

Firm Foundations

Creation to Christ

Christian Education Edition Teacher's Guide Part 2

The Truth about God for Fifth and Sixth Graders

Developed and Written

by

Jan L. Harris

Based on *Firm Foundations: Creation to Christ*

by

Trevor McIlwain

Firm Foundations: Christian Education Edition was written in cooperation
with Trevor McIlwain and with his approval.



Unless otherwise noted, Scripture quotations are taken from the Holy Bible, New King James Version, (© 1994 by Thomas Nelson, Inc., published by Thomas Nelson, Inc.)

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ISBN: 978-1-61565-154-2

Printed in the United States of America.

About This Curriculum

Firm Foundations: Creation to Christ, Christian Education Edition is a Bible curriculum adapted by Jan Harris from the *Firm Foundations* series by Trevor McIlwain. Written for fifth or sixth grade students, the curriculum is presented in two parts. It can be taught in one year of daily classes or in two years of two to three classes per week.

The lessons present man's need for salvation and God's provision of a Deliverer – Jesus Christ – to meet that need. The first part covers creation to the giving of the Ten Commandments. The second part begins with the building of the Tabernacle and ends with Christ's ascension into Heaven.

Firm Foundations: Creation to Christ, Christian Education Edition Part 2 includes:

- Teacher's Guide – Part 2
- Student Guide – Part 2
- Home School Adaptation – Part 2

Supplementary materials which may be purchased separately:

- A Time Line covering the events referred to in the lessons
- A set of 8x10 Chronological Pictures in color showing some of the events referred to in the lessons
- Maps showing the locations referred to in the lessons
- Beginning with Lesson 14, you'll need the DVD *Matthew*.

(Note: We will be asking you to show several clips from the *Matthew* DVD during the lessons in Part 2. Seeing the locations, clothing, actions, etc. of the New Testament events will strengthen your students' concept of Jesus as a real person who lived in history. The DVD is available from the International Bible Society at www.ibsdirect.com or other video sites.)

Order information

Canada: www.ntmc.ca or bookstore@ntmc.ca or 519.369.2622

United Kingdom: <http://uk.ntm.org/shop> or books@ntm.org.uk or 44.1472.387700

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Table of Contents: Part 2

About This Curriculum	iii
About the Team	vi
General Notes for the Teacher	viii
Introduction	a
Lesson 9 The Tabernacle	1
Exodus 24:12-18; 25:8-22; 26:1-18, 20, 22-29, 31-33; 27:1-7, 9-18; 28:1; Leviticus 1:1-5; 16:1-3, 15, 34	
Lesson 10 Stiff-Necked People	11
Exodus 32:1-4, 7-16, 19-20; 40:36-38; Numbers 13:1-3, 17-33; 14:1-10, 26-32; 20:1-11; 21:4-9; Hebrews 11:6	
Lesson 11 God Chose Leaders for the Israelites	25
Leviticus 23:27-28; Numbers 27:18-20; Deuteronomy 34:1-5; Joshua 1:1-2; 2:10-16, 18-20; 11:23; 23:14-16; 1 Samuel 3:19-20; 8:4-7; 11:14-15; 13:13-14; 2 Samuel 7:16; 1 Chronicles 22:5-6; 29:26-28; 2 Chronicles 5:1-2, 5-7	
Lesson 12 Jonah and the Big Fish	43
Jonah 1; 2:2; 3:1-5; Isaiah 10:5; Jeremiah 20:5	
Lesson 13 The Prophets Spoke	51
2 Kings 17:5-8; 25:1-12; Isaiah 11:2; Jeremiah 6:13-14; Malachi 3:1	
Lesson 14 Jesus – The Deliverer	61
Isaiah 11:2; Hosea 11:1; Micah 5:2; Matthew 1:18-25; 2:1-23; Luke 1:5-17, 28, 33-37, 68-79	
Lesson 15 Jesus, the Early Years	83
Isaiah 11:2; Matthew 3:1-9, 11, 13-17; 4:1-11; Luke 2:40-52; John 1:29, 32-34	
Lesson 16 Jesus Begins Teaching	101
Matthew 4:18-22; 7:29; 9:14; 12:38-41; 23:15, 23, 29; Mark 1:14-21, 23-31, 34, 39-42; 2:1-12, 15-17; 3:1-6, 13-19; 7:3-4; Luke 4:5-6; 5:27-28; John 3:1-9, 14-21; 9:16; 12:31	
Lesson 17 Jesus Tells Stories	131
Isaiah 53:4-5; Matthew 17:2; Luke 9:30-31; 12:15-20; 16:19-31; 18:9-14; Mark 3:8; 4:1-20, 35-41; 5:1-17; 7:1-9, 14-15, 21-23; 8:27-31; 9:2-4, 7-8; 10:13-24; John 6:1-2, 6, 11, 15-21, 26-35; 10:7-11, 40; 11:1, 15, 18, 40, 46-53; 14:6	
Lesson 18 Jesus Finishes His Work	171
Psalm 3:1; 16:10; 22:6-8, 16, 18; 27:12; 41:9; 68:18; 69:4; Isaiah 50:6; 53:3-5, 7, 9, 12; Zechariah 11:12-13; Matthew 24:30; 26:14-15; 27:62-66; 28:2; Mark 10:45-52; 14:1-2, 10-27, 32-50, 53-65; 15:1-35, 37, 39-46; 16:1-15; Luke 3:1; 22:64; John 3:16, 36; 13:2; 19:4, 19, 30; Acts 1:9-11; Romans 5:8; Revelation 1:7	
Glossary: Part 2	223
Appendix: Part 2	229
Home School Adaptation: Part 2.....	295

About the Team



Jan Harris has a long and varied career in education. She received her Bachelor's degree in Education and English from Southwest Missouri State University and a Master's degree in Education as a reading specialist from the University of Arizona. She has done postgraduate work in the field of learning disabilities. In her 35-year teaching career, Jan has taught all grade levels. She has taught in both public and Christian schools, including the Master's College in California, where she taught "Teaching Reading in the Secondary Schools" and "The Role of the Family in Missions." She has served many years with New Tribes Mission, teaching in schools in Papua New Guinea, Colombia, and Brazil. Jan continues working with NTM where she writes Bible curriculum.



Ruth Brendle has served with New Tribes Mission for over 30 years. Since 1982, Ruth has worked with the Field Ministries Office at NTM's Home Office in Sanford, Florida, where she has been the editor for a variety of church planting resources and books. For much of that time, Ruth has worked extensively with Trevor McIlwain on chronological Bible lessons. She edited the *Building on Firm Foundations* series which is designed for cross-cultural teaching, as well as the *Firm Foundations* series which is designed for Western societies. In addition, Ruth has taught Middle School children for many years, both through Sunday School programs and by teaching art at Lake Monroe Christian Academy.

It takes a good team to produce any curriculum. Many thanks go to Bill Pittenger for the majority of the art work and to Doug Lotz for his expert formatting. We are grateful to the NTM Communications Department, to those who field tested the materials (both in a Christian school and home school environment), to Jane Hudson for help in streamlining the Teacher's Notes, and to many others who shared helpful creative ideas. We thank God for you.

General Notes for the Teacher

“I never have time to look at the Teacher’s Notes.” I’ve often heard teachers make this statement. I’ve often made it myself! In this curriculum, however, **about half of the teaching** is in the Teacher’s Notes. You’ll find these notes essential to helping your students grasp the truth of Scripture as a foundation for their faith.

Why?

When Trevor McIlwain wrote *Building on Firm Foundations* for adults, he wanted to teach people (1) that God had a plan of salvation from the creation of the world, (2) that God’s plan involved His Son, and (3) that the Old Testament unrolls that plan like a mural that continually portrays Jesus.

In the Teacher’s Notes, you’ll find points you need to

stress and paragraphs you need to read to your students to show them God’s plan of salvation pictured in the Old Testament and fulfilled in the New Testament. You’ll discover demonstrations to focus your students’ attention and songs to reinforce what you’re teaching. You’ll see additional Scripture references to provide you with helpful background. You’ll also find repetition of certain key points. Never be afraid of repetition – it’s an important key to learning!

We’ve worked very hard to make this curriculum “teacher friendly.” Please feel free to send us any ideas to help us improve it.

Jan Harris
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Challenging Your Students to Think

The entrance of Your words gives light; It gives understanding to the simple.
Psalm 119:130

For many of your students, this curriculum will be the first time they’ve had to read verses and answer questions based on those verses. Some of the questions may seem difficult, but the challenge is to **grow past** just parroting back the expected answer, and to **grow into** thinking about God’s Word for themselves.

As a teacher, your job is:

- (a) to ask questions that lead your students to think more deeply,

- (b) to give hints when needed,
- (c) above all – to give them *time* to think.

Don’t be afraid of the silence as they try to puzzle out the answers. *Thirty seconds* of silence can seem like a long time, but studies show that’s often what your students need.

Prayer

I have called upon You, for You will hear me, O God; Incline Your ear to me, and hear my speech.
Psalm 17:6

Please pray for each student. Pray that God will open their ears to hear and their hearts to understand truth. Ask God to give you His wisdom, patience and love as you interact with them. Pray for individual students as

you grade their papers. Walk around your classroom and pray for each student as you stand by their desk. Pray for their parents. Expect God to work.

Memory Challenges

Your word is a lamp to my feet and a light to my path.

Psalm 119:105

The Holy Spirit uses Scripture to teach us truth about God and bring about conviction and a change in our lives. Your students are the perfect age to memorize Scripture. If you review frequently, those verses can be cemented into your students' minds for a lifetime. Anytime you have a few extra minutes at the end of class, turn to the list of **Memory Challenges** on page 230 of the Appendix and review some verses. To encourage review, the verses are tested on a cumulative basis, i.e., verses from one week are often carried over to the second and third weeks.

In most of the lessons, we've suggested that you have the students write or recite the Memory Challenges on the day before the test and then add their score into the test score. This enables students to study for the test without also having to study the verse, and it allows more time for them to finish the test.

Ideas for reviewing verses:¹

- **Read the first three words**, ask a student to say the next four or five words, then choose a different student to say the next four or five words, etc. You can choose the students or allow the person who said the last words to choose a student. **Variation:** Use a small ball and toss it to the first student. That student will say the first few words of the verse, then toss the ball

¹ Taken from *Rooted and Grounded Curriculum*, Deeper Roots Publications. Used by permission.

to another student, etc. When the verse is finished, have everyone say it in unison.

- **Write parts of the verse** on the board or overhead. Have your students write the words you've omitted. Choose one student to go to the board and fill in the omitted words so everyone can check their work.
- **Write the verse** in phrases on slips of paper. Pass them out and have your students read their part at the correct time. **Variation:** Make copies of the verse for each student, cut them up and give the slips of paper to each student to arrange in order.
- **Divide students into pairs.** Have them take turns saying the words in the verse. Tell them to imagine they're hitting a ball back and forth with each word.
- **Make up a tune** and sing the verse. (Many verses have already been set to tunes. Look for a collection of those in your Bible bookstore or on-line. One site: <http://biblemelody.andyviar.com>)
- **Color** often helps hold a student's attention. Provide color markers for the students to use to write the verse.
- **Make up actions** to go with the verse or with individual words in the verse.
- **Copy these suggestions and give them to parents to use at home.**

Time for Singing

And my mouth shall praise You with joyful lips.

Psalm 63:5b

On some days, we've suggested songs that reinforce the lesson, but you may know other songs that you prefer. Wonderful! It's important to allow your students to sing modern songs they know and enjoy. However,

it's also important for them to learn some of the old hymns that are a part of their Christian heritage. That's why we've included the words to some of these treasured songs in the curriculum.

The Gospel

For I delivered to you first of all that which I also received: that Christ died for our sins according to the Scriptures, and that he was buried, and that he rose again the third day according to the Scriptures.

1 Corinthians 15:3-4

This curriculum is designed to gradually lead your students to an understanding of:

- The truth that God is the creator and therefore all people are accountable to Him,
- The truth that all people are born with a sin nature,
- Personal sin in the students' own lives,
- The recognition that God the Father has provided the Deliverer (Jesus),
- The acceptance of Jesus' payment by death on the cross for their personal sins.

Important Note: The lessons in this book are designed to be taught *as though* your students are not believers. While many of them may indeed have already heard

and accepted the Gospel, most of them will not be grounded in the basic doctrines that undergird their salvation. By presenting this material as though it is all new to them, you can help your students see the Gospel in a fresh way.

The curriculum presents the **Gospel message** in the final lesson. However, you should rely on the Holy Spirit to make you aware of any student who is ready to hear the plan of salvation earlier in the year. In Lesson 2, Day 7, Lesson 7, Day 9, and Lesson 10, Day 5 we've provided a clear explanation of the Gospel. You should feel free to present the Gospel to individual students or the whole class *as you feel led by the Holy Spirit*.

Homework

Be diligent to present yourself approved to God, a worker who does not need to be ashamed.

2 Timothy 2:15

The goal of the homework assignments is to reinforce the lesson of the day or to prepare for the coming lesson. Generally we've planned the assignments to take ten to fifteen minutes for the average student. Some days your students may have time to do their homework in class.

Many of the questions – in the homework and tests – have more than one possible answer. Remember that answers will vary and use your discretion in grading. The important thing is that their answer is based on Scripture. The answers to questions in the student workbook

correspond with the NKJV. The wording of the answers may be different based on the translation you use.

Should you grade the homework? That choice is up to you. Students are more motivated if they know they'll be rewarded in some way for doing homework. Usually, I give students points each day for homework that is completed. Then I randomly choose one day a week to actually grade the homework. You can also advise your students that you will grade class participation.

Journal Pages

Journaling is an excellent way to encourage your students to think about the truth they're learning. You can

assign a journal topic or allow your students to choose what they want to write about.

Curriculum Connections

For the LORD gives wisdom; from His mouth come knowledge and understanding.

Proverbs 2:6

All the Curriculum Connections are *optional*. Their value is in helping your students realize that God is not just in Bible class, but He is involved in all the world. A Christian worldview sees God at work in every aspect of life. We hope the Curriculum Connections will help you make that point in an enjoyable way.

Though the Curriculum Connections are planned to be done in other classes, if you have students who get their work done quickly, you can incorporate any of the projects into the Bible class for enrichment or on an individual basis for extra credit.

Reviews and Tests

The goals of the reviews and tests are to motivate the students to review the material and to help you know if your teaching was effective. Don't be reluctant to re-

teach. As each truth builds on the one before it, it's essential that your students clearly understand each lesson.

Introduction

Building a Foundation

Welcome back to *Firm Foundations*. Today you're at the beginning of a new semester or a new school year. A beginning is a good time to review, so let's look back and remember some of the things you learned in *Firm Foundations, Part 1*.



1. What's a foundation?

THE PART OF ANY BUILDING THAT IS USED TO SPREAD OUT THE WEIGHT OF THE BUILDING ON THE GROUND. ANYTHING THAT GIVES SUPPORT FOR SOMETHING.

2. Why is it important to have a good one?

A GOOD FOUNDATION MAKES YOUR HOUSE STURDY AND SAFE. A POOR FOUNDATION CAN BREAK, AND THAT CAUSES YOUR HOUSE TO FALL DOWN.

3. Who can tell the story that Jesus told about the two men who built new houses?

- (a) Why did the foolish man's house fall down?

HE BUILT IT ON THE SAND (A POOR FOUNDATION).

- (b) Why did the wise man's house stand firm?

HE BUILT IT ON THE ROCK (A GOOD FOUNDATION).

(Note: With this book you are either beginning a new semester or a new year. If you're beginning a new year, you'll need to spend some time re-viewing the material you covered last year. Consider the length of your class and decide if you need to spend all of Day 1 on review.)

Read the introductory paragraph to your students.

Beginning a New Year: Ask questions #1-4 and **talk about** the answers. Have **students write** the answer after you talk about each question.

Beginning a New Semester: Ask questions #1-4 and **talk about** the answers.

Answer Key: #1-3

1. The part of any building that is used to spread out the weight of the building on the ground. Anything that gives support for something.
2. A good foundation makes your house sturdy and safe. A poor foundation can break, and that causes your house to fall down.
3. If no one remembers the story, have a **student read** Matthew 7:24-27.
 - (a) He built it on the sand (a poor foundation).
 - (b) He built it on the rock (a good foundation).

Firm Foundations

FOCUS: God's Word is the Foundation for the Christian life.

Answer Key: #4

4. Answers will vary. The alphabet was the foundation that supported you as you learned to read. There are basic moves in every sport that are the foundation of a good player. Etc.

Read page b with your students. **Begin** Lesson 9.

Beginning a New Year: Before you begin Lesson 9, **use** the Chronological Pictures or **show** pictures from a Student Workbook for Part 1 to review. **Ask** your students questions about some of the most important points. (Creation, Adam's sin, the promised Deliverer, etc.) There is an exercise on page 162 of the Student Workbook that gives a good summary for this review. When you have finished reviewing, **begin** lesson 9.

Firm Foundations

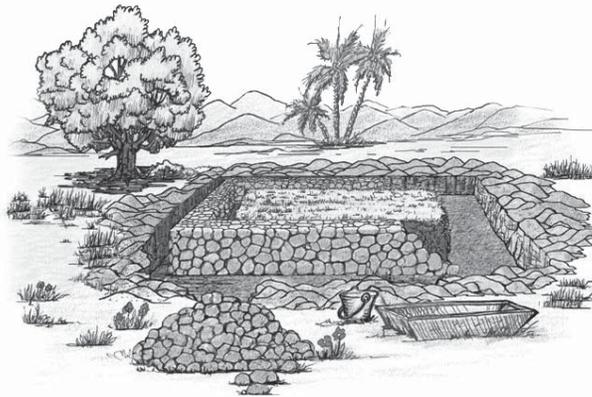
4. In Part 1 you learned another definition for *foundation*. A foundation can be anything that gives support for something. Give an example of that kind of foundation.

ANSWERS WILL VARY. THE ALPHABET WAS THE FOUNDATION THAT SUPPORTED YOU AS YOU LEARNED TO READ. THERE ARE BASIC MOVES IN EVERY SPORT THAT ARE THE FOUNDATION OF A GOOD PLAYER. ETC.

When you studied Part 1 of this book, you began building a foundation for the person you want to become — a foundation for your life.

As you study and understand and believe God's Word, a foundation will be built in your life, a foundation based on the rock of truth.

Whoever comes to Me, and hears My sayings and does them, I will show you whom he is like: He is like a man building a house, who dug deep and laid the foundation on the rock. And when the flood arose, the stream beat vehemently against that house, and could not shake it, for it was founded on the rock. Luke 6:47-48



b

Introduction

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FOCUS: God provided a way for the Israelites' sins to be forgiven.

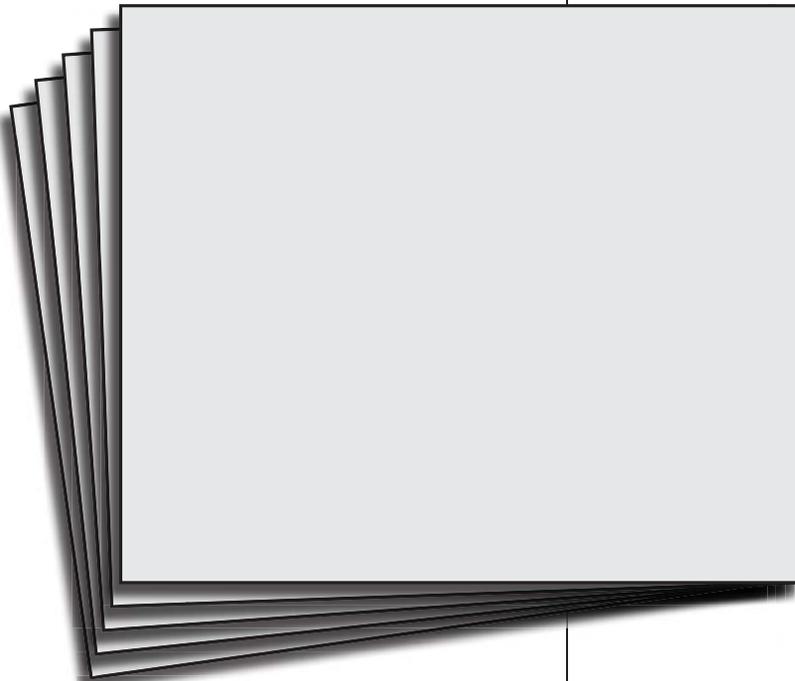
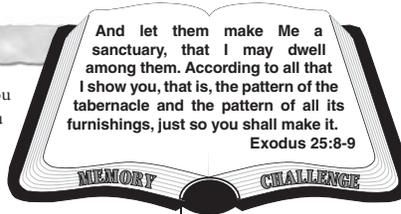
Day 1

Lesson 9

The Tabernacle

Day 1 - A Special Building

Imagine that you lived in the Israelite camp and you wanted to write down the Ten Commandments so you could remember them. Draw a picture of something you might write *on* and something you might write *with*.



Did you imagine that you'd write the Ten Commandments on stones? Well, that's what God did for Moses.

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Lesson 9

1

Today you'll need: copies of the "Student Directions" from page 3 for each group of students and materials as described on page 3. Or, you may have a purchased a kit.

Review

Have ten different **students recite** one of the Ten Commandments.

Ask: (a) **Why did God give the Ten Commandments?** *To show all people that we're sinners and we can't please God by what we do. We need God's mercy to be saved from eternal punishment.*

(b) **If I try very hard to do my best and obey God's commandments as much as I can, why isn't that good enough?** *Because God is holy and righteous, I would have to be perfect, and I can't be perfect.*

Read the first paragraph. Give students **five to ten minutes** to make their drawings.

When everyone has finished, **read** the second paragraph.

Firm Foundations

FOCUS: God provided a way for the Israelites' sins to be forgiven.

Read Exodus 24:12-18.

Have some students who didn't draw stones **share what they drew**. **Discuss** question #1 together in class. Have **students write** the answers to you discuss.

Answer Key: #1

- (a) Tablets of stone with the commandments written on them.
(b) Joshua.
(c) 40...40.

Read the first transition paragraph.

Read the Memory Challenge.

ASK: (a) **Who is talking in these verses?** *God.*

(b) **Who is He talking to?** *Moses.*

(c) **What does sanctuary mean?**
*Today it means a safe place where people or animals are protected – like a wildlife sanctuary. In the Bible, sanctuary refers to the place where God “chose to dwell among His people” – first in the Tabernacle and later in the Temple.**

*NIV Bible Dictionary

Read the second transition paragraph.

Have **students write** *The Tabernacle* on their timelines.

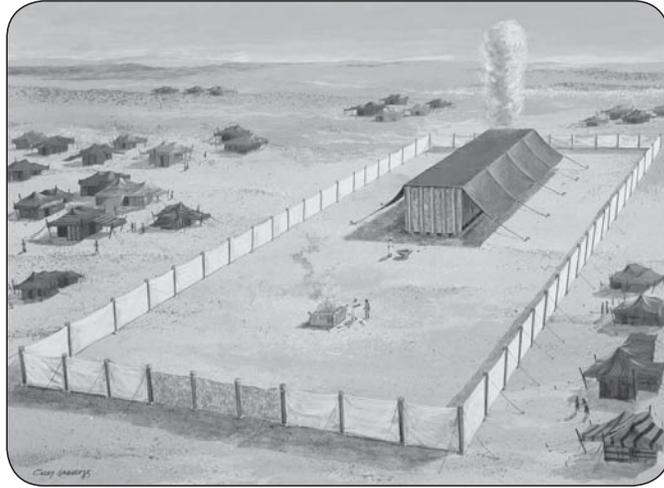


Firm Foundations

Read Exodus 24:12-18.

- (a) God told Moses to come up to the mountain because He wanted to give Moses TABLETS OF STONE WITH THE COMMANDMENTS WRITTEN ON THEM.
(b) Moses took JOSHUA up the mountain with him.
(c) Moses and Joshua were on the mountain for 40 days and 40 nights.

While Moses was on the mountain, the Lord explained rules and customs that He commanded the Israelites to follow. He told Moses to have the people build a special place – called a Tabernacle – where God would come and live with the Israelites.



This week, we're going to build a Tabernacle. But before we do, let's think about why God planned the Tabernacle.

The Tabernacle

FOCUS: God provided a way for the Israelites' sins to be forgiven.

The Tabernacle

2. Add the following ideas together:

(a) God knew the Israelites would not <u>OBEY</u> all His commandments.	+	(b) The punishment for disobedience was <u>DEATH</u> .	+	(c) God <u>LOVED</u> the Israelites and didn't want to destroy them.	=
---	---	--	---	--	---

(d) God provided a way for the Israelites' SIN to be forgiven.

Later, we'll learn about how God provided for the Israelites' forgiveness, but first, we'll build a Tabernacle.

The Tabernacle requires the following parts. Circle the part you'd like to work on.

The outer fence: Exodus 27:9-18

The brazen altar: Exodus 27:1-7

The curtains for the walls: Exodus 26:1-14

The curtains to form the Most Holy Place: Exodus 26:31-33

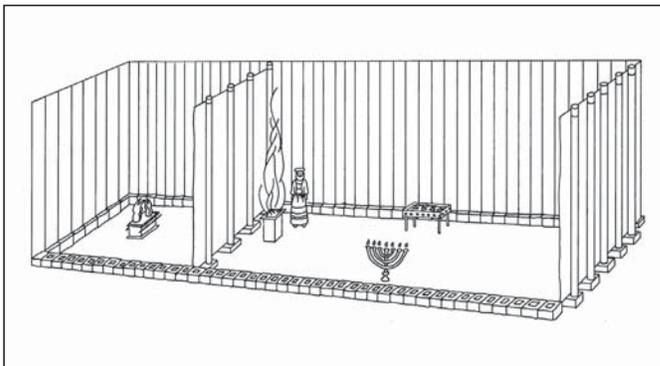
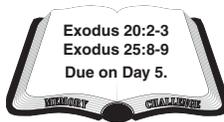
The frames to hold the curtain: Exodus 26:15-18, 20, 22-29
(Note: These were not solid walls but made more like a trellis so the curtains could be hung on them.)

The ark: Exodus 25:10-16

The mercy seat: Exodus 25:17-21



The Tabernacle



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Lesson 9

3

Have **students answer** question #2 on their own. When everyone has finished, **go over** the answers in class.

Answer Key: #2

- Obey.
- Death.
- Loved.
- Sin.

Read the next paragraphs together.

Making the Tabernacle

If you do this project **without a kit**, it will probably take three days. Have some play dough or clay available so students who finish their part early can make some of the utensils described in Exodus 25:29-40 and 27:3. While we have only suggested the pieces of furniture discussed in these lessons, a kit will include all the parts.

If you have the budget and want to save time, you can **order a Tabernacle Model**. Check for a Tabernacle kit at: www.goodseed.com, www.the-tabernacle-place.com or www.christianbook.com.

Divide your class into six groups. If possible **allow** each group to choose which part of the Tabernacle they want to work on. (Note: The most difficult part is the Mercy Seat.)

Give each group a copy of the directions below. (Note: If you use a kit, you will need to adapt these instructions.)

Student Directions for the Tabernacle

- Read the verses from Exodus.
- Make a list of the materials you'll need. Gather the materials.
- Assign a task to each person in the group.
- Determine the demensions of your part. It's important that each part fit into the whole Tabernacle as it should.
- Make your part of the Tabernacle according to the instructions in Exodus.

Materials: Two kinds of fabric that are easy to work with – one for the curtains and one for the fence, light weight wood for the frames and the ark, and thin metallic gold paper and/or gold colored paint for coverings.

Decide how large to make your Tabernacle, ark, and courtyard. It would be difficult to build them to scale as the courtyard was quite large, but each part needs to fit into the space you build.

Have **students write lists** of other materials they'll need, such as glue, scissors, markers, etc.

FOCUS: God provided a way for the Israelites' sins to be forgiven.

Homework

1. The length of the forearm (from the wrist to the elbow). About 17.5 to 18 inches (45-46 cm).*
2. It was close-grained and strong (durable).
3. It's made from a plant called flax.
4. Only one. It shows that there is only one way to come to God.
5. The sacrifice for sin; building the ark.

SAY: These are all examples to help us understand that we can only come to God in the way He has told us to.

*NIV Bible Dictionary

Looking Ahead: If you are using a DVD or power point of the Tabernacle on Day 4, prepare for that now.

There are also several views of the Tabernacle available at www.youtube.com.

(Note: We will be asking you to show several clips from the *Matthew* DVD during the lessons in Part 2. Seeing the locations, clothing, actions, etc. of the New Testament events will strengthen your students' concept of Jesus as a real person who lived in history. The DVD is available from the International Bible Society at www.ibsdirect.com or other video sites.)

Curriculum Connection History:

Have students research the origin and development of the word *sanctuary*. They should use a large 'library' dictionary and an encyclopedia to learn about the legal use of *sanctuaries* in the Middle Ages.

Firm Foundations

Homework

Use a dictionary or Bible dictionary to find the answers to questions #1-3.

1. The Tabernacle was measured in *cubits*.
How long was a *cubit*? THE LENGTH OF THE FOREARM.

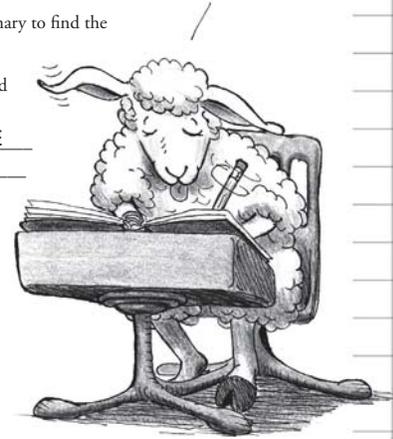
2. The ark was made from *acacia wood*. Write a description of *acacia wood*.
IT WAS CLOSE-GRAINED AND STRONG.

3. The curtains were made of *linen*. Wool comes from sheep, and cotton comes from a plant. Where does *linen* come from?
IT'S MADE FROM A PLANT CALLED FLAX.

4. How many doors were there to the courtyard? ONE (See Exodus 27:13-15.) Why is this important? IT SHOWS THAT THERE IS ONLY ONE WAY TO COME TO GOD.

5. The Tabernacle had to be made *exactly* as God instructed. What's another thing that we've studied that had to be done exactly in God's way?
THE SACRIFICE FOR SIN; BUILDING THE ARK.

6. Study your Memory Challenges. Both of them will be due on Day 5.



The Tabernacle

FOCUS: Work on the Tabernacle.

Day 2

The Tabernacle

Day 2 - Work on the Tabernacle

Work on your part of the Tabernacle.



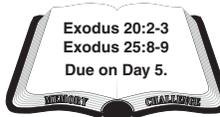
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Homework

Read Exodus 26:1, 7, and 14 and answer the questions.

- List the materials for building the Tabernacle that are named in these verses. TWISTED LINEN, GOAT HAIR, RAM SKINS, AND HIDES OF BADGERS.
- The Tabernacle was built primarily of light weight materials because THEY HAD TO CARRY IT WITH THEM AS THEY TRAVELED.
- List all the colors you find in these verses. BLUE, PURPLE, SCARLET, AND RED
- God also included a lot of gold, silver, and bronze in the Tabernacle. How is the beauty of the Tabernacle a picture of God's character? ANSWERS WILL VARY.

Y



Exodus 20:2-3
Exodus 25:8-9
Due on Day 5.

Review

Go over yesterday's homework questions.

Have some **students recite** all of the Ten Commandments.

Have **students work** on the Tabernacle.

Homework

- Twisted linen, goat hair, ram skins, and hides of badgers.
- They had to carry it with them as they traveled.

SAY: Whenever the Israelites stopped during their travels, the Tabernacle was set up in the center of their camp.

- Blue, purple, scarlet, and red. (Optional: The goat hair was probably white or brown and the badger skins were probably grey.)
- Answers will vary. Have some **students share** their answers and **write** some of them on the board or overhead.

Possible answers: The beauty reminds us that God is perfect. Because he is Supreme, He should be honored with the best of our art as in the curtains and the mercy seat. The beauty and great value of the gold, silver, and bronze items helped the Israelites to value the worship and presence of God in the Tabernacle.

FOCUS:  Work on the Tabernacle.

Day 3

Review

Go over the homework.

Have **students finish** the Tabernacle.

(Note: Your students may need another day to finish this project.)

Homework

Remind students to study both Memory Challenges. They're due on Day 5.

FOCUS:  Animal sacrifice was a picture of the sacrifice the Deliverer would make.

Day 4

Review

Review the two Memory Challenges by having a few students recite them.

Hold up or pass around the different furniture and vessels students made for the Tabernacle and talk about what they were used for.

Read the first introductory paragraph.

Read the question and **talk about** why God doesn't need a house. When you have finished the discussion, have the **students write** in the answer. *God doesn't need a house because God is Spirit.*

Read the next two paragraphs.

(Note: Today and tomorrow you are teaching the **doctrine of atonement**. During the Old Testament, those who came in faith and according to God's way were fully forgiven and released from the judgement due to their sins [Psalm 103:3,12]. God did this only because He intended to deal with

Firm Foundations

Day 3 - Finish the Tabernacle

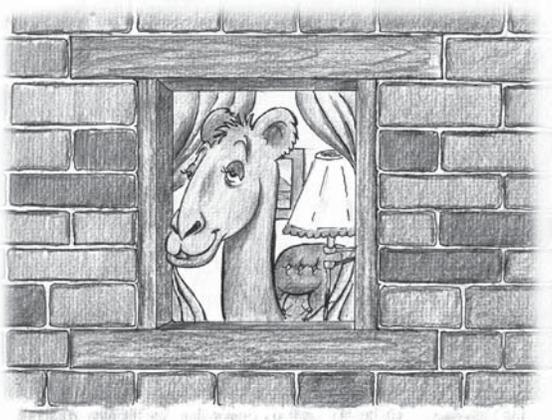
Work on your part of the Tabernacle. When you finish your part, ask your teacher if you can make some of the vessels used in the Tabernacle, or ask if you can volunteer to help another group with their part.

Homework

Study both your Memory Challenges. They're due on Day 5.

Day 4 - God's House

Aren't you glad you have a house to live in? Your house keeps you warm and dry. It provides you a safe place to sleep and keep your things.



Does God need a house? Why not? GOD DOESN'T NEED A HOUSE BECAUSE GOD IS SPIRIT.

The Tabernacle was God's house – not because He needed it, but because the Israelites needed Him. They needed a special place where they could go to God to receive His forgiveness and mercy and be saved from the punishment they deserved.

6
Lesson 9
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their sin righteously and completely through the sacrificial blood and death of the Lord Jesus Christ on the cross. When Jesus died, God laid on Him the sins of the Old Testament believers which, in the forbearance of God, He had left unpunished [Romans 3:25; Hebrews 9:15].)