

# Building on the Rock



*A Biblical Christian Worldview and Bible Survey Curriculum for Grades 1-6*

*"The wise man built his house on rock." Matthew 7:24b*

by  
**John F. Hay, Jr.**  
with  
**Jennifer Stellema**

## God's Special People

*The Calling and Forming of the Hebrew Nation*

**Teacher Manual**

**Level 2**



A Summit Ministries Curriculum  
For more information please visit [www.summit.org](http://www.summit.org) or call: 719.685.9103

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# FOREWORD

Opinions vary about Christian schools and the educational movement of which they are a part. From a negative perspective, Christian schools are regarded as reactionary institutions attempting to cocoon students from the perceived corrupting influences and problems of modern society. From a positive perspective, however, Christian schools can be models for educational excellence preparing students to enter society with a distinctively Christian worldview through which they can integrate their faith and academic knowledge. From this perspective of an integrated approach to education, students are enabled not only to remain firm in their faith, but also to make valuable contributions to society throughout their lives.

The goal of fusing students' Christian faith with a commitment to action in the marketplace of life is not easy to achieve, even for Christian schools committed to such an ideal. Three factors seem to inhibit students from developing an integrated Christian worldview. The first factor Christian schools are working against is the popular belief that both truth and the activities of life are either sacred or secular. This dichotomous view of truth and life is so culturally entrenched that students are unable to develop a holistic view of life and for life. They act out their daily routines in one or both of two distinct realms, the public secular arena and/or the private sacred arena rather than pursuing all activities with an understanding of the integrity of all dimensions of reality.

A second factor inhibiting students from developing an integrated Christian worldview comes from within the Christian school curriculum itself. It is a failure to develop a cohesive approach to the academic subjects and the religious subjects in the curriculum. The "spiritual dimensions" such as Bible study and chapel services are deemed sufficient in and of themselves to instill the right worldview and motivate students to Christian action. This lack of an integrated curriculum further entrenches dichotomous sacred/secular thinking.

A third factor inhibiting students from developing a distinctively Christian worldview results from the previous two: without an ability to think Christianly, students influenced by cultural and philosophical pluralism develop an eclectic worldview. Without a definitive worldview, students incorporate not only the predominate worldview of the culture but also elements of other views found in the global marketplace of ideas.

In his book *Subversive Christianity*, Brian Walsh confronts this inability to think Christianly when he writes that "our consciousness, our imagination, our vision have been captured by idolatrous perceptions and ways of life. The dominant worldview, the all-pervasive secular consciousness, has captured our lives."<sup>1</sup> Harry Blamires, a Christian apologist, echoes the same thought in his book *The Christian Mind* when he says that "except over a very narrow field of thinking, chiefly touching questions of strictly personal conduct, we Christians in the modern world accept, for the purpose of mental activity, a frame of reference constructed by the secular mind and a set of criteria reflecting secular evaluations."<sup>2</sup>

Regretfully, the observations of Walsh and Blamires are confirmed by the fact that many Christian school students and graduates cannot articulate or apply the biblical Christian worldview in their daily lives. Many waver in their faith when confronted with the carefully articulated arguments for secular humanism, Marxism, pantheism, and other non-Christian views.<sup>3</sup> Swayed by popular culture, they have been taken "captive through hollow and deceptive philosophy which depends on human tradition and the basic principles of this world rather than on Christ" (*Colossians 2:8 NIV*).

Aware of this intense spiritual warfare for the minds of children and youth, Summit Ministries is committed to developing curricula that can help students articulate and apply the Christian worldview to every aspect of reality. A key strategy in this battle for the mind is the development of *Building on the Rock*, a worldview and Bible survey curriculum for children ages 6 to 12 that cohesively presents the affirmations of the Christian worldview within the historic biblical truths of creation, fall, and redemption. My prayer is that those who embark on this educational endeavor will find it not only rewarding, but will know that their investment in the children they teach will not return void, either in this world or in the world to come.

*John Hay  
Summit Ministries  
March 2004*

## NOTES

1. Brian Walsh, *Subversive Christianity* (Bristol: Regis Press, 1992), p. 28.
2. Harry Blamires, *The Christian Mind* (1963, Ann Arbor, Servant Books, reprint ed., 1978), p. 4.
3. Gary Railsback, *An Exploratory Study of the Religiosity and Related Outcomes among College Students: A Ph.D. Dissertation* (Los Angeles: UCLA, 1994).

# INTRODUCTION

## SUMMIT MINISTRIES

Established in 1962, Summit Ministries exists to train Christian leaders to understand our times and to know what it means to think Christianly in every area of life. A key strategy for training has been the development of comparative worldview curriculum materials, including the centerpiece, *Understanding the Times*, by Dr. David Noebel. This comprehensive text for older teens and adults examines ten academic disciplines within a framework of four worldviews including Marxism, Secular Humanism, Cosmic Humanism, and Biblical Christianity. Curriculum materials for the one-year course include the student text and study guide, a teacher's guide, and videotapes related to contemporary issues.

For younger teens, *The Lightbearer's Christian Worldview Curriculum* provides an introduction to comparative worldview studies using an abridged edition of *Understanding the Times*. This one-year curriculum also includes videos and supplemental materials.

*Building on the Rock* is designed for students 6 to 12 years old. The purpose of this unique curriculum is to help children begin to formulate and apply a biblical worldview at an early age. It lays the groundwork for later comparative worldview studies at the secondary and higher levels of education.

## THE RATIONALE

Children form beliefs and values early in life and bring these to school and into the classroom. These foundational beliefs and values influence how students interpret knowledge and govern how they act. *Building on the Rock* is designed to help students interpret knowledge and build foundational beliefs and values from a Christian perspective. In an age of competing worldviews, this curriculum will help young students formulate a biblical perspective of the world and then live accordingly.

## THE GOALS

The goals for *Building on the Rock* are based on the understanding that no worldview curriculum can or should provide an exact model for Christian thinking and action. Rather, a worldview curriculum must present a framework of biblical truth and values, encourage students to reflect upon it, and provide opportunities in various formats for them to apply what they have learned. Ultimately, students must individually embrace biblical truth and act on it as they are enabled by the power of the Holy Spirit. Within these parameters, the goal of this curriculum is to help young students begin to develop a cohesive Christian worldview through which they can interpret the world around them and respond biblically to it in their thinking and doing.

## THE DESIGN

### A Correlated Worldview and Bible Survey Curriculum

A common concern among many Christian school Bible teachers is that after several years of religious education or biblical studies, students neither understand the relationships between the Bible facts they have memorized, nor can they link them with a clearly defined Christian worldview. Bible stories such as the exodus, David and Goliath, and Paul's missionary journeys remain unrelated and of little value to real-life issues. This disjointed perspective re-enforces the sacred/secular dichotomy and inhibits the development of a Christian worldview. *Building on the Rock* is a correlated worldview and Bible survey curriculum that examines the major events and truths of the Bible holistically within the Christian worldview. As the framework for the Bible survey, the worldview component is designed to be taught in the first two-thirds of the school year and the Bible survey in the last third.

A correlated worldview and Bible survey accommodates the limited time slots Christian schools have for incorporating Bible or religious education studies into schedules already filled with state required subjects. Schools that already offer a Bible survey course and want to add specific worldview studies often encounter a time factor dilemma. The correlated approach of *Building on the Rock* which can be taught in a single time slot provides a workable solution.

# GENERAL FORMAT FOR THE BIBLE SURVEY CURRICULUM

## THE SIX SECTIONS OF THE CURRICULUM

The Bible Survey curriculum for Grades 1 through 6 is divided into six Sections designed to help students understand the essential themes of Bible history within a framework of the creation, fall, and redemption of the four relationships of creation--our relationship with God, with ourselves, with others, and with the earth.

### **Grade 1--God's Good Plan: The Story of Creation, the Fall, and God's Plan for Redemption**

#### Key themes:

The creation

The fall

The plan of redemption

The flood and God's covenant with Noah

The calling of Abraham and God's covenant with the patriarchs

### **Grade 2--God's Special People: The Calling and Forming of the Hebrew Nation**

#### Key themes:

The Egyptian captivity

Moses and the exodus

The wilderness wanderings and the Mosaic covenant

Joshua and the entrance into the promised land

The period of the judges

Ruth

### **Grade 3--God's Chosen Kings: The Kings of the Hebrew Nation**

#### Key themes:

The kings of the united kingdom

Selected kings of the divided kingdom

### **Grade 4--God's Brave Messengers: The Prophets' Messages to the Divided Hebrew Nation**

#### Key themes:

Selected major prophets

Selected minor prophets

The Assyrian and Babylonian captivities

The return from exile

### **Grade 5--God's Greatest Gift: The Life and Ministry of Jesus**

#### Key themes:

The birth of Christ

The ministry of Christ

The death and resurrection of Christ

### **Grade 6--God's New Family: The Birth and Early History of the Church**

#### Key themes:

The founding of the church

The mission of the church

The writing of the New Testament

Christian values and character qualities as reflected in selected epistles

# MATERIALS FOR THE BIBLE SURVEY CURRICULUM

## THE TEACHER MANUAL

The Teacher Manual for *God's Special People* includes the following features:

### LESSON PLANS

Detailed plans are included for every Lesson of *God's Special People*, the Bible Survey component of *Building on the Rock*. To achieve the goals of the curriculum, teachers should be familiar with the Lesson Plan format and content. Lesson Plans are not scripted; thus teachers need to internalize the concepts so that they can teach them in their own words. Lesson Plans include the following helpful features as a guide:

**Lesson Number, Title, and Subtitle**--includes an informal Title and a formal Subtitle

**Preparing to Teach**--includes the following preparatory information:

**The Introduction**--a very brief overview of the lesson

**Memory Verse**--a verse appropriate for each lesson

**Background**--information on historical context, setting, key characters, and themes to help the teacher communicate the story effectively

**Objectives**--goals specific to each lesson

**Materials**--an itemized list of teaching materials needed for each lesson, including the Worldview Model, Posters, Teaching Cards from the Visuals File Box, Blackline Masters to duplicate, and items for the teacher to collect or prepare

**Developing the Comprehension**--a list of relevant Activity Sheets in the Student Workbook and numerous suggestions for Group Activities described in the Lesson Plan designed to reinforce comprehension of lesson content

**Making the Application**--a list of relevant Activity Sheets in the Student Workbook and suggestions for Community Extension Activities described in the Lesson Plan designed to help students apply lesson concepts to real life

**Teaching the Lesson**--a carefully designed sequence of questions, visual presentations, discussion questions, and student activities to guide teachers in an orderly presentation of the lesson and its concepts. Although the plan is not a verbatim teacher script, the lesson sequences frequently include the following prompts:

*Explain . . .* allowing teachers to use their own words to bring understanding to a concept

*Lead the discussion to focus on . . .* allowing teachers to direct student responses toward an essential concept being presented

*Ascertain students' understanding . . .* allowing teachers to use certain activities and questions to determine students' readiness for learning a concept

Lesson presentation includes the following organizational features:

**Review**--a brief overview of the previous Lesson

**Setting the Stage**--questions, activities, and demonstrations to help students link prior experience to the unknown elements of the new lesson and to heighten curiosity and interest in the new concepts

**Bible Story**--a sequence of Topics designed to develop the story's essential themes through questions, discussions, Scripture readings, and activities

**Worldview Links**--a link for each story to key affirmations of the biblical Christian worldview (Biblical Truths) and to creation, fall, and redemption through use of the Worldview Model and Symbol Cards; linking each story to concepts studied in the Worldview Curriculum helps students formulate and understand the "bigger picture" of the Christian worldview.

**Summary**--a recapitulation of the Lesson's highlights

**Prayer**--a suggested theme for prayer to conclude the Lesson

**Character Response**--a suggested character trait students can incorporate into their lives in response to their new understanding of Biblical Truths emphasized in each Bible story

## THE STUDENT WORKBOOK

The Bible Survey Student Workbook includes three types of Activity Sheets created around the cartoon character Wise William for developing comprehension and applying the concepts emphasized in each Bible story. Each type of Activity Sheet listed below includes a key question for class discussion and directions for the student.

**Picture It**--Discussion and coloring activities to summarize the lesson concepts

**Hiding God's Word**--Bible memorization activities to reinforce key Scriptures and to encourage students to involve their parents in helping with memory work at home

**The Main Points**--Story sequencing, picture-word matches, and other activities to reinforce the main concepts of the lesson

**Say It With Symbols**--Coloring and matching activities to reinforce the Biblical Truths linked to the Bible stories

## THE VISUALS FILE BOX

A tab-indexed Visuals File Box for each grade level contains Visual Aid Cards numbered sequentially by Lesson in the upper left corner for easy access and filing. Visual Aid Cards for the Bible Survey include the following teaching materials:

**Bible Lesson Memory Verse Cards**--one or two verses selected for each Lesson

**Bible Story Cards**--selected Scripture verses from the story that summarize key concepts; useful for review by matching with relevant Bible Story Picture Cards

**Bible Story Picture Cards**--key pictures from each story useful for retelling the story, for sequencing story events, for Time Line work, and for general review

**Bible Word Cards**--key words, names, and phrases related to each Lesson

**Bible Definition Cards**--definitions of key words or phrases related to each Lesson

**Bible Blackline Masters**--photocopying masters for creating visuals and hands-on student activities

**Note: For large classes, overhead transparencies may be created from the Visual Aid Cards.**

## THE WORLDVIEW MODEL

The basic framework of biblical thought within the Christian worldview contends that God interacts personally with His creation. Based on this framework, *Building on the Rock* emphasizes the relationships expressed in the doctrines of God, creation, the fall, and redemption. The relational unity of the Godhead is reflected in the integrity of all aspects of creation. This unity is experienced personally in the harmonious relationships God ordained people to have with Him, with themselves, with others, and with nature. As a result of the fall, each of these personal relationships was marred. In redemption, each relationship is restored in harmony as God's shalom and healing is channeled through the atoning work of Christ.

The Worldview Model or House of Truth that accompanies *Building on the Rock* is designed to portray the essential tenets of Christian belief within the context of relationships. Specifically it is designed to illustrate God's creational intent for each relationship, the effects of the fall on each relationship, and the effects of redemption on each relationship. The Worldview Model, when used properly, will enable students to "see" representationally the essential affirmations of the Christian worldview.

The Worldview Model is designed like a house that students and teachers build together. Each component of the house represents one or more affirmations of the biblical Christian worldview. Students are encouraged to follow Wise William as he constructs his House of Truth upon the Rock of Truth, God and His Word. As each Section of the curriculum is taught, the building blocks of the house are put in place. The blocks are color coded to correspond to the color of each Section of the curriculum. Teachers are encouraged to allow students to work with Wise William's House of Truth not only during the lesson, but also at other times of the day when appropriate. The Teacher Manual and Curriculum Kit provide instructions for assembly and care the Worldview Model.

The Worldview Model is constructed as the Worldview Curriculum is taught. Each Lesson in the Bible Survey Curriculum reinforces two or more of the Biblical Truths built into the House of Truth and links them to the events and themes of the Bible stories.

The Worldview Model includes the following building blocks:

**The Rock of Truth Representing God and His Word--Gold (1 piece)**

The Rock foundation upon which Wise William builds his house

**The Foundation of Wisdom Representing the Nature and Character of God--Purple (5 blocks)**

One block defines the Wisdom Section and four blocks representing Biblical Truths 1 through 4 display truths about God.

**The Fellowship Wall Representing Our Relationship with God--Red (6 blocks)**

The base block defines the Fellowship Section. Two pillars, representing Biblical Truths 5 and 6, display truths about God's design for our relationship with Him. The third pillar, representing Biblical Truth 7, describes the effects of the fall on fellowship. The fourth pillar, representing Biblical Truth 8, describes the effects of redemption. The header block includes the curriculum theme verse, *Matthew 7:24*.

**The Image-Bearing Wall Representing Our Relationship with Ourselves--Orange (6 blocks)**

The base block defines the Image-Bearing Section. Two pillars, representing Biblical Truths 9 and 10, display truths about God's design for our relationship with ourselves. The third pillar, representing Biblical Truth 11, describes the effects of the fall on image-bearing. The fourth pillar, representing Biblical Truth 12, describes the effects of redemption. The header block includes the curriculum theme verse, *Matthew 7:24*.

**The Servanthood Wall Representing Our Relationships with Others--Blue (6 blocks)**

The base block defines the Servanthood Section. Two pillars, representing Biblical Truths 13 and 14, display truths about God's design for our relationship with others. The third pillar, representing Biblical Truth 15, describes the effects of the fall on servanthood. The fourth pillar, representing Biblical Truth 16, describes the effects of redemption. The header block includes the curriculum theme verse, *Matthew 7:24*.

### **The Stewardship Wall Representing Our Relationship with the Earth--Green (6 blocks)**

The base block defines the Stewardship Section. Two pillars, representing Biblical Truths 17 and 18, display truths about God's design for our relationship with the earth. The third pillar, representing Biblical Truth 19, describes the effects of the fall on stewardship. The fourth pillar, representing Biblical Truth 20, describes the effects of redemption. The header block includes the curriculum theme verse, *Matthew 7:24*.

### **The Roof of Character--Gold (1 piece)**

The roof bears the names of the 20 Character Traits learned in conjunction with the 20 Biblical Truths presented throughout *Building on the Rock*.

## **SYMBOL CARDS**

Twenty laminated Symbol Cards represent the 20 Biblical Truths presented in *Building on the Rock*. The nature of God and truth and the concepts of harmony, disharmony, and the restoration of harmony within the four relationships of creation are depicted using the symbols of musical notes. The cards are color-coded to correlate with their respective sections of the curriculum.

Section 1--Wisdom: Four purple bordered Symbol Cards representing Biblical Truths 1-4

Section 2--Fellowship: Four red bordered Symbol Cards representing Biblical Truths 5-8

Section 3--Image-Bearing: Four orange bordered Symbol Cards representing Biblical Truths 9-12

Section 4--Servanthood: Four blue bordered Symbol Cards representing Biblical Truths 13-16

Section 5--Stewardship: Four green bordered Symbol Cards representing Biblical Truths 17-20

Instructions for using the Symbol Cards are included in the Teacher Manual. As students construct the Worldview Model or House of Truth during the term, teachers are encouraged to allow them to match the Symbol Cards with the respective building blocks of the Model. Symbol Cards can be reproduced and mounted on the four walls of the classroom, corresponding to the four walls and foundation of the Model, thus creating a visual reminder of the essential affirmations of the biblical Christian worldview. As students explore concepts from other subjects, they can begin to interpret and integrate them within the framework of the Christian worldview.

Symbol Cards are woven into each Lesson of the Bible Survey Curriculum to reinforce the Biblical Truths taught in the Worldview Curriculum and to link the truths to the events and themes of the Bible stories. Students are encouraged to link additional Biblical Truths to the stories as they are presented.

## **WORLDVIEW POSTERS**

Four Worldview Posters help students visualize the relational dimensions of the biblical Christian worldview. Posters 1 and 2 symbolically depict God's intent for our relationship with Him, with ourselves, with others, and with the earth. Poster 3 depicts the effects of the fall on each relationship. Poster 4 depicts the effects of redemption on each relationship. Woven throughout the Worldview Posters are musical staves and notes in various states of harmony and disharmony. The musical note motif depicting the concept of harmony and disharmony in our relationships is carried through the Symbol Cards and Days of Creations Posters as well as the Worldview Posters.

The Worldview Posters are symbolic. The Teacher Manual provides the interpretive framework for each one. Teachers are encouraged to allow students to look for and interpret the biblical truths contained within each Poster.

## **DAYS OF CREATION POSTERS**

Eleven Days of Creation Posters help students visualize the creation. The Teacher Manual provides instructions for their use.

## **BOOKS OF THE BIBLE POSTERS**

Five Books of the Bible Posters help students visualize the names and distribution of the books of the Bible. As Bible Story Cards for each lesson are read, teachers can correlate the Scripture reference with its location in the Bible and on the Bible Posters.

## **CROSS AND CROWN POSTER**

The Cross and Crown Poster symbolizes the redemptive and restorative work of Christ on the four relationships of creation. Teachers can use the Poster to visually link Christ's atoning work to key events and themes in applicable Bible stories. The symbolism and colors in the Cross and Crown Poster correlate with the symbolism and colors of the House of Truth.

## **TIME LINE**

The Time Line of sequential Bible story pictures will help students understand the chronology of the Bible stories. By referring to the Time Line on the classroom wall, students can construct a floor time line with the larger Bible Story Picture Cards and Bible Story Cards.

## **INTERNATIONAL CHILDREN'S BIBLE**

A copy of the *International Children's Bible* by Tommy Nelson Publishers is included in the curriculum package for teacher reference. Most Scripture passages in *Building on the Rock* are taken from this translation which was developed with young children in mind.



# BIBLE SURVEY CURRICULUM 52 DAY SYLLABUS

## GOD'S SPECIAL PEOPLE Units 1-4 Lessons 1-14

DAY	UNIT	LESSON	TEACHER MANUAL	STUDENT WORKBOOK AND GROUP ACTIVITIES
1	1	1	Preparing to Teach: p. 1 Setting the Stage: p. 4 Bible Story: Topic 1, p. 6 Worldview Links: p. 9	Group Activity: <i>Sequencing and Drama</i> for Topic 1, TM p. 4 Hiding God's Word: p. 1 Hiding God's Word: p. 2 Picture It: p. 3
2	1	1	Bible Story: Topic 2, p. 10 Worldview Links: p. 12	Group Activity: <i>Sequencing and Drama</i> for Topic 2, TM p. 4 Picture It: p. 4
3	1	1	Bible Story: Topic 3, p. 13 Worldview Links: p. 16	Group Activity: <i>Sequencing and Drama</i> for Topic 3, TM p. 4 Picture It: p. 5
4	1	1	Bible Story: Topic 4, p. 17 Worldview Links: p. 19	Group Activity: <i>Sequencing and Drama</i> for Topic 4, TM p. 4 Picture It: pp. 6-7
5	1	1	Bible Story: Topic 5, p. 20 Worldview Links: p. 24	Group Activity: <i>Sequencing and Drama</i> for Topic 5, TM p. 4 Picture It: pp. 8-9 The Main Points: p. 10
6	2	2	Preparing to Teach: p. 25 Review of Lesson 1: p. 29 Setting the Stage: p. 30 Bible Story: Topic 1, p. 31 Topic 2, p. 33	Group Activity: <i>Sequencing and Drama</i> for Topics 1-2, TM p. 29 The Main Points: p. 11 Picture It: p. 12
7	2	2	Bible Story: Topic 3, p. 34 Topic 4, p. 35	Group Activity: <i>Sequencing and Drama</i> for Topics 3-4, TM p. 29 The Main Points, p. 13 Picture It, p. 14
8	2	2	Bible Story: Topic 5, p. 37 Topic 6, p. 39	Group Activity: <i>Sequencing and Drama</i> for Topics 5-6, TM p. 29 The Main Points: p. 15 Picture It: p. 16 Thinking About It: p. 17 Hiding God's Word: p. 18
9	2	2	Bible Story: Topic 7, p. 42 Worldview Links: p. 44 Summary: p. 46 Character Response: p. 48	Say It With Symbols: p. 19

DAY	UNIT	LESSON	TEACHER MANUAL	STUDENT WORKBOOK AND GROUP ACTIVITIES
10	2	3	Preparing to Teach: p. 51 Review of Lesson 2: p. 54 Setting the Stage: p. 55 Bible Story: Topic 1, p. 57 Topic 2, p. 59	Group Activity: <i>Match Up</i> and <i>Drama</i> for Topics 1-2, TM p. 54 The Main Points: p. 20 Hiding God's Word: p. 21 Picture It: pp. 22-23
11	2	3	Bible Story: Topic 3, p. 61 Bible Story: Topic 4, p. 62 Bible Story: Topic 5, p. 63	Group Activity: <i>Match Up</i> and <i>Drama</i> for Topics 3-5, TM p. 54 The Main Points: p. 24 Picture It: pp. 25-28
12	2	3	Worldview Links: p. 65 Summary: p. 67 Character Response: p. 69	Thinking About It: p. 29 Say It With Symbols: p. 30
13	2	4	Preparing to Teach: p. 71 Review of Lesson 3: p. 74 Setting the Stage: p. 74 Bible Story: Topic 1, p. 75 Topic 2, p. 76	Group Activity: <i>Match Up</i> and <i>Drama</i> for Topics 1-2, TM p. 74 The Main Points: p. 31 Picture It: pp. 32-34
14	2	4	Bible Story: Topic 3, p. 77 Bible Story: Topic 4, p. 78 Bible Story: Topic 5, p. 80	Group Activity: <i>Match Up</i> and <i>Drama</i> for Topics 3-5, TM p. 74 The Main Points: p. 35 Picture It: pp. 36-39 Hiding God's Word: p. 40
15	2	4	Worldview Links: p. 83 Summary: p. 85 Character Response: p. 88	Thinking About It: p. 41 Say It With Symbols: p. 42
16	2	5	Preparing to Teach: p. 89 Review of Lesson 4: p. 93 Setting the Stage: p. 93 Bible Story: Topic 1, p. 93 Topic 2, p. 94	Group Activity: <i>Match Up</i> and <i>Drama</i> for Topics 1-2, TM p. 92 The Main Points: p. 43 The Main Points: p. 44 Picture It: p. 45 Hiding God's Word: p. 46
17	2	5	Bible Story: Topic 3, p. 98 Topic 4, p. 101	Group Activity: <i>Match Up</i> and <i>Drama</i> for Topics 3-4, TM p. 92 The Main Points: p. 47 Picture It: pp. 48-49 Picture It: p. 50 Picture It: p. 51 Hiding God's Word: p. 52
18	2	5	Worldview Links: p. 102 Summary: p. 104 Character Response: p. 107	Thinking About It: p. 53 Say It With Symbols: p. 54

<b>DAY</b>	<b>UNIT</b>	<b>LESSON</b>	<b>TEACHER MANUAL</b>	<b>STUDENT WORKBOOK AND GROUP ACTIVITIES</b>
19	2	6	Preparing to Teach: p. 109 Review of Lesson 5: p. 114 Setting the Stage: p. 114 Bible Story: Topic 1, p. 114	The Main Points: p. 55 Picture It: p. 56
20	2	6	Bible Story: Topic 2, p. 117	The Main Points: p. 57 Thinking About It: p. 58 Hiding God's Word: p. 59
21	2	6	Bible Story: Topic 3, p. 124 Topic 4, p. 126	The Main Points: p. 60 Picture It: p. 61 Picture It: p. 62 Thinking About It: p. 63
22	2	6	Worldview Links: p. 127 Summary: p. 129 Character Response: p. 133	The Main Points: p. 64 Say It With Symbols: p. 65 Group Activity: TM p. 113
23	2	7	Preparing to Teach: p. 135 Review of Lesson 6: p. 141 Setting the Stage: p. 141 Bible Story: Topic 1, p. 142	The Main Points: p. 66-67 Group Activity: TM p. 140
24	2	7	Bible Story: Topic 2, p. 148	The Main Points: pp. 68-69 Hiding God's Word: p. 70
25	2	7	Bible Story: Topic 3, p. 152 Worldview Links: p. 155	Picture It: p. 71 Thinking About It: p. 72
26	2	7	Summary: p. 157 Character Response: p. 161	Say It With Symbols: p. 73 Group Activity: TM p. 140
27	2	8	Preparing to Teach: p. 163 Review of Lesson 7: p. 168 Setting the Stage: p. 168 Bible Story: Topic 1, p. 169 Topic 2, p. 171	The Main Points: p. 74 Picture It: p. 75
28	2	8	Bible Story: Topic 3, p. 174 Topic 4, p. 176	The Main Points: p. 76 Picture It: p. 77 The Main Points: p. 78 Picture It: p. 79 Hiding God's Word: p. 80
29	2	8	Worldview Links: p. 179 Summary: p. 181 Character Response: p. 184	Thinking About It: pp. 81-82 Say It With Symbols: p. 83 Group Activity: TM pp. 167-168
30	3	9	Preparing to Teach: p. 187 Review of Lesson 8: p. 191 Setting the Stage: p. 191 Bible Story: Topic 1, p. 193 Topic 2, p. 195	The Main Points: pp. 84-85 Hiding God's Word: p. 86 Picture It: p. 87 Picture It: p. 88
31	3	9	Bible Story: Topic 3, p. 197	The Main Points: p. 89 Picture It: p. 90

DAY	UNIT	LESSON	TEACHER MANUAL	STUDENT WORKBOOK AND GROUP ACTIVITIES
32	3	9	Worldview Links: p .202 Summary: p. 203 Character Response: p. 207	Say It With Symbols, p. 91 Group Activity: TM p. 191
33	3	10	Preparing to Teach: p. 209 Review of Lesson 9: p. 214 Setting the Stage: p. 214 Bible Story: Topic 1, p. 215	The Main Points: p. 92 Picture It: p. 93
34	3	10	Bible Story: Topic 2, p. 218	The Main Points: p. 94 Picture It: p. 95
35	3	10	Bible Story: Topic 3, p. 222	The Main Points: p. 96 Picture It: p. 97 Hiding God's Word: p. 98
36	3	10	Worldview Links: p. 227 Summary: p. 229 Character Response: p. 232	Thinking About It: p. 99 Say It With Symbols: p. 100 Group Activity: TM, pp. 213-214
37	4	11	Preparing to Teach: p. 235 Review of Lesson 10: p. 239 Setting the Stage: p. 239 Bible Story: Topic 1, p. 240 Topic 2, p. 242	The Main Points: p. 101 Picture It: p. 102 The Main Points: pp. 103-104
38	4	11	Bible Story: Topic 3, p. 243 Topic 4, p. 244	The Main Points: pp. 105-106 Picture It: p. 107
39	4	11	Bible Story: Topic 5, p. 247	The Main Points: p. 108 Picture It: pp. 109-110 Hiding God's Word: p. 111
40	4	11	Worldview Links: p. 251 Summary: p. 252 Character Response: p. 255	Thinking About It: p. 112 Say It With Symbols: p. 113 Group Activity: TM, p. 239
41	4	12	Preparing to Teach: p. 257 Review of Lesson 11: p. 261 Setting the Stage: p. 261 Bible Story: Topic 1, p. 262 Topic 2, p. 263	The Main Points: p. 114 Picture It: p. 115 The Main Points: p. 116
42	4	12	Bible Story: Topic 3, p. 264 Topic 4, p. 266	The Main Points: p. 117 The Main Points: p. 118 Picture It: p. 119
43	4	12	Bible Story: Topic 5, p. 267	The Main Points: p. 120 Picture It: p. 121 Hiding God's Word: p. 122
44	4	12	Worldview Links: p. 271 Summary: p. 272 Character Response: p. 275	Say It With Symbols: p. 123 Thinking About It: p. 124 Group Activity: TM, p. 260

<b>DAY</b>	<b>UNIT</b>	<b>LESSON</b>	<b>TEACHER MANUAL</b>	<b>STUDENT WORKBOOK AND GROUP ACTIVITIES</b>
45	4	13	Preparing to Teach: p. 277 Review of Lesson 12: p. 282 Setting the Stage: p. 282 Bible Story: Topic 1, p. 282 Topic 2, p. 284	The Main Points: p. 125 Picture It: p. 126 The Main Points: p. 127 Picture It: p. 128 Hiding God's Word: p. 129
46	4	13	Bible Story: Topic 3, p. 286 Topic 4, p. 288	The Main Points: p. 130 Picture It: pp. 131-132
47	4	13	Bible Story: Topic 5 p. 290 Topic 6, p. 293	The Main Points: pp. 133-134 Picture It: p. 135 The Main Points: p. 136 Picture It: p. 137
48	4	13	Worldview Links: p. 295 Summary: p. 297 Character Response: p. 302	Thinking About It: p. 138 Thinking About It: p. 139 Say It With Symbols: p. 140 Group Activity: TM, p. 281
49	4	14	Preparing to Teach: p. 303 Review of Lesson 13: p. 307 Setting the Stage: p. 307 Bible Story: Topic 1, p. 308	The Main Points: p. 141 Picture It: p. 142 Hiding God's Word: p. 143
50	4	14	Bible Story: Topic 2, p. 311 Topic 3, p. 313	The Main Points: p. 144 Picture It: pp. 145-146
51	4	14	Bible Story: Topic 4, p. 315	The Main Points: p. 147 Picture It: p. 148
52	4	14	Worldview Links: p. 317 Summary: p. 319 Character Response: p. 322	Say It With Symbols: p. 149 Group Activity: TM, p. 307



# LESSON 6

## GRUMBLING, COMMANDMENTS, AND REBELLION

God Gives His Law to the Complaining and Rebellious Hebrews

### PREPARING TO TEACH

### Teacher's Notes

### INTRODUCTION

Lesson 5 developed the biblical stories of the tenth plague God sent to Egypt, God's instructions to the Hebrews regarding the Passover, and the Hebrews' exodus from Egypt, including their miraculous escape from the pursuing Egyptian army at the Red Sea.

Lesson 6 explores the Hebrews' early days wandering in the desert: their grumbling to Moses about their need for food and water; the establishment of the Mosaic covenant including the Ten Commandments; and the Hebrews' failure to honor their covenant with God demonstrated by their worshipping the golden calf. The lesson highlights the patience, mercy, and grace God showed His people in spite of their rebellion and disobedience.

### BIBLE REFERENCE

Exodus 16, 17, 19, 20, 32, 34

### MEMORY VERSES

Lesson 6

*Jesus answered, "Love the Lord your God with all your heart, soul and mind." This is the first and most important command. And the second command is like the first: "Love your neighbor as you love yourself."*  
*Matthew 22:37-39*

### BACKGROUND

The exodus of the Hebrews from Egypt served many purposes in God's divine plan. Primarily, it was designed to bring the Hebrews to a place, both spiritually and physically, where they would enter into a formal covenant with God as His precious people. As His covenant people, they would serve as the channel for His redemptive plan to flow to all the nations of the world through Jesus Christ.

God led the Hebrews through the desert to the foot of Mount Sinai, the geographic place where He would reveal His covenant to His people through Moses. Along the way, God allowed the people to experience trials that revealed their spiritual immaturity (ingratitude, grumbling, etc.). When they complained to Moses and bemoaned being in the desert, God graciously demonstrated His divine power by providing water, quail, and manna for the ungrateful Hebrews.

Three months after the exodus began, Israel arrived at Mount Sinai where God laid out the conditions of His covenant with them. As He reminded the Hebrews of His faithfulness in delivering them from Egyptian slavery, He vowed to make them his "treasured possession" (*Exodus 18:5 NIV*) if they would obey Him and keep His covenant. The people responded affirmatively, and after three days of preparation, God met with Moses atop the mountain and revealed the laws of His covenant with them.

God's revealed laws are known as the "*Book of the Covenant*" (*Exodus 20:2-23:33*). Included in the first part are the Ten Commandments. This Mosaic covenant, as it is called, contains elements found in other Near-Eastern covenants made between a powerful king or suzerain and a lesser king or vassal. Thus the covenant is often described as a suzerain-vassal treaty in which the greater King, God, makes a covenant with a lesser king, the Hebrews. Although the will of the greater King is imposed on the vassal, the lesser king receives great benefits contingent upon their obeying the covenant. The covenant begins with a preamble, "*I am the Lord your God,*" and is followed by an historical prologue describing God's sovereign deliverance of His chosen people from Egypt. The first four commandments address the people's relationship with God, and the last six address their relationship with others. A brief explanation of each command follows.

*1. The first commandment is the foundation for all ten commandments. A faithful relationship with the only true God assures that all other relationships in creation will remain in harmony.*

*2. Since the first commandment prohibits worshipping any other gods, the second commandment prohibits us from making any images of the one true God we are to worship. To make an image of God resembling something in creation is to make Him less than His creation. The cultures surrounding the Hebrews were filled with images that represented the gods they worshipped.*

*3. The third commandment not only prohibits the use of God's name in a profane way, it also prohibits us from using God's name in a manipulative way through prayer. We are not to use the privilege of knowing God's name and praying to Him about our needs as an incantation for satisfying our selfishness.*

*4. The fourth commandment requires keeping the seventh day of the week as a Sabbath. This holy day when no work was to be done was established in commemoration of creation and of the exodus from Egypt. For most of Christianity, the concept of "sabbath" has been moved to Sunday in commemoration of Christ's resurrection on the first day of the week. The Christian view of the sabbath also commemorates creation as seen in the new creation we become in Christ. It also commemorates our "exodus" from sin and bondage to freedom in Christ.*

*The fifth commandment is the first related to our relationship with others. It is closely linked to God's other command that parents are to train their children in the faith (*Deuteronomy 6:7*). Only through honor and respect will such training occur. Harmony within the family is to translate into harmony within the community at large.*

*The sixth commandment prohibits taking a life for personal or selfish gain. It is not a prohibition against killing as in war or capital punishment. Jesus identified as evil even the heart attitude to murder, teaching that anger with our brothers and sisters is subject to judgment (*Matthew 5:21-22*).*

*The seventh commandment requires us to be faithful to a spouse just as we are to be faithful to God. Jesus taught that the heart's desire to commit adultery is just as sinful as the act itself (Matthew 5:27-28).*

*The eighth commandment not only protects a person's personal property and the right to it, but also the freedom or liberty of the person. Included in this law is the prohibition against exploiting the life of another for personal gain such as in the crime of slavery.*

*Although the ninth commandment was given to protect Israel's legal system, it also applies to maintaining truthfulness in all human relationships.*

*The tenth commandment addresses the "heart" intent of people, which often leads to the physical acts prohibited in the first nine commandments. To covet is to desire persons or things belonging to others. Only God can judge the obedience or disobedience of this command since it may be covered and impossible for others to observe.*

In spite of Israel's deliverance from Egypt and their promise to keep the covenant with God, they blatantly demonstrated their faithlessness while Moses was on Mount Sinai receiving the *Book of the Covenant*. Questioning what had happened to Moses because of his long absence, the Hebrews demanded that Aaron make a god they could see and worship. Aaron responded to their demands and made them an image of a calf from the gold the Hebrews had plundered from Egypt. When Moses saw the overt pagan rebellion of his people, he dashed to pieces the stone tablets containing the law, rebuked Aaron, and forced the people to drink water polluted with gold powder obtained by grinding their golden calf to dust.

The Israelites' rebellion and worship of the golden calf would have resulted in their annihilation had Moses not interceded on their behalf. God graciously remained faithful to His covenant and assured Moses that He would continue to be with the Hebrews en route to Canaan. God reminded the people that they must again commit to keep their covenant with Him in order to receive the blessings of it. God commanded Moses to cut two new stone tablets and come up on the mountain again in order to rewrite the covenant. Moses' encounter with God on Mount Sinai was so magnificent that his face became radiant and remained that way even after he had left the mountain and God's presence. His shining face reconfirmed to the Hebrews that he was God's chosen leader for them and mediator between God and them.

## OBJECTIVES

- Students will identify grumbling and ingratitude as sins the Hebrew people committed repeatedly en route to Canaan.
- Students will understand the nature of the Mosaic covenant God gave to the Hebrews at Mount Sinai and its conditions.
- Students will name and categorize the Ten Commandments, understanding that they apply to all people for all times.
- Students will hear the story of the Hebrews' rebellion in making the golden calf and identify the consequences of rebellion on fellowship with God.
- Students will appreciate God's faithfulness to His covenant as well as His gracious patience with and forgiveness of the Hebrews in their unfaithfulness.

## Teacher's Notes

- Students will review the Christian worldview affirmations of Biblical Truths 1, 2, 6, and 7 and link them with the events of the exodus presented in this lesson.
- Students will be challenged to demonstrate reverence and loyalty as appropriate responses to the focus of the Ten Commandments, i.e., love for God and love for others.

## MATERIALS

### Worldview Model

### Bible Poster

### Time Line

### Cross and Crown Poster

### Symbol Cards 1, 2, 6, 7

### Bible Lesson Memory Verse Card

6      *Matthew 22:37-39*

### Bible Story Cards

6a      from *Exodus 16:15, 19, 31*  
6b      from *Exodus 19:2-3; 31:18*  
6c      from *Exodus 32:7-8*

### Bible Story Picture Cards

6a      *God Sends Manna to the Hebrews*  
6b      *God Sends Water From the Rock*  
6c      *God Speaks From the Mountain*  
6d      *The Hebrews Worship the Golden Calf*  
6e      *Moses and the Tablets of Stone*

### Bible Word Cards

6a      *Manna*  
6b      *Mount Sinai*  
6c      *Covenant*

### Bible Definition Cards

6a      Adultery: *The sin of breaking a marriage promise by loving someone else's husband or wife like your own*  
6b      Covet: *To sin by wanting something that belongs to someone else*  
6c      Covenant: *A promise or agreement God makes with people if they promise or agree to obey Him*

### Character Trait Word Cards

2      *Reverence*  
3      *Loyalty*

### Character Trait Definition Cards

2      Reverence: *An attitude of respect and honor for God*  
3      Loyalty: *A promise in my heart to be a true friend at all times*

## Character Trait Memory Verse Cards

- 2     *Deuteronomy 13:4 NIV*  
3     *Proverbs 18:24*

## Teacher Made or Procured

Blackline Masters (Photocopy only. Do not cut or use originals in class.)  
6a     *The Ten Commandments*  
*Map of the Holy Land showing the exodus route*  
*Small plastic cow sprayed with gold paint to represent the golden calf*

## Teacher's Notes

## DEVELOPING THE COMPREHENSION

### Student Workbook Activity

*The Main Points: Grumbling in the Desert, p. 55*  
*Picture It: God Sends Manna to the Hebrews, p. 56*  
*The Main Points: Laws to Help Us Love God and Others, p. 57*  
*The Main Points: Rebellion in the Desert, p. 60*  
*Picture It: The Hebrews Worship the Golden Calf, p. 61*  
*Picture It: Moses and the Tablets of Stone, p. 62*  
*The Main Points: Grumbling, Commandments, and Rebellion, p. 64*

### Group Activity

*Ten Commandments for Our Class:* Help the class develop a list of classroom rules stemming from the Ten Commandments. State the rules in positive terms as much as possible, i.e., *Always tell the truth*. Write the number(s) of the Commandment(s) from which the rule is derived beside each rule. You may wish to post the Ten Commandments beside the list of rules the students develop.

### Community Extension

*Police Officer Visit:* Invite a police officer or other legal professional to visit the class to talk about the laws citizens of your community must follow. Discuss the laws in relation to their derivation from the Ten Commandments and why these laws are important.

## MAKING THE APPLICATION

### Student Workbook Activity

*Thinking About It: The Ten Commandments, p. 58*  
*Hiding God's Word: Matthew 22:37-39, p. 59*  
*Thinking About It: The Ten Commandments, p. 63*  
*Say It With Symbols: Grumbling, Commandments, and Rebellion, p. 65*

### Group Activity

*Group Discussion:* Have students identify specific ways they can show love to God and to others. Compile a list of students' responses, and post them somewhere in the room. Refer to the list periodically to reinforce the concept of God's command that we love Him with our heart, soul, and mind, and that we love our neighbor as we love ourselves.

## TEACHING THE LESSON

### REVIEW OF LESSON 5

If you wish to review Lesson 5 further, select elements from the Summary of Lesson 5 beginning on page 104.

### SETTING THE STAGE

- Develop the concept that we need instructions and rules to help us live harmoniously in our homes, in our school, and in our community.

**Focus: Because of our fallen nature, we need instructions, commands, and regulations to help us understand how to maintain harmonious relationships with God and with others.**

Have students imagine what life in a family, classroom, or community would be like if there were no rules or regulations to follow.

Discuss:

*What are some rules you have in your family?*

*Why do family members need rules?*

*What would your family life be like without rules, even those you might not like to obey?*

*What is family life like when everyone follows the rules?*

*What happens when you do not obey the family rules?*

*What are some rules we have in our classroom?*

*What are some rules we have in our school?*

*What would our school life be like without rules?*

*Why do students need rules?*

*What is our classroom like when everyone obeys the rules?*

*What happens to us when we do not obey our classroom rules or our school rules?*

*What are some rules we have in our community?*

*What would our community life be like without rules?*

*Why should everyone in our community follow the rules?*

*What happens to people who do not obey the rules of their community or nation?*

Explain that this lesson explores some special rules and commandments God gave the Hebrew people after they left Egypt.

Explain that the Hebrews needed these rules to help them live in loving harmony with God and with others and because they were sinful people like we are.

### BIBLE STORY

#### TOPIC 1. COMPLAINTS ABOUT FOOD AND WATER

- Develop the stories of the Hebrews' grumbling about their physical conditions after they left Egypt and how their grumbling indicated that they did not trust God to take care of them.

**Focus:** Over and over, the Hebrews tested God by accusing Him of not providing for them. In reality, God tested the Hebrews' faithfulness to His commands. He also tested them to trust that He would provide everything they needed.

### Grumbling About Hunger

Have students reflect on a time when they were very hungry.  
Have them share how they felt and how they acted when they were hungry.

Explain that after the Hebrews left Egypt, they experienced times of hunger.  
Have students listen as you read to identify the sin the Hebrews committed while they were hungry.

Read.

#### *Exodus 15*

*[22] Moses led the people of Israel away from the Red Sea.*

#### *Exodus 16*

*[1] They came to the Desert of Sin. [2] Then the whole Israelite community grumbled to Moses and Aaron in the desert.*

*[3] The Israelites said to them, "It would have been better if the Lord had killed us in the land of Egypt. There we had meat to eat. We had all the food we wanted. But you have brought us into this desert. You will starve us to death here."*

*[11] The Lord said to Moses, [12] "I have heard the grumbings of the people of Israel. So tell them, 'At twilight you will eat meat. And every morning you will eat all the bread you want. Then you will know I am the Lord, your God.'"*

*[13] That evening, quail came and covered the camp. And in the morning dew lay around the camp. [14] When the dew was gone, thin flakes like frost were on the desert ground. [15] When the Israelites saw it, they asked each other, "What is that?"*

*So Moses told them, "This is the bread the Lord has given you to eat. [16] The Lord has commanded, 'Each one of you must gather what he needs. Gather about two quarts for every person in your family.'"*

*[19] Moses said to them, "Don't keep any of it to eat the next day." [20] But some of the people did not listen to Moses. They kept part of it to eat the next morning. But it became full of worms and began to stink. So Moses was angry with these people.*

*[31] The people of Israel called the food manna. The manna was like small white seeds. It tasted like wafers made with honey.*

Display Bible Story Picture Card 6a, God Sends Manna to the Hebrews.

Discuss:

*What did the Hebrews grumble and complain about to Moses?  
What should they have done instead of grumbling about the food they wanted?*

Explain that quail are small birds.

*What food did God provide for the Hebrews?*

Display **Bible Word Card 6a**, *Manna*.  
Have students recite it with you.

Discuss:

*What did the manna taste like?*

*How much food were the Hebrews supposed to gather each morning?*

*What happened to any extra food they gathered and tried to save?*

*Why did God tell the Hebrews to gather only enough food for each day?*

*What should we do when we need something we don't have?*

*Why can we trust God to give us everything we need?*

**Grumbling About Thirst**

Have students reflect on a time when they were very thirsty.  
Have them share how they felt and how they acted when they were thirsty.

Explain that as the Hebrews left Egypt, they also experienced times of thirst.  
Have students listen as you read for the sin the Hebrews committed while they were thirsty.

Continue reading.

**Exodus 17**

*[1] The whole Israelite community left the Desert of Sin. They traveled from place to place as the Lord commanded. They camped at Rephidim. But there was no water there for the people to drink. [2] So they quarreled with Moses. They said, "Give us water to drink."*

*But Moses said to them, "Why do you quarrel with me? Why are you testing the Lord?"*

*[3] But the people were very thirsty for water. So they grumbled against Moses. They said, "Why did you bring us out of Egypt? Was it to kill us, our children and our farm animals with thirst?"*

*[4] So Moses cried to the Lord, "What can I do with these people? They are almost ready to kill me with stones."*

*[5] The Lord said to Moses, "Go ahead of the people of Israel. And take some of the older leaders of Israel with you. Carry with you the walking stick that you used to strike the Nile River. Now go! [6] I will stand in front of you on a rock at Mount Sinai. Hit that rock with the stick, and water will come out of it. Then the people can drink."*

*Moses did these things as the older leaders of Israel watched.*

Display **Bible Story Picture Card 6b**, *God Sends Water From the Rock*.

Discuss:

*What else did the Hebrews grumble to Moses about besides not having the food they liked?*

*Against whom were the Hebrews really grumbling?*

*When Moses heard the people complaining about not having enough water*

*to drink, to Whom did he complain?*

*What did God tell Moses to do so that the people would have water to drink?*

*How do you think Moses felt about the Hebrews and their constant grumbling and complaining?*

*Why do you think God was so patient with the Hebrews even though they grumbled and complained about their difficulties in the desert?*

## TOPIC 2. GOD GIVES HIS LAWS TO THE HEBREWS

- Develop the story of God giving the Ten Commandments to Moses and the Hebrews.

**Focus:** Because all dimensions of our being (moral, cognitive, emotional, and spiritual) were marred by the fall, God revealed laws for us to live by. Following the laws cannot save us, yet they provide a framework of moral truths that tell us how to relate to God and to others. God's laws serve as a tutor, pointing us to Christ, Who is the fulfillment of the law and through Whom we are restored in fellowship with God and harmony with others.

The Ten Commandments reveal God's eternal law for all cultures for all times. Specifically, they formed the basic law of the covenant between God and the Hebrews as He formed them into His chosen nation of Israel. The laws are based on the principle of God's love. Thus, the first four commandments reveal how the Israelites and all people are to show their love directly to God, while the remaining six commandments reveal how we are to show our love for God through loving relationships with others.

Have students reflect again on the Setting the Stage discussion about how they learn to behave at home, in the classroom, at school, and within the community.

Discuss:

*Do you think the Egyptians taught the Hebrews how to love God and each other while they were slaves in Egypt? Why not?*

*How do you think the Hebrews learned how they should act toward God and each other after they left Egypt?*

Explain that the next part of the exodus story tells how God gave special laws to the Hebrews so that they would know how to love Him and each other.

Read.

### **Exodus 19**

**[1] Exactly three months after the Israelites had left Egypt, they reached the Desert of Sinai. [2] The Israelites camped in the desert in front of Mount Sinai.**

Display **Word Card 6b**, *Mount Sinai*.

Have students recite it with you.

Locate Mount Sinai on a **Map of the Holy Land**.

Continue reading.

**[3] Then Moses went up on the mountain to God. The Lord called to him from the mountain.**

*The Lord said, "Say this to the family of Jacob. And tell this to the people of Israel: [4] 'Every one of you has seen what I did to the people of Egypt. You saw how I carried you out of Egypt. I did it as an eagle carries her young on her wings. And I brought you here to me. [5] So now obey me and keep my agreement. Do this, and you will be my own possession, chosen from all nations. Even though the whole earth is mine, [6] you will be my kingdom of priests. You will be a nation that belongs to me alone.' You must tell the Israelites these words."*

*[7] So Moses went down and called the older leaders of the people together. He told them all the words the Lord had commanded him to say.*

*[8] And all the people answered together, "We will do everything he has said." Then Moses took their answer back to the Lord.*

*[9] And the Lord said to Moses, "I will come to you in a thick cloud. I will speak to you. The people will hear me talking to you. I will do this so the people will always trust you."*

*Then Moses told the Lord what the people had said.*

*[20] So the Lord came down on the top of Mount Sinai. Then he called Moses to come up to the top of the mountain. So Moses went up.*

Display **Bible Story Picture Card 6c**, *God Speaks From the Mountain*.

Discuss:

*Whom did God choose to be His own special nation of people?*

Display the **Cross and Crown Poster**.

Discuss:

*Why did God choose the Hebrews to be His special nation of people?  
How are all families of the earth blessed through the Hebrew nation that came from the families of Abraham, Isaac, and Jacob?*

Before reading the Ten Commandments from the Bible, divide the board into two halves. Label the left half *How to Love God*, and label the right half *How to Love Your Neighbor*.

Distribute **BLM 6a**, *The Ten Commandments*, to 10 students.

When each commandment is read from the Bible, have students read the paraphrase of the commandment from the cards. Help them mount each commandment on the board with plastic putty under the correct heading. Discuss each commandment using the discussion questions below.

Explain that God gave ten special laws to Moses and the Hebrews.

Explain that the first four laws relate to loving God, and that the last six laws relate to loving others.

## How to Show Love to God

Continue reading.

*Exodus 20*

*[1] Then God spoke all these words:*

*[2] "I am the Lord your God. I brought you out of the land of Egypt where you were slaves."*

### The First Commandment

*Exodus 20*

*[3] "You must not have any other gods except me."*

Have a student read the first commandment and then mount it on the board.

Discuss:

*Who is the only true and almighty God?*

*What false gods do people worship instead of the one true God?*

*What do people sometimes put first in their lives instead of God?*

*Why must God be the only One we worship?*

### The Second Commandment

Continue reading.

*[4] "You must not make for yourselves any idols. Don't make something that looks like anything in the sky above or on the earth below or in the water below the land. [5] You must not worship or serve any idol. This is because I, the Lord your God, am a jealous God."*

Have a student read the second commandment and mount it on the board.

Discuss:

*What is an idol?*

*Why did God tell the people not to make any idol to represent God?*

*What kinds of idols do people make and worship?*

*Why is it wrong to worship an idol?*

### The Third Commandment

Continue reading.

*[7] "You must not use the name of the Lord your God thoughtlessly. The Lord will punish anyone who is guilty and misuses his name."*

Have a student read the third commandment and then mount it on the board.

Discuss:

*How do some people say God's name thoughtlessly?*

*Why is it wrong to say God's name thoughtlessly?*

*When we speak God's name, how should we do it?*

## Teacher's Notes

The first commandment is the foundation for all ten commandments. A faithful relationship with the only true God assures that all other relationships in creation will also be in harmony.

Since the first commandment prohibits the worship of other gods, the second commandment prohibits us from making any images of the one true God we are commanded to worship. To make an image of God that looks like something in creation is to make Him less than His creation. The cultures surrounding the Hebrews were filled with images representing gods their people worshipped.

You may wish to discuss the commonly heard phrase, "Oh, my God." While it can be used reverentially, the common vernacular uses the phrase irreverently and often as a curse.

The third commandment also prohibits us from using God's name in a manipulative way through prayer. The privilege of knowing God's name and asking Him to meet our needs must never be used as an incantation for satisfying our selfishness.

## Teacher's Notes

You may wish to include a brief discussion of the Christian observance of Sunday or the first day of the week in honor of Christ's resurrection.

For the Hebrews, this command was given in commemoration of creation and of their deliverance from Egypt (*Deuteronomy 5: 15*).

For Christians, the resurrection of Christ makes possible the "new creation" they become through faith in Him.

The fifth commandment is the first related to our relationship with others. It is closely linked to God's command that parents train their children in the faith (*Deuteronomy 6:7*). Such training can occur only when children honor and respect their parents. Harmony within the family is meant to translate to harmony within the community at large.

The sixth commandment prohibits taking a life for personal or selfish gain. It is not a prohibition against killing as in war or capital punishment. Jesus addressed even the heart attitude of murder as evil, teaching that anger with our brothers and sisters is subject to judgment (*Matthew 5:21-22*).

## The Fourth Commandment

Continue reading.

### *Exodus 20*

*[8] "Remember to keep the Sabbath as a holy day. [9] You may work and get everything done during six days each week. [10] But the seventh day is a day of rest to honor the Lord your God. On that day no one may do any work: not you, your son or daughter, or your men or women slaves. Neither your animals nor the foreigners living in your cities may work. [11] The reason is that in six days the Lord made everything. He made the sky, earth, sea and everything in them. And on the seventh day, he rested. So the Lord blessed the Sabbath day and made it holy."*

Have a student read the fourth commandment and then mount it on the board.

Discuss:

*Why did God command the Hebrews not to work on the seventh day of the week?*

*What day of the week do Christians honor the Lord in a very special way?*

## How to Show Love to Others

### The Fifth Commandment

Continue reading.

*[12] "Honor your father and your mother. Then you will live a long time in the land. The Lord your God is going to give you this land."*

Have a student read the fifth commandment and then mount it on the board.

Discuss:

*What do you think this commandment means when it says to "honor you father and mother"?*

*How do you show honor to your parents?*

*Why does God command us to honor our parents?*

*If you show disrespect for the parents God gave you, for Whom else are you showing disrespect?*

### The Sixth Commandment

Continue reading.

*[13] "You must not murder anyone."*

Have a student read the sixth commandment and then mount it on the board.

Discuss:

*What is murder?*

*Why is murder wrong?*

*Where does the sin of murder begin even before someone murders another person?  
Where do all sins begin?  
Is it wrong to have sinful thoughts even if we do not commit the sin we think about and want to commit?*

### The Seventh Commandment

Continue reading.

**Exodus 20**  
**[14] "You must not be guilty of adultery."**

Display **Definition Card 6a**, *Adultery*: *The sin of breaking a marriage promise by loving someone else's husband or wife like your own.*  
Have students recite it with you.

Have a student read the seventh commandment and mount it on the board.

Discuss:

*Who created the family?  
What is a family?  
Why is it wrong for someone to want and take another person's husband or wife?  
What happens to families when people are guilty of adultery?*

### The Eighth Commandment

Continue reading.

**[15] "You must not steal."**

Have a student read the eighth commandment and mount it on the board.

Discuss:

*Why is stealing wrong?  
What do we do to others when we steal from them?  
Who owns everything in the creation?  
If we steal from others, from Whom are we stealing?  
What can we steal from others besides the things they own?*

### The Ninth Commandment

Continue reading.

**[16] "You must not tell lies about your neighbor in court."**

Have a student read the ninth commandment and then mount it on the board.

Discuss:

*Why does God want us to tell the truth about our neighbors?  
What happens to our relationship with others when we do not tell the truth?  
Who is always truthful when He speaks?*

### Teacher's Notes

This definition of *adultery* is appropriate for young students. You may expand the definition to include the sexual relationship if you deem it is age appropriate to do so.

The seventh commandment requires faithfulness to a spouse just as we are to be faithful to God. Jesus taught that the heart's desire to commit adultery is just as sinful as the act of adultery itself (*Matthew 5:27-28*).

The eighth commandment not only protects a person's personal property and his or her right to it, but also the freedom or liberty of the person. Included in this law is the prohibition against exploiting the life of another for personal gain such as in the crime of slavery.

The ninth commandment was given to protect Israel's legal system. It also can be applied to maintaining truthfulness in all human relationships.

The tenth commandment addresses our "heart" intent, which often leads to the physical acts prohibited in the first nine commandments. To covet is to desire persons or things belonging to others. Only God can judge our obedience or disobedience to this command, since we may hide it from others.

## *Why are we to be truthful?*

### The Tenth Commandment

Continue reading.

#### **Exodus 20**

**[17] "You must not want to take your neighbor's house. You must not want his wife or his men or women slaves. You must not want his ox or his donkey. You must not want to take anything that belongs to your neighbor."**

Explain that there is a word that means to want something that does not belong to us.

Display **Definition Card 6b**, *Covet*: *To sin by wanting something that belongs to someone else.*

Read it, and have students recite it with you.

Have a student read the tenth commandment and mount it on the board.

Discuss:

*Why is it wrong to want what does not belong to us?*

*If we covet, what other sins might this lead us to commit?*

- Introduce the memory verse for Lesson 6.

**Focus: The Ten Commandments provide essential laws that, if obeyed, allow us to live in harmonious fellowship with God and with others. Jesus declared that all the commandments are summarized in just two commands.**

Explain that many years after God gave the Ten Commandments to Moses and the Hebrews, Jesus was born. One day while Jesus was teaching the people about God's truth and laws, a man asked Jesus which command was the most important.

Explain that Jesus told the man that all God's laws depend on two basic laws: First, love God, and second, love others as yourself.

Display **Lesson 6 Memory Verse Card**, *Matthew 22:37-39*.

Read it, and have students recite it with you.

Correlate it with the **Bible Poster**.

*Note: Facilitate memorization by breaking these verses into smaller sections, and review them often as you progress through the lesson.*

#### **Matthew 22**

**[37] Jesus answered, "'Love the Lord your God with all your heart, soul and mind.' [38] This is the first and most important command.**

**[39] And the second command is like the first: 'Love your neighbor as you love yourself.'"**

Refer to the Ten Commandments mounted on the board as you discuss the questions related to the memory verses.

Discuss:

*What did Jesus say is the most important commandment?  
Which of the Ten Commandments tell us how to love God?  
What did Jesus say is the second most important commandment?  
Which of the Ten Commandments tell us how to love others?*

- Introduce the concept of covenant and its definition.

**Focus:** A covenant is an agreement between two parties that mutually benefits both. In the case of God's covenant with Israel, God promised to make the Hebrews His holy nation if they promised to obey His laws. God would bless the Hebrews if they kept the covenant, and their obedience would glorify Him.

Review the promise God made to the Hebrews if they would obey His commands.

Explain that you are going to reread what God said to Moses before giving him the Ten Commandments.

Read.

#### *Exodus 19*

*[3] Then Moses went up on the mountain to God. The Lord called to him from the mountain.*

*The Lord said, "Say this to the family of Jacob. And tell this to the people of Israel: [4] 'Every one of you has seen what I did to the people of Egypt. You saw how I carried you out of Egypt. I did it as an eagle carries her young on her wings. And I brought you here to me.*

*[5] So now obey me and keep my agreement. Do this, and you will be my own possession, chosen from all nations. Even though the whole earth is mine, [6] you will be my kingdom of priests. You will be a nation that belongs to me alone.' You must tell the Israelites these words."*

Discuss:

*What did God promise the Hebrews He would do for them if they obeyed Him?*

*After God gave Moses the Ten Commandments, do you think the Israelites agreed to obey them?*

Have students listen for the answer to the last question as you finish reading the story of the Ten Commandments.

Explain that after Moses heard God's commands, he went down the mountain and told the people all that God had said.

Continue reading.

#### *Exodus 24*

*[3] So Moses told the people all the Lord's words and laws for living. Then all of the people answered out loud together. They said, "We will do all the things that the Lord has said."*

Discuss:

*What did the Hebrews promise to do after Moses told them God's laws for living?*

Explain that there is a special word that describes the promises or agreements God makes to people and people make to God.

Display **Bible Word Card 6c**, *Covenant*.  
Have students recite it with you.

Discuss:

*What promise did God make to the Israelites if they would obey His commands?*

*What promise did the Israelites make to God so they could be His special people?*

*What kind of relationship could Israel have with God if they kept their promise to obey Him?*

Display **Bible Definition Card 6d**, *Covenant*: A promise or agreement God makes with people if they promise or agree to obey Him.

Read it, and have students recite it with you.

Explain that the next part of the lesson tells whether the Israelites obeyed God's covenant as they promised they would do.

### TOPIC 3. THE HEBREWS REBEL AND WORSHIP A GOLDEN CALF

- Develop the story of the Hebrews rebelling against God and worshipping a golden calf.

**Focus:** While Moses remained on the mountain with God for 40 days, the Hebrews grew impatient and turned back to idolatry, demanding that Aaron build them something they could worship. Aaron complied and constructed the image of a golden calf from the people's jewelry. The ensuing "worship" was indulgent revelry like that often practiced within the surrounding cultures. Only Moses' intercession stayed God's hand from destroying His unfaithful people.

Remind students of the Hebrews' promise to keep all of God's commandments.

Explain that the next part of the story tells whether they kept their promise or not.

Read.

#### *Exodus 24*

*[12] The Lord said to Moses, "Come up the mountain to me. Wait there, and I will give you two stone tablets. On these are the teachings and the commandments. I have written these to teach the people."*

*[18] Then Moses went into the cloud and went higher up the mountain. Moses was on the mountain for 40 days and 40 nights.*

#### *Exodus 32*

*[1] The people saw that a long time had passed. And Moses had not come down from the mountain. So they gathered around Aaron. They said to him, "Moses led us out of Egypt. But we don't know what has happened to him. So make us gods who will lead us."*

*[2] Aaron said to the people, "Take off the gold earrings that your wives, sons and daughters are wearing. Bring them to me." [3] So all the people took their gold earrings and brought them to Aaron. [4] Aaron took the gold from the people. Then he melted it and made a statue of a calf. He finished it with a tool. Then the people said, "Israel! These are your gods who brought you out of the land of Egypt!"*

Display the **Golden calf**.

Display **Bible Story Picture Card 6d**, *The Hebrews Worship the Golden Calf*.

Discuss:

*Why did the people want Aaron to make a god they could worship?  
What commandments did the Hebrews break that they promised Moses they would keep?  
What did the Israelites say the golden calf god had done for them?  
What do you think happened next in this story?*

Continue reading.

### **Exodus 32**

*[7] And the Lord said to Moses, "Go down from this mountain. Your people, the people you brought out of the land of Egypt, have done a terrible sin. [8] They have quickly turned away from the things I commanded them to do. They have made for themselves a calf of melted gold. They have worshiped that calf and offered sacrifices to it. The people have said, 'Israel, these are your gods who brought you out of Egypt.'"*

*[19] When Moses came close to the camp, he saw the gold calf and the dancing. He became very angry. He threw down the stone tablets which he was carrying. He broke them at the bottom of the mountain. [20] Then he took the calf that the people had made. He melted it in the fire. And he ground the gold until it became powder. He threw the powder into the water. And he forced the Israelites to drink that water.*

*[30] The next day Moses told the people, "You have done a terrible sin. But now I will go up to the Lord. Maybe I can do something so your sins will be removed. Then you will belong to God again."*

*[31] So Moses went back to the Lord and said, "How terrible it is! These people have sinned horribly. They have made for themselves gods from gold. [32] Now, forgive them of this sin. If you will not, then erase my name. Erase it from the book in which you have written the names of your people."*

*[33] But the Lord told Moses, "I will erase from my book the names of the people who sin against me. [34] So now, go. Lead the people where I have told you. My angel will lead you. When the time comes to punish, I will punish them for their sin."*

### **Exodus 33**

*[3] "Go up to the land where much food grows. But I will not go with you. This is because I might destroy you on the way. You are such a stubborn people."*

*[15] Then Moses said to him, "If you yourself don't go with us, then don't send us away from this place. [16] If you don't go with us, no one will know that you are pleased with me and your people. These people and I would be no different from any other people on earth."*

*[17] Then the Lord said to Moses, "I will do what you ask. This is because I know you very well, and I am pleased with you."*

Discuss:

*Did the Israelites keep their covenant with God?*

*What did Moses do when he saw the people worshipping the golden calf?*

*What did Moses ask God to do about the sin the Hebrews committed when they worshipped the golden calf?*

*Whom did God say He would punish?*

*Why did God say He would no longer go with the Hebrews on their journey to the land He had promised to give them?*

*What did Moses again ask God to do for him and the people on their journey?*

*Why did God say He would go with the Hebrews on their journey even though they had sinned?*

#### TOPIC 4. GOD WRITES NEW TABLETS OF STONE

- Develop the story of God's renewing His covenant with Israel and rewriting the commandments.

**Focus:** God graciously renewed His covenant with Israel by rewriting His laws on new tablets of stone. Moses remained in God's presence another 40 days. When Moses came down from the mountain, his face was radiant, reflecting the light of God's glory. The Hebrews recognized the radiance of Moses' face as a confirmation that he was God's leader for them.

Read.

#### *Exodus 34*

*[1] The Lord said to Moses, "Cut two more stone tablets like the first two. I will write the same words on them that were on the first two stones which you broke. [2] Be ready tomorrow morning."*

*[4] So Moses cut two stone tablets like the first ones. Then early the next morning he went up Mount Sinai. [5] Then the Lord came down in the cloud and stood there with Moses. And the Lord called out his name, the Lord.*

*[28] Moses stayed there with the Lord 40 days and 40 nights. During that time he did not eat food or drink water. And Moses wrote the words of the agreement—the Ten Commandments—on the stone tablets.*

*[29] Then Moses came down from Mount Sinai. In his hands he was carrying the two stone tablets of the agreement. But Moses did not know that his face was shining because he had talked with the Lord.*

*[30] Aaron and all the people of Israel saw that Moses' face was shining. So they were afraid to go near him. [31] But Moses called to them. So Aaron and all the leaders of the people returned to Moses. Moses talked with them. [32] After that, all the people of Israel came near*

*him. And he gave them all the commands that the Lord had given him on Mount Sinai.*

*[33] When Moses finished speaking to the people, he put a covering over his face.*

Display **Bible Story Picture Card 6e**, *Moses and the Tablets of Stone*.  
Redistribute to students **BLM 6a**, *The Ten Commandments*.

Discuss:

*What did God tell Moses to do after he had broken the first stone tablets containing the Ten Commandments?*

*Why do you think God rewrote the commandments for the people?*

*What are the Ten Commandments God wrote for Moses and the people?*

*Why did Moses' face shine after he had met with God?*

*Why did Moses put a covering over his face when he talked to the Hebrews?*

Have students display and read the Ten Commandments as written on the Blackline Master cards as you ask the questions below.

Discuss:

*Does God still want us to keep the Ten Commandments today?*

*Why?*

*Which of the commandments tell us how to show our love to God?*

*Which of the commandments tell us how to show our love to others?*

## WORLDVIEW LINKS

- [Link Biblical Truth 6 to the story of the Exodus.](#)

**Focus:** God created us to depend on Him, and He promises to meet our basic needs. Grumbling about our lack of provision or our perceived needs demonstrates our ingratitude for what God has given us and our lack of trust in Him.

Display the **Worldview Model**.

Point to *Biblical Truth 6: God created people to need Him for everything.*

Review its position as the second pillar of truth about our relationship with God in the *Fellowship Wall*.

Display **Symbol Card 6**.

Discuss:

*What Biblical Truth in the Fellowship Wall does this Symbol Card help us remember?*

*Why was it wrong for the Hebrews to complain about not having food and water after they left Egypt?*

*Instead of complaining about not having food and water, what should the Hebrews have done?*

*Why should the Israelites have trusted God to provide everything they needed?*

*When we don't have something we think we need, what should we not do? What should we do?*

*Why can we trust God to provide everything we need?*

*What is the difference between what we need and what we want?*

- Link Biblical Truth 1 to the story of the Ten Commandments.

**Focus: God speaks only truth to us. He gives us truth to live by, truth that will help us live in fellowship with Him and in harmony with others.**

Display the **Worldview Model**.

Point to Biblical Truth 1: *God is truth and always tells us what is right and true.*

Review its position as the first stone of truth about God in the *Foundation of Wisdom*.

Display **Symbol Card 1**.

Discuss:

*What Biblical Truth in our Foundation of Wisdom does this Symbol Card help us remember?*

*Why did God give us the Ten Commandments?*

*Why can we trust God's laws?*

*If we obey God's laws, what will our relationship with God be like?*

*If we obey God's laws, what will our relationship with others be like?*

- Link Biblical Truth 2 to the story of the Ten Commandments.

**Focus: The first four commandments are centered in the truth that God is the only true and almighty God. We are to worship Him only.**

Display the **Worldview Model**.

Point to Biblical Truth 2: *God is the only true and almighty God.*

Review its position as the second stone of truth about God in the *Foundation of Wisdom*.

Display **Symbol Card 2**.

Discuss:

*What Biblical Truth in our Foundation of Wisdom does this Symbol Card help us remember?*

*Why did God give us the first four commandments?*

*Who or what do we sometimes worship or love better than God?*

- Link Biblical Truth 7 to the story of the golden calf.

**Focus: The story of the golden calf illustrates the catastrophic effects of sin on our relationship with God.**

Display the **Worldview Model**.

Point to Biblical Truth 7: *Sin causes separation and disharmony between people and God.*

Review its position as the third pillar of truth about our relationship with God in the *Fellowship Wall*.

Display **Symbol Card 7**.

Discuss:

*What Biblical Truth in our Foundation of Wisdom does this Symbol Card help us remember?*

*When Moses was on the mountain for 40 days receiving God's laws, what sin did the Hebrew people commit?*

*What did the Hebrews' sin do to their relationship with God?  
Who asked God to forgive the Hebrews' sins?*

Display the **Cross and Crown Poster**.

Discuss:

*What has sin caused between all people and God?*

*Whom did God send to be born in a Hebrew family and to die for us so that we could have our sins forgiven and be restored in fellowship with God?*

## SUMMARY

Before beginning the summary, distribute to three students **Bible Story Cards 6a, 6b, and 6c**.

Have them read their cards when you call on them.

- Review the story of God providing food and water for the Israelites to eat and drink.

**Focus:** God provided food and water for the Israelites in spite of their constant grumbling and lack of faith.

Display **Bible Story Picture Card 6a**, *God Sends Manna to the Hebrews*. Correlate the picture with the **Time Line** (Box 8).

Discuss:

*What did the Israelites do when they were thirsty or hungry?*

*Besides water to drink, what food did God give the Israelites every day?*

*How much manna were the Israelites told to gather each day?*

*What happened to the manna if the Israelites tried to save some for the next day?*

*How does God meet our need for food?*

*What attitude should we have in our heart toward God for all He provides for us?*

*Who has a Story Card that tells this part of the story?*

Have a student read **Bible Story Card 6a**.

from *Exodus 16*

*[15] So Moses told them, "This is the bread the Lord has given you to eat."*

*[19] Moses said to them, "Don't keep any of it to eat the next day."*

*[31] The people of Israel called the food manna. The manna was like small white seeds. It tasted like wafers made with honey.*

## Teacher's Notes

- Review the story of God giving the Ten Commandments to Moses and the Hebrews.

**Focus:** The Ten Commandments include God's universal laws that we need to obey if we are to live in harmony with God and others.

Display **Bible Story Picture Card 6e**, *Moses and the Tablets of Stone*.  
Correlate the picture with the **Time Line** (Box 9).

Discuss:

*What did God give Moses and the Hebrew people on the mountain?  
What do the first four commandments teach us to do?  
What do the last six commandments teach us to do?*

*Who has a Story Card that tells this part of the story?*

Have a student read **Bible Story Card 6b**.

from *Exodus 19*

*[2] The Israelites camped in the desert in front of Mount Sinai.*

*[3] Then Moses went up on the mountain to God. The Lord called to him from the mountain.*

*Exodus 31*

*[18] So the Lord finished speaking to Moses on Mount Sinai. Then the Lord gave him the two stone tablets with the agreement written on them. The finger of God wrote the commands on the stones.*

- Review the concept of *covenant*.

**Focus:** A covenant is an agreement between two parties that mutually benefits both. In the case of God's covenant with Israel, God promised to make the Hebrews His holy nation if they promised to obey His laws. God would bless the Hebrews if they kept the covenant, and their obedience would glorify Him.

Display **Bible Word Card 6c**, *Covenant*.  
Have students recite it with you.

Discuss:

*What is a covenant?*

Display **Bible Definition Card 6c**, *Covenant*: A promise or agreement God makes with people if they promise or agree to obey Him.

Read it, and have students recite it with you.

Discuss:

*What did God promise to do for the Israelites if they would obey His commands?*

*What did the Israelites promise God they would do so they could be His special people?*

*What kind of relationship would the Israelites have with God if they kept God's covenant?*

- Review the story of the golden calf.

**Focus:** The Hebrews continually resisted God's saving grace and His desire to form them into a holy nation. The story of the golden calf illustrates how quickly they abandoned their profession of faith and their promise to obey even after they had seen Him provide food and water for them in the desert and had experienced His discipline.

Display **Bible Story Picture Card 6d**, *The Hebrews Worship the Golden Calf*.

Correlate the picture with the **Time Line** (Box 10).

Discuss:

*What sin did the Hebrews commit after promising to obey God's commands?*

*Why did the Hebrews want to worship an idol?*

*What did the Hebrews' sin of worshipping an idol do to their fellowship with God?*

*What does sin do to our fellowship with God?*

*Who has a Story Card that tells this part of the story?*

Have a student read **Bible Story Card 6c**.

from *Exodus 32*

*[7] And the Lord said to Moses, "Go down from this mountain. Your people, the people you brought out of the land of Egypt, have done a terrible sin. [8] They have made for themselves a calf of melted gold. They have worshiped that calf and offered sacrifices to it."*

- Review the memory verse for Lesson 6.

**Focus:** The Ten Commandments provide essential rules that, if obeyed, allow us to live in harmonious fellowship with God and with others. Jesus declared that all the commandments are summarized in just two commands.

Display **Lesson 6 Memory Verse Card**, *Matthew 22:37-39*.

Read it, and have students recite it with you.

Correlate it with the **Bible Poster**.

*Matthew 23*

*[37] Jesus answered, "'Love the Lord your God with all your heart, soul and mind.' [38] This is the first and most important command.*

*[39] And the second command is like the first: 'Love your neighbor as you love yourself.'"*

Discuss:

*What did Jesus say is the most important commandment?*

*Which of the Ten Commandments tell us how to love God?*

*What did Jesus say is the second most important commandment?*

*Which of the Ten Commandments tell us how to love others?*

- Review the worldview links.

**Focus:** Biblical Truths 1, 2, 6, and 7 relate to the stories of the Hebrews grumbling in the desert, God giving them the Ten Commandments, and their worshipping the golden calf in rebellion.

Display the **Worldview Model**.

Display and discuss **Symbol Cards 1, 2, 6, and 7** in the order below.

Discuss Symbol Card 6:

*What Biblical Truth does this Symbol Card help us remember?*

*Why was it wrong for the Hebrews to complain and grumble about needing food and water after they left Egypt?*

*What did God do that showed His patience and love for the grumbling Israelites?*

*Why is grumbling and complaining a sin?*

*Instead of grumbling and complaining, what attitude should we have in our heart when we need something?*

Discuss Symbol Card 1:

*What Biblical Truth does this Symbol Card help us remember?*

*Why did God give the Hebrews and us the Ten Commandments?*

*Why can we trust God that His laws are good for us?*

Discuss Symbol Card 2:

*What Biblical Truth does this Symbol Card help us remember?*

*Why did God command the Hebrews and us to worship only Him and not any false gods?*

*What are some things we might love more than we love God?*

*Why is God the One we should love more than anything else or any other person?*

Discuss Symbol Card 7:

*What Biblical Truth does this Symbol Card help us remember?*

*What did the Israelites' sin of worshipping the golden calf do to their relationship with God?*

*What does sin do to our fellowship with God?*

- Review the relationship between the Hebrews' exodus from Egypt and God's plan of salvation for the world.

**Focus:** The exodus of the Hebrews from Egypt was a key event in God's plan to form the descendants of Abraham into a nation through which all families of the earth would be blessed. Through the Hebrew nation, Jesus Christ, the Passover Lamb Who takes away the sin of the world, would be born (*John 1:29*).

Display the **Cross and Crown Poster**.

Discuss:

*Why did God choose the Hebrew people and lead them out of Egypt?*

*Who was the most special person Who was born in a Hebrew family many years after their exodus from Egypt?*

*From what did Jesus' death on the cross save us?*

*What relationships of creation did Jesus die on the cross to restore?*

## PRAYER

- Have students thank God for His laws that tell them how to love God and others. Have them ask God to give them strength to obey all His laws for His glory and for their benefit.

## CHARACTER RESPONSE--REVERENCE AND LOYALTY

- Review the character trait *reverence*, and link it to the story of the Ten Commandments.

**Focus: The first four commandments reveal how we are to show love and reverence to God.**

Display **Character Trait 2 Word Card**, *Reverence*.

Have students recite it with you.

Ascertain students' understanding of the meaning of *reverence*.

Discuss:

*What is reverence?*

Display **Character Trait 2 Definition Card**, *Reverence: An attitude of respect and honor for God.*

Have students recite it with you.

Refer to the first four commandments (from **BLM 6a**, *The Ten Commandments*) as you ask the following questions.

Discuss:

*What do the first four commandments teach us to do?*

*How do you show reverence and love to God?*

*Why should you show reverence for God?*

If time permits, review **Character Trait 2 Memory Verse Card**, *Deuteronomy 12:4*.

Read it, and have students recite it with you.

Correlate it with the **Bible Poster**.

**Deuteronomy 12**

**[4] It is the Lord your God you must follow, and him you must revere.**

NIV

Locate Character Trait 2 on the roof of the **Worldview Model**.

- Review the character trait *loyalty*, and link it to the story of the Ten Commandments.

**Focus: The last six commandments reveal how we are to show love to others.**

Display **Character Trait 3 Word Card**, *Loyalty*.

Have students recite it with you.

Ascertain students' understanding of the meaning of *loyalty*.

Discuss:

*What is loyalty?*

## Teacher's Notes

Some Bible lessons have two character traits. You may use either, both, or select other traits you deem more appropriate to the way you developed the lesson in your class.

## Teacher's Notes

Display **Character Trait 3 Definition Card**, *Loyalty: A promise in my heart to be a true friend at all times.*  
Have students recite it with you.

Refer to the last six commandments (from **BLM 6a**, *The Ten Commandments*) as you ask the following questions.

Discuss:

*What do the last six commandments teach us to do?*

*How do you show love and loyalty to others?*

*Why should you be loyal to others?*

If time permits, review **Character Trait 3 Memory Verse Card**, *Proverbs 18:24.*

Read it, and have students recite it with you.

Correlate it with the **Bible Poster**.

**Proverbs 18**

*[24] . . . a real friend will be more loyal than a brother.*

Locate Character Trait 3 on the roof of the **Worldview Model**.

**LESSON 10**  
**ENTERING THE PROMISED LAND--AT LAST**  
*The Israelites Cross the Jordan and Conquer Jericho*

**PREPARING TO TEACH**

**Teacher's Notes**

**INTRODUCTION**

Lesson 9 presented the stories of Moses' death and the commissioning of Joshua as his successor. It also developed the story of Rahab and her role in helping the Israelite spies whom Joshua had sent into Canaan to explore the city of Jericho.

Lesson 10 explores the stories of the Israelites' crossing the Jordan River into Canaan, conquering the city of Jericho, renewing the covenant after conquering most of Canaan, and dividing the land among the twelve tribes.

**MEMORY VERSE**

**Lesson 10**

*"As for me and my family, we will serve the Lord."*

*Joshua 24:15*

**BIBLE REFERENCE**

**Joshua 3-4, 6, 12-13, 23-24**

**BACKGROUND**

*Crossing the Jordan River Into Canaan (Joshua 3-4)*

Reminiscent of the Israelites' miraculous crossing of the Red Sea in the exodus from Egypt, their crossing of the Jordan River and conquest of Canaan also involved acts of God, which Joshua called "*amazing things*" (*Joshua 3:5*). These miracles proved that God was a divine Warrior, that He was the only true and living God, and that He was faithful to His covenant with Israel. The Jordan River crossing not only fulfilled God's covenant promise to the Israelites, it also demonstrated His power to all the people of the earth (*Joshua 4:24*). It was a dramatic object lesson for the Israelites, proving that God was with them. It was also a dramatic announcement to the leaders of Israel's enemies that they would soon be conquered. The Ark of the Covenant was central to this historic event. It signified the presence of the Lord, and because it contained the written covenant on the tablets of stone, it reminded the Israelites of God's covenant with them.

Before crossing, the Israelites camped on the eastern edge of the Jordan, which was at flood stage. Their plight no doubt provoked the question, "How will God make such an impossible crossing possible this time?" In preparation for the miraculous crossing, God commanded Joshua to instruct the priests to carry the Ark of the Covenant to the river's edge and stand in the water. As the priests stepped into the

river in faith, it stopped flowing. The priests then carried the Ark into the middle of the riverbed and waited there while all the people crossed on dry land.

To memorialize the crossing, Joshua commanded one man from each of Israel's twelve tribes to bring a stone from the riverbed. There in the Hebrew camp on the west bank they constructed a simple memorial as a testimony to God's faithful deliverance. Similarly, Joshua himself placed twelve rocks in the middle of the Jordan where the priests had stood with the Ark. The miraculous river crossing not only testified to the power of the only true and living covenant God, it also firmly established respect for Joshua as leader just as the Red Sea crossing had established respect for Moses as leader years earlier (*Joshua 4:14*).

### ***The Fall of Jericho (Joshua 6)***

Conquering Jericho, a city probably dedicated to moon worship, was central to the strategy for conquering all of Canaan. Conquest of the Jericho region prevented a coalition of two power blocks, the northern Canaanites and the southern Amorites, who otherwise could have combined their efforts against the Israelites. From this central location, Joshua was able to defeat both regions of the country before dividing its land among the twelve tribes of Israel.

God's strategy for conquering Jericho required absolute faith on the part of the Hebrews. It also allowed God to display His power and to communicate to all Canaanites that they, too, would soon fall under His judgment. Because this battle was the start of a holy war, the priests were commanded to carry the Ark of the Covenant in front of the army as it marched around the outside of the city walls once a day for six days. The people marched in silence as the priests blew their trumpets. An armed guard marched before the priests who were carrying the Ark of the Covenant, and a rear guard followed the Ark. The Ark signified God's presence and power among the people as their commander in chief.

On the seventh day, the procession marched around the city seven times. On the seventh march, the priests sounded a loud, long trumpet blast, and Joshua commanded the people, "*Shout, for the Lord has given you the city*" (*Joshua 6:16 NIV*). By faith, the Hebrews obeyed these unusual orders, and the walls of the city collapsed, just as God had promised Joshua. The armies charged the city and destroyed every living thing except Rahab and her family. The miraculous conquest again demonstrated God's power and His faithfulness to His covenant. In saving Rahab and her family, God demonstrated that His grace extended to those who believed in Him, yet who were not members of His chosen people. Indeed, Rahab, the harlot, became an ancestor of Christ, through Whom all people receive God's grace.

### ***The Conquest of Canaan, the Division of Canaan Among the Twelve Tribes, and the Death of Joshua (Joshua 7-24)***

After taking Jericho, Joshua's strategy involved conquering the southern territories of Canaan, followed by a campaign to conquer the northern territories. Joshua's victories are summarized in *Joshua 10-11*, victories that were possible only because God fought for the Israelites. Although they did not completely remove the indigenous Canaanites, the Israelites possessed enough of the Promised Land that its division among the twelve tribes was possible. The tribes of Reuben, Gad, and half of Manasseh had already been assigned their possessions east of the Jordan, so the conquered land west of the river was divided among the remaining nine and a half tribes. These allotments are shown on maps of the Holy Land. The tabernacle was set up at Shiloh, a more or less central region for all the tribes, somewhere on

the border of the territory of Ephraim and Manasseh.

With the land divided and his life near its end, Joshua called the leaders of Israel together. He reminded them of God's faithfulness to His covenant and of the many blessings He had bestowed on Israel. He also called the nation to renew its commitment to the covenant, especially by refraining from association with the Canaanites who remained in the land and from worshipping their gods. He warned them that their failure to abide by the terms of the covenant would result in God's harsh judgment on them. The most quoted words of his address to the Israelites are recorded in *Joshua 24:15 NIV*: "*But if serving the LORD seems undesirable to you, then choose for yourselves this day whom you will serve, whether the gods your forefathers served beyond the River, or the gods of the Amorites in whose land you are living. But as for me and my household, we will serve the LORD.*" Sometime after speaking these words, Joshua died at the age of 110.

The Israelites remained faithful to the covenant during the lifetimes of Joshua and the elders who outlived him. Regretfully, as recorded in the subsequent *Book of Judges*, they broke their vow to keep the covenant, bringing upon themselves God's punishment and the rule of the judges. The period of the judges is the focus of Lessons 11-13.

## OBJECTIVES

- Students will identify the major events in the Israelites' miraculous crossing of the Jordan River into Canaan.
- Students will identify the major events in the Israelites' conquest of Jericho.
- Students will explore the reasons for God's miraculous provision for the Israelites' entrance into Canaan and their conquest of it.
- Students will identify the Israelites' faith and obedience as essential for securing God's promised blessings in Canaan.
- Students will identify the commands and promises associated with Joshua's renewal of the Mosaic covenant and the Israelites' affirmation of it.
- Students will review the Christian worldview affirmations of Biblical Truths 1, 2, 6, 8, and 13 and link them to the stories of the Israelites' conquest of Canaan.
- Students will be encouraged to exhibit obedience and gratitude in response to God's provision in their lives, especially the blessing for them of the saving work of Christ.

## MATERIALS

### Worldview Model

### Bible Poster

### Time Line

### Cross and Crown Poster

### Symbol Cards 1, 2, 6, 8, 13

### Bible Lesson Memory Verse Card

10 *Joshua 24:15*

### Bible Story Cards

10a from *Joshua 3:9-10, 13, 15-17*

10b from *Joshua 6:2-5, 25*

10c from *Joshua 11:23; 23:1-2, 6, 8; 24:15*

### Bible Story Picture Cards

2a *The Hebrew Slaves*

5a *The Hebrews Observe the Passover*

5c *The Hebrews Leave Egypt*

7a *The Ark of the Covenant*

9b *Joshua Becomes Israel's New Leader*

9d *The Spies Promise to Help Rahab and Her Family*

10a *The Israelites Cross the Jordan River*

10b *The Israelite Army and Priests March Around Jericho*

10c *The Shofar*

10d *The Walls of Jericho Fall*

### Bible Word Cards

1d *Abraham*

1f *Isaac*

1g *Jacob*

5b *The Lord's Passover*

6a *Manna*

9b *Jordan River*

10a *Shofar*

10b *Tribes*

10c *Judah*

10d *Bethlehem*

### Character Trait Word Cards

4 *Gratitude*

14 *Honesty*

### Character Trait Definition Cards

4 Gratitude: A thankfulness in my heart that I always share with God and others

14 Honesty: Truthfulness in everything I think, say, and do

### Character Trait Memory Verse Cards

4 *Psalm 107:1*

14 *Proverbs 11:3*

## Teacher Made or Procured

*Blackline Masters (Photocopy only. Do not cut or use originals in class.)*

1b *The 12 Sons of Jacob*

10a *Joshua's Commands to the Israelites After Conquering Canaan*

*Pictures of rivers with and without bridges*

*Pictures of flooded rivers*

*Pictures of rivers flowing within their banks*

*Pictures of ancient and modern weapons of war*

*Model of a walled city made from blocks or clay (prepared for Lesson 9)*

*Map of the Holy Land illustrating the Israelites' route into Canaan*

*Map of the Holy Land illustrating the division of Canaan among the twelve tribes of Israel*

*Shofar or ram's horn (if available)*

## Teacher's Notes

## DEVELOPING THE COMPREHENSION

### Student Workbook Activity

*The Main Points: The Israelites Cross the Jordan River, p. 92*

*Picture It: The Israelites Cross the Jordan River, p. 93*

*The Main Points: The Israelites Conquer Jericho, p. 94*

*Picture It: The Israelites Conquer Jericho, p. 95*

*The Main Points: Joshua Commands the Israelites to Obey, p. 96*

*Picture It: Joshua Commands the Israelites to Obey, p. 97*

### Group Activity

*Drama:* Have students enact the stories of the Israelites crossing the Jordan River and conquering Jericho. Arrange classroom tables or desks to represent the walls of Jericho. Indicate the Jordan River with butcher paper or chalk lines on the floor. Include major characters such as Joshua, the priests, Rahab inside the city, the two spies, etc.

*Sequencing:* Distribute the Bible Story Picture Cards and Bible Story Cards from this lesson. Choose students to sequence the lesson pictures in front of the class. Choose others to sequence and read the story cards that go with the Picture Cards.

## MAKING THE APPLICATION

### Student Workbook Activity

*Hiding God's Word: Joshua 24:15, p. 98*

*Thinking About It: Stories of Faith, p. 99*

*Say It With Symbols: Entering the Promised Land--At Last, p. 100*

### Group Activity

*Salvation by Faith:* Using the Bible Story Picture Cards listed below, discuss the instances of God's saving the Israelites and Rahab:

*5a, The Hebrews Observe the Passover*

*5d, The Hebrews Cross the Red Sea*

*8c, The Bronze Snake*

*9e, Rahab Helps the Two Spies Escape From Jericho*

Have students identify the role of faith in each story.

Then display Picture Card 1r, *Jesus on the Cross* (from Worldview visuals).

Have students correlate the role of faith in their salvation with the role of faith in the salvation of the Israelites in the stories.

*Note: It is important to emphasize that salvation in both the Old and New Testament has always been the result of faith in God, with works and acts of obedience, including sacrifices, being an outworking of that faith. Ultimately, faith is centered in God's atoning work through Christ, whose death on the cross paid the penalty for sins. Christ's death was retroactive for those under the Old Covenant. They were saved by faith that looked forward to Calvary, while those under the New Covenant are saved by faith that looks backward to Calvary.*

## TEACHING THE LESSON

### REVIEW OF LESSON 9

If you wish to review Lesson 9 further, select elements from the Summary of Lesson 9 beginning on page 203.

### SETTING THE STAGE

- Discuss traditional and creative ways to cross rivers and traditional and creative ways to fight wars.

**Focus:** God continually tested and developed the Israelites' faith by bringing them face to face with impossible situations that could be overcome only through His omnipotence and grace. He performed the miracles that allowed Israel to cross the flooded Jordan River and to conquer the fortified city of Jericho. These miracles not only developed Israel's faith in God, they also revealed to all nations that God is the only true and living God against Whom no kingdom can stand.

Display **Pictures** of rivers with and without bridges; **Pictures** of flooded rivers; and **Pictures** of rivers flowing within their banks.

Have students think about rivers they have seen and/or crossed.

Discuss:

*Have you ever crossed a river?*

*How did you cross the river?*

*How could you cross a deep river if there were no bridge?*

*How could you cross a river if it were flooded and the bridges were covered over with water?*

Link the discussion of the difficulties of crossing rivers with the Israelites impending need to cross the Jordan River by discussing the questions below.

Discuss:

*What river did the two spies have to cross to get to Jericho?*

*What river do you think the Israelites had to cross before they could attack the city of Jericho?*

*How do you think the Israelites got across the Jordan River?*

Display **Pictures** of ancient and modern weapons of war.

Have students reflect on stories they have heard or movies or videos they have

seen about war.

Discuss:

*Long ago, what kinds of weapons did people use to fight wars?  
Today, what kinds of weapons do people use to fight wars?*

Link the discussion of weapons of war with the strategy Joshua and the Israelites used to conquer Jericho by discussing the following or similar questions.

Discuss:

*When the spies went to Jericho, what did they find surrounding the outside of the city?  
How do you think the Israelites could conquer a city that was surrounded by strong walls?*

Explain that the stories in this lesson are about how the Israelites crossed a flooded river and how they conquered the city of Jericho with a very strange weapon of war.

## BIBLE STORY

### TOPIC 1. THE ISRAELITES CROSS THE JORDAN RIVER

- Develop the story of the Israelites crossing the Jordan River.

**Focus:** The Jordan River crossing not only fulfilled God's covenant promise to the Israelites, it also demonstrated His power to all the people of the earth (*Joshua 4:24*). It was a dramatic object lesson for the Israelites, proving that God was with them. It was also a dramatic announcement to the leaders of Israel's enemies that they would soon be conquered. The Ark of the Covenant was central to this historic event, signifying the presence of the Lord. Because it contained the written covenant on the tablets of stone, it also reminded the Israelites of God's covenant with them.

Using a **Map of the Holy Land**, trace the probable route the Israelites took from east of the Jordan River into the city of Jericho.

Explain that the first part of the story explores how the Israelites crossed the flooded Jordan River on their way to Jericho.

Have students listen as you read for what God told the Israelites to carry with them as they crossed the river.

#### **Part 1: The Israelites Cross the Jordan River**

Before reading, explain that the story of the Israelites crossing the Jordan River into the land of Canaan is recorded in the book bearing the name of their new leader, Joshua.

Locate the *Book of Joshua* on the **Bible Poster**.

Read.

#### *Joshua 3*

*[1] Early the next morning [after the spies had returned from Jericho] Joshua and all the people of Israel left Acacia. They traveled to the Jordan River and camped there before crossing it. [2] After three*

*days the officers went through the camp. [3] They gave orders to the people.*

*They said, "You will see the priests and Levites carrying the Box of the Agreement [the Ark of the Covenant] with the Lord your God. Then you should leave where you are and follow it. [4] That way you will know which way to go. You have never traveled this way before. But do not follow too closely. Stay about a thousand yards behind the Box of the Agreement."*

*[5] Then Joshua told the people, "Make yourselves holy for the Lord. Tomorrow the Lord will do amazing things among you."*

*[6] Joshua said to the priests, "Take the Box of the Agreement. Cross over the river ahead of the people."*

*So the priests lifted the Holy Box and carried it ahead of the people.*

*[7] Then the Lord said to Joshua, "Today I will begin to make you a great man to all the Israelites. So the people will know I am with you just as I was with Moses. [8] The priests will carry the Box of the Agreement. Tell them this: 'Go to the edge of the Jordan River and stand in the water.'"*

*[9] Then Joshua said to the people of Israel, "Come here. Listen to the words of the Lord your God. [10] Here is proof that the living God is with you. [13] The priests will carry the Holy Box of the Lord, the Master of the whole world. They will carry it into the Jordan ahead of you. When they enter the water, the river will stop flowing. The water will be stopped. It will stand up in a heap as if a dam were there."*

Discuss:

*Whom did God choose to lead the Israelites across the Jordan River?*

*What did God tell the priests to carry as they led the people?*

Display **Bible Story Picture Card 7a**, The Ark of the Covenant.

Discuss:

*Why was it important for the priests to carry the Ark of the Covenant in front of the people?*

*Of what did the Ark of the Covenant remind the people?*

*What did God tell the priests to do so that the Jordan River would stop flowing and the people could cross?*

*Do you think the Israelites and the priests obeyed God's unusual plan for crossing the Jordan? Why? Why not?*

Continue reading.

**Joshua 3**

*[14] So the priests carried the Box of the Agreement. And the people left the place where they had camped. Then they started across the Jordan River. [15] During harvest the Jordan is flooded. So the river was at its fullest. The priests who were carrying the Holy Box came to the edge of the river. And they stepped into the water. [16] Just at that moment, the water stopped flowing. So the people crossed the*

*river near Jericho. [17] The ground there became dry.*

Display **Bible Story Picture Card 10a**, *The Israelites Cross the Jordan River.*

Discuss:

*What happened to the Jordan River when the priests stepped into the water?*

*How do you know that if God had not stopped the flow and dried up the river, it would have been too deep for the people to cross?*

*If you had been an Israelite priest, how would you have felt as you stepped into the flooded river?*

*What do you think happened to the river after all the people had finished crossing it?*

Continue reading.

**Joshua 4**

*[14] That day the Lord made Joshua a great man to all the Israelites. They respected Joshua all his life, just as they had respected Moses.*

*[15] Then the Lord spoke to Joshua. [16] He said, "Command the priests to bring the Box of the Agreement out of the river."*

*[17] So Joshua commanded the priests, "Come up out of the Jordan."*

*[18] So the priests carried the Box of the Agreement with the Lord out of the river. As soon as their feet touched dry land, the water began flowing again. The river again overflowed its banks. It was just as it had been before they crossed.*

**Joshua 5**

*[1] So the Lord dried up the Jordan River until the Israelites had crossed it. Now all the kings of the Amorites west of the Jordan heard about it. And the Canaanite kings living by the Mediterranean Sea heard about it. They were very scared. After that they were too afraid to face the Israelites.*

Discuss:

*What happened to the Jordan River after the priest stepped out of the water?*

*How did the kings of Canaan feel after they heard about how Israel had crossed the Jordan?*

*Why do you think the kings of Canaan were afraid?*

## **Part 2: The Israelites Celebrate Passover and God Stops Sending Them Manna**

Display **Bible Story Picture Card 5a**, *The Hebrews Observe the Passover.*

Discuss:

*What special meal did God tell the Israelites to prepare just before they left Egypt?*

Display **Bible Word Card 5b**, *The Lord's Passover.*

## Teacher's Notes

The Israelites were commanded to celebrate Passover as a memorial to God's delivering them from slavery in Egypt. They were to celebrate Passover from the fourteenth through the twenty-first day of the first month.

God provided manna for the Hebrews only until they entered the Promised Land. Once they were in Canaan, they ate the produce of the Canaanites until they were settled and began planting and harvesting crops for themselves. The end of God's provision of daily manna for the Israelites marked the beginning of a new stage in their history.

Have students recite it with you.

Discuss:

*Of what was the Passover meal always to remind the Israelites? Do you think the Israelites continued to celebrate the Passover meal after they entered Canaan? Why? Why not?*

Display **Bible Word Card 6a**, *Manna*.

Have students recite it with you.

Discuss:

*After the Israelites left Egypt, what special food did God provide for them every day in the wilderness? Do you think God continued to send manna to the Israelites after they entered Canaan? Why? Why not?*

Have students listen as you read the next part of the story for answers to the questions above about the Passover meal and manna.

Continue reading.

### **Joshua 5**

*[10] The people of Israel were still camped at Gilgal on the plains of Jericho. It was there, on the evening of the fourteenth day of the month, they celebrated the Passover Feast. [11] The next day after the Passover, the people ate some of the food grown on that land: bread made without yeast and roasted grain. [12] The day they ate this food, the manna stopped coming. The Israelites no longer got the manna from heaven. They ate the food grown in the land of Canaan that year.*

Discuss:

*What did the Hebrews celebrate after they crossed the Jordan River? Why did they keep celebrating the Passover Feast? What happened to the manna God had been providing after they celebrated the Passover Feast in Canaan? Why did God stop sending manna to the Israelites?*

## TOPIC 2. THE ISRAELITES CONQUER JERICHO

- Develop the story of the Israelites conquering Jericho.

**Focus:** God's strategy for conquering Jericho required absolute faith on the part of the Hebrews. It also allowed God to display His power and to communicate to all Canaanites that they, too, would soon fall under His judgment. In saving Rahab and her family, God demonstrated that His grace extended beyond the Hebrews to those who believed in Him, yet who were not members of His chosen people.

Display the **Model of a walled city** made from blocks or clay.

Discuss:

*Did the Israelites have tanks, bombs, airplanes, and other modern weapons to attack Jericho? What kinds of weapons do you think the Israelites used when they attacked Jericho?*

Explain that before the Israelites attacked Jericho, God gave them some very unusual instructions about the "weapons" they were to use and the battle plan they were to follow.

Have students listen as you read to find out the details of God's plan.

### Part 1: God Gives Joshua Strange Battle Instructions

Read.

#### *Joshua 6*

*[1] Now the people of Jericho were afraid because the Israelites were near. So they closed the city gates and guarded them. No one went into the city. And no one came out.*

*[2] Then the Lord spoke to Joshua. He said, "Look, I have given you Jericho, its king and all its fighting men. [3] March around the city with your army one time every day. Do this for six days. [4] Have seven priests carry trumpets made from horns of male sheep. Tell them to march in front of the Holy Box. On the seventh day march around the city seven times. On that day tell the priests to blow the trumpets as they march. [5] They will make one long blast on the trumpets. When you hear that sound, have all the people give a loud shout. Then the walls of the city will fall. And the people will go straight into the city."*

Display **Bible Story Picture Card 10b**, *The Israelite Army and Priests March Around Jericho*.

Discuss:

*What did God tell the Israelite army to do for six days?  
Did God tell the Israelites to shout on any of the first six days?*

If available, display a **Shofar** and/or display **Bible Story Picture Card 10c**, *A Shofar*.

Discuss:

*What did God tell the seven priests to carry?  
From what did God tell the priests to make the trumpets?*

Display **Bible Word Card 10a**, *Shofar*.

Have students recite it with you.

Explain that *shofar* is the name for a trumpet made from the horn of a sheep.

Display **Bible Story Picture Card 7a**, *The Ark of the Covenant*.

Discuss:

*What did God tell the priests marching behind the seven priests with the shofars to carry?  
Why did God command the Israelites to carry the Ark of the Covenant with them as they marched around the walls of Jericho?*

*How many times did God tell the Israelites to march around the walls of Jericho on the seventh day?*

*What were the priests told to do with their shofars on the seventh day?*

*After marching around the city seven times on the seventh day, what did God tell the priests and the army to do?*

*What did God promise would happen to the walls of Jericho if the people followed His commands?*

Develop the concept that the Israelites would have to have faith in God in order to follow His strange battle plan.

Discuss:

*Do you think any army before this had ever conquered a city just by walking around it and blowing trumpets?*

*How do you think the Israelites felt when Joshua told them about God's battle plan for conquering Jericho?*

*Do you think the plan made sense to the Israelites?*

*What kind of battle plan do you think the Israelites would have made?*

*What did the Israelites have to have in their hearts in order to obey God's battle plan?*

### Part 2: The Israelites Conquer Jericho

Explain that the next morning the Israelites attacked Jericho.

Continue reading.

#### *Joshua 6*

*[12] Early the next morning Joshua got up. And the priests carried the Holy Box of the Lord. [13] The seven priests carried the seven trumpets. They marched in front of the Holy Box of the Lord, blowing their trumpets. The soldiers with weapons marched in front of them. Other soldiers walked behind the Holy Box of the Lord. All this time the priests were blowing their trumpets. [14] So . . . they marched around the city one time. Then they went back to camp. They did this every day for six days.*

*[15] On the seventh day they got up at dawn. They marched around the city seven times. They marched just as they had on the days before. But on that day they marched around the city seven times. [16] The seventh time around the priests blew their trumpets.*

*Then Joshua gave the command: "Now, shout! The Lord has given you this city! [17] The city and everything in it are to be destroyed as an offering to the Lord. Only Rahab . . . and everyone in her house should remain alive. They must not be killed. This is because Rahab hid the two spies we sent out."*

*[20] When the priests blew the trumpets, the people shouted. At the sound of the trumpets and the people's shout, the walls fell. And everyone ran straight into the city. So the Israelites defeated that city.*

Display **Bible Story Picture Card 10d**, *The Walls of Jericho Fall*.

Discuss:

*How many times did the Israelite army and priests march around the walls of Jericho each day for six days?*

*On the seventh day, how many times did the army and priests march around the walls of the city of Jericho?*

*After the people marched around Jericho seven times on the seventh day, what did Joshua tell the priests to do?  
What did Joshua tell the people to do?  
What happened to the walls of Jericho?  
What did Joshua tell the people to do to everything inside the city?  
Whom did Joshua tell the army they must save? Why?*

Have students reflect on what God revealed about Himself and His plan for the Israelites through this miraculous event.

Discuss:

*Who made the walls of Jericho fall?  
What do you think the Israelites learned about God after the walls fell?  
What do you think the people of Canaan learned about the Hebrew God after the walls of Jericho fell and the city was destroyed?*

### **Part 3: Rahab and Her Family Are Saved**

Display **Bible Story Picture Card 9d**, *The Spies Promise to Help Rahab and Her Family*.

Discuss:

*What did the spies promise Rahab?  
Do you think the spies kept their promise to Rahab?*

Have students listen as you read for the answer to the last question.

Continue reading.

#### **Joshua 6**

*[22] Joshua spoke to the two men who had spied out the land. Joshua said, "Go into [Rahab's] house. Bring her out. And bring out all the people who are with her. Do this because of the promise you made to her."*

*[23] So the two men went into the house and brought out Rahab. They also brought out her father, mother, brothers and all those with her. They put all of her family in a safe place outside the camp of Israel.*

*[24] Then Israel burned the whole city and everything in it. But they did not burn the things made from silver, gold, bronze and iron. These were saved for the Lord. [25] Joshua saved Rahab . . . , her family and all who were with her. He let them live. This was because Rahab had helped the men he had sent to spy out Jericho.*

*[27] So the Lord was with Joshua. And Joshua became famous through all the land.*

Discuss:

*Did the spies keep their promise to Rahab?  
How did the spies and army know which house Rahab and her family lived in so they could save them?*

### **Teacher's Notes**

The miraculous nature of the Israelites' conquest of Jericho confirmed that God is the only true and living God. It revealed to Israel that their God was with them and that any successes or blessings they would experience were dependent upon Him. Their conquest of Jericho also confirmed to the Canaanites that the Hebrews' God was the only true God and that their judgment and destruction were inevitable.

Reinforce the role of faith in Rahab's "salvation" using the questions below.

Discuss:

*What did Rahab do for the spies when they first came to Jericho?  
Why do you think Rahab hid the spies and helped them escape?  
Whose God did Rahab believe in, even though she lived in Jericho and was not an Israelite?  
Why did God save Rahab and her family?*

Correlate the faith in God Rahab exhibited for her salvation with the faith in Jesus we must exhibit for our salvation.  
Display the **Cross and Crown Poster**.

Discuss:

*In whom must we believe if we want to be saved from the punishment we deserve for our sins?*

### TOPIC 3. JOSHUA CONQUERS CANAAN, DIVIDES THE LAND, AND DIES

- Develop the stories of Joshua dividing the land of Canaan and giving his farewell address.

No land was given to the tribe of Levi because they were the priests. Joseph's portion of land was divided between his sons, Ephraim and Manasseh.

**Focus: With the land divided and his life near its end, Joshua called the leaders of Israel together. He reminded them of God's faithfulness to His covenant and of the many blessings He had bestowed on Israel. He also called the nation to renew its commitment to the covenant, especially by refraining from associating with the Canaanites who remained in the land and from worshipping their gods. He warned them that their failure to abide by the terms of the covenant would result in God's harsh judgment on them.**

Explain that after the Israelites conquered Jericho, their army went on to conquer most of the land of Canaan.  
Have students listen as you read for what Joshua did after they took control of the land.

#### **Part 1: Joshua Divides the Land Among the Twelve Tribes**

Read.

##### **Joshua 11**

*[23] Joshua took control of all the land of Israel. This was what the Lord had told Moses to do long ago. He gave the land to Israel because he had promised it to them. Then Joshua divided the land among the tribes of Israel. The fighting had finally ended. And there was peace in the land.*

Discuss:

*After the Israelites conquered Jericho, why were they able to take control of the rest of the land of Canaan?  
After the Israelites controlled all of Canaan, what did Joshua have to do with the land?*

Use the following or similar questions and activities to review the history of the origin of the twelve tribes of Israel and God's promise to the patriarchs that Canaan would be their inheritance.

The patriarchs Abraham, Isaac, and Jacob were studied in Grade 1, *God's Good Plan*, and reviewed in Lesson 1 of Grade 2 (See Lesson 1, *God's Special People*).

Discuss:

*Among how many tribes do you think Joshua had to divide the land?  
Where did the tribes of Israel come from in the first place?  
How did the tribes of Israel get their names?*

Display **BLM 1b**, *The 12 Sons of Jacob*.

Remind students that each card names one of the twelve tribes of Israel. Have students recite and count them with you.

Display **Bible Word Cards 1d**, *Abraham*; **1f**, *Isaac*; and **1g**, *Jacob*.

Have students recite them with you.

Have students refer to the names of the three patriarchs as you review God's promises to Abraham, Isaac, and Jacob to make their descendants a mighty nation and to give them the land of Canaan.

Discuss:

*Who was the first patriarch whom God promised to make into a great nation and to whom He would give the land of Canaan?  
What was the name of Abraham's son?  
What did God promise Isaac?  
What was the name of Isaac's son?  
What other name did God give Jacob?  
What did God promise Israel (Jacob)?  
How many sons did Israel (Jacob) have?*

Refer again to **BLM 1b**, *The 12 Sons of Jacob*.

Discuss:

*What were the names of Israel's (Jacob's) twelve sons?*

Display **Bible Story Picture Card 2a**, *The Hebrew Slaves*.

Discuss:

*In what country did Israel (Jacob) and his twelve sons become slaves?  
What were these families called as they grew larger and larger?*

Display **Bible Word Card 10b**, *Tribes*.

Have students recite it with you.

Discuss:

*How did each tribe get its name?  
How many years did the tribes of Israel live as slaves in Egypt?*

Display **Bible Story Picture Card 5c**, *The Hebrews Leave Egypt*.

Discuss:

*Who led the tribes of Israel out of Egypt to freedom?*

Display **Bible Story Picture Card 10a**, *The Israelites Cross the Jordan River*.

Discuss:

*Who led the tribes of Israel into the land of Canaan?  
After Joshua led the tribes of Israel into Canaan, what did Joshua have to do with the land so that each tribe had a special place to live?*

Display the **Map of the Holy Land**.

Locate the territories assigned to each of the twelve tribes.

See notes below that explain the absence of Joseph's and Levi's names from the map.

*Note: Point out that the tribe of Levi was not given any land in Canaan. God told them that as priests, He would be their "gift" or inheritance. Instead, they were assigned cities throughout Canaan where they would live.*

*Note: In the Grade 1, God's Special People, students learned that Joseph had two sons, Ephraim and Manasseh, who were adopted by their grandfather, Jacob. Their descendants became the tribes of Ephraim and Manasseh. In essence, the tribe of Joseph became the two half-tribes of Ephraim and Manasseh. Corporately, the people from these two tribes were still referred to as the "people of Joseph" (Joshua 17:14).*

Review the purpose of God's plan for the Israelites using the following questions and activities.

Display the **Cross and Crown Poster**.

Discuss:

*Who is the most important Person ever born Who came from the people of Israel?  
Why is Jesus the most important Person ever born?  
Was Jesus alive before He was born on the earth? Why?  
Is Jesus alive today? Why?  
From what tribe of Israel was Jesus born?*

Display **Bible Word Card 10c**, *Judah*.

Have students recite it with you.

Locate the territory of Judah on the **Map of the Holy Land**.

Discuss:

*In what small town in Judah was Jesus born many years after the Israelites had conquered the land of Canaan?*

Display **Bible Word Card 10d**, *Bethlehem*.

Have students recite it with you.

Locate the city of Bethlehem on the **Map of the Holy Land**.

### **Part 2: Joshua Tells the Israelites to Obey and Follow God**

Explain that before Joshua died, he called all the leaders of Israel together to give them special instructions.

Distribute to students **BLM 10a**, *Joshua's Commands to the Israelites After Conquering Canaan*.

Have all students listen as you read for the six commands Joshua gave the people.

Have students holding the cards read them after you read each command.

Continue reading.

### *Joshua 23*

*[1] The Lord gave Israel peace from their enemies around them. He made Israel safe. Many years passed, and Joshua became very old.*

*[2] So he called a meeting of all the older leaders, heads of families, judges and officers of the Israelites.*

*He said, "I am now very old. [3] You have seen what the Lord has done to our enemies. He did it to help us. The Lord your God fought for you.*

**Command 1:** *[6] "Be strong.*

**Command 2:** *"You must be careful to obey everything the Lord has commanded. Obey everything written in the Book of the Teachings of Moses. Do exactly as it says.*

**Command 3:** *[7] "There are still some people living among us who are not Israelites. They worship their own gods. Don't become friends with them.*

**Command 4:** *"Don't serve or worship their gods.*

**Command 5:** *[8] "You must continue to follow the Lord your God.*

*[15] "Every good promise that the Lord your God made has come true. And in the same way, his other promises will come true. He promised that evil will come to you. He will destroy you from this good land that he gave you.*

*[16] "This will happen if you don't keep your agreement with the Lord your God. You will lose this land if you go and serve other gods. You must not worship them. If you do, the Lord will become very angry with you. Then none of you will be left in this good land he has given you.*

### *Joshua 24*

**Command 6:** *[15] But maybe you don't want to serve the Lord. You must choose for yourselves today. You must decide whom you will serve. As for me and my family, we will serve the Lord."*

*[16] Then the people answered, "No! We will never stop following the Lord. We will never serve other gods! [17] We know it was the Lord our God who brought our people out of Egypt. [18] So we will continue to serve the Lord because he is our God."*

*[28] Then Joshua told the people to go back to their homes. And everyone went back to his own land.*

Have students holding the six command cards display and read their cards.

Display **Bible Story Picture Card 9b**, *Joshua Becomes Israel's New Leader*.

*Note: This Picture Card was used in Lesson 9. It is used here again in a different context to illustrate Joshua speaking to the people after they have conquered Canaan.*

Discuss:

*What six commands did Joshua give to the Israelites?*

*Why was it very important for them to follow these commands?*

*What did the Israelites promise Joshua they would do about these commands?*

*Do you think they always followed God's commands from this day on?*

*Why? Why not?*

*What did God promise the Israelites if they obeyed His commands?*

*What did God promise the Israelites if they disobeyed His commands?*

- Introduce the memory verse for Lesson 10.

**Focus:** The Israelites had to make a choice: to serve the God Who had delivered them from Egypt and Who had led them faithfully to the Promised Land, or to serve the gods of the Canaanites. They chose to follow Joshua's lead, and they promised to submit themselves to the only true and living God.

Display **Bible Lesson 10 Memory Verse Card**, *Joshua 24:15*.

Read it, and have students recite it with you.

Correlate it with the **Bible Poster**.

*Note: Only the last part of this lengthy verse has been selected. You may wish to have students memorize the entire verse.*

**Joshua 24**

**[15] "As for me and my family, we will serve the Lord."**

Discuss:

*Whom did Joshua tell the Israelites his family was going to serve, worship, and obey?*

*Whom did the Israelites say they were choosing to follow?*

*Do you have a choice about following and serving God?*

*What is your choice?*

### Part 3: Joshua Dies

Explain that shortly after Joshua spoke to the leaders of Israel, he died.

Continue reading.

**Joshua 24**

**[29] After that, Joshua son of Nun died. He was 110 years old.**

**[31] The Israelites had served the Lord during the time Joshua was living. And after he died, they continued to serve the Lord. They continued to serve him while their older leaders were still alive. These were the leaders who had seen what the Lord had done for the Israelites.**

Discuss:

*How old was Joshua when he died?*

*Did the Israelites continue to serve and obey God after Joshua died?*

*How long did the Israelites continue to serve God?*

*Why do you think the Israelites loved and obeyed God after coming into the Promised Land of Canaan?*

*Do you think the Israelites continued to love and obey God after they had been living in the land of Canaan a while longer? Why? Why not?*

Explain that the answer to the last question will come in future lessons.

## WORLDVIEW LINKS

- Link Biblical Truth 6 to the story of the Israelites' conquest of Canaan.

**Focus:** The Israelites had to depend completely on God for their victory at Jericho and for all subsequent victories as they conquered the land of Canaan.

Display the **Worldview Model**.

Point to *Biblical Truth 6: God created people to need him for everything.*

Review its position as the second pillar of truth about our relationship with God in the *Fellowship Wall*.

Display **Symbol Card 6**.

Discuss:

*What Biblical Truth in our Fellowship Wall does this Symbol Card help us remember?*

*Were the Israelites able to conquer Jericho all by themselves?*

*On Whom did the Israelites have to depend when they conquered Jericho?*

*On Whom did the Israelites have to depend to deliver them from Egypt, to feed them in the desert, and to give them the land of Canaan for their new home?*

*For what do you need to depend on God?*

- Link Biblical Truth 2 to the story of the Israelites' conquest of Canaan.

**Focus:** The Israelites' deliverance from Egypt, their preservation in the wilderness, and their victories in Canaan were possible because God is the only true and omnipotent God.

Display the **Worldview Model**.

Point to *Biblical Truth 2: God is the only true and almighty God.*

Review its position as the second stone of truth about God in the *Foundation of Wisdom*.

Display **Symbol Card 2**.

Discuss:

*What Biblical Truth in our Foundation of Wisdom does this Symbol Card help us remember?*

*What miracles did God perform so the Israelites were able to conquer the land of Canaan?*

*What other miracles of power did God perform when He led the Israelites out of Egypt and took care of them in the desert?*

*Why can God perform miracles?*

*How do you know that God is all powerful?  
What blessings do you experience in your life because God is omnipotent,  
omniscient, and omnipresent?*

- Link Biblical Truth 1 to the story of the Israelites' conquest of Canaan.

**Focus:** The Israelites' conquest of Canaan was the fulfillment of God's covenant promise to Abraham that his descendant would occupy the land and become a great nation.

Display the **Worldview Model**.

Point to *Biblical Truth 1: God is truth and always tells us what is right and true.*

Review its position as the first stone of truth about God in the *Foundation of Wisdom*.

Display **Symbol Card 1**.

Discuss:

*What Biblical Truth in our Foundation of Wisdom does this Symbol Card help us remember?*

*What did God promise to give Abraham, Isaac, and Jacob many years before the tribes of Israel conquered Jericho and all the rest of the land of Canaan?*

*Why did God lead Joshua and the tribes of Israel into Canaan and help them conquer it?*

*How do you know that you can always trust God's promises?  
What are some of God's promises that are very special to you?*

- Link Biblical Truth 13 to the story of the Israelites' conquest of Canaan.

**Focus:** God chose special servants to fulfill His plan for Israel. After Moses died, God chose Joshua as His servant to lead the Israelites into the Promised Land, conquer it, and divide it among the twelve tribes.

Display the **Worldview Model**.

Point to *Biblical Truth 13: God created His image-bearers to love and serve one another.*

Review its position as the first pillar of truth about our relationship with others in the *Servanthood Wall*.

Display **Symbol Card 13**.

Discuss:

*What Biblical Truth in our Servanthood Wall does this Symbol Card help us remember?*

*What great leaders did God choose to serve Israel?*

*Who served the Israelites by leading them out of Egypt?*

*Who served the Israelites by leading them into the Promised Land?*

*How else did Joshua serve the tribes of Israel?*

*What has God created you to do?  
What are some of the ways you can serve others?*

- Link Biblical Truth 8 to the story of the Israelites' conquest of Canaan.

**Focus:** Rahab's salvation from death in Jericho because of her faith in God foreshadowed our salvation from death through faith in Jesus Christ.

Display the **Worldview Model**.

Point to *Biblical Truth 8: Jesus died to restore fellowship between people and God.*

Review its position as the fourth pillar of truth about our relationship with God in the *Fellowship Wall*.

Display **Symbol Card 8**.

Discuss:

*What Biblical Truth in our Fellowship Wall does this Symbol Card help us remember?*

*Who was the greatest Person ever born?*

*From what Israelite tribe was Jesus born?*

*Why did God save Rahab and her family when the Israelites attacked Jericho?*

*How are we saved from the punishment we deserve for our sins?*

*Do you believe that Jesus is God's Son and that He died for your sins?*

*Have you asked Jesus to be your Savior?*

## SUMMARY

Before beginning the summary, distribute to three students **Bible Story Cards 10a-c**.

Have students read their cards when you call on them.

- Review the story of the Israelites crossing the Jordan River.

**Focus:** The miracle the Israelites experienced when they crossed the Jordan River proved that God was a divine Warrior, the only true and living God, and that He was faithful to His covenant with Israel. The Ark of the Covenant was central to this historic event, signifying the presence of the Lord. Because it contained the written covenant on the tablets of stone, it reminded the Israelites of God's covenant with them.

Display **Bible Story Picture Card 10a**, *The Israelites Cross the Jordan River*.

Correlate the picture with the **Time Line** (Box 18).

Discuss:

*Why did the Israelites have to cross the Jordan River?*

*How did the Israelites cross such a deep river at the time of year when it was flooded?*

*Why did the priests carry the Ark of the Covenant?*

*How did the Israelites know that God was leading them and was going to help them conquer the Promised Land?*

*Who has a Story Card that tells this part of the story?*

Have a student read **Bible Story Card 10a**.

from *Joshua 3*

*[9] Then Joshua said to the people of Israel, "Come here. Listen to the words of the Lord your God. [10] Here is proof that the living God is with you. [13] The priests will carry the Holy Box of the Lord, the Master of the whole world. They will carry it into the Jordan ahead*

*of you. When they enter the water, the river will stop flowing."*

*[15] The priests who were carrying the Holy Box came to the edge of the river. And they stepped into the water. [16] Just at that moment, the water stopped flowing. So the people crossed the river near Jericho. [17] The ground there became dry.*

- Review the story of the Israelites' conquest of the city of Jericho.

**Focus:** God's strategy for conquering Jericho required absolute faith on the part of the Hebrews. It also allowed God to display His power and to communicate to all Canaanites that they, too, would soon fall under His judgment. In saving Rahab and her family, God demonstrated that His grace extended to those who believed in Him, yet who were not members of His chosen people.

Display **Bible Story Picture Card 10d**, *The Walls of Jericho Fall*.  
Correlate the picture with the **Time Line** (Box 19).

Discuss:

*What unusual instructions did God give Joshua and the Israelites for conquering the city of Jericho?*

*Whom did the Israelites save when the walls of Jericho fell? Why?*

*Who has a Story Card that tells this part of the story?*

Have a student read **Bible Story Card 10b**.

from **Joshua 6**

*[2] Then the Lord spoke to Joshua. He said, [3] "March around the city with your army one time every day. Do this for six days. [4] On the seventh day march around the city seven times. On that day tell the priests to blow the trumpets as they march. [5] They will make one long blast on the trumpets. When you hear that sound, have all the people give a loud shout. Then the walls of the city will fall."*

*[25] Joshua saved Rahab . . . , her family and all who were with her. He let them live. This was because Rahab had helped the men he had sent to spy out Jericho.*

- Review the story of the Israelites' conquest of Canaan and Joshua's charge to Israel before he died.

**Focus:** With the land divided and his life near its end, Joshua called the leaders of Israel together. He called the nation to renew its commitment to the covenant, especially by refraining from associating with the Canaanites who remained in the land and from worshipping their gods. He warned them that their failure to abide by the terms of the covenant would result in God's harsh judgment on them.

Display **Bible Story Picture Card 9b**, *Joshua Becomes Israel's New Leader*.  
*Note: This picture is not part of the Time Line.*

Discuss:

*After the tribes of Israel had conquered the land of Canaan, what did Joshua do so that each tribe would have a place to live?*

*Before Joshua died, what commands did he give the people?*

*Who has a Story Card that tells this part of the story?*

Have a student read **Bible Story Card 10c**.

from *Joshua 11*

*[23] Joshua took control of all the land of Israel. Then Joshua divided the land among the tribes of Israel. The fighting had finally ended. And there was peace in the land.*

*Joshua 23*

*[1] Many years passed, and Joshua became very old.*

*[2] He said, "I am now very old. [6] Be strong. You must be careful to obey everything the Lord has commanded. [8] You must continue to follow the Lord your God.*

*Joshua 24*

*[15] "You must decide whom you will serve. As for me and my family, we will serve the Lord."*

- Review the memory verse for Lesson 10.

**Focus:** The Israelites had to make a choice: to serve the God Who had delivered them from Egypt and Who had led them faithfully to the Promised Land, or to serve the gods of the Canaanites. They chose to follow Joshua's lead, and they promised to submit themselves to the only true and living God.

Display **Lesson 10 Memory Verse Card**, *Joshua 24:15*.

Read it, and have students recite it with you.

Correlate it with the **Bible Poster**.

*Joshua 24*

*[15] "As for me and my family, we will serve the Lord."*

Discuss:

*Whom did Joshua tell the Israelites his family was going to serve, worship, and obey?*

*Whom did the Israelites say they were choosing to follow and serve?*

*Do you have a choice about following and serving God?*

*What is your choice?*

- Review the worldview links.

**Focus:** **Biblical Truths 1, 2, 6, 8, and 13** relate to the stories of the Israelites' conquering the city of Jericho and ultimately all the land of Canaan.

Display the **Worldview Model**.

Display and discuss **Symbol Cards 1, 2, 6, 8, and 13** in the order below.

Discuss Symbol Card 6:

*What Biblical Truth does this Symbol Card help us remember?*

*For what did the tribes of Israel have to depend on God to provide in order to conquer the Promised Land?*

*For what do you have to depend on God to provide in your life?*

Discuss Symbol Card 2:

*What Biblical Truth does this Symbol Card help us remember?  
Why was God able to perform the miracles that helped the tribes of Israel conquer Jericho and all the land of Canaan?  
What has God done for you because He is the only true and almighty God?*

Discuss Symbol Card 1:

*What Biblical Truth does this Symbol Card help us remember?  
To whom had God promised the land of Canaan many years before the Israelites actually conquered it?  
Why did God give the land of Canaan to the tribes of Israel?  
What promises of God are special to you?  
How do you know God will keep His promises to you?*

Discuss Symbol Card 8:

*What Biblical Truth does this Symbol Card help us remember?  
Why were Rahab and her family saved when the Israelites conquered Jericho?  
How can you be saved from the punishment you deserve for your sins?*

Discuss Symbol Card 13:

*What Biblical Truth does this Symbol Card help us remember?  
How did Joshua serve the people of Israel?  
How can you serve others as God's image-bearer?*

## PRAYER

- Have students thank God for His faithfulness to the Israelites and for keeping His promises to them. Have students thank God for keeping His promise to send Jesus as a descendant of the Israelites to be the Savior of the world.

## CHARACTER RESPONSE--GRATITUDE AND HONESTY

- Review the character trait *gratitude*, and link it to the story of the Israelites' conquest of Jericho.

**Focus:** Our response to all God's blessings should be with gratitude in our hearts, demonstrated by our loving obedience to His commands. The Israelites demonstrated their gratitude to God's blessings with thank offerings (*Leviticus 7*) and by being faithful to their covenant with Him.

Display **Character Trait 4 Word Card**, *Gratitude*.

Have students recite it with you.

Ascertain students' understanding of the meaning of *gratitude*.

Discuss:

*What is gratitude?*

Display **Character Trait 4 Definition Card**, *Gratitude*: A thankfulness in my heart that I always share with God and others.

Have students recite it with you.

Some Bible lessons have two character traits. You may use either, both, or select other traits you deem more appropriate to the way you developed the lesson in your class.

Discuss:

*For what did the Israelites have gratitude or thankfulness to God?  
How did the Israelites show their gratitude to God?*

*For what do you have gratitude or thankfulness to God?  
How do you show your gratitude to God?*

If time permits, review **Character Trait 4 Memory Verse Card**, *Psalm 107:1*.  
Read it, and have students recite it with you.  
Correlate it with the **Bible Poster**.

**Psalm 107**

*[1] Thank the Lord because he is good. His love continues forever.*

Locate Character Trait 4 on the roof of the **Worldview Model**.

- Review the character trait *honesty*, and link it to the story of the Israelite's conquering Jericho and saving Rahab and her family.

**Focus:** Integrity and honesty in all things are required of God's people. The two spies demonstrated honesty when they honored their promise to save Rahab and her family from Jericho's destruction.

Display **Character Trait 14 Word Card**, *Honesty*.  
Have students recite it with you.  
Ascertain students' understanding of the meaning of *honesty*.

Discuss:

*What is honesty?*

Display **Character Trait 14 Definition Card**, *Honesty: Truthfulness in everything I think, say, and do*.  
Have students recite it with you.

Discuss:

*What did the two spies promise Rahab?  
What did the two spies do to demonstrate their honesty?*

*Why does God require us to be honest and truthful?  
How do you show honesty in your life?*

If time permits, review **Character Trait 14 Memory Verse Card**,  
*Proverbs 11:3*.  
Read it, and have students recite it with you.  
Correlate it with the **Bible Poster**.

**Proverbs 11**

*[3] Good people will be guided by honesty.*

Locate Character Trait 14 on the roof of the **Worldview Model**.

Teacher's Notes

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