class discussions and discuss how they are experiencing the effects of applying the Word in their lives!"**

**– Mattie Stone-Williams**  
Ministry Leader for Christian Development  
New Life International Family Church, GA



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(example: Psalm 1:1-3). By taking seriously the role of the student (see also 119:73b, above), the psalmist enters into a deep relationship with God. This relationship is filled with delight at learning God's ways.

### What Do You Think?

What about God's Word delights you?

### Digging Deeper

What do you need from God to experience more joy when studying his Word?

**78. May the arrogant be put to shame for wronging me without cause; but I will meditate on your precepts.**

In contrast, some people become so consumed by their pride that they attack those like the psalmist who try to live virtuously. To wrong someone *without cause* can be understood as slandering or lying (like "cheating" in Amos 8:5). In contrast, the psalmist might be the righteous person on God's *precepts*, the one who is not a perpetrator of the same. He provides a different mindset for the faithful person. We are not alone; we were striving to keep the path, and we are more protected against those who are committing to a righteous path, those who choose it can learn to reject unjust words and actions and find a centered, joy-filled, meaningful life even during a time of trouble.

### B. Trust in God (vv. 79-80)

**79. May those who fear you turn to me, those who understand your statutes.**

This verse picks up the theme of verse 74, bringing the yodh section of the psalm full circle (see also Psalm 119:80, below). Focus turns from the individual back to the group. It invites anyone listening to join the psalmist in a way of life—to enroll in God's school, as it were. The congregation hearing this psalm, the ones who *fear* God, should *turn* to the psalmist and join in the song (compare Jeremiah 15:19). These fellow worshipers have the correct stance toward God and the correct knowledge. They are fellow students of their Creator, aware of the long legacy of prom-

ises and fulfillments in Israel's history, steeped in its stories and ethical and spiritual commitments.

**80. May I wholeheartedly follow your decrees, that I may not be put to shame.**

The yodh section ends as it began, by asking for help in learning with not just the right intellectual skills but the right attitudes and dispositions of the heart (see Psalm 119:73, above). In Hebrew, the phrase can imply perfection (example: Genesis 6:9), being without blemish or spot (examples: Exodus 12:5; Numbers 19:2), and/or sincerity (example: Joshua 24:14). The attitude matters as much as the method of thinking or the results of learning God's *decrees*.

All of these elements must go together for the educational experience to succeed fully—that *I may not be put to shame*. The psalmist is fully committed to learning and carrying out the details of the law. In doing so, he would not suffer social stigma or be humiliated. Rather, the person who does this joins a great company of like-minded persons across the ages.

### What Do You Think?

How has following the Lord guarded you against public shame?

### Digging Deeper

Has following him also prevented your feeling ashamed of your own actions? Why or why not?

### Vindication

Kenneth Bac, a Korean-American missionary, was arrested in North Korea in 2012 under false charges of trying to overthrow Kim Jong Un's government. In reality, Kenneth's only "crime" was spreading the gospel in North Korea. Sentenced to 15 years of hard labor, Kenneth was forced to do 8 hours of farm labor 6 days a week under grueling conditions. He lost weight and suffered other medical complications. In 2014, Kenneth was released and returned home to the United States, where he continued his ministry.

Being falsely accused and arrested based on unjust laws in a foreign country is a frightening experience. But even in his imprisonment, Ken-

"With real life examples, it gives a bigger picture of where our lives should go, and how we should grow in God's love."

— Cindy Woolston  
Sunday School Teacher  
First Christian Church, KS

Verbal illustrations provide a connection between Scripture and modern life.



The **Conclusion** provides a challenge to take the lesson into life, a prayer, and a thought that reinforces the lesson's central theme.

neth, like the psalmist, knew that God's laws are just and righteous, motivated by love and compassion. He continued to lean on the Lord. In the end, Kenneth did not suffer shame but was vindicated. We can experience the same if we trust what we have learned from the Lord. —A. W.

## Conclusion

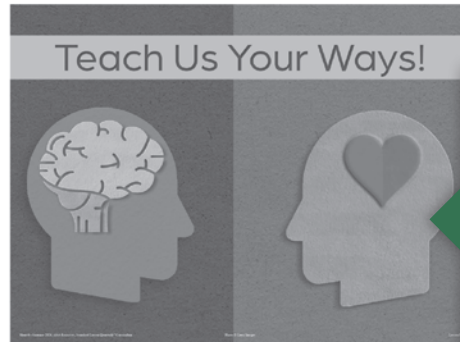
### A. Learning to Trust, Trusting to Learn

The psalmist did not simply obey rules. He enjoyed a relationship with God. That relationship was full of dignity and moral depth. The Law was not just a set of rules but a guide to a meaningful life. God's Law contains the secrets of spiritual growth for the people of Israel and, to a certain extent, for Christians as well. We affirm this when we learn from the writers of Scripture who grew and learned because of their reverence for God's Law. A life of obedience should not be burdensome but joyful.

Still, Psalm 119 acknowledges the presence of hostile forces, in this case, fellow human beings who sought the righteous person's harm in some unspecified way. The pursuit of wise living does not guarantee that one will enjoy universal respect. In fact, when we seek God and follow his ways, we should expect to be very unpopular, at least sometimes. Yet the faithful person perseveres without fear or anger, confident in the ultimate triumph of God's mercy and goodness.

Beyond the psalmist, these verses assumed the existence of a faithful community of like-minded people. They trusted each other and worked toward building a better world that expects goodness from its Creator. They did so in part by fostering a life of celebration. While they did not ignore or pretend away the negative dimensions of life, they saw something more behind them. Their hopeful, trusting attitude inspires us to live similarly.

Such an education requires faithful persons to free themselves from fear, prejudice, anger, greed, lust, and other vices. One of the principal causes of social discord in modern societies is the loss of trust in others and their honorable intentions. Certainly, some people cannot be trusted. But an



Visual for Lesson 8. Discuss why it is important for head knowledge of God to become heart knowledge and how that transfer can happen.

Illustrations make each lesson visually engaging. The full-color **Visual** for each lesson is found in the **Adult Resources** pack.

attitude of mistrust can spread like cancer and divide even those whose actions are honorable and whose intentions are good. In resistance to such a tendency, Psalm 119 and others like it open the door to the possibility of mutual trust. This stance of informed, reasonable trust begins with trust in God as the Creator and educator, who draws anyone willing into a meaningful life. That stance allows us to learn from others, to check our pride, and to weed out our prejudices and fears. In short, true education for life requires trust. Only then can the delight in God become a reality in our lives.

### B. Prayer

Father God, our Creator, you have fashioned us and continue to shape us into the image of Christ. Help us to understand to whatever degree we can your gracious movements in your creation, your care for all things, your love for us, and your desire that we grow in wisdom. In Jesus' name we pray. Amen.

### C. Thought to Remember

Learn what the Lord desires!

## How to Say It

Moses	Mo-zes or Mo-zez.
Torah (Hebrew)	Tor-uh.
yodh (Hebrew)	yode.

**How to Say It** pronunciation guides help with difficult names and words.



Visit [StandardLesson.com](http://StandardLesson.com) for a complete sample lesson with accompanying resources

# Involvement Learning

**Involvement Learning** offers class activity ideas to engage students in the lesson.

Enhance your lesson with NIV Bible Student (from your curriculum supplier) and the reproducible activity page (at [www.standardlesson.com](http://www.standardlesson.com) or in the back of the NIV Standard Lesson Commentary Deluxe Edition)

## Into the Lesson

*Option.* If you sent the class home with last week's second exercise, allow a few minutes to discuss their impressions.

Divide the class into two groups. Have one group brainstorm rules or laws they are usually content to keep (*example: not committing murder*). Ask the other group to brainstorm rules or laws they do not enjoy obeying (*example: paying taxes*). After a few minutes, ask learners to break into smaller groups comprised of people from both of the original halves. These small groups should share the rules they thought of. Then the groups should summarize what delightful laws have in common and what the others have in common.

*Alternative 1.* Write on the board, *Good laws encourage human flourishing*. As a class, discuss to what degree students agree or disagree with this statement, as well as any caveats or amendments they might make to improve the statement.

*Alternative 2.* Distribute copies of the "Why Do People Break Traffic Laws?" exercise from the activity sheet, which you can download. After completing the activity, bring the class together to discuss the prompts at the bottom of the exercise.

After any of these activities, lead into Bible study by saying, "Obedience to laws rarely elicits great joy. But the psalmist experienced delight from his quest to learn God's ways and obey them. Our study today encourages us to do the same."

## Into the Word

Using the commentary, give a background summary of Psalm 119, its structure, and how today's Scripture fits into the psalm. *Option.* Ask a volunteer to prepare this ahead of time. Then read Psalm 119:73-80 in the form of a responsive reading: the teacher (or a volunteer) should read the odd-numbered verses aloud, while the rest of the class will read in unison the even-numbered verses.

Ask learners to list the qualities and actions of

God in today's passage that gave the psalmist confidence and hope. Write these on the board. Have learners try to group the qualities. They might notice the following: God is the Creator; he gives understanding of his commands; his laws are righteous; he is characterized by faithfulness, unflinching love, and compassion. Ask, "Which of these qualities or actions is most meaningful to you?" Invite volunteers to elaborate with examples from their lives.

Divide the class into pairs. Based on today's verses, have the pairs discuss what characteristics they think the psalmist exhibited. They should consider when those characteristics mimic God, are a reaction to God's characteristics, or fall into some other category. After several minutes, bring the class back together to discuss what they found.

## Into Life

Distribute a notecard and pen to each learner. Allow quiet time for learners to reread Psalm 119:73-80 silently. Invite them to write down one of the verses that is the most personally meaningful. Challenge them to write a word or two that helps them identify why that verse is meaningful and briefly write why that is so. Encourage learners to refer to their cards throughout the week for hope and encouragement in following God.

*Alternative.* Distribute copies of the "Delightful Precept" exercise from the activity page. Have learners complete it individually in a minute or less before discussing conclusions in pairs.

Ask two members of the class to close the lesson in prayer. The first prayer should focus on thanking and praising God for his qualities and actions described in today's Scripture and how they give us hope. The second prayer should implore God for help in handling situations where we are persecuted, shamed, or unjustly accused by people. Ask God for wisdom to handle those situations in a way that would honor him.



# Discover Free Lesson Helps & Tips at StandardLesson.com

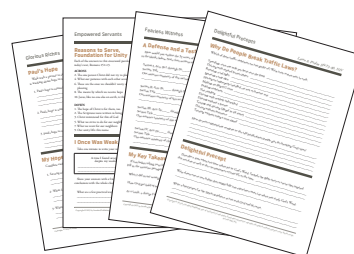
## ***In the World***

Connect the timeless truth with today's news. *In the World* connects a current event—something your students are probably talking about that very week—with each week's lesson. Use *In the World* to introduce or to wrap up your lesson.



## **Activity Pages**

These completely reproducible pages engage your students in the Involvement Learning plan suggested on the final page of each lesson. One page is available for every lesson throughout the year! (These pages are also available in print with the *Standard Lesson Commentary Deluxe Editions* and in the *Adult Resources* digital access download.)



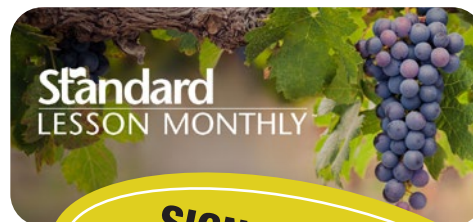
## **Weekly Teacher Tips**

Insights and ideas for effective teaching from the editors of the Standard Lesson® will help you present each lesson with variety and creativity. The learning never ends with our archive of helpful articles!

## **Standard Lesson Monthly**

Every issue will help deepen your study of God's Word and bring out the best in *Standard Lesson Commentary* and *Standard Lesson Quarterly*. Get these great features emailed to you each month in our information-packed newsletter:

- Our monthly Classroom Tips article to help you become a more effective teacher
- An overview of the lesson content that will be covered in the upcoming month
- A featured resource (with free sample!) each month



**"I use the *In the World* each week as an introduction to the lesson and this helps our adults apply the Scripture to today's events. They love it!"**

**– Dr. Lou Ann Hartley**  
Volunteer  
Dunbar First Baptist, WV

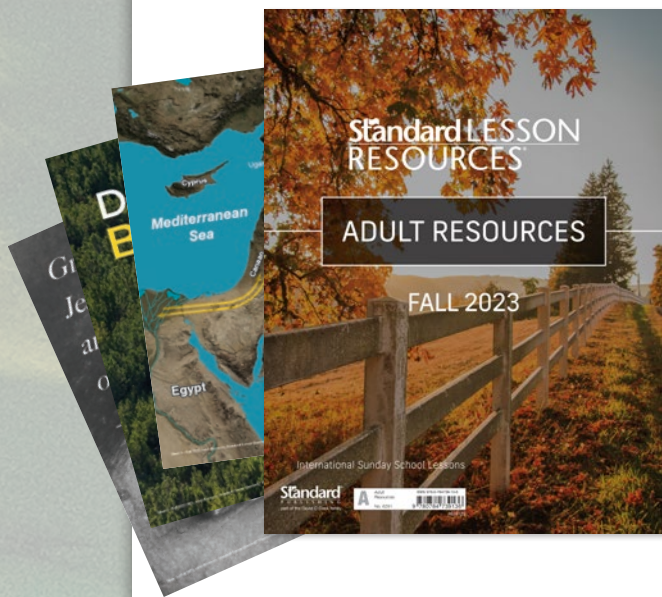






# Resources for Teachers

REPRODUCIBLE  
STUDENT  
ACTIVITY PACKS  
ENRICH  
LEARNING



## Adult Resources Pack

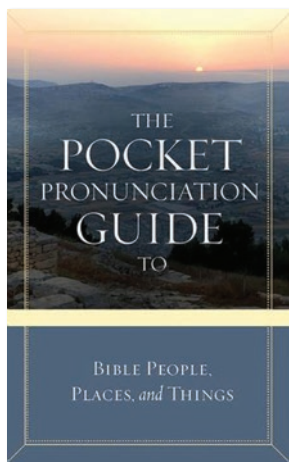
Add visual appeal to your lessons! The *Adult Resources* pack provides 12 full-color posters, including a map and/or chart for the quarter, plus a variety of colorful images to engage the visual learners in every class.

The pack also provides access to the Presentation Tools download that includes:

- Digital images of all the printed posters
- A PowerPoint® presentation for each lesson
- A reproducible student activity page—available in KJV and NIV® each lesson

**“I am always excited about the extra activities that go with the lesson that get the students involved in reading their Bibles and giving input so I always use the student resource pages as well as the activity page after the lesson passage commentary.”**

– Ellen Sims  
Adult Sunday School Teacher  
New Canaan Baptist Church, DC



## The Pocket Pronunciation Guide to Bible People, Places, and Things

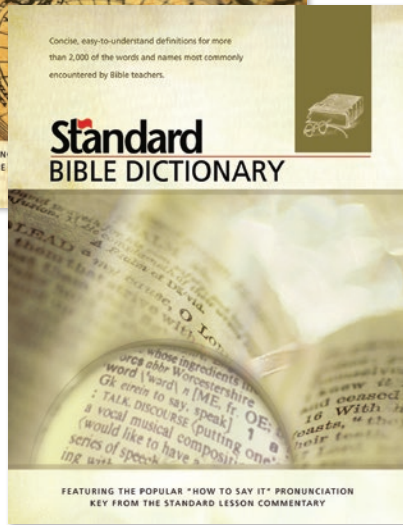
Every Bible teacher knows the feeling of reading a Scripture passage out loud and getting to a hard-to-pronounce word—and panicking. Now pastors, Sunday school teachers, and small-group leaders can have at their fingertips information on how to pronounce over 1,200 of commonly mispronounced words in the Bible. This compact guide is perfect for anyone who wants to speak God's Word with confidence.





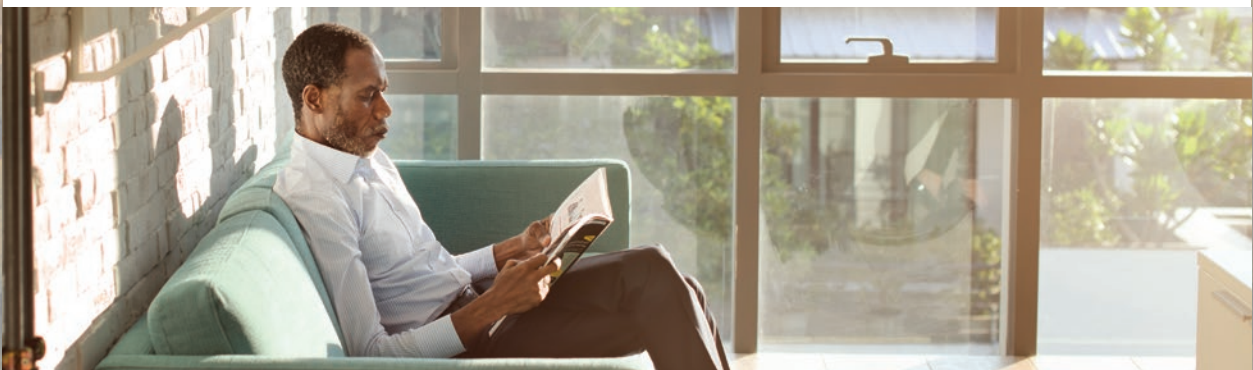
### Standard Bible Atlas

Among the full-page maps and smaller insets of the *Standard Bible Atlas*, you'll find 31 colorful maps of the holy land based on those found in the popular Standard Lesson Commentary®. Added to that are 15 charts—timelines, comparisons, and summaries—that will help you understand and illustrate complex biblical information. You'll be able to visualize the lands of the Bible; trace the steps of Abraham, Moses, Jesus, and Paul; and sort out the chronology of major epochs of Bible history.



### Standard Bible Dictionary

The *Standard Bible Dictionary* will enrich your study and appreciation of God's Word. Designed for group learning environments, it's the perfect companion for Bible study. It is **concise**—definitions are brief, but not skimpy. It is **thorough**—containing over 2000 entries, the words chosen are the ones you are likely to encounter in a Bible study lesson. And it is **helpful**—using the popular "How to Say It" pronunciation guide enjoyed by users of Standard Lesson.



### TEACHER TIP

When preparing for lessons, using the daily readings in the *Devotions*® book throughout the week can help you better understand the full context of Sunday's lesson. The readings highlight Scripture related to the lesson.



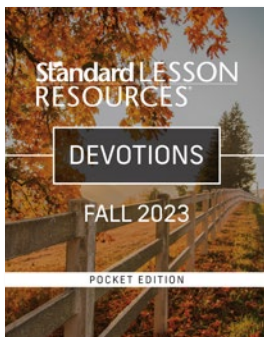
# Resources for Students

## Bible Student books

Your class can participate in a deep study of God's Word with:

- Printed Bible text for each lesson
- Condensed commentary on the text that is consistent with the teacher book
- Learning activities that coincide with the lessons
- A daily Bible reading plan
- Special feature articles that relate to the topic of discussion

Available in NIV® or KJV in regular and large print.



## Devotions®

Encourage daily reflection on the theme and meaning of each Sunday's lesson with practical devotional thoughts that will challenge personal growth in Christ. Correlated to each lesson, this devotional contains:

- A Scripture reference for the day's Bible reading
- Scripture verses for memorization
- Song suggestions to assist in praise and worship
- Inspiring, thought-provoking meditations
- Prayer thoughts to focus the heart and mind on communication with God

Available in regular and large print.

## Power for Living® Take-Home Magazine

Each issue of this 8-page magazine features inspirational articles, references to the Bible text, a daily Bible reading plan, and a devotion related to the lesson. An order of *Power for Living* provides 5 complete sets for all 13 lessons in the quarter.





# Equip Your Volunteers

For over 100 years *Training for Service* has equipped volunteers with this basic course and certification for Bible teaching. This 26-lesson Bible survey elective provides well-rounded Bible knowledge and motivates students to commit to Christian service.

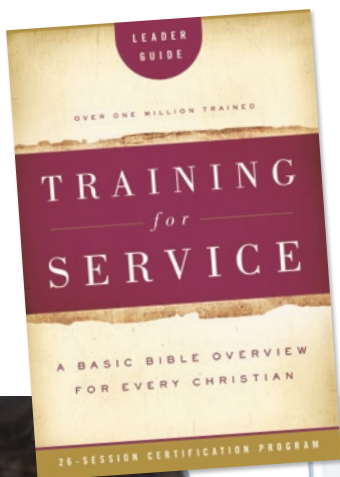
**The *Training for Service Leader Guide* includes:**

- The full text of the Student Guide
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- Class activities and reproducible worksheets
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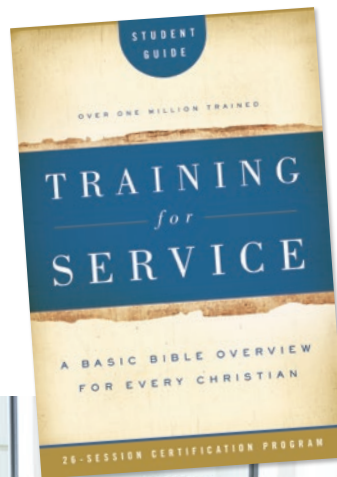
**The *Training for Service Student Guide* includes:**

- 26 lessons that survey the Bible
- Questions at the end of each lesson
- Pronunciation guide
- Maps
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**"I have found *Training for Service* to be an extremely great product for training purposes. I would recommend this manual to anyone desiring to serve in any capacity of ministry."**



**Training for Service  
Leader Guide**



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Student Guide**





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# Standard LESSON<sup>®</sup> STUDY BIBLE

## STUDY THE BIBLE LIKE NEVER BEFORE

### *Standard Lesson<sup>®</sup> Study Bible*

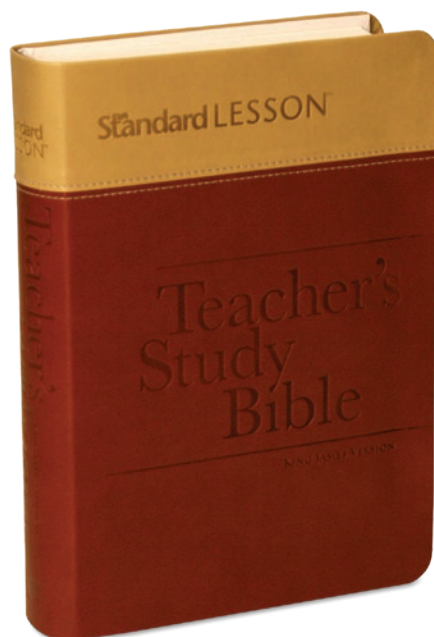
With study notes derived from 60 years of the best-selling Standard Lesson Commentary, this Bible is the perfect complement to enhance your study of Scripture. Whether you're in Sunday school, with a small group, or doing your own personal study—this Bible will help you discover, reflect on, and discuss Scripture in a new and powerful way.

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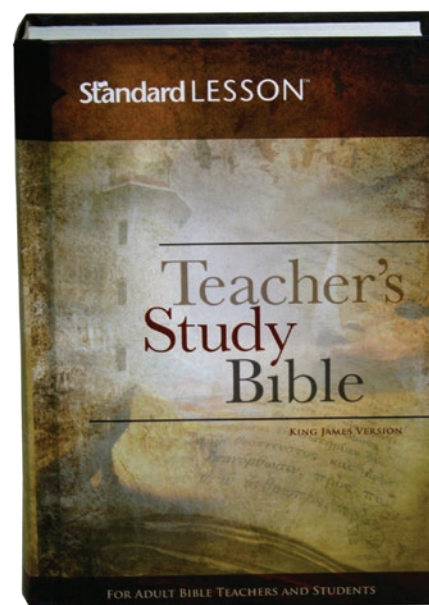
- Study notes from the best of 60 years of Standard Lesson Commentary
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- Discussion questions with “talking points” for deeper understanding
- In-text maps showing the world of the Bible
- Harmony of the Gospels
- Introductions to each book in the Bible
- Illustrated time line of Bible events
- Pronunciation Guide to help pronounce those hard-to-say names and places
- Concordance of key words throughout the Bible
- Easy-to-read font
- Daily Bible reading plan

“Great reference Bible. Love the side-by-side commentary. I also like the explanations and background information provided.”

– Ramona Kellam  
Sunday School Teacher  
New Liberty Baptist Church, TX



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