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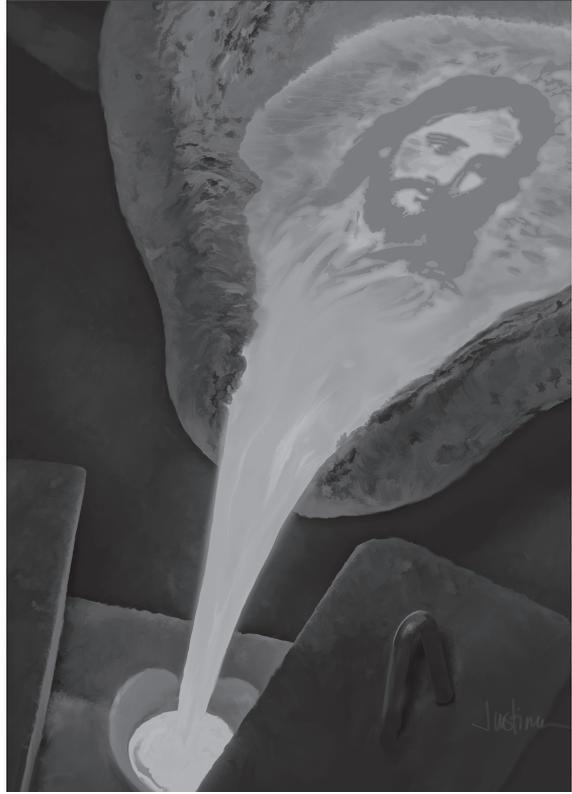
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The Crucified Creator



“All things were made by him; and without him was not any thing made that was made” (*John 1:3*).

All things” were made by Him, Jesus, and yet—according to Scripture—“Jesus wept” (*John 11:35*). The Creator wept? Even more so, Jesus was “despised and rejected of men; a man of sorrows, and acquainted with grief” (*Isa. 53:3*). The Creator, a man of sorrows, despised and rejected? And He once cried out, “My God, my God, why hast thou forsaken me?” (*Matt. 27:46*).

How could these things be? It’s because Jesus, our Creator, also was our Redeemer, and as such, He was the Crucified God—the Creator who took on humanity and in that humanity suffered through a life of privation and toil that ended with Him hung on a Roman cross.

Thus, our Creator, the One in whom “we live, and move, and have our being” (*Acts 17:28*), suffered in humanity in ways that none of us ever could. We can experience only our own griefs, our own sorrows; at the cross He bore “our griefs, and carried our sorrows” (*Isa. 53:4*)—all of them. It’s the most amazing act in all cosmic history.

With that background (that of the crucified God lifted up before us), we will for the next few months seek to better comprehend the incomprehensible—our own suffering, the sufferings of Christians, of those who have committed their lives to Christ. We make no claims to have all the answers or even many; we’re claiming

only that “God is love” (1 John 4:8) and that although these things happen, we can trust God despite them and, indeed, grow in grace through them, no matter how painful the process.

This quarter we will study the Word of God and see how other flesh and blood, though radiated in faith, nevertheless faced despair, betrayal, disappointment, loss, injustice, and abuse (sound like anything you can relate to?). How did they cope? What did they learn? What can their examples teach us?

As we look at these people, their experiences, their struggles, and their trials of faith (which might be much like our own), we must always see them contrasted against the background of the Cross. We must always remember that no matter what anyone faces, Jesus Christ, our Creator and Redeemer, went through worse.

Our God is a suffering God. Even Albert Camus, hardly a Christian, understood some of the implications of the Cross and the sufferings of God there: “The night on Golgotha is so important in the history of man only because, in its shadow, the divinity abandoned its traditional privileges and drank to the last drop, despair included, the agony of death.”—*The Rebel* (New York: Vintage International, 1991), p. 33. Or, as Ellen G. White expressed it: “The cross is a revelation to our dull senses of the pain that, from its very inception, sin has brought to the heart of God.”—*Education*, p. 263.

“The cross is a revelation to our dull senses of the pain that, from its very inception, sin has brought to the heart of God.”—Ellen G. White, Education, p. 263.

Our lessons are not a theodicy, the justification of God in the face of evil. Instead, as we’ve said, they’re an attempt to help us work through the inevitable suffering we all face here in a world in which sinning is as easy as breathing. What we will try to show is that pain, suffering, and loss don’t mean that God has abandoned us; they mean only that, even as believers, we now share in the common lot of a fallen race. The difference is that through Jesus and the hope He offers, we can find meaning and purpose in what seems meaningless and purposeless and that somehow, even if we can’t imagine how, we can trust the promise that “all things work together for good to those who love God” (*Rom. 8:28, NKJV*)—the God who, though He made all things, suffered all things, too (and that’s why we love Him).

Gavin Anthony, this quarter’s principal contributor, grew up in Sri Lanka as a missionary kid. He worked as a pastor in England and was conference president in Iceland when he authored these lessons.

How to Use This Teachers Edition

“The true teacher is not content with dull thoughts, an indolent mind, or a loose memory. He constantly seeks higher attainments and better methods. His life is one of continual growth. In the work of such a teacher there is a freshness, a quickening power, that awakens and inspires his [class].”

—Ellen G. White, *Counsels on Sabbath School Work*, p. 103.

To be a Sabbath School teacher is both a privilege and a responsibility. A privilege because it offers the teacher the unique opportunity to lead and guide in the study and discussion of the week’s lesson so as to enable the class to have both a personal appreciation for God’s Word and a collective experience of spiritual fellowship with class members. When the class concludes, members should leave with a sense of having tasted the goodness of God’s Word and having been strengthened by its enduring power. The responsibility of teaching demands that the teacher is fully aware of the Scripture to be studied, the flow of the lesson through the week, the interlinking of the lessons to the theme of the quarter, and the lesson’s application to life and witness.

This guide is to help teachers to fulfill their responsibility adequately. It has three segments:

- 1. Overview** introduces the lesson topic, key texts, links with the previous lesson, and the lesson’s theme. This segment deals with such questions as Why is this lesson important? What does the Bible say about this subject? What are some major themes covered in the lesson? How does this subject affect my personal life?
- 2. Commentary** is the chief segment in the Teachers Edition. It may have two or more sections, each one dealing with the theme introduced in the Overview segment. The Commentary may include several in-depth discussions that enlarge the themes outlined in the Overview. The Commentary provides an in-depth study of the themes and offers scriptural, exegetic, illustrative discussion material that leads to a better understanding of the themes. The Commentary also may have scriptural word study or exegesis appropriate to the lesson. On a participatory mode, the Commentary segment may have discussion leads, illustrations appropriate to the study, and thought questions.
- 3. Life Application** is the final segment of the Teachers Edition for each lesson. This section leads the class to discuss what was presented in the Commentary segment as it impacts Christian life. The application may involve discussion, further probing of what the lesson under study is all about, or perhaps personal testimony on how one may feel the impact of the lesson on one’s life.

Final thought: What is mentioned above is only suggestive of the many possibilities available for presenting the lesson and is not intended to be exhaustive or prescriptive in its scope. Teaching should not become monotonous, repetitious, or speculative. Good Sabbath School teaching should be Bible-based, Christ-centered, faith-strengthening, and fellowship-building.