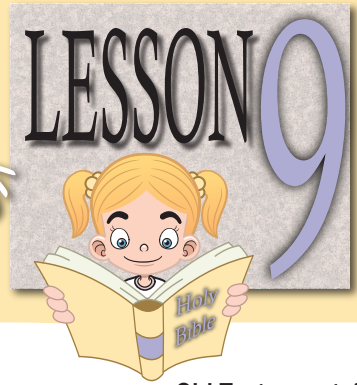


Moses' Death

Joshua Becomes Leader of the Israelites

Numbers 27:15-23



Old Testament 4
Part 2: Joshua Leads God's People

SUNDAY MORNING

Old Testament 4 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Numbers 27:15-23; Deuteronomy 34; 3:23-28

MEMORY WORK:

YOUNGER CHILDREN: "You shall love the Lord your God with all your heart, with all your soul, and with all your might" (Deuteronomy 6:5).

OLDER CHILDREN: "Hear, O Israel; The Lord our God, the Lord is one! You shall love the Lord your God with all your heart, with all your soul, and with all your might" (Deuteronomy 6:4-5).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Deuteronomy 6:24"](#)
- ["Deuteronomy 10:12-13"](#)
- ["Deuteronomy 11:18-20"](#)
- ["The Death of Moses"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [God's People and Joshua Bible fact cards](#) (provided under "O.T. 4 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- [Life of Moses, Journey through the Wilderness A Beka Flash-A-Card Series](#) (DISCLAIMERS: use the cards, *not the lesson book*; Note on cards 6.3 and 6.5 that angels are not said to have wings in Scripture)
- Betty Lukens' felt pieces
- [Map of the Exodus](#) (provided in map section of curriculum Web site)
- Any stories/teaching aids/books on choosing to do right



PERSONAL APPLICATION:

When I am in a new situation (new school, new neighborhood, etc.) or among people I don't know, I may be tempted to do something I know is wrong, just to be accepted. I must remember that God expects the same of me no matter where I am or who I am with.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

God's people, the Israelites, were ready to go into the Promised Land of Canaan, but their leader, Moses, couldn't go with them. He had disobeyed God. [Remind the children that he hit the rock to get water rather than speaking to the rock as God had told him to do.] God chose someone very brave to take Moses' place.

INTRODUCTION: (OLDER CHILDREN)

God's people, the Israelites, were ready to go into the Promised Land of Canaan, but Moses couldn't go with them. Do you remember why? How sad it must have been for Moses to realize that he would not be allowed to go into the Promised Land. God chose another leader for the people: someone brave with a lot of faith.

POINTS TO EMPHASIZE:

1. As the Israelites got ready to cross the Jordan River to take the Promised Land, they had to fight the people who worshipped idols that already lived there. After winning important battles, they took over the land of Moab and camped there for several months. Moses used this time to remind the people of everything that God had done for them, and how important it would be to trust God completely in the weeks and months ahead.



RECOMMENDED READING FOR TEACHERS: See the article "[God's Just Destruction of the Canaanites](#)" by Eric Lyons on the Apologetics Press Web site for a discussion of why it was just for God to have the Israelites destroy the Canaanites.

2. In the book of **Deuteronomy**, Moses repeated many of the laws that God gave Israel (especially those in Exodus and Numbers). Moses also reminded the Israelites of the long 40-year journey that their parents and grandparents made from Egypt to Canaan. Moses knew that the Israelites would struggle with their faith in God and their willingness to obey Him. In Deuteronomy, Moses tried to prepare them for the temptations they would face, to encourage them to never give up on God, and to remind them that there is one, and only one, God.

[WITH OLDER CHILDREN read together Deuteronomy 6:1-3,12-14,24-25; 8:11-14.]



Deuteronomy means "second law" or "second giving of the law."

3. Most of the book of Deuteronomy is a long farewell speech Moses made to the Israelites. Because God would not let him go into the Promised Land, God chose Joshua to take Moses' place. God chose Joshua because he trusted God completely. Remember that he had been one of the two spies who had encouraged the people to fight for the land of Canaan because God was with them. Moses brought Joshua before all the people and told them that God had chosen Joshua as his replacement. Moses laid his hands on Joshua as a sign that he was passing on to Joshua his job and authority (Numbers 27:22-23). Then Moses gave Joshua a message from God: "Be strong and courageous, for you shall bring the sons of Israel into the land which I swore to them, and I will be with you" (Deuteronomy 31:23).
4. After more blessings and warnings to the people, Moses went to the top of Mount Nebo (or Pisgah) that was on the other side of the Jordan River from Jericho. He knew that as far as he could see, and even beyond, was the very special land that would soon be home to the millions of Israelites who had been following him for 40 years. Moses died there on top of Mount Nebo at the age of 120, and God buried him. Deuteronomy 34:7 says that his eyesight and strength were still undiminished when he died.

[WITH OLDER CHILDREN, read Deuteronomy 34:10-12.]



NOTE: Deuteronomy 34:6 says that since God Himself buried Moses, "no one knows his grave to this day." If the Israelites had known where Moses was buried, his grave may have become a shrine or idol, and a snare to the Israelites in the future. Perhaps this incident is why Jude 9 says that Michael the archangel argued with the devil over Moses' body.



RECOMMENDED READING FOR TEACHERS: See the article "[**Taking Possession of What God Gives: A Case Study in Salvation**](#)" by Eric Lyons and Kyle Butt on the Apologetics Press Web site for a discussion of how one can be saved.

5. Moses wanted the people to remember who they were: God's chosen, special people. They would be in a new land surrounded by people who didn't believe in Him or His guidelines. God wants you and me to remember that we are very special, too. When you go to new places or are around new people, you might be tempted to do something wrong just to be accepted, just to "fit in." God wants you to remember who you are and that following His rules is the best possible thing for you. "Be strong and courageous, for...I will be with you."
6. Joshua could have decided not to pay any attention to all he had learned from Moses. He could have decided to listen to people who made bad choices like Aaron did when he made the golden calf. But Joshua was determined to obey God, to make good choices so that he would be a great leader like his friend Moses. He chose to obey God even when Moses was not around any more. When our parents or people from church are not with us, do we still make good choices? Do we remember and do what we've been taught? Or do we try to just "go along" with what everyone else is doing so we can "fit in" and not be "different"?

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- “[Moses’ Death Coloring Sheet](#)” (provided in activity sheets)
- Give each student a Ziploc® bag of die-cut letters to spell out words or a Bible character’s name from this or previous lessons. Show the students what the word(s) should look like. Help them to spell out the words for which they have letters.

1st-2nd Graders:

- Say a letter of the alphabet. Call on a student and ask him/her to tell a Bible word or the name of a Bible character that begins with that letter.
- “[Moses’ Death Fill in the Blank](#)” (provided in activity sheets)
- “[Alphabet Activity](#)” (provided in activity sheets)
- Spelling Bee (or Bible Alphabet Soup) with words and Bible character names from this and previous lessons. Examples:

plague	Balaam	Moses	slaves
Miriam	Sinai	Joshua	command
Tabernacle	Goshen	Canaan	Jethro
cloud	Aaron	Exodus	donkey

3rd-4th Graders:

- Say a Bible character’s name. Students must respond with another Bible name that begins with the **first** or **last** letter in the name given. Example: Teacher says, “Moses.” Student responds with “Samuel” or “Saul” or “Methuselah.”
- “[Moses’ Death Fill in the Blank](#)” (provided in activity sheets)
- “[Alphabet Activity](#)” (provided in activity sheets)
- Have the children read Numbers 27 and Deuteronomy 34
- Advanced Bible Reader: Have the children read Deuteronomy 2-3, as well as Deuteronomy 1, 4-5 if they if they have not done so. [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Deuteronomy 1-5 quiz from AP’s [Advanced Bible Reader](#) (ABR) site. Have each of the children take the quiz if they have yet to do so. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Spelling Bee (or Bible Alphabet Soup) with words and Bible character names from this and previous lessons. Examples:

Plague	Balaam	Moses	Genesis
Miriam	Sinai	Joshua	donkey
Tabernacle	Goshen	Canaan	cloud
Korah	Aaron	Exodus	
taskmasters	command	Pharaoh	
covenant	wilderness	Jethro	

SONGS:

“DEUTERONOMY 6:24”

Author: Jeff Miller

(Tune: See “[Hidden in My Heart](#)” CD)

“DEUTERONOMY 10:12-13”

Author: Jeff Miller

(Tune: See “[Hidden in My Heart](#)” CD)

“DEUTERONOMY 11:18-20”

Author: Jeff Miller

(Tune: See “[Hidden in My Heart](#)” CD)

“THE DEATH OF MOSES”

Author: Jewel Kendrick

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

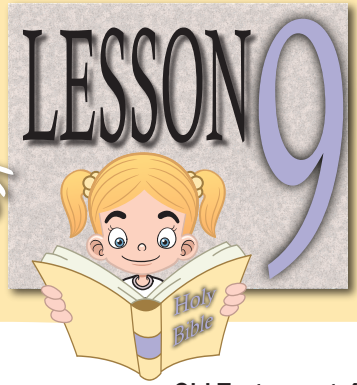
*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Moses' Death

Joshua Becomes Leader of the Israelites

Numbers 27:15-23



Old Testament 4
Part 2: Joshua Leads God's People

WEDNESDAY EVENING

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PERSONAL APPLICATION:

When I am in a new situation (new school, new neighborhood, etc.) or among people I don't know, I may be tempted to do something I know is wrong, just to be accepted. I must remember that God expects the same of me no matter where I am or who I am with.

INTRODUCTION:

Review [O.T. 4 Bible Facts Flashcards](#) (provided under "O.T. 4 Bible Facts" on curriculum Web site)

POINTS TO EMPHASIZE:

1. Review Sunday's lesson (see [O.T. 4 Review Questions](#) for example questions)
2. Emphasize the leadership qualities Joshua needed to lead the Israelites, and what it means to be a good leader (e.g., someone who helps others do what's right—instead of someone who follows others to do wrong). Talk more about God's instructions to Joshua in chapter one ("Be strong and of good courage...", which is repeated several times). Discuss situations in which the students need to be brave enough to make good choices and be the kind of leaders they should be. Remind them that other people are watching everything they do, and they must be proud to be different.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning's lesson.
- "What Would Joshua Do?" activity: Cut out footprints and stick them to the floor, or draw outlines of footprints on a large sheet of plastic. On the footprints, write situations in which the students might find themselves. Give each student another footprint with a Scripture reference. After reading the Scripture, he/she should decide with which situation that Scripture reference would be most helpful ([footprint cutouts](#) provided in activity sheets).
- "Put Your Best Foot Forward" game: Tape 10-15 footprint cutouts on a large sheet of plastic (at least one footprint per student). Write review questions on small cards, and slide one or two under each footprint. Let each student toss a beanbag onto a footprint, take a question card from underneath, and try to answer the question. This activity can be done for individual points or as a team activity ([footprint cutouts](#) provided in activity sheets)

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