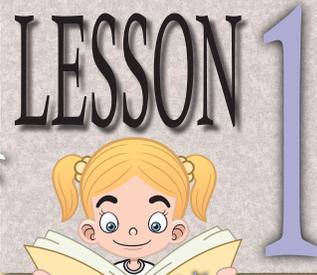


# The Ten Commandments

Exodus 19; 20; 24



Old Testament 4  
Part 1: God's People in the Desert

## 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:

Exodus 19; 20; 24; Deuteronomy 5; 6:24; 9; 10

### MEMORY WORK:

The Ten Commandments

### 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.

- [“The Ten Commandments”](#)
- [“The Ten Commandments”](#)
- [“Moses Receives the Commandments”](#)
- [“Deuteronomy 6:24”](#)
- [“Deuteronomy 10:12-13”](#)
- [“Deuteronomy 11:18-20”](#)

### 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)
- Apologetics Press' [Bible Timeline](#)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- A Beka Flash-A-Card Series: Journey to Sinai (DISCLAIMER: use the cards, *not the lesson book*)
- Pictures of idols
- Pertinent sections of “Ten Commandments” movie (with Charlton Heston)
- Large number cutouts with stickers or drawings on them to represent what the Ten Commandments say

### PERSONAL APPLICATION:

God gives us rules (laws, commandments) in the Bible that He expects us to obey. He knows that we need His rules to help us get along with others and to be happy.



## LESSON STARTS HERE

### TEACHING ALERTS:

- 
- Note that the Law of Moses, including the Ten Commandments, was God’s law for the Jews between roughly 1,500 B.C. and the cross of Christ. All humans—Jews and Gentiles—are now under the New Covenant: living in the “Christian era” (Colossians 2:14; Hebrews 7:12; 8:7-13; 9:11-17; Galatians 3:28; 5:1-4; Romans 7:6; 10:12; Ephesians 2:14-16). Each of the Ten Commandments was restated in the New Testament for Christians with the exception of keeping the Sabbath holy. There is no New Testament equivalent to the Sabbath observance that is described by Moses (e.g., the Sunday Christian worship period is not a parallel to that command, and Sunday is not designated a day of rest like the Jewish Sabbath).

### INTRODUCTION: (YOUNGER CHILDREN)

What do you think would happen if we didn’t have rules? It would be terrible! If we had no rules at home, everyone in the family would be ugly to each other, maybe even hurt each other. If there were no rules about driving, there would be lots of wrecks, and many people would be hurt. If there were no rules at school, you would not have a safe place to learn. When God guided the Israelites out of Egypt, He knew that they would need rules to help them get along and to stay safe. Today we’re going to talk about how God gave His rules to the Israelites.

### INTRODUCTION: (OLDER CHILDREN)

What are some rules you have to follow at home? What are some rules you have to follow at school? Why do you think your parents/teachers have made those rules? What would happen if there were no rules at school? No rules for driving? No rules at home? When God brought the Israelites out of Egypt after many years of slavery, He knew that without rules they would not treat each other as they should, and they would forget how to worship Him. These rules to live by (laws) are in the Old Testament books of Exodus, Leviticus, Numbers, and Deuteronomy. Today we’re going to talk about some of these laws, which we call the Ten Commandments.

### POINTS TO EMPHASIZE:

1. Briefly remind the children how God delivered the Israelites (i.e., Hebrews or Jews) from being slaves in Egypt, and how He guided them through the desert, providing everything they needed.
2. The Bible tells us that there were 600,000 Israelite men, not counting women and children. (It has been estimated that there were two or three million Israelites all together, traveling from place to place in the wilderness on their way to the Promised Land of Canaan.) So many people traveling together and living close to one another in tents! God knew that the people had to have some rules to help them get along with each other. They also needed to be reminded how to worship God and show Him respect. (Remember that they had been in Egypt with no apparent communication from God for several hundred years.)

3. After three months of traveling, the people came to Mount Sinai (also called Mount Horeb and “the mountain of God”). This was the same mountain where God had spoken to Moses through the burning bush and told him to go to Egypt to lead the Israelites out of slavery. This time, God called Moses up on the mountain. God told him that this large group of people would be a great nation (just as He had promised Abraham hundreds of years earlier)—but only if they obeyed Him! He told Moses to bring the people around the foot of the mountain in three days, with their bodies and clothes washed and their minds ready to listen to His words.
4. Moses went down from the mountain to tell the people what God had said. They promised to obey—to do everything God commanded. On the morning of the third day, there was a great deal of thunder and lightening around Mount Sinai, and a thick cloud came down on the mountain. The ground shook! There was fire on the mountain! A loud trumpet sounded! And God Himself spoke to the people from a great cloud (Deuteronomy 4:11-13 and 5:22), telling them ten special laws that would help the people know how to get along, to know how to be happy, and to know how to be the God-fearing nation that He wanted them to be. These were the Ten Commandments. But the people were so frightened that they did not want to go any closer to the mountain or directly hear the voice of God (Deuteronomy 5:23ff.; Exodus 20:18ff.). So Moses went to hear God while the people stood far away.
5. God gave Moses other commands which he told the Israelites. Exodus 24:3 tells us that the Israelites said they would obey God’s commandments. Then Moses went up on Mount Sinai again, this time for 40 days and 40 nights. God gave Moses the Ten Commandments on two tablets of stone that He had written down for the Israelites Himself, and gave them to Moses, along with many other commands.
6. The first four of the Ten Commandments told the Israelites how they should show respect and love for God. They were not to make **idols** to worship like the Egyptians or other people did. God also told them not to worship anything that He had made—not the Sun or Moon or stars or anything else, like other people were doing. (Remember that the Israelites had been in Egypt for many years, surrounded by idols and all kinds of idol worship.)



**NOTE:** You need to explain to preschoolers that an **idol** can be a man-made object or something in nature that people choose to worship. Older children should also be reminded that an idol can also be anything or anyone that becomes more important to us than God (i.e., movie stars, sports, money, etc.).

7. The Israelites, as God’s chosen people, were to be very respectful and reverent when using God’s name. We should be just as reverent and respectful about God’s name and not use it in slang. A lot of people today use His name in ways that make Him very unhappy, such as, “Good Lord” or “Oh, my G—,” etc. God’s name is **holy**, and we should only say His name when we are thinking about Him.



**RECOMMENDED READING FOR TEACHERS:** See the article titled “[Taking the Lord’s Name in Vain](#)” by Kyle Butt on the Apologetics Press Web site for a study on that subject.



**NOTE:** Explain that to be “profane” is to be disrespectful about something that should be treated respectfully or taken seriously. Esau was described as “profane” in Hebrews 12:16, because he sold his birthright—which should have been taken seriously—for a simple bowl of stew. We are to be respectful of things that should be taken seriously (1 Timothy 1:9), or we will be guilty of being profane, like Esau. This means that we should not say the Lord’s name without thinking about Him, and we should not say other words that represent things that should be taken seriously as well (like saying “hell” when we are not talking seriously about this place or words that tell others to go there or bad words that represent sinful things that should be taken seriously).

8. The Israelites were commanded to set aside one day every week to rest, to worship, and to remember what great things God had done, and continued to do, for them. The 7<sup>th</sup> day of the week, also called the Sabbath (Saturday), was set aside for the Israelites as their day of worship to God. There is no Sabbath command under Christianity, but the first day of the week, Sunday, is a special day for Christians. We gather to worship and take the Lord’s Supper on that day (Acts 20:7), because that is the day Jesus was raised from the dead and the Church was established.
9. The last six of the Ten Commandments told the Israelites how they were to treat each other. They were to honor and respect their parents; God knew that if they didn’t show honor and respect to people they **could** see, they would never show honor and respect to Him Whom they **could not** see.
10. God told them not to murder, not to steal from one another, and not to lie about each other. He told them to love their own husbands and wives—not someone else’s. He told them to be happy with what they had and not **covet**. (Discuss each of these as much as is appropriate for your age group.)



**Covet:** to be jealous of what others have and to want what they have.

### ADDITIONAL NOTES FOR OLDER CHILDREN:

The Ten Commandments were part of the Old Law or Old Testament, which God gave **only** to the Israelites. The laws He gave them through Moses would prepare the nation for the coming of the Savior (the Messiah, the Christ, Jesus) hundreds of years later. The Old Law was **only** to be used by the Jews until the death of Jesus. After His death, the New Testament was to be used by **everyone** who follows Jesus, i.e., Christians. All of the Ten Commandments, except the fourth (“Remember the Sabbath”), are repeated in some form in the New Testament. So today, we follow only the laws/rules God has given to us in the New Testament.

This would be a good time to introduce or remind older children about the three dispensations of time, i.e., the three different systems of law that have governed Man:

*The Patriarchal Age:* The patriarch of a family was also the spiritual leader of the family; he offered the sacrifices and prayed for himself and for his family. This began at Adam and lasted until the institution of the Law of Moses for the Jews and until Christ’s death for other nations.

*The Mosaical Age:* This period began when God gave a system of government and laws to Moses on Mount Sinai, including the Ten Commandments. It was also a sacrificial system, with a select

group of priests whose job it was to offer the sacrifices and lead the nation of Israel in worship. The Mosaic Law was **only** for the Jews (and immigrants and those Gentiles that converted to Judaism—i.e., proselytes); the Gentiles were still under the Patriarchal system until the death of Christ.

The Christian (or New Testament) Age: This period began when Jesus died on the cross and will be in effect until His Second Coming. It is also a sacrificial system, with Jesus, our High Priest, making the ultimate sacrifice: Himself. It is for all men everywhere.



**RECOMMENDED READING FOR TEACHERS:** See the articles titled “[Which Law Was Abolished?](#)” and “[Did Paul want Christians to Come Together on Saturday or Sunday?](#)” by Eric Lyons on the Apologetics Press Web site for a study on whether or not the Ten Commandments are binding today.

### 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

- “[The Ten Commandments Coloring Sheet](#)” (provided in activity sheets)
- Show pictures of children demonstrating different behaviors, and ask the class if the kids in each picture are doing what they should be doing (i.e., if they are obeying the rules that their parents, teachers, grandparents, and other adults make for them). Emphasize that we show our parents, etc., that we love them when we do what they say. God has rules, too, and if we love Him, we will obey them because He knows what is best for us.
- Encourage the children to talk about rules that they have in their homes and why rules are important (e.g., they are for our protection; they help us learn right and wrong, etc.). Emphasize that we show our parents (and other grown-ups) love and respect when we do what they say. God has rules, too, and if we love Him, we will obey His rules in His Word, because He knows what is best for us.
- Have the children read *If Everybody Did*, by Jo Ann Stover

#### 1st-2nd Graders:

- Top Ten Problems Game: ([Cutouts](#) provided in activity sheets) Cut ten 9 x 12 sheets of construction paper in half sideways. Write a commandment on ten of the half sheets. On the other ten write a “modern day” situation to go with each commandment. Examples: Sally talks back to her mom. John did not pick up his toys like his mom told him to. Billy often says, “Oh, my G\_\_.” Luke and his family seldom attend Bible class or worship services. Matt took a package of gum (or video game, or something else of particular value to kids) from a store without paying for it. Put the commandment “cards” on the board. Put the situation “cards” upside down in a stack. Then let the children take one “card” at a time, decide which of God’s rules applies to that situation, then put the situation card on the board beside that commandment. **Or** instead, turn the cards over in a random order and use them as a “memory” game.
- Encourage discussion about rules that the kids have at home. (You might want to write them on the board and number them until they come up with ten.) Then compare those rules to each of the Ten Commandments.
- “[The Ten Commandments Fill in the Blank](#)” (provided in activity sheets)
- “[The Ten Commandments Maze](#)” (provided in activity sheets)

- [“The Ten Commandments Matching Activity”](#) (provided in activity sheets)

### 3rd-4th Graders:

- Top Ten Problems Game: ([Cutouts](#) provided in activity sheets) Cut ten 9 x 12 sheets of construction paper in half sideways. Write a commandment on ten of the half sheets. On the other ten write a “modern day” situation to go with each commandment. Examples: Sally talks back to her mom. John did not pick up his toys like his mom told him to. Billy often says, “Oh, my G\_\_.” Luke and his family seldom attend Bible class or worship services. Matt took a package of gum (or video game, or something else of particular value to kids) from a store without paying for it. Put the commandment “cards” on the board. Put the situation “cards” upside down in a stack. Then let the children take one “card” at a time, decide which of God’s rules applies to that situation, then put the situation card on the board beside that commandment. **Or** instead, turn the cards over in a random order and use them as a “memory” game.
- Encourage discussion about rules that the kids have at home. (You might want to write them on the board and number them until they come up with ten.) Then compare those rules to each of the Ten Commandments.
- [“The Ten Commandments Fill in the Blank”](#) (provided in activity sheets)
- [“The Ten Commandments Maze”](#) (provided in activity sheets)
- [“The Ten Commandments Matching Activity”](#) (provided in activity sheets)
- Advanced Bible Reader: Have the children read Exodus chapters 19-20, as well as chapters 16-18 if they did not do so last quarter. Also have them read Deuteronomy chapters eight and nine as well as 6-10 if they did not do so last quarter. [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Exodus chapters 16-20 and Deuteronomy 6-10 quizzes 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.
- Have the children read the following:
  - Exodus 24 and Deuteronomy 5
  - [“What God Says About Lying,”](#) [“What God Says About Obeying Your Parents,”](#) [“What God Says about Sex Before Marriage,”](#) and [“What God Says about Stealing”](#) from the Apologetics Press Morality Tract series
  - *Discovery* magazine articles (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine): [January, 2012](#)
  - *When God Laid Down the Law* Arch book, by Evelyn Marxhausen
  - *The Story of Moses*, Maissa Bessada, Creative Publishing

### SONGS:

#### “THE TEN COMMANDMENTS”

Author: Jeff Miller

(Tune: See [“Kids Prep”](#) CD)

No other gods before Me;  
 No carved images to bow down and serve;  
 Don’t take the name of the Lord your God in vain;  
 Remember and keep the Sabbath holy.

Honor your father and your mother;  
No murder, no adultery, and you shall not steal;  
Don't lie against your neighbor;  
Or covet what is his.

These are the Ten Commandments.

**“THE TEN COMMANDMENTS”** ([Click to Hear](#))

Author: Unknown\*

(Tune: “Ten Little Indians”)

You shall have no gods before Me. (3X)  
This is commandment one.

You shall not, worship idols. (3X)  
This is commandment two.

Do not take God's name in vain. (3X)  
This is commandment three.

Remember the Sabbath, to keep it holy. (3X)  
This is commandment four.

Honor your father and mother. (3X)  
This is commandment five.

God said, “You, shall not kill.” (3X)  
This is commandment six.

You shall not, commit adultery. (3X)  
This is commandment seven.

God said you, shall not steal. (3X)  
This is commandment eight.

Never, never tell a lie. (3X)  
This is commandment nine.

God said, “You, shall not covet.” (3X)  
This is commandment 10.

**“MOSES RECEIVES THE COMMANDMENTS”**

Author: Jewel Kendrick

(Tune: “Up on the Housetop”)

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

**“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

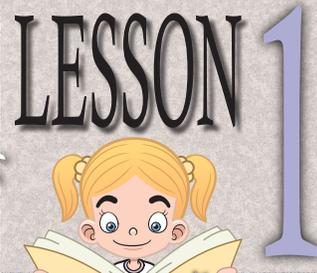
(Tune: See “[Hidden in My Heart](#)” CD)

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



# The Ten Commandments

Exodus 19; 20; 24



Old Testament 4  
Part 1: God's People in the Desert

## WEDNESDAY EVENING

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:

Exodus 19; 20; 24; Deuteronomy 5; 6:24; 9; 10

### MEMORY WORK:

YOUNGER CHILDREN: "You shall love the Lord your God with all your heart, and with all your soul, and with all your mind" (Matthew 22:37).

OLDER CHILDREN: The Ten Commandments

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

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

- ["The Ten Commandments"](#)
- ["The Ten Commandments"](#)
- ["Moses Receives the Commandments"](#)
- ["Deuteronomy 6:24"](#)
- ["Deuteronomy 10:12-13"](#)
- ["Deuteronomy 11:18-20"](#)

### 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
- A Beka Flash-A-Card Series: Journey to Sinai (DISCLAIMER: use the cards, *not the lesson book*)
- Pictures of idols
- Pertinent sections of "Ten Commandments" movie (with Charlton Heston)
- Large number cutouts with stickers or drawings on them to represent what the Ten Commandments say



## PERSONAL APPLICATION:

God gives us rules (laws, commandments) in the Bible that He expects us to obey. He knows that we need His rules to help us get along with others and to be happy.

## 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. Review the Ten Commandments and their application today. Work on memorizing the commandments.

## OLDER CHILDREN:

### What the Ten Commandments Mean to Us Today

“[The Ten Commandments Matching Activity](#)” (provided in activity sheets)

(Put the matching activity, provided in the activity sheets, in a Power Point presentation and project it on a screen or the wall to do as a group activity, or put it on worksheets for the individual children.)

The Ten Commandments were very special laws of God given to the Israelites (i.e., the Hebrews or Jews). These laws, as well as all the others in the Old Testament, lasted only until Jesus died, and then the New Testament became the law for **all** people. On the next page are some of the New Testament passages that tell us God still wants us to follow the principles of the Ten Commandments. Match each of the Ten Commandments with one or more New Testament passages.

## 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):

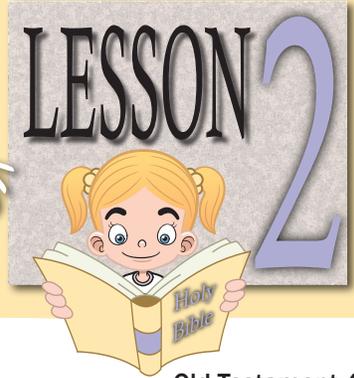
See Sunday morning lesson

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



# The Golden Calf

Exodus 32:1-35



Old Testament 4  
Part 1: God's People in the Desert

## 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:

Exodus 32:1-35; 20:2-5; Deuteronomy 9:7-21; Matthew 4:10

### MEMORY WORK:

YOUNGER CHILDREN: "Therefore you shall love the Lord your God, and keep...His commandments always" (Deuteronomy 11:1).

OLDER CHILDREN: "You shall not make for yourself any carved image, or any likeness of anything that is in heaven above, or that is in the earth beneath, or that is in the water under the earth" (Exodus 20:4).

### 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.

- ["The Ten Commandments"](#)
- ["Deuteronomy 10:12-13"](#)
- ["The Golden Calf Destroyed"](#)
- ["Moses Receives the Commandments"](#)
- ["On Top of Mt. Sinai"](#)

### 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)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- A Beka Flash-A-Card Series: Journey to Sinai (DISCLAIMER: use the cards, *not the lesson book*)



## PERSONAL APPLICATION:

I should never allow anything or anyone to be more important to me than God.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

What is the most important thing in this world? (Loving God and obeying Him) How do you think God would feel if we let things or people become more important than God? Do you think God would be sad? Today we'll learn what happened when some of God's people decided to worship a statue instead of God.

### INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

The children of Israel knew God was the one true God and that they were supposed to only worship Him. How do you think God would feel if, after all He had done for them, the people decided to worship a golden statue instead of Him?

### POINTS TO EMPHASIZE:

1. Moses was on Mount Sinai for 40 days and 40 nights while God was giving him the laws and commandments for the Israelites. He left Aaron and Hur in charge of leading the people and settling any problems that might come up between the people. Joshua went to the mountain and waited for Moses to return.
2. Because Moses was gone for so long, the people became restless and questioned whether he was coming back. After many days, they forgot how afraid they had been when the thunder, lightning, and earthquakes shook the mountain. They also forgot that they had promised Moses and God that they would follow each and every one of God's commandments. They went to Aaron and told him they didn't think Moses was coming back; they told Aaron they wanted an idol to worship instead of God.
3. Aaron should have refused and tried to stop the people from doing something God had specifically told them not to do. He should have reminded them of their promise to obey God completely. Instead, he went along with the people, telling them to bring him all their **gold**, and they did. Aaron melted down the gold and shaped it into a golden calf. Some of the people took the calf and put it in the middle of the huge camp, telling the rest of the people that the idol was the god that brought them out of Egypt! When Aaron saw how much all the people liked the golden calf, he built an altar for it and said they would have a great feast the next day!



**NOTE:** The gold which the Israelites used to make the idol was probably the same gold they received as gifts from the Egyptians as they were leaving Egypt.

4. Just a few months before, the Israelites had seen the 10 plagues that proved the Egyptian gods were no gods at all. The Israelites had seen the Red Sea split apart, and they had walked to the other side on dry land. They had eaten food and drank water given directly to them by God. Now they were willing to fall down and worship something Aaron had made with his own hands, rather than worship the all-powerful Creator of all things (see Romans 1:21-23).
5. The next day the people had a great party, celebrating, drinking, and worshiping the golden calf. God, seeing their disobedience and ingratitude was very angry! Already the Israelites were breaking two of the Ten Commandments: “You shall have no other gods before Me,” and “You shall not make for yourself an idol.” God was angry that they had already decided to disobey Him, and He intended to punish them immediately. He told Moses what was happening below the mountain and said that He was going to destroy the people. But Moses asked Him not to destroy the entire nation. So God listened to Moses and changed His mind, but while all of the Israelites would not be killed, some still would (Exodus 32:27).
6. Moses took the two tablets of stone, on which God had written the Ten Commandments, and went down the mountain to see for himself what was happening. When he saw them, he was so angry that he threw the tablets down, breaking them into pieces. Then he took the golden calf, burned it, and ground it into powder. Then he put this powder (gold dust) into the people’s water supply and made them drink it (Deuteronomy 9:21).
7. Moses was very angry with Aaron. He asked his brother why he had done such a terrible thing, encouraging the people to sin against God. Aaron tried to make excuses for himself. He said that the people had given him gold which he threw into the fire and, “out came this golden calf!” (Exodus 32:24). But Moses knew that Aaron had not been a good leader and that he had allowed the people to get completely out of control.
8. Moses stood at the entrance of the camp and called out, “Whoever is for the Lord, come to me!” All the Levites went and stood with Moses. He told them to go throughout the camp and kill the wicked, not sparing their own family and friends. Three thousand people died that day.



**NOTE:** Many commentators believe that those who were killed were the ring leaders or the more brazenly wicked, unrepentant people, rather than all of the people who were worshipping the calf.

9. The next day Moses spoke to the people and told them again what terrible sins they had committed against God. The people had “**corrupted**” themselves. He told them that he would ask God to forgive them. He went back to Mount Sinai and even offered to accept their punishment himself. Moses was on Mount Sinai another 40 days and 40 nights (Deuteronomy 9:18; 10:10).



**NOTE:** The people had “corrupted” themselves (Exodus 32:7). Literally, they had perverted or ruined themselves. They had made themselves unholy—the opposite of what God expected them to be. In Exodus 19:10, the people were consecrated (i.e., made holy) to the Lord, and now they had made themselves unconsecrated.

10. If we “go along with the crowd,” as Aaron did, we will usually end up in trouble. It is hard **not** to do something wrong if everyone around us is doing wrong. But it is very important to remember that God knows what we do all the time, and every time we do something wrong, we hurt God very much.

11. While we do not worship wooden or golden images that we buy or make, we can still have idols. What can become our idols? An idol can be anything or anyone that is more important to us than God. When other things or people become our idols, we gradually ignore what God says is right and wrong (read Matthew 6:24; Ephesians 5:5; Colossians 3:5; Deuteronomy 10:17,20,21; 6:4).

## OLDER CHILDREN:

Discuss the attachment some people have to movie and TV stars, athletes, sports teams, etc. Some religions today, such as Hinduism, still promote animal worship and ancestor worship.



**RECOMMENDED READING FOR TEACHERS:** See the article titled “**Who Wrote on the Second Pair of Tablets?**” by Eric Lyons on the Apologetics Press Web site for a response to an alleged discrepancy regarding who (God or Moses) wrote on the second pair of tablets after Moses destroyed the first.

## 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:

- “[The Golden Calf Coloring Sheet](#)” (provided in activity sheets)
- “[The Golden Calf Memory Verse](#)” game sewing card for each child. Print the memory verse onto large cutouts of a calf shape. Punch holes around the edges and give the children yarn to lace their cards. (provided in activity sheets)
- Numbers Matching game: Cut out 20 cards of cardstock. On 10 of the cards, draw objects (1 object on one card, 2 on another, 3 on another, etc.). On the other 10 cards, write a number (1-10) and draw the same number of dots (the number 1 with 1 dot; the number 2 with 2 dots; etc.). Encourage the children to match the numbers to the pictures. [With more than one of these sets of cards, more than one small group of children can play. Make sure cards are laminated.]

### 1st-2nd Graders:

- Play Tic-Tac-Toe or Hang Man games on the chalkboard to review facts about this and previous lessons. ([Tic-Tac-Toe Instructions](#) and game board provided in activity section of Web site)
- “[The Golden Calf Word Search](#)” (provided in activity sheets)
- “[The Golden Calf Crossword Puzzle](#)” (provided in activity sheets)

### 3rd-4th Graders:

- Play Tic-Tac-Toe or Hang Man games on the chalkboard to review facts about this and previous lessons. ([Tic-Tac-Toe Instructions](#) and game board provided in activity section of Web site)
- “[The Golden Calf Word Search](#)” (provided in activity sheets)

- [“The Golden Calf Crossword Puzzle”](#) (provided in activity sheets)
- Have the children read the following:
  - Exodus 32, as well as Exodus 20 and Deuteronomy nine if they did not do so last week.
  - *Discovery* articles: [February, 2001](#) (“Idolatry in the Old Testament” and “Some People Still Worship Idols”)

## SONGS:

### “THE TEN COMMANDMENTS”

Author: Jeff Miller

(Tune: See [“Kids Prep”](#) CD)

No other gods before Me;  
 No carved images to bow down and serve;  
 Don't take the name of the Lord your God in vain;  
 Remember and keep the Sabbath holy.

Honor your father and your mother;  
 No murder, no adultery, and you shall not steal;  
 Don't lie against your neighbor;  
 Or covet what is his.

These are the Ten Commandments.

### “DEUTERONOMY 10:12-13”

Author: Jeff Miller

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

### “THE GOLDEN CALF DESTROYED”

Author: Jewel Kendrick

(Tune: “London Bridge”)

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

### “MOSES RECEIVES THE COMMANDMENTS”

Author: Jewel Kendrick

(Tune: “Up on the Housetop”)

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

### “ON TOP OF MT. SINAI” ([Click to Hear](#))

Author: Dorothy Sain

(Tune: “On Top of Old Smoky”)

On top of the mountain,  
 All covered with smoke,  
 God spoke ten commandments,

Which later He wrote.  
On tablets of stone,  
For Moses to teach,  
So the children of Israel,  
His law they would keep.

The people of Israel,  
Very quickly forgot,  
What God said they could do,  
And what they could not.  
They molded an image,  
From earrings of gold,  
And later to Moses,  
A falsehood was told.

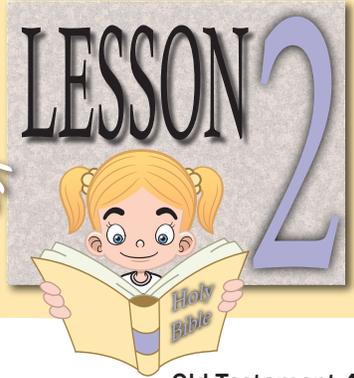
Their sin was not hidden,  
As some maybe think,  
The idol was ground up,  
And put in their drink.  
To teach them that sinning,  
Brought nothing but regret,  
And God can be angry,  
When laws are not met.

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



# The Golden Calf

Exodus 32:1-35



Old Testament 4  
Part 1: God's People in the Desert

## WEDNESDAY EVENING

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:

Exodus 32:1-35; 20:2-5; Deuteronomy 9:7-21; Matthew 4:10

### MEMORY WORK:

YOUNGER CHILDREN: "Therefore you shall love the Lord your God, and keep...His commandments always" (Deuteronomy 11:1).

OLDER CHILDREN: "You shall not make for yourself any carved image, or any likeness of anything that is in heaven above, or that is in the earth beneath, or that is in the water under the earth" (Exodus 20:4).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

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

- ["The Ten Commandments"](#)
- ["Deuteronomy 10:12-13"](#)
- ["The Golden Calf Destroyed"](#)
- ["Moses Receives the Commandments"](#)
- ["On Top of Mt. Sinai"](#)

### 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
- A Beka Flash-A-Card Series: Journey to Sinai (DISCLAIMER: use the cards, *not the lesson book*)



## PERSONAL APPLICATION:

I should never allow anything or anyone to be more important to me than God.

## 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).
1. Continue reviewing the books of the Bible and the [Ten Commandments](#).

## 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):

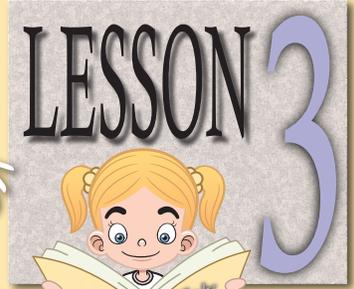
See Sunday morning’s lesson

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



# Building the Tabernacle

Exodus 25:1-31:11



Old Testament 4  
Part 1: God's People in the Desert

## 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:

Exodus 25:1-31:11; 35:1-40:38; Hebrews 5; 7:25-28; 8:1-6,9,10

### MEMORY WORK:

For all ages: "God is spirit, and those who worship Him must worship in spirit and truth" (John 4:24).

### 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.

- ["The Tabernacle"](#)
- ["Our Tabernacles"](#)

### 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)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- The Tabernacle A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*; Note on cards 2.2, 3.1, and 3.2 that the actual visual appearance and size of the cherubim is unknown)
- *Nelson's Complete Book of Bible Maps and Charts*, Thomas Nelson, Inc. (DISCLAIMER: Not all of the material in this book will necessarily be scripturally accurate.)
- Betty Lukens' felt pieces
- Pictures or objects to illustrate linen, goat's hair, leather, a menorah, incense, round cakes of bread
- ["Inside the Tabernacle"](#) chart (provided in activity sheets)



## PERSONAL APPLICATION:

YOUNGER CHILDREN: Worship is one way I show God that I love Him.

OLDER CHILDREN: God has a plan (design) for how He wants me to worship Him, just as He did for the Israelites in the Old Testament.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

Last week we learned about some special laws God gave His people. Today we are going to talk about a special place God told them to build for worship.

### INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

After God gave Moses the Ten Commandments, He gave Moses instructions for building a special tent where the Israelites would worship Him. God was very specific about how to build this big tent called the Tabernacle. As we study today's lesson, think about what it would have been like to help build the Tabernacle.

### POINTS TO EMPHASIZE:

1. While Moses was on Mount Sinai, some of the instructions God gave him were about a special place of worship for the Israelites. This special place would be called "the Tabernacle," or "tent of meeting." God knew that His people would need a place of worship and a definite plan of worship while they were moving from place to place so that they would be reminded to worship **Him** and **not** idols like the ones they had left behind in Egypt (Exodus 23:33). The Tabernacle would be in the middle of their camp, so it would remind the Israelites that God was always with them.
2. God also set aside the tribe of Levi (the tribe of Moses and his family) to take care of the Tabernacle and everything related to worship. Aaron, Moses' brother, was chosen by God to be the first High Priest. Only men from the tribe of Levi (Levites) were allowed to help with worship—and only certain ones were allowed in the Tabernacle of Meeting itself.
3. The Tabernacle was a portable, or movable, place of worship, i.e., a tent, because the Israelites would be moving around in the wilderness for a long time. The tent was about 45 feet long by 15 feet wide and was surrounded by an outer court made of curtains and poles.



**NOTE:** The Bible gives all the measurements for the Tabernacle in cubits instead of feet or yards (just as it does for Noah's ark). A cubit was the length of a man's arm from his elbow to the end of his middle finger, so the actual length of a cubit varied. Most resource books estimate the cubit to have been about 18 inches.

4. The outer court was about 150 feet long by 75 feet wide. The sides were made of seven-foot-long linen curtains hung from bronze poles. There were two very important objects in this outer court: the altar of burnt offering (about eight feet square and five feet high) and the bronze

**laver.** Every day the people brought sacrifices that were gifts to God. [The gifts were also signs of repentance.]



**Laver:** Large basin where the priests could wash their hands before and after offering sacrifices

5. The Tabernacle was divided into two rooms: the Holy Place and the Most Holy Place. The support beams of the Tabernacle were made of acacia wood and covered with gold. The top (roof) of the Tabernacle was made of four long curtains laid on top of one another: linen, goat's hair, ram's skin dyed red, and another type of animal skin (translations differ considerably). [The leather skins would have provided a waterproof covering for the other three coverings.]
6. Inside the Holy Place, or outer chamber, were three pieces of furniture, each covered in gold: the table of showbread, the altar of incense, and the lampstand.
7. The table of showbread was about three feet long, 18 inches wide, and two feet high. On each corner of the table was a gold ring. Poles were placed through the rings so that the table could be carried from place to place on the shoulders of the priests. Once a week, 12 cakes of bread were placed on this table. [These 12 loaves of bread represented the 12 Tribes of Israel who were supposed to be holy and dedicated to God.]
8. The altar of incense measured about 18 inches wide by 18 inches deep by 36 inches long. It had a horn and a gold ring on each corner so that it could also be put on poles and moved from place to place. Sweet-smelling incense was burned here to represent the prayers of the people going up to God (Revelation 5:8; 8:3; 2 Corinthians 2:15).
9. The lampstand or "menorah" was a **seven**-branched lampstand of pure gold. The lampstand provided light for the priests as they did their duties in the sanctuary.



**NOTE:** The number **seven** is used throughout the Bible and Hebrew literature to represent the idea of completeness or perfection.

10. Separating the Holy Place and the Most Holy Place was a curtain (veil) made of blue, scarlet, and purple fabrics. This curtain represented the fact that under the Old Law (the law given to Moses), the people couldn't approach God directly in the Most Holy Place. Only the High Priest could enter the Most Holy Place—and only once a year, on the Day of Atonement. (When Jesus died on the cross, the veil of the Temple was split down the middle as a sign that God could be approached by followers of God at any time because of Jesus' sacrifice.)
11. Only one thing was inside the Most Holy Place: the Ark of the Covenant. It was a box about four feet long by two feet wide by two feet high; it was covered inside and out with gold. There were rings on the corners through which poles were put to carry the Ark. Only the Levites were allowed to carry the Ark of the Covenant (and the table of showbread and altar of incense), and only one family within the Levite tribe: the sons of Kohath. Each time the Ark was moved, the Levites in charge covered it with a special cloth. (The other furnishings of the tabernacle were moved in six covered wagons drawn by two oxen each.) **No one** but the High Priest was ever to look at the Ark of the Covenant; **no one was ever to touch it**. The lid of this special box was called "the mercy seat." On the mercy seat sat two cherubim whose wings were stretched toward the center of the lid.



**NOTE:** Hebrews chapters 9 and 10 tell us that the items of the Tabernacle were symbolic of various New Testament ideas. While there is disagreement among commentaries as to what each tabernacle item symbolized, some suggest the following:

- The “altar of burnt offerings” represents the sacrifice of Christ (cf. John 1:29).
- The “laver” was a symbol of cleansing connected with baptism in the New Testament (cf. Ephesians 5:26; Titus 3:5).
- In the holy place, the lampstand may represent the light of God’s Word (cf. Psalm 119:105,130).
- The “altar of incense” likely represents the prayers of the saints (cf. Luke 1:9-10; Revelation 5:8).
- The twelve loaves of bread on the table were called the showbread or “bread of presence,” perhaps signifying the presence of God, the “Bread of Life” (John 6:48), with His people. Some think the Lord’s Supper is also suggested.
- The sanctuary or “Holy Place” (where the altar of incense, the lampstand, and the table of showbread were placed) is thought to represent the Church in the New Testament (cf. Acts 15:16-17; 1 Corinthians 3:16; 1 Timothy 3:15). Aaron and his sons, the priests, were allowed to go into the sanctuary. In the New Testament, all Christians are “priests” (1 Peter 2:5,9) and can approach God in worship as the priests did under the Law of Moses.
- Under the Law of Moses, the “Most Holy Place” (i.e., the part of the Tabernacle that had the Ark of the Covenant and that represents heaven) wherein God manifested His presence was only entered one time each year by the High Priest on the Day of Atonement.
- The veil separating the Holy Place and the Most Holy Place was torn in two by God at Jesus’ death, symbolizing the fact that those who have been washed by the blood of Jesus can now approach God directly through prayer.

[For more information, see Jackson, Wayne (2011), *A New Testament Commentary* (Stockton, CA: Christian Courier Publications), pp. 501-502.]

12. Initially, the Ark contained the two tablets of stone on which were written the Ten Commandments. At some point, a jar of manna and Aaron’s rod that budded were also placed inside the ark (Hebrews 9:4).
13. God helped men with special talents to build the Tabernacle. All the materials used to build it were given by the Israelites. In fact, so much was given that Moses had to tell the people to stop bringing their gifts for the Tabernacle (Exodus 25:2; 36:3,5,6)!
14. According to Exodus 40:2,17, the Tabernacle was assembled at Mount Sinai at the beginning of their second year out of Egypt, 14 days before the Passover, to celebrate the first anniversary of the Exodus.
15. Just as God had special ways for the Jews to worship (according to the laws of the Old Testament), He has special ways for us to worship today (under the New Testament). He expects us to follow His commandments regarding worship just as carefully as the Israelites were supposed to.

## NOTES FOR OLDER CHILDREN:

Beginning with Adam, God required animal sacrifices as part of worship. The deaths of animals

reminded His people that their sins had consequences, and there was no forgiveness without the shedding of blood. The writer of Hebrews says the same thing about the New Covenant God has made with Christians. Jesus was the last sacrifice for our sins. His death was the most powerful reminder ever of how much our sins hurt God, and what He is willing to do to save us/to help us get to heaven. [The pattern for the tabernacle and the sacrifices that were made are all mentioned in the New Testament as having been patterns (or “types”) of things that would come when the Messiah, or Savior, came to Earth.]



**NOTE:** In the New Testament, the human body is described as a temporary tent (a tabernacle) which will be done away with after we leave this Earth (2 Corinthians 5:1; 2 Peter 1:13-14). It seems that the New Testament writers are alluding to the Old Testament Tabernacle in their symbolism.



**RECOMMENDED READING FOR TEACHERS:** See the article titled “[The Holy Place, or the Most Holy Place?](#)” by Wayne Jackson on the Apologetics Press Web site for a response to an alleged discrepancy regarding location of the golden altar in the Tabernacle.

### 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:

- [“Building the Tabernacle Coloring Sheet”](#) (provided in activity sheets)
- As the children come into class, have Lincoln logs and/or wooden blocks they can use to build “tabernacles.” Have pieces of cloth that they can use to make walls and roofs.
- As the children are building, talk to them about what the church building is made of, how long it took to build it. Then direct your comments toward the Israelites’ special place of worship, the tabernacle.

#### 1st-2nd Graders:

- [“Building the Tabernacle Crossword Puzzle”](#) (provided in activity sheets)
- [“Building the Tabernacle Word Search”](#) (provided in activity sheets)
- Play “Bible Alphabet Soup”: Divide the class into small groups. Give each group identical sets of plastic letters. Ask review questions which require one-word answers. As soon as you ask a question, the groups are in a race to correctly spell out their answers with the plastic letters they have.

#### 3rd-4th Graders:

- [“Building the Tabernacle Crossword Puzzle”](#) (provided in activity sheets)
- [“Building the Tabernacle Word Search”](#) (provided in activity sheets)
- [“Building the Tabernacle Fill in the Blank”](#) (provided in activity sheets)
- Play “Bible Alphabet Soup”: Divide the class into small groups. Give each group identical sets of plastic letters. Ask review questions which require one-word answers. As soon as you ask a question, the groups are in a race to correctly spell out their answers with the plastic letters they

have.

- Have the children read the following:
  - *The Tabernacle*, by Rose Publishing (DISCLAIMER: p. 9—change “confession” to “baptism”)
  - Exodus chapters 25-27
  - Hebrews chapters 5, 7, and 8
- Advanced Bible Reader: Have the children read Exodus chapters 29-40, and chapter 32 if they did not do so this quarter. [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Exodus chapters 31-35 and 36-40 quizzes 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.

## SONGS:

### “THE TABERNACLE”

Author: Jewel Kendrick

(Tune: “All Things Bright and Beautiful”)

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

### “OUR TABERNACLES” ([Click to Hear](#))

Author: Jeff Miller

(Tune: “London Bridge is Falling Down”)

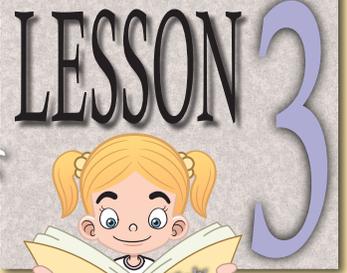
He-brews carried ‘round a tent,  
To and fro’, where e’er they went.  
We also car-ry a tent!  
It’s our bodies!

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



# Building the Tabernacle

Exodus 25:1-31:11



Old Testament 4  
Part 1: God's People in the Desert

## WEDNESDAY EVENING

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:

Exodus 25:1-31:11; 35:1-40:38; Hebrews 5; 7:25-28; 8:1-6,9,10

### MEMORY WORK:

For all ages: "God is spirit, and those who worship Him must worship in spirit and truth" (John 4:24).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

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

- ["The Tabernacle"](#)
- ["Our Tabernacles"](#)

### 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)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- The Tabernacle A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*; Note on cards 2.2, 3.1, and 3.2 that the actual visual appearance and size of the cherubim is unknown)
- *Nelson's Complete Book of Bible Maps and Charts*, Thomas Nelson, Inc. (DISCLAIMER: Not all of the material in this book will necessarily be scripturally accurate.)
- Betty Lukens' felt pieces
- Pictures or objects to illustrate linen, goat's hair, leather, a menorah, incense, round cakes of bread
- ["Inside the Tabernacle" chart](#) (provided in activity sheets)



## PERSONAL APPLICATION:

YOUNGER CHILDREN: Worship is one way I show God that I love Him.

OLDER CHILDREN: God has a plan (design) for how He wants me to worship Him, just as He did for the Israelites in the Old Testament.

## 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. YOUNGER CHILDREN: Help the children place the felt pieces (Betty Lukens’) for the tabernacle furnishings in their proper places. Remind them that God wants us to worship in different ways today than the Israelites worshipped in the Old Testament. Remind them that worship is one way in which we can show our love for God.

OLDER CHILDREN: Remind them that God wants us to worship in different ways today than the Israelites worshipped in the Old Testament. You can discuss with them the way the 12 tribes of Israel camped around the tabernacle (three tribes on each side), a pattern that God used to remind them that He was to be the center of everything they did, especially their worship. [You may want to mention that, although Jews today claim to still be God’s chosen people and claim to practice the laws of the Old Testament, they do not follow those laws, including those about the priesthood and sacrifices.]



**NOTE: The Sacrificial Offerings:** “The burnt offering was the only sacrifice entirely consumed upon the altar, and therefore it is sometimes called the whole offering. The grain offering was a tribute offering made in order to secure or maintain the divine favor, indicating that the fruits of a person’s labor should be dedicated to God. The peace offering was designed to provide expiation and permitted the one who made the offering to eat the meat of the sacrifice. It was often given on a joyous occasion. The sin offering was employed to remove impurity from the sanctuary. The trespass offering, also referred to as the guilt offering or the offering of reparation, was given for violation of the sanctity of the property of God or of another person, usually by use of a false oath” (*Nelson’s Complete Book of Bible Maps and Charts*, pp. 42-43).

## 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):

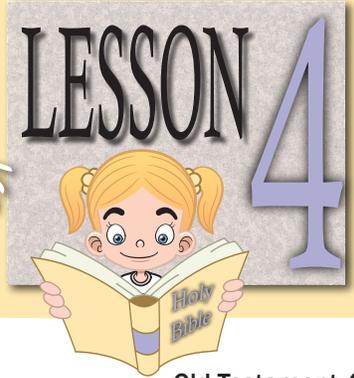
See Sunday morning lesson.

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



# Nadab and Abihu

Leviticus 10:1-7



Old Testament 4  
Part 1: God's People in the Desert

## 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:

Leviticus 10:1-7; 8:1-13; Exodus 28; Numbers 3:4

### MEMORY WORK:

YOUNGER CHILDREN: "Oh, come, let us worship and bow down...for He is our God" (Psalm 95:6a,7a).

OLDER CHILDREN: "Oh, come, let us worship and bow down; Let us kneel before the Lord our maker. For He is our God" (Psalm 95:6,7a).

### 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.

- ["Leviticus 10:1-3"](#)
- ["The Children's Class"](#)
- ["I Worship My Heavenly Father This Way"](#)
- ["Bible Class"](#)
- ["Strange Fire"](#)
- ["Nadab and Abihu"](#)

### 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)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces

### PERSONAL APPLICATION:

How I worship is one very important way that I can show God that I love Him. So I must have the right attitude as I worship, and I must worship Him the way He tells me to in His Word.



## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

Sometimes Mama and Daddy and other grownups ask you to do things that you don't want to do, or they make rules that you don't understand. God is our Heavenly Father, and He tells us what to do in His Word, the Bible. He expects us to obey His Word, even if we don't understand why. We must follow God's rules no matter what. Today, we're going to talk about two men who did not pay attention to God's rules.

### INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson

When your teacher gives you instructions on how to do an assignment, does she expect you to follow those instructions? What happens if you don't? Why can't everyone just do the assignment like they want to? When your parents ask you to do something, and maybe even to do it in a certain way, do they expect you to follow their instructions? What happens if you don't? What happens if all the members of the family decide to have their own set of rules and ignore Mom and Dad's? Today, we are going to talk about two men who did not follow God's instructions, and what happened to them because of their decision.

### POINTS TO EMPHASIZE:

1. As God guided the Israelites from Egypt to Canaan (the Promised Land), He planned a special place for them to worship Him (the Tabernacle) and specific ways that they were to worship Him. This was very important because all of the two to three million people camping in the desert (wilderness) had been born and raised in Egypt, surrounded by idols and idol-worshipping people. (Review basic points from the last lesson on the tabernacle.)
2. Part of God's plan was to have one special group of men—the tribe of Levi (Levites)—to be in charge of the Tabernacle and the worship activities there (including making the sacrifices every day). Some Levites were priests and the rest were special helpers. Aaron, Moses' brother, was chosen by God to be the first High Priest. His four sons, Nadab, Abihu, Eleazar, and Ithamar, were priests who were to work under him (Exodus 6:23-25).
3. When the Tabernacle was completed, the Israelites celebrated for eight days. They had a special ceremony for Aaron and his sons so that everyone would know they had been chosen by God to lead the people in their worship. God gave specific instructions to Moses about this ceremony. God spoke to Moses, and Moses understood that he had to do exactly what God said, not substituting his own ideas about the Tabernacle, the work of the priests, or the pattern of worship God specified.
4. Aaron and his sons washed and put on beautiful clothing made especially for them as the priests (Exodus 28). After special sacrifices were offered, fire came down from heaven and completely consumed the offering on the altar so that the Israelites would know that Almighty God would always watch over their worship and would always be with them. The Israelites were very happy and thankful, but the joy in the camp did not last long.
5. Two of Aaron's sons, Nadab and Abihu, made some bad choices with serious consequences. They decided to offer "foreign fire" to burn incense at the Tabernacle, and God struck them

dead. So, a time of great celebration turned to a time of great sadness. What was so wrong about the “kind” of fire they offered? What did Nadab and Abihu do that was so wrong?

6. The text says that they used the wrong fire (“foreign fire,” “profane fire,” or “unauthorized fire”)—fire which God “had not commanded them” (Leviticus 10:1). This seems to indicate that they did not get the fire for the sacrifice from the right place (which many believe was supposed to be from the altar). [Others also argue, based on Exodus 30:7-10, that they may not have even been authorized to make this particular sacrifice, although it is possible that the mention of “Aaron” in that passage might actually mean, “the house of Aaron,” which would include his sons (cf. vss. 8-11). Some argue that the timing of their offering might have been presumptuous. Others argue that they may have been drunk, and thus not in a respectful, holy mindset, based on the following verses (vss. 8-11).] Regardless of the specifics of what God was upset about, one thing is clear: they did not have permission or authority from God for what they did. When we worship God, we must have permission for what we do!
7. Nadab and Abihu were trained to be special servants to God, but they thought their own way of doing things was as good as God’s. They were foolish because they decided to ignore God’s rules. They died because they disobeyed. It was (and still is) a serious thing to be a servant of the Lord. In Hebrews 12:28-29, the writer says that we must serve God “acceptably with reverence and godly fear; for our God is a consuming fire” (see also Deuteronomy 4:24).
8. Moses told Aaron that he should not let the people see him mourn (be sad) for his two older sons who died, because they had sinned against God (Leviticus 10:6-7; 21:10-12). By mourning for his sons, God could have been made to look like the “bad Guy” in the story, because people would have felt sorry for Aaron. But Nadab and Abihu died for their own sins, not because of God.
9. The Israelites learned a very important lesson the day that Nadab and Abihu died, and so can we. We show love for God by how we worship Him, without adding or changing anything of the pattern He has given us in His Word. [OLDER CHILDREN: Briefly talk about what’s wrong with musical instruments in worship, why we have no women preachers, praise teams, Christmas and Easter services, handclapping, etc. These topics/ideas should be further developed Wednesday night.]



**RECOMMENDED READING FOR TEACHERS:** See Apologetics Press’ booklet, *[Surrendering to His Lordship](#)*, for further background study on the biblical principle of authority. See also the articles “[Hermeneutical Principles in the Old Testament](#)” and “[Technicalities](#)” by Dave Miller on the Apologetics Press Web site and the DVD “[Pleasing God in Worship](#)” by Dave Miller.

**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:**

- “[The Acts of Worship Coloring Sheet](#)” (provided in activity sheets)
- As the children come into class, show them items to remind them about ways we worship God, such as a songbook, a Bible, a communion tray, a collection basket, a picture of

someone praying. As you talk about each item and how it relates to worship, ask them questions about how we should behave. [What should we do during a prayer? During the Lord's Supper? During the sermon? Should we giggle, squirm, and talk out loud? Should we act like we do at a ball game?]

- "[The Acts of Worship Activity](#)" (provided in activity sheets)

### 1st-2nd Graders:

- Play Tic-Tac-Toe or Hang Man games on the chalkboard to review facts about this and previous lessons. ([Tic-Tac-Toe Instructions](#) and game board provided in activity section of Web site)
- "[The Acts of Worship Activity](#)" (provided in activity sheets)
- "[Worship Activity](#)" (provided in activity sheets)
- Play the "Worship in Spirit and in Truth" game:

**Group game:** Write lesson questions on half sheets of poster board and laminate. On small index cards, write the Scriptures where the answers can be found. Divide the students into teams. Give each team a set of the Scripture cards and a question board. As the students find the answers, they should write their answers on the question board with a dry erase marker. [You can set a kitchen timer for 5-10 minutes to make them race, if desired.] Example questions:

- What day of the week should we give to God money that we have set aside/saved for Him (1 Corinthians 16:2)? [The first day of the week—Sunday]
- What part of the communion/Lord's Supper reminds us of Christ's body on the cross (1 Corinthians 11:23-24)? [Unleavened bread]
- What does the grape juice (fruit of the vine) remind us of (1 Corinthians 11:25)? [Blood of Jesus]
- On what day of the week did the first Christians gather to "break bread" (to take the Lord's Supper; Acts 20:7)? [The first day of the week—Sunday]
- I must pray and sing with the \_\_\_\_\_ (1 Corinthians 14:15). [Understanding]
- We must worship in \_\_\_\_\_ (John 4:24). [Spirit and truth]

**Individual game/learning center:** Write the questions and statements for the group game on index cards. Glue library card pockets inside a file folder. On the outside of the pockets, write the Scripture references given so that the children can search for the answers and put each card in the correct pocket.

### 3rd-4th Graders:

- Play Tic-Tac-Toe or Hang Man games on the chalkboard to review facts about this and previous lessons. ([Tic-Tac-Toe Instructions](#) and game board provided in activity section of Web site)
- "[The Acts of Worship Activity](#)" (provided in activity sheets)
- "[The Worship Activity](#)" (provided in activity sheets)
- Play the "Worship in Spirit and in Truth" game:

**Group game:** Write lesson questions on half sheets of poster board and laminate. On small index cards, write the Scriptures where the answers can be found. Divide the students into teams. Give each team a set of the Scripture cards and a question board. As the students find the answers, they should write their answers on the question board with a dry erase marker. [You can set a kitchen timer for 5-10 minutes to make them race, if desired.] Example questions:

- What day of the week should we give to God money that we have set aside/saved for Him (1 Corinthians 16:2)? [The first day of the week—Sunday]
  - What part of the communion/Lord’s Supper reminds us of Christ’s body on the cross (1 Corinthians 11:23-24)? [Unleavened bread]
  - What does the grape juice (fruit of the vine) remind us of (1 Corinthians 11:25)? [Blood of Jesus]
  - On what day of the week did the first Christians gather to “break bread” (to take the Lord’s Supper; Acts 20:7)? [The first day of the week—Sunday]
  - I must pray and sing with the \_\_\_\_\_ (1 Corinthians 14:15). [Understanding]
  - We must worship in \_\_\_\_\_ (John 4:24). [Spirit and truth]
- Individual game/learning center:** Write the questions and statements for the group game on index cards. Glue library card pockets inside a file folder. On the outside of the pockets, write the Scripture references given so that the children can search for the answers and put each card in the correct pocket.
- **Advanced Bible Reader:** Have the children read Exodus chapter 28, as well as chapters 26, 27, and 29-30 if they have not done so this quarter. [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Exodus chapters 26-30 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.
  - Have the children read the following:
    - Leviticus chapters 8 and 10
    - *Discovery* article: “Strange Fire,” [July, 2000](#), p. 52

## FINGERPLAYS:

### “THE CHILDREN’S CLASS”

This is the class where the children go. (hands together at fingertips)  
 Hear their glad songs singing? (hands cupped around ears)  
 They sing to the Lord, for they love Him so;  
 Listen and hear them singing.

This is the class where the children go. (hands together at fingertips)  
 I wonder what they’re saying? (puzzled look)  
 They’re telling the Lord that they love Him so. (hands over heart)  
 Listen and hear them praying. (hands together in prayer)

### “I WORSHIP MY HEAVENLY FATHER THIS WAY”

(Use pictures or hand motions to illustrate)

When I am happy, I sing to God.  
 And when I am thankful, I pray.  
 And when I am blessed with good things, I give.  
 I worship my Heavenly Father this way.

## “BIBLE CLASS”

I say “Hello!” (shake hands)  
To friends in class;  
I’m happy as can be. (big smile)  
They are my Bible class friends.  
I love them all, you see.  
Then when I go into our class, (fingers walk across table)  
I do not run—I walk!  
And I remember others are here,  
So quietly I talk.

## SONGS:

### “LEVITICUS 10:1-3”

Author: Jeff Miller

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

### “NADAB AND ABIHU” ([Click to Hear](#))

Author: Unknown\*

(Tune: “More, More About Jesus”)

Now about Aaron let us tell;  
He had two sons; he loved them well;  
They disobeyed God, strange fire they had.  
And then they died; ‘twas very sad.

#### CHORUS:

Nadab and Abihu, Nadab and Abihu;  
They displeased God, ‘twas plain to see.  
They were examples for you and me.

### “STRANGE FIRE”

Author: Jewel Kendrick

(Tune: “Scotland’s Burning”)

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

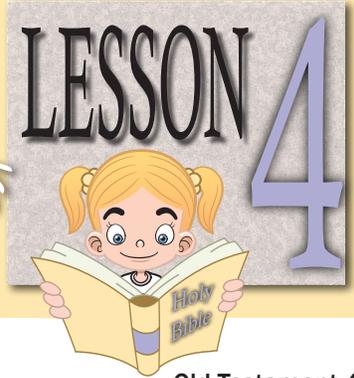
\*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

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



# Nadab and Abihu

Leviticus 10:1-7



Old Testament 4  
Part 1: God's People in the Desert

## WEDNESDAY EVENING

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:

Leviticus 10:1-7; 8:1-13; Exodus 28; Numbers 3:4

### MEMORY WORK:

YOUNGER CHILDREN: "Oh, come, let us worship and bow down...for He is our God" (Psalm 95:6a,7a).

OLDER CHILDREN: "Oh, come, let us worship and bow down; Let us kneel before the Lord our maker. For He is our God" (Psalm 95:6,7a).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

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

- ["Leviticus 10:1-3"](#)
- ["The Children's Class"](#)
- ["I Worship My Heavenly Father This Way"](#)
- ["Bible Class"](#)
- ["Strange Fire"](#)
- ["Nadab and Abihu"](#)

### 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)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Betty Lukens' felt pieces

### PERSONAL APPLICATION:

- How I worship is one very important way that I can show God that I love Him. So I must have the right attitude as I worship, and I must worship Him the way He tells me to in His Word.



## 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. Talk about what it means to have permission to do something, and what it would be like in life if people did whatever they wanted without permission (for example, pharmacists adding other drugs to prescriptions that doctors had prescribed; restaurants taking your parents’ debit cards or money when it’s time to pay and charging your parents for things they did not order; Noah adding an extra floor to the ark made out of oak, or adding wings to the ark to try to make it fly).
3. Re-emphasize the importance of worshipping just as God has commanded us, without adding or changing anything (cf. Colossians 3:17; John 4:24; 17:17; Matthew 15:8-9; 1 Corinthians 4:6; Galatians 1:8-9; Revelation 22:18-19).
4. As is appropriate for your class, discuss things man has added or changed in worship services (instrumental music, choirs, praise teams, women worship leaders, etc.) that are not approved by or commanded by God.
5. Look up and read together scriptures regarding the acts of worship.
  - Communion: 1 Corinthians 10:16
  - Prayer: 1 Timothy 2:8; Philippians 4:6
  - Preaching/Teaching: Acts 2:42
  - Giving: 1 Corinthians 16:2
  - Singing: Colossians 3:16; Ephesians 5:19

## 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):

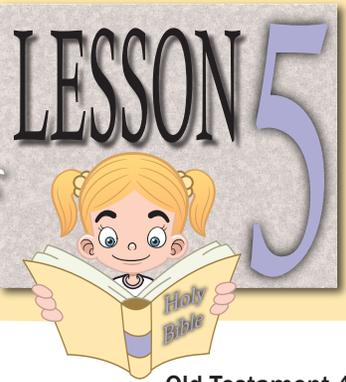
See Sunday morning lesson.

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



# Twelve Spies Sent into Canaan

Numbers 13 and 14



Old Testament 4  
Part 1: God's People in the Desert

## 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 13 and 14; Deuteronomy 1:19-46

### MEMORY WORK:

YOUNGER CHILDREN: "Blessed is the man who trusts in the Lord" (Jeremiah 17:7).

OLDER CHILDREN: "But without faith it is impossible to please Him, for he who comes to God must believe that He is, and that He is a rewarder of those who diligently seek Him" (Hebrews 11:6).

### 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.

- ["The Twelve Spies in Canaan"](#)
- ["The Faithful Spies"](#)

### 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)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- 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)
- [Map showing route of Israelites' travels through the wilderness](#) (provided in map section of curriculum Web site)
- Have broom handle or other pole on which you have hung bunches of plastic grapes. Also, if possible, have grapes, pomegranates, and figs for the children to eat.



## PERSONAL APPLICATION:

God can help me overcome problems and feelings (fear, uncertainty, etc.), if I trust Him and His great power.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

Do you ever get scared? What about the first time you went to school, or spent the night away from home? What do you do when you get scared? Sometimes the Israelites were afraid because they forgot about the power of God and all He had done for them. Today we're going to talk about what happened when some of God's people were too afraid to obey Him.

### INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

After the Israelites left Egypt, God showed His great power to the Israelites over and over. In spite of all the incredible things they had seen God do for them, they were still sometimes afraid. And when they were afraid, they didn't trust Him. Today we're going to see what happened one of those times when God's people were too afraid to obey Him.

### POINTS TO EMPHASIZE:

1. From Mount Sinai, the Israelites turned northward (to the Wilderness of Paran) and then came to Kadesh-barnea on the southern border of Canaan. Before they went into Canaan, they wanted to know more about the land. So Moses chose 12 men, one from each tribe, to go into the land and "spy out the land" (i.e., to investigate the land conditions).
2. The 12 men went across the plain (Negev) and into the hills of Canaan. The spies traveled throughout the land for 40 days. They saw a beautiful land with all kinds of food. They also learned something about the idol-worshipping people who lived there and how the cities were built.
3. When they returned to the Israelite camp, the spies brought a huge cluster of grapes on a pole—the largest fruit the Israelites had ever seen—as well as pomegranates and figs. The spies gave a good report about the food that was available and the beauty of the land itself. But 10 of the men said the people of Canaan were like giants, and their cities had walls that were too strong for the Israelites to conquer. The crowd listening to the spies' report became very upset and afraid.



**RECOMMENDED READING FOR TEACHERS:** See "[How Big Is a Giant?](#)" by Kyle Butt on the Apologetics Press Web site for a response to the charge that the Bible is mythical for mentioning the existence of giants.

4. Finally, Caleb and Joshua quieted the people and told them to remember that God was on their side and that no people could stand against them as long as God was with them. The Israelites were not remembering the times that God had won battles for them, or miraculously provided them with the food and water they needed. They became overwhelmed with fear instead of

trusting God. They decided that Caleb and Joshua could not possibly be right; they believed the report of the other 10 spies instead.



**NOTE:** Notice how many times the spies used the word “saw” (see 2 Corinthians 4:18).

5. The people all began to complain again that God had brought them into the wilderness to die, and said they wished they were back in Egypt! They were ready to choose another leader to replace Moses and return to Egypt. When Joshua tried to persuade the people that they were acting foolishly, the crowd picked up stones to kill Caleb and him.
6. God was so angry with the people that He told Moses He was going to destroy them all. But Moses prayed and pleaded with God not to destroy them. God decided that He would punish them in another way. He told Moses to take the Israelites back out into the wilderness for 40 years—one year for every day the spies had been in Canaan—until all those who had complained and had no faith died. He said that only Caleb and Joshua would live to go into Canaan after those 40 years.
7. The 10 men who came back with the bad report died of a plague sent by the Lord. When the people heard Moses’ words of punishment, they became frightened and realized that they had rebelled against God. They decided that they **would** go into the land of Canaan and take it. But God was not with them. Moses told them not to try to take the land now, or they would be terribly defeated in battle. Again, the people refused to listen to Moses, and many were killed in a terrible battle with the Amalekites and Canaanites (Amorites).
8. Joshua and Caleb helped Moses as the Israelites moved from one place to another, shepherding their flocks in the wilderness. Although they had to wait 40 years, Joshua and Caleb were rewarded for their great faith in God. They were given special sections of land, and they made leaders of the people when they finally did go into Canaan.
9. Hebrews 11:1 says, “Now faith is the substance of things hoped for, the evidence of things not seen.” Joshua and Caleb could not see their reward, but they believed that God would keep all His promises, and they obeyed Him (Deuteronomy 1:29-32). God has promised to bless us and help us, too, if we trust Him and obey Him.

**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:**

- “[The Twelve Spies Coloring Sheet](#)” (provided in activity sheets)
- “Men of Little Faith” game: Write review questions about the 12 spies going into Canaan on cutouts of grape clusters. Put a real branch (or one made of brown paper) on the bulletin board and attach other cutouts of grape clusters on which you have written the answers to the review questions. Read each question to the children, and as they answer, let them attach the question cluster to the appropriate answer cluster. (For non-readers, use pictures representing the answers, i.e. a grasshopper, a giant, honey, etc.)
- Have magnifying glasses for the children to examine a few small objects. Then hide those objects in the room. Ask the children to pretend to be spies, and to look for the objects with their

magnifying glasses.

- Role play the story: Make signs with names of spies taped to paint stir sticks or rulers.

### 1st-2nd Graders:

- “Spying Out the Land” game: Cutout 24 magnifying glass shapes (or use Carson Delosa shaped notepad). On 12 magnifying glass shapes, write the questions and the biblical references where answers can be found. Write the answers on the other 12 magnifying glass shapes. (Magnifying glass [cutouts](#) provided in activity sheets) .
  1. How many men were sent out from each tribe? (1) [Numbers 13:2]
  2. How many spies were there in all? (12) [Numbers 13:4-15]
  3. What was the name of the land they were to check out? (Land of Canaan) [Numbers 13:17]
  4. What were they to find out about the people? (If they were weak or strong, and if they were few or many) [Numbers 13:18]
  5. What were they to find out about the land? (If it was good or bad, rich or poor, and if there was wood or not) [Numbers 13:19-20]
  6. What were they to find out about the cities? (If they were camps or strongholds) [Numbers 13:19]
  7. What were they to bring back to show the people? (Some of the fruit of the land) [Numbers 13:20]
  8. What fruit did the spies bring back? (Pomegranates, figs, and a single cluster of grapes) [Numbers 13:23]
  9. How many days passed before the spies returned from spying out the land? (40) [Numbers 13:25]
  10. How many spies gave a bad report of the land? (10) [Numbers 14:6]
  11. Which spies gave a good report? (Joshua and Caleb) [Numbers 14:6]
  12. How did God punish the people for their lack of faith? (He said the Israelites would not enter Canaan for 40 years. They would wander/move around for 40 years.) [Numbers 14:26-38]
- [“The Twelve Spies Word Scramble”](#) activity (provided in activity sheets): Scramble the names of the 12 spies on the board or on worksheets. (Give the students Scripture references to look up the names of spies if they need help unscrambling them.) Let the students work in pairs or small groups and race to unscramble the names.
- [“The Twelve Spies Matching Activity”](#) (provided in activity sheets)
- [“The Twelve Spies Word Search”](#) (provided in activity sheets)

### 3rd-4th Graders:

- “Spying Out the Land” game: Cutout 24 magnifying glass shapes (or use Carson Delosa shaped notepad). On 12 magnifying glass shapes, write the questions and the biblical references where answers can be found. Write the answers on the other 12 magnifying glass shapes. (Magnifying glass [cutouts](#) provided in activity sheets)
  1. How many men were sent out from each tribe? (1) [Numbers 13:2]
  2. How many spies were there in all? (12) [Numbers 13:4-15]

3. What was the name of the land they were to check out? (Land of Canaan) [Numbers 13:17]
  4. What were they to find out about the people? (If they were weak or strong, and if they were few or many) [Numbers 13:18]
  5. What were they to find out about the land? (If it was good or bad, rich or poor, and if there was wood or not) [Numbers 13:19-20]
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  10. How many spies gave a bad report of the land? (10) [Numbers 14:6]
  11. Which spies gave a good report? (Joshua and Caleb) [Numbers 14:6]
  12. How did God punish the people for their lack of faith? (He said the Israelites would not enter Canaan for 40 years. They would wander/move around for 40 years.) [Numbers 14:26-38]
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  - “[The Twelve Spies Matching Activity](#)” (provided in activity sheets)
  - “[The Twelve Spies Word Search](#)” (provided in activity sheets)
  - Have the children read the following:
    - Numbers chapters 13 and 14
    - Deuteronomy chapter 1
    - *Discovery* article: [October, 2003 \(“Grumbling, Mumbling, Gripping, and Complaining”\)](#)

## SONGS:

### “THE TWELVE SPIES IN CANAAN”

Author: Jewel Kendrick

(Tune: “Over the River and Through the Woods”)

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

### “THE FAITHFUL SPIES”

Author: Jewel Kendrick

(Tune: “We Wish You a Merry Christmas”)

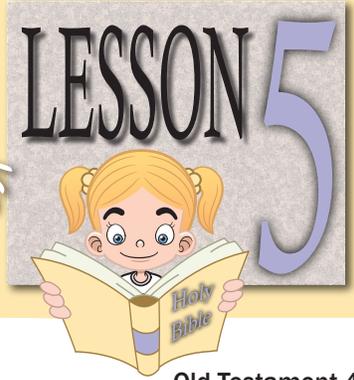
(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

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



# Twelve Spies Sent into Canaan

## Numbers 13 and 14



Old Testament 4  
Part 1: God's People in the Desert

## WEDNESDAY EVENING

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 13 and 14; Deuteronomy 1:19-46

### MEMORY WORK:

YOUNGER CHILDREN: "Blessed is the man who trusts in the Lord" (Jeremiah 17:7).

OLDER CHILDREN: "But without faith it is impossible to please Him, for he who comes to God must believe that He is, and that He is a rewarder of those who diligently seek Him" (Hebrews 11:6).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

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

- ["The Twelve Spies in Canaan"](#)
- ["The Faithful Spies"](#)

### 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)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- 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)
- [Map showing route of Israelites' travels through the wilderness](#) (provided in map section of curriculum Web site)



- **Have broom handle or other pole on which you have hung bunches of plastic grapes. Also, if possible, have grapes, pomegranates, and figs for the children to eat.**

### PERSONAL APPLICATION:

- God can help me overcome problems and feelings (fear, uncertainty, etc.), if I trust Him and His great power.

### 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. Continue to review books of Bible

### 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):

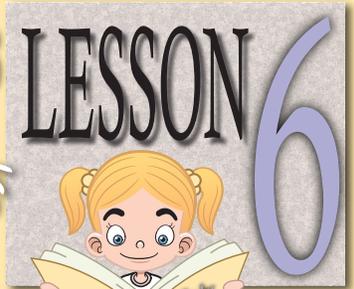
See Sunday morning’s lesson.

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# Korah Leads a Rebellion Against God; Aaron's Rod Comes to Life

Numbers 16; 17; 26:9-11



Old Testament 4  
Part 1: God's People in the Desert

## 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 16; 17; 26:9-11; Hebrews 13:17; 1 Corinthians 10:10-12; Psalm 106:16-18

### MEMORY WORK:

YOUNGER CHILDREN: "Obey those who rule over you" (Hebrews 13:17a).

OLDER CHILDREN: "Obey those who rule over you, and be submissive, for they watch out for your souls, as those who must give account" (Hebrews 13:17a).

### 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.

- "[Korah's Rebellion](#)"
- "[Who is on the Lord's Side?](#)"

### 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.]
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- Apologetics Press' [Bible Timeline](#)
- "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

### PERSONAL APPLICATION:

We are to pray for our elders, deacons, and preachers and show them respect (and obey our elders) because they are God's helpers.



## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

When Mama or Daddy tell you to do something, should you obey them? What happens if you don't obey? God wants us to obey Mama and Daddy, just like He wants us to obey Him. Today we are going to talk about some men who did not obey Him and what happened to them.

### INTRODUCTION: (OLDER CHILDREN)

Do you ever feel like you don't want to obey your parents or your teachers? Why should we obey them even when we don't feel like it? God expects us to show respect for and to obey our parents, teachers, elders, and others that God has put in charge, because they are responsible for us and are trying to help us. Today we are going to learn about some men who decided they did not need to listen to the man God chose to lead His people. Let's see what happened.

### POINTS TO EMPHASIZE:

1. Review briefly the 12 spies' trip to Canaan and God's punishment of the people (40 years of moving from place to place in the wilderness) because of their lack of faith.
2. Some of the Israelites didn't like the idea that they would have to move around in the wilderness for such a long time. They wanted to go into the Promised Land without waiting. They decided they were tired of Moses being their leader. One man in particular, Korah, wanted to take Moses' place; he thought he was just as good a man as Moses.
3. **Korah** and some of his friends (**Dathan, Abiram, and On**) convinced 250 leaders of the people that Moses needed to be replaced. They went to Moses and listed their complaints. They rebelled against Moses and Aaron's leadership (Numbers 16:11). God was very angry because of Korah's actions and words. He had specially chosen Moses and had given him the authority to lead the people. No one had the right to tell God that He had made a mistake.



**NOTE:** **Korah** was a Levite and resented not being equal to Aaron, his sons, and Moses. **Abiram, Dathan, and On** were from the tribe of Reuben (the oldest son of Jacob) and, as such, apparently felt **they** should be part of the nation's leadership.

4. Moses sent word to Korah, Dathan, Abiram, and the others to stand in front of their tents the next day so that God could show all the people who He wanted to be their leader. The next day, God caused the ground to tremble and split open in front of the men's tents. The troublemakers and some of their families fell into the huge cracks in the ground, and the ground closed over them.
5. Then God sent fire to kill the 250 men who had followed Korah. The rest of the Israelites were terrified by what they saw. Nothing like that had ever happened before!
6. God punished Korah and the others because they **rebelled** against a decision (choice, law) made by God, against the leaders He chose, and against God Himself. [Give some examples of how we rebel against authority, i.e. parents, policemen, teachers, etc.] God knows that there must be people in charge in our homes and schools and towns and churches. Without people in charge, everything would be confusing and chaotic. God expects us to follow their rules and

guidelines, even if we don't like them, because God has given them the right (the authority) to lead us.



**Rebel:** to purposely disobey a recognized authority. Rebellion against God is so serious that it is compared with the sins of witchcraft and sorcery in 1 Samuel 15:23.

7. To further emphasize whom His chosen leaders were, God told Moses to take a rod (staff) from the head of each of the 12 tribes and write the men's names on their rods. God said to put the rods inside the tabernacle until the next morning. He said He would show the people again who **He** wanted their leaders to be. Moses put the 12 rods, as well as the rod of Aaron (which he had carried before Pharaoh), inside the Tabernacle. The next morning, Aaron's rod (a dead piece of wood) had miraculously sprouted leaves and had ripe almonds on it. When Moses brought all the rods out before the Israelites, he showed them Aaron's rod. That was a sign that God had chosen Moses and Aaron to be their leaders; no one but God had the right to choose their leaders.
8. Aaron's rod was put into the Ark of the Covenant (along with the two stone tablets of the Ten Commandments) to remind the Israelites for generations to come about this lesson on authority and obedience to God.



**NOTE:** The Ark of the Covenant was like a “memory box” for the children of Israel. They were to remember the events that the objects stood for.



**RECOMMENDED READING FOR TEACHERS:** See the article “[Contents of the Ark of the Covenant](#)” by Eric Lyons on the Apologetics Press Web site for a response to the allegation that Scripture contradicts itself regarding the contents of the Ark of the Covenant.

9. In the Church, God planned for us to have elders and deacons to lead us. His Word tells us what kind of men they are to be and how they are to lead us. God expects us to show them respect, and to obey the elders. If we rebel against authority of any kind, we are rebelling against God Himself.
10. Of course, if an authority told us to do something wrong, God wants us to obey Him rather than the authority (Acts 5:29). We are to obey our parents always, as long as their commands are “in the Lord” or according to His will (Ephesians 6:1).



**RECOMMENDED READING FOR TEACHERS:** See the article “[Shall the Judge of All the Earth Do Right? A Study of the Righteousness of God](#)” by Dave Miller on the Apologetics Press Web site for an in depth study on the justice of God.

**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:

- “[Korah’s Rebellion Coloring Sheet](#)” (provided in activity sheets)
- Have pictures of a boy, girl, mother, daddy, grandparents, kitten, teacher, puppy, and an elder. Give pictures to children and ask, “Who/Which one is more important?” Emphasize that no one person is more important than the other in God’s eyes, but each one has a different, God-assigned task.

### 1st-2nd Graders:

- “[Korah’s Rebellion Tic-Tac-Toe](#)” with facts from this lesson and previous lessons (questions provided in activity sheets)
- “[Korah’s Rebellion Word Search](#)” (provided in activity sheets)
- Have the children read *Tale of Peter Rabbit* book

### 3rd-4th Graders:

- “[Korah’s Rebellion Tic-Tac-Toe](#)” with facts from this lesson and previous lessons (questions provided in activity sheets)
- “[Korah’s Rebellion Word Search](#)” (provided in activity sheets)
- Give children concordances and Bible dictionaries to search for the words “authority” and “rebel.” Have them write down their answers and/or observations and share them with the class.
- Have the children read the following:
  - Numbers chapters 16, 17, and 26
  - “[What God Says about Jealousy](#)” from the Apologetics Press Morality Tract series
  - *Discovery Magazine* article: “Swallowed by the Ground!” ([October, 2003](#))

### SONGS:

#### “KORAH’S REBELLION”

Author: Jewel Kendrick

(Tune: “She’ll Be Comin’ Round the Mountain”)

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

#### “WHO IS ON THE LORD’S SIDE?” ([Click to Hear](#))

Author: Unknown\*

(Tune: “What Can Wash Away My Sin?”)

(Separate “Moses” from “Israel” for the song.)

Moses: Who will come and stand with me?

Israel: We will worship God forever!

Moses: Who will come and holy be?

Israel: We will worship God forever!

All: Our God is good and great!

He does all evil ha-te!

Why should we longer wait?

We will worship God forever!

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

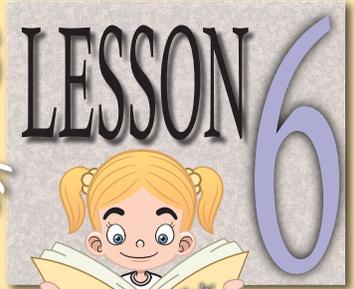
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# Korah Leads a Rebellion Against God; Aaron's Rod Comes to Life

Numbers 16; 17; 26:9-11



Old Testament 4  
Part 1: God's People in the Desert

## WEDNESDAY EVENING

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 16; 17; 26:9-11; Hebrews 13:17; 1 Corinthians 10:10-12; Psalm 106:16-18

### MEMORY WORK:

YOUNGER CHILDREN: "Obey those who rule over you" (Hebrews 13:17a).

OLDER CHILDREN: "Obey those who rule over you, and be submissive, for they watch out for your souls, as those who must give account" (Hebrews 13:17a).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

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

- "[Korah's Rebellion](#)"
- "[Who is on the Lord's Side?](#)"

### 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)
- Apologetics Press' [Bible Timeline](#)
- "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

### PERSONAL APPLICATION:

We are to pray for our elders, deacons, and preachers and show them respect (and obey our elders) because they are God's helpers.



## 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. Do you know why I’m your teacher? It isn’t because I like to be in charge and tell you what to do. Our elders want you to hear about God’s Book from teachers who know and love the Bible and want to teach you what it says. The elders expect me to tell you what the Bible says about God and Jesus so that you will learn to love them. In class, you show your teachers respect when you listen carefully, pay attention, and obey.
3. Your parents don’t tell you what to do just because they like to be bossy. God has given them the job of helping you grow up and make good choices. Do you have a younger brother or sister or know a child that’s younger than you? Do you think you know more than them because you are older and have more experience? Of course. In the same way, your parents are much older than you. So they know more, and God wants them to teach you what they know. You show your parents respect by listening to them, talking to them respectfully, and obeying them.
4. Sometimes people don’t like other people telling them what to do. So they do and say things that are unkind or “smart-alecky.” God is never happy when we act like that! Read Deuteronomy 21:18-21; Exodus 21:15,17

## 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):

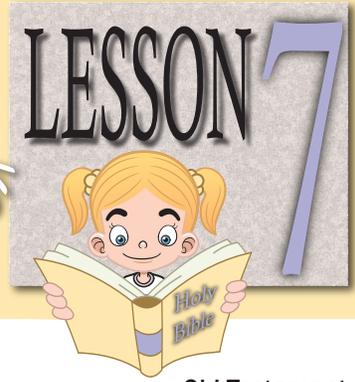
See Sunday morning’s lesson

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# Moses Strikes the Rock at Meribah; The Bronze Serpent

Numbers 20; 21:4-9; 27:14



Old Testament 4  
Part 1: God's People in the Desert

## 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 20; 21:4-9; 27:14; Psalm 106:32-33; 78:5-20

### MEMORY WORK:

YOUNGER CHILDREN: "Give me understanding, and I will keep Your law..." (Psalm 119:34a).

OLDER CHILDREN: "Give me understanding, and I will keep Your law; indeed, I will observe it with my whole heart" (Psalm 119:34).

### 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.

- ["Trust and Obey"](#)
- ["Fiery Serpents in the Wilderness"](#)

### 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.]
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- Apologetics Press' [Bible Timeline](#)
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- Betty Lukens' felt pieces

### PERSONAL APPLICATION:

I am responsible for every choice I make, whether good or bad. I must accept the consequences of bad choices.



## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

Do you know what it means to complain or gripe? Do you complain or whine when things don't go your way? God's people, the Israelites, complained a lot to Moses and about Moses. Today we're going to talk about one of those times, and what Moses did about it.

### INTRODUCTION: (OLDER CHILDREN)

What does it mean to complain? Do you complain (whine or gripe) when things don't go your way? Sometimes when we complain, we lose our tempers and say things that later we wish we hadn't said. Have you ever gotten so mad that you said or did something that you wouldn't have said or done otherwise? That happened to Moses. God's people complained to Moses a lot, and he disobeyed God because he was so angry and frustrated with the people. Let's see what happened.

### POINTS TO EMPHASIZE:

1. As the Israelites moved from one place to another in the wilderness, it was sometimes very hard to find enough water for so many people. [Remember that there were probably **two to three million** Israelites traveling together.] Whenever things didn't go just right, the Israelites grumbled and complained, and told Moses they wanted to go back to Egypt. At a place in the wilderness called Meribah, they grumbled because they didn't have enough water. They had complained about no water at a different place named Meribah before (Exodus 17; see also Deuteronomy 32:51 and Numbers 27:14).
2. Every time the people complained, Moses and Aaron (the High Priest) went to the Tabernacle and prayed, asking God to help them handle the problem. God always told them what they should do. This time, He told Moses to hold his staff over a certain rock and speak to the rock. He promised that water would again come from the rock.
3. The first time that God had brought water from a rock, He told Moses to hit the rock, but not this time.
4. So Moses and Aaron gathered all the people together around the rock and told them that God would provide water for them, even though they complained all the time and were so ungrateful. But when Moses lifted the staff over the rock, he was so angry with the people that he hit the rock instead of speaking to it. Seemingly in his anger, Moses does not direct the people's attention to the power of God, but instead says, "Must **we** bring water for you out of this rock?" as though the power was theirs rather than God's.
5. God caused water to come from the rock, just as He said He would—more than enough water for all the people and their animals. But God was not happy with Moses because Moses struck the rock instead of speaking to it. Moses disobeyed God in what may seem like a small way, but he was showing disrespect to God in front of all the Israelites. Moses did not have the right to disobey God's instruction, no matter what the people did or how mad he was at the time.
6. God said that Moses would have to pay the consequences for his bad choice. As punishment, Moses would not be allowed to go into Canaan, the Promised Land, after all the years he had worked with the troublesome people of Israel. God said that Aaron would not be allowed to go into Canaan either because he also had showed a lack of faith.

7. God told Moses to take Aaron and his son Eleazar to the top of Mount Hor, along the border of the land of Edom. The three men went to the top of the mountain; Moses took Aaron's high priest clothes from him and gave them to Eleazar. This showed all the Israelites that Eleazar was now their High Priest in Aaron's place. Moses and Eleazar came down from the mountain, but Aaron died there.
8. The Israelites were at Mount Hor for over a month and then started moving northward. But the Israelites complained again, saying they were tired of the food God provided every day, and tired of not having enough water. To punish them for complaining, God sent poisonous, venomous snakes all through the camp. Many people died from snakebites.
9. The people were terrified and asked Moses to talk to God for them, to beg Him to take away the snakes. God told Moses to make a snake out of bronze and put it on a pole; if the people looked at the snake on the pole, they would live, even after they had been bitten. There was nothing magical about this **bronze** snake; the people lived if they believed God's words and obeyed Him.



**NOTE:** Some translations mistakenly translate the word “bronze” as “brass,” but brass was not known at that time in history. A better rendering would be “bronze” or perhaps, “copper.”



**HISTORICAL NOTE:** In later years, the Israelites worshipped the metal snake on the pole as an idol, and King Hezekiah had it broken in pieces (2 Kings 18:4).

10. Moses may not have intended to lose his temper or disobey God at the rock, but he did. He had to bear the consequences of his actions and accept the punishment. The Israelites made a bad choice by complaining continually, and they also had to accept the consequences of their actions and words when the snakes came into the camp and bit them. Whether I make wrong choices on purpose or not, I will also have to take full responsibility for what I choose to do, and bear the consequences for my bad choices.

**YOUNGER CHILDREN:** You may want to save the portion of the lesson about the bronze snake until Wednesday night.

**OLDER CHILDREN:** You may want to discuss the parallels between the snake on the pole being set up in the camp to provide physical salvation to the Israelites, and Jesus who was “lifted up” to draw all men to eternal salvation (John 3:14-16).

**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 Strikes the Rock Coloring Sheet](#)” (provided in activity sheets)
- Help children make small Play-doh snakes and wrap them around circular craft sticks.
- Hide die-cut or small plastic snakes around the classroom. Let the children go on a “snake hunt.” You might want to ask them review questions about this and/or previous lessons before allowing them to look for a snake.

### 1st-2nd Graders:

- “Responsibility” review game: Divide the class into two teams. Ask review questions over this lesson and previous lessons (see [O.T. 4 Review Questions](#) for example questions; use questions that are age-appropriate for your class.). As the teams answer questions correctly, they are given a letter from the word “responsibility.” The team to receive all the letters to spell the word first wins.
- [“Moses Strikes the Rock Word Search”](#) (provided in activity sheet)
- [“Moses Strikes the Rock Crossword Puzzle”](#) (provided in activity sheets)
- Memory Verse review: Write each memory verse from this unit on index cards, one or two words per card. Turn the cards for one verse upside down, and mix them up. Ask the children (individually or in teams) to put the cards (the words of the verse) in the correct order.

### 3rd-4th Graders:

- “Responsibility” review game: Divide the class into two teams. Ask review questions over this lesson and previous lessons (see [O.T. 4 Review Questions](#) for example questions; use questions that are age-appropriate for your class.). As the teams answer questions correctly, they are given a letter from the word “responsibility.” The team to receive all the letters to spell the word first wins.
- [“Moses Strikes the Rock Word Search”](#) (provided in activity sheet)
- [“Moses Strikes the Rock Crossword Puzzle”](#) (provided in activity sheets)
- Memory Verse review: Write each memory verse from this unit on index cards, one word per card. Turn the cards for one verse upside down, and mix them up. Ask the children (individually or in teams) to put the cards (the words of the verse) in the correct order.
- Have the children read Numbers 20-21 and Psalm 78.

### SONGS:

#### “TRUST AND OBEY” ([Click to Hear](#))

Author: John Sammis

(Tune: See church songbook)

#### “FIERY SERPENTS IN THE WILDERNESS”

Author: Jewel Kendrick

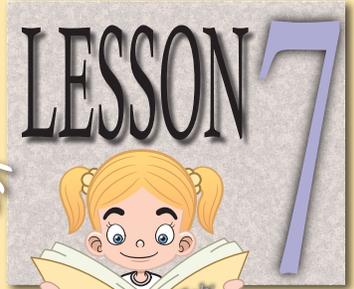
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# Moses Strikes the Rock at Meribah; The Bronze Serpent

Numbers 20; 21:4-9; 27:14



Old Testament 4  
Part 1: God's People in the Desert

## WEDNESDAY EVENING

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 20, 21:4-9, 27:14; Psalm 106:32-33, 78:5-20

### MEMORY WORK:

YOUNGER CHILDREN: "Give me understanding, and I will keep Your law..." (Psalm 119:34a).

OLDER CHILDREN: "Give me understanding, and I will keep Your law; indeed, I will observe it with my whole heart" (Psalm 119:34).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

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

- ["Trust and Obey"](#)
- ["Fiery Serpents in the Wilderness"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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- Betty Lukens' felt pieces



## PERSONAL APPLICATION:

I am responsible for every choice I make, whether good or bad. I must accept the consequences of bad choices.

## 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. Review the other lessons in the unit, stressing the importance of obeying God and the consequences for disobeying.

## 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

**YOUNGER CHILDREN:** Use laminated die-cut shapes of relevant objects, such as a grape cluster, stone tablets, a snake, a rock, etc. Put the shapes in a basket or bag; let kids draw out one shape and tell the significance of that object to our Bible stories.

**OLDER CHILDREN:** Write key words from lessons in this unit on blank index cards. Use words such as twelve, rock, Canaan, spies, tabernacle, Korah, Dathan, rebel, Joshua, Caleb, Mt. Horeb, Aaron, Nadab, Abihu, Mt. Sinai, etc. Let students take turns drawing a card and telling the importance of the word.

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

