

AMO[®]
TEACHER GUIDE
AND RESOURCES

THE BOOK
OF JOSHUA

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AMO® Teacher Guide
and Resources
The Book of Joshua

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Resources

Graphic Organizers

Bookmark

Vocabulary Cards

Memory Verse Cards

Parent Prayer and Blessing Cards

The Book of Joshua

Reading for Reasoning Overview

Lesson	Reading	Principle	Vocabulary	Memory Verse	Record
1	Teacher: Overview of Joshua; Numbers 27:15-23 Student: Joshua 1:1-5	A commission from God is accompanied by His presence, anointing, and authority.	commission	I will be with you; I will not fail you or forsake you. Joshua 1:5	Joshua title page Books of the Bible
2	Student: Joshua 1:6-18	God prospers those who obey His Word.	obey		Profile of Joshua graphic organizer
3	Student: Acts 17:26-27 Teacher: Canaan, the Land of Promise reading	God uses the geographic features of the land to shape the character of His people.	geography	This book of the law shall not depart from your mouth, but you shall meditate on it day and night. Joshua 1:8a	Promised Land Map Study
4	Student: Joshua 2:1-13 Teacher: Joshua 2:14-24	God rewards all those who seek Him and by faith believe that He is.	faith		Profile of Rahab
5	Teacher: Joshua 3:1-8 Student: Joshua 3:9-17	God's presence in the midst of His people is mighty.	mighty	So that you may be careful to do according to all that is written in it. Joshua 1:8b	Crossing the Jordan River coloring page
6	Student: Joshua 4:1-11 Teacher: Joshua 4:12-24	God ordained memorials lest future generations forget Him and His mighty miracles and providence.	memorial		Erect a classroom memorial

Lesson	Reading	Principle	Vocabulary	Memory Verse	Record
7	Student: Joshua 5:1-12 Teacher: Background notes	A godly leader humbles himself and submits to God's authority and purposes.	humble	For then you will make your way prosperous, and then you will have success. Joshua 1:8c	Profile of Joshua graphic organizer
8	Student: Joshua 5:13-6:7 Teacher: Ephesians 6:10-18	The battle is the Lord's. Put on the full armor of God!	armor		Christian Warrior graphic organizer
9	Student: Joshua 6:8-19 Teacher: Joshua 6:20-27	God often chooses the weak or foolish to confound the strong or wise.	confound	Be strong in the Lord, and in the strength of His might. Put on the full armor of God, so that you may be able to stand firm against the schemes of the devil. Ephesians 6:10-11	Christian Warrior graphic organizer
10	Student: Joshua 7:1-12 Teacher: Joshua 7:13-26	A person's sin will be found out and can negatively affect the lives of others.	sin		Lessons Learned from the Disobedience of Achan graphic organizer
11	Teacher: Joshua 8:1-22 Student: Deuteronomy 27:6-13; Joshua 8:30-35	With freedom of choice comes the responsibility for the consequence.	responsibility	For our struggle is not against flesh and blood, but against the rulers, against the powers, against the world forces of this darkness, against the spiritual forces of wickedness in the heavenly places. Ephesians 6:12	Profile of Joshua graphic organizer
12	Student: Joshua 9:1-13 Teacher: Joshua 9:14-27	As God's children, we should seek His counsel when making decisions, lest we be deceived.	deceive		Christian Warrior graphic organizer

The Book of Joshua

Reading for Reasoning Overview

Lesson	Reading	Principle	Vocabulary	Memory Verse	Record
13	Student: Joshua 10:1-14, 41-43	God desires to work in partnership with His people to bring the victory.	victory	Therefore, take up the full armor of God, so that you may be able to resist in the evil day, and having done everything, to stand firm. Ephesians 6:13	Christian Warrior graphic organizer
14	Teacher: Joshua 11:1-10 Student: Joshua 11:16-23	Trust and obedience to God's Word triumph over adversity.	trust		Christian Warrior graphic organizer
15	Teacher: Joshua 13:1-7 Student: Joshua 14:1-5	We are each an instrument in God's hand called to serve His good purpose.	purpose	Stand firm, therefore, having girded your loins with truth, and having put on the breastplate of righteousness. Ephesians 6:14	Promised Land Map Study
16	Student: Joshua 14:6-15	God's full blessings abound to those who follow Him wholeheartedly.	wholeheartedly		Promised Land Map Study
17	Teacher: Joshua 15:1-12 Student: Joshua 15:13-20	We are more than conquerors in Christ, who has already gained the victory.	conqueror	And having shod your feet with the preparation of the gospel of peace. Ephesians 6:15	Profile of Caleb graphic organizer
18	Student: Joshua 16:1-10	Faith is not passive. It requires action and produces good works.	action		Profile of Caleb graphic organizer

Lesson	Reading	Principle	Vocabulary	Memory Verse	Record
19	Teacher: Joshua 17:1-11 Student: Joshua 17:12-18	The Earth is the Lord's, and man is to subdue it and steward it for God's purposes.	steward	In addition to all, taking up the shield of faith with which you will be able to extinguish all the flaming missiles of the evil one. Ephesians 6:16	Christian Warrior graphic organizer
20	Student: Joshua 18:1-10; 19:49-51	Neglecting our responsibilities delays God's blessings.	blessing		Christian Warrior graphic organizer
21	Teacher: Joshua 20:1-4, 6-8 Student: Joshua 21:1-8, 41-45	We can trust the promises of God, for He is a faithful Promise Keeper.	promise	And take the helmet of salvation, and the sword of the Spirit, which is the word of God. Ephesians 6:17	Christian Warrior graphic organizer
22	Student: Joshua 23:1-10 Teacher: Joshua 23:11-16	Friendship with the world is hostility toward God.	world		Christian Warrior graphic organizer
23	Teacher: Joshua 24:1-20 Student: Joshua 24:21-33	The Lord gives each individual the choice to serve Him or to serve the gods of this world.	choice	With all prayer and petition pray at all times in the Spirit. Ephesians 6:18	Profile of Joshua graphic organizer
24	Teacher: Ephesians 1:3-14, 18 Student: 1 Peter 1:3-9, 13-15	As joint-heirs with Christ, we are to obtain the promises of our inheritance by faith.	inheritance		My Inheritance in Christ graphic organizer

The Book of Joshua

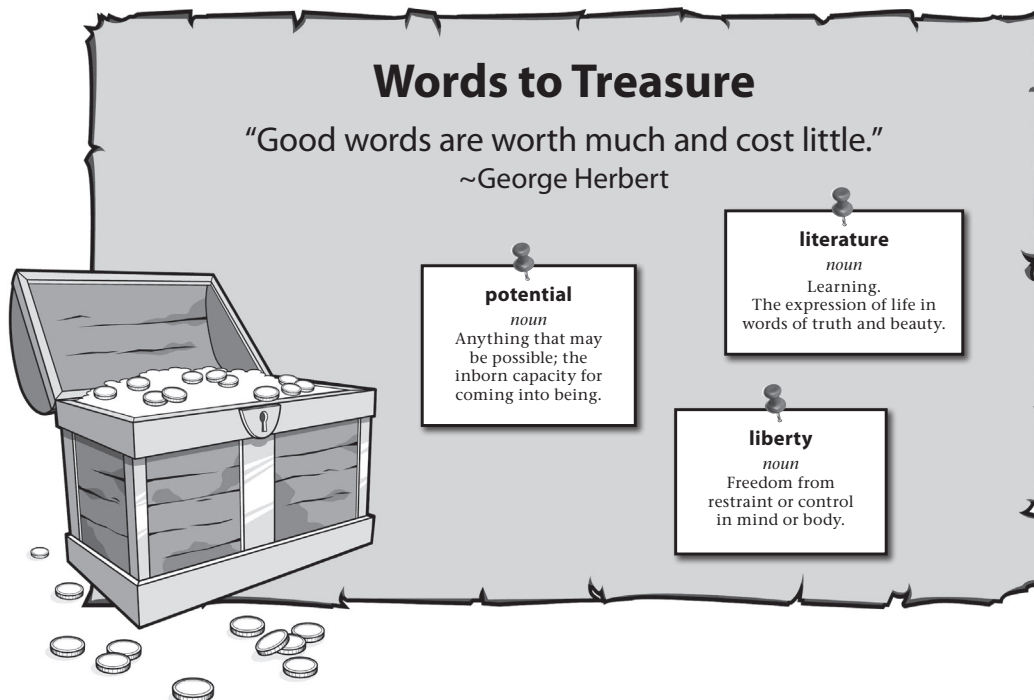
Treasure Chest of Words

Words are the keys that unlock the treasure chest of ideas!



Words are the building blocks of ideas. Man cannot think without words. As Christians, we need a noble and biblical vocabulary that will guide our reasoning and decision-making, as well as our ability to communicate in the marketplace and persuade others with our words of faith, just as Jesus and the apostle Paul did in the first century. Words are spirit, Jesus said (John 6:63). Words have the power to create or destroy (Proverbs 18:21). Through the study of the Word of God, a child's vocabulary is greatly enhanced as you, the teacher or reader, mediate the language and begin using the words to create new realities (Numbers 14:28).

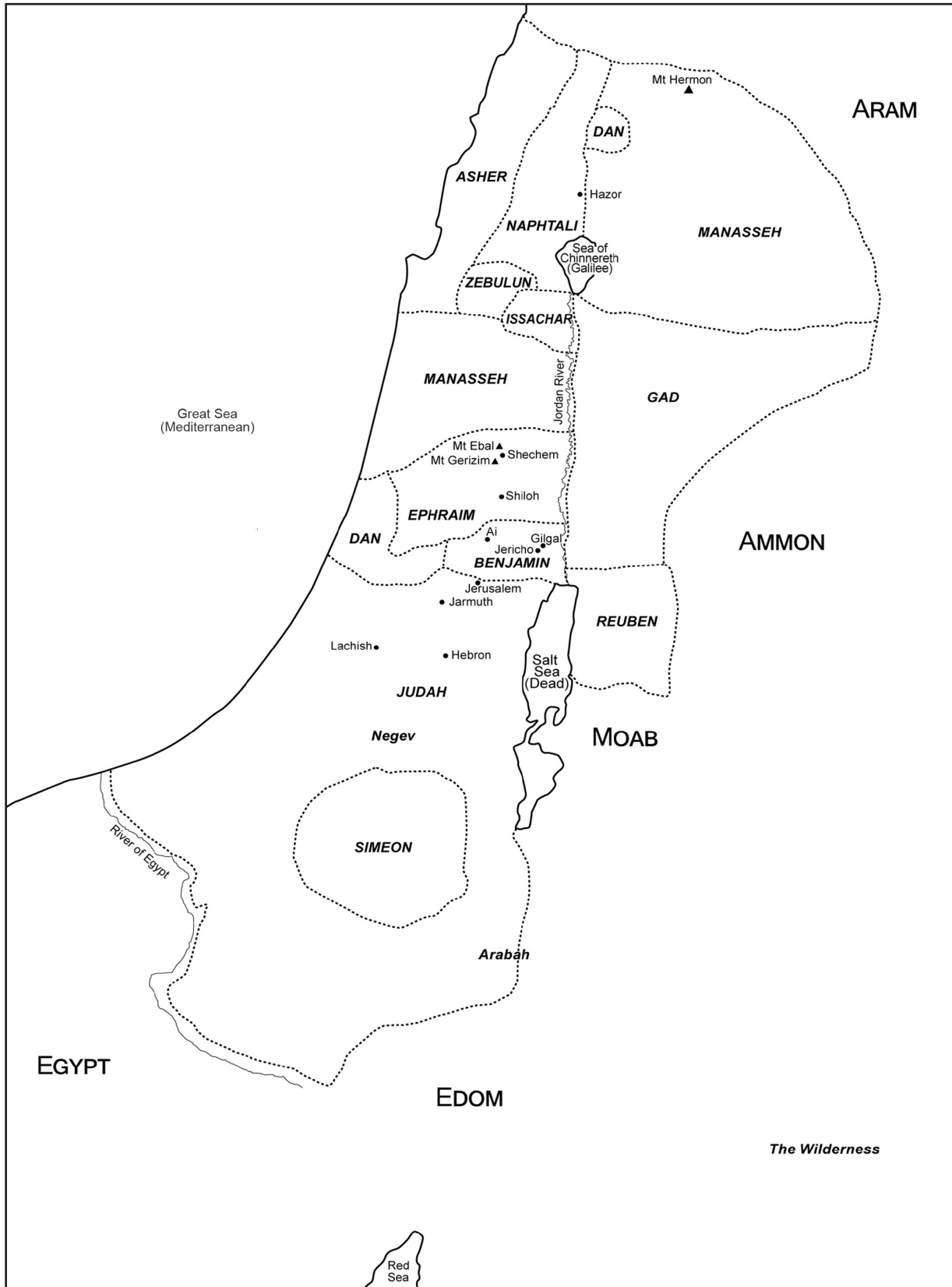
Following are the Key Student Vocabulary Words from the reading lessons of the book of Joshua. Definitions are taken from many dictionaries. They are to be used in the curriculum by pinning the key word that you have printed for each lesson, onto the Treasure Chest bulletin board. Leave all the words out on the bulletin board until the next lesson—the Bible reading word, the literature word, and the Christian history word. We have printed ours on cardstock, but plain paper works just as well. Use these words throughout the weeks as you speak to the children. Help build the children's thinking and reasoning skills by asking them to include these words in their conversation and as they answer questions.



Words to Treasure

-
1. **commission** (n.) 1) The act of sending forth. 2) The act of granting power and authority to perform various acts or duties.
 2. **obey** (v.) To submit to the authority of or to comply with the commands or instructions of the one in authority or a law.
 3. **geography** (n.) The descriptive science of the Earth, which God created as the stage of man's activities.
 4. **faith** (n.) The assurance of things hoped for; the evidence of what is not seen.
 5. **mighty** (adj.) Strong in power, wisdom, wealth, and warfare.
 6. **memorial** (n.) That which preserves for future generations the memory of something important.
 7. **humble** (v.) To bring low; to make meek and submissive to God's will.
 8. **armor** (n.) 1) The habit worn to protect the body in battle. 2) Spiritually, truth, faith, salvation, and God's Word.
 9. **confound** (v.) 1) To perplex or amaze. 2) To throw into confusion or disorder.
 10. **sin** (n.) Any act that violates God's commandments or moral principles.
 11. **responsibility** (n.) The state of being answerable or accountable for something within one's control.
 12. **deceive** (v.) To intentionally mislead or persuade others by a false appearance or statement.
 13. **victory** (n.) Conquest; triumph over an enemy in battle or war.
 14. **trust** (n.) Confidence; a resting of the mind on the integrity, veracity, justice, or other sound principle of another.
 15. **purpose** (n.) That object or goal to be accomplished in any plan.
 16. **wholeheartedly** (adj.) With a complete heart; fully devoted and committed.
 17. **conqueror** (n.) One who gains the victory; one who subdues and brings into possession.
 18. **action** (n.) 1) Exertion of power or force. 2) An act that one consciously wills and performs.
 19. **steward** (v.) To carefully manage the property or affairs of someone else.
 20. **blessing** (n.) A favor, gift, or prophetic benediction bestowed by God that invokes happiness.
 21. **promise** (n.) A binding declaration of something to be done or given for another's benefit.
 22. **world** (n.) *In Scripture*, the corrupt system of thinking that is controlled by Satan and is hostile to God and His ways.
 23. **choice** (n.) The act of selecting or choosing; the determination of the mind in preferring one thing to another.
 24. **inheritance** (n.) Property passed from an ancestor to an heir either by gift or divine authority.

The Promised Land Map Study



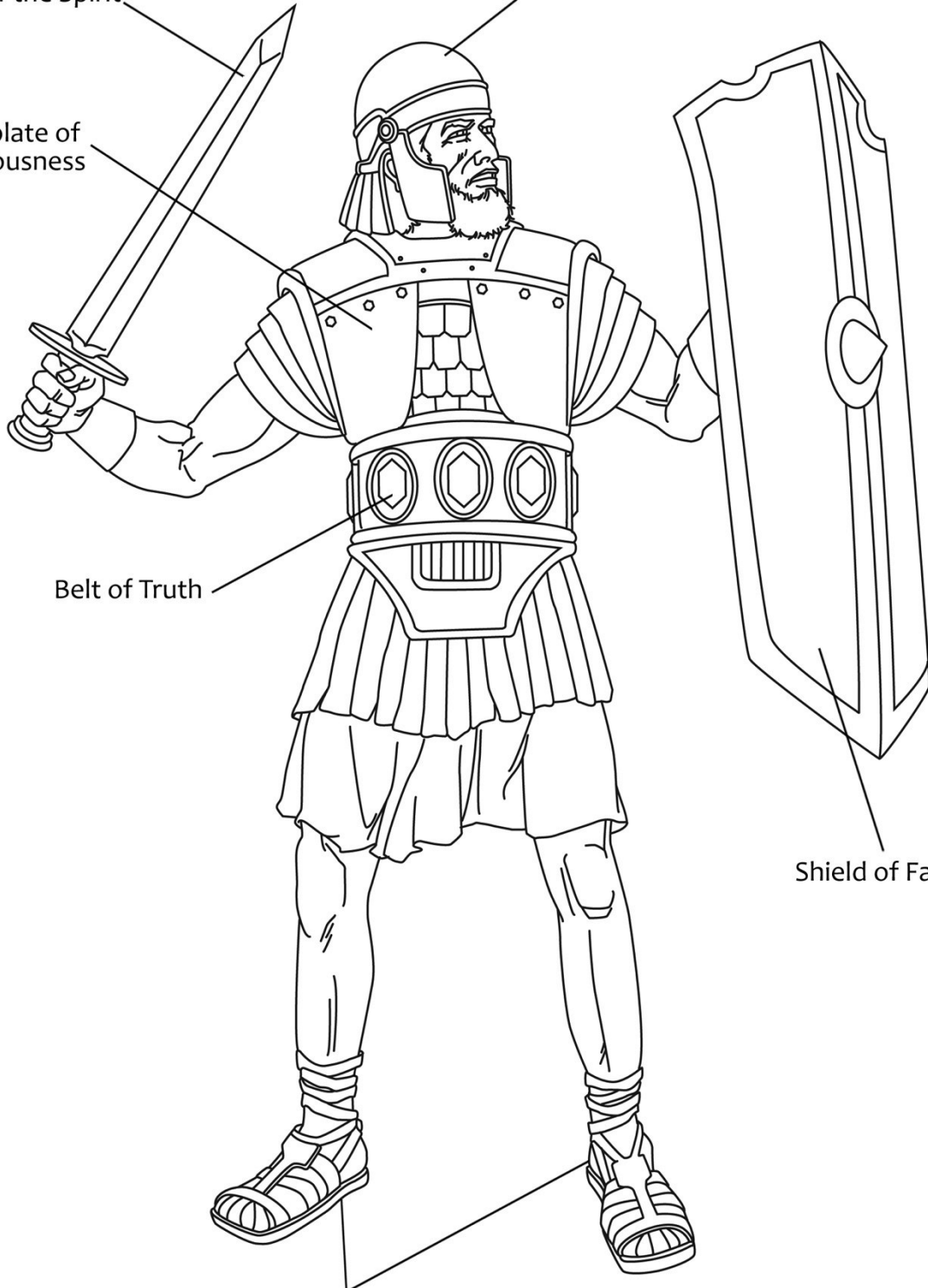
The Christian Warrior's Armor

Every kind of prayer

Sword of the Spirit

Helmet of Salvation

Breastplate of Righteousness



Belt of Truth

Shield of Faith

Feet Shod with the Gospel

Our Full Armor of God in Christ

Our spiritual defense against the schemes of the devil (See Ephesians 6:10-18)

<p>Belt of Truth</p>	<p>A warrior's belt firmly held his armor together. Our belt is truth, who is Jesus Christ (John 14:6). Satan is the father of lies (John 8:44) and uses words to deceive us. Truth is our only defense against his lies and deception. Knowing the truth makes us free (John 8:31, 32).</p>
<p>Breastplate of Righteousness</p>	<p>A warrior's breastplate protects his heart and lungs. Our heart is susceptible to the wickedness of our culture. We are to guard our heart with all diligence, for out of it flow the issues of life (Proverbs 4:23).</p>
<p>Feet Shod with the Gospel of Peace</p>	<p>A warrior's feet must be prepared with good shoes. Ancient soldiers used to put nails through the bottom of their shoes, to stand firmly in the heat of battle. We need to be sure-footed in battle, standing firmly on the foundation of the gospel of Jesus Christ (Romans 15:19).</p>
<p>Shield of Faith</p>	<p>A warrior's shield is essential. Ancient shields were as large as doors, which protected the warrior from all the enemy's fiery arrows. When doubt arises, faith prompts us to trust in God. Christ is the author and perfecter of our faith (Hebrews 12:2).</p>
<p>Helmet of Salvation</p>	<p>A helmet protects our mind, the seat of all thought and knowledge. This is where Satan tempts us to sin or attacks us with lies and deception. We need to discern between truth and deception and to take every thought captive to Christ (2 Corinthians 10:5).</p>
<p>Sword of the Spirit</p>	<p>Hebrews 4:12 states that the sword of the Spirit is the Word of God. "The word of God is living and active and sharper than any two-edged sword." We can use His Word as an offensive and a defensive weapon against Satan. Jesus used God's Word to defeat the devil in the desert (Luke 4:1-4).</p>
<p>Prayer</p>	<p>We are to pray with our understanding and pray in the Spirit. We are to petition God for wisdom, discernment, and guidance for all our decisions. Prayer keeps us alert to God's counsel and the devil's schemes (Matthew 6:6-13).</p>

Using the Binder

Overview

The notebook approach,¹ developed by Rosalie Slater, cofounder of the Foundation for American Christian Education, employs the four natural or biblical steps of learning: *research, reason, relate, and record*. This is an old method of reflective study, one used by many of the world's greatest thinkers and writers throughout history. It is as old as God instructing Moses to write in a book what He was saying to him and rehearse it in the ears of Joshua (Exodus 17:14). God has always placed great value on the written word and written records, of which there are hundreds of references in the Bible.

The notebook approach is both a biblical tool for teaching and learning, as well as a method for guiding reflection and reasoning with truth. It introduces the teacher and student to the study of the subject through the nature and character of God as the author of that subject, and it lays the foundation for thinking and reasoning with the life and truth of God's Word. It opens the subject through its vocabulary and biblical principles and enlightens the pathway of thinking and reasoning to guide the student toward mastery of the subject. The notebook approach cultivates strong writers, Christian scholarship and character, and a permanent record of learning for teachers, students, and parents to evaluate and reference over and over again. The student produces his own "book of remembrance" (Malachi 3:16). Over time, this method liberates the student to become an independent learner who is able to take responsibility for his own education and give an account.

In the AMO® Program, both teacher and students need a ringed binder with four dividers marked:

- | | |
|---------------|-------------|
| 1. Literature | 3. Reading |
| 2. History | 4. The Arts |

A title page is made and filed in the front of the binder, and a title page is made for each component.

Instructions for how to use the Lesson Plan Format follow. They will enable both teacher and student to derive the greatest benefit of the notebook method.

Objectives

1. Introduce the notebook approach and the four steps of natural learning for a permanent record of study in the AMO® Program.
2. Develop the lifelong habits of personal study, reflection, recording principles, and reasoning in both teacher and children.
3. Build Christian imaginations and consecrated minds for fresh vision, renewed thinking, and biblical reasoning.

AMO®'s Lesson Plan Components

The top portion of the Lesson Plan contains the following:




1. **Time:** This component indicates the length of time for the lesson. It is based on AMO®'s weekly schedule. You can alter this to suit your program.
2. **Reading:** This component relates the reading assignment. In the history and literature components, the teacher reads aloud. In literature, the whole classic is read aloud to the children. Do not let them read it. The teacher should read with animation and know the vocabulary before reading the classic. In the Bible Reading lessons, the children read aloud.
3. **Review:** All good lessons begin by reviewing the principle and the main idea or theme of the last lesson. Ask the children if they can remember the principle from the last lesson. If no one can remember, ask them to turn in their binders to the record of the last lesson or point to the





¹ Slater, R. (1965). *Teaching and Learning America's Christian History: The Principle Approach*. San Francisco, CA: Foundation for American Christian Education.

Key Vocabulary Word for that lesson located on the bulletin board to help them recall.


4. **Goal of the Lesson:** This is the primary target of the lesson and what the children should understand at its conclusion. The student vocabulary word, the principle, and the Scripture, as well as the reasoning questions, are all directed toward the goal of the lesson.
5. **Principle:** Each lesson is governed and guided by a biblical principle, which lays truth as the foundation and provides structure for teaching the whole lesson. This is antithetical to most teaching methods, which either require children to memorize information and parrot back the “right” answer or “entertain” them.
6. **Scripture:** Each principle is undergirded with a biblical reference. The Word of God is alive (Hebrews 4:12). It not only produces life in the teacher’s spirit and in the lesson plan, but it illumines and guides the children’s thinking, reasoning, and application of the principle to their own lives.

The remainder of the Lesson Plan is divided into two columns. The left column is for edifying the teacher and the right column is for engaging the students.

1.  **Teacher Vocabulary:** Difficult words and key words are defined biblically for the teacher’s enlightenment and for use with older students and adult literacy programs.
2.  **Preparation to Teach:** These are the instructions for preparation as well as the tools and supplies teachers must gather before entering the classroom to teach.
3.  **Teaching Plan:** This is the subject content of the lesson to build the teacher’s confidence. Generally, everything he or she needs for teaching the lesson is provided and should be reviewed before teaching the lesson. It contains all the elements that he or she will need to teach the lesson to the children. **NOTE: Background information and often a great deal of content for the TEACHER’S EDIFICATION are provided.** The teacher is NOT to read all of this material to the children. It is there to provide information and enrichment to the teacher, as he or she works with the principle and the reasoning with the children.

4.  **Key Vocabulary Word:** Every lesson has a student vocabulary word that relates to the principle and the goal of the lesson. This word, which is printed on card stock and pinned to the “Treasury of Words” bulletin board each day, should be emphasized in each lesson. Use this word in your teaching and encourage the children to learn its meaning and use it in their conversation. Remove the vocabulary card from the board in the next class period and store in the Treasure Chest and pin up the new word from the lesson. Many teachers print out a copy of each word and have the children file it in their binders. If you are using this in an academic setting, you can have the students put a divider in their binders marked “Vocab” and they can copy the word and the definition into their binders. They can be tested on the vocabulary definitions and are certainly encouraged to use these words in their writing and in their verbal communication.
5.  **Reason Questions:** Reason questions are provided to guide biblical reasoning and oral discussions and to help children relate the principle or theme of the lesson to their own lives. In an academic setting, this can be assigned as written class work or as homework.
6.  **Notebook Record:** Everything the children copy onto their graphic organizers is found in the lesson plan. The teacher writes these phrases on the chalkboard, and the children copy them onto their graphic organizers. In literature the graphic organizers are based on the settings, characterizations, and themes in the classic. The phrases are the author’s words, which is why they have quotation marks around them. In other subjects, the notebook record contains the essence of the lesson so the children have a permanent record of what they are learning. For the academic setting, older children can find additional phrases to write on these graphic organizers. These phrases are helpful when assigning composition work. Have the children open their binders to the appropriate graphic organizer so they can use the phrases and vocabulary words to inspire and guide their descriptive or expository writing.
7.  **Oral Work:** This is a summary of the lesson that was taught to the children,

that the teacher says and the students repeat out loud before the close of the lesson. It reinforces the principle that undergirds the lesson.

8.  **Memory Verse:** There is one Scripture verse for the children to memorize every two lessons. Post the Memory Verse Card on the bulletin board and drill the verse with the children throughout the day. Keep a record of their ability to memorize each verse and acknowledge and reward those who do a good job at the end of the lessons.

Other components that accompany the Lesson Plan:

1. **Graphic Organizers:** These are designed to organize and limit the amount of writing children must do in an after-school, Sunday school, or literacy program. Some children are illiterate and unable to write. These children will still have a record of learning with the coloring pages provided. All the children will build their language skills. If you are using this program in an academic setting, you can assign more note taking by writing the content being taught on the chalkboard and having your students copy into their binders.

Graphic organizers for the literature units are designed to record these literary elements:

Characterizations: Four or five of the main characters in the classic are chosen to study in depth. They soon learn that God looks at the internal man (1 Samuel 16:7) and that the internal is causal; it gives rise to the external. *As he thinks within himself, so he is (Proverbs 23:7).* This helps children examine their own character.

- **Internal:** Record the internal qualities of the heart, mind, soul, attitudes, will, and spirit **using the words of the author.**

- **External:** Record the physical features of the literary character **using the words of the author.**

Setting: The main setting(s) of each classic has been chosen, and if actual geographic settings are in the classic, such as the Swiss Alps and Frankfurt, Germany settings found in *Heidi*, the children complete map work and study the culture of the settings.

Theme: This is the message the author conveys. Each classic is different. *Heidi* has many themes.

2. **Vocabulary Card:** The Key Vocabulary Word, which is defined biblically, is printed on this card and pinned onto the “Treasury of Words” bulletin board where it remains until the next lesson. All cards are stored in the Treasure Chest of Words, so the children will soon learn that words provide a treasury of wisdom and understanding.
3. **Coloring Pages:** Beautiful coloring pages have been created by talented illustrators for the delight and enrichment of the children. Have the children use colored pencils to color them. Pencils produce beautiful pages for the children to cherish. Many children are visual learners, so they will glean many details of the story from the coloring pages. These become part of their permanent record and are filed in their binders.
4. **Memory Verse Cards:** This card holds the weekly Bible verse from the Bible Reading lesson to be memorized by the children. It is printed and pinned onto the “Treasury of Words” bulletin board.
5. **Parent Prayer and Blessing Cards:** These cards are part of the Bible Reading lesson plans. One set is printed weekly for each child to take home to his parents so they can pray and bless their children every day.

Suggested Assignments for the Academic Setting

1. Write introductory facts and inspiring information from the lesson plans on the chalkboard and have the students copy into their binders on a sheet of paper labeled "Introduction" for each component studied (i.e.: historic and literary background of the book being studied; author of the book; literary background, genre, and elements of the classic being studied; timeline of key events, key individuals, and key documents in the Christian history units; etc.).

2. Have students create a divider labeled "Vocabulary" and insert it into their AMO® binders for each component studied. On a sheet of notebook paper, have them copy the daily "Key Vocabulary Word" and its definition. After they have copied the word, have them write a sentence using the new vocabulary word.

Hold students responsible for the correct spelling of the word, its definition, and the ability to use the word accurately in a sentence on quizzes and on the final examination.

3. Have students create a divider labeled "Principles" and insert it into their AMO® binders for each component studied. Have them write out the daily principle and then write a paraphrase as classroom work or as homework. Ask them to apply the principle to their own lives as well. Be certain to read each one and make comments.

4. Have students create a divider labeled "Memory Verses" in the AMO® Bible reading component and insert it into their AMO® binders. On a sheet of notebook paper, have them copy the weekly memory verse. Ask them to paraphrase it and apply its truth to their own lives.

5. Have students create a divider labeled "Reason and Relate" and insert it into their AMO® binders for each component studied. Write the "Reason Questions" found on the lesson plan (and any you would like to add) on the chalkboard. Have students copy the questions onto a sheet of notebook paper and write out their answers in complete sentences either during class or for

homework. Correct, grade, and return them to the students to be filed in their binders. Discuss some of the inspired answers.

6. Create writing assignments from the literary phrases and information the students record on their graphic organizers, such as:

Write two paragraphs that describe the Swiss Alps. Use as many of Johanna Spyri's beautiful phrases as possible. You may use your notes from class.

Contrast life in the Swiss mountains with life in the German city, Frankfurt.

Describe the individuality of Switzerland.

Compare and contrast the internal and external characters of Heidi and Peter.

7. Prepare students for all final examinations by seeing that their binders are complete and in order and by reviewing the principles, historic events and individuals, and literary elements of the classic. Take class time to do this collectively.

8. After the final examination, collect and grade each student's binder, and average his binder grade with his other academic assignments. The binder grade reflects the student's character, not his academic achievement.

9. Sample Heidi Final Exam (3rd grade and above/ age 8+): Be certain to write in complete sentences.

Why is the Bible the highest model of language and literature?

Who was the author of Heidi? Write two sentences that describe her individuality.

Write the definition for each of these vocabulary words:

literature	friendship
conscience	providence
individuality	virtue
prudence	principle
repentant	reason (v.)

Label the map of Switzerland using the names found on the legend.

Write a descriptive paragraph about life in the Swiss Alps in the late 1800s. Tell why you would or would not have wanted to live there.

Compare and contrast the internal and external characters of Heidi and Peter.

What were Heidi's most distinctive character qualities? Why did everyone like her? How did Heidi overcome life as an orphan?

Why did the author describe Uncle Alm as the "Prodigal Son"? Tell what happened to him in the story.

Paraphrase this principle from chapter 10: "Being able to read brings great liberty to one's life."

Extra credit: Sketch your favorite scene from the classic Heidi in the space provided.

10. Sample Proverbs Final Exam (3rd grade and above/age 8+):

Using complete sentences, describe four attributes of God's Word, the Bible.

Write the definition for each of these vocabulary words:

gospel	integrity
proverb	honor
discern	character
wisdom	diligent
folly	leader

Who wrote the book of Proverbs? Tell why this book is so important for a young person to meditate upon.

Contrast the wise child and the foolish child in the following areas of daily life:

- Listening
- The words of one's mouth
- Making friends
- Making decisions
- Work habits

List three qualities of a godly leader.

List three qualities of a godly woman.

Paraphrase the following principle, "The conduct of a young child builds the man or woman."

Extra credit: Write out two of your favorite memory verses from the book of Proverbs.

As a teacher working with our AMO® lesson plans, you will be inspired to create your own reflective writing assignments. **Remember, handling the noble vocabulary of the subject, reasoning with the principles, and daily writing assignments produce mastery of the subject.** The sooner children are taught the rudiments of composition (which should begin in kindergarten/first grade), they should be writing in every subject every day by the third grade.

Remember: You cannot ask children to write a descriptive paragraph if you haven't taught your students the rudiments of writing a descriptive paragraph. The same principle goes with comparing and contrasting two items or characters. The teacher has to teach the rudiments of all the various forms of composition and then have their students practice, practice, practice. Writing is not a gift from God that some are blessed to have and others are not blessed. Writing is a skill best learned as a young child in order to form lifelong manners and habits of excellence in Christian scholarship. Writing produces Christian thinkers and leaders in every field of endeavor. By employing the notebook method, teachers will eventually become confident to develop and write their own curriculum. This method produces writers and Christian thinkers among teachers as well.

For additional help, email info@amoprogram.com.

Overview of the Bible

All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the man of God may be thoroughly equipped for every good work. (2 Timothy 3:16-17 NIV)

The Greatest Book Ever Written

The Bible is the greatest book in the world because it is God's living and eternal Word. It is the divinely inspired record or story of God's dealings with men and nations from the beginning of time through the planting of the first Christian churches in the Roman Empire. The main theme of the Bible is how people like you and me can come to know God in our everyday lives and worship Him. The Bible contains God's revelations, the principles of the Christian faith, and God's rules of practice for everyday living. It is different than any other book ever written.

The word of God is living and active and sharper than any two-edged sword, and piercing as far as the division of soul and spirit, of both joints and marrow, and able to judge the thoughts and intentions of the heart. (Hebrews 4:12)

*"All flesh is like grass, and all its glory like the flower of grass. The grass withers, and the flower falls off, but the word of the Lord endures forever."
And this is the word which was preached to you.
(1 Peter 1:23-25)*

Two Great Collections of Books

God is the author of the Bible, and 40 writers, who were inspired by God's Holy Spirit, wrote it down over a period of 1,500 years. Yet, it is a book without contradictions in what it says. It is completely without error and contains the authority of God and the living words of Jesus Christ, His Son, the incarnate Word.

The Bible contains 66 books in two collections called the Old and New Testaments or the Old and New Covenants. The Old Testament was originally written in Hebrew and Aramaic (Ezra and

Daniel), the official language of the Persian Empire. The New Testament was written 2,000 years ago in Greek. Even though the official language of the Roman Empire was Latin, government officials in Rome were the only ones who used it. Most people spoke Greek, and the new Christians wanted their books to be understood by as many people as possible, so they wrote in Greek.

These writings were placed on scrolls made of papyrus or vellum (animal hides). People in Israel often used skins for writing. Rectangles of skin were stitched together to make a long strip that was rolled into a "scroll" and stored in clay pots for safekeeping.

The Old Testament

The Old Testament contains the Hebrew Scriptures. The Old Testament books, of which there are 39, contain the account of creation, God's commandments, the covenants God made with His people, the history of the Jews and the founding of their nation Israel, poetic words of wisdom and prophecies. The Old Testament Scriptures were canonized under the inspiration of the Holy Spirit long before the birth of Christ by the high priest Ezra and the men of the Great Synagogue. Although no original manuscripts of the Old Testament have been found (we have only copies of copies of copies), the Jewish scribes were always aware they were copying a holy text, and took great care not to make mistakes.

In A.D. 1947, Jewish shepherds found some stone jars in caves at Qumran on the Dead Sea. Inside the jars were tightly rolled pieces of parchment and bronze, and in the next few years many more were found in nearby caves. They became known as the "Dead Sea Scrolls," and belonged to the library of a

Jewish religious sect, who lived at Qumran from the second century B.C. to about A.D. 70.

During the period of Israel's history, when kings ruled Israel, each king was required to make a personal copy of the books of Moses (the Law) for his use in governing himself and the nation:

Now it shall come about when he [the king] sits on the throne of his kingdom, he shall write for himself a copy of this law on a scroll in the presence of the Levitical priests. It shall be with him and he shall read it all the days of his life, that he may learn to fear the LORD his God, by carefully observing all the words of this law and these statutes, that his heart may not be lifted up above his countrymen and that he may not turn aside from the commandment, to the right or the left, so that he and his sons may continue long in his kingdom in the midst of Israel. (Deuteronomy 17:18-20)

The New Testament

The Old Testament is the foundation of the Christian faith, whose doctrine is found in the writings of the New Testament. The New Testament (of which there are 27 books) contains the four Gospel accounts of the life of Jesus Christ, the gift of the Holy Spirit, the Acts of the apostles after Christ's death and resurrection, letters from the apostles to the New Testament churches, and the revelation of Jesus Christ to John. These books were compiled into one large book before A.D. 325, many years after the resurrection of Jesus Christ. Jesus said,

"Heaven and earth will pass away, but My words shall not pass away." (Matthew 24:35)

Translating the Bible into Many Languages

Jerome, a learned monk and early Church father, translated the Scriptures from the original languages into Latin by A.D. 405. This text became known as the "Vulgate," which means "the common translation." The Vulgate was the Bible of Europe for over 1,000 years and the one that John Wycliffe used to translate the first English Bible. Many scribes and men of God carefully copied the books and preserved them through the ages so that we might have this precious book today.

The Bible has been translated into more languages than any other book in the world. Through the centuries, many men have been martyred for their faith and determination to translate God's Word into the languages of the thousands of people groups around the world. Today, a portion of the Bible has been translated into more than 2,400 languages of the 6,900 languages. The Bible is available in whole or in part to 98 percent of the world's population in a language in which they are fluent.

The Value of Reading the Bible

It is only as we are able to read and know God's Word that we can know truth! We have much for which to be thankful when we have a copy of the Bible. To study the Bible is the noblest of all pursuits, and to understand it is the highest of all goals. God's Word is nourishment for our inner man, or spirit man. It is as sweet as honey to the taste. At the time of Christ, the teachers in the synagogue schools, which were called the "House of the Book," made honey cakes for the children and often printed the Shema ("Hear O Israel, the Lord thy God is One") from the book of Deuteronomy on them. They drizzled honey on the top of the cakes and served them to the children. The children memorized the Shema and then ate the honey cakes, as they were reminded that God's Word is as sweet as honey (Psalm 19; Psalm 119; Ezekiel 3). They soon learned that education came to involve the task of causing youth to enjoy the sweetness of studying God's law or truth.

Reading and meditating on God's Word is a noble task. There are many promises in the Bible for those who diligently study the Word and apply its truths to their lives:

*How blessed is the man who does not walk
in the counsel of the wicked,*

Nor stand in the path of sinners,

Nor sit in the seat of scoffers!

But his delight is in the law of the LORD,

And in His law he meditates day and night.


*He will be like a tree firmly planted by
streams of water,*

Which yields its fruit in its season

And its leaf does not wither;

And in whatever he does, he prospers.

Psalms 1:1-3



**THE BOOK OF JOSHUA
READING FOR REASONING
LESSON PLANS**

Thy word is a lamp unto my feet,
And a light unto my path.

~ PSALM 119:105 ~

Overview of the Book of Joshua

The Book of Joshua

Joshua is the sixth book in the Bible. It is the first of 12 history books in the Old Testament. (See the Bible Bookcase on page 31.) The book is a continuation of the Torah (Pentateuch) and relates the history of God's hand in the life of His chosen people, the Israelites. It narrates the culmination of the Israelites' long journey from slavery in Egypt to the conquest of Canaan (470 years), the land that God had promised their patriarch Abraham. The connecting link is found in the word *therefore* in God's charge to Joshua: "Moses My servant is dead; now *therefore* arise, cross this Jordan, you and all this people, to the land which I am giving to them, to the sons of Israel" (Joshua 1:2).

The book is divided into three periods:

1. Chapters 1-5: Entering the Promised Land
2. Chapters 6-12: Conquering the Promised Land (7 years)
3. Chapters 13-31: Dividing and settling the Promised Land (20 years)

Background of the Book of Joshua

Date Written:

1406 to 1380 B.C.

Author:

Joshua the son of Nun is the primary author, which the Bible substantiates in Joshua 24. He was born a Hebrew into slavery in Egypt. The narrative indicates that the author was clearly an eyewitness of the many supernatural acts of God, as the Israelites entered the Promised Land (5:1). It is also evident that this account was written not long after the events happened (6:25). However, there are several sections, such as 15:13-17 and 24:29-31, that were added after Joshua's death, perhaps when Ezra canonized the Jewish Bible.¹

¹ Holy Bible, NASB Ryrie edition commentary, p. 326.

Joshua in Hebrew, *Yehoshua*, means, "Yahweh is salvation." It is also the Hebrew name for "Jesus." Joshua was a member of the tribe of Ephraim. He and Caleb were the only two, of twelve leaders chosen by Moses to survey the Promised Land, who returned with a good report. They were also the only men of their generation that God permitted to enter the Promised Land. The remaining millions died in the wilderness.

The Lord marked Joshua for leadership at a young age in Egypt and prepared him through a series of challenging lessons for many decades. Just as Moses was disciplined for leadership by God Himself for forty years in the desert, Joshua apprenticed with Moses for forty years in preparation for leading the Israelites in their conquest and settlement of Canaan, the Promised Land. (See the Joshua and Moses Parallel on page 25.)

As a national leader, Moses was a shepherd, but Joshua was a **mighty warrior**. Flavius Josephus, first century Jewish historian, states that Joshua was trained for military service by the Egyptians, just as Moses had been. He served in Pharaoh's army,² which prepared him to command the Israelites at the battle of Rephidim (Exodus 17:8-16). As a military commander, Joshua ranks among the great generals of the world.

Joshua learned crucial leadership skills by serving Moses as his **executive assistant** for forty years. He also served Moses as his **personal attendant**, where he mastered the spiritual disciplines of walking with the living God and hearing His voice. During Moses' year at Mount Sinai, Joshua was the only person with him when he came into the very presence of God and received the Ten Commandments. Read Exodus 24:13-18; 33:11-34:8.

Before Moses died, he commissioned Joshua as his successor (Numbers 27:18-23), and Joshua led the Israelites in their 27-year conquest and settle-

² Josephus, F. (A.D. 93). *Antiquities of the Jews*, Book 5, 1:19, 1:23 and Book 10, chapter 1.

ment of Canaan. He would have been at least eighty years old at this time and proved to be one of the greatest military leaders in history. Joshua died at the age of 110 years and was buried in the territory of his inheritance in Timnath-serah, which is in the hill country of Ephraim (Joshua 24:29-30).

The key to Joshua's success as a leader, however, was his personal relationship with God and his meditation on God's law. He was devoted and obedient to God's Word. After the first two victories in the Promised Land, Joshua built an altar atop Mount Ebal. There, he worshiped Yahweh and wrote a copy of the law on the altar stones (Joshua 8:32). "Then afterward he read all the words of the law, the blessing and the curse, according to all that is written in the book of the law" (Joshua 8:34-35). God had instructed the Israelites when He gave the law that all future kings were to write a copy of His law and read it all the days of their lives (Deuteronomy 17:18-19). Joshua modeled these instructions before the young nation, and his pious character served as a prototype for Israel's future kings.

Joshua is a type of Jesus Christ as the representative and trustee of the inheritance of God's people. He was a man in whom God's Spirit dwelled (Numbers 27:18), a proven servant-leader, and a man of deep faith and great courage.

Historical Background of Joshua:

The book of Joshua covers a period of about 27 years. It connects the days of Moses with the days of the judges in the history of the birth of the nation Israel.

Type of Literature

Joshua is a history book. It is considered prophetic in the full sense of the word, as it has teaching value. To read history from the true standpoint is to observe God's ways, to learn His principles, and to apply them to daily life. Indeed, the book of Joshua contains many principles of leadership for the Christian disciple to ponder and apply in his divine call.

Content

The book of Joshua was written to the descendants of those who had conquered Canaan as a historical account of how they had come to live there. It describes the invasion, conquest, and settlement of the Promised Land, and it records the geographical boundaries given by God to each tribe of Israel.

Joshua was able to victoriously conclude that which Moses initiated in the wilderness.

The book of Joshua celebrates God as Sovereign, Commander, Defender, and King of Israel. He is portrayed as "Yahweh, man of war." This is a portrait celebrated throughout the entire Bible. The sin, cruelty, and atrocities of the pagan Canaanites had defiled the land. For the Israelites, fellowship with them would be a conflict between truth and liberty and deception and licentiousness. God's desire was to purify the land for His eternal gospel purposes.

The LORD is a warrior; the LORD is His name. (Exodus 15:3)

Who is the King of glory? The LORD strong and mighty, the LORD mighty in battle. (Psalm 24:8)

I saw heaven opened, and behold, a white horse, and He who sat on it is called Faithful and True, and in righteousness He judges and wages war. (Revelation 19:11)

Many Bible scholars draw a parallel between the books of Joshua and Ephesians, as each records the predestined inheritance of God's chosen people:

Joshua: Israel was blessed with all material blessings in earthly places in Abraham (Genesis 13:14-15).

Ephesians: The Church is blessed with all spiritual blessings in heavenly places in Christ Jesus (Ephesians 1:3-4).

God is also portrayed in Joshua as the eternal Promise Keeper. The promises or covenants that He made with Abraham and his descendants were fulfilled right before the eyes of the Israelites. As Joshua proclaimed,

Not one of the good promises which the LORD had made to the house of Israel failed; all came to pass. (Joshua 21:45)

Joshua's account testifies of God's faithful character. God gave the land to Israel as an eternal inheritance, just as He had promised their founding patriarch, Abraham. It also testifies of the unfaithfulness of the Israelites, who failed to completely possess the land and permitted pagan inhabitants to remain. God fulfilled His covenant, but the Israelites did not finish the job. As the years progressed, this pagan remnant became a very damaging influence on Israel.

The book of Joshua is a book of drama and faith in action! It also records three well-known miracles of God: 1) the parting of the Jordan River for the Israelites to enter Canaan (3:13-17); 2) the

supernatural collapse of the walls of Jericho (6:20); and 3) the sun stood still for a day while Joshua defeated the king of Jerusalem at the battle of Gibeon (10:11-13). Joshua also described a *Christophany* (a pre-incarnate appearance of Jesus Christ). The Captain of the Lord's host appeared to him, as he prepared to lead the Israelites into battle (5:13-15). This gave Joshua assurance that the battle was not his to wage, but the battle was the Lord's!

Key Themes of Joshua

1. The victory of faith in action
2. Yahweh, a promise-keeping God
3. The blessings of obedience to God's Word
4. The character of godly leadership
5. The rest of faith, the battle is the Lord's

Key Characters in Joshua

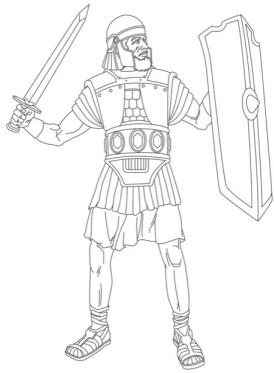
Joshua

Caleb

The Living God

Rahab

Achan



Joshua and Moses Parallel

Each an Old Testament Type of Jesus Christ



Joshua	Fact or Characteristic	Moses
<i>Antiquities</i> , Book 10, chap. 1	In Egypt, served in Pharaoh's army <i>(Antiquities of the Jews</i> by Flavius Josephus, Jewish historian)	<i>Antiquities</i> , Book 5, 1:19, 1:23
Ex. 12:23-51	Experienced God's miraculous deliverance from Egypt	Ex. 12:23-51
Josh. 1:5-6	God promised to be with each one as a leader	Ex. 3:12; 33:14
Josh. 5:6 Josh. 14:10	Spent 40 years in the "school of leadership": Joshua with Moses in wilderness, and Moses with God in desert	Acts 7:23-30 Josh. 5:6
Num. 27:18-21; Josh. 1:5-6; 3:5; 24:31	God granted each one great power and authority	Ex. 4:1-8, 21
Josh. 5:10-12	Celebrated the Feast of Passover with Israelites	Ex. 12
Ex. 14:22; Josh. 3:16	Each witnessed God miraculously part the water Joshua: The Red Sea and the Jordan River; Moses: The Red Sea	Ex. 14:22
Josh. 2:1	Sent spies to scout out Canaan, the land of promise	Num. 13; Deut. 1:19-25
Ex. 24:13-18; 33:7-11	Together on Mt Sinai when God gave Ten Commandments (implied)	Ex. 24:13-18; 33:7-11
Deut. 29:5; Josh. 14:10	Spent 40 years together in the wilderness	Deut. 29:5; Josh. 14:10
Josh. 5:13-15	Experienced the physical manifestation of Jesus Christ	Ex. 3:1-6
Num. 14:7-10; Heb. 11:30	Walked with God by faith	Heb. 11:24-29
Josh. 8:18, 26	Joshua defeated the people of Ai by extending his sword Israelites defeated Amalekites as Moses extended his staff	Ex. 17:8-13
Josh. 10:12-13	Successfully Interceded for the Israelites	Ex. 32:11-14; Num. 11:2
Josh. 8:30-35	Served as a mediator of Yahweh's covenant with Israelites	Ex. 34:10
Josh. 8:34-35	Read the words of the law to the Israelites	Ex. 24:7
Josh. 23-24	Before death, both delivered a farewell address to the Israelites	Deut. 32-34
Josh. 24:29	Joshua lived 110 years and Moses lived 120 years	Deut. 34:7

JOSHUA 1

Time: 45 minutes

Teacher Reading: Overview of the book of Joshua; Numbers 27:15-23

Student Reading: Joshua 1:1-5

Principle: A commission from God is accompanied by His presence, anointing, and authority.

TEACHER



Vocabulary:

anointing (n.) A supernatural sign of God's calling, blessing, and protection.

authority (n.) Legal power or right to command or to act.

commission (v.) 1) To authorize or command a person or organization to do or produce something. 2) To act on behalf of another.

dismay (v.) To dishearten by confusion, violence, or fear.

forsake (v.) To withdraw one's presence from; to neglect to provide and supply; to leave utterly alone.

leader (n.) One who goes first and shows the way.



Preparation and Lesson Background:

1. Review the Overview of the Bible on page 18. Read the books of Numbers and Deuteronomy.
2. Read the entire book of Joshua before teaching this unit.
3. Study the Overview of the Book of Joshua found in this lesson plan, which highlights the life of Joshua and the historical account of Israel's possession, conquest, and settlement of Canaan. Make certain that you understand the historical setting and details provided in the context of the book of Joshua. Know the reason why Moses was denied the privilege of leading God's people into the Promised Land (Deuteronomy 32:48-52; 34:1-8).
4. For this lesson, read and reflect upon the assigned Bible readings for this lesson plan, which pertain to the divine commissioning of Joshua to lead God's people into the Promised Land. Study the map of ancient Israel and be

STUDENT



Key Word:

commission (n.) 1) The act of sending forth. 2) The act of granting power and authority to perform various acts or duties.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. Describe when the book of Joshua took place in the history of Israel. Point to the timeline card on your wall that represents this book.
2. Who was the author of Joshua? What does that indicate about the education of the author?
3. Why did God not permit Moses to enter the Promised Land?
4. Who are those who are about to enter the Promised Land under Joshua's leadership? How old are they? (The oldest, except for Caleb and Joshua, would be 59 years old. See Numbers 14:29-31.)

familiar with all the geographic features mentioned in Joshua chapter 1.

- NOTE: Background information and content for the **teacher's edification** are provided. Unless otherwise instructed in the lesson plans, **the teacher is NOT TO READ all of this information to the children**. It is there to provide resource and enrichment for the teacher as he or she teaches the principle and guides the reasoning of the children.
- Study the teacher vocabulary words, the principle, and teacher background information.

Principle: A commission from God is accompanied by His presence, anointing, and authority.

God commissioned Joshua through the laying on of Moses' hands in front of the high priest and the congregation of Israelites.

Then the LORD said to Moses, "Behold, the time for you to die is near; call Joshua, and present yourselves at the tent of meeting, that I may commission him." So Moses and Joshua went and presented themselves at the tent of meeting. The LORD appeared in the tent in a pillar of cloud, and the pillar of cloud stood at the doorway of the tent. (Deuteronomy 31:14-15)

So the LORD said to Moses, "Take Joshua the son of Nun, a man in whom is the Spirit, and lay your hand on him; and have him stand before Eleazar the priest and before all the congregation, and commission him in their sight." (Numbers 27:18-19)

Contained in God's commission were the promises that

- His Holy Spirit and divine protection would be with Joshua;
- His anointing would abide upon him;
- His authority was with him.

Joshua had learned many lessons of leadership in his role as Moses' servant and military general. Now God commissioned him for service as the shepherd of the children of Israel. God's commission gave Joshua the assurance that God would be with Joshua to give him wisdom, protection, and authority to govern and possess the Promised Land.

- Prepare your classroom by hanging your wall timeline cards from the AMO® *Timeline of Promise* unit and a map of ancient Bible lands.
- Gather resources: Bible, Joshua title page graphic organizers, Bible Bookcase graphic organizers, bookmarks, student vocabulary card, memory verse card, and parent cards.

- Explain how God commissioned Joshua to be the next leader of the children of Israel.
- What were God's promises to Joshua after He commissioned him?



Notebook Record:

- Write your name on your Joshua title page and carefully color the illustration with your colored pencils. Color the cover on the ark of the covenant blue.
- Write your name on the back of your Joshua bookmark.
- File your title page, Bible Bookcase graphic organizer, and bookmark in your binder.



Memory Verse:

I will be with you; I will not fail you or forsake you. (Joshua 1:5)



Prayer and Blessing Cards:

Take prayer and blessing cards home to parents.

Teaching Plan:

1. Pray: *Dear Heavenly Father, as Creator and Sovereign over the universe, all power and authority are Yours. You alone are worthy of our praise and adoration. Illumine our eyes today that we may see wondrous things from Your Word. Teach us Your way that we may walk in Your truth. Inspire our hearts to serve You that we may become leaders among our generation for Your glory and Your story. Amen.*
2. Introduce the book of Joshua to the children as a history book that relates the account of real people, whom God chose and set apart to be a very special nation in a real geographic setting. Discuss how unique this book is and compare it with other types of literature in the Bible. Point to the appropriate timeline card on your classroom wall that highlights this book.
3. Distribute binders and the Joshua title page to the children. Have them write their name and color the illustration on the title page, while you read aloud to them. Instruct them to color the cover on the ark of the covenant blue.
4. Teach the children that the book of Joshua is a continuation of the account of the birth of the nation Israel that began in Exodus and extends through Numbers and Deuteronomy. Review the following brief background of the Israelites, so the children will be able to understand the book of Joshua. Point out the various locations on your wall map.

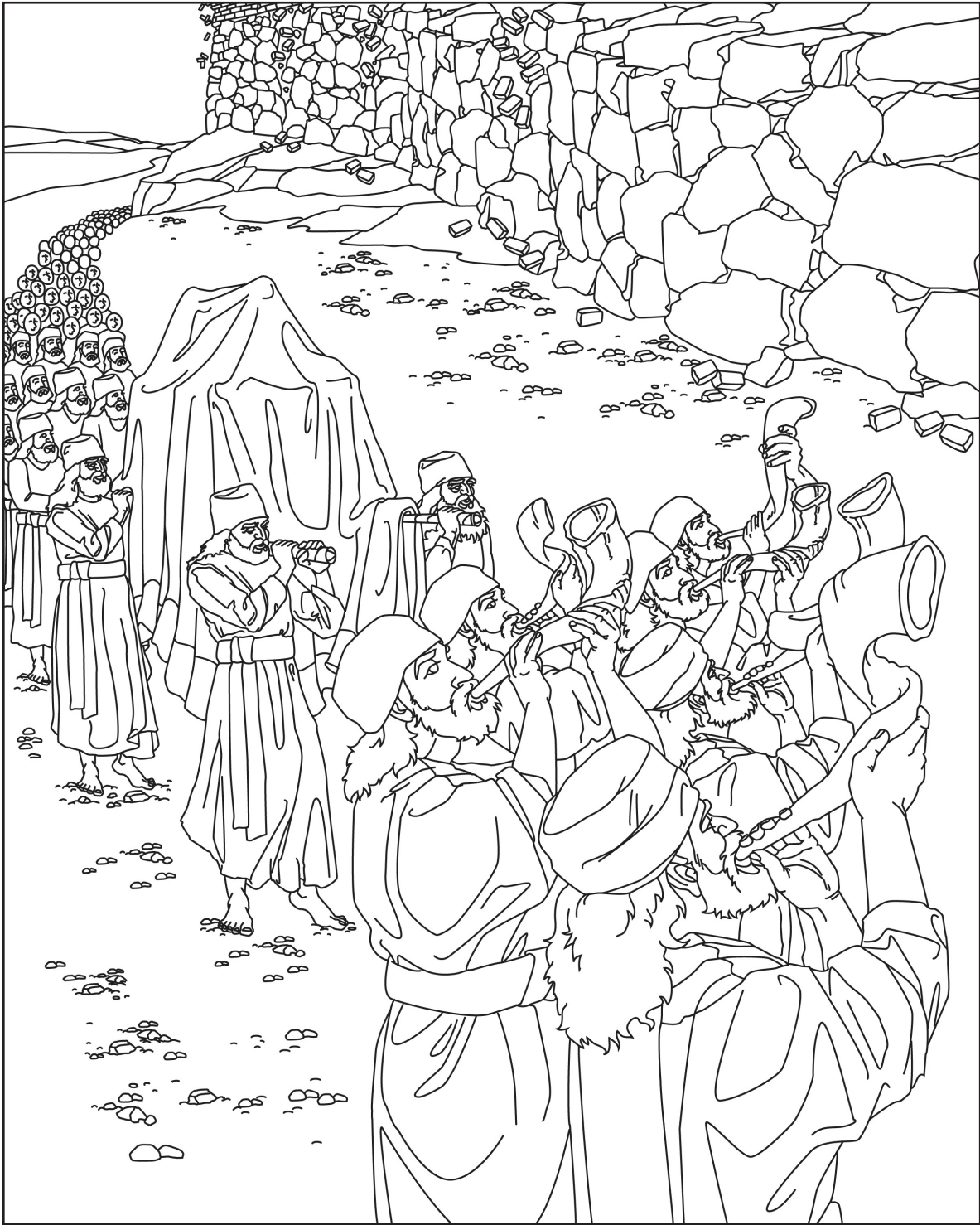
After God delivered His chosen people from 400 years of slavery in Egypt, He led them under the leadership of Moses toward the land He had promised Abraham (Genesis 12:1-3). God consecrated His people and provided them His written law and His tabernacle, where He dwelled among the Israelites. In preparation for entering the Promised Land, Canaan, Moses chose twelve spies, one leader from each of the twelve tribes, to survey it. Ten leaders returned with an evil report that so frightened the Israelites that they rebelled against God's plan. They cried out, "If only we had died in Egypt! Or in this wilderness!" (Numbers 14:2). God responded, "As I live . . . just as you have spoken in My hearing, so I will surely do to you" (Numbers 14:28 NIV). He issued an indictment that they would never enter the Promised Land. All those over the age of 20, who had complained, grumbled about God's providence, and rebelled, died in the wilderness over the next 40 years. Not even Moses was permitted to enter. The journey that should have taken them eleven days took 40 years. The two spies who returned with a good report were Joshua and Caleb, who lived to enter the Promised Land and to receive their inheritance from God.

God instructed Moses to commission Joshua to lead the next generation into the land that He promised Abraham. So Joshua was commissioned in front of the whole congregation of people and Eleazar the priest. By the laying on of

hands, Moses transferred some of his authority to Joshua, so the people would obey him, and God anointed him as their leader. Before Moses died, God showed him the land from atop Mount Nebo at Pisgah (Deuteronomy 34:1).

5. Distribute copies of the Bible Bookcase to the children. Read the Overview of the Book of Joshua aloud to the children, and point out where the book of Joshua is on the Bookcase.
6. Distribute a Joshua bookmark to each child. Have them write their name on the back. Teach them how to use a bookmark by placing it **ABOVE** the line of script they are reading. In this way, they will not lose their place.
7. Read Numbers 27:12-23 aloud to the children.
8. Pin the student vocabulary card onto your bulletin board and define the key word *commission*.
Connect the vocabulary word to the principle that a commission from God is accompanied by His presence, anointing, and authority.
Define and discuss these words with the children, so they understand fully what a commissioning is and the attributes that God bestows to the individual being commissioned.
9. Assign the Bible reading to the children and have them read.
10. Ask the reason questions and have the children respond orally.
11. Have the children file their graphic organizers and bookmarks in their binders.
12. Before completing the lesson, have the children repeat their weekly memory verse. Pin the memory verse card on your bulletin board.
13. Conclude with a short prayer and blessing for the children.
14. Send parent prayer and blessing cards home with the children for the week.

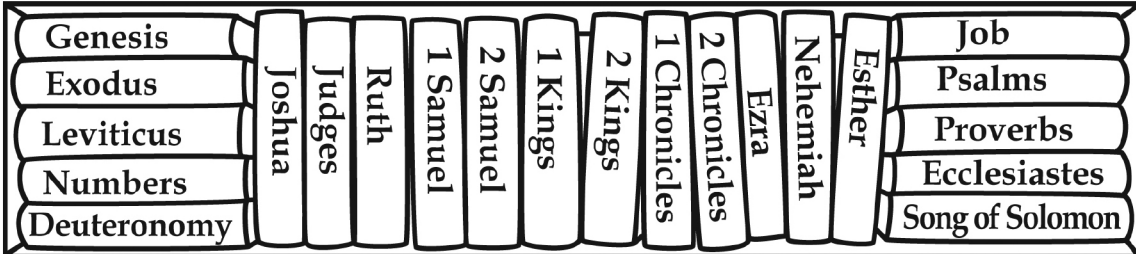
The Book of Joshua



*"Be strong and courageous! Do not tremble or be dismayed,
for the LORD your God is with you wherever you go." (Joshua 1:9)*

Bible Bookcase

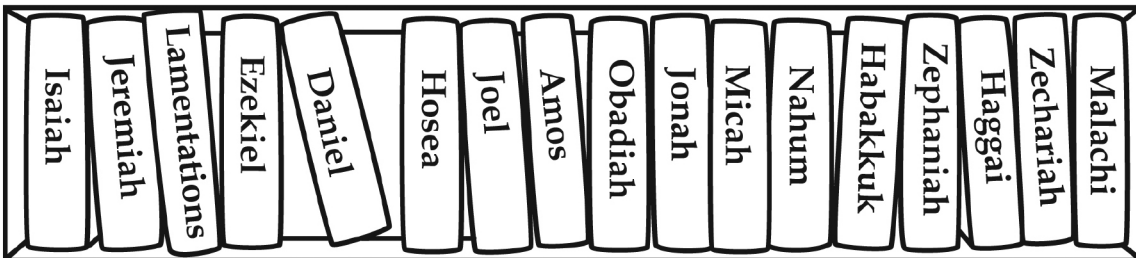
OLD TESTAMENT



LAW

HISTORY

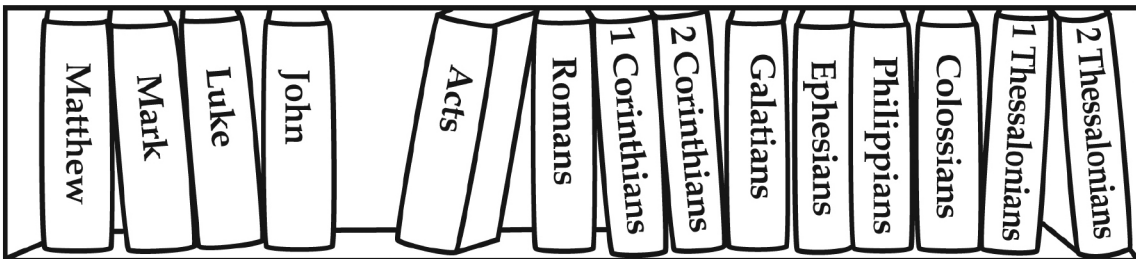
POETRY



MAJOR PROPHETS

MINOR PROPHETS

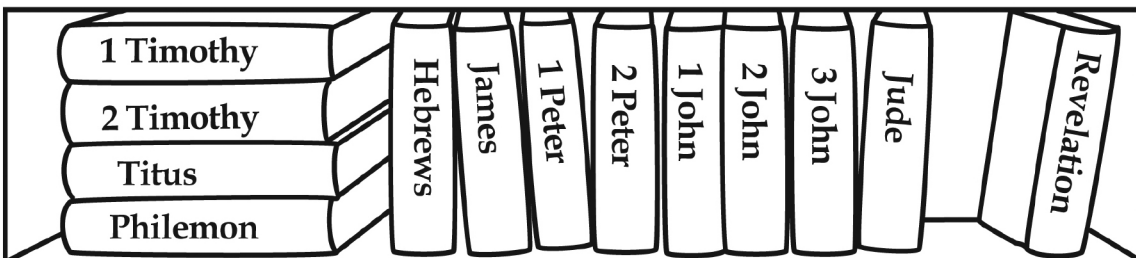
NEW TESTAMENT



GOSPELS

HISTORY

LETTERS to the CHURCHES



LETTERS to FRIENDS

GENERAL LETTERS

PROPHECY

JOSHUA 2

Time: 45 minutes

Student Reading: Joshua 1:6-18

Review: A commission from God is accompanied by His presence, anointing, and authority.

Principle: God prospers those who obey His Word.

TEACHER



Vocabulary:

courageous (adj.) The state of mental and physical alertness which is rooted in one's faith.

meditate (v.) 1) To dwell on anything in thought; to study. 2) To mutter; half-aloud reading or self-talk with God's Word.

promise (n.) A binding verbal or written agreement made by one person to another to do or forbear a specified act.

prosper (v.) 1) To gain or increase; to flourish. 2) To accomplish God's full intention.

rest (n.) Inner peace; trust in God's never-failing providence and care.

strong (adj.) 1) Having great, active, physical power. 2) Fastening onto; getting a grip. 3) Full of spirit.

success (n.) The favorable or prosperous completion of anything attempted.



Preparation and Lesson Background:

1. For this lesson, read and reflect upon the assigned Bible reading. Make certain that you understand the historical setting and details provided in the context of the Scripture and this lesson.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: God prospers those who obey His Word.

The word *obey* comes from the Latin word *oboedire*: *ob* means "in the direction of" and *audire* means "to hear." The He-

STUDENT



Key Word:

obey (v.) To submit to the authority of or to comply with the commands or instructions of the one in authority or a law.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. What is the biblical understanding of the word "obey" which is found in the root of the word?
2. List the instructions God gave Joshua for successful leadership.
3. How does the Bible define prosperous? How does this definition differ from what your culture has taught you about being prosperous?
4. Relate the first two steps to obeying God's will.
5. What is the result when we are obedient to God's will? Give two examples from your life.

brew word for obey is *shema*, which describes hearing and its effects: taking heed, being obedient, doing what is asked. The Shema is the title of the Jewish prayer that serves as the centerpiece of Judaism's morning and evening services. It is basically the Jews' confession of faith. It begins with the command to hear:

Hear [Shema], O Israel! The LORD is our God, the LORD is one! (Deuteronomy 6:4)

When you are in distress and all these things have come upon you, in the latter days you will return to the LORD your God and listen to His voice. (Deuteronomy 4:30)

Oh that they had such a heart in them, that they would fear Me and keep all My commandments always, that it may be well with them and with their sons forever! (Deuteronomy 5:29)

Therefore everyone who hears these words of Mine and acts on them, may be compared to a wise man who built his house on the rock. (Matthew 7:24)

In the first chapter of Joshua, this principle is clearly proclaimed. God spoke to Joshua: "Be strong and very courageous; be careful to do according to all the law . . . so that you may have success" (Joshua 1:7). God instructed Joshua that in order for him to be successful as the new leader of the Israelites, he would have to meditate on God's law day and night and do according to all that is written in it. The psalmist has also expressed this principle and used a simile to describe what success looks like:

*How blessed is the man who does not walk in the counsel of the wicked,
Nor stand in the path of sinners,
Nor sit in the seat of scoffers!
But his delight is in the law of the LORD,
And in His law he meditates day and night.
He will be like a tree firmly planted by streams of water,
Which yields its fruit in its season
And its leaf does not wither;
And in whatever he does, he prospers. (Psalm 1:1-3)*

The Lord used the word *strong* twice in His exhortation to Joshua: "Be strong and courageous . . . Only be strong and very courageous; be careful to do according to all the law" (1:6-7). The word *strong* means "to get a grip" or "to fasten onto." What God was saying to Joshua was, "You will have success if you meditate on My Word and get a grip on it and do not let go of it." Joshua's strength and courage would be determined by his knowledge of God's law and his application of God's commandments to all his decisions.

The biblical meaning of success and prosperity begins with being in the center of God's will and accomplishing His full intention. Modern Christians tend to think of prosperity and success only in terms of money and material wealth.

6. What is the result when we are disobedient to God's will? Give two examples from your life.



Notebook Record:

1. Copy these phrases onto your Profile of Joshua graphic organizer:

Providential Preparation and Influences:

- Born a Hebrew into slavery in Egypt
- Was the son of Nun from the tribe of Ephraim
- His name means "Yahweh is salvation."

Internal Character:

- A man in whom God's Spirit dwelled (Numbers 27:18)
2. File your Profile of Joshua graphic organizer in your binder.



Memory Verse:

I will be with you; I will not fail you or forsake you. (Joshua 1:5)

God blesses us with success when we seek His will, meditate on His Word, and obey what He has commanded. He opens doors, provides wisdom, discernment, and resources, grants us favor that prospers us in EVERY way, and gives us success and peace. This is the key to transformed lives, families, communities, and nations.

God was preparing the Israelites to enter a land filled with pagan tribes and evil practices. He did not want Joshua to be led astray by false ideologies and the worship of pagan gods. He did not want pagan beliefs and practices to be assimilated into their thinking and decision-making. His instruction was clear: “Meditate on this book of the law day and night and be careful to do according to all that is written in it.”

Meditation for the ancient Jew involved his mouth. The Hebrew concept of “meditating” on the Scriptures literally means, “muttering.” When the Jew meditated, he repeated the Scriptures out loud in a soft voice over and over again. The Bible teaches us that there is a deep connection between the heart and the mouth. Jesus taught that a man’s “mouth speaks from that which fills his heart” (Luke 6:45). The apostle Paul taught that salvation comes when “you confess with your mouth Jesus as Lord, and believe in your heart that God raised Him from the dead” (Romans 10:9-10). God desires that His Word not just be filed away in our brains like books in a library, but also be on the tip of our tongues. In this way it changes the way we speak to ourselves and to others and helps us take our thoughts captive and make them obedient to Christ (2 Corinthians 10:5). Meditating on God’s Word is the key to a renewed mind and a transformed life.

3. Gather resources: Bible, wall map of ancient Bible lands, Profile of Joshua graphic organizers, and student vocabulary card.



Teaching Plan:

1. Pray: *Dear Heavenly Father, as Creator and Sovereign over the universe, all power and authority are Yours. You alone are worthy of our praise and adoration. Illumine our eyes today that we may see wondrous things from Your Word. Teach us Your way that we may walk in Your truth. Inspire our hearts to serve You that we may become leaders among our generation for Your glory and Your story. Amen.*
2. Distribute student binders.
3. Review the background of the book of Joshua and his commissioning for leadership. Review the principle that a commission from God is accompanied by His presence, anointing, and authority.
4. Pin the student vocabulary card onto your bulletin board and define the key word *obey*.

Connect the vocabulary word to the principle that God prospers those who obey His Word. Teach the children the root of the word *obey* in English and in Hebrew (see Lesson Background). In Judaism, to obey means to pay attention when listening, internalize the teaching or command, and integrate it in practice. A Jew has not obeyed until his heart is changed and his life demonstrates the application.

In the New Testament, Jesus frequently used this phrase when teaching, “He who has ears to hear, let him hear” (Matthew 11:15; Mark 4:9; Luke 8:8). The word *hear* in Greek means to attend to or consider what has been said; to understand. The principle is clearly stated by James, the half-brother of Jesus:

But prove yourselves doers of the word, and not merely hearers who delude themselves. For if anyone is a hearer of the word and not a doer, he is like a man who looks at his natural face in a mirror; for once he has looked at himself and gone away, he has immediately forgotten what kind of person he was. But one who looks intently at the perfect law, the law of liberty, and abides by it, not having become a forgetful hearer but an effectual doer, this man will be blessed in what he does. (James 1:22-25)

Bring to the attention of the children that in order for Joshua to meditate on God’s Word, there had to be the *written law* of God, and Joshua had to be literate in order to read it. God’s leaders must know how to read, write, and reason with truth and have the personal discipline of reading the Bible and fellowshiping with God every day.

5. Assign the Bible reading to the children and have them read. Ask them to look for God’s promises to Joshua in their Bible passage.
6. Ask the reason questions and have children respond orally.
7. Distribute the Profile of Joshua graphic organizers to the children. Write the phrases on the chalkboard and have them copy onto their graphic organizers.
8. Have the children file their graphic organizers in their binders.
9. Before completing the lesson, have children repeat their weekly memory verse.
10. Conclude with a short prayer and blessing for the children.

Profile of Joshua

Warrior-Leader of the Israelites into the Promised Land

"A man in whom is the Spirit." (Numbers 27:18)

Providential Preparation and Influences

Internal Character

JOSHUA 3

Time: 45 minutes

Review: God prospers those who obey His Word.

Student Reading: Acts 17:26-27

Teacher Reading: Canaan, the Land of Promise reading

Principle: God uses the geographic features of the land to shape the character of His people.

TEACHER



Vocabulary:

arid (adj.) Lacking sufficient water or rainfall to support agriculture.

biome (n.) A biome is a geographical region defined by the dominant plants and animals that live there and the soil and climate conditions that support them.

city-state (n.) An independent, self-governing city including the land surrounding it that is politically separate from nearby countries. Monaco is a city-state.

fauna (n.) All the animal life found in a particular region.

flora (n.) All the plant life found in a particular region.

plain (n.) An extensive, level, usually treeless area of land.

rift (n.) A deep, narrow fissure or gap in rock caused by the shifting of the Earth's tectonic plates.

savannah (n.) A flat grassland in tropical and subtropical regions.

terrain (n.) The physical features of a piece of land.

topography (n.) The study and mapping of the features on the surface of land, including natural features such as mountains and rivers as well as man-made features such as highways and railroads.

wadi (n.) A gully or streambed that remains dry except during the rainy season.



Preparation and Lesson Background:

1. Read and reflect upon the assigned readings for this lesson plan. Read Genesis 9:18-12:9. This will give you an

STUDENT



Key Word:

geography (n.) The descriptive science of the Earth, which God created as the stage of man's activities.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. What did your reading from Acts chapter 17 teach you about yourself and where you live?
2. What was the Greek name for the Canaanites? Explain why the Greeks gave them that name.
3. What were the contributions of these people?
4. Briefly describe the land of Canaan and its unique geographic features.
5. Name various ways that God uses the geographic features of the land to shape the character of the people who live on it.

understanding of how Canaan became God's choice of land for His chosen people.

2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: God uses the geographic features of the land to shape the character of His people.

Knowledge of the history and geography of the Promised Land is necessary in order to understand the message of the book of Joshua. It was to Canaan that God led Abraham and Sarah from their homeland, and He made an unconditional covenant that the land would be an eternal possession for their descendants. He used the unique features and inhabitants of Canaan to shape the character of His people and to develop their faith.

3. Gather resources: Bible; Canaan, the Land of Promise reading; copies of the Promised Land Map Study; your completed map study; colored pencils; student vocabulary card; memory verse card; and parent prayer and blessing cards.



Teaching Plan:

1. Pray: *Dear Heavenly Father, as Creator and Sovereign over the universe, all power and authority are Yours. You alone are worthy of our praise and adoration. Illuminate our eyes today that we may see wondrous things from Your Word. Teach us Your way that we may walk in Your truth. Inspire our hearts to serve You that we may become leaders among our generation for Your glory and Your story. Amen.*
2. Distribute student binders.
3. Review the principle that God prospers those who obey His Word. Review the biblical concept of "prosperity."
4. Pin the student vocabulary card onto your bulletin board and define the key word *geography*.
Connect the vocabulary word to the principle that God uses the geographic features of the land to shape the character of His people.
5. Assign the Bible reading to the children and have them read it orally.
6. Read the assigned teacher reading to the children. Ask the children to read silently as you read aloud.
7. Ask the reason questions and have the children respond orally.
8. Distribute copies of the Promised Land Map Study to the children. Review the map standard that accompanies the study. Display your completed map study. Have the students

6. Describe how the geographic features in your country have shaped the character of your people groups.



Notebook Record:

1. Print your name in the lower right-hand corner of your map in small letters. Remember that a map study is a work of art and reflects your character.
2. Carefully outline all the bodies of water with your blue colored pencil according to the map standard:
 - Great Sea (Mediterranean)
 - Salt Sea (Dead)
 - Red Sea
 - Sea of Chinnereth (Galilee)
 - Jordan River
 - River of Egypt
3. File your map in your binder.



Memory Verse:

This book of the law shall not depart from your mouth, but you shall meditate on it day and night. (Joshua 1:8a)



Prayer and Blessing Cards:

Take prayer and blessing cards home to parents.

print their name in small print in the lower right-hand corner.

Demonstrate how to outline the bodies of water on the chalkboard. Have them outline with a blue colored pencil so the land areas will stand out.

9. Have the children file their maps in their binders.
10. Before completing the lesson, have the children repeat their weekly memory verse. Pin the memory verse card on your bulletin board.
11. Conclude with a short prayer and blessing for the children.
12. Send parent prayer and blessing cards home with the children for the week.

Canaan, the Land of Promise

God's Testing Ground of the Israelites' faith

Reading for Lesson 3

In the beginning God created the heavens and the earth. (Genesis 1:1)

The God who made the world and all things in it, since He is Lord of heaven and earth, . . . made from one man every nation of mankind to live on all the face of the earth, having determined their appointed times and the boundaries of their habitation, that they would seek God, . . . for in Him we live and move and exist. (Acts 17:24-28)

I will establish My covenant between Me and you [Abraham] and your descendants after you throughout their generations for an everlasting covenant, to be God to you and to your descendants after you.

I will give to you and to your descendants after you, the land of your sojournings, all the land of Canaan, for an everlasting possession; and I will be their God. (Genesis 17:7-8)

In this AMO® Bible Reading for Reasoning unit, we will be reading about various geographic sites in the land of promise (the future land of modern-day Israel), as Joshua and the Israelites took possession of the Promised Land by conquest. Knowledge of the history and geography of Canaan is necessary in order for us to understand how God used the land to build faith in His people. At the time of Joshua, the Promised Land was called Canaan. According to Scripture, the land was named for Canaan, who was the grandson of Noah and the son of Ham.

Canaan was a large and prosperous country, which corresponds to four present-day countries: Israel, Jordan, Syria, and Lebanon. The Greeks knew the land as Phoenicia, from the Greek word *phoinios* meaning "purple." The Phoenicians, who lived in a city on the Mediterranean Sea called Tyre, derived a purple dye from the secretions of a sea mollusk native to their region. They used this rare liquid to produce purple cloth for the royalty and affluent of their day. This cloth became the most expensive fabric in all antiquity (Acts 16:14). The Phoenicians were also skilled sailors and traders who settled

many seaports along the southern coastline of the Mediterranean Sea. As they grew rich and powerful, their culture dominated life in many city-states in this region. They are also known for spreading their alphabet, upon which all major modern alphabets are derived. The people were pagans and worshiped many idols.

God called Abraham and Sarah from their homeland and led them to Canaan. Here God made an unconditional covenant with Abraham concerning the land—it was to be an eternal possession for his descendants. In a vision recorded in Genesis 15:12-16, Abraham was told by God about the future captivity of his descendants. He showed Abraham that they would suffer hardship in a strange land for 400 years, and then be brought back into the land to possess it (Genesis 13:14-17; 15:18-21). The narrative in the book of Joshua will tell us how God's people possessed this promise of God.

What Is Geography?

The word *geography* has its origin in two Greek words: *geo* which means "earth," and *graphis* which means "to write or to describe." Because God created everything in the universe, geography can be defined as "God's handwriting on the Earth!" More properly, geography is the descriptive science of the Earth, which was created by God as the stage for man's activities. Geography describes the Earth's mathematical, physical, and political divisions and also reveals the nature of God the Creator and Sovereign, as well as His governing laws.¹

The study of geography is a revelation of God's plan in the harmony of nature and history for His gospel purposes. Arnold Guyot, a nineteenth-century geographer wrote, "The entire globe is a

¹ Youmans, E. (1998). *The Noah Plan History and Geography Curriculum Guide*. Chesapeake, VA: Foundation for American Christian Education, p. 137.

grand organism, every feature of which is the outgrowth of a definite plan of the all-wise Creator for the education of the human family and the manifestation of His own glory. . . . The Earth is a 'masterpiece of Divine workmanship,' and its purpose is 'the abode of man, the scene of his activity, and the means of his development.'"¹

Geography of Salvation in the Biblical Narrative

In the history of God walking with man, there is a continuing "history of salvation," as well as a "geography of salvation." Before God created the Earth, He chose to reveal Himself to mankind not only in time, but also in very specific places in His creation. For example, in Genesis, the book of beginnings, we find the living God walking in the beautiful garden of Eden with Adam and Eve,² as He taught them His ways. We meet Noah and his family after the great global flood on the mountains of Ararat (Genesis 8:4), as well as Abraham, the patriarch of Israel, journeying from Mesopotamia to Canaan, the land of promise. As these and many other events of divine revelation have flowed throughout the eras of history, the geographic places where God revealed Himself to man are still here on the Earth.³

When we read the Bible, we can see how God's story of salvation and redemption takes place on the stage of geography. Found on almost every page of the Bible, geography was used by God to shape the lives of His people and continues today to shape our lives as well. Studying the topography of the lands of the Bible helps us better understand God's message, because He used the geography of the land to develop the spiritual lives and character of His people.

If you have studied the book of Genesis, you will remember that God made an everlasting covenant with Abraham that included the possession of the land of Canaan. One of God's stated purposes in delivering the Israelites from Egypt was to give them a land that He had created that would develop their faith and character. God told them as they were about to enter the land:

For the land, into which you are entering to possess it, is not like the land of Egypt from which you

came, where you used to sow your seed and water it with your foot like a vegetable garden. But the land into which you are about to cross to possess it, a land of hills and valleys, drinks water from the rain of heaven, a land for which the LORD your God cares; the eyes of the LORD your God are always on it, from the beginning even to the end of the year. (Deuteronomy 11:10-12)

The arid land's shortage of rain and its location as a land bridge between world powers forced the Israelites to either trust God or go hungry, to influence the pagan nations around them or be influenced by them. In the book, *The Land Between*, James Monson observed, "This land served as God's testing ground of faith. It was here in this land where both personal and national existence were threatened, that Israel's leaders and people were called upon to learn the true meaning of security and wellbeing, of trust in the Lord their God."⁴ In addition, the land of the four Gospels leads us to better understand the life and ministry of Jesus here on Earth. "The soil of the Holy Land, as the scene of the events centering around the person of Jesus, can be understood like a fifth Gospel."⁵

May this brief overview of Israel's geography help you better understand and value the plan and providence of God through the land that He chose for His people and the gospel of salvation and redemption in the eternal I AM.

The Geography of Canaan

The land of Canaan is located on the continent of Asia on the eastern flank of the Mediterranean Sea. It is situated strategically at the crossroads of three continents and forms what is called a "land bridge" that links Europe, Asia, and Africa. [Locate Canaan on your world map for the children.] Today, the land is about the size of New Jersey and is long and narrow in shape. It is only 70 miles east and west and 260 miles north and south. Despite its very small size, it has a diverse terrain. This is a result of its climate and the amount of rainfall it receives from desert conditions in the south to the snow-capped mountains in the north.

¹ Guyot, A. (1885). *Physical Geography*. New York and Chicago: Ivison, Blakeman and Company, p. 121.

² Genesis 2:1-3:8.

³ Pixner, B. (1992). *With Jesus through Galilee According to the Fifth Gospel*. Israel: Corazin Publishing, p. 7.

⁴ As quoted in Stiles, W. (2008). *Understanding and Experiencing the Historical Geography of Israel*. Taken from the website: www.bible.org.

⁵ Pixner, B. (1992). *With Jesus through Galilee According to the Fifth Gospel*. Israel: Corazin Publishing, p. 7.

The Land's Diverse Biomes

The Earth has many different biomes, habitats with distinct life forms living in them. A biome is a geographical region defined by the dominant plants and animals that live there and the soil and climate conditions that support them. The Earth contains various biomes such as the desert, rainforest, deciduous forest, grassland, tundra, and marine. The Promised Land contained five diverse biomes:

Low Coastal Plain (western boundary):

This coastal plain has fertile farmland and sand dunes along the Mediterranean coastline. It is traversed by several short streams, of which only two have permanent water flows. The plain sweeps inland from the Mediterranean Sea to gently sloping foothills. This region is known for its bounty of fruits and vegetables and its industry of wine making. The coastal plain was more populated because of its beautiful climate and the greater amount of rainfall that it receives.

Central Highlands (central area):

The central highlands include the forested Upper and Lower Galilee hills in the north that have the country's highest elevation at Mt. Meron (3,926 ft.), a peak in the Mt. Hermon massif. It also includes the rocky peaks of the Samarian Hills, which merge with the numerous green, fertile valleys, and the smooth, dome-topped, barren Judean Hills south of Jerusalem. Together, the Samarian and Judean ridges create a mountainous spine. These "mountains of Israel," as the Bible calls them, stand as a natural fortress wall that kept enemies away from the coastal plain where the majority of Canaanites lived. Several valleys cut across these highlands from east to west, the largest being the southeast Jezreel Valley to the valley of the Jordan River.

Jordan Rift Valley (eastern boundary):

This region is located east of the central highlands and is part of the 3,000 mile long, Syrian-East African Rift. A rift is a fissure or a large gap in the Earth's surface that forms when the plates on the surface of the Earth shift and separate. The Rift Valley in the Promised Land is dominated by the Dead Sea (known as the Salt Sea), the Jordan River, and the Sea of Galilee (also known as Lake Chinneroth, Kinneret, and Tiberias Sea).

The Jordan River, Israel's largest river, originates in the mountains near beautiful, snow-capped Mount Hermon. It flows south into the Sea of Galilee, the lowest freshwater lake in the world, which is 686 feet below sea level. The Jordan River continues flowing south and ends in the highly salty Dead Sea. The Dead Sea is a strange phenomenon and is the lowest elevation on the Earth's surface on dry land at 1,385 feet below sea level. The Rift Valley continues south to the Red Sea.

Negev Desert (southern region):

The Hebrew word *negev* means "south." Geographically, the Negev is an extension of the Sinai Desert in Egypt. The Negev is a rocky desert with deep craters and dusty, rocky mountains. It forms a rough triangle with its base in the north near the Dead Sea and the southern Judean Hills. Its apex is located on the southern tip of the land at Elath. The Negev covers nearly 60% of the total land mass. Abraham built his home in Beersheba and much later, when the Nabateans were lords of the desert, the trade route known as the "Spice Road" was established.

Topographically, it parallels the other regions of the country, with lowlands in the west, hills in the central portion, and the Arabah wadi as its eastern border. A wadi is a gully or streambed that remains dry except during the rainy season when the water flows like a river. Here there is less than one inch of rainfall a year with summer temperatures that soar above 100 degrees.

The land of Israel today contains six biomes. The land extends to the Gulf of Aqaba, the northernmost tip of the Red Sea. This marine biome contains the beautiful Eilat Coral Reef, which has a large sand bar with two huge rocks named Moses and Joshua.

The Climate

Israel is a land of bright sunshine, and the amounts of light and radiation received are among the highest in the world. It is in a subtropical region with only two seasons, a hot, dry summer and a semi-wet to wet winter. Rainfall is relatively heavy in the north and center of the country, with much less in the northern Negev and almost negligible amounts in the southern areas. There is a shortage of arable land, and water is always in short supply. Today, a


network of giant pipes, aqueducts, canals, reservoirs, tunnels, dams, and pumping stations has been built to distribute water across the country. Most of Israel's crops are grown on land that is irrigated. Indeed, the Israelis have caused the "desert and the barren land to bloom," just as the prophets of old foretold.¹

The Unique Flora and Fauna

For a country of such small size, it boasts of having a rich variety of animal, bird, insect, and plant life. Species of flora and fauna from Europe, Asia, and Africa can be found here. Because Israel is a land bridge between Europe and Africa, it is estimated that 500 million birds pass through twice a year as they migrate from Europe to Africa and back again. Over 530 species of plant life, mammals, birds, and fish and marine life make it one of the most diverse landscapes of any place on Earth!

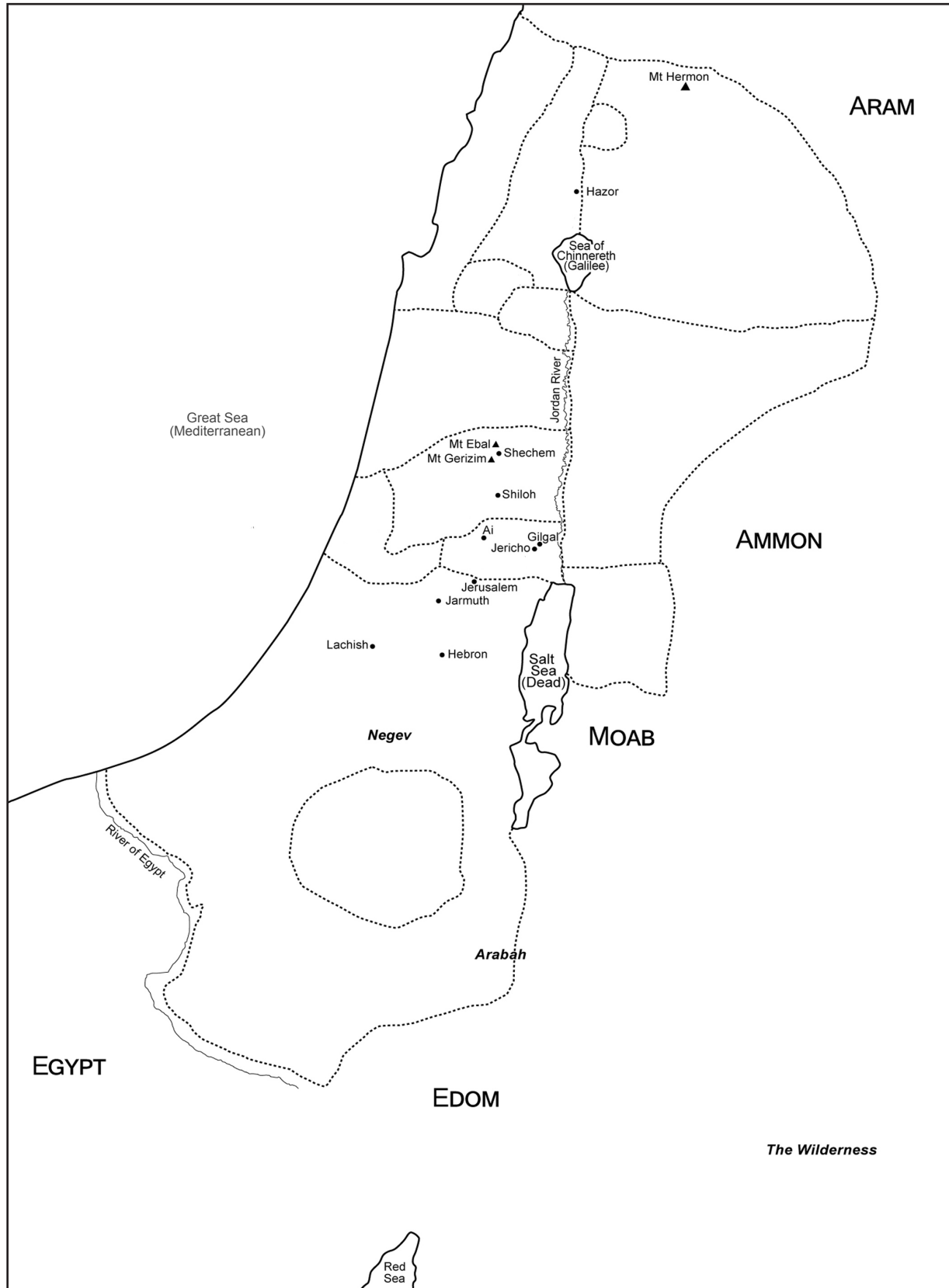
The Modern State of Israel

Since May 14, 1948, the official name of the land is the "State of Israel." The modern state of Israel is remarkable. She consists of a people exiled for nearly 2,000 years, who returned home under the most adverse and dangerous circumstances. Torn and battered after the Nazi Holocaust during World War II, her population has grown from 600,000 in 1948 to over 8 million in 2018, with thousands of Jews still returning home. Israel has many political enemies and shares her border with Egypt, Jordan, Syria, and Lebanon.

Capital:	Jerusalem, although most countries have their embassies in Tel Aviv
Area:	70 miles east and west; 260 miles north and south; 170 miles of coastline; 8,550 square miles plus 2,700 square miles of Arab territory since the Six Day War of 1967
Population:	8,450,000 (2018)
People:	Culturally diverse: 1) Jews (82%) belong to two main groups: Ashkenazim (westernized Jews with a European background) and Sephardim (from North Africa and the Middle East); 2) Arabs (18%)
Language:	Hebrew (which is taught to all immigrants), Arabic, and English
Form of Government:	Multiparty republic with one legislative house called the Knesset
Head of Government:	Prime minister
Religion:	Judaism for virtually all Jews (at least nominally); Arabs are largely Muslim of the Sunnite branch; Christian Arabs make up a small percentage of the population; Druze make up a very small percentage
National Anthem:	"Hatikva" (The Hope)
Flag:	
Money:	New shekel

¹ Isaiah 35:1-2; 51:3.

The Promised Land Map Study



The Promised Land Map Study

A map study is a work of art. Carefully color and label your map according to the following instructions. Print your name in the lower right-hand corner of your map.

MAP STANDARD

- Outline all bodies of water 1/4-inch wide along their shorelines with a blue colored pencil.
- Label in block print with a black, non-erasable pen the tribes of Israel.
- Outline the borders of each of the twelve tribes with a different colored pencil.
- Outline the remaining land with a green pencil.

LABEL THE TWELVE TRIBES OF ISRAEL

- Asher
- Benjamin
- Dan (located in two places)
- Ephraim
- Gad
- Issachar
- Judah
- Manasseh (located in two places)
- Naphtali
- Rueben
- Simeon
- Zebulun

JOSHUA 4

Time: 45 minutes

Review: God uses the geographic features of the land to shape the character of His people.

Student Reading: Joshua 2:1-13

Teacher Reading: Joshua 2:14-24

Principle: God rewards all those who seek Him and by faith believe that He is.

TEACHER



Vocabulary:

conquest (n.) The act of conquering; the act of vanquishing opposition by force, either physical or moral.

flax (n.) A plant raised for its fiber and seeds. The average stalk is three feet in height. The seeds are used for nutrition and oils, and the fiber is used for ropes and fabric.

harlot (n.) [Some translations use the word *prostitute*]

1) A woman who sells her body for money. 2) In Scripture, one who forsakes the true God and worships idols (Isaiah 1:21).



Preparation and Lesson Background:

1. Read and reflect upon the assigned Bible readings for this lesson plan. Read Genesis 9:18-12:9. This will give you an understanding of how Canaan became the inheritance of the Israelites.
2. Purchase enough red ribbon or string to provide a 12-inch length for every child.
3. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: God rewards all those who seek Him and by faith believe that He is.

The key theme of the book of Joshua is the victory that God bestows on faith in action!

The righteous will live by his faith. (Habakkuk 2:4)

STUDENT

Key Word:

faith (n.) The assurance of things hoped for; the evidence of what is not seen (Hebrews 11:1).



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. Why did Joshua send spies into the Promised Land?
2. Who else had sent spies to survey the Promised Land? Describe what happened.
3. Describe the city of Jericho.
4. Who provided refuge for the spies when the king of Jericho heard about them?
5. What oath did Rahab make with the spies?
6. How did the spies escape Jericho?
7. Explain why Rahab put a red thread in her window.
8. What does this act reveal about Rahab's faith?

Hebrews chapter 11 is called the “Hall of Faith.” It contains the names and testimonies of Old Testament heroes who walked by faith and not by sight, which God counted to them as righteousness for salvation. Following are several examples from the chapter:

Now faith is the assurance of things hoped for, the conviction of things not seen. For by it the men of old gained approval. (1-2)

And without faith it is impossible to please Him, for he who comes to God must believe that He is and that He is a rewarder of those who seek Him. By faith Noah, being warned by God about things not yet seen, in reverence prepared an ark for the salvation of his household, by which he condemned the world, and became an heir of the righteousness which is according to faith. (6-7)

By faith Abraham, when he was called, obeyed by going out to a place which he was to receive for an inheritance; and he went out, not knowing where he was going. (8)

By faith Moses, when he was born, was hidden for three months by his parents, because they saw he was a beautiful child; and they were not afraid of the king’s edict. (23)

By faith the walls of Jericho fell down after they had been encircled for seven days. (30)

By faith Rahab the harlot did not perish along with those who were disobedient, after she had welcomed the spies in peace. (31)

In the Old Testament, God rewarded both Jew and Gentile for their faith in Him and His covenant promises by counting their faith as righteousness for eternal life. The apostle Paul teaches us that we, too, need to walk by faith and not by sight:

Therefore, having been justified by faith, we have peace with God through our Lord Jesus Christ, through whom also we have obtained our introduction by faith into this grace in which we stand; and we exult in hope of the glory of God. (Romans 5:1-2)

4. Christians, who have placed their hope of salvation in Christ by faith, must also put their faith into action and teach their children how as well!

In this chapter, the people of Jericho, who were idolaters, had already heard stories about the miracles of the living God of Israel on behalf of the Israelites. Knowing they were about to be invaded by them, they were very frightened. Rahab lived in the city wall and must have felt very vulnerable. When the spies came to her residence, she believed that their God could save her and her whole household, so she made a pact with the spies and agreed to harbor them until they could depart safely. God’s grace is remarkably seen in giving her the faith, sparing her and her family, and

9. Name two important descendants of Rahab.



Notebook Record:

1. Copy these phrases onto your Profile of Rahab graphic organizer:
 - Was a Canaanite woman
 - Kept an inn in the wall of Jericho
 - Risked her life to hide the Israelite spies
 - Her faith in action was counted as righteousness.
 - King David and Jesus Christ descended from her lineage.
2. If there is time, continue to outline the bodies of water on your Promised Land map with your blue colored pencil.
3. File your graphic organizer and map in your binder.



Memory Verse:

This book of the law shall not depart from your mouth, but you shall meditate on it day and night. (Joshua 1:8a)

including her in the Messianic line (Matthew 1:5). The Bible commends her faith, not her lying (Hebrews 11:31).

Rahab put her faith into action by hanging the scarlet thread out of her window. It is interesting to note that she is one of several Old Testament Gentiles who are in the lineage of King David and Jesus Christ. Rahab later married an Israelite from the tribe of Judah. God's promise to Abraham was for both the Jew and the Gentile.

By faith Rahab the harlot did not perish along with those who were disobedient, after she had welcomed the spies in peace. (Hebrews 11:31)

The record of the genealogy of Jesus the Messiah, the son of David, the son of Abraham: . . . Salmon was the father of Boaz by Rahab, Boaz was the father of Obed by Ruth, and Obed the father of Jesse. Jesse was the father of David the king. (Matthew 1:1, 5-6)

James, the half-brother of Jesus, teaches us that our faith must be put into action. It is through our actions that faith manifests.

What use is it, my brethren, if someone says he has faith but he has no works? Can that faith save him? If a brother or sister is without clothing and in need of daily food, and one of you says to them, "Go in peace, be warmed and be filled," and yet you do not give them what is necessary for their body, what use is that? Even so faith, if it has no works, is dead, being by itself. But someone may well say, "You have faith and I have works; show me your faith without the works, and I will show you my faith by my works." You believe that God is one. You do well; the demons also believe, and shudder. But are you willing to recognize, you foolish fellow, that faith without works is useless? Was not Abraham our father justified by works when he offered up Isaac his son on the altar? You see that faith was working with his works, and as a result of the works, faith was perfected; and the Scripture was fulfilled which says, "And Abraham believed God, and it was reckoned to him as righteousness," and he was called the friend of God. You see that a man is justified by works and not by faith alone. In the same way, was not Rahab the harlot also justified by works when she received the messengers and sent them out by another way? For just as the body without the spirit is dead, so also faith without works is dead. (James 2:14-26)

James is not suggesting that we legalistically serve the letter of the law. What he is teaching us is that we demonstrate our faith in the decisions we make, how we act, and how we serve and minister to others. (Review the New Testament "One Another's," AMO® Teacher Manual, pages 189-191).

5. Joshua chapter 2 contains a law or principle of first mention in the words "cord of scarlet thread."

*The men said to her, "We shall be free from this oath to you which you have made us swear, unless, when we come into the land, you tie this **cord of scarlet thread** in the window through which you let us down, and gather to yourself into the house your father and your mother and your brothers and all your father's household." (Joshua 2:17-18)*

The word *cord* in Hebrew is *tiqwa* and actually means "hope" or "expectation." The hope (cord) of the scarlet thread was Rahab's faith in action to save her and her whole household. As the narrative later relates, Joshua saw the cord of scarlet thread and rescued Rahab and her household from death (Joshua 6:22-25). Many Bible students recognize the "hope of the scarlet thread" as a typology of the blood of Jesus Christ, our only hope of forgiveness and salvation. This is the first mention in Scripture of the scarlet thread and points to the scarlet thread that is woven throughout the tapestry of Scripture.

Faith is the assurance of things hoped for, the conviction of things not seen. For by it the men of old gained approval. (Hebrews 11:1-2)

You were not redeemed with perishable things like silver or gold from your futile way of life inherited from your forefathers, but with precious blood, as of a lamb unblemished and spotless, the blood of Christ. (1 Peter 1:18-19)

And according to the Law, one may almost say, all things are cleansed with blood, and without shedding of blood there is no forgiveness. (Hebrews 9:22)

6. Gather resources: Bible, sample map, Rahab Profile graphic organizers, red ribbons, student vocabulary card, and memory verse card.



Teaching Plan:

1. Pray: *Dear heavenly Father, as Creator and Sovereign over the universe, all power and authority are Yours. You alone are worthy of our praise and adoration. Illumine our eyes today that we may see wondrous things from Your Word. Teach us Your way that we may walk in Your truth. Inspire our hearts to serve You that we may become leaders among our generation for Your glory and Your story. Amen.*
2. Distribute student binders.
3. Review the principle that God uses the geographic features of the land to shape the character of His people.
4. Pin the student vocabulary card onto your bulletin board and define the key word *faith*.

Connect the vocabulary word to the principle that God rewards all those who seek Him and by faith believe that He is. Read the portions of Hebrews chapter 11 aloud to the children, which are found on page 47. Draw the children's

attention to the fact that there are two examples of faith in action recorded that are from the book of Joshua.

5. Assign the Bible reading to the children and have them read silently and then orally. Have them locate Jericho on their maps. Teach them that Jericho is the oldest continuously inhabited city in the world. It was a highly fortified city with walls over 12 feet high.
6. Read the assigned teacher reading to the children. Ask the children to read silently as you read aloud.
7. Ask the reason questions and have the children respond orally.
8. Distribute copies of Profile of Rahab graphic organizer. Write the phrases on the chalkboard and have the children copy them onto their graphic organizers.
9. The account of Rahab and the “cord of scarlet thread” affords the children an opportunity to reflect upon God as Promise Maker and Promise Keeper. As Joshua proclaimed near the end of his life, “Not one of the good promises which the LORD had made to the house of Israel failed; all came to pass” (Joshua 21:45). God’s promise of salvation in His Son, Jesus Christ, is for both the sons of Israel and the Gentile. Share with the children how to put their hope in Him for eternal salvation.

Distribute a red ribbon or string to the children. Have them make a small hole in the top of their bookmark with their pencil point and attach the red ribbon or string in the hole. Explain that this will be a reminder to them that God’s promises never fail. Have them read aloud the Scripture verse on the bookmark together.
10. Have the children file their graphic organizers and bookmarks in their binders.
11. Before completing the lesson, have the children repeat their weekly memory verse.
12. Conclude with a short prayer and blessing for the children.



Profile of Rahab

A Gentile woman who put her faith into action. (James 2:25)



JOSHUA 5

Time: 45 minutes

Review: God rewards all those who seek Him and by faith believe that He is.

Teacher Reading: Joshua 3:1-8

Student Reading: Joshua 3:9-17

Principle: God's presence in the midst of His people is mighty.

TEACHER



Vocabulary:

antitype (n.) A person or a thing that is represented or foreshadowed by a type or symbol. Example: Jesus Christ is the antitype of the paschal lamb in the Old Testament.

consecrate (v.) To set apart or dedicate for a spiritual purpose.

shekinah (adj.) The visible majesty of God's divine presence.

type (n.) A person or event found in the Old Testament that was divinely ordained by God to be a prophetic picture or preview of the full, spiritual reality in Jesus Christ. Example: The Promised Land is a type of heaven.

victory (n.) 1) Conquest; the defeat of an enemy in battle.
2) The advantage gained over spiritual enemies, passions, appetites, or temptations.



Preparation and Lesson Background:

1. Read and reflect upon the assigned Bible readings for this lesson plan.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: God's presence in the midst of His people is mighty.

Just as I have been with Moses, I will be with you; I will not fail you or forsake you. Be strong and courageous, for you shall give this people possession of the land which I swore to their fathers to give them. (Joshua 1:5-6)

STUDENT



Key Word:

mighty (adj.) Strong in power, wisdom, wealth, and warfare.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. This was moving day for the Israelites, the event God had foretold to Abraham 480 years before (Galatians 3:16-17). What did Joshua say to the people to prepare and encourage them for entering the Promised Land?
2. Why do you think the Israelites were told to consecrate themselves before they saw the ark of the covenant?
3. What did the ark of the covenant represent to the Israelites?
4. Describe the miracle that took place in this chapter. What other event in the history of the Israelites was like it?

My presence shall go with you, and I will give you rest. (Exodus 33:14)

Do not fear, for I am with you. (Isaiah 43:5)

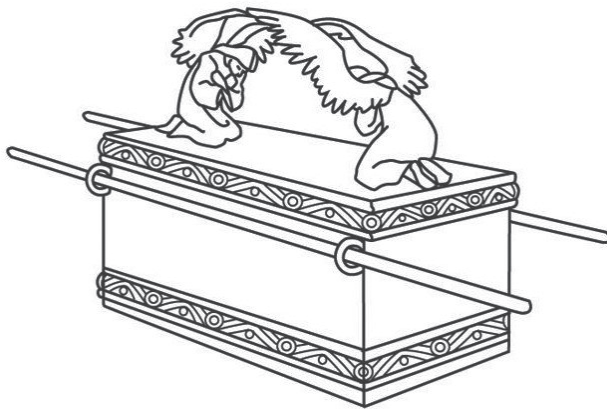
The LORD your God is in your midst, a victorious warrior. He will exult over you with joy, He will be quiet in His love, He will rejoice over you with shouts of joy. (Zephaniah 3:17)

[Jesus said] For where two or three have gathered together in My name, I am there in their midst. (Matthew 18:20)

God's presence had been with the Israelites in a mighty way, and Joshua and Caleb were witnesses of all His miracles of deliverance in Egypt. The remainder of their generation had died in the wilderness because of their unbelief and grumbling against God. God had physically manifested Himself to them through the cloud by day and the fire by night, as they wandered for 40 years in the wilderness. When the cloud moved, the Israelites moved. When it stopped, they stopped and made camp.

God's visible presence covered the tabernacle as well, and inside the holy of holies, God's shekinah glory rested above the mercy seat between the two cherubim on top of the ark of the covenant. The ark of the covenant was a very sacred object. It was only visible by the high priest once a year on the Day of Atonement, as he sprinkled the blood of a lamb upon the mercy seat to secure God's forgiveness of the Israelites' sins. For the Israelites, it represented the person and promises of Yahweh. For us Christians, the ark is a picture of the person and saving work of Jesus Christ.

Note: The coloring page in this lesson shows the image of the ark so the children can see what it looked like; but in reality, the sacred ark would always be covered when transported, as in the image on the cover of the AMO® teacher guide. Share with the children, that if they have trusted Jesus as their personal Savior, His presence is always with them because His Holy Spirit dwells within them.



Ark of the covenant

5. God promises the believer that His presence will be with him, and that He will never leave him or forsake him. How do you know you can trust this promise?



Notebook Record:

1. Color your Crossing the Jordan coloring page. Be certain to color the ark of the covenant with your gold or yellow colored pencil. It was covered with a thin sheet of finely spun gold.
2. File your coloring page in your binder.



Memory Verse:

So that you may be careful to do according to all that is written in it. (Joshua 1:8b)



Prayer and Blessing Cards:

Take prayer and blessing cards home to parents.

God's instructions to the Israelites were to consecrate themselves before the ark appeared, in anticipation of the wonders He would soon perform. Joshua's instructions to prepare spiritually for entering the Promised Land may seem strange to us. From a military point of view, we would expect his order to pertain to the preparation of their military weapons. However, Joshua understood that any defilement of sin would hinder the power of God. The key is that those things we do in consecration are not works of righteousness that merit God's favor or overcome the enemy, but like the confession of our sins, remove the barriers to God's wonder-working power and fellowship in our lives.

The Israelites were instructed to follow the ark by faith into the river, which was swollen over its banks rising much higher than normal during the season of flooding. God would go before them and be their source of victory. Like the parting of the Red Sea, so God parted the Jordan River. As a note, normally when the ark was moved, the Kohathites carried it. On this extraordinary occasion, the Levites, who were the priests, carried the ark. They rested in the presence and promises of the living God and stepped out in faith and obedience. As their feet touched the water, the river flowed back in both directions for many miles, and the priests stood on a dry riverbed. The millions of Israelites witnessed the wonder of this supernatural miracle performed by God in their midst and crossed the river on dry ground!

3. For believers today, crossing the Jordan represents new birth in Christ Jesus, the transformation of the old man to becoming the new creation in Christ. It is also a picture of entering into spiritual warfare to claim our promised inheritance. It means the end of a life enslaved by sin, one lived by human effort and the beginning of a life of faith and obedience.

Therefore if anyone is in Christ, he is a new creature; the old things passed away; behold, new things have come. (2 Corinthians 5:17)

Knowing this, that our old self was crucified with Him, in order that our body of sin might be done away with, so that we would no longer be slaves to sin. (Romans 6:6)

In reference to your former manner of life, you lay aside the old self . . . and put on the new self, which in the likeness of God has been created in righteousness and holiness of the truth. (Ephesians 4:22, 24)

Put on the new self who is being renewed to a true knowledge according to the image of the One who created him. (Colossians 3:10)

Therefore if you have been raised up with Christ, keep seeking the things above, where Christ is, seated at the right hand of God. (Colossians 3:1)

Also, as a type in the Bible, Canaan prophetically points to the infinite provision and blessings of God available to the new creature in Christ Jesus each day, such as,

- Rest from self-works (Hebrews 4:10)
For Joshua and the Israelites, entering Canaan meant an end to their itinerate life in an inhospitable wilderness. Here, they could find rest and establish permanent homes in the cities and houses that God provided for them to possess.
- The bounty and riches of Christ (Jeremiah 31:12; Ephesians 1:18; 2:7; 3:16; Psalm 116:7)
For the Israelites, Canaan was a land “flowing with milk and honey,” a land “of grain and new wine; His heavens also drop down dew.” (Deuteronomy 27:3, 33:28).
- Triumph over enemies (2 Corinthians 2:14)
God called the Israelites to wage war with Canaan’s inhabitants, which He had already told them were defeated (Deuteronomy 7:1). Essentially, God had called them to an assured victory, a victory won by Jesus Christ from the foundation of the world. Canaan was to be their place of triumph.

Blessed be the God and Father of our Lord Jesus Christ, who has blessed us with every spiritual blessing in the heavenly places in Christ. (Ephesians 1:3)

For many Christians, crossing the Jordan River into the Promised Land typifies the death of the believer and his entrance into heaven. After listing many of the “heroes of faith” from the Old Testament, the writer of Hebrews teaches us that,

All these died in faith, without receiving the promises, but having seen them and having welcomed them from a distance, and having confessed that they were strangers and exiles on the earth. For those who say such things make it clear that they are seeking a country of their own. And indeed if they had been thinking of that country from which they went out, they would have had opportunity to return. But as it is, they desire a better country, that is, a heavenly one. Therefore God is not ashamed to be called their God; for He has prepared a city for them. (11:13-16)

As you teach this unit on the book of Joshua, keep this prophetic picture of Canaan in mind. There are many battles that will be waged and many conflicts and challenges for the Israelites. It will be their obedience to His Word and their faith in action that are worthy of the children’s reflection. These are the lessons they will need to face in their walk with Jesus Christ in this world as our future leaders.

4. Gather resources: Bible, map, Crossing the Jordan coloring pages, student vocabulary card, memory verse card, and parent prayer and blessing cards.

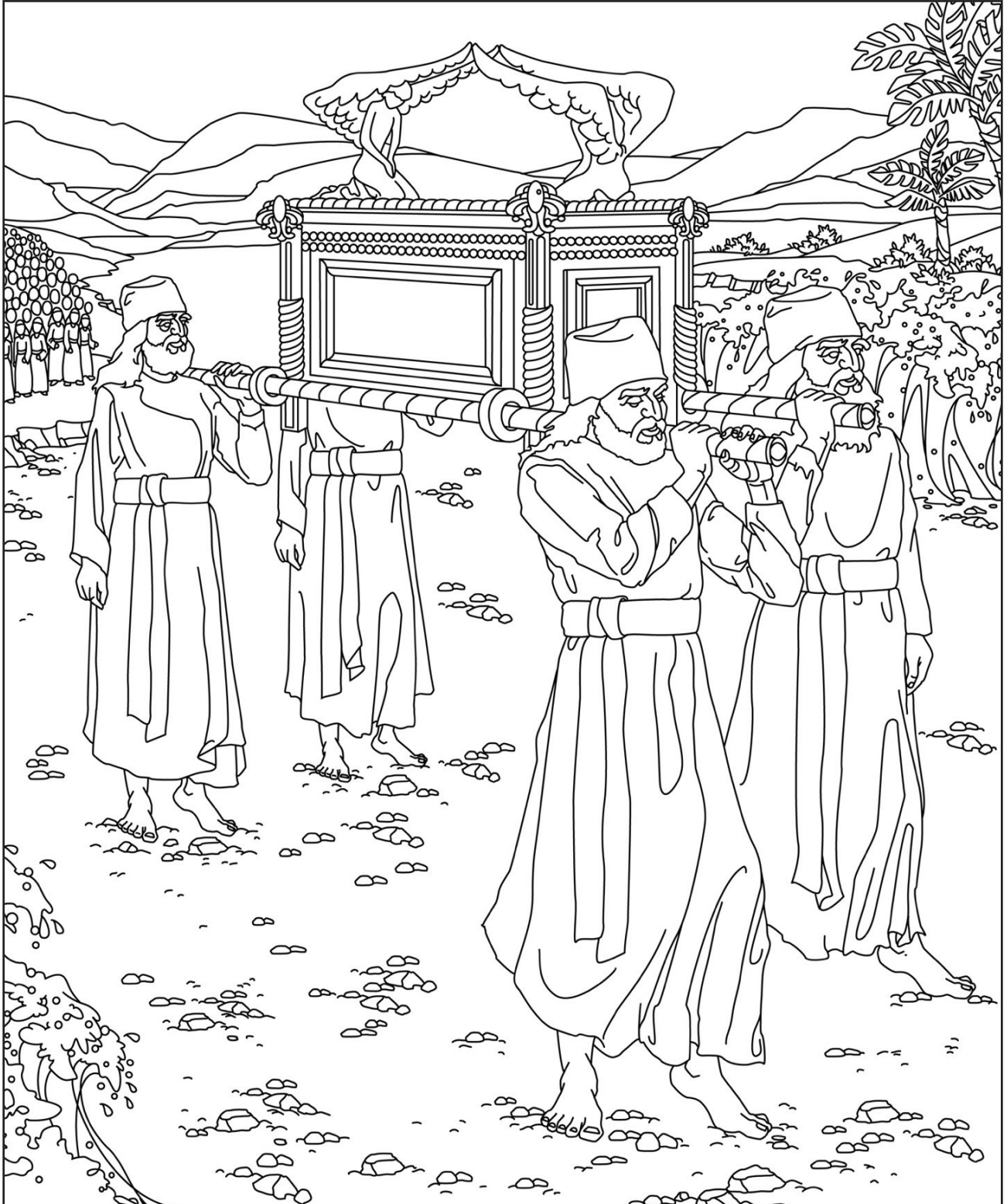


Teaching Plan:

1. Pray: *Dear heavenly Father, as Creator and Sovereign over the universe, all power and authority are Yours. You alone are worthy of our praise and adoration. Illumine our eyes today that we may see wondrous things from Your Word. Teach us Your way that we may walk in Your truth. Inspire our hearts to serve You that we may become leaders among our generation for Your glory and Your story. Amen.*
2. Distribute student binders.
3. Review the principle that God rewards all those who seek Him and by faith believe that He is.
4. Pin the student vocabulary card onto your bulletin board and define the key word *mighty*.
Connect the vocabulary word to the principle that God's presence in the midst of His people is mighty!
5. Read the assigned teacher Bible reading to the children. Ask the children to read silently as you read aloud.
6. Assign the Bible reading to the children and have them read.
7. Ask the reason questions and have the children respond orally.
8. Distribute copies of Crossing the Jordan coloring page.
While they are coloring, describe the ark of the covenant and its characteristics and representation.
9. Have the children file their coloring page in their binders.
10. Before completing the lesson, have the children repeat their weekly memory verse. Pin the memory verse card on your bulletin board. It is a continuation of the last lesson's verse, so have them repeat it with portion "a" of Joshua 1:8.
11. Conclude with a short prayer and blessing for the children.
12. Send parent prayer and blessing cards home with the children for the week.

Crossing the Jordan River into the land of promise

*The ark of the covenant served as the place of God's holy presence among His people in the Old Covenant (Exodus 25:8).
In the New Covenant, Emmanuel, "God with us," indwells the Christian by the power of His Holy Spirit (1 Corinthians 6:19).*



JOSHUA 6

Time: 45 minutes

Review: God's presence in the midst of His people is mighty.

Student Reading: Joshua 4:1-11

Teacher Reading: Joshua 4:12-24

Principle: God ordained memorials lest future generations forget Him and His mighty miracles and providence.

TEACHER



Vocabulary:

commemorate (v.) To call to remembrance; to mark by a ceremony or observation.

ordain (v.) To appoint; to decree; to institute or establish.

providence (n.) 1) The act of providing or preparing for future use or application. 2) Foresight; timely care accompanied with the procurement of what is necessary for future use or with suitable preparation. 3) *In theology*, the care and superintendence which God exercises over His creatures.

testimony (n.) 1) A solemn declaration usually made orally by a witness under oath. 2) The tablets inscribed with the Mosaic law; the ark of the covenant containing those tablets.



Preparation and Lesson Background:

1. Read and reflect upon the assigned Bible readings for this lesson plan.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: God ordained memorials lest future generations forget Him and His mighty miracles and providence.

One of the things we learn in the Bible is that the living God is a God of celebration. He memorialized important events of His hand in human history through feasts, festivals, and

STUDENT



Key Word:

memorial (n.) That which preserves for future generations the memory of something important.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. How did God instruct the Israelites to commemorate the crossing of the Jordan River?
2. Describe what they were to do.
3. Who was represented by each of the twelve stones? Be specific in your answer.
4. Why did God have the Israelites erect a memorial before they conquered the land of Canaan?
5. Explain what happened when the priests stepped out of the Jordan River onto the land of promise.

celebrations and provided instructions for keeping those memories alive by having a written record kept. God's purposes in the lives of His people are tied to His eternal, gospel plan. He established visual memorials and feast days, not just for those who participated, but for the children of future generations, who would certainly ask, "What does this pile of rocks mean?" or "Why do we eat this Passover meal?" It is also the same reason God instructed Moses to write everything down that He was instructing him "as a memorial" (Exodus 17:14). We are very blessed today to have His written Word, the Bible, but the Israelites did not have a personal Bible to read so they could remember all that God had done on behalf of His plan of salvation and redemption. They were dependent upon Joshua and the priests to maintain the annual feasts and celebrations.

Now this day will be a memorial to you, and you shall celebrate it as a feast to the LORD; throughout your generations you are to celebrate it [Feast of Passover] as a permanent ordinance. (Exodus 12:14)

So Moses and Eleazar the priest took the gold from the captains of thousands and of hundreds, and brought it to the tent of meeting as a memorial for the sons of Israel before the LORD. (Numbers 31:54)

Let this be a sign among you, so that when your children ask later, saying, "What do these stones mean to you?" then you shall say to them, "Because the waters of the Jordan were cut off before the ark of the covenant of the LORD; when it crossed the Jordan, the waters of the Jordan were cut off. So these stones shall become a memorial to the sons of Israel forever." (Joshua 4:6-7)

*Those twelve stones which they had taken from the Jordan, Joshua set up at Gilgal. He said to the sons of Israel, "When your children ask their fathers in time to come, saying, 'What are these stones?' then you shall inform your children, saying, 'Israel crossed this Jordan on dry ground.' For the LORD your God dried up the waters of the Jordan before you until you had crossed, just as the LORD your God had done to the Red Sea, which He dried up before us until we had crossed; that **all the peoples of the earth may know that the hand of the LORD is mighty**, so that you may fear the LORD your God forever." (Joshua 4:20-24)*

The Lord's Supper or Communion, which took place the night before Jesus was crucified, is a memorial:

The Lord Jesus in the night in which He was betrayed took bread; and when He had given thanks, He broke it and said, "This is My body, which is for you; do this in remembrance of Me." In the same way He took the cup also after supper, saying, "This cup is the new covenant in My blood; do this, as often as you drink it, in remembrance of Me." For as often

6. What are some of the memorials established in the AMO® Program?



Notebook Record:

1. Reflect back over your life and recall a special moment when God manifested His love and care toward you. Think of the word that best describes God's character in that act. With a permanent black marker, write that word on the stone your teacher provides. Also put your initials on your stone.
2. Place your stone in the classroom memorial. When the Joshua unit is complete, take your stone home and use it for a paperweight.



Memory Verse:

So that you may be careful to do according to all that is written in it. (Joshua 1:8b)

as you eat this bread and drink the cup, you proclaim the Lord's death until He comes. (1 Corinthians 11:23-26)

They arrived in Canaan in the spring of the year, just in time to celebrate the Passover (Joshua 5:10), another perpetual memorial that God had instituted 40 years before in Egypt. This memorial also commemorated the end of the Israelites' 40 years of wandering in the wilderness and the beginning of their new life in a new land. It was at this time that God exalted Joshua in their eyes who would, like Moses, receive their praises, generation after generation to come.

3. There are memorials established in our AMO® curriculum as well. The children celebrate the completion of the unit study with a festival at the end of every literature unit and our *Be My Witnesses* history unit. Every festival becomes a memorial or milestone in their journey of a lifetime of learning and is accompanied by wearing costumes, participating in dramas, enjoying special food at a feast, and activities shared with parents and the community. Photographs and movies help visually memorialize these special days that are not soon forgotten!

The use of the AMO® binder is also a tool of memorializing all that the children are learning in the AMO® Program. The binder becomes for them and their parents a permanent record of their study and activities—a memorial, not to be forgotten.

4. While memorials and monuments are generally erected to remember great events or honor heroic deeds, our individual lives also have memorials, though often less visible, such as a healing, an answered prayer, a miracle, a special event. Gather a stone for each child and yourself and some permanent black markers, and erect a stone memorial in your classroom.
5. Gather resources: Bible, sample map of the Promised Land, stones, black permanent markers, student vocabulary card, and memory verse card.



Teaching Plan:

1. Pray: *Dear heavenly Father, as Creator and Sovereign over the universe, all power and authority are Yours. You alone are worthy of our praise and adoration. Illuminate our eyes today that we may see wondrous things from Your Word. Teach us Your way that we may walk in Your truth. Inspire our hearts to serve You that we may become leaders among our generation for Your glory and Your story. Amen.*
2. Distribute student binders.
3. Review the principle that God's presence in the midst of His people is mighty.

4. Pin the student vocabulary card onto your bulletin board and define the key word *memorial*.

Connect the vocabulary word to the principle that God ordained memorials lest future generations forget Him and His mighty miracles and providence.

5. Assign the Bible reading to the children and have them read silently and then orally.
6. Read the assigned teacher reading to the children. Ask the children to read silently as you read aloud.
7. Ask the reason questions and have the children respond orally.
8. Distribute a stone to each child. Ask them to remember a special moment when God's love and care were evident in their own lives and have them write on their stone the word(s) that best describes God's character in that act. Have them put their initials or name on the underside of the stone. Then you and the children build a monument in your classroom to serve as a reminder of God's love and providence. At the end of the unit, the children can take their stones home and use them as a paperweight.
9. Before completing the lesson, have the children repeat their weekly memory verse in combination with Joshua 1:8a.
10. Conclude with a short prayer and blessing for the children.

JOSHUA 7

Time: 45 minutes

Review: God ordained memorial lest future generations forget Him and His mighty miracles and providence.

Teacher Reading: Background notes

Student Reading: Joshua 5:1-12

Principle: A godly leader humbles himself and submits to God's authority and purposes.

TEACHER



Vocabulary:

anointed (adj.) One set apart and consecrated for divine purposes.

apprenticeship (n.) A period of time when a person studies under a master with a view to practice and refine his art or trade.

authority (n.) The legal power or right to command or to act.

circumcision (n.) The external sign of God's covenant with Abraham, which represented Israel's faith in God's promises.

consecration (n.) The act of setting apart and dedicating to God for His purpose and plan.

discern (v.) To distinguish mentally; to discriminate.

humility (n.) Freedom from pride and arrogance; a modest estimate of oneself. In theology, contrite; a lowliness of mind; submission to the divine will.

manna (n.) The wafer-like food that God miraculously provided the Israelites every day for 38 years, while they wandered in the wilderness.

Passover (n.) The perpetual feast that God instituted with the Israelites to memorialize their miraculous deliverance from 400 years of slavery in Egypt. The angel of death passed over each house that had the blood of a lamb painted over the doorway.

reproach (n.) 1) That which is the cause of shame or disgrace. 2) Object of scorn or contempt.

submit (v.) To yield or surrender to the power, will, or authority of another without murmuring.

STUDENT



Key Word:

humble (v.) To bring low; to make meek and submissive to God's will.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. How many years did Moses live as an Egyptian prince?
2. How many years was Moses disciplined by God to prepare him for his call of leadership?
3. Who disciplined Joshua for his call of leadership?
4. What were some of Joshua's roles during his 40 years of preparation?
5. Define the word *humble*.
6. Explain how humility forms in one's character?



Preparation and Lesson Background:

1. Read and reflect upon the assigned Bible reading for this lesson plan.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: A godly leader humbles himself and submits to God's authority and purposes.

It was God who chose and anointed both Moses and Joshua for leadership as the new nation Israel was birthed. Neither one was commissioned a leader until he had served a 40 year apprenticeship and had his "character proven." (Romans 5:4). The key to godly leadership is the willingness to serve others. This requires a specific character, one that is humble and submitted to the authority of God's Word. These character qualities require time and many challenging tests of refinement.

Humble yourselves under the mighty hand of God, that He may exalt you. (1 Peter 5:6)

Before honor comes humility. (Proverbs 15:33)

Hezekiah humbled the pride of his heart. (2 Chronicles 32:26)

God is opposed to the proud, but gives grace to the humble. (James 4:6)

The quality of humility flows from a proper assessment of ourselves before God. It is especially humbling for leaders to acknowledge that God is more responsible for their achievements than they. He has given to each their talents and abilities, time and opportunities. They are gifts from God, which each leader will eventually have to give an account for how they were invested. Humility naturally leads to submission and obedience.

Jesus is the perfect example of humility. Scripture teaches us:

Although He was a Son, He learned obedience from the things which He suffered. (Hebrews 5:8)

Have this attitude in yourselves which was also in Christ Jesus, who, although He existed in the form of God, did not regard equality with God a thing to be grasped, but emptied Himself, taking the form of a bond-servant, and being made in the likeness of men. Being found in appearance as a man, He humbled Himself by becoming obedient to the point of death, even death on a cross. (Philippians 2:5-8)

But Jesus called them to Himself and said, "You know that the rulers of the Gentiles lord it over them, and their great men exercise authority over them. It is not this way among

7. What are the attributes of humility, and why are they needed for godly leadership?
8. How can you learn to willingly obey God's will in your life?



Notebook Record:

1. Copy these phrases onto your Profile of Joshua graphic organizer:

Providential Preparation and Influences:

- Trained for military service in Pharaoh's army (*Antiquities of the Jews*, Josephus)
- Witnessed God's supernatural deliverance from Egypt (Exodus 12:23)
- Was the military commander on route to the Promised Land (Exodus 17:8-10)
- Spent 40 years serving Moses as his personal servant and administrative aide

Internal Character:

- Discerned God's voice and listened (Joshua 1:1-9)
- Willingly obeyed God's instructions

2. File your Profile of Joshua graphic organizer in your binder.



Memory Verse:

For then you will make your way prosperous, and then you will have success. (Joshua 1:8c)



Prayer and Blessing Cards:

Take prayer and blessing cards home to parents.

you, but whoever wishes to become great among you shall be your servant, and whoever wishes to be first among you shall be your slave; just as the Son of Man did not come to be served, but to serve, and to give His life a ransom for many.”
(Matthew 20:25-28)

In the Old Testament, Moses personified humility. Scripture says of his character that, “the man Moses was very humble, more than any man who was on the face of the earth” (Numbers 12:3). The grace of humility was worked into his life through the many years he spent serving others. It was only in this state of humility that Moses could be an effective leader.

Moses’ first 40 years were spent as an Egyptian prince. He lived a life of luxury and was accustomed to being served by others. He received the best formal education of the ancient world (Acts 7:22). As part of his princely education, he would have learned the art of civil government and been trained for military service as a leader. According to first century Jewish historian, Flavius Josephus, Moses gained renown as a skillful military leader when he conquered Ethiopia.¹

His next 40 years were spent in the harsh Arabian desert, penniless, serving his Midianite father-in-law as a shepherd of his flocks. It was here in obscurity that Moses learned to hear God’s voice and submit to His authority. It was during this long apprenticeship that he was humbled by God’s lessons and learned to walk obediently with God by faith.

Moses was 80 years old when God supernaturally appeared to him in a burning bush and called him to a position of leadership and servanthood (Exodus 3:2). His mission was to lead God’s chosen people out of Egypt. Moses spent the last 40 years of his life governing and serving God’s obstinate people, as they wandered in the desert wilderness. In addition, he mentored Joshua, his personal aide and servant, particularly with regard to learning and understanding God’s laws and God Himself.²

Historian Josephus states that Moses selected Joshua as commander of the Israelite troops for the following reasons: 1) Joshua was “one of great courage and patient to undergo labors; 2) he had great abilities to understand and to speak what was proper; 3) he was very serious in the worship of God; and 4) he was, indeed, made like another Moses, a teacher of piety towards God.”³

Joshua was born an Israelite slave in Egypt. He was approximately 40 years younger than Moses and did not receive the formal education that Moses did as an Egyptian prince. We are not told in Scripture how he learned to read and write, but Joshua chapter 1 implies that he could read,

¹ Josephus, F., (A.D. 93). *Antiquities of the Jews*, Book 2, 8:6.

² *Ibid.*, Book 4, 7:2.

³ *Ibid.*, Book 3, 2:3.

or God would not have instructed him to meditate on His law day and night “according to all that is written in it” (Joshua 1:8).

Josephus believed Joshua served in Pharaoh’s army, which prepared him to command the Israelite military forces after their escape from Egypt (Exodus 17:10-14). It is in Moses’ selection of Joshua for this post that Joshua is first mentioned in the Bible. Some of the first lessons that every new recruit in the military learns are how to submit to those in authority over him and how to willingly obey their instructions. These would have been invaluable lessons for Joshua to apply in God’s call and purpose for his life as a leader. Our lessons in this Bible reading unit will focus on Joshua’s godly character and leadership skills, his dependence on God, and his obedience to God’s Word.

3. In this chapter, Joshua describes the consecration of the Israelites in preparation for the great task that laid before them. The rite of circumcision was renewed, and the Feast of Passover was celebrated. God built their morale and reminded them that, by ending the days of eating manna and partaking of the abundant fruit of the land, He was giving them a new life filled with His abundant blessings.
4. Gather resources: Bible, map, student vocabulary card, memory verse card, and parent cards.



Teaching Plan:

1. Pray: *Dear heavenly Father, as Creator and Sovereign over the universe, all power and authority are Yours. You alone are worthy of our praise and adoration. Illumine our eyes today that we may see wondrous things from Your Word. Teach us Your way that we may walk in Your truth. Inspire our hearts to serve You that we may become leaders among our generation for Your glory and Your story. Amen.*
2. Distribute student binders.
3. Review the principle that God ordained memorial days lest future generations forget Him and His mighty miracles and providence.
4. Pin the student vocabulary card onto your bulletin board and define the key word *humble*.
Connect the vocabulary word to the principle that a godly leader humbles himself and submits to God’s authority and purposes.
5. Read the teacher background notes on Moses and Joshua to the children so they can understand how long God’s preparation and training for Moses and Joshua took for them to become national leaders.
6. Assign the Bible reading to the children and have them read.

7. Ask the reason questions and have the children respond orally.
8. Write the phrases on the chalkboard and have the children copy onto their Profile of Joshua graphic organizers.
9. Before completing the lesson, have the children repeat their weekly memory verse. Pin the memory verse card on your bulletin board. It is the final portion of Joshua 1:8, so have them recite the complete verse.
10. Conclude with a short prayer and blessing for the children.
11. Send parent prayer and blessing cards home with the children for the week.

JOSHUA 8

Time: 45 minutes

Review: A godly leader humbles himself and submits to God's authority and purposes.

Student Reading: Joshua 5:13-6:7

Teacher Reading: Ephesians 6:10-18

Principle: The battle is the Lord's. Put on the full armor of God.

TEACHER



Vocabulary:

battering ram (n.) An ancient military device with a heavy horizontal ram for battering down walls and gates.

Captain of the Lord's host, Military leader of the angelic host, who is mentioned throughout the Bible.

catapult (n.) An ancient military weapon used to hurl stones and arrows over walls and drawbridges.

Christophany (n.) A temporary appearance (not a vision) of Jesus Christ.

redemptive (adj.) Bringing about salvation and redemption from sin.

redemptive history, That series of events from creation onward by which God carries out His plan to redeem His people from sin; a narrative fulfilled in Jesus Christ's crucifixion and resurrection.



Preparation and Lesson Background:

1. Read and reflect upon the assigned Bible readings for this lesson plan.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: The battle is the Lord's. Put on the full armor of God.

STUDENT



Key Word:

armor (n.) 1) The habit worn to protect the body in battle.
2) Spiritually, truth, faith, salvation, and God's Word.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Notebook Record:

1. Label the following components of the warrior's armor on your Christian Warrior graphic organizer:
 - Belt of truth
 - Breastplate of righteousness
 - Feet shod with the gospel of peace
2. Color your warrior with your colored pencils.
3. File your graphic organizer in your binder.

For our struggle is not against flesh and blood, but against the rulers, against the powers, against the world forces of this darkness, against the spiritual forces of wickedness in the heavenly places. (Ephesians 6:12)

The weapons of our warfare are not of the flesh, but divinely powerful for the destruction of fortresses. (2 Corinthians 10:4)

After their consecration and celebration of the Passover feast, Israel's military leaders most likely thought it was time to initiate the conquest of Canaan. However, "For My thoughts are not your thoughts, Nor are your ways My ways," declares the Lord. (Isaiah 55:8). From God's perspective, warfare begins in the spiritual realm. There are vital, spiritual truths that must be understood and followed to attain victory over the evil forces that wage war against God's redemptive plan.

Conquering the Promised Land is a key event on the timeline of God's eternal redemptive plan. The nation Israel was birthed by God to be a light to all nations, and her Messiah, God's Son, would eventually come forth from her for the salvation and redemption of both Jew and Gentile!

Joshua did not understand the magnitude of God's plan. Burdened with the weight of his responsibilities, he was alone outside the high walls of Jericho surveying the city and planning the first assault on one of the ancient world's most fortified cities. His army had no large instruments of warfare such as battering rams or catapults. All they had were slings, arrows, and swords. When, suddenly, "a man was standing opposite him with his sword drawn in his hand." (Joshua 5:13) This "man" was Jesus Christ, Captain of the Lord's host! This visible appearance is called a "Christophany" or the manifestation of the pre-incarnate Jesus, who, as the *Logos*, is the one who reveals God. We can discern that this was a Christophany and not an angel or messenger of the Lord, because Joshua worshiped Him (Joshua 5:14-15) and was not rebuked (Revelation 22:8-9).

In the beginning was the Word [Logos], and the Word was with God, and the Word was God. He was in the beginning with God. All things came into being through Him, and apart from Him nothing came into being that has come into being. In Him was life, and the life was the Light of men. The Light shines in the darkness, and the darkness did not comprehend it. (John 1:1-5)

To understand Jesus' answer to Joshua's question, "Are you for us or for our adversaries?" we must reflect upon what God was about to initiate in Canaan within the larger context of redemptive history. The conquest of Canaan was the "Lord's war" or "Yahweh's war!" (1 Samuel 18:17; 25:28). Yahweh wars are battles recorded in Scripture that are prompted by God for His purposes and won by His power. In the Old Testament, God fought flesh and blood wars. In the



Reason Questions:

1. Whom did Joshua meet in our Bible reading today? What are some of His other names?
2. What was Joshua's response when he found out with whom he was speaking?
3. Whose experience with God does Joshua's encounter remind you of? How are they similar?
4. What was God's purpose in addressing Joshua in this manner before he entered into battle with the Canaanites?
5. Explain whose battle this would be and what Joshua's responsibility was in it.
6. Of all the components of the Christian warrior's armor, which one do you think is the most important? Explain your answer.
7. Briefly describe God's plan to conquer the city of Jericho.
8. Why did the priests carry the ark of the covenant with them? What did it represent?



Memory Verse:

For then you will make your way prosperous, and then you will have success. (Joshua 1:8c)

New Testament, His battles shifted to the spiritual realm, as Jesus fought spiritual powers and authorities and eventually won the victory over sin and death through His crucifixion and resurrection (Colossians 2:13-15). The last battle of history is yet to happen but will be when Jesus returns to earth and “in righteousness he judges and wages war” (Revelation 19:11).¹ What Jesus’ answer to Joshua implied is that this was to be God’s war, and Joshua needed to be on God’s side! He (Yahweh) would accomplish His purposes through Joshua’s leadership, as long as Joshua obeyed God’s instructions.

The LORD [Yahweh] is a warrior; the LORD [Yahweh] is His name. (Exodus 15:3)

Who is the King of glory? The LORD [Yahweh] strong and mighty, the LORD [Yahweh] mighty in battle. (Psalm 24:8)

I saw heaven opened, and behold, a white horse, and He who sat on it is called Faithful and True, and in righteousness He judges and wages war. (Revelation 19:11)

There are many references in the Bible to the battle being the Lord’s. The “rest” that God assured Joshua, that he and the Israelites would have in the Promised Land, is based on understanding that the battles for Canaan’s conquest would be God’s battles and would be won by His power:

The LORD your God is the one who goes with you, to fight for you against your enemies, to save you. (Deuteronomy 20:4)

Thus says the LORD to you, “Do not fear or be dismayed because of this great multitude, for the battle is not yours but God’s.” (2 Chronicles 20:15)

That all this assembly may know that the LORD does not deliver by sword or by spear; for the battle is the LORD’s and He will give you into our hands. (1 Samuel 17:47)

Therefore, take up the full armor of God, so that you will be able to resist in the evil day, and having done everything, to stand firm. Stand firm therefore, having girded your loins with truth, and having put on the breastplate of righteousness, and having shod your feet with the preparation of the gospel of peace; in addition to all, taking up the shield of faith with which you will be able to extinguish all the flaming missiles of the evil one. And take the helmet of salvation, and the sword of the Spirit, which is the word of God. (Ephesians 6:13-17)

This is a powerful principle to teach our children. Those who have invited Christ into their heart can rest in times of trouble, for He abides within and walks with them. They need only call upon the name of Jesus Christ.

You are from God, little children, and have overcome them; because greater is He who is in you than he who is in the world. (1 John 4:4)

¹ Longman, T. (2003). *Show Them No Mercy: Four Views on God and Canaanite Genocide*. Grand Rapids: Zondervan, p. 185.

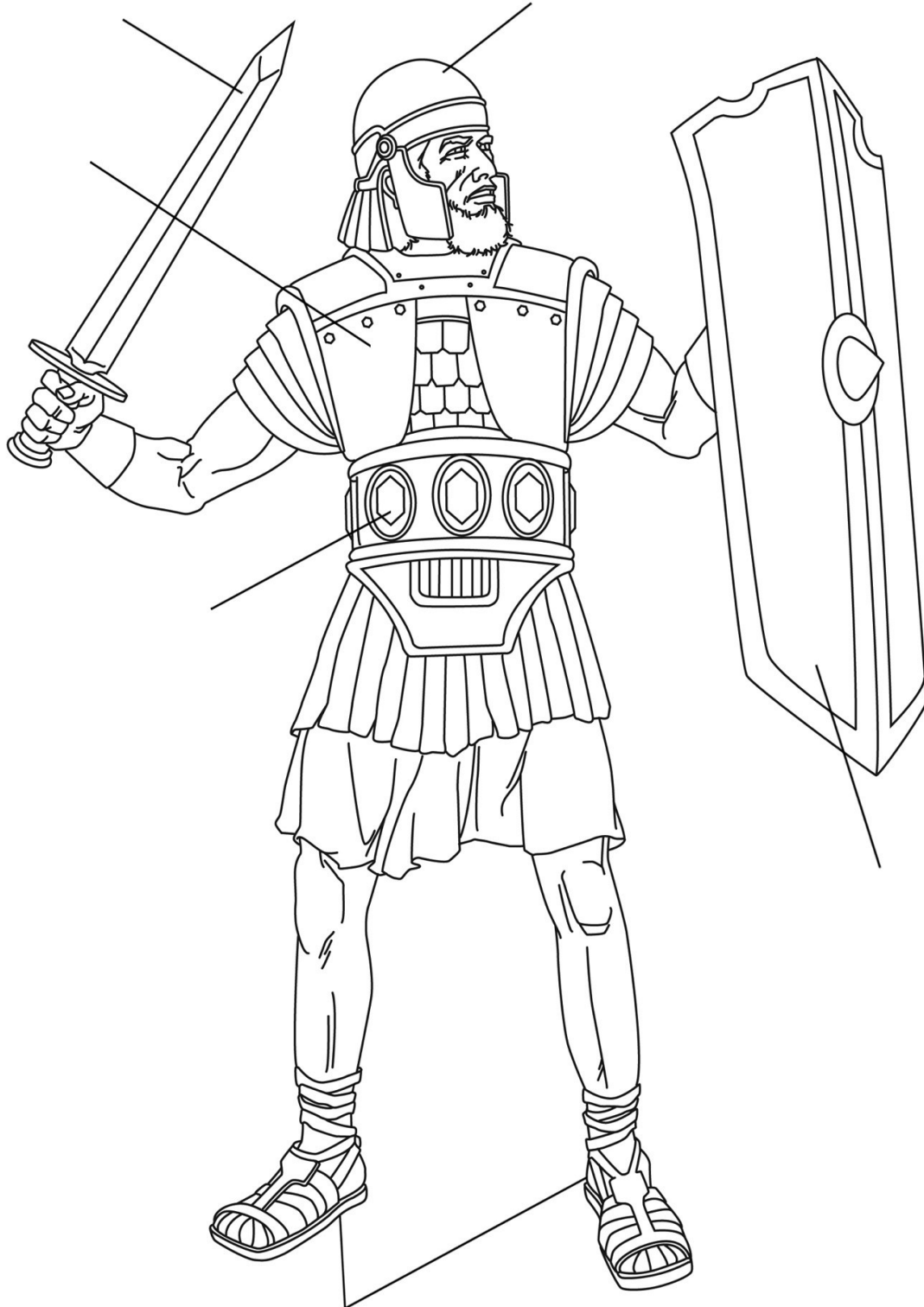
3. Gather resources: Bible, map, Christian Warrior graphic organizers, student vocabulary card, and memory verse card.



Teaching Plan:

1. Pray: *Dear heavenly Father, as Creator and Sovereign over the universe, all power and authority are Yours. You alone are worthy of our praise and adoration. Illumine our eyes today that we may see wondrous things from Your Word. Teach us Your way that we may walk in Your truth. Inspire our hearts to serve You that we may become leaders among our generation for Your glory and Your story. Amen.*
2. Distribute student binders.
3. Review the principle that a godly leader humbles himself and submits to God's authority and purposes.
4. Pin the student vocabulary card onto your bulletin board and define the key word *armor*.
Connect the vocabulary word to the principle that the battle is the Lord's. Put on the full armor of God!
5. Assign the Bible reading to the children and have them read silently and then orally. Have them locate Jericho on the Promised Land maps.
6. Read the assigned teacher reading to the children. Ask the children to read silently as you read aloud.
7. Distribute the Christian Warrior graphic organizers to the children. Draw a replica of the image on your chalkboard and label the various parts of the armor. Have the children copy the label onto their graphic organizers.
8. Ask the reason questions and have the children respond orally.
9. Before completing the lesson, have the children repeat their weekly memory verse in combination with portions "a and b" of Joshua 1:8.
10. Conclude with a short prayer and blessing for the children.

The Christian Warrior's Armor



Our Full Armor of God in Christ

Our spiritual defense against the schemes of the devil (See Ephesians 6:10-18)

Belt of Truth	
Breastplate of Righteousness	
Feet Shod with the Gospel of Peace	
Shield of Faith	
Helmet of Salvation	
Sword of the Spirit	
Prayer	

JOSHUA 9

Time: 45 minutes

Review: The battle is the Lord's. Put on the full armor of God.

Student Reading: Joshua 6:8-19

Teacher Reading: Joshua 6:20-27

Principle: God often chooses the weak or foolish to confound the strong or wise.

TEACHER



Vocabulary:

devil (n.) The supreme spirit of evil; the archenemy of man's spiritual interest. Names found in Scripture: Lucifer; Satan; prince of darkness; evil one; Beelzebub; accuser of the brethren.

might (n.) 1) Strength; power; physical force. 2) Military prowess. 3) Force of purpose.

paradox (n.) A statement or proposition that seems self-contradictory or absurd but in reality expresses a possible truth.

scheme (n.) An underhanded plot; intrigue.



Preparation and Lesson Background:

1. Read and reflect upon the assigned Bible readings for this lesson plan.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: God often chooses the weak or foolish to confound the strong or wise.

Throughout Scripture, God confounds the wise with the foolish things of this world. God's wisdom is often paradoxical to man's way of thinking. But in God's economy, often those things that are the strongest are the weakest and vice versa. This is certainly true of the method He chose to bring about the Israelites' first victory in the Promised Land. Blowing horns and marching men were utterly inadequate for capturing a fortified city. To all who observed, the Israelites looked foolish! It is certain that at the beginning of the con-

STUDENT



Key Word:

confound (v.) 1) To perplex or amaze. 2) To throw into confusion or disorder.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. Relate God's instructions to Joshua for conquering the city of Jericho.
2. Why was the ark of the covenant carried around the wall by the priests?
3. Why would this plan seem foolish to both Israelites and Canaanites?
4. Explain why you think God chose a plan that seemed foolish to everyone.
5. What was the key for the success of God's plan?
6. How can you put this principle to work in your life?

quest, God wanted all to know, both Israelites and Canaanites, that the victory would not be “by might nor by power, but by [His] Spirit” (Zechariah 4:6). This amazing miracle also proved to the Israelites that they were invincible as long as they trusted God and were obedient to His instructions.

For consider your calling, brethren, that there were not many wise according to the flesh, not many mighty, not many noble; but God has chosen the foolish things of the world to shame the wise, and God has chosen the weak things of the world to shame the things which are strong, and the base things of the world and the despised God has chosen, the things that are not, so that He may nullify the things that are, so that no man may boast before God. (1 Corinthians 1:26-29)

Therefore I am well content with weaknesses, with insults, with distresses, with persecutions, with difficulties, for Christ’s sake; for when I am weak, then I am strong. (2 Corinthians 12:10)

Let no man deceive himself. If any man among you thinks that he is wise in this age, he must become foolish, so that he may become wise. For the wisdom of this world is foolishness before God. (1 Corinthians 3:18-19)

Jesus said, “I praise You, Father, Lord of heaven and earth, that You have hidden these things from the wise and intelligent and have revealed them to infants. (Matthew 11:25)

Understanding this principle should bring comfort and encouragement to the children that no matter how others see them, trusting God’s power within will bring the victory.

In Scripture, the trumpet (ram’s horn) is an alarm of war, a call to assemble, or a command to march, and the number seven signifies completeness and perfection, both physically and spiritually.

We witness the fruit of Rahab’s faith, as she and her whole household were saved from destruction and death. She was justified by her faith and lived among the Israelites the rest of her life. She married an Israelite and is found in the lineage of the Messiah.

By faith Rahab the harlot did not perish along with those who were disobedient, after she had welcomed the spies in peace. (Hebrews 11:31)

In the same way, was not Rahab the harlot also justified by works when she received the messengers and sent them out by another way? (James 2:25)

Salmon was the father of Boaz by Rahab, Boaz was the father of Obed by Ruth, and Obed the father of Jesse. Jesse was the father of David the king. (Matthew 1:5-6)

- Historically, the ancient city of Jericho, located on the west bank of the Jordan River, was known as the “city of palm trees” (Deuteronomy 34:3). It was a well-watered city with a



Notebook Record:

- Finish labeling your Christian Warrior graphic organizer:
 - Shield of Faith
 - Helmet of Salvation
 - Sword of the Spirit
 - Prayer
- Complete coloring your warrior with your colored pencils.
- File your graphic organizer in your binder.



Memory Verse:

Be strong in the Lord and in the strength of His might. Put on the full armor of God, so that you will be able to stand firm against the schemes of the devil. (Ephesians 6:10-11)



Singing:

“Joshua Fought the Battle of Jericho”

African-American spiritual

Verse 1:

Joshua fought the battle of Jericho,
Jericho, Jericho
Joshua fought the battle of Jericho
And the walls came a-tumblin’ down!

You may talk about your men
of Gideon
You may talk about the men of Saul.
But there’s none like good old Joshua
At the battle of Jericho!

Joshua fought the battle of Jericho,
Jericho, Jericho
Joshua fought the battle of Jericho
And the walls came a-tumblin’ down.



Prayer and Blessing Cards:

Take prayer and blessing cards home to parents.

large spring (Elisha's spring). Today, Jericho is the lowest and oldest city on earth (800 feet below sea level). Long before the Israelites arrived, the city was highly fortified and had a massive cylindrical tower. Today a portion of that tower and an internal staircase are preserved monuments at the archeological site Tell es-Sultan.

The wall of Jericho was a defensive city wall around approximately six acres of land. It is considered the oldest city wall discovered by archaeologists anywhere in the world. It was of a double wall construction starting with an earthen rampart. Then a retaining wall was built of undressed stones, which stood 15 feet high. On top of it was a 20-25-foot tall mud brick wall approximately 6½ feet thick. The fortification at its tallest point stood 46 feet high! Indeed, Jericho was impenetrable to the Israelites.



Segment of the stone retaining wall located at the archeological site of Jericho.

4. Gather resources: Bible, map, student vocabulary card, memory verse card, and parent cards.



Teaching Plan:

1. Pray: *Dear heavenly Father, as Creator and Sovereign over the universe, all power and authority are Yours. You alone are worthy of our praise and adoration. Illumine our eyes today that we may see wondrous things from Your Word. Teach us Your way that we may walk in Your truth. Inspire our hearts to serve You that we may become leaders among our generation for Your glory and Your story. Amen.*
2. Distribute student binders.
3. Review the principle that the battle is the Lord's. Put on the full armor of God!
4. Pin the student vocabulary card onto your bulletin board and define the key word *confound*.

Connect the vocabulary word to the principle that God often chooses the weak or foolish to confound the strong or wise.

5. Have the children locate Jericho on their Promised Land maps. Assign the Bible reading to them and have them read.
6. Read the assigned teacher reading to the children. Ask the children to read silently as you read aloud.
7. Ask the reason questions and have the children respond orally.
8. Draw a replica of the Christian warrior on your chalkboard and finish labeling the various parts of armor. Have the children label their graphic organizers and finish coloring them.
9. Teach the children the first verse of “Joshua Fought the Battle of Jericho,” an African-American spiritual. You can find the music and lyrics at this URL: <http://www.lyricsofsongs.net/b/292-bible-kids-songs-kids-christian-songs/1383-joshua-fought-the-battle-of-jericho.html>
10. Before completing the lesson, have the children repeat their weekly memory verse.
11. Conclude with a short prayer and blessing for the children.
12. Send parent prayer and blessing cards home with the children for the week.

JOSHUA 10

Time: 45 minutes

Review: God often chooses the weak or foolish to confound the strong or wise.

Student Reading: Joshua 7:1-12

Teacher Reading: Joshua 7:13-26

Principle: A person's sin will be found out and can negatively affect the lives of others.

TEACHER



Vocabulary:

ban (n.) 1) To prohibit, forbid, or bar. 2) A formal condemnation or curse.

covet (v.) To desire that which is unlawful or without due regard for the rights of others.

impute (v.) To charge a person with an act or quality because of the conduct of another.

mantle (n.) A long robe woven of gold and silk threads.

plunder (n.) Goods or valuables taken in war.

shekel (n.) An ancient unit of weight equal to approximately one-half ounce.



Preparation and Lesson Background:

1. Read and reflect upon the assigned Bible readings for this lesson plan.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: A person's sin will be found out and can negatively affect the lives of others.

a) This reading contains three very important principles for the children to reflect upon and learn while they are young:

Coveting the property of others is a sin and brings negative consequences. God had just given specific instructions to the Israelites (Joshua 6:17-18). He had told them that all

STUDENT



Key Word:

sin (n.) Any act that violates God's commandments or moral principles.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. Relate God's instructions to the new nation of Israel with regard to those things that He had put under the ban in Jericho.
2. What was the spy's report about the city of Ai? Explain what happened when Israel's army got there.
3. Why did God not give the city of Ai to the Israelites? What had God seen?
4. Paraphrase today's principle in your own words.
5. Define the word *covet*. Explain what happens when we covet others' property.

the plunder in Jericho belonged to Him! Jericho was to be devoted to God as the firstfruits of Canaan, and no plunder, except the precious metals which were to be placed in the treasury of the Lord (Joshua 6:19), was to be taken by the people. When Achan was tempted by the beauty of several articles, he coveted them, stole them, and hid them under his tent. From the Ten Commandments,

You shall not covet You shall not covet . . . anything that belongs to your neighbor. (Exodus 20:17)

You shall not steal. (Exodus 20:15)

b) God knows all things and sees all things. Man cannot hide his private thoughts and actions from God.

“Can a man hide himself in hiding places so I do not see him?” declares the LORD. (Jeremiah 23:24)

There is no creature hidden from His sight, but all things are open and laid bare to the eyes of Him with whom we have to do. (Hebrews 4:13)

The LORD looks from heaven; He sees all the sons of men. (Psalm 33:13)

For all the ways of a man are before the eyes of the LORD, and He watches all his paths. (Proverbs 5:21)

For My eyes are on all their ways; they are not hidden from My face, nor is their iniquity concealed from My eyes. (Jeremiah 16:17)

c) Our sin will negatively impact others. No man is an island, and sin is never strictly a personal act. Sometimes private sin seems to have no consequences because no one knows about it—yet. Scripture warns us that our sin will find us out.

So Moses said to them . . . “if you will not do so, behold, you have sinned against the LORD, and be sure your sin will find you out.” (Numbers 32:20, 23)

The love of money is a root of all sorts of evil, and some by longing for it have wandered away from the faith and pierced themselves with many griefs. (1 Timothy 6:10)

Achan’s sin not only brought death to himself and his family but affected the lives of everyone in the new nation. His theft was a breach of covenant law that God had made with Israel (Joshua 7:11). In addition, his family members must have been accomplices, because God judged them as well. God dealt with Achan’s sin immediately because it affected the whole nation and their conquest of the Promised Land.

This chapter contains the third stone memorial in the book of Joshua. The first two memorialized God’s miracle in the crossing of the Jordan River. This stone memorial commemorated the consequences of sin. They gave the name “Valley of Achor” to the location. “Achor” means “troubling.” God’s response to disobedience produces troubling consequences.

6. What have you learned from today’s reading about God, sin, and its consequences?
7. Describe God’s provision in the New Covenant for when we sin.
8. What must you do to access God’s forgiveness for your sins?



Notebook Record:

1. Label the following phrases on your Lessons Learned from the Disobedience of Achan graphic organizer:
 - God sees and hears all.
 - Disobedience produces troubling consequences.
 - Coveting others’ property can lead to theft.
 - Sin breaks our fellowship with God.
 - Achan’s sin affected the whole nation.
2. File your graphic organizer in your binder.



Singing:

“Joshua Fought the Battle of Jericho”

African-American spiritual

Verse 1:

Joshua fought the battle of Jericho,
Jericho, Jericho
Joshua fought the battle of Jericho
And the walls came a-tumblin’ down!

You may talk about your men
of Gideon
You may talk about the men of Saul.
But there’s none like good old Joshua
At the battle of Jericho!

Joshua fought the battle of Jericho,
Jericho, Jericho
Joshua fought the battle of Jericho
And the walls came a-tumblin’ down.

3. It is important for the children to know that sin breaks the believer's fellowship with God, because He is holy and cannot look upon sin and evil. But God has made a way for us to be forgiven of our sin and to be restored to fellowship with Him through the shed blood of Jesus on the cross. We must humble ourselves, confess our sins to Him, and ask His forgiveness. When God forgives our sin, He forgets it as well, and returns His blessings and joy to our lives.

Your eyes are too pure to approve evil, and You can not look on wickedness. (Habakkuk 1:13)

If we confess our sins, He is faithful and righteous to forgive us our sins and to cleanse us from all unrighteousness. (1 John 1:9)

I, even I, am the one who wipes out your transgressions for My own sake, and I will not remember your sins. (Isaiah 43:25)

[Jesus said,] "For this is My blood of the covenant, which is poured out for many for forgiveness of sins." (Matthew 26:28)

I will forgive their iniquity, and their sin I will remember no more. (Jeremiah 31:34)

4. Gather resources: Bible, map, Lessons Learned from the Disobedience of Achan graphic organizers, student vocabulary card, and memory verse card.



Teaching Plan:

1. Pray: *Dear heavenly Father, as Creator and Sovereign over the universe, all power and authority are Yours. You alone are worthy of our praise and adoration. Illumine our eyes today that we may see wondrous things from Your Word. Teach us Your way that we may walk in Your truth. Inspire our hearts to serve You that we may become leaders among our generation for Your glory and Your story. Amen.*
2. Distribute student binders.
3. Review the principle that God often chooses the weak or foolish to confound the strong or wise.
4. Pin the student vocabulary card onto your bulletin board and define the key word *sin*.
Connect the vocabulary word to the principle that a person's sin will be found out and can negatively affect the lives of others.
5. Have the children locate the city of Ai on their maps of the Promised Land. Assign the Bible reading to the children and have them read silently and then orally.
6. Read the assigned teacher reading to the children. Ask the children to read silently as you read aloud.



Memory Verse:

Be strong in the Lord and in the strength of His might. Put on the full armor of God, so that you will be able to stand firm against the schemes of the devil. (Ephesians 6:10-11)

7. Ask the reason questions and have the children respond orally.
8. Distribute the Lessons Learned from the Disobedience of Achan graphic organizers to the children. Write the phrases on the chalkboard and have them copy onto their graphic organizers.
9. Before completing the lesson, have the children repeat their weekly memory verse.
10. Continue learning the first verse of the song, "Joshua Fought the Battle of Jericho."
11. Conclude with a short prayer and blessing for the children.

JOSHUA 11

Time: 45 minutes

Review: A person's sin will be found out and can negatively affect the lives of others.

Teacher Reading: Joshua 8:1-22

Student Reading: Deuteronomy 27:6-13 and Joshua 8:30-35

Principle: With freedom of choice comes the responsibility for the consequence.

TEACHER



Vocabulary:

ambush (n.) An unexpected attack from a concealed position.

amphitheater (n.) A level area of oval or circular shape surrounded by rising ground.

amplify (v.) To enlarge; expand.

blessing (n.) The invoking of God's favor upon a person.

consequence (n.) 1) Result, effect. 2) The conclusion reached by a line of reasoning.

curse (n.) The expression of ill will or misfortune invoked on someone.

heinous (adj.) Abominable; totally reprehensible.

judicial (adj.) Inflicted by God as a judgment or punishment.

strategy (n.) A skillful plan or series of maneuvers for obtaining a specific goal.



Preparation and Lesson Background:

1. Read and reflect upon the assigned Bible readings for this lesson plan.

The majority of the book of Joshua is the narrative of the Israelites' military battles, as they conquered the land of Canaan. Some of the details are too gruesome for young children to study. Therefore, we have carefully edited portions of the readings and eliminated all graphic details. Be careful to follow our assigned readings.

God's instruction for conquering the land was to drive out all the inhabitants, which was an act of His judicial

STUDENT



Key Word:

responsibility (n.) The state of being answerable or accountable for something within one's control.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. Describe the military strategy that Joshua used in conquering the city of Ai.
2. What was the cause of the Israelites' victory at Ai?
3. How did the Israelites celebrate their military victory?
4. Describe Joshua's role at the celebration.
5. Relate the object lesson that God taught the Israelites in the Valley of Shechem.
6. Explain the meaning of this statement: All choices have consequences.

holiness on a depraved and wicked people (Deuteronomy 20:16). The Canaanites worshiped false gods and practiced heinous acts. They engaged in temple prostitution and sacrificed their children to their pagan gods, sometimes burying them alive. In addition, God was concerned that if the Canaanites remained in the land, they would intermarry and draw the Israelites into their evil practices. Based on the testimony of Rahab in chapter 2, many Canaanites had already heeded the warning of the coming of the Israelites and moved out of the land (Joshua 2:11). We will learn that Joshua permitted some of the Canaanites to remain in the land, which later incurred God's judgment on Israel (Judges 1:27-2:5).

2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: With freedom of choice comes the responsibility for the consequence.

Today's principle has to do with the consequences that follow our choices. There is great power in being able to make choices in our life. God gave man a free will to govern his life through the choices he makes every day. However, with that freedom comes the responsibility for the consequences. This is an important principle for children to learn.

All these blessings will come upon you and overtake you if you obey the LORD your God . . . But it shall come about, if you do not obey the LORD your God, to observe to do all His commandments and His statutes with which I charge you today, that all these curses will come upon you and overtake you. (Deuteronomy 28:2, 15)

Every choice has a consequence. Good choices evoke God's blessings. Sinful or foolish choices carry the seeds of their own punishment. Choices are not made in a moral or spiritual vacuum. God has placed within us a conscience to tell us right from wrong. He has also given us His Word, the Bible, which instructs us in righteous behavior and provides examples for us to imitate, so that we can make wise choices and enjoy the blessings and fellowship of God.

Now these things happened to them as an example, and they were written for our instruction, upon whom the ends of the ages have come. (1 Corinthians 10:11)

From childhood you have known the sacred writings which are able to give you the wisdom that leads to salvation through faith which is in Christ Jesus. All Scripture is inspired by God and profitable for teaching, for reproof, for correction, for training in righteousness; so that the man of God may be adequate, equipped for every good work. (2 Timothy 3:15-17)

Your word is a lamp to my feet and a light to my path. (Psalm 119:105)

7. Paraphrase the principle from today's lesson.
8. Share a lesson that you have learned from making a foolish or sinful choice.



Notebook Record:

1. Copy these phrases onto your Profile of Joshua graphic organizer:

Providential Preparation and Influences:

- Met the Captain of the Lord's host (Jesus)
- Wrote a copy of God's law on the stones at Mount Ebal

Internal Character:

- Obedient to the word of God
- Skillful military strategist
- Courageous and brave leader

2. File your graphic organizer in your binder.



Memory Verse:

For our struggle is not against flesh and blood, but against the rulers, against the powers, against the world forces of this darkness, against the spiritual forces of wickedness in the heavenly places. (Ephesians 6:12)

The Israelites also had pious examples and God's Word but were chastised by God for Achan's disobedience. Achan's choice to disobey God's instructions, which negatively impacted the whole nation, led to his death and the death of his whole family. There would be no victory over the Canaanites until the Israelites sought God's forgiveness and chose to obey Him. They would only be successful if they chose to obey God's commandments. Joshua understood this principle and proved over and over again that his ear was tuned to the voice of God. He had met the Captain of the Lord's host and understood that victory would only come as God's word was obeyed.

After their victory at Ai, God permitted them to plunder the city, so they experienced the blessing of obeying God's word. It was at this time that the Lord directed the Israelites to offer sacrifices, to be reminded of the law, and to say "Amen" to the blessings and the curses. This solemn assembly was planned long before they had crossed the Jordan River and every detail was recorded by Moses.

The geographical location of the Valley of Shechem was an important crossroads in central Israel. It is also the site of great spiritual significance. It was in Shechem that Abram first entered Canaan, and God confirmed His promise to give him the land (Genesis 12:6). Abram built an altar there to honor and worship God. His grandson, Jacob, settled in Shechem and dug a well, which remains today. It was by this well that Jesus met a Samaritan woman and taught us that God is Spirit and seeks those "who worship Him in . . . spirit and truth" (John 4:24). Shechem is also the site where, at the end of Joshua's life, he called a special congregational meeting and taught the Israelites their providential history (Joshua 24). He exhorted them to choose either to serve the living God or depart from the Promised Land. It was also in Shechem that Joseph's bones, which were carried out of Egypt 40 years before, were buried at the end of Joshua's life (Joshua 24:32).



Mount Gerizim (left), Valley of Shechem, and Mount Ebal (right)



Singing:

"Joshua Fought the Battle of Jericho"

African-American spiritual

Verse 2:

Joshua fought the battle of Jericho,
Jericho, Jericho
Joshua fought the battle of Jericho
And the walls came a-tumblin' down!

Right up to the walls of Jericho
They marched with spears in hand.
"Now blow them ram horns," Joshua
cried,
"Cause the battle is in our hands."
Hallelujah!

Joshua fought the battle of Jericho,
Jericho, Jericho
Joshua fought the battle of Jericho
And the walls came a-tumblin' down.



Prayer and Blessing Cards:

Take prayer and blessing cards home to parents.

As Moses had commanded Joshua before his death, after their military victory, Joshua built an altar on Mount Ebal and wrote God's law upon the stones. Then he split the twelve tribes into two groups and placed half of them at Mount Ebal and half at Mount Gerizim. He placed the priests with the ark of the covenant in their midst in the Valley of Shechem. Those in front of Ebal recited the curses and those in front of Gerizim, the blessings. The valley acted as a natural amphitheater and amplified their voices for all to hear. This was an important object lesson for the Israelites to experience.

3. Gather resources: Bible, map, student vocabulary card, memory verse card, and parent prayer and blessing cards.



Teaching Plan:

1. Pray: *Dear heavenly Father, as Creator and Sovereign over the universe, all power and authority are Yours. You alone are worthy of our praise and adoration. Illumine our eyes today that we may see wondrous things from Your Word. Teach us Your way that we may walk in Your truth. Inspire our hearts to serve You that we may become leaders among our generation for Your glory and Your story. Amen.*
2. Distribute student binders.
3. Review the principle that a person's sin will be found out and can negatively affect the lives of others.
4. Pin the student vocabulary card onto your bulletin board and define the key word *responsibility*.
Connect the vocabulary word to the principle that with freedom of choice comes the responsibility for the consequence.
5. Read the assigned teacher reading to the children. Ask them to read silently as you read aloud.
6. Assign the Bible readings to the children and have them read. Direct the children to locate Mount Gerizim, Mount Ebal, and Shechem on their Promised Land maps.
7. Ask the reason questions and have the children respond orally.
8. Write the Profile of Joshua phrases on the chalkboard and have the children copy onto their graphic organizers.
9. Teach the second verse of "Joshua Fought the Battle of Jericho."
10. Before completing the lesson, have the children repeat their weekly memory verse.
11. Conclude with a short prayer and blessing for the children.
12. Send parent prayer and blessing cards home with the children for the week.

JOSHUA 12

Time: 45 minutes

Review: With freedom of choice comes the responsibility for the consequence.

Student Reading: Joshua 9:1-13

Teacher Reading: Joshua 9:14-27

Principle: As God's children, we should seek His counsel when making decisions, lest we be deceived.

TEACHER



Vocabulary:

covenant (n.) A formal agreement or promise between two or more persons to do or not to do something specified.

discernment (n.) The faculty of the mind by which it distinguishes one thing from another, such as truth from error, virtue from vice; the power of perceiving differences of things or ideas and their relations and tendencies.

hewer (n.) One who chops with an ax or cutting instrument.

perpetual (adj.) Enduring forever.



Preparation and Lesson Background:

1. Read and reflect upon the assigned Bible readings for this lesson plan.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: As God's children, we should seek His counsel when making decisions, lest we be deceived.

Little children, make sure no one deceives you; the one who practices righteousness is righteous, just as He is righteous. (1 John 3:7)

Let no one deceive you with empty words, for because of these things the wrath of God comes upon the sons of disobedience. (Ephesians 5:6)

STUDENT



Key Word:

deceive (v.) To intentionally mislead or persuade others by a false appearance or statement.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. How did the Gibeonites deceive Joshua and the elders of Israel?
2. When the Israelite leaders found out that they had been deceived, why didn't they take the Gibeonites captive?
3. What does this tell you about making solemn promises and taking oaths before you completely understand the consequences?
4. As a Christian, who is your enemy?
5. Explain how your memory verse from Ephesians 6 helps you

The plans of the heart belong to man, but the answer of the tongue is from the LORD. All the ways of a man are clean in his own sight, but the LORD weighs the motives. Commit your works to the LORD and your plans will be established. (Proverbs 16:1-3)

There is a way which seems right to a man, but its end is the way of death. (Proverbs 14:12)

It is perilous for Christian leaders to make decisions without consulting the Lord and gaining His wisdom and guidance. The consequences of a leader's choices affect the lives of a multitude of people! As our memory verse states, we are in an age-old conflict against supernatural forces, rulers, and powers of this darkness, spiritual forces of wickedness in the heavenly places. Our battle is not against flesh and blood or against those things we see with our eyes. Satan is the father of lies, the great deceiver and will use any scheme to assault God's plan. As believers, we need to cry out for God's discernment and wisdom when making important decisions.

*My son, if you will receive my words
And treasure my commandments within you,
Make your ear attentive to wisdom,
Incline your heart to understanding;
For if you cry for discernment,
Lift your voice for understanding;
If you seek her as silver
And search for her as for hidden treasures;
Then you will discern the fear of the LORD
And discover the knowledge of God.
For the LORD gives wisdom;
From His mouth come knowledge and understanding.
He stores up sound wisdom for the upright;
He is a shield to those who walk in integrity. (Proverbs 2:1-7)*

This is precisely what happened to Israel's leaders. They had just come from a mountain-top celebration and a special time of worshiping the Lord. They had heard God's promises of blessings and affirmed their commitment to follow Him. It is at such a time that Satan frequently attacks us, because he knows we are apt to trust in our experience rather than in the Lord. The moment we let our guard down, we are most vulnerable to the devil's deception. As Christian leaders, we must develop the discipline of seeking God's wisdom and discernment and walking in a spirit of prayerful dependence upon His counsel.

The fame and dread of the Israelites by this time were spreading far and wide in Canaan. The kings of Canaan, conscious of their danger, formed a league against them. However, before they had time to take action, the Gibeonites threatened them through a new scheme. The Gibeonites lived in a Hivite royal city built on a hill. It was located on the main route to Jerusalem and the lower Jordan Valley. Since it was only a few miles from Ai, they devised a plan to

understand why Christians are targets of deception.

6. Looking at your Christian Warrior graphic organizer, what has God provided as protection against being deceived?
7. What is your responsibility with regard to being deceived?



Notebook Record:

1. Record the following sentences on page 2 of your Christian Warrior graphic organizer:
Belt of Truth
 - A warrior's belt firmly held his armor together. Our belt is truth, who is Jesus Christ (John 14:6). Satan is the father of lies (John 8:44) and uses words to deceive us. Truth is our only defense against his lies and deception. Knowing the truth makes us free (John 8:31-32).
2. File your Christian Warrior graphic organizer in your binder.



Singing:

"Joshua Fought the Battle of Jericho"

African-American spiritual

Verse 2:

Joshua fought the battle of Jericho,
Jericho, Jericho
Joshua fought the battle of Jericho
And the walls came a-tumblin' down!

Right up to the walls of Jericho
They marched with spears in hand.
"Now blow them ram horns," Joshua
cried,
"Cause the battle is in our hands."

present themselves as having traveled from a long distance away.

Once the Israelites discovered they had been deceived, they could not take revenge, because they had entered into a covenant with the Gibeonites. They had been charged by God not to make a covenant with the Canaanites. On this occasion, however, they believed they had made a covenant with people from a distant land. They came very close to disobedience once again. Joshua's action was immediate and decisive. He was bound to the letter of their covenant, so he condemned them to perpetual servitude. Since the Gibeonites were considered mighty men of war (Joshua 10:2), this sentence was a tremendous disgrace.

3. Gather resources: Bible, map, student vocabulary card, and memory verse card.



Teaching Plan:

1. Pray: *Dear heavenly Father, as Creator and Sovereign over the universe, all power and authority are Yours. You alone are worthy of our praise and adoration. Illumine our eyes today that we may see wondrous things from Your Word. Teach us Your way that we may walk in Your truth. Inspire our hearts to serve You that we may become leaders among our generation for Your glory and Your story. Amen.*
2. Distribute student binders.
3. Review the principle that with freedom of choice comes the responsibility for the consequence.
4. Pin the student vocabulary card onto your bulletin board and define the key word *deceive*.
Connect the vocabulary word to the principle that as God's children, we should seek His counsel when making decisions, lest we be deceived.
5. Assign the Bible reading to the children and have them read silently and then orally.
6. Read the assigned teacher reading to the children. Ask them to read silently as you read aloud.
7. Ask the reason questions and have the children respond orally.
8. Write the sentences describing the "Belt of Truth" on the chalkboard and have the children copy onto page 2 of their Christian Warrior graphic organizers.
9. Before completing the lesson, have the children repeat their weekly memory verse.
10. Teach the second verse of the song, "Joshua Fought the Battle of Jericho."
11. Conclude with a short prayer and blessing for the children.

Joshua fought the battle of Jericho,
Jericho, Jericho
Joshua fought the battle of Jericho
And the walls came a-tumblin' down.



Memory Verse:

For our struggle is not against flesh and blood, but against the rulers, against the powers, against the world forces of this darkness, against the spiritual forces of wickedness in the heavenly places. (Ephesians 6:12)

JOSHUA 13

Time: 45 minutes

Review: As God's children, we should seek His counsel when making decisions, lest we be deceived.

Student Reading: Joshua 10:1-14, 41-43

Principle: God desires to work in partnership with His people to bring the victory.

TEACHER



Vocabulary:

campaign (n.) Military operations for a specific objective.

city-state (n.) A small political unit consisting of a city and its dependencies, usually under the rule of a king. The land of Canaan was never a unified political whole, rather it was split up into small city-states.

partnership (n.) A joint venture in which two or more share in some action or endeavor.



Preparation and Lesson Background:

1. Read and reflect upon the assigned Bible reading for this lesson plan.
2. Study the teacher vocabulary words, the principle, and teacher background information. The reading assignment skipped portions of the narrative that are not appropriate for the children's reflection.

In our reading today, Joshua's campaign plan for the conquest of Canaan is revealed. After entering the Promised Land, Joshua set up his base camp at Gilgal. He struck the cities of Jericho and Ai first and drove a wedge into the center of Canaan (chapters 6-9). By doing this, news of their victories would travel quickly to all the inhabitants in the land and disseminate fear and confusion.

Then Joshua turned south and conquered the city-states in southern Canaan (chapter 10, our reading for today). His northern campaign followed (chapter 11), and chapter 12 summarizes all the kings and major city-states which fell before the sword of Israel. The narration does not indicate how long it took Israel to gain victory over all the Canaanites.

STUDENT



Key Word:

victory (n.) Conquest; triumph over an enemy in battle or war.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. Describe Joshua's military plan to conquer the Promised Land.
2. What made this plan successful?
3. Why did Joshua decide to fight on behalf of the Gibeonites?
4. What does this show us about his character?
5. Relate the supernatural acts of God that enabled Joshua to defeat the five city-states of southern Canaan.
6. What brought the victory over the southern cities to Joshua?

Principle: God desires to work in partnership with His people to bring the victory.

And they went out and preached everywhere, while the Lord worked with them, and confirmed the word by the signs that followed. (Mark 16:20)

When the kings of the southern city-states realized that the Gibeonites had secured their safety with Israel, they formed a confederacy and moved to assault them. In fear, the Gibeonites called upon Joshua for assistance. He was faithful to honor the covenant they had signed, and agreed to assist them. This required great courage and effort. Having God's assurance of victory (Joshua 10:8), Joshua proceeded to work in partnership with God. He put aside any fear he had and moved forward by faith in God's promises.

The Israelites' march from Gilgal to Gibeon involved a night climb up the 3,300-foot mountain for a distance of 20 miles. When they arrived at Gibeon, the Canaanites were greatly surprised, and the Scripture says that God slew them with a great slaughter and pursued them with hailstones. Joshua spoke to the sun to stand still, and the moon stopped for nearly 24 hours, so that they could attain the victory during daylight hours. These were, indeed, supernatural acts of God on behalf of His people.

Joshua did not ask God to do the fighting for him. He asked that God would give him the opportunity to fight in partnership with Him. When we work in partnership with God, we see Him do amazing things on our behalf. No enemy can prevail against us when God is working with us, and He often backs us up with mighty signs and wonders (Mark 16:20). Partnership with the Lord gives us the victory in our battles, and like Joshua, we can testify, "There has been no day like this!"

3. Gather resources: Bible, map, student vocabulary card, memory verse card, and parent prayer and blessing cards.



Teaching Plan:

1. Pray: *Dear heavenly Father, as Creator and Sovereign over the universe, all power and authority are Yours. You alone are worthy of our praise and adoration. Illumine our eyes today that we may see wondrous things from Your Word. Teach us Your way that we may walk in Your truth. Inspire our hearts to serve You that we may become leaders among our generation for Your glory and Your story. Amen.*
2. Distribute student binders.
3. Review the principle that as God's children, we should seek His counsel when making decisions, lest we be deceived.



Notebook Record:

1. Record the following sentences on page 2 of your Christian Warrior graphic organizer:

Breastplate of Righteousness

- A warrior's breastplate protects his heart and lungs. Spiritually, the heart is susceptible to the wickedness in our culture. We are to guard our heart with all diligence for out of it flow the issues of life (Proverbs 4:23).

2. File your Christian Warrior graphic organizer in your binder.



Singing:

"Joshua Fought the Battle of Jericho"

African-American spiritual

Verse 3:

Joshua fought the battle of Jericho,
Jericho, Jericho

Joshua fought the battle of Jericho
And the walls came a-tumblin' down!

Then the lamb, ram, sheep horns
began to blow,

And the trumpets began to sound,
Joshua commanded the children to
shout

And the walls came tumblin' down!

Joshua fought the battle of Jericho,
Jericho, Jericho

Joshua fought the battle of Jericho
And the walls came a-tumblin' down.
(x3)

4. Pin the student vocabulary card onto your bulletin board and define the key word *victory*.
Connect the vocabulary word to the principle that God desires to work in partnership with His people to bring the victory.
5. Assign the Bible reading to the children and have them read. Have the children locate the battle sites on their Promised Land maps.
6. Ask the reason questions and have the children respond orally.
7. Write the sentences describing the “Breastplate of Righteousness” on the chalkboard and have the children copy onto page 2 of their Christian Warrior graphic organizers.
8. Teach the third verse of “Joshua Fought the Battle of Jericho.” Let your voice drop down an octave while singing the last note.
9. Before completing the lesson, have the children repeat their weekly memory verse.
10. Conclude with a short prayer and blessing for the children.
11. Send parent prayer and blessing cards home with the children for the week.



Memory Verse:

Therefore, take up the full armor of God that you may be able to resist in the evil day, and having done everything, to stand firm. (Ephesians 6:13)



Prayer and Blessing Cards:

Take prayer and blessing cards home to parents.

JOSHUA 14

Time: 45 minutes

Review: God desires to work in partnership with His people to bring the victory.

Teacher Reading: Joshua 11:1-10

Student Reading: Joshua 11:16-23

Principle: Trust and obedience to God's Word triumph over adversity.

TEACHER



Vocabulary:

adversity (n.) An event or series of events which oppose success or desire; calamity; distress.

confederacy (n.) Persons, states, or nations united by a covenant to support each other in some act or enterprise.

hamstring (v.) To cut the inner angle of the joint that unites the thigh and leg of an animal causing it to fall down.

heavenly host, The army of angels mentioned in the Bible often in various military terms (Genesis 32:1; Exodus 7:4; Psalm 91:11-12; Luke 2:13; Revelation 7:2).

integrity (n.) Adherence to moral and ethical principles; soundness of moral character; honesty.

triumph (v.) 1) To obtain victory. 2) To be prosperous.

veracity (n.) 1) Habitual observance of truth in speech or statement; 2) Conformity to truth; accuracy.



Preparation and Lesson Background:

1. Read and reflect upon the assigned Bible readings for this lesson plan.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: Trust and obedience to God's Word triumph over adversity.

STUDENT



Key Word:

trust (n.) Confidence; a resting of the mind on the integrity, veracity, justice, or other sound principle of another.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. Describe the overwhelming challenges that Joshua and his army faced in northern Canaan.
2. What were the Canaanites' weapons of warfare? How were they different from the Israelites' weapons?
3. What were Joshua's weapons that brought triumph over the Canaanites?
4. Explain why you think God instructed the Israelites to destroy the Canaanites' weapons of war.
5. Name some enemies or challenges that you face in your life.

The children need to learn that they can face any circumstance in life with confidence and hope, when they put their trust in Jesus Christ and obey His Word.

Some trust in chariots, and some in horses; but we will remember the name of the LORD our God. (Psalm 20:7 KJV)

In God I have put my trust, I shall not be afraid. What can man do to me? (Psalm 56:11)

Trust in the LORD with all your heart and do not lean on your own understanding. In all your ways acknowledge Him, and He will make your paths straight. (Proverbs 3:5-6)

The fear of man brings a snare, but he who trusts in the LORD will be exalted. (Proverbs 29:25)

When Joshua and his army turned to conquer the city-states in the north of Canaan, they faced impossible forces:

1) "As many people as the sand that is on the seashore" and 2) the superiority of the Canaanite army composed of very many horses and iron chariots. A new confederacy had been formed, and Israel now faced challenges they had never faced before.

God's answer to their fear and grave concern was, "do not be afraid for I will deliver all of them before Israel" (Joshua 11:6). He also gave Joshua instructions for destroying the Canaanites' superior weapons of warfare, because He did not want the Israelites to rely upon them. God wanted the Israelites totally dependent upon Him. Joshua fought with obedience, doing exactly what the Lord had instructed him to do. Joshua took the whole Promised Land and "the land had rest from war" (Joshua 11:23).

Joshua put his trust in God and obeyed His instructions. He now understood that it was not his strength or the strength of his army; it was not his wisdom, strategies, or power that brought the victory, but God's wisdom and the power of His heavenly host. Triumph comes when we place our trust in Christ's ability and follow His instructions. Trust and obedience tap into God's might and power that no one and nothing can successfully oppose.

The LORD of hosts is with us; the God of Jacob is our stronghold. (Psalm 46:7)

Who is this King of glory? The LORD of hosts, He is the King of glory. (Psalm 24:10)

O LORD of hosts, how blessed is the man who trusts in You! (Psalm 84:12)

This is the end of the second phase of conquering the Promised Land, which lasted about seven years. The Scripture says that "the land now had rest from war."

3. Gather resources: Bible, map, student vocabulary card, and memory verse card.

6. What is God's solution when we are struck with fear in the midst of adversity?

7. What was the outcome of the Israelites' triumph over the Canaanites?



Notebook Record:

1. Record the following sentences on page 2 of your Christian Warrior graphic organizer:

Feet Shod with the Gospel of Peace

- A warrior's feet must be prepared with good shoes. Ancient soldiers used to put nails through the bottom of their shoes, to stand firmly in the heat of battle. We need to be sure-footed in battle standing firmly on the foundation of the gospel of Jesus Christ (Romans 15:19).

2. File your Christian Warrior graphic organizer in your binder.



Singing:

"Joshua Fought the Battle of Jericho"

African-American spiritual

Verse 3:

Joshua fought the battle of Jericho,
Jericho, Jericho
Joshua fought the battle of Jericho
And the walls came a-tumblin' down!

Then the lamb, ram, sheep horns
began to blow,
And the trumpets began to sound,
Joshua commanded the children to shout
And the walls came tumblin' down!



Teaching Plan:

1. Pray: *Dear heavenly Father, as Creator and Sovereign over the universe, all power and authority are Yours. You alone are worthy of our praise and adoration. Illumine our eyes today that we may see wondrous things from Your Word. Teach us Your way that we may walk in Your truth. Inspire our hearts to serve You that we may become leaders among our generation for Your glory and Your story. Amen.*
2. Distribute student binders.
3. Review the principle that God desires to work in partnership with His people to bring the victory.
4. Pin the student vocabulary card onto your bulletin board and define the key word *trust*. Define *veracity* and *integrity* as well. Connect the vocabulary word to the principle that trust and obedience to God's Word triumph over adversity.
5. Read the assigned teacher reading to the children. Ask the children to read silently as you read aloud. Have them locate the various regions and cities mentioned in the reading on their Promised Land map.
6. Assign the Bible reading to the children and have them read.
7. Ask the reason questions and have the children respond orally.
8. Write the sentences describing the "Feet Shod with the Gospel of Peace" on the chalkboard and have the children copy onto page 2 of their Christian Warrior graphic organizers.
9. Before completing the lesson, have the children repeat their weekly memory verse.
10. Continue learning verse 3 of the song, "Joshua Fought the Battle of Jericho." Sing all three verses together.
11. Conclude with a short prayer and blessing for the children.

Joshua fought the battle of Jericho,
Jericho, Jericho
Joshua fought the battle of Jericho
And the walls came a-tumblin' down.
(x3)



Memory Verse:

Therefore, take up the full armor of God that you may be able to resist in the evil day, and having done everything, to stand firm. (Ephesians 6:13)

JOSHUA 15

Time: 45 minutes

Review: Trust and obedience to God's Word triumph over adversity.

Teacher Reading: Joshua 13:1-7

Student Reading: Joshua 14:1-5

Principle: We are each an instrument in God's hand called to serve His good purpose.

TEACHER



Vocabulary:

good (adj.) 1) Virtuous; conformable to God's moral law; applied to actions. 2) Perfect; uncorrupted.

predestine (v.) To predetermine; to foreordain; to decree or ordain beforehand by an unchangeable purpose.

serve (v.) 1) To wait on or attend to the needs of another. 2) To be sufficient for a purpose. 3) *In Scripture*, to obey and worship; to act in conformity to the law of one in authority and treat him with due reverence.



Preparation and Lesson Background:

1. Read and reflect upon the assigned Bible readings for this lesson plan.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: We are each an instrument in God's hand called to serve His good purpose.

Joshua chapter 12 is a summary of the Israelites' victories. Chapter 13 begins with the regions that remained to be conquered. Inasmuch as Joshua was "old and advanced in years," being about 90 years of age, God would now divide the responsibility for possessing the land among the nine and a half Israelite tribes who would dwell on the Promised Land. Moses had already given land east of the Jordan River to the tribes of Reuben, Gad, and the half-tribe of Manasseh (Numbers 32:33) as their inheritance. This land was not

STUDENT



Key Word:

purpose (n.) That object or goal to be accomplished in any plan.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. Relate God's revised plan for conquering the remaining land.
2. What will be Joshua's role in this plan? Does this align with God's plan and purpose for Joshua? Explain your answer.
3. Paraphrase the principle for today's lesson. Repeat the principle and insert your name at the beginning of the sentence.
4. Have you and your parents sought the Lord for God's purpose for your life?
5. If not, how do you plan to seek His guidance? If so, relate that purpose and outline how God is preparing you to fulfill it.

part of the Promised Land. The Promised Land lay west of the Jordan River, and it was now time for Joshua to divide it among the remaining tribes according to Moses' instructions. The tribe of Levi, which was the priesthood, did not receive an inheritance of land. The priests received various cities throughout Israel in which to live and pastureland for their livestock and property (Joshua 14:4).

It is important to note that God deals individually with us based upon His eternal gospel plan. God's division of the Promised Land for the tribes is a good illustration of this fact. God has a purpose for each of us that fits into His eternal plan. Scripture teaches us that He wove us together in our mother's womb (Psalm 139:13-16) and has gifted us according to His plan. God's purpose is always good and conforms to His moral character. Our responsibility is to fellowship with Him and discern His purpose for our lives. As we are equipped to fulfill our divine calling, we are to serve the Lord fully in our own generation.

For David, after he had served the purpose of God in his own generation, fell asleep [died], and was laid among his fathers and underwent decay. (Acts 13:36)

We have obtained an inheritance, having been predestined according to His purpose who works all things after the counsel of His will. (Ephesians 1:11)

He has told you, O man, what is good; and what does the LORD require of you but to do justice, to love kindness, and to walk humbly with your God? (Micah 6:8)

The LORD has done what He purposed; He has accomplished His word which He commanded from days of old. (Lamentations 2:17)

For truly in this city there were gathered together against Your holy servant Jesus, whom You anointed, both Herod and Pontius Pilate, along with the Gentiles and the peoples of Israel, to do whatever Your hand and Your purpose predestined to occur. (Acts 4:27-28)

This is a significant truth with eternal consequences for children to reflect upon. We are all created individually and uniquely in His image and for His good purpose. He apportions talents, gifts, and callings accordingly. He walks with us and equips us individually for His purpose. Therefore, it does not serve us to compare ourselves externally or internally to anyone else. We are to seek God's purpose for our lives and serve it fully in our own generation! This is the testimony of all those the Bible calls heroes and heroines.

3. Gather resources: Bible, map, student vocabulary card, memory verse card, and parent prayer and blessing cards.

6. Describe how you can fulfill God's purpose for your life at this place in your life.



Notebook Record:

1. Carefully label your Promised Land map study with the following names of Israel's tribes:
 - Asher
 - Naphtali
 - Dan (x 2)
 - Zebulun
 - Issachar
 - Manasseh (x 2)
 - Gad
 - Ephraim
 - Benjamin
 - Reuben
 - Judah
 - Simeon
2. With a different colored pencil for each of the twelve tribes, begin outlining inside each border. You will notice that Manasseh and Dan are located in two different regions.



Singing:

"Joshua Fought the Battle of Jericho"



Memory Verse:

Stand firm therefore, having girded your loins with truth, and having put on the breastplate of righteousness. (Ephesians 6:14)



Prayer and Blessing Cards:

Take prayer and blessing cards home to parents.



Teaching Plan:

1. Pray: *Dear heavenly Father, as Creator and Sovereign over the universe, all power and authority are Yours. You alone are worthy of our praise and adoration. Illumine our eyes today that we may see wondrous things from Your Word. Teach us Your way that we may walk in Your truth. Inspire our hearts to serve You that we may become leaders among our generation for Your glory and Your story. Amen.*
2. Distribute student binders.
3. Review the principle that trust and obedience to God's Word triumph over adversity.
4. Pin the student vocabulary card onto your bulletin board and define the key word *purpose*.
Connect the vocabulary word to the principle that we are each an instrument in God's hand called to serve His good purpose. Define the word *good* for the children according to the definition above. The word *good*, when it refers to God has to do with virtue and ethics. "His good purpose" always conforms to His moral law.
5. Read the assigned teacher reading to the children. Ask the children to read silently as you read aloud.
6. Assign the Bible reading to the children and have them read.
7. Ask the reason questions and have the children respond orally.
8. Draw a replica of the map of the Promised Land. Label the various regions with the names of the tribes of Israel according to the teacher map on page 10 and have the children label their Promised Land maps.
9. Continue singing all three verses of "Joshua Fought the Battle of Jericho."
10. Before completing the lesson, have the children repeat their weekly memory verse.
11. Conclude with a short prayer and blessing for the children.
12. Send parent prayer and blessing cards home with the children for the week.

JOSHUA 16

Time: 45 minutes

Review: We are each an instrument in God's hand called to serve His good purpose.

Student Reading: Joshua 14:6-15

Principle: God's full blessings abound to those who follow Him wholeheartedly.

TEACHER



Vocabulary:

abound (v.) To have or possess in great quantity; to be abundantly supplied.

desire (n.) 1) That internal act, which, by influencing the will, makes us proceed to action. 2) A prayer or request to obtain.

faith (n.) The assurance of things hoped for, the evidence of things not seen, Hebrews 11:1.

heir (n.) One who inherits or who is entitled to possess.

inheritance (n.) Property passed from an ancestor to an heir either by gift or divine authority.

persevere (v.) To persist steadily in any enterprise undertaken without giving up; applied to good and evil.

temporal (adj.) 1) Pertaining or concerned with the present life or this world. 2) Transitory as opposed to eternal.



Preparation and Lesson Background:

1. Read and reflect upon the assigned Bible reading for this lesson plan.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: God's full blessings abound to those who follow Him wholeheartedly.

But because my servant Caleb has a different spirit and follows me wholeheartedly, I will bring him into the land he went to, and his descendants will inherit it. (Numbers 14:24 NIV)

STUDENT



Key Word:

wholeheartedly (adj.) With a complete heart; fully devoted and committed.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. Who was Caleb and to what Israelite tribe did he belong?
2. How can you account for Caleb's remarkable energy and strength at age 85?
3. What was Caleb's land inheritance, and who had promised it to him?
4. Describe Caleb's land inheritance and its inhabitants.
5. Explain what it means to do something wholeheartedly.
6. Describe how Caleb followed God wholeheartedly.
7. As a Christian, what is your anticipated inheritance? Is it temporal or eternal?

Whatever you do, do your work heartily, as for the Lord rather than for men, knowing that from the Lord you will receive the reward of the inheritance. It is the Lord Christ whom you serve. (Colossians 3:23, 24)

As for you, my son Solomon, know the God of your father, and serve Him with a whole heart and a willing mind; for the LORD searches all hearts, and understands every intent of the thoughts. (1 Chronicles 28:9)

Only fear the LORD and serve Him in truth with all your heart; for consider what great things He has done for you. (1 Samuel 12:24)

O LORD, the God of Israel, there is no God like You in heaven above or on earth beneath, keeping covenant and showing lovingkindness to Your servants who walk before You with all their heart. (1 Kings 8:23)

In order to fully understand this chapter, a review of the life of Caleb is necessary. Numbers chapters 13 and 14 relate the history of the 12 spies that Moses sent out to survey the Promised Land. Only two spies returned with a good report—Joshua and Caleb. The remaining ten spies reported that giants lived in the land, and that conquering the land was impossible. Joshua and Caleb declared that it was possible in the strength of the Lord. The people succumbed to fear and grumbled about God and His provisions. As a result, all that generation of Israelites died in the wilderness over a period of 40 years, except Joshua and Caleb, who held firmly to God's promises and eventually entered the Promised Land. Of Caleb, God said, "But because my servant Caleb has a different spirit and follows me wholeheartedly, I will bring him into the land he went to, and his descendants will inherit it." (Numbers 14:24 NIV).

In our reading today, Caleb, a member of the tribe of Judah, reminds Joshua that Moses had promised him a particular portion of land as his reward for trusting God. It was the same land that he had surveyed and had encountered the giants (the Anakim), which was called the Negev or hill country (Numbers 13).

Caleb is now 85 years old and claims to be as strong as he was when he was 40 years of age. He is willing to fight the Anakim (giants) to take possession of his inheritance. By faith he had persevered through many trials and trusted God's promises for 45 years. His friend Joshua now grants him his desire, and Caleb becomes the first Israelite to receive his inheritance in the Promised Land.

3. Gather resources: Bible, map, student vocabulary card, and memory verse card.

8. How does Caleb's testimony inspire you to attain your inheritance in Christ?



Notebook Record:

1. Complete outlining inside the borders of each of the twelve tribes' land with a different colored pencil for each. Remember that Manasseh and Dan are located in two different regions. Color the border of all additional regions green.
2. File your Promised Land map study in your binder.



Singing:

"The Battle Belongs to the Lord"

Ephesians 6:11-12

John Michael Talbot

Verse 1

In heavenly armor we'll enter the land,
The battle belongs to the Lord.
No weapon that's fashioned against us will stand,
The battle belongs to the Lord.

We sing glory, honor,
Power and strength to the Lord! (x2)



Memory Verse:

Stand firm therefore, having girded your loins with truth, and having put on the breastplate of righteousness. (Ephesians 6:14)



Teaching Plan:

1. Pray: *Dear heavenly Father, as Creator and Sovereign over the universe, all power and authority are Yours. You alone are worthy of our praise and adoration. Illumine our eyes today that we may see wondrous things from Your Word. Teach us Your way that we may walk in Your truth. Inspire our hearts to serve You that we may become leaders among our generation for Your glory and Your story. Amen.*
2. Distribute student binders.
3. Review the principle that we are each an instrument in God's hand called to serve His good purpose.
4. Pin the student vocabulary card onto your bulletin board and define the key word *wholeheartedly*.
Connect the vocabulary word to the principle that God's full blessings abound to those who follow Him wholeheartedly.
5. Assign the Bible reading to the children and have them read silently and then orally.
Ask the children to locate the Negev and the city of Hebron on their maps. Relate to them that the Negev is a desert with dry, rocky mountains, wadis, and deep craters. The city Hebron, just south of Jerusalem, is the location of the Hittite field that Abraham purchased to use as a burial plot for Sarah. Now called the Cave or Tomb of the Patriarchs and Matriarchs, it is the burial site of Abraham, Sarah, Isaac, Rebekah, Jacob, and Leah. It is also the city where young David was anointed king of Israel and later took up residence.
6. Ask the reason questions and have the children respond orally.
7. Have the children complete coloring their Promised Land map study.
8. Before completing the lesson, have the children repeat their weekly memory verse.
9. Teach the children the first verse of a new song called, "The Battle Belongs to the Lord." The music can be found at this URL: https://www.youtube.com/watch?v=Qp_PolBwjEw
10. Conclude with a short prayer and blessing for the children.

JOSHUA 17

Time: 45 minutes

Review: God's full blessings abound to those who follow Him wholeheartedly.

Teacher Reading: Joshua 15:1-12

Student Reading: Joshua 15:13-20

Principle: We are more than conquerors in Christ, who has already gained the victory.

TEACHER



Vocabulary:

giant (n.) *Spiritually*, anything or anyone that refuses to give God His rightful place.

hostile (adj.) 1) Antagonistic. 2) Relating to or characteristic of an enemy. 3) Not friendly, warm, or hospitable.

inheritance (n.) Property passed from an ancestor to an heir either by gift or divine authority.

possess (v.) To seize, to get, to lay hold of, to grasp; to banish our enemies.

stronghold (n.) 1) A fortified place; a place of safety; a military fortress or tower that is impregnable by an enemy. 2) Any kind of thinking that exalts itself above God, where Satan and his legions hide and defend toxic or deceptive thought patterns that resist truth.



Preparation and Lesson Background:

1. Read and reflect upon the assigned Bible readings for this lesson plan.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: We are more than conquerors in Christ, who has already gained the victory.

STUDENT



Key Word:

conqueror (n.) One who gains the victory; one who subdues and brings into possession.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. Describe the land and its location in Canaan that Caleb and his tribe Judah inherited from God. What important city is located in Judah?
2. Why did Caleb inherit this region? Who lived on this land when they arrived?
3. How did Caleb overcome the enemies on his land?
4. What did Caleb's daughter ask of her father? Why was it important for her to seek this blessing?
5. Describe Caleb's character.

But thanks be to God, who always leads us in triumph in Christ, and manifests through us the sweet aroma of the knowledge of Him in every place. (2 Corinthians 2:14)

What then shall we say to these things? If God is for us, who is against us? He who did not spare His own Son, but delivered Him over for us all, how will He not also with Him freely give us all things? Who will bring a charge against God's elect? God is the one who justifies; who is the one who condemns? Christ Jesus is He who died, yes, rather who was raised, who is at the right hand of God, who also intercedes for us. Who will separate us from the love of Christ? Will tribulation, or distress, or persecution, or famine, or nakedness, or peril, or sword? Just as it is written, "For Your sake we are being put to death all day long; we were considered as sheep to be slaughtered." But in all these things we overwhelmingly conquer through Him who loved us. (Romans 8:31-37)

God promised the Israelites a land overflowing with milk and honey, a land with fortified cities already built, and great material wealth, where they could dwell and worship Him (Joshua 24:13-14). This was to be their inheritance as His chosen people. However, when they arrived at Canaan, they had to take possession of their inheritance (Deuteronomy 7:1; Joshua 13:1). There is a difference between "inheriting the land" and "possessing the land." The "inheritance" refers to the gift of the land, whereas, "possessing the land" is that which the heir must appropriate by laying hold of it and caring for it. A good analogy to use with the children is that of a beautifully wrapped gift. The gift (inheritance) is an unknown until it is unwrapped, taken out of the box, used, and cared for (possession).

The devil knew God's promise to the seed of Abraham and set 31 hostile nations right in the middle of the Promised Land to prevent Israel from obtaining her inheritance. Most of these nations were advanced in iron weaponry and skills of warfare, and the men were fierce and brave. There were also giants called Anakim (Numbers 13:22) who roamed the land, men who were extremely large and physically strong. Later in the history of Israel, young David killed one of these giants called Goliath (1 Samuel 17:49-51). These were the men who had planted fear in the hearts of the original spies that Moses sent out 40 years before, ten of whom had returned with a negative report.

Today's reading highlights Caleb's land inheritance. As a member of the tribe of Judah, Caleb inherited the Negev in southern Canaan, the very same land he had spied out 40 years before. The land was bordered on three sides by enemies, and giants still roamed the land. In order to possess the inheritance and live securely on the land, Caleb and the Judahites would have to inhabit it by faith and conquer the giants. Their leader Caleb was a man of faith, and he had

6. Name some of the giants you face in your life. What is their purpose?
7. What has God promised you about the giants we face in life?
8. Explain how we Christians are to triumph in Christ. Compare this to how the Israelites were to possess their Promised Land.



Notebook Record:

1. Record the following phrases on your Profile of Caleb graphic organizer:
 - Walked by faith and not by sight
 - One of only two men of his generation to enter the Promised Land
 - Followed God wholeheartedly
2. File your graphic organizer in your binder.



Singing:

"The Battle Belongs to the Lord"

Ephesians 6:11-12

John Michael Talbot

Verse 1

In heavenly armor we'll enter the
land,
The battle belongs to the Lord.
No weapon that's fashioned against
us will stand,
The battle belongs to the Lord.

We sing glory, honor,
Power and strength to the Lord! (x2)

waited all these years to claim his inheritance. He believed God and understood that the battle was the Lord's.

For our struggle is not against flesh and blood, but against the rulers, against the powers, against the world forces of this darkness, against the spiritual forces of wickedness in the heavenly places. (Ephesians 6:12)

For though we walk in the flesh, we do not war according to the flesh. For the weapons of our warfare are not carnal but mighty in God for pulling down strongholds, casting down arguments and every high thing that exalts itself against the knowledge of God, bringing every thought into captivity to the obedience of Christ. (2 Corinthians 10:3-5 NKJV)

See to it that no one takes you captive through philosophy and empty deception, according to the tradition of men, according to the elementary principles of the world, rather than according to Christ. For in Him all the fullness of Deity dwells in bodily form, and in Him you have been made complete, and He is the head over all rule and authority. (Colossians 2:8-10)

The Old Testament provides us a wonderful illustration and pattern for our walk with God and for the spiritual warfare we face daily as Christians (1 Corinthians 10:11). A giant for us is anything or anyone that refuses to give God His rightful place. We face strongholds, challenges, and the wicked schemes of the devil that attempt to plant fear and unbelief in our minds in order to prevent us from living the victorious life in Christ. This includes people who are operating in the flesh rather than in the Spirit, circumstances that make it appear that God is not in control, and attitudes that put man before God—anything that exalts itself against the knowledge of God. We are not mere survivors, but more than conquerors in Jesus Christ. We are to defeat the enemy and triumph in Christ.

Note: Jesus was born in the lineage of the tribe of Judah. A lion is on the tribe of Judah's standard, which is derived from Jacob's prophecy about Judah: "Judah is a lion's whelp" (Genesis 49:9).

Behold, the Lion that is from the tribe of Judah, the Root of David, has overcome so as to open the book and its seven seals. (Revelation 5:5)

3. Gather resources: Bible, map, Profile of Caleb graphic organizers, student vocabulary card, memory verse card, and parent cards.



Teaching Plan:

1. Pray: *Dear heavenly Father, as Creator and Sovereign over the universe, all power and authority are Yours. You alone are worthy of our praise and adoration. Illumine our eyes today that we may see wondrous things from Your Word. Teach us Your way that*



Memory Verse:

And having shod your feet with the preparation of the gospel of peace. (Ephesians 6:15)



Prayer and Blessing Cards:

Take prayer and blessing cards home to parents.

we may walk in Your truth. Inspire our hearts to serve You that we may become leaders among our generation for Your glory and Your story. Amen.

2. Distribute student binders.
3. Review the principle that God's full blessings abound to those who follow Him wholeheartedly.
4. Pin the student vocabulary card onto your bulletin board and define the key word *conqueror*.
Connect the vocabulary word to the principle that we are more than conquerors in Christ, who has already gained the victory.
5. Read the assigned teacher reading to the children. Ask the children to read silently as you read aloud. Have them locate the borders of Judah's inheritance on their maps.
6. Assign the Bible reading to the children and have them read.
7. Ask the reason questions and have the children respond orally.
8. Distribute the Profile of Caleb graphic organizers to the children. Write the phrases on the chalkboard and have the children copy them onto their graphic organizers.
9. Continue learning the first verse of "The Battle Belongs to the Lord."
10. Before completing the lesson, have the children repeat their weekly memory verse.
11. Conclude with a short prayer and blessing for the children.
12. Send parent prayer and blessing cards home with the children for the week.

Profile of Caleb

Fearless man of faith who served God's purpose fully

"My servant Caleb has a different spirit and follows me wholeheartedly." (Numbers 14:24 NIV)



JOSHUA 18

Time: 45 minutes

Review: We are more than conquerors in Christ, who has already gained the victory.

Student Reading: Joshua 16:1-10

Principle: Faith is not passive. It requires action and produces good works.

TEACHER



Vocabulary:

faith (n.) The assurance of things hoped for, the conviction of things not seen, Hebrews 11:1.

good works (n.) *In theology*, a person's observable actions or deeds in contrast to his internal qualities.

passive (adj.) 1) Not participating actively; inert. 2) Being the object of action rather than causing action.



Preparation and Lesson Background:

1. Read and reflect upon the assigned Bible reading for this lesson plan.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: Faith is not passive. It requires action and produces good works.

In today's reading, the land inheritance of Ephraim, one of Joseph's sons, was perhaps the most desirable land in all the country. It was fertile and beautiful; however, it was a place of peculiar difficulty, as it was still wholly in the power of the Canaanites! Joshua's campaigns had not dealt with it, and strong, fortified cities possessed by the Canaanites still existed. It seems the richest piece of land was possessed by the strongest enemies. The history of Ephraim throughout the Old Testament is very sad, and this testimony originated when they neglected to subdue the enemy upon taking possession of their inheritance. In fact, the Ephraimites made a

STUDENT



Key Word:

action (n.) 1) Exertion of power or force. 2) An act that one consciously wills and performs.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. Describe two things that were unique about the land inherited by the tribe of Ephraim.
2. Was the tribe of Ephraim obedient to God's command to drive out all the pagans from the land? Explain what happened.
3. Paraphrase the principle in today's lesson.
4. Read Ephesians 2:8-9. Does God require man to work for his salvation in Christ?
5. If salvation is by faith in Christ alone, why is the Christian encouraged to put his faith into action?

covenant of friendship with the enemy on their land, which violated God's commandment. Scripture states that "they did not drive out the Canaanites who lived in Gezer, so the Canaanites live in the midst of Ephraim to this day, and they became forced laborers" (Joshua 16:10). The Ephraimites failed to put their faith into action and were content to remain passive (disobedient) to God's commandment.

God's grace provides each believer the power and ability to live the Christian life, but each must put his faith into action. Genuine faith produces good works.

So then, my beloved, just as you have always obeyed . . . work out your salvation with fear and trembling; for it is God who is at work in you, both to will and to work for His good pleasure. (Philippians 2:12-13)

For by grace you have been saved through faith; and that not of yourselves, it is the gift of God; not as a result of works, so that no one may boast. For we are His workmanship, created in Christ Jesus for good works, which God prepared beforehand so that we would walk in them. (Ephesians 2:8-10)

Even so faith, if it has no works, is dead, being by itself. (James 2:17)

But are you willing to recognize, you foolish fellow, that faith without works is useless? Was not Abraham our father justified by works when he offered up Isaac his son on the altar? You see that faith was working with his works, and as a result of the works, faith was perfected; and the Scripture was fulfilled which says, "And Abraham believed God, and it was reckoned to him as righteousness," and he was called the friend of God. (James 2:20-23)

For just as the body without the spirit is dead, so also faith without deeds is dead. (James 2:26)

3. There is always confusion about the number and names of the tribes of Israel. The twelve tribes of Israel descended from the twelve sons of the patriarch Jacob and his two wives, Rachel and Leah. Just before his death, Jacob called his sons to his bedside to pronounce a final prophetic blessing over each one (Genesis 49). In his last hours, he adopted Joseph's two sons, Manasseh and Ephraim, as his own and gave them full tribe status. The tribes then numbered thirteen.

Hundreds of years later, at the time when Israel was preparing to enter the Promised Land, the tribes of Reuben and Gad owned a great number of cattle. They asked Moses if they could have land east of the Jordan River, that God had already subdued, saying it was ideal for their herds (Numbers 32:1-5). Moses gave the land to them and to the half-tribe of Manasseh. They promised to help their brothers in the military campaign of Canaan, which they did. They are called the Transjordan tribes and their land was not part of the Promised Land.

6. Give an example of how you can put your faith into action in your life.



Notebook Record:

1. Record the following phrases on your Profile of Caleb graphic organizer:
 - Patriarch of the tribe of Judah
 - As healthy at age 85 as he was at age 40
 - Claimed his inheritance from Joshua
 - Gave his daughter a generous inheritance
2. File your graphic organizer in your binder.



Singing:

"The Battle Belongs to the Lord"

Ephesians 6:11-12

John Michael Talbot

Verse 2

When the power of darkness comes
in like a flood,
The battle belongs to the Lord.
He's raised up a standard, the power
of His blood,
The battle belongs to the Lord.

We sing glory, honor,
Power and strength to the Lord! (x2)



Memory Verse:

And having shod your feet with the preparation of the gospel of peace.
(Ephesians 6:15)

The remaining tribes of Asher, Benjamin, Dan, Ephraim, Issachar, Judah, Naphtali, Simeon, Zebulun, and the remaining half-tribe of Manasseh received their inheritance west of the Jordan River in the Promised Land. Later, a portion of the tribe of Dan migrated to the north and captured the city of Laish, which they renamed Dan. Thus, Dan was a tribe located in both the south and the north, with the city of Dan being the northernmost limit of Israel and Beersheba the southernmost.

God did not provide land for the tribe of Levi. The Levites were the priests and received no land inheritance. Instead, they were given cities with pastureland for their animals, which were scattered throughout the other tribes of Israel.

4. Gather resources: Bible, map, student vocabulary card, and memory verse card.



Teaching Plan:

1. Pray: *Dear heavenly Father, as Creator and Sovereign over the universe, all power and authority are Yours. You alone are worthy of our praise and adoration. Illumine our eyes today that we may see wondrous things from Your Word. Teach us Your way that we may walk in Your truth. Inspire our hearts to serve You that we may become leaders among our generation for Your glory and Your story. Amen.*
2. Distribute student binders.
3. Review the principle that we are more than conquerors in Christ, who has already gained the victory.
4. Pin the student vocabulary card onto your bulletin board and define the key word *action*.
Connect the vocabulary word to the principle that faith is not passive. It requires action and produces good works.
5. Assign the Bible reading to the children and have them read silently and then orally. Have the children locate the land inheritance of the tribe of Ephraim.
6. Ask the reason questions and have the children respond orally.
7. Write the Profile of Caleb phrases on the chalkboard and have the children copy onto their graphic organizers.
8. Before completing the lesson, have the children repeat their weekly memory verse.
9. Teach the children verse 2 of the song "The Battle Belongs to the Lord."
10. Conclude with a short prayer and blessing for the children.

JOSHUA 19

Time: 45 minutes

Review: Faith is not passive. It requires action and produces good works.

Teacher Reading: Joshua 17:1-11

Student Reading: Joshua 17:12-18

Principle: The Earth is the Lord's, and man is to subdue it and steward it for God's purposes.

TEACHER



Vocabulary:

entrust (v.) To charge or invest with a responsibility; charge with a specified office or duty involving trust.

exhort (v.) To urge, advise, or caution earnestly; admonish urgently.

principle (n.) 1) The cause, source, or origin of anything; that from which a thing proceeds. 2) Foundation; that which supports an assertion, an action, or reasoning. 3) A general truth; a law. 4) Like a seed, which contains within its coat everything necessary to reproduce itself.

property (n.) 1) Possession held on one's own right. 2) Ownership; the exclusive right or possessing, enjoying, and disposing of a thing. 3) That to which a person has legal title, whether in his possession or not.

stewardship (n.) The careful and responsible management of another's property which is entrusted to one's care.

subdue (v.) To conquer and bring into subjection.



Preparation and Lesson Background:

1. Read and reflect upon the assigned Bible readings for this lesson plan.
2. Study the teacher vocabulary words, the principle, and teacher background information. Review the principle of property and stewardship in your *AMO® Teacher Manual* (pp. 192-196).

STUDENT



Key Word:

steward (v.) To carefully manage the property or affairs of someone else.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. Why were cities that belonged to Manasseh and Ephraim located outside their borders?
2. What complaint did the tribes of Manasseh and Ephraim take to Joshua?
3. How did Joshua show great wisdom in solving this complaint?
4. Define the principle of property and stewardship from a Christian view.
5. To whom does the Earth and all therein belong? To whom do you belong?
6. List the external and internal property God has given you to steward.

Principle: The Earth is the Lord's, and man is to subdue it and steward it for God's purposes.

Embedded in all these chapters of land distribution is the underlying and fundamental principle that pertains to the subduing and stewarding of property. It is important for the children to understand this principle, because it is relevant to choices and decisions they will make all their lives concerning the property God has entrusted to them.

God's property is "all that was made," visible and invisible, by right of creation and redemption. This principle is first seen in Genesis chapter 1 with the Dominion or Cultural Mandate:

God blessed them [Adam and Eve]; and God said to them, "Be fruitful and multiply, and fill the earth, and subdue it." (Genesis 1:28)

The earth is the LORD's, and all it contains, the world, and those who dwell in it. (Psalm 24:1)

The world is Mine, and all it contains. (Psalm 50:12)

O LORD, how many are Your works! In wisdom You have made them all; the earth is full of Your possessions. (Psalm 104:24)

The Christian idea of property embraces both external and internal property. Each individual is God's workmanship (Psalm 139). The children need to learn they are His workmanship and belong to Him. Land is external property and very important, but more important is the internal property that God has given to each of us: our heart, mind, conscience, will, imagination, reason, giftings, talents, ideas, temperament, and attitudes. God has entrusted to each individual the responsibility to steward how he lives his life and fulfills God's purpose with the giftings and talents God has placed within him. Man is to take dominion and steward all that God has given him for His gospel purposes and His glory!

We are His workmanship, created in Christ Jesus for good works, which God prepared beforehand so that we would walk in them. (Ephesians 2:10)

As each one has received a special gift, employ it in serving one another as good stewards of the manifold grace of God. (1 Peter 4:10)

Now it is required that those who have been given a trust must prove faithful. (1 Corinthians 4:2 NIV)

So then each one of us will give an account of himself to God. (Romans 14:12)

Whatever you do, work at it with all your heart, as working for the Lord, not for human masters, since you know that you will receive an inheritance from the Lord Christ as a reward. It is the Lord you are serving. (Colossians 3:23-24 NIV)

7. Describe the ways you actively steward all that God has given you.



Notebook Record:

1. Record the following sentences on page 2 of your Christian Warrior graphic organizer:

Shield of Faith

- A warrior's shield is essential. Ancient shields were as large as doors, which protected the warrior from all the enemy's fiery arrows. When doubt arises, faith prompts us to trust in God. Christ is the author and perfecter of our faith (Hebrews 12:2).

2. File your graphic organizer in your binder.



Singing:

"The Battle Belongs to the Lord"

Ephesians 6:11-12

John Michael Talbot

Verse 2

When the power of darkness comes
in like a flood,
The battle belongs to the Lord.
He's raised up a standard, the power
of His blood,
The battle belongs to the Lord.

We sing glory, honor,
Power and strength to the Lord! (x2)

In the reading for today's lesson, cities that belonged to the tribes of Manasseh and Ephraim were found in each other's borders and also within Asher and Issachar's borders. This marked the unity that the sons of Joseph (Manasseh and Ephraim) had for one another, as well as the weakness of Asher and Issachar to protect their inheritance from the Canaanites.

Ephraim and Manasseh also complained about the small size of their inheritance, claiming to be a strong and numerous people. Joshua exhibited godly wisdom when he suggested they prove their strength by taking possession of the mountainous hill country on which the Canaanites dwelled and defended. For whatever lack of character there was in the leadership of the tribes of Manasseh and Ephraim, they failed to demonstrate faith in God's promises and permitted the enemy to remain on their property. Joshua exhorted them to take possession of the land and steward it for God's glory. In so doing, they would have plenty of land upon which their people could settle and nothing more about which to complain concerning their inheritance.

3. Gather resources: Bible, map, student vocabulary card, memory verse card, and parent cards.



Teaching Plan:

1. Pray: *Dear heavenly Father, as Creator and Sovereign over the universe, all power and authority are Yours. You alone are worthy of our praise and adoration. Illumine our eyes today that we may see wondrous things from Your Word. Teach us Your way that we may walk in Your truth. Inspire our hearts to serve You that we may become leaders among our generation for Your glory and Your story. Amen.*
2. Distribute student binders.
3. Review the principle that faith is not passive. It requires action and produces good works.
4. Pin the student vocabulary card onto your bulletin board and define the key word *steward*.
Connect the vocabulary word to the principle that the Earth is the Lord's, and man is to subdue it and steward it for God's purposes.
5. Read the assigned teacher reading to the children. Ask the children to read silently as you read aloud. Have them locate the various regions and cities mentioned in the reading on their Promised Land map.
6. Assign the Bible reading to the children and have them read.
7. Ask the reason questions and have the children respond orally.



Memory Verse:

In addition to all, taking up the shield of faith with which you will be able to extinguish all the flaming missiles of the evil one. (Ephesians 6:16)



Prayer and Blessing Cards:

Take prayer and blessing cards home to parents.

8. Write the sentences describing the “Shield of Faith” on the chalkboard and have the children copy onto page 2 of their Christian Warrior graphic organizers.
9. Continue learning the second verse of “The Battle Belongs to the Lord.” Sing both verses together.
10. Before completing the lesson, have the children repeat their weekly memory verse.
11. Conclude with a short prayer and blessing for the children.
12. Send parent prayer and blessing cards home with the children for the week.

JOSHUA 20

Time: 45 minutes

Review: The Earth is the Lord's, and man is to subdue it and steward it for God's purposes.

Student Reading: Joshua 18:1-10; 19:49-51

Principle: Neglecting our responsibilities delays God's blessings.

TEACHER



Vocabulary:

benediction (n.) An invocation of happiness; a blessing pronounced.

cast lots (v.) To divide or distribute by lot. (n.) 1) One of a set of objects, as pebbles, sticks, or coins drawn or thrown from a container to decide a question or choice by chance. In the Old Testament it was a procedure God instructed the Israelites to use in order to determine His will in a given situation. The closest modern practice to casting lots is the flipping of a coin. 2) The decision or choice made by such a method.

neglect (v.) 1) To fail to take or use. 2) To fail to carry out or perform duties, orders, etc. 3) To disregard or slight. 4) To be remiss in the care or treatment of.

prophetic (adj.) Of or pertaining to a divinely inspired prediction, instruction, or exhortation.

rebuke (v.) To express sharp, stern disapproval of; reprove; reprimand.



Preparation and Lesson Background:

1. Read and reflect upon the assigned Bible readings for this lesson plan.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: Neglecting our responsibilities delays God's blessings.

STUDENT



Key Word:

blessing (n.) A favor, gift, or prophetic benediction bestowed by God that invokes happiness.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. Where was the tabernacle set up in the Promised Land? Who made the decision for its location?
2. What did the tabernacle contain within?
3. What did the tabernacle symbolize to those nations and city-states surrounding the Promised Land?
4. Explain why Joshua rebuked the seven remaining tribes.
5. What did Joshua ask the committee of men he selected from the seven tribes to do? What does this tell us about their education?

Joshua had the tabernacle set up at Shiloh, which was located in the territory of the tribe of Benjamin, the smallest tribe. The location was God's choice according to Deuteronomy 12:11. The name "Shiloh" means "rest," which calls to mind the promised rest found in Jacob's prophecy to Judah (Genesis 49:10). The tabernacle was Israel's symbol of the deepest truth and principle of their nationality among the surrounding nations. It remained at Shiloh until the ark of the covenant fell into the hands of the Philistines at the time of the negligent high priest Eli.

After the tabernacle was set up, Joshua rebuked the seven remaining tribes who were negligent in possessing their inheritance. He appointed three men from each tribe to survey the remaining land that had been conquered. He instructed them to write a description of the land in a book, particularly the cities, and return to him. Then, in front of the doorway to the tabernacle, Eleazar the priest and Joshua cast lots for the division of the land.

Joshua did not relate the reasons why the seven tribes were negligent in possessing their inheritance. It could have been that as nomadic shepherds, they were unaccustomed to city life, or it could have been that they were too comfortable where they were and did not want to wage warfare. The Scripture does not explain. Regardless of the reason, their slowness to steward God's gift in the Promised Land demonstrated disobedience and a spirit of ungratefulness and delayed God's blessings in their lives.

The remainder of the chapter and chapter 19 describe the boundaries of the land inheritance of the seven remaining tribes. The Levites were not given a tract of land, which will be described in chapter 21. At the end of chapter 19, the sons of Israel gave Joshua and Eleazar the priest their land inheritance.

3. Gather resources: Bible, map, student vocabulary card, and memory verse card.



Teaching Plan:

1. Pray: *Dear heavenly Father, as Creator and Sovereign over the universe, all power and authority are Yours. You alone are worthy of our praise and adoration. Illumine our eyes today that we may see wondrous things from Your Word. Teach us Your way that we may walk in Your truth. Inspire our hearts to serve You that we may become leaders among our generation for Your glory and Your story. Amen.*
2. Distribute student binders.
3. Review the principle that the Earth is the Lord's, and man is to subdue it and steward it for God's purposes.
4. Pin the student vocabulary card onto your bulletin board and define the key word *blessing*.

6. What method did Joshua use to apportion land to each of the seven tribes?
7. What did the sons of Israel, under the command of the Lord, give to Joshua?
8. Explain the importance of today's principle in relation to your personal life.



Notebook Record:

1. Record the following sentences on page 2 of your Christian Warrior graphic organizer:

Helmet of Salvation

- A helmet protects our mind, the seat of all thought and knowledge. This is where Satan tempts us to sin or attacks us with lies and deception. We need to discern between truth and deception and to take every thought captive to Christ (2 Corinthians 10:5).

2. File your graphic organizer in your binder.



Singing:

"The Battle Belongs to the Lord"

Ephesians 6:11-12

John Michael Talbot

Verse 2

When the power of darkness comes
in like a flood,
The battle belongs to the Lord.
He's raised up a standard, the power
of His blood,
The battle belongs to the Lord.

We sing glory, honor,
Power and strength to the Lord! (x2)

Connect the vocabulary word to the principle that neglecting our responsibilities delays God's blessings.

5. Assign the Bible reading to the children and have them read silently and then orally.
6. Ask the reason questions and have the children respond orally.
7. Write the sentences describing the "Helmet of Salvation" on the chalkboard and have the children copy onto page 2 of their Christian Warrior graphic organizers.
8. Before completing the lesson, have the children repeat their weekly memory verse.
9. Continue singing the first two verses of "The Battle Belongs to the Lord."
10. Conclude with a short prayer and blessing for the children.



Memory Verse:

In addition to all, taking up the shield of faith with which you will be able to extinguish all the flaming missiles of the evil one. (Ephesians 6:16)

JOSHUA 21

Time: 45 minutes

Review: Neglecting our responsibilities delays God's blessings.

Teacher Reading: Joshua 20:1-4, 6-8

Student Reading: Joshua 21:1-8, 41-45

Principle: We can trust the promises of God, for He is a faithful Promise Keeper.

TEACHER



Vocabulary:

atonement (n.) 1) Reconciliation. 2) *In theology*, the doctrine concerning the reconciliation of God and man, especially as accomplished through the crucifixion and death of Jesus Christ. In Christianity, there is no remission of sin without the shedding of blood.

immutable (adj.) Unchangeable.

refuge (n.) A place of shelter, protection, or safety.

sovereignty (n.) The quality or state of having supreme power or authority.

veracity (n.) Conformity to truth or fact in speech or statement; truthfulness.



Preparation and Lesson Background:

1. Read and reflect upon the assigned Bible readings for this lesson plan.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Once all the land was divided among the tribes of Israel, Joshua designated six cities of refuge. These cities, three on the east bank and three on the west bank of the Jordan River, were designated by God through Moses (Numbers 35:11). They were to be places of refuge for anyone (Israelite or foreigner) who had unintentionally killed someone. They were God's merciful provision to protect those who had committed certain unintentional wrongs. They were also Levitical cities. God has also made provision in the New Covenant through Christ's atonement. Christ Himself is our

STUDENT



Key Word:

promise (n.) A binding declaration of something to be done or given for another's benefit.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. Explain why God placed cities of refuge in the land. What does this reveal about God's character?
2. Who were the Levites and why did the tribe of Levi not receive a large portion of land as their inheritance?
3. What was God's provision for the Levites? What did their witness proclaim to the pagan nations around Israel?
4. Paraphrase today's principle and relate why you do or do not believe it.
5. Relate all the reasons why Scripture teaches that we can trust God to keep His promises.

“City of Refuge,” and by holding to Him we are protected and covered.

The Levites approached Joshua and requested the cities promised them by Moses. This was the last act in the distribution of the Promised Land. God did not provide them a large tract of land on which to live together as a tribe, but He dispersed them throughout the land in 48 cities with enough pastureland for their herds to graze. In this way, they would be close to all the Israelites. Their presence throughout the land also served as a perpetual witness to the relationship of the nation Israel to the living and holy God.

Principle: We can trust the promises of God, for He is a faithful Promise Keeper.

With the disbursement of their land inheritance and the settlement of the tribes of Israel in the Promised Land, Joshua boldly proclaimed,

Not one of the good promises which the LORD had made to the house of Israel failed; all came to pass. (Joshua 21:45)

Joshua was able to make this statement, because he had meditated on God’s Word and covenant promises and had obeyed God’s command that was given him before he entered the Promised Land.

This book of the law shall not depart from your mouth, but you shall meditate on it day and night, so that you may be careful to do according to all that is written in it; for then you will make your way prosperous, and then you will have success. Have I not commanded you? Be strong and courageous! Do not tremble or be dismayed, for the LORD your God is with you wherever you go. (Joshua 1:8-9)

God fulfilled all the promises He had made to the Hebrew patriarchs and their descendants. However, this generation of Israelites had not fulfilled all their responsibilities: 1) Not all their enemies were driven out; and 2) they had not fully obtained their possessions. In fact, as Scripture relates throughout the Old Testament narrative, the Israelites never did completely realize the purpose of God in these matters. This failure, however, was wholly due to their own disobedience. God was faithful and true to His word.

The lesson for us to meditate upon and apply to our lives is that failure to possess what God gives is always due to His people and is never the result of God’s unwillingness or weakness!

If we are faithless, He remains faithful, for He cannot deny Himself. (2 Timothy 2:13)

God is not a man, that He should lie, nor a son of man, that He should repent; has He said, and will He not do it? Or has He spoken, and will He not make it good? (Numbers 23:19)

6. Explain why Joshua could boldly proclaim that none of God’s promises failed Israel.
7. To which of God’s promises have you attached your anchor of hope?



Notebook Record:

1. Record the following sentences on page 2 of your Christian Warrior graphic organizer:
Sword of the Spirit
 - Hebrews 4:12 states that the sword of the Spirit is the Word of God. God’s Word is alive and sharper than a two-edged sword. We can use His Word as an offensive and a defensive weapon against Satan. Jesus used God’s Word to defeat the devil in the desert (Luke 4:1-4).
2. File your graphic organizer in your binder.



Singing:

“The Battle Belongs to the Lord”

Ephesians 6:11-12

John Michael Talbot

Verse 3

When your enemy presses in hard do not fear,
The battle belongs to the Lord.
Take courage my friend your redemption is near,
The battle belongs to the Lord.

We sing glory, honor,
Power and strength to the Lord! (x4)

Final chorus

In heavenly armor we’ll enter the land,
The battle belongs to the Lord.
No weapon that’s fashioned against us will stand,
The battle belongs to the Lord. (x3)

Know therefore that the LORD your God, He is God, the faithful God, who keeps His covenant and His lovingkindness to a thousandth generation with those who love Him and keep His commandments. (Deuteronomy 7:9)

For as many as are the promises of God, in Him they are yes; therefore also through Him is our Amen to the glory of God through us. (2 Corinthians 1:20)

Let us hold fast the confession of our hope without wavering, for He who promised is faithful. (Hebrews 10:23)

God is a Promise Keeper. When God makes a promise, it will be accomplished by His sovereignty. His promises are eternal and are found in His recorded covenants with man in the Scriptures. They are not hidden, but we must be in God's Word to find them and obtain them for our lives. We must also be patient to see their fulfillment.

For the vision is yet for the appointed time; it hastens toward the goal and it will not fail. Though it tarries, wait for it; for it will certainly come, it will not delay. (Habakkuk 2:3)

The Lord is not slow about His promise, as some count slowness, but is patient toward you, not wishing for any to perish but for all to come to repentance. (2 Peter 3:9)

God is trustworthy and faithful, not just sometimes or when He wants to be. God is faithful to His covenant promises and is loyal to those whom He loves. Your children need to learn that often people *will* disappoint them, and they may fail to keep a promise to another; but no matter what happens in life, they can hold on to this profound truth: God will never break His promises. Never. He is trustworthy and His veracity is immutable.

3. Gather resources: Bible, map, student vocabulary card, memory verse card, and parent prayer and blessing cards.



Teaching Plan:

1. Pray: *Dear heavenly Father, as Creator and Sovereign over the universe, all power and authority are Yours. You alone are worthy of our praise and adoration. Illumine our eyes today that we may see wondrous things from Your Word. Teach us Your way that we may walk in Your truth. Inspire our hearts to serve You that we may become leaders among our generation for Your glory and Your story. Amen.*
2. Distribute student binders.
3. Review the principle that neglecting our responsibilities delays God's blessings.
4. Pin the student vocabulary card onto your bulletin board and define the key word *promise*.

Connect the vocabulary word to the principle that we can trust the promises of God, for He is a faithful Promise Keeper.



Memory Verse:

And take the helmet of salvation, and the sword of the Spirit, which is the word of God. (Ephesians 6:17)



Prayer and Blessing Cards:

Take prayer and blessing cards home to parents.

5. Read the assigned teacher reading to the children. Ask the children to read silently as you read aloud.
6. Assign the Bible reading to the children and have them read.
7. Ask the reason questions and have the children respond orally.
8. Write the sentences describing the “Sword of the Spirit” on the chalkboard and have the children copy onto page 2 of their Christian Warrior graphic organizers.
9. Teach the third verse and final chorus of “The Battle Belongs to the Lord” to the children.
10. Before completing the lesson, have the children repeat their weekly memory verse.
11. Conclude with a short prayer and blessing for the children.
12. Send parent prayer and blessing cards home with the children for the week.

JOSHUA 22

Time: 45 minutes

Review: We can trust the promises of God, for He is a faithful Promise Keeper.

Student Reading: Joshua 23:1-10

Teacher Reading: Joshua 23:11-16

Principle: Friendship with the world is hostility toward God.

TEACHER



Vocabulary:

apostasy (n.) A desertion from one's faith; an abandonment of what one has professed.

corrupt (adj.) 1) To change from a sound to a depraved state. 2) To defile or pollute. 3) To pervert; to disobey or make void.

hostility (n.) The state of war between two people or nations; the actions of an open enemy; aggression; attacks of an enemy.

lust (n.) An intense or passionate desire or craving.

malediction (n.) A curse.

rebellion (n.) 1) Open renunciation of the authority to which one owes allegiance. 2) Open resistance to lawful authority.

rest (v.) 1) To cease from work or warfare. 2) To be at peace in body and mind. 3) To lean on or trust.



Preparation and Lesson Background:

1. Read and reflect upon the assigned Bible readings for this lesson plan.
2. Study the teacher vocabulary words, the principle, and teacher background information.

The last two chapters of Joshua contain the parting counsels of the now aged leader and military commander. For some years, his beloved nation had been enjoying the rest and plenty of living in the Promised Land. Now, Joshua foresees his death and is concerned that the Israelites will not remain faithful to the covenant and will fall into apostasy. In his farewell address to the elders of the nation, he referred seven times to the idolatrous nations around them and warned the

STUDENT



Key Word:

world (n.) *In Scripture*, the corrupt system of thinking that is controlled by Satan and is hostile to God and His ways.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. Why was Joshua so concerned for the future of the Israelites after his death?
2. What was Joshua's warning and counsel to Israel's elders?
3. Describe the way of the pagan nations that lived among and around the Israelites.
4. What does the Bible mean by the term "the world" or "the world's system"?
5. Explain how, as a Christian, you can love all people, but not participate in the world's value system. Is this easy to do? Explain your answer.

Israelites to: 1) adhere to God's Word, 2) vigilantly separate themselves from the Canaanite nations, and 3) cling to the Lord with real and fervent love (Joshua 23:6-11).

Principle: Friendship with the world is hostility toward God.

You adulteresses, do you not know that friendship with the world is hostility toward God? Therefore whoever wishes to be a friend of the world makes himself an enemy of God. (James 4:4)

Do not love the world nor the things in the world. If anyone loves the world, the love of the Father is not in him. For all that is in the world, the lust of the flesh and the lust of the eyes and the boastful pride of life, is not from the Father, but is from the world. The world is passing away, and also its lusts; but the one who does the will of God lives forever. (1 John 2:15-17)

In the Bible, the term "world" can refer to the physical planet, but more often it refers to the humanistic system of thought and practice that is hostile toward God and leads the Christian away from the worship of God. In the above Scripture verse, the Greek word *kosmos* means "that which is hostile to God, lost in sin, corrupt." Joshua warned his people not to intermarry with the pagan nations, for just as all God's good words came to pass, so the Lord would bring to pass His maledictions if they rebelled against His commandments. Joshua's prophetic words were strong and harsh: "When you transgress the covenant . . . and go and serve other gods and bow down to them, then the anger of the LORD will burn against you, and you will perish quickly from off the good land" (Joshua 23:16).

Our children need instruction on how to discern the spirit of this world in their culture. First John 2 defines that spirit in the following ways: 1) the lust of the flesh; 2) the lust of the eyes, and 3) the boastful pride of life. Loving the world means being devoted to the world's treasures, philosophies, and priorities. The world is what we leave when we come to Christ. Satan is the god of this world, and he has his own value system which is contrary to God's system. God tells His children to set their priorities according to His eternal value system.

The god of this world has blinded the minds of the unbelieving so that they might not see the light of the gospel of the glory of Christ, who is the image of God. (2 Corinthians 4:4)

We are to "seek first" God's kingdom and righteousness (Matthew 6:33). As a child of God, we cannot be devoted to both God and the world at the same time. Jesus taught us that "no one can serve two masters" (Matthew 6:24). To continue to love the world the way unbelievers do

6. Describe some of the temptations in your life that try to lead you away from loving God with all your heart, soul, and mind.
7. How can you discern what is of God and what is of this world? (For help, read 1 John 4:1-6.)



Notebook Record:

1. Record the following sentences on page 2 of your Christian Warrior graphic organizer:
Prayer
 - We are to pray with our understanding and pray in the Spirit. We are to petition God for wisdom, discernment, and guidance for all our decisions. Prayer keeps us alert to God's counsel and the devil's schemes (Matthew 6:6-13).
2. File your graphic organizer in your binder.



Singing:

"The Battle Belongs to the Lord"

Ephesians 6:11-12

John Michael Talbot

Verse 3

When your enemy presses in hard do not fear,
The battle belongs to the Lord.
Take courage my friend your redemption is near,
The battle belongs to the Lord.

We sing glory, honor,
Power and strength to the Lord! (x4)

Final chorus

In heavenly armor we'll enter the land,
The battle belongs to the Lord.
No weapon that's fashioned against us will stand,
The battle belongs to the Lord. (x3)

cripples our spiritual growth and leaves us fruitless for God's kingdom (Luke 6:43-45). So, while we are commanded to love the *people of the world*, we are to be wary of anything that competes with God for our highest affections.

*"Teacher, which is the great commandment in the Law?"
And [Jesus] said to him, "You shall love the Lord your God with all your heart, and with all your soul, and with all your mind.' This is the great and foremost commandment. The second is like it, 'You shall love your neighbor as yourself.'"
(Matthew 22:36-39)*

[Jesus said] "If the world hates you, you know that it has hated Me before it hated you. If you were of the world, the world would love its own; but because you are not of the world, but I chose you out of the world, because of this the world hates you." (John 15:18-19)

*[Jesus said] "Woe to the world because of its stumbling blocks! For it is inevitable that stumbling blocks come; but woe to that man through whom the stumbling block comes!"
(Matthew 18:7)*

Surely the enemy has marked this rising generation and schemes to lead them into deception, idolatry, and evil practices. This is one of the reasons this unit has the children memorizing the long passage of Scripture from Ephesians 6. They need to understand and discern how the devil schemes to deceive the Christian and lead him astray through the world's system, and then how to put on the full armor of God.

Beloved, do not believe every spirit, but test the spirits to see whether they are from God, because many false prophets have gone out into the world. By this you know the Spirit of God: every spirit that confesses that Jesus Christ has come in the flesh is from God; and every spirit that does not confess Jesus is not from God; this is the spirit of the antichrist, of which you have heard that it is coming, and now it is already in the world. You are from God, little children, and have overcome them; because greater is He who is in you than he who is in the world. They are from the world; therefore they speak as from the world, and the world listens to them. We are from God; he who knows God listens to us; he who is not from God does not listen to us. By this we know the spirit of truth and the spirit of error. (1 John 4:1-6)

3. Gather resources: Bible, student vocabulary card, and memory verse card.



Teaching Plan:

1. Pray: *Dear heavenly Father, as Creator and Sovereign over the universe, all power and authority are Yours. You alone are worthy of our praise and adoration. Illumine our eyes today that we may see wondrous things from Your Word. Teach us Your way that we may walk in Your truth. Inspire our hearts to serve You that*



Memory Verse:

And take the helmet of salvation, and the sword of the Spirit, which is the word of God. (Ephesians 6:17)

we may become leaders among our generation for Your glory and Your story. Amen.

2. Distribute student binders.
3. Review the principle that we can trust the promises of God, for He is a faithful Promise Keeper.
4. Pin the student vocabulary card onto your bulletin board and define the key word *world*.
Connect the vocabulary word to the principle that friendship with the world is hostility toward God.
5. Assign the Bible reading to the children and have them read silently and then orally.
6. Read the assigned teacher reading to the children. Ask the children to read silently as you read aloud.
7. Ask the reason questions and have the children respond orally.
8. Write the sentences describing “Prayer” on the chalkboard and have the children copy onto page 2 of their Christian Warrior graphic organizers.
9. Before completing the lesson, have the children repeat their weekly memory verse.
10. Continue learning verse 3 and the final chorus of “The Battle Belongs to the Lord.”
11. Conclude with a short prayer and blessing for the children.

JOSHUA 23

Time: 45 minutes

Review: Friendship with the world is hostility toward God.

Teacher Reading: Joshua 24:1-20

Student Reading: Joshua 24:21-33

Principle: The Lord gives each individual the choice to serve Him or to serve the gods of this world.

TEACHER



Vocabulary:

Baals (n. pl.) The numerous false gods among the Semitic peoples typifying the reproductive forces of nature and worshiped with much sensuality.

consent (n.) Agreement of the mind to what is proposed or stated by another.

liberty (n.) 1) Freedom from restraint. 2) The power of acting as one thinks fit, without any restraint or control, except from the laws of nature.

providence (n.) 1) The act of providing or preparing for future use or application. 2) Foresight; timely care accompanied with the procurement of what is necessary for future use. 3) *In theology*, the care and superintendence which God exercises over His creatures.



Preparation and Lesson Background:

1. Read and reflect upon the assigned Bible readings for this lesson plan.
2. Study the teacher vocabulary words, the principle, and teacher background information.

In this last chapter of the book of Joshua, Joshua gives his farewell address to the Israelites. He assembled them at Shechem, the site where he established God's law of the land for the purpose of renewing covenant with God. He began by teaching a providential history lesson going back in time to God's call of Abraham, the patriarch of their nation. His theme emphasized the truth that everything of greatness in

STUDENT



Key Word:

choice (n.) The act of selecting or choosing; the determination of the mind in preferring one thing to another.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. Why was it important for Joshua to review Israel's history with the Israelites?
2. What did Joshua's history lesson encourage the Israelites to do?
3. What was Joshua's declaration about whom he and his household would serve?
4. Name some of the gods of this world that offer pleasures and false promises to your generation.
5. What has tempted you in your life?

their story was the result of divine action. In this, Joshua revealed the humility that had been steeped into his character.

Next, he confronted them with the choice of whom they would serve. The irony of his message was that if they would not serve God, he called them to choose whom they would serve, asking them if they would return to the gods of their forefathers or would they choose to serve the gods of the Canaanites. By presenting these alternatives to being faithful to Yahweh, he highlighted the foolishness of unfaithfulness. Their response was that they would serve the Lord. However, from his intimate knowledge of them, Joshua prophetically proclaimed with accuracy that, in spite of their declared choice, they were not able to serve God (Joshua 24:19). Verse 31 says that “Israel served the LORD all the days of Joshua and all the days of the elders who survived Joshua, and had known all the deeds of the LORD which He had done in Israel.” Then in the following book of Judges, we find that Joshua’s prophetic words came true:

All that generation also were gathered to their fathers; and there arose another generation after them who did not know the LORD, nor yet the work which He had done for Israel. Then the sons of Israel did evil in the sight of the LORD and served the Baals, and they forsook the LORD, the God of their fathers, who had brought them out of the land of Egypt, and followed other gods from among the gods of the peoples who were around them. (Judges 2:10-12)

Principle: The Lord gives each individual the choice to serve Him or to serve the gods of this world.

I call heaven and earth to witness against you today, that I have set before you life and death, the blessing and the curse. So choose life in order that you may live, you and your descendants. (Deuteronomy 30:19)

If it is disagreeable in your sight to serve the LORD, choose for yourselves today whom you will serve: whether the gods which your fathers served which were beyond the River, or the gods of the Amorites in whose land you are living; but as for me and my house, we will serve the LORD. (Joshua 24:15)

Only fear the LORD and serve Him in truth with all your heart; for consider what great things He has done for you. (1 Samuel 12:24)

Joshua declared that he and his house would serve the Lord, but he could not force the Israelites to do the same. God has given to each one of us the liberty of personal choice and consent. With liberty comes responsibility! The power of choice is a gift from God, but it is up to the individual to use this gift wisely! Choosing God’s way is often the harder way, but He rewards wise choices.

6. How should the wise child handle important choices and decisions?
7. Share the ways you have chosen to serve the Lord.



Notebook Record:

1. Copy these phrases onto your Profile of Joshua graphic organizer:

Providential Preparation and Influences:

- Was commissioned by Moses as the next leader of Israel
- Meditated on God’s Word day and night
- Was marked by God as a type or picture of Jesus Christ

Internal Character:

- Humble in spite of all his success
- Faithful to God and his calling
- Chose to serve the Lord fully

2. File your graphic organizer in your binder.



Singing:

“The Battle Belongs to the Lord”



Memory Verse:

With all prayer and petition pray at all times in the Spirit. (Ephesians 6:18)



Prayer and Blessing Cards:

Take prayer and blessing cards home to parents.

Children need to learn this principle at a young age, because peer pressure and the world's idols will offer many pleasures and false promises to entice them away from loving and clinging to the Lord. It is important to learn at a young age that all our choices have consequences. The wise child will learn to consult with the Lord and his parents before making decisions and important choices. We each must learn to obey God and leave the consequences to Him!

An additional principle embedded in this chapter is that of the importance of teaching each generation God's providential hand in history, lest they forget Him as Creator and sovereign ruler over all. This is precisely what the Israelites did after the death of the leadership generation that led them into the Promised Land. They forgot God. The Bible says, "Every man did what was right in his own eyes" (Judges 17:6). Knowing all that God has done for us leads us to love, worship, and serve Him all the days of our lives.

Remember the former things long past, for I am God, and there is no other; I am God, and there is no one like Me, declaring the end from the beginning, and from ancient times things which have not been done, saying, My purpose will be established, and I will accomplish all My good pleasure." (Isaiah 46:9-10)

The hand of our God is favorably disposed to all those who seek Him, but His power and His anger are against all those who forsake Him. (Ezra 8:22)

3. Gather resources: Bible, student vocabulary card, memory verse card, and parent prayer and blessing cards.



Teaching Plan:

1. Pray: *Dear heavenly Father, as Creator and Sovereign over the universe, all power and authority are Yours. You alone are worthy of our praise and adoration. Illumine our eyes today that we may see wondrous things from Your Word. Teach us Your way that we may walk in Your truth. Inspire our hearts to serve You that we may become leaders among our generation for Your glory and Your story. Amen.*
2. Distribute student binders.
3. Review the principle that friendship with the world is hostility toward God.
4. Pin the student vocabulary card onto your bulletin board and define the key word *choice*.
Connect the vocabulary word to the principle that the Lord gives to each individual the choice to serve Him or to serve the gods of this world.
5. Read the assigned teacher reading to the children. Ask the children to read silently as you read aloud.

6. Assign the Bible reading to the children and have them read.
7. Ask the reason questions and have the children respond orally.
8. Write the phrases on the chalkboard and have the children copy onto their Profile of Joshua graphic organizers.
9. Sing all three verses of "The Battle Belongs to the Lord."
10. Before completing the lesson, have the children repeat their weekly memory verse. Have them recite the whole passage they have memorized from Ephesians 6.
11. Conclude with a short prayer and blessing for the children.
12. Send parent prayer and blessing cards home with the children for the week.

JOSHUA 24

Time: 45 minutes

Review: The Lord gives each individual the choice to serve Him or to serve the gods of this world.

Teacher Reading: Ephesians 1:3-14, 18

Student Reading: 1 Peter 1:3-9, 13-15

Principle: As joint-heirs with Christ, we are to obtain the promises of our inheritance by faith.

TEACHER



Vocabulary:

heir (n.) 1) The one who inherits or succeeds to the estate of a former possessor. 2) The one who is entitled to possess. *In Scripture*, saints are called heirs of the promise, heirs of salvation, heirs of righteousness, etc., by virtue of the death of Christ, or of God’s gracious covenant promises.

joint-heir (n.) An heir having a joint interest with another.

predestine (v.) 1) To foreordain; predetermine. 2) To appoint or set apart in advance for a particular use, as by divine decree.



Preparation and Lesson Background:

1. Read and reflect upon the assigned Bible readings for this lesson plan.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: As joint-heirs with Christ, we are to obtain the promises of our inheritance by faith.

The Spirit Himself testifies with our spirit that we are children of God, and if children, heirs also, heirs of God and fellow heirs with Christ, if indeed we suffer with Him so that we may also be glorified with Him. (Romans 8:16-17)

The Old Testament is a type and shadow of the New Testament. For us Christians, “the Promised Land” represents our full inheritance in Christ Jesus—all our covenant benefits

STUDENT



Key Word:

inheritance (n.) Property passed from an ancestor to an heir either by gift or divine authority.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. Paraphrase today’s principle.
2. Explain what it means to be a joint-heir with Jesus Christ.
3. What does it mean to “obtain your inheritance by faith”?
4. How has your study of the lives of Joshua and Caleb helped you understand this concept?
5. Where is your Promised Land?
6. Describe the giants that may live in your Promised Land.
7. How can you defeat these giants and live victoriously in Christ?

and blessings. What an amazing inheritance it is! It is both for this life and for our life in eternity and it is imperishable! Like the children of Israel, we need to obtain every promise that rightfully belongs to us in Christ. We are heirs of God and joint-heirs with Jesus. Our heavenly Father wants us to take possession of our full inheritance that was paid for through the shed blood of Jesus on the cross. In order to do this, we must be diligent students of His Word.

LORD, you alone are my inheritance, my cup of blessing. You guard all that is mine. The land you have given me is a pleasant land. What a wonderful inheritance! (Psalm 16:5-6 NLT)

He predestined us to adoption as sons through Jesus Christ to Himself, according to the kind intention of His will. . . . In Him also we have obtained an inheritance, having been predestined according to His purpose who works all things after the counsel of His will. (Ephesians 1:5, 10-11)

In the book of Joshua, the word *land* is mentioned 87 times, and the word *inheritance* is found over 50 times in just chapters 13-21 of Joshua! For the Israelite, the Promised Land, the land that God had promised Abraham, was their inheritance.

And what more shall I say? For time will fail me if I tell of Gideon, Barak, Samson, Jephthah, of David and Samuel and the prophets, who by faith conquered kingdoms, performed acts of righteousness, obtained promises, shut the mouths of lions, quenched the power of fire, escaped the edge of the sword, from weakness were made strong, became mighty in war, put foreign armies to flight. (Hebrews 11:32-34)

There is a spiritual Promised Land for every Christian. It is the place where God has called us to live and where God wants our hearts to be. It is a place where the promises of God are experienced in all their fullness and where abundant spiritual fruit is produced for the glory of God. The devil does not want us to enter the Promised Land and sets hostile giants throughout the land to prevent us from obtaining our inheritance in Christ. As Christians we must leave the wilderness and boldly enter the Promised Land to attain our rightful inheritance. As Caleb did, we need to take the mountain and slay every giant whose goal is to prevent us from living the abundant life that God has promised.

3. Gather resources: Bible, My Inheritance in Christ graphic organizers, student vocabulary card, and memory verse card.



Teaching Plan:

1. Pray: *Dear heavenly Father, as Creator and Sovereign over the universe, all power and authority are Yours. You alone are worthy of our praise and adoration. Illumine our eyes today that we may see wondrous things from Your Word. Teach us Your way that*



Notebook Record:

1. Meditate on the Scripture verses found on the graphic organizer entitled My Inheritance in Christ.
2. Write out the promises and blessings that are yours in Jesus Christ on your graphic organizer.
3. File your graphic organizer in your binder.



Memory Verse:

Recite the whole portion of Ephesians 6 that you have memorized.



Singing:

“Joshua Fought the Battle of Jericho”

“The Battle Belongs to the Lord”

we may walk in your truth. Inspire our hearts to serve You that we may become leaders among our generation for Your glory and Your story. Amen.

2. Distribute student binders.
3. Review the principle that the Lord gives each individual the choice to serve Him or to serve the gods of this world.
4. Pin the student vocabulary card onto your bulletin board and define the key word *inheritance*.
Connect the vocabulary word to the principle that as joint-heirs with Christ, we are to obtain the promises of our inheritance by faith.
5. Read the assigned teacher reading to the children. Ask the children to read silently as you read aloud.
6. Assign the Bible reading to the children and have them read.
7. Ask the reason questions and have the children respond orally.
8. Distribute the My Inheritance in Christ graphic organizers to the children. Read the Scripture verses on the graphic organizer aloud to them and ask them to meditate on them before writing the promises and blessings that are theirs in Jesus Christ.
9. Before completing the lesson, have the children recite the whole passage from Ephesians 6 that they have memorized.
10. Sing both songs that you have learned in this unit.
11. Conclude with a short prayer and blessing for the children.

My Inheritance in Christ

*L*ORD, you alone are my inheritance, my cup of blessing. You guard all that is mine. The land you have given me is a pleasant land. What a wonderful inheritance! (Psalm 16:5-6 NLT)

*T*he Spirit Himself testifies with our spirit that we are children of God, and if children, heirs also, heirs of God and fellow heirs with Christ, if indeed we suffer with Him so that we may also be glorified with Him. (Romans 8:16-17)

*H*e predestined us to adoption as sons through Jesus Christ to Himself, according to the kind intention of His will . . . In Him also we have obtained an inheritance, having been predestined according to His purpose who works all things after the counsel of His will. (Ephesians 1:5-11)

*B*lessed be the God and Father of our Lord Jesus Christ, who according to His great mercy has caused us to be born again to a living hope through the resurrection of Jesus Christ from the dead, to obtain an inheritance which is imperishable and undefiled and will not fade away, reserved in heaven for you, who are protected by the power of God through faith for a salvation ready to be revealed in the last time. In this you greatly rejoice, even though now for a little while, if necessary, you have been distressed by various trials, so that the proof of your faith, being more precious than gold which is perishable, even though tested by fire, may be found to result in praise and glory and honor at the revelation of Jesus Christ; and though you have not seen Him, you love Him, and though you do not see Him now, but believe in Him, you greatly rejoice with joy inexpressible and full of glory, obtaining as the outcome of your faith the salvation of your souls. (1 Peter 1:3-9)
