
INDUCTIVE STUDY CURRICULUM
TEACHER'S GUIDE

OLD TESTAMENT/*Book of*

JOSHUA

The Battle Begins

Joshua
INDUCTIVE STUDY CURRICULUM

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1st edition
Printed in the United States of America

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BEFORE YOU BEGIN...

We're excited you have chosen to use our inductive Bible study curriculum. We believe God will speak to those you teach through His Word. The Teacher's Guide is designed to help you instruct your students to study inductively. It includes everything you need to lead your class including:

- Tips on using this Guide effectively
- An introductory lesson with an overview on inductive Bible study
- Unit and Lesson Objectives
- Assignment Directions and Helps
- Discussion Guides
- Quiz and Test Keys
- "Arsenal Verses" (Supplemental Verse Memory Project)
- Teacher's Help Packet - includes Observation Worksheets, maps, charts, tests, quizzes, and additional materials for making transparencies and copies.

These materials are designed to encourage students to go beyond an academic approach to God's Word by encouraging them to apply its truths to their daily living. The goal is for students to know God more intimately so that they'll live a life worthy of the Lord (Colossians 1:9-12).

We want to encourage you to remember that your students will receive the greatest benefit from this study when you lead them from the overflow of what God is doing in your own life. Our prayer is that you and your students will grow together in your relationships with the Lord as you study God's Word. We strongly recommend that you work through the students' lessons on your own before consulting the Teacher's Guide. Your students will be more motivated to do their own study when they see your response to the truths God is revealing to you.

Please remember that we have training available that will help you become proficient in inductive Bible study and in teaching your students how to do it. The training includes hands-on demonstrations of how to use these materials in the most effective manner. For more information, contact Precept Ministries at 1.800.763.8280. Feel free to call us with questions or comments you have concerning these materials.

HOW TO USE THE TEACHER'S GUIDE:

You will find a list of tools below included in each unit/lesson that will help you effectively navigate the Teacher's Guide.

1. UNIT OBJECTIVE

The Unit Objective details the goals to be achieved at the completion of the unit.

2. LESSON OBJECTIVE

The Lesson Objective details the goals to be achieved at the completion of each lesson.

3. LIST OF MATERIALS NEEDED



Each lesson begins with a list of the materials students need to complete the assignments. The wrench and hammer icon identifies this list.

4. ASSIGNMENT HELPS

Each page of the Teacher's Guide has a copy of the related student workbook page located in the bottom right-hand corner. The red, bolded font on the student workbook page corresponds with the instruction and helps for completing that assignment in the Teacher's Guide. Beside each assignment title an indicator specifies the component of inductive study the assignment focuses on (i.e. Observation, Interpretation, Application).

INDUCTIVE STUDY TIPS



For some assignments, tips are given on how to reinforce the inductive study method or remind students of the purpose for the assignment. The plumbline icon identifies these tips.

ANSWERS

Text in red italics provides the general answer students should discover. Inductive study can yield several answers to each question (i.e. Answers to application questions will especially vary by student.) Remember, while there is only one true interpretation for each Scripture there may be many applications. "Listing" assignments will occasionally have answers in the Teacher's Guide when necessary to help you determine how to help your students compile a

list or to help you determine the information essential to completing the assignment. Answers don't have to be exact; observation and interpretation questions should keep the integrity of the original text intact (avoid paraphrases or personal interpretation).

ASSIGNMENT DIRECTIONS

Text in black provides tips on how to best explain the assignment and complete it in a timely manner (e.g. group versus individual work).

5. PROJECT HELPS

When a YOUR WORLD VIEW project is suggested, the Teacher's Guide suggests how best to direct students to complete and present (display) it.

YOUR WORLD VIEW projects help students take what they learn from biblical texts and apply it to current events, worldly philosophies and their own lives. They teach students how to view the world biblically.

6. DISCUSSION GUIDES

Regular discussion times are essential to the learning process, helping students assimilate and verbalize information they have accumulated in the lessons/unit. The Discussion Guides included in the Teacher's Guide are designed to help you lead effective discussions at appropriate times in the unit. You never want to preempt students' self-discovery by discussing or lecturing on a topic they have not yet studied for themselves.

When leading discussion, ask open-ended questions (the 5 Ws and H). Because this is inductive Bible study, you want to encourage your students to share what they have learned from their observation, interpretation and application of God's Word. Lecture will hinder students' experience of discovering truth for themselves. Remember, you effectively "teach" by asking questions. Asking questions to cause your students to think is advisable, but don't ask too many questions which will make the time seem more like a drill than a discussion. The questions should *stimulate* discussion, not *stifle* it.

It is helpful to relate scriptures to current times. Work in this application throughout your discussion at appropriate points.

7. TEACHER'S HELPS

OBSERVATION WORKSHEETS

Biblical books being studied are printed out in the New American Standard Updated version, double spaced with wide margins. We call them "Observation Worksheets." They're provided for you to make transparencies, copies and multi-media presentations.

MAPS

Copies of every map from the Student Guide are provided for you to make transparencies, copies and multi-media presentations. Maps are helpful visual aids for discussions and for explaining assignments.

CHARTS

Charts used in lengthy listing assignments are provided for you to make transparencies, copies and multi-media presentations. Working through charts with your students will help them recognize how to effectively and efficiently compile lists.

TESTS

Tests are provided for reproduction.

QUIZZES

Quizzes are provided for reproduction.

WORD STUDY DEFINITIONS

Word study definitions are provided in case your classroom is not equipped with word study tools. We highly recommend acquiring classroom sets of word study materials (concordances, Hebrew and Greek dictionaries, etc.) for teaching your students how to do word studies on their own. Many on-line resources are available as well.

ARSENAL VERSES

If you decide to implement the Arsenal Verse program, verses specifically assigned to each unit are available for making copies, transparencies and multi-media presentations.

INTRODUCTION TO COURSE SCOPE AND SEQUENCE

The *Course Scope and Sequence* outlines the course.

LESSONS

Each lesson in the Student's Workbook is designed to be completed in 45 minutes. You may need to modify these lesson plans to comply with the time allotted for your class. Also, student familiarity with the inductive study method will affect how long it takes to complete these assignments. This *Course Scope and Sequence* was compiled based on an average time needed to complete each lesson.

DISCUSSION

We strongly encourage you to utilize discussion times which are essential to helping students verbalize what they learned and share how God's Word has been impacting them. You can find out more about using the *Discussion Guides* in the "How To Use This Guide" section of the Introduction.

UNIT QUIZZES

Student quizzes are in the Teacher's Helps packet included with this material, and a Quiz Key is found at the end of each unit in the Teacher's Guide. Quizzes are designed to test your students' understanding at pertinent points. Sometimes review questions will be included to ensure that your students are retaining the overall theme of the book. They will also help your students prepare for Unit Tests.

UNIT TESTS

Student tests are in the Teacher's Helps packet included with this material, and a Test Key at the end of each unit in the Teacher's Guide. Tests are designed to evaluate your students' understanding of each unit. They cover "Enrichment Words" and the main points of each unit. Sometimes review questions are included.

COURSE SCOPE AND SEQUENCE

UNIT ONE

Lesson One
Lesson Two
Discussion Lessons 1 & 2
Lesson Three
Lesson Four
Discussion Lesson 3 & 4
Unit One Quiz
Lesson Five
Lesson Six
Discussion Lessons 5 & 6
Lesson Seven
Discussion Lesson 7
Unit One Test

UNIT TWO

Lesson One
Lesson Two
Discussion Lessons 1 & 2
Lesson Three
Discussion Lesson 3
Lesson Four
Lesson Five
Discussion Lessons 4 & 5
Unit Two Quiz
Lesson Six
Lesson Seven
Discussion Lessons 6 & 7
Lesson Eight
Discussion Lesson 8
Unit Two Test

UNIT THREE

Lesson One
Discussion Lesson 1

UNIT THREE CONT.

Lesson Two
Lesson Three
Discussion Lesson 2 & 3
Lesson Four
Lesson Five
Lesson Six
Discussion Lessons 4, 5 & 6
Unit Three Quiz
Lesson Seven
Discussion Lesson 7
Unit Three Test

UNIT FOUR

Lesson One
Lesson Two
Discussion Lesson 1 & 2
Lesson Three
Lesson Four
Discussion Lessons 3 & 4
Quiz Unit Four
Lesson Five
Discussion Lesson 5
Lesson Six
Discussion Lesson 6
Lesson Seven
Discussion Lesson 7
Lesson Eight
Discussion Lesson 8
Unit Four Test

UNIT FIVE

Lesson One
Discussion 1
Lesson Two

UNIT FIVE CONT.

Lesson Three
Discussion Lessons 2 & 3
Unit Five Quiz
Lesson Four
Lesson Five
Discussion Lessons 4 & 5
Lesson Six
Lesson Seven
Discussion Lesson 6 & 7
Unit Five Test

UNIT SEVEN CONT.

Lesson Seven
Lesson Eight
Discussion Lesson 6, 7 & 8
Unit Seven Test

UNIT SIX

Lesson One
Lesson Two
Discussion Lessons 1 & 2
Lesson Three
Discussion Lesson 3
Lesson Four
Lesson Five
Discussion Lesson 4 & 5
Unit Six Quiz
Lesson Six
Lesson Seven
Lesson Eight
Discussion Lessons 6, 7 & 8
Unit Six Test

UNIT SEVEN

Lesson One
Lesson Two
Lesson Three
Discussion Lessons 1, 2 & 3
Lesson Four
Lesson Five
Discussion Lesson 4 & 5
Unit Seven Quiz
Lesson Six

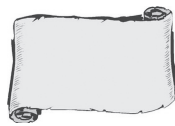
ICON KEY

Bolded Words: Words bolded in texts are defined in the Word Enrichment section at the end of each unit.

Icons below denote:



supplemental assignment



word-study assignment



prayer or encouragement



marking assignment



assignment utilizing the "At A Glance" chart



pull-out box with historical information, Scripture or study tip



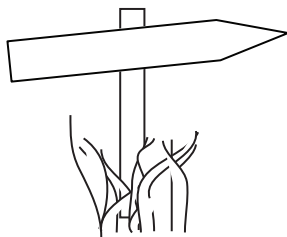
listing assignment



materials needed to complete lesson



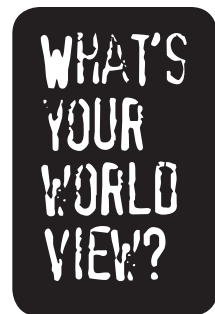
mapping assignment



cross-referencing assignment



inductive study tip



project idea

ARSENAL OF TRUTH - DETAILS

In this course, students will study God's Word inductively and gain understanding and insight as to who God is and how they can live in light of this knowledge. In addition to the in-depth study they do each week in class, it will greatly benefit them to memorize scriptures they can use throughout their lives. They must know how to use the "Arsenal of Truth" God has given in His Word. You can add this supplemental program to your weekly schedule the following way:

INTRODUCTION:

To introduce this program, show students from God's Word why hiding His Word in the heart is essential to the spiritual life. You may want to use a format like the following:

Read Ephesians 6:10-17 and explain the believer's role in war. Our enemy lies and deceives to steal, kill, and destroy (John 10:10). As John 8:44 says, he is a liar, the father of lies, and the truth is not in him. Explain how he questioned what God said to Adam and Eve, leading her to believe a lie over God's truth. It is the same today; the enemy attacks with lies and deceit.

Ephesians 6 describes the armor God has given each believer to stand firm against these deceptive "schemes." Each piece of armor assists the only offensive weapon listed—the sword of the Spirit, God's Word. (Faith comes by hearing and hearing by the word of the Lord.) The belt of truth, for example, keeps the warrior from stumbling in battle and becoming more vulnerable to attack. Students must know how to stand firm using the Word of God to destroy the arsenal of lies the enemy daily throws at them.

MEMORIZATION:

In the Teacher's Materials you will find a suggested "Arsenal Verse" schedule. A copy of each verse can be found in the Teacher's Helps for making transparencies. Each unit will introduce a new "Arsenal Verse" to the class. Start each new unit by having the class discuss the details of the verse and write it on a 3x5 note card. Suggest they put this notecard in a place where they are likely to see it often (i.e. locker, mirror, etc.). Each day give the students five minutes at the beginning of class to write out the "Arsenal Verse." Also, have the class say the verse aloud together at least once each day. Tell them they'll start remembering verses if they carry this notecard with them and say the verse aloud three times in a row at least three times each day. At the end of each unit give the students an "Arsenal Verse" quiz where they must write out the verse from memory.

ARSENAL VERSE SCHEDULE

UNIT ONE	JOSHUA 1:7-9
UNIT TWO	EXODUS 25:21-22
UNIT THREE	JOSHUA 7:13
UNIT FOUR	JOSHUA 10:40-42
UNIT FIVE	JOSHUA 14:8-9
UNIT SIX	JOSHUA 18:2-3
UNIT SEVEN	JOSHUA 23:14-16

GLOSSARY OF FREQUENTLY USED TERMS

OBSERVATION WORKSHEETS

These worksheets comprise the entire book being studied, printed out in the New American Standard Updated version, double spaced with wide margins to provide room for marking words, and making lists and notations.

AT A GLANCE CHART

This chart is a helpful tool for future reference and gives a quick synopsis of the book being studied. It is designed for the student to record the main theme of each chapter beside the chapter number on the chart.

CHAPTER THEMES

A chapter theme should answer two questions: first, what is the main subject dealt with in the chapter? Second, does the theme relate to the overall book theme?

SEGMENT DIVISIONS

A segment division is a major division in a book, such as a group of verses or chapters that deal with the same subject, doctrine, person, place or event. You discover segment divisions from the text. Context determines a segment.

5WS AND H QUESTIONS

Who, What, When, Where, Why and How – These questions help students carefully observe texts and determine information that should be included in listing assignments.

OBSERVATION

The component of inductive study that answers the question: What does the text say? Careful observation is the foundation for accurate interpretation and application. This component is accomplished by reading with a purpose, marking key words, people, places, events, and making lists.

INTERPRETATION

The component of inductive study that answers the question: What is the meaning of the text? For Scripture, there is only one true interpretation: God's! This component involves cross-references, word studies, and most importantly, determining context.

APPLICATION

The component of inductive Bible study that answers the question: How does the meaning of the text apply to my life? Application is the goal of all Bible study. The goal of application is to know God and live a transformed life. This transformation includes changes in belief and behavior.

KEY WORDS

Words vital to understanding the meaning of a text. Like a key, they “unlock” the meaning of the text. A key word or phrase is one which, if removed, leaves the passage devoid of meaning. Often key words and phrases are repeated to convey the author’s point or purpose for writing.

CONTEXT

The environment or setting in which something is living or found; the information surrounding the verse, passage or chapter being studied.

WORD STUDY

The study of words in the original languages of the Old and New Testaments. The Bible was originally written in Hebrew, Greek, and some Aramaic, and then translated into English and other languages. As part of interpretation, going back to the original languages offers greater insight and clarification.

This lesson should be taught before students begin their work on Unit One. It will teach students unfamiliar with inductive study basic principles and tools they will be use throughout this course. For students already familiar with the method, this lesson will reinforce and build upon their understanding of inductive study and review what they have already learned.

If you have never studied inductively or led an inductive Bible study, this lesson will prepare you to understand principles this course is built on. It will also give you the tools to effectively teach the inductive method.

INTRODUCTION TO INDUCTIVE STUDY

Begin by explaining the basics of inductive Bible study. You can draw points out from students already familiar with it.

1. Inductive Bible Study - using the Bible as your primary source.

Spend some time discussing what the word “primary” means. You want students to understand that the inductive method begins with and focuses on biblical texts before going to outside sources for understanding. Ask them how this method differs from how other people study the Bible. While devotionals, pastors, teachers, TV, radio, and books are good sources, the point of inductive study is what the Bible says before reading others’ interpretations.

1. Inductive Bible Study - *Using the Bible as your primary source.*

2. There are _____ of Inductive Bible Study:

a. _____ - _____ ?

b. _____ - _____ ?

c. _____ - _____ ?

3. Tools of Observation

a. The _____ questions

2. There are three components of Inductive Bible Study:
- a. Observation - What does the text say?
 - b. Interpretation - What does the text mean?
 - c. Application - How does the meaning apply to my life?

Explain that each of these components is used to answer the questions indicated. (i.e. The point of Observation is to see what the text is saying.) Then explain how to put each of these components into practice. To help your students remember these important components demonstrate them with body language.

- Observation - Hold your hands up to your eyes like you are looking through binoculars.
Interpretation - Tap your finger to your head like you are thinking.
Application - March in place like you are walking it out.

1. Inductive Bible Study - Using the Bible as your primary source.

2. There are Three Components of Inductive Bible Study:

a. Observation - What does the text say? ?

b. Interpretation - What does the text mean? ?

c. Application - How does the meaning apply to my life? ?

3. Tools of Observation

a. The _____ questions

3. Tools of Observation

Begin by explaining that observation is reading the text, not scanning or skimming. Students should read with a purpose, carefully examining the text to see what it says so they can accurately interpret its meaning. They will learn to read with a purpose by training themselves to ask:

a. The 5W and H questions

Who, what, when, where, why and how. (e.g. Who are the main characters? What is the main event? When do these things take place? Where do they take place?)

1. Inductive Bible Study - Using the Bible as your primary source.

2. There are Three Components of Inductive Bible Study:

a. Observation - What does the text say? ?

b. Interpretation - What does the text mean? ?

c. Application - How does the meaning apply to my life? ?

3. Tools of Observation

a. The 5 W and H questions

Another tool that will help observation is:

b. Mark key words and people

Once you have discovered who the main characters are and identified key repeated words and phrases in a passage or chapter, you will want to mark them. Key words are words that are vital to understanding the meaning of the text. Like a key, they “unlock” the meaning of the text. If a key word or phrase is removed, the passage loses meaning. Often key words and phrases are repeated in order to emphasize the author’s point or purpose for writing.

Marking is choosing a color and/or symbol to distinguish words every time they’re used in the text. (You will be able to demonstrate this technique in the first unit of this course.) Explain that marking key words and people will help slow down reading and focus attention on the important things in the text.

c. Make lists

After marking words, you will make a list of what you learned from key words and phrases and people present in the text. Listing will help you isolate information about a topic or person for closer examination and understanding.

b. Mark key words and people

c. Make lists

4. Tools of Interpretation

a. _____
 _____! It rules interpretation.

b. _____

c. _____

4. Tools of Interpretation

Careful observation will lead to accurate interpretation. To accurately interpret the Bible, the most important thing to establish is:

a. Context

Context is KING! It rules interpretation. Establishing context through careful observation will ensure that you do not misinterpret a verse or passage. Context is the environment in or the setting it is living or found in. It is the information surrounding the verse, passage or chapter selected. You can demonstrate this for your students with a word like TRUNK. Write the word on the board and ask students to define it. They will likely give several definitions. Explain that the definition of a word is dependent on words placed before and after it.

For example:

- The tire is in the TRUNK.
- The elephant's TRUNK is very long.
- Use the TRUNK in the attic for the old clothes.

b. Cross-References

Cross-references aid interpretation because God rarely gives all information about a topic, doctrine, person or event in one place at a time. Cross-references provide additional insights and details that add broader context (meaning) to your primary study. Interpreting Scripture with Scripture unveils deeper meaning and therefore, greater understanding.

b. Mark key words and people

c. Make lists

4. Tools of Interpretation

a. Context
Context is king ! It rules interpretation.

b. Cross-references

c. _____

c. Word Studies

These are the study of words in the original languages of the Old and New Testaments. The Bible was originally written in Hebrew, Greek, and some Aramaic, and then translated into English and other languages. In the process of interpretation, it often helps to go back to the original languages to gain greater insight and clarification.

b. Mark key words and people

c. Make lists

4. Tools of Interpretation

a. Context

a. Context is king ! It rules interpretation.

b.
c.
d.
e.

b. Cross-references

c. Word studies

5. Application

Application is the goal of all Bible study. If all you do is observe the text you will only know what it says. If you stop at interpreting the text, you will only add to your knowledge. Application is living out what you have clearly seen and understood from God's Word. The goal of application is:

To know God - resulting in a changed life

When you understand who God is and what His commandments are, you choose what you will do with that information. Sometimes application is simply changing beliefs; other times it's changing your behavior to match what God says is acceptable and right.

Emphasize to your students that they will understand each of these components more thoroughly with practice, and use each of these tools throughout the course.

5. Application

To know God - resulting in a changed life

STRONG AND COURAGEOUS

UNIT OBJECTIVES:

Students will observe Joshua 1, examine cross-references about the land promised to Israel, and do word studies on *strong*, *courageous* and *dismayed*. This unit will incorporate inductive Bible study skills as the students practice reading with purpose by asking “who, what, when, where, why and how” questions. Observation skills will also be used to recognize and mark key words and make lists in order to establish the context and accurately interpret passages. Application questions will help determine how the meaning applies to lives.

UNIT ONE

Strong and Courageous U-1, Chapter 1

Where are men and women – young and old – who are **strong and courageous**? **How many** people do you know that will stand boldly for who they are and what they believe regardless of other people’s opinions? Have you ever known someone who gave in to peer pressure instead of risking rejection for doing the right thing? Where are the men and women who know God and believe God even in the midst of trials and conflicts, and are strong enough in character to stand for what God says is true? Are you one of them?

The Book of Joshua tells the story of one man who was strong and courageous – a man singled out by God to lead his generation to victory and holiness. As you study Joshua’s life during the next several weeks, you will discover the task God called him to was not without struggle or opposition. How did he stand in the face of opposition? Where did he turn in the midst of trials and conflicts? What did he know about God that gave him the strength and courage he needed to be victorious? God is ready to lead you into victory as well. You, too, can know Joshua’s God; think how this knowledge could change your life!

How many people do you know that will stand boldly for who they are and what they believe regardless of other people’s opinions?

Are you one of them?

Whenever you open the Bible, you find yourself face to face with truth. The Bible is not a book of man’s private interpretation. Men didn’t sit down and think, I’d like to write a book; rather, God sat them down and gave them His words. Second Peter 1:20-21 makes it very clear that the books which comprise the Bible are not a product of human will, rather men were moved by the Spirit of God to write what we now call the Bible. It’s really awesome when you think about it – you are about to study the very words of God!

In light of that, the Bible is a book to be approached prayerfully. You want to handle God’s Word accurately rather than, as Peter again says in his second epistle, distort it to your own destruction.

This brings us to another reason you need to study it for yourself – there are people who will twist, distort, pervert the Word of God, and use it to manipulate others for their own ungodly purposes. Therefore, when you approach the Word of God to read or study it, it is always wise to ask the Author of the book to help you understand what He has said through those He ordained to record His words.

Remember to always begin each day’s study with prayer. The following is a prayer you can agree with as you begin the study of Joshua’s life.

Lesson 1/Prayer

Encourage your students to pray simply and honestly as they begin this study that God will show them why studying the book of Joshua is important to their lives. Suggest that they also ask Him to show them something new about Himself in the chapters and passages they study. You may want to come back to this prayer at the end of the course and have them write a half-page summary on how God answered them. This is a great way for them to experience firsthand how God answers prayer!

U-1, Chapter 1

ONE ON ONE:

*Almighty God, we come to You today as our Elohim, our Creator God. We know that Your Word tells us that You created us for Your pleasure and therefore we want to know what pleases You. We want to understand You and Your ways and live in light of the truth, live **triumphantly**.*

*We know, Father, that the study of Your Word will not go unchallenged – a hundred distractions, the pressures of our busy lives and even our own laziness can keep us from diligently completing our work each day. Help us not to give up, but finish this study and know the victory of **perseverance**.*

O Holy Father, teach us what it is to be strong and courageous. Use this study to deepen our relationship with You and to give us a confidence to stand firm in your truth regardless of the difficult circumstances we encounter. Teach us to live according to the awesome plan you have for us.

*We ask this in the name of the One who lives to make **intercession** for us, Your faithful Son, the Lord Jesus Christ. Amen.*

Now write out below your own prayer – express what you are asking God to do in your life as you study this book.

Lesson 1/Prayer

TEACHER'S GUIDE - UNIT ONE

LESSON ONE:



Observation Worksheets, Bible, colored pencils, 3x5 notecard.

OBJECTIVES:

Students will establish the context for the book of Joshua and begin observations of Joshua 1.

Lesson 1/Assignment 1



Emphasize to students that CONTEXT rules interpretation. In other words, to understand the meaning of Joshua you need to understand where it fits in the big picture. In this case, students need to understand the events leading up to Joshua and Israel going in to claim the land God promised them.

If students have already studied Exodus, Leviticus, Numbers and Deuteronomy they can complete this assignment on their own. If not, give a brief overview of these books as the students record in pictures the main events. Help them create simple drawings. They should be able to identify the following main events:

Exodus – 1. The sons of Israel moved to Egypt because of the famine in Canaan and found favor with Pharaoh. They multiplied and became mighty (Exodus 1:1-7). 2. A new king arose who did not know Joseph and forced Israelites to work (Exodus 1:8-14). 3. Moses is born and God calls him to deliver Israelites from bondage (Exodus 2, 3). 4. Pharaoh will not let the people go; God sends plagues (Exodus 7-11) 5. Pharaoh lets people go (Exodus 12) 6. God gives Moses the Law (Exodus 24) 7. Tabernacle is built according to God's instructions (Exodus 25-40).

Leviticus – God tells the children of Israel through Moses to be holy as He

LESSON ONE

U-1, Lesson 1, Chapter 1

HOW IT FITS TOGETHER

Lesson 1/Assignment 1

1. In order to understand where the book of Joshua fits into the Bible, list which books precede Joshua and draw illustrations of the main events contained in each book. You may remember these from your previous studies or your teacher can help you. For example:

is holy. God gives guidelines for sacrifices and offerings, the consecration of Aaron and his sons (the priesthood), laws of cleanliness, the Day of Atonement, and statutes regarding moral laws, priests, annual feasts, and the land.

Numbers – 1. The people are numbered and put in order by tribe around the tabernacle (Numbers 1-4). 2. Moses sends 12 spies into the land and only two come with a good report (Joshua and Caleb) (Numbers 13). 3. God will not let the people enter the Promised Land because they feared the inhabitants and did not trust Him. They must wander in the wilderness for 40 years (until that generation dies; Numbers 14).

Deuteronomy – 1. Moses gives the next generation the Law again in preparation to enter the land. 2. Moses dies (Deuteronomy 34).

Lesson 1/Assignment 2 - Observation/Interpretation



You may want to do this chart together in order to familiarize students with this process. Point out that the icons are clues about what to look for in order to complete the chart.

In this case students will use their observation skills to answer the question “Who?” for the main characters in chapter one. The student will find main events by looking for “What?” is happening and “When?” it is happening in chapter one.

As students develop inductive skills, they will improve their abilities and be more precise, but their charts should include at least the information in red on the student page to the right.

U-1, Lesson 1, Chapter 1

Lesson 1/Assignment 2

2. The next thing you want to do as you begin your study is to read through the first chapter of Joshua. The first five books of the Bible, Genesis through Deuteronomy, often referred to as “the Law,” include the following major events: Israel’s creation as a nation; their **sojourn** and liberation from slavery in Egypt; their journey from Mt. Sinai through the wilderness; and taking possession of the land of **Canaan** under the leadership of Joshua in the book you are studying.

When you finish reading Joshua 1, summarize as briefly as possible what is happening in the chapter. Note the main character(s) and list point by point what happens in this historical account.

MAIN CHARACTERS	MAIN EVENTS
<p><i>Joshua</i> <i>God</i> <i>The sons of Israel</i> <i>The officers of the people</i></p>	<p><i>v1 Moses has died</i> <i>v1 God speaks to Joshua</i> <i>v2 cross into the land</i> <i>v10 Joshua commands officers of the people to tell the people to prepare to possess the land</i> <i>v16 officers say they will obey Joshua as they obeyed Moses</i></p>

You're doing great! You've only just begun a journey in God's Word that will teach you many practical things about your relationship with God. Get excited!

TEACHER'S GUIDE - UNIT ONE

LESSON TWO:



Observation Worksheets Joshua 1, colored pencils, 3x5 notecard

OBJECTIVES:

Students will utilize the observation tool of marking key words by learning to recognize their significance and identify them in the text. Students will begin marking key words in chapter one.

Lesson 2/Assignment 1 - Observation



Remind students that observing the text carefully is foundational to accurately interpreting and applying Scripture. You may want to read chapter one aloud together and then have the students share out loud the words or phrases that are repeated. The answers will be found in the next assignment, but it is not necessary for them to find them all. They may even find some which are *not* in the next assignment. The goal is to work on their observation skills. Help them understand that with practice they will get better at identifying these repeated or key words.

Lesson 2/Assignment 2 - Observation



As you discuss this assignment reiterate that marking words helps the reader slow down when observing the text.

You may want to make a transparency of the Observation Worksheet for Joshua 1 and have students mark theirs as you read the text aloud.

LESSON TWO


Lesson 2/Assignment 1

U-1, Lesson 2, Chapter 1

1. Today read through Joshua 1 again and watch for any repeated words or phrases (apart from the names of people) used in this chapter. When you see them, simply write them below.

Lesson 2/Assignment 2

2. Using your Observation Worksheets located in the Appendix, work through Joshua 1 observing the text and marking the key words or phrases listed below each in its own distinctive way. When you mark key words, also mark any synonyms or pronouns that go with that key word.

Additionally, when you mark key words or phrases, it is always good to color-code the words that are repeated the most rather than simply using a lot of symbols. It doesn't disturb the text as much and makes it easier to identify where that word is used. Use one color or a combination of colors. If you want to distinguish the phrase or the word more, then use a simple diagram such as a cloud like this  and then color it.

Key Word - A key word is an important word that is repeated for emphasis either in the chapter or throughout a segment of the book, or the entire book.

Color-coding is an individual thing, as often certain colors represent certain things to an individual. For example, for some yellow is the color used to represent God because God is light; however, others will use purple because it is a royal color. There is no "wrong" way to mark words – simply use what is best for you. However, the workbook will give you suggestions until you are familiar with the process.

- a. *strong* and *courageous*. Try an orange squiggly underline.
- b. *the land* (if it is a reference to the land that God has given to the children of Israel). You will want to mark this phrase throughout the book of Joshua with a green, double underline and shade it blue.
- c. *possess* or *possession*, when it refers to the children of Israel possessing the land given them by God. Color each reference blue.

Lesson 2/Assignment 3



Students should create and use a key word bookmark. Remind them to add new key words as they are discovered in each lesson. Having everyone in class mark key words the same way will reduce confusion. Stress that for their own personal study there is no "right" way to mark words.

If you have time you can make this into a more creative project by having students create fancier bookmarks with markers, glue etc. out of construction paper or felt.

U-1, Lesson 2, Chapter 1

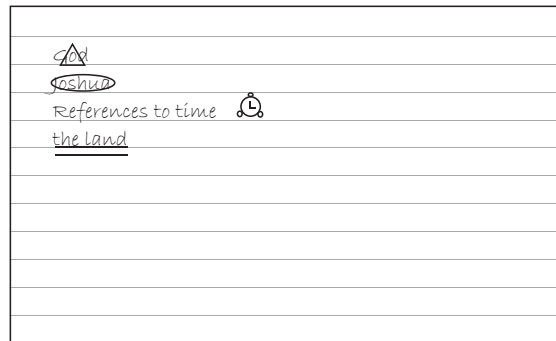
- a. *the Lord commanded* or any phrase that is similar with a purple box. This will become an important key phrase you should mark throughout the book of Joshua.
- b. *Joshua* with a blue circle.
- c. geographical locations with a green double underline.
- d. every reference to time, or any words such as *then* or *after* if they indicate an important sequence in events with a green clock.

How did you do? Did you find all of these key repeated words on your own? Great! If you didn't, don't panic! The more you practice, the better you will get at observing the text carefully!

Lesson 2/Assignment 3

3. Using a 3x5 notecard make a list of the key words and symbols you have used already. You will add to this card key words you discover in other chapters as we study Joshua.

EXAMPLE:



DISCUSSION LESSONS 1 AND 2:

JOSHUA 1:

Discuss the main points from chapter one, which are summarized below, by asking the following questions:

When do the events in chapter one take place?

Who is speaking in the first part of chapter one?

What is God's message to Joshua?

What promises does God give to Joshua?

What does Joshua do after receiving this message from God?

How do the officers respond to Joshua's leadership?

How does the order of events in this chapter help you understand the message God gives Joshua?

Verses 1-4

The Lord spoke to Joshua as He had to Moses. He directed Joshua to cross the Jordan, taking the people into the land.

In verse 4 the Lord again gave the boundaries of the land, from the Euphrates to the Great Sea. You may want to use a map of the land to show your students at this point.

Verses 5-9

The Lord told Joshua some things about himself.

No one would be able to stand before him; no one could defeat Joshua.

The Lord assured him that as he had seen the Lord with Moses for 40 years in the wilderness, He would be with Joshua as well. Joshua had also seen the Lord bring Israel out of Egypt; he had crossed the Red Sea when the Lord held back the waters and drowned Pharaoh's army. God assured Joshua that He would not fail or forsake him.

Verses 10-11

Joshua commanded the officers who in turn commanded the people to be prepared to enter the land in three days.

The Lord's giving the land to Israel is repeated many times.

Verses 12-18

Joshua addressed the tribes of Reuben, Gad, and the half-tribe of Manasseh. These tribes were given a possession of the land on the east side of the Jordan. They were already in the land they would possess. So Joshua addressed them reminding them of their responsibility for their valiant warriors to help in the conquering of the rest of the land for their brothers.

Verse 16 says that they agreed with Joshua and were willing to be sent wherever they were needed on the west side of the Jordan.

In verses 17-18 they said that they would obey Joshua as they had Moses. They desired that the Lord be with Joshua as He had been with Moses. Anyone rebelling against Joshua was worthy of death, as they stated. They recognized that Joshua was the leader of their nation just as Moses had been their great leader.

The chapter ends with their requesting Joshua to be strong and courageous.

Ask students if they relate to what Joshua was probably feeling after Moses died, with the great task before him. Ask them what kind of tasks they know God has given them and what fears they face when setting out to accomplish them. Ask if God has given them any promises that can help them accomplish the task. (You can ask things like - God's command to share the Gospel - do they fear their friend's reaction? etc.)

Ask students how they respond to the leaders God has put in their life.

LESSON THREE:



Observation Worksheets Joshua 1, Hebrew Word Study Tool

OBJECTIVES:

Students will complete word studies in order to comprehend the definition of the words *strong*, *courageous* and *dismayed* and how these meanings enhance interpretation of the text.

Lesson 3/Assignment 1 - Interpretation

You can use word study reference books and have the students look these words up on their own or you can use the word study materials provided in the Teacher's Helps. You can make an overhead of these sheets and have the students copy down the Hebrew word and definition. If you decide to use word study reference books, you can use this time to show them how to use these materials.

STRONG 2388 [*chazaq /khaw•zak/*].
*To strengthen, prevail, harden, be strong, become strong, be courageous, be firm, grow firm, be resolute, to prevail, prevail upon. To be firm, be caught fast, be secure, to grow stout, grow rigid, to strengthen, sustain, encourage, to display strength, to have or take or keep hold of, retain, hold up, sustain, support, to strengthen oneself, to put forth strength, use one's strength, to withstand, to hold strongly with.*¹


COURAGEOUS 553 [*'amats /aw•mats/*] *1 to be strong, alert, courageous, brave, stout, bold, solid, hard.*¹
To be strong, brave, bold, to strengthen, secure (for oneself), harden

LESSON THREE

U-1, Lesson 3, Chapter 1


Lesson 3/Assignment 1

1. Today you are going to do a word study to find the meanings for *strong*, *courageous*, and *dismayed* in Joshua 1:9 in a Hebrew dictionary if you have the study tools to do so; otherwise your teacher will provide these for you. Record what you learn below.




STRONG

Word Studies - Most of the Old Testament was originally written in Hebrew. By looking up the definitions of these Hebrew words, you can more fully understand the meaning of the text.



COURAGEOUS



DISMAYED

Lesson 3/Assignment 2

2. Whenever you do a word study in the Scripture it is important you take the definition and put it back in the context of the verse. Go back and reread the verses that contained *strong*, *courageous* and *dismayed*. Think about the definitions you wrote down and answer the following questions:

a. What does God tell Joshua to be? Use the definitions in your answers.

Context - the setting or environment in which something is found.

Student Page 15

¹Spiros Zodhiates, *The Complete Word Study Dictionary : Old Testament*, electronic ed. (Chattanooga, TN: AMG Publishers, 2000, c1992, c1993). H2388.

(heart), make firm, make obstinate, assure, to be determined, to make oneself alert, strengthen oneself, confirm oneself, persist in, prove superior to, to exhibit strength, be strong, feel strong.²

DISMAYED 2865 [chathath /khaw•thath/] I to be shattered, be dismayed, be broken, be abolished, be afraid, to be shattered, be broken, to be scared, to terrify.²

3145 [chat]: fear, terror, i.e., a state of great dread and alarm.³

Lesson 3/Assignment 2 - Interpretation

You may want to let students complete this assignment on their own and save their insights for the class discussion. Help them understand that they can take definitions and use them in verse(s) where the words are found to better understand the meaning.

World View Project - Strong and Courageous Project

This project will help students recognize the difference between how the world defines strong and courageous and how God does. Tell your students what kinds of articles and pictures to look for to show the world's view.

U-1, Lesson 3, Chapter 1

- How will being strong and courageous help Joshua to perform the tasks God has for him?
- What might cause Joshua to be dismayed and what does God provide to keep him from dismay?

World View Project



STRONG & COURAGEOUS PROJECT

You've learned about God's definition of strength and courage and His formula for success, but how does the world define and measure these things? For this project you will find out by looking at current newspapers or magazines.

For this project you will need:

One poster board	Glue
Various magazines & newspapers	Scissors

- Look through the newspapers and magazines and cut out at least 10 articles, pictures, or advertisements that depict how the world defines strength, courage and success.
- Type a half-page essay describing what you learned about the world's definitions of these words.
- Make a collage of the articles, pictures or advertisements and your essay on your poster board.
- Discuss in class what you found and how the world's view differs from or is similar to what God says.

Isn't it awesome to see what God promised Joshua? God told Joshua what He wanted him to do and then told him how to be successful. Think about the things God has asked you to do — has He given you the same help He gave to Joshua? Do you see how essential God's Word is for believers? And just think... we've only just begun!

Student Page 16

¹Thomas, R. L., & The Lockman Foundation, *New American Standard exhaustive concordance of the Bible : Updated edition*. electronic ed. (Anaheim, CA: Foundation Publications, Inc. 1998, c1981, c1998). H553, H2865.

²Spiros Zodhiates, *The Complete Word Study Dictionary : Old Testament*, electronic ed. (Chattanooga, TN: AMG Publishers, 2000, c1992, c1993). H553, H2865.

³James Strong, *The New Strong's Dictionary of Hebrew and Greek Words*, electronic ed. (Nashville: Thomas Nelson, 1997, c1996). H3145.

 LESSON FOUR:

Observation Worksheets Joshua 1, Bible, "At A Glance" chart from the Appendix

OBJECTIVES:

Students should determine the main theme for Joshua 1 and identify details about Joshua's life up to this point. By looking at chapter one and cross-references from other passages of Scripture the student will comprehend his background and character.

 Lesson 4/Assignment 1 - Interpretation


You will want to help students identify the main theme of chapter one and record it on the "Joshua At A Glance" chart. This chart will help them remember what is covered in each chapter and can be used like a "table of contents" for the book of Joshua.

Review with them the main events and key words of this chapter to determine the main theme. The theme could be:


*Joshua 1 - Be strong and courageous to enter the land
or God tells Joshua to be strong and courageous*

There is no wrong answer if they identify the central idea of this chapter.

Lesson 4/Assignment 2 and 3 -

 **Observation/Interpretation**
This is a listing assignment. Remind students that listing is an observation tool that helps them to isolate the information about a word, person, idea, etc. to better evaluate and interpret what the text says. Point out that the icons in the background help them to remember to ask the 5Ws and H questions when looking for what to put on their list. If they find an answer to one of those


LESSON FOUR



Lesson 4/Assignment 1

1. In the Appendix you will find a chart, "Joshua At A Glance." Record the main theme, the primary subject that is covered in Joshua 1.

U-1, Lesson 4, Chapter 1




Lesson 4/Assignment 2


2. Now list everything you learned from marking *Joshua* in chapter 1. As you do this, don't miss observing what it will take for Joshua to be strong and courageous. Here are the first few facts to get you started:

JOSHUA


v.1 God speaks to him after the death of Moses
v.1 son of Nun
v.1 servant of Moses
v.2 he is to take this people across the Jordan into the land God had given them
v.3




What?




Who?




When?



Where?



Why?



How?

5Ws and H - Remember, when making a list, look for the answers to the 5 Ws and H: who, what, when, where, why and how.

questions about Joshua write it down. Also, encourage them to keep the facts they list as close to the text as possible (don't paraphrase or summarize) and to keep track of what verse gave them the information. The examples in the student materials should be enough for you to help them complete this assignment. The discussion guide for lessons three and four will summarize each passage.

You may want to work through several together and then assign the rest as individual or group work.

Lesson 4/Assignment 3

U-1, Lesson 4, Chapter 1

3. Since Joshua is the main character in this book, you need to have some biblical background on this man. How did Joshua come to this significant role in the kingdom of God? What prepared him for leadership?

Look up the following scriptures and do a character study on Joshua. Look at how he is described (i.e character, age, attitude, etc.); what events he participated in and tasks he performed; and how he is associated with the other people around him.

As you read these passages, you also need to mark every reference to *the land* the same way you did in Lesson Two when it refers to the land given by God to the children of Israel (Abraham, Isaac and Jacob) since we will do a study of the land later this week. Record what you learn from the text about the land on the chart located on page 26.

All of this – studying Joshua and the land – is fundamental to understanding the great significance of the book of Joshua, and the picture it gives us as children of God possessing the possessions God has given us. Record what you learn about Joshua in the space below. Here's an example to get you started:

EXODUS

17:8-16

24:12-13

v.9 told by Moses to choose men to fight against Amalek

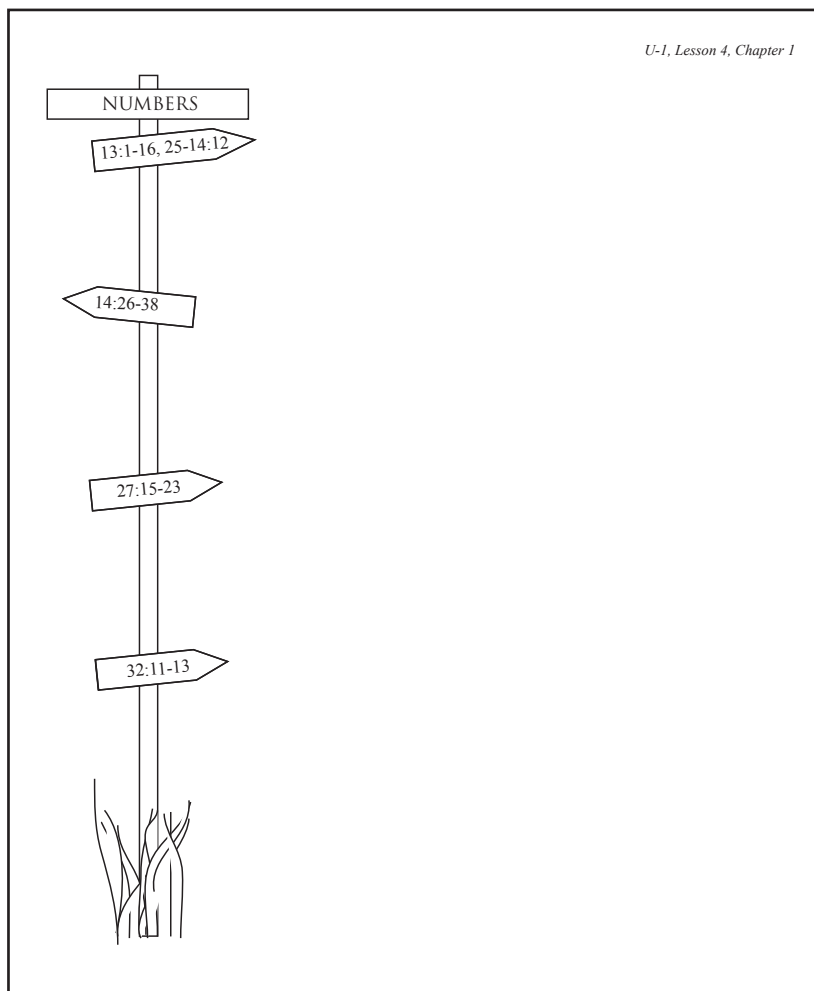
v.10 obeyed Moses and fought against Amalek

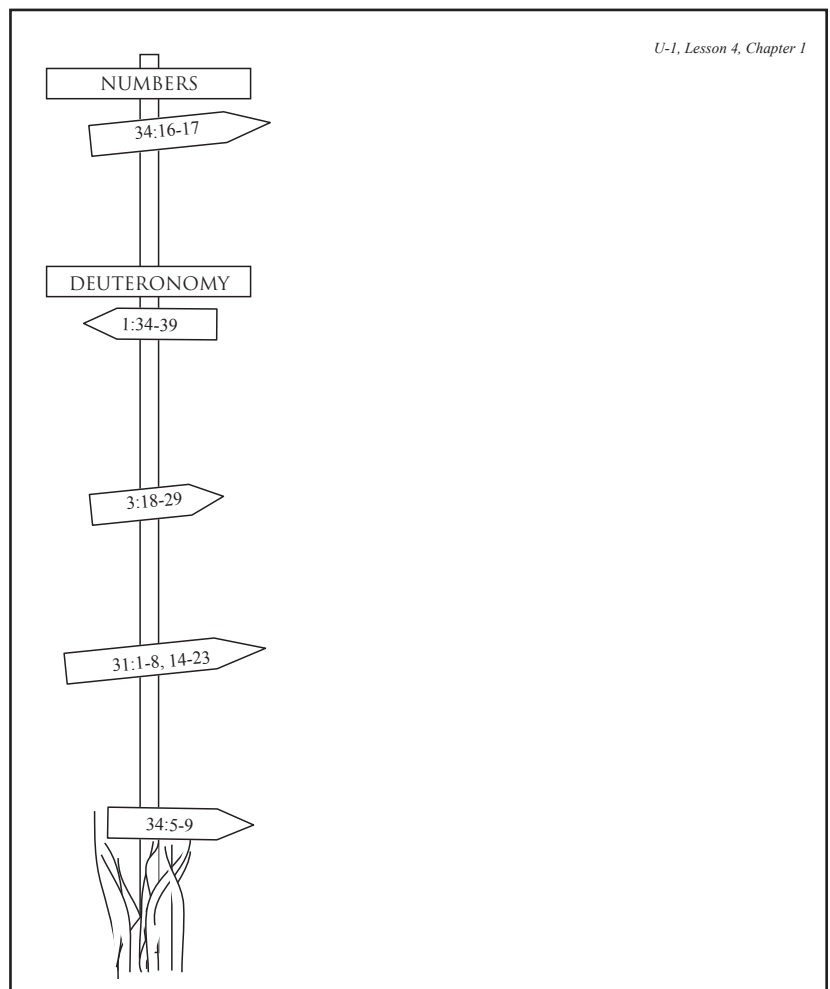
v. 13 defeated Amalek and his people

v. 14 told by Moses that the Lord will blot out the memory of Amalek from under heaven

NUMBERS

11:28





Lesson 4/Assignment 4 - Application



This is an application assignment. Remind your students that application that leads to transformation into Christ-likeness is the goal of their Bible study.

Encourage them to prayerfully think on what they learned about Joshua and how they can learn from and follow his example. Remind them that Joshua started out as a servant to Moses before he was ever given a leadership job. Ask them how God might be using their role as children, students, younger brothers or sisters, etc. to prepare them for a future role of leadership. Ask them what Joshua was able to learn in his position that may have prepared him for his future task. Ask them how things they are learning now will prepare them for tasks God may have for them in the future. At this point, have them record their answers in their workbook so as not to ruin the discussion of Lessons 3 and 4.

World View Project - "The Land"

This project is designed to help students relate their studies of "the land" to modern-day events. Help them to reason that God gave the land to Israel as an everlasting possession and disputes over the land continue today. Students should use Scripture as well as periodicals or internet articles to support their essay.

Lesson 4/Assignment 4

U-1, Lesson 4, Chapter 1

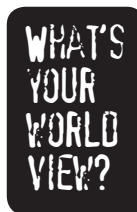
4. What key observations of Joshua's life can you apply to your own? Write out your thoughts below.

There were a lot of Scriptures, weren't there? Yet just think of all you learned about Joshua... and there is so much more to come in the study of this book. When you finish Joshua you will have a thorough knowledge of a man greatly used of God. What lessons for life you are going to learn from this hero of the faith, truths and precepts of life that will set you apart as an example to your friends and family in your beliefs and behavior.

Your generation needs to see **exemplary** followers of Jesus Christ - strong, courageous, and not dismayed by those who hate and deny Jesus Christ and the holiness of God.

Just remember that your study will probably not go unchallenged. The enemy of your soul realizes that the more you know of God's Word and the more you apply His truths, the greater threat you are to his kingdom and his work on this earth.

World View Project - "The Land"
"THE LAND" PROJECT



1. Collect a current event or internet article about the current land disputes in Israel.
2. Write a half-page summary about what land is disputed and who the land belongs to according to Scripture.

DISCUSSION LESSONS 3 AND 4:

Remember to work in application as students share what they have learned from their lessons at the appropriate points. Remind them that Joshua is a study that is still relevant for New Testament believers.

The Lord told Joshua to be strong and courageous for the first time in verse 6. Ask your students what they learned in their word studies about these commands.

“strong”—*chazaq*, to be or grow firm¹;
to be bound fast, be attached; make firm
be valiant; conquer²

“courageous”—*amets*, to be stout, strong, bold, alert¹

The Lord gave him these commands because He was the one to give the people possession of the Promised Land. The nation of Israel had been promised this land for hundreds of years, but they had never possessed it as their own. There were enemies in the land that had to be fought and conquered.

The Lord repeated in verse 7 the need for Joshua, the leader, to be strong and very courageous. Discuss with your students what this is connected with in this verse. Joshua was to obey all the law which the Lord had given to Moses. He was to keep it so that he would have success conquering the land as their possession.

Verse 8 is also about keeping the Law, meditating on it day and night. Joshua was to constantly be thinking about the Word of God.

Let your students discuss how this might relate to their own lives.

You can also let them discuss if the rest of verse 8 applies to all believers for all times or in this context only to Joshua.

The Lord told Joshua that if he were obedient to all that was written in the book of the law, then he would make his way prosperous and he would have success.

In the context of this passage, the Lord was specifically speaking to Joshua about the conquering and possessing of the land into which he was about to lead the nation of Israel. This cannot be applied to people today who only want to be prosperous. But it is true for believers in regard to

¹Thomas, R. L., & The Lockman Foundation, *New American Standard exhaustive concordance of the Bible : Updated edition*. electronic ed. (Anaheim, CA: Foundation Publications, Inc. 1998, c1981, c1998). H553, H2388.

²Spiros Zodhiates, *The Complete Word Study Dictionary : Old Testament*, electronic ed. (Chattanooga, TN: AMG Publishers, 2000, c1992, c1993). H553, H2388.

spiritual success and victory. Help them see that we can be successful when we know and obey God's Word as well. You could take time to ask them how disobeying God's Word could result in failure in their life.

Verse 9 contains the command not to tremble or be dismayed. Discuss the meaning of "dismayed".

"dismayed"—*chathath*, to be shattered, broken, abolished; to be afraid; to terrify

"The meaning ranges from a literal breaking to destruction, to demoralization, and finally to panic."¹ "To prostrate; hence to break down, either (lit.) by violence, or (fig.) by confusion and fear"²

You might ask your students why Joshua was not to tremble or be dismayed.

The Lord was with him wherever he went. He was the one the Lord had chosen to lead His people into the land He had promised them.

Relate this to the Lord being with Christians in all circumstances, wherever they go. There is no reason for New Testament believers to tremble or be dismayed. You could ask your students what things in their life or in our world today cause them to be fearful. Ask them to discuss how knowing this truth would help them to not be dismayed any longer.

¹Spiros Zodhiates, *The Complete Word Study Dictionary : Old Testament*, electronic ed. (Chattanooga, TN: AMG Publishers, 2000, c1992, c1993). H2865.

²James Strong, *The New Strong's Dictionary of Hebrew and Greek Words*, electronic ed. (Nashville: Thomas Nelson, 1997, c1996). H2865.

LESSON FIVE:



Observation Worksheets Joshua 1

OBJECTIVES:

Students will observe Joshua 1 to identify the details concerning “the land” promised to the sons of Israel.

Lesson 5/Assignment 1 - Observation/Interpretation

This is a listing assignment. Help your students make the list by doing it together on the board as they complete the list in their workbook. It will help to look on the map at the end of the lesson to locate the boundaries mentioned.

LESSON FIVE

U-1, Lesson 5, Chapter 1

Lesson 5/Assignment 1

Our study in these last lessons of Unit One will focus on the land. If you are really going to appreciate the book of Joshua, understanding what God had to say in respect to the land is crucial.

There is much controversy in our times among the nations of the world as to Israel's right to the land versus the rights of the **Palestinians**. The problem is that many deal with it as political issue rather than a biblical one – which makes it one country's or person's opinion versus another's.





Since the earth is the Lord's and all it contains, and since God appointed our boundaries as the scriptures say, then the answer to whom the former land of Canaan belongs should be found in the Bible. And when we discover what God's Word says, then we should honor God accordingly lest we are found fighting against God. Only the ignorant and fools do that!




Let's see what God says about this land. It is not only important to our understanding of Joshua, but there's much that is applicable to our personal lives. While the Scriptures we consult will not be all-inclusive since we will only look at the books that precede Joshua, what you observe will provide you with the essence of what God has to say. As you look up these passages, remember that when God makes a **covenant**, He never breaks that covenant.

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

"And He made from one, every nation of mankind to live on all the face of the earth, having determined their appointed times, and the boundaries of their habitation." - Acts 17:26

1. Read through Joshua 1. Note every reference to *the land* and list what you observe about it from these verses.

TEACHER'S GUIDE - UNIT ONE

LESSON SIX:



Bible, "Borders of the Land" map and "The Land" chart located at the end of the lesson

OBJECTIVES:

Students will identify whom the Bible says the land of Israel belongs to; what its boundaries are to be according to God; the conditions He places on possessing the land; why the former occupants are evicted; and God's role in occupying the land, from cross-references.

Lesson 6/Assignment 1 - Interpretation



This is a cross-referencing assignment. Remind your students that cross-references are an interpretation tool. Information about an event or topic is often found in more than one place in Scripture. Sometimes other passages help you understand more about the topic, person or event you are studying.

In this case, several passages give more detailed information about the land God gave to the sons of Israel. Because there are so many cross-references about the land, you may want to divide students into groups and assign a few verses to each. Have them list their findings on a piece of notebook paper and share them with the class. You can have the class fill in "The Land" chart together as each group shares information about the land. You can make a transparency from the blank chart in the *Teacher's Helps* and fill it out together.

LESSON SIX

U-1, Lesson 6, Chapter 1

Lesson 6/Assignment 1

1. To appreciate what God is saying in Joshua with respect to the land, you need to have a basic understanding of what God said in the **Torah** or Pentateuch, the first five books of the Bible, about the land. As you look up the Scriptures that follow, record your observations on the chart on page 26 entitled "The Land." See if the text gives you any information regarding:

- the boundaries and those inhabiting the land before Israel.
- who is to possess the land and for how long. Watch for references to descendants.
- any conditions in respect to possessing or living in the land.
- why the former occupants are being **evicted** and judged.
- God's role in the **occupation** of the land.

As you look up these verses, you will find it beneficial to mark every reference to *the land* in a distinctive way. Also you might mark any references to time with a clock like this: ⌚.

GENESIS

12:1-7
13:12-18
15:7-21
17:1-8
26:1-5
28:1-4, 13-16

EXODUS

6:1,8
23:20-33

LEVITICUS

18:1-3, 24-30
20:22-24
25:1-23
26:1-9

You will find a map at the end of this unit. The location of some of the cities mentioned in the text is not known; however, we have included those of which archaeologists are fairly certain. If you will connect the dots, so to speak, it will give you an idea of the boundaries of the land of Israel's possession.

NUMBERS

33:40, 50-56
34:1-15

DEUTERONOMY

7:1-6, 16-26
11:8-32
32:8-9
34:1-4








Leviticus 18 gives instructions to Israel of what behavior would be unacceptable in the land. Does verse 27 give you insight as to why the former inhabitants are being evicted/judged?

Lesson 6/Assignment 2 - Observation


Once they establish the boundaries of the land God promised, help them find these locations on the map included in the lesson. You may want to make an overhead from the map provided in the *Teacher's Helps*. Discuss with them where these boundaries are according to modern geographical divisions.

Lesson 6/Assignment 1

U-1, Lesson 6, Chapter 1

THE LAND		
BOUNDARIES/CURRENT INHABITANTS  	WHO IS TO POSSESS IT? FOR HOW LONG?  	
CONDITIONS FOR POSSESSING 	WHY FORMER INHABITANTS EVICTED/JUDGED 	GOD'S PART IN THE OCCUPATION OF THE LAND 

Lesson 6/Assignment 2



2. Finally, look on the map on page 29 and mark the boundaries of the land promised to Israel based on the information from your chart.

DISCUSSION LESSONS 5 AND 6:



Ask open-ended questions. If you are still having trouble getting your students to share their insights, remind them that inductive Bible study is about learning first hand what God's Word has to say. The only way you can be sure students are understanding is to hear them verbalize what they learned from their assignments. Share with them that God could use something they say to encourage their fellow students.

Remember to work in application questions as they share what they have learned from their lessons at the appropriate points. Remind your class that Joshua is still relevant for New Testament believers.

THE LAND:

Let your students discuss what they learned about the Promised Land from the cross-references they studied in this lesson. Guide them with questions that help them understand the chronological order of how the promise of the land was revealed in God's Word.

Genesis 12:1-7

The Lord told Abram to go to the land He would show him.
He led Abram to the land of Canaan and promised it to his descendants.
This is how it came to be known as the "Promised Land."

Genesis 13:12-18

The Lord told Abram that He would give the land to his descendants forever.

Genesis 15:7-21

The Lord made a covenant with Abram when he asked how he would know that his descendants would possess the land. The Lord prophesied that his descendants would be enslaved for 400 years, which happened in Egypt. In the fourth generation they would return to the land of Canaan, the Promised Land.

The boundaries were from the river of Egypt to the Euphrates River.
Joshua's generation was the fourth one from the 12 sons of Jacob, Israel.

Genesis 17:1-8

God gave Abraham more information concerning the land for Abraham and his descendants. The land would be an everlasting possession.

Genesis 26:1-5

The covenant and all connected with it was passed to Isaac, not Ishmael. The land still belongs to the descendants of Abraham through the line of Isaac. This has resulted in much distress and

division in the Middle East, even to current times. If you did the optional current event project you could refer to how this problem is seen in current times.

Part of the covenant also was the promise that in Abraham and Isaac all families of the earth would be blessed; the Promised One, the Savior of the world would come from them.

Genesis 28:1-4, 13-16

The covenant was made by the Lord with Jacob, the son of Isaac, not with his brother Esau. The land was promised to Jacob's descendants. The Lord later changed Jacob's name to Israel. Therefore, the descendants of Abraham, Isaac and Jacob, or Israel—the Jews—are those to whom the land belongs. And this land was given to them by the Lord Himself.

Exodus

The Lord refers to the land promised to the fathers Abraham, Isaac, and Jacob. He remembered His covenant and brought the nation of Israel out of Egypt. He was the One Who brought them to the land and drove out their enemies. The boundary was from the Red Sea to the sea of the Philistines (the Mediterranean Sea), and from the wilderness to the Euphrates River.

Leviticus

Israel was not to defile the land when they took possession of it. They were not to practice the abominations of the nations in the land before them nor those things which took place in Egypt. If they did, then the land would spew them out just like the other nations before them. Relate this to Genesis 15. Abraham's descendants would return to the land when the iniquity of the Amorites was full. (You may want to point out that God was referring to the abominations of various kinds of sexual immorality and idolatry practiced by the people of the land. This information was in the chapters, but not part of the assignment.)

God had separated Israel from the nations, and their land was one flowing with milk and honey, a fruitful land. They were to live in it according to the commands of the Lord. Every seventh year the land was to have a sabbath rest, and every 50 years, the land was to return to its original owner. The Lord was calling the nation to be holy in their holy land because He is a holy God.

They would live securely on the land as long as they obeyed the Lord, and the land would yield its produce for them. They were not to permanently sell the land because it belongs to Him.

You could let your students discuss the current situation surrounding the land of Israel. To whom does it belong? Why? For how long?

Numbers

Israel was clearly told by the Lord to drive out all the inhabitants of the land when they went in to possess it. If they didn't, those enemies would trouble them in their land.

The land was to be apportioned by lot among the tribes of Israel.

The borders in Numbers 34:1-15 are for the inheritance in the land God gave them. This was the part of the land they were to possess and live in. The Lord gave all of the land from the Euphrates to the Mediterranean, but the specific inheritance is detailed in these verses.

Deuteronomy

Again the Lord told the second generation out of Egypt (the first generation died in the wilderness because of their rejection of the land and rebellion against the Lord) that He would clear away the nations before them; they would need to be strong to go in and possess it.

Deuteronomy 11:12 is an interesting verse as it tells of the Lord's special care for this land. His eyes are always on it. He called it the good land. The days of Israel would be prolonged on the land if they obeyed the Lord.

At the end of Deuteronomy, the book before Joshua, the Lord showed Moses the land which He promised to Abraham, Isaac, and Jacob. This was the fair and good land, the holy land. The land was given by the Lord as their everlasting possession.

Relate this last statement from the Lord in Deuteronomy 34:4 to Joshua 1:1-2. Help your students understand the timing of the two—almost one right after the other.

Moses died, Israel mourned for him 30 days in the wilderness, and then the Lord told Joshua to lead the nation into the land.

You could ask the students how the information they have gleaned about the land may help them understand current land disputes in Israel. What have they learned to help them determine who is right in their claim to the land?

LESSON SEVEN:



Bible, previous lessons from Unit One

OBJECTIVE:

Students will be able to understand how God's command to Joshua to be strong and courageous applies to their lives as partakers of the New Covenant of Grace.

Lesson 7/Assignment 1 - Application

This assignment asks students to review what they learned from Lessons 3, 5 and 6. They will also see how Joshua's understanding of the history of God's promises concerning the land helped him to have courage and be strong as he led the people to possess the Promised Land. Be sure to let them do this assignment on their own to ensure good discussion at the end of this lesson.

a. Students should recognize that Joshua was to be strong and courageous when taking the land. He was not be fearful or dismayed when facing the inhabitants of the land.

b. Joshua was to be strong and courageous because he knew the promise God had given to Israel concerning the land. He knew not turning to the right or to the left from God's ordinances would ensure that God was with them and would bring about all the blessings He had promised. Students should recognize that one becomes strong and courageous by knowing God and knowing His Word.

c. Students should recognize from their cross-references that God repeatedly promised to give the land to Israel and to fight on their behalf. They may want to cite specific promises they gleaned from their cross-references.

Lesson 7/Assignment 2 - Interpretation/Application

This is a cross-referencing assignment. Students can complete this as individual work or, if you think they still need help determining the

LESSON SEVEN

Lesson 7/Assignment 1

U-1, Lesson 7, Chapter 1

1. Today, let's take time to go back to God's command to Joshua to be strong and courageous. Some of this will be review but you need to think about this in light of what you learned about God's promises concerning the land. Read Joshua 1 again.
 - a. What is Joshua to be strong and courageous about?
 - b. Where will his strength and courage come from? How does one become strong and courageous?
 - c. How does knowing what God said about the land in Genesis through Deuteronomy help Joshua be strong and courageous? Explain your answer.

Lesson 7/Assignment 2

2. Look up the following verses written to New Covenant believers and list beside the references anything that might help them be strong and courageous.



pertinent information and recording it, you can do it together. You may want to take time to explain the new covenant of grace God made with believers through Christ's death. Unlike the sons of Israel who were promised the land through God's covenant with Abraham, which was passed on only to Abraham's descendents (the Jews), we become part of the New Covenant through faith in Jesus Christ.

Lesson 7/Assignment 3 - Application



This is an application question. Remind students that application is knowing God and reflecting on that knowledge in our daily living.

This question gives students an opportunity to reflect on all they have gleaned about God in this unit.

U-1, Lesson 7, Chapter 1

Lesson 7/Assignment 3

3. Well, faithful one, you are finished and you are to be commended. But before you put down your pen, think about what you learned about God in this unit. You might want to jot it below.

Do you see how the knowledge you gained can be applied today? To your life personally? Any precepts – standards – which you need to incorporate into your life? Romans 15:4 assures us that what is written for us in the Old Testament is for our instruction, that these Old Testament Scriptures bring us **perseverance** and encouragement and with that hope.

DISCUSSION LESSON SEVEN:

Ask your students how Joshua's understanding of what God promised concerning the land helped him be strong and courageous.

You could ask your students what they learned from the cross-references in the New Testament about being strong and how it applies to their lives. You don't need to discuss every detail of these references, just the main points brought up by your students.

Hebrews 13:5-6 states the Lord will never leave or forsake believers, just as He told Joshua that same thing. There is no reason to be afraid of what man might do if the Lord is the Helper, not leaving or forsaking believers.

Second Thessalonians 3:3 says clearly that He will strengthen and protect believers from the evil one. He is the protector of His people now as He was with Joshua.

Believers can take courage in the present world because Jesus overcame the world. John 16:33 says there will be tribulation in the world, but that is not to be the focus of Christians.

Even though the devil is trying to destroy believers, their witness and work, the defense against him and his schemes is to be strong in the strength of the Lord by putting on the full armor of God. Joshua was a warrior of the Lord as New Testament believers are according to Ephesians 6:10-11.

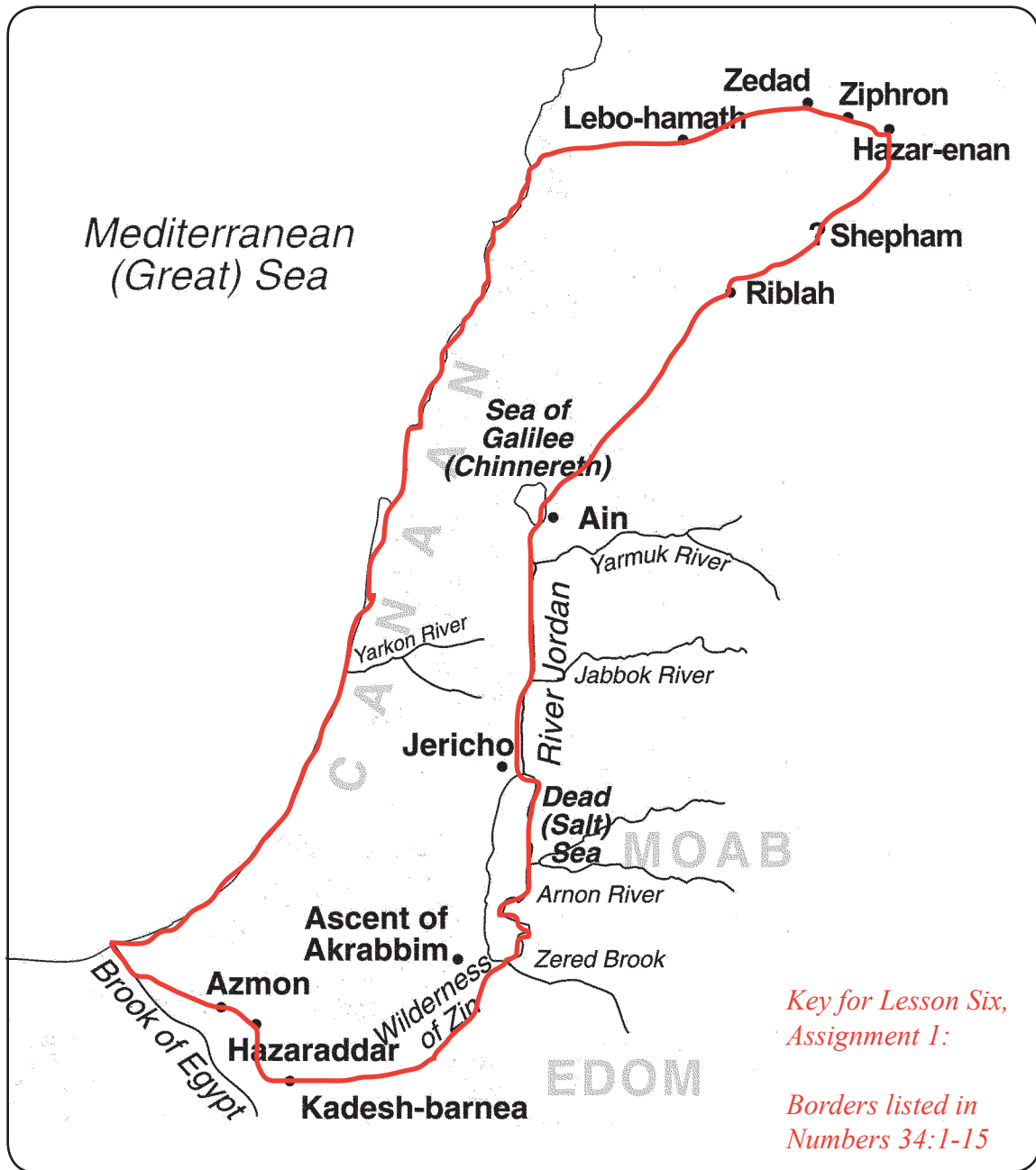
First Corinthians 16:13 calls believers to maturity, to act like men. It calls them to be firm, alert, and strong.

Remind your students that the command to Joshua to be strong and courageous was connected to his obedience to the Word of the Lord, the book of the Law. This is also true for them.

Ask your students if God has spoken to them in some way through what they studied in this unit.

End this unit by encouraging your students that their study of Joshua will help them understand how to continue to be strong in the Lord and courageous, standing for what is right in His sight.

BORDERS OF THE LAND



ENRICHMENT WORDS

Canaan – the land God gave to Abraham and his descendants.

Covenant – a solemn, binding promise or vow.

Evicted – to force out or expel.

Exemplary – to serve as an example worthy of imitating.

Intercession – to pray or petition God.

Occupation – the possession, use or settlement of the land.

Palestine – the region in ancient Canaan bordering the Mediterranean and East of the Jordan River (not used in the Bible).

Perseverance – to continue in a state of behavior, circumstance or action in spite of opposition or discouragement.

Sojourn – to stay temporarily in a country or region.

Torah – the first five books of the Old Testament.

Triumphantly – to rejoice or celebrate success or victory.

