

5th Grade

Possessing The Land

by Cherie Noel

5th Grade: Possessing The Land

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Preface

The primary goal throughout the Positive Action Bible Curriculum is to make the Word of God more meaningful to the lives of your students. After working with elementary students for many years and using a variety of curriculum approaches, I found that my students had mastered a lot of material and factual knowledge at a relatively young age without really having seen the truth of the Scriptures at work in their lives.

It is my desire through this curriculum to help students find knowledge, wisdom, and understanding for themselves from the Word of God. It is my goal that they learn that the Word of God can teach them how to live from their earliest childhood experiences.

Therefore, a key emphasis in this curriculum is establishing students in the Word of God so that they begin to find answers for themselves. Students will begin during the second semester of first grade to find easily located Scriptures to answer questions. Second and third grade students will focus on a specific book of the Bible and follow the story line through the book to find scriptural truth. Fourth through sixth grade students will be able to use the entire Bible as their source with passages from various books used in each lesson.

While it is important to begin with the factual knowledge of the Scriptures, students need to go beyond this to grow in wisdom and understanding. They need to be presented with the kind of material that will help them comprehend, discern, apply, analyze, and evaluate a variety of concepts for themselves. The material in this series has been written in such a way that it will help students form personal convictions, supporting these from their own study of God's Word.

In addition, one of the primary goals of this curriculum is to allow the Holy Spirit to work in the lives of the students to "conform them to the image" of Jesus Christ (Rom. 8:29). Therefore, a strong emphasis is placed on character development with practical lessons enabling the students to make life-changing decisions for themselves even at a young age.

Character qualities are brought to life by:

- Studying and defining important character traits.
- Analyzing the character trait through the life of a Bible character.
- Answering questions that directly teach students how to practice that character quality.
- Using a variety of methods including puzzles, artwork, skits, compositions, and discussion to research and emphasize the character trait.
- Encouraging the students to make commitments to develop these qualities in their own lives.

In order to accomplish these goals, two basic points need to be emphasized. First, teachers must spend the necessary time in class teaching their students how to use God's Word to help them come to know God through His Word and to learn how God's Word applies to their everyday lives. The teacher must be an integral part of the Bible class, helping students to find answers and to learn how to handle God's Word for themselves. You cannot assume that the job has been done simply because the students are left to complete a workbook assignment on their own. Secondly, once lessons are completed, they should be used as a basis for adequate class discussion to make sure that Bible principles are understood and life applications have been made. Facts and general Bible knowledge may be gained, but adequate discussion will help make these facts more real to the students.

There is adequate material and enough variety to keep Bible class interesting and fun. Some students may not be able to comprehend every aspect of each lesson, while others may be challenged to complete all the material along with outside projects. The curriculum can therefore provide a program to meet the needs and interests of all students.

Most importantly, make Bible the center of the day's activities with every other activity emanating from this source. Enjoy watching your students grow in the Lord.

Cherie Noel

Elementary Curriculum Goals and Objectives

1. Elementary students will study the entire Word of God for themselves.
 - K-4: *Exploring God's Love*. Preschoolers will discover God's love from the wonders of Creation to the resurrection of Jesus Christ. Scripture memory helps to reinforce basic doctrinal truths.
 - K-5: *Learning About God*. By studying the lives of the major characters throughout the entire Bible, kindergarteners will learn about God's work and His character. Suggested activities help children understand and apply these Bible truths.
 - Grade 1: *Enjoying God's Gifts*. First graders will explore the many gifts of love that God has given to us, focusing on aspects of creation, our families, friends, possessions, Jesus Christ, and God's care.
 - Grade 2: *Finding God's Promises*. Studying the life of Moses in the Book of Exodus, students will discover and examine God's promises. They will see that both the Israelites and Moses experienced victory and hardship while learning about God.
 - Grade 3: *Growing With God*. Third grade students will delve into the lives of Joseph in the Book of Genesis, and Daniel in the Book of Daniel, noting God's providence.
 - Grade 4: *Building Life Castles*. This study engages students in the life of Christ from the Gospels and presents a study of the Holy Spirit from the Gospels, Acts, and the Epistles. By also studying Paul's epistles and the life of Paul from Acts, students will examine how to develop Christian character.
 - Grade 5: *Possessing The Land*. Surveying the Old Testament, students will see a pattern of God's work among His people as He displays His unchanging character.
 - Grade 6: *Winning The Race*. Drawing from the entire Word of God, sixth grade students will learn how God's principles personally affect their lives. Students will study characters in the Old and New Testaments, as well as the life of Christ and an overview of the Book of Revelation.
2. Young people will learn that they can find answers in the Word of God for themselves.
3. Our Bible curriculum recognizes the various levels and types of thinking skills necessary to develop the minds of young people. Lesson questions are therefore designed to focus on a variety of thought processes including...
 - **Knowledge**—learning factual knowledge
 - **Comprehension**—understanding concepts and ideas; seeing sequential patterns
 - **Discernment**—discerning truth based on facts and concepts
 - **Application**—using information learned; applying knowledge gained to personal life
 - **Analyzing**—analyzing information and knowledge from various viewpoints
 - **Evaluation**—drawing conclusions; interpreting values to form personal decisions and supporting these decisions
4. Scriptures are used as a study guide for the following purposes:
 - To study the history of God's dealings with mankind
 - To understand how God thinks
 - To analyze the lives of Bible characters for personal examples of how God deals with individuals
 - To study a variety of Bible topics
5. All lessons ultimately focus on the development of internal character as discussed in Romans 8:28–29. Character qualities are brought to life through:
 - Defining the character quality.

- Analyzing the quality in the life of a Bible character.
 - Completing puzzles that research the truth of the quality.
 - Listening to stories that emphasize the practical uses of the quality.
 - Using a variety of means to further integrate the quality into life (e.g. skits, compositions, artwork, poetry, and discussions).
6. A pattern of Scripture memorization is developed through:
 - Memorizing passages that are applicable to the students' lives.
 - Memorizing key passages rather than just single verses.
 - Encouraging families to memorize Scripture together.
 7. An active prayer life is encouraged through keeping class notebooks on prayer requests and answers to prayer.
 8. An understanding of biblical vocabulary is built through the constant introduction, definition, and use of biblical terms.
 9. An understanding of the land of Israel is gained through map work and related skills.

Effective Teaching Strategies

Classroom Atmosphere

It's so important! Teacher, make sure you prepare for success by establishing the right atmosphere in your classroom. Discussion times are of prime importance as we work through the lessons this year. The atmosphere must encourage our children to be open and feel a part of the discussion process. We want children to be free to share their thoughts, their attitudes, and their common problems without fear of embarrassment. Make sure that students understand that we do not condone sin, but we must learn to overcome sin.

It will be up to each classroom teacher to establish a positive, healthy, accepting class atmosphere so children will be free to share and grow in the Lord. The climate of the class is therefore of prime importance.

Emphasis on Study Skills

It is easy to present facts and drill this material for mastery. Students, however, need to go beyond this basic level of thinking. The material for this series recognizes the various levels of thinking skills. Make certain that concepts are not retained simply as head knowledge but become personal standards and convictions from the heart.

1. Lesson questions are designed to focus on a variety of thought processes including:
 - **Knowledge**—mastering factual information.
 - **Comprehension**—understanding concepts and ideas; seeing sequential patterns.
 - **Discernment**—identifying truth based on facts and concepts.
 - **Application**—using information learned; integrating knowledge gained to personal life.
 - **Analyzing**—considering information and knowledge from various viewpoints.
 - **Evaluation**—drawing conclusions; interpreting values to form personal decisions.
2. In order that your students learn to think on these different levels, it is important that the following attitudes be prevalent in your classroom:
 - Become an integral part of your class. Use every opportunity to talk to and work with your students.
 - Do not assume that because a workbook assignment has been completed and checked that a lesson has been learned or that the Lord has worked in a student's heart.
 - Recognize that factual knowledge cannot be equated with heart conviction. Students need to be guided in their thinking. Help them learn how to analyze material and come to their own conclusions.

- Make the discussion time the heart of your Bible class. Spend adequate class discussion time, and make sure Bible principles are understood and life applications are made.
3. It is difficult for many children to go beyond relating to factual information. Often this is all they have been used to. Do not expect them to handle easily the types of questions that require more analytical thinking right away. You will have to be their guide and gradually bring them to the point of thinking through information on a different level.

Also, be aware of the importance of the use of visuals in communicating ideas to children. The core curriculum of our lower elementary Bible studies (grades 1–3) may be enhanced by the systematic use of supplementary visuals such as flannelgraph materials. Perhaps you already have access to these materials from existing school resources.

The following suggestions may help you to involve your students in the thinking process:

- Complete the first question with your students and let them complete the rest on their own. This works well with charts and sequential types of exercises.
- Have students work in pairs, sharing ideas and coming to conclusions together. They can then share their answers together, which may give them more confidence.
- Take your students step by step through a series of questions. Let them look up material in their Bibles and complete answers. When conclusions must be made or concepts analyzed, work on the idea together. Slowly begin to give them more material to cover on their own. Always discuss their answers so they can begin to have more insight into these concepts.
- Lead students step by step to analyze what they are learning. Do not give them answers but lead the discussion in a way that will guide their thinking. You may ask a question to guide their thoughts or give them a clue to relate their thinking to the concept at hand.
- Discuss a particularly difficult concept with your class before they see the lesson. After a thorough discussion, have them turn to the lesson and complete it themselves. Have a review discussion afterwards to ensure these concepts are understood.
- Material should never be completed without some type of discussion or follow-up. This will help your students to learn to think on a deeper level as they discover truth they had not considered earlier. If this is not done, your lessons will become an academic exercise only and not a convicting spiritual experience. During discussion times, do not be judgmental of a student's answers. Accept all reasonable answers, redirecting the emphasis if necessary. Ask pertinent questions to direct their thinking until they can come to a proper conclusion.

Note:

Do not be discouraged if your students do not easily handle the levels of thinking required at first. Thinking abilities are learned skills. You are teaching students to think about God and how to live for Him. You will be thrilled as you begin to see your students develop in this area and begin to see God work in their lives. You will also see that this level of development will penetrate into every other subject as well.

You may find that your students occasionally supply answers that seem appropriate but are different in wording from the answers supplied in the student manual pages of your teacher manual. Because of the nature of the questions and because schools use different translations of Scripture, you will need to use your own discretion when grading student work. The objective of this curriculum is to explain difficult biblical terms and concepts in a way that is faithful to the words of Scripture, but also uses language that will assist young people to understand those biblical terms and concepts.

Character Trait Activities

One of the goals of this curriculum is to encourage the students to yield to the Holy Spirit's work in their lives to conform them to the image of Jesus Christ (Rom. 8:29). Therefore, a strong emphasis is placed on character development with practical lessons enabling the students to make life-changing decisions for themselves. The following activities should be included as much as possible each week to cause the trait to become a part of the lives of your students:

- Introduce the character trait and teach the definition.
- Apply the character trait to that week's lesson.
- Have your students use suggested activities to think about the application of the trait in their own lives.
- Encourage students to make commitments to the Lord to make that trait a part of their lives.
- Keep the character trait in front of your students as much as possible. Have a place in the room to write the character trait and its definition each week as a continual reminder to your students. As situations arise, refer to the trait being studied.
- Find opportunity in classes outside of Bible to emphasize the character trait. Students need to see character emphasized throughout every area of study. The traits can apply to material in history. Compositions, stories, and news reports can be written using a character quality as the basis. Character Trait Activities can also be used to produce artwork of many kinds.
- As situations in your class or with individual students surface, bring up past character traits or lessons to reinforce your teachings. The use of the character traits should be ongoing lessons that truly help your children to grow in the Lord on a continual basis.
- Let parents know the weekly character trait so they can follow up at home as well.

Life Application Sections

The general format of these sections is to enable students to personalize the principles taught throughout the week. We want students to form personal convictions based on the Word of God—from “head knowledge to life applications.”

Students will therefore be expected to analyze and apply information and draw conclusions for their own lives.

It is of utmost importance that an atmosphere of acceptance and openness be established. We do not want to condone sin but rather to recognize that we all have sin problems to deal with. Children need to feel free, not necessarily to admit sin openly in the classroom, but to discuss areas of common problems.

Your children will probably feel somewhat inhibited at first. As you continue to guide their thinking and use discussion times to share common issues, this section should become the most engrossing activity of the week.

Life Principles

Principles for everyday life have been inserted into the fifth and sixth grade studies. These “Life Principles” are stated clearly. They should be learned, discussed, and applied personally.

Students will probably have no problem understanding how the principle applies to the life of a Bible character, but they may have a more difficult time seeing how it applies to their own lives. Usually this is emphasized in the final section of each lesson.

You may want to have students list these principles in a special place and keep a journal on how they apply them to their lives. You may wish to have a bulletin board emphasizing a Life Principle from their books. Students may make up skits emphasizing a Life Principle and have others in the class compete to see who can decide which Life Principle is being presented.

The goal in whatever you do is to keep the principles in the forefront of your students' minds by reviewing them from time to time.

Vocabulary

Suggested vocabulary words are introduced on the first page of many of the teacher's lessons. Go over the meanings of the words, but do not belabor them, since they will usually be explained through the activities in the Student's Manuals as well. At times, students will be expected to define vocabulary terms within the body of the lesson. They will also be asked to use them to complete puzzles or answer questions.

You may find that you do not need to explain all the vocabulary words that are listed in the teacher lesson. We have tried to identify the more difficult words from the Bible translations that are used most often. Depending on which translation you are using, you may not need to explain some words, or you may find additional words that your students will need to have explained to them. We encourage you to look ahead through the week's lessons and especially the quiz to identify additional words that you may want to explain.

Weekly Lesson Plans

5-Day Week

| | |
|-------------------|---|
| Day One: | <ul style="list-style-type: none"> • Introduce new Scripture memory verses for the week. • Introduce new vocabulary and discuss. • Introduce lesson using ideas from the teacher's manual. • Have students begin working through first section of material. • Spend time on hymn for month and choruses. |
| Day Two: | <ul style="list-style-type: none"> • Drill Scripture memory verses for the week. • Continue to work through sections of material in student's manual. • Provide discussion time to make concepts well understood. • Continue to work on hymn and choruses. |
| Day Three: | <ul style="list-style-type: none"> • Drill Scripture memory verses. • Review and drill material from the last two days. • Finish lesson including the final section focusing on internal conviction; include discussion time to make concepts well understood. • Introduce character trait for the week with its definition and show how it applies to the lesson for the week. |
| Day Four: | <ul style="list-style-type: none"> • Drill Scripture memory verses. • Give time for extra puzzles, etc. not yet completed in student's manual. • Spend time on character trait activity. • Continue to work on hymn and choruses. |
| Day Five: | <ul style="list-style-type: none"> • Check Scripture memory report sheets. • Use extra time for sword drill, etc. • Use other character trait activities. • Spend time on hymn and choruses. |

4-Day Week

| | |
|-------------------|--|
| Day One: | <ul style="list-style-type: none">• Introduce Scripture memory verses and discuss meanings.• Introduce vocabulary words.• Introduce lesson and assign material for individual work.• Work on hymn and choruses for the month. |
| Day Two: | <ul style="list-style-type: none">• Drill Scripture memory verses briefly.• Continue to work through sections in the student's manual.• Provide good time of discussion to make certain that concepts are understood.• Introduce the character trait and definition, correlating the trait into the lesson.• Sing hymn and choruses. |
| Day Three: | <ul style="list-style-type: none">• Drill Scripture memory verses.• Complete lesson material focusing on final section.• Provide good time of discussion.• Use character trait activity if you have time.• Sing hymns and choruses. |
| Day Four: | <ul style="list-style-type: none">• Check Scripture memorization report sheets.• Spend time on character trait activity. |

3-Day Week

| | |
|-------------------|--|
| Day One: | <ul style="list-style-type: none">• Introduce Scripture memory verses.• Introduce vocabulary words.• Introduce lesson and allow students to work on assigned material. (Evaluate which material you will focus on during the week, and leave the remainder for extra-credit work.) |
| Day Two: | <ul style="list-style-type: none">• Drill Scripture memory verses.• Continue to assign material, working through most of the material together and focusing on key ideas and discussing material as it is covered. |
| Day Three: | <ul style="list-style-type: none">• Discuss the character trait and apply it to concepts learned during week.• Check Scripture memory report sheets. |

Scripture Memory Program

Goals and Objectives

- To provide a cyclical Scripture memory program so that verses are memorized at least twice during the elementary years
- To design the Scripture memory program so that families will be concentrating on only one set of verses each week
- To help students memorize passages of Scripture in context rather than isolated verses taken out of context
- To select a small section of Scripture that can be easily memorized each week without diminishing the importance of Scripture memorization programs used within the local church
- To have parents listen to their children quote Scripture in order to involve the home in the spiritual training of the child
- To use Scripture that is easily related to the everyday lives of the students and to spend the necessary time to make these verses “come alive” to the students

How to Use the Program

1. Each student has a copy of the Scripture memorization report sheet in the student’s manual. This is to be kept at home and brought to school once a week with the parent’s signature to indicate to the teacher that the verses have been memorized by the student. (This form is provided in both the teacher’s and student’s manuals. You may use the form in their books or make a copy of it.)
2. Each week in class, spend time discussing the meaning of the verses that are assigned for that week. This is of the utmost importance if your Scripture memory program is to be a success. It would be easy to leave the Scripture memorization in the hands of the students, but this would not fulfill all the goals of this program. These Scriptures need to be adequately discussed, and life applications need to be made.
3. As you drill the verses each week, continue to drill and review verses from the passages that were learned in previous weeks. We want these verses to become a part of your students’ lives so that the principles contained in them will not be forgotten.
4. Have your students quote their verses to their parents at home. (Perhaps other arrangements might need to be made for some of your students whose parents may not wish to participate in such a program.) This accomplishes two purposes: (1) valuable class time is not spent by your having to listen to each student quote his or her verses, and (2) the parents become involved in the spiritual training of the child.
5. Notice that review weeks are provided during which the entire passage that has previously been learned can be thoroughly reviewed and quoted as a whole. If your students are drilled on the verses week by week, quoting the entire passage during this review week will be easy for most of them.
6. The danger in any Scripture memory program is that the children memorize words only to meet a deadline and then move on to the next group of words. We should make sure that these Scripture verses become more than just words to our students and then do all we can to see that they understand their true meaning and make them an integral part of their everyday lives. Design a system that rewards students who demonstrate that they have truly memorized all the Scripture for the year.

Scripture Memory Options

Six sets of Scripture memory programs are included in this curriculum. These sets may be used in one of two ways according to what you feel is appropriate for your school.

1. Option 1

Every year the Scripture memory programs would be the same for each grade.

- Grade 1—*Enjoying God's Gifts* Scripture memory program
- Grade 2—*Finding God's Promises* Scripture memory program
- Grade 3—*Growing With God* Scripture memory program
- Grade 4—*Building Life Castles* Scripture memory program
- Grade 5—*Possessing The Land* Scripture memory program
- Grade 6—*Winning The Race* Scripture memory program

The advantage to this option is that you would be using the Scripture memory programs exactly as they are outlined in the student's manual.

2. Option 2

- Year 1
 - Grades 1–3—*Enjoying God's Gifts* Scripture memory program
 - Grades 4–6—*Building Life Castles* Scripture memory program
- Year 2
 - Grades 1–3—*Finding God's Promises* Scripture memory program
 - Grades 4–6—*Possessing The Land* Scripture memory program
- Year 3
 - Grades 1–3—*Growing With God* Scripture memory program
 - Grades 4–6—*Winning The Race* Scripture memory program

The advantage of this option is that the parents would be able to work with their children on the same Scripture memory program even if the children were in different grades. (The passages for students in grades 1–3 and 4–6 would be similar except that the students in grades 1–3 would be memorizing fewer verses.) Also, with the entire elementary school memorizing verses from the same passages, these passages could be reinforced by the weekly chapel programs. Thus it would serve to coordinate the Scripture memory programs for all elementary grades. On the following pages, we have provided the Scripture memory forms for all three grades of your level in case you decide to choose this option.

Before you choose this option, please be aware that the Scripture memory program for grade 1 is related to the lessons in that study and also includes shorter, simpler verses. If you choose option two, then the year you use the grade 1 Scripture memory program for grades 1–3 you may wish to use the program as is for grade 1 but make some adjustments in the program for grades 2 and 3 to make it more challenging for them.

Building Life Castles Scripture Memorization Report Sheet

Name: _____ Grade: _____ Teacher: _____

| Week | Scripture | Due Date | Signature |
|-------------|----------------------|-----------------|------------------|
| 1 | 1 Cor. 13:1 | | |
| 2 | 1 Cor. 13:2-3 | | |
| 3 | 1 Cor. 13:4-5 | | |
| 4 | 1 Cor. 13:6-7 | | |
| 5 | 1 Cor. 13:1-7 | | |
| 6 | Eph. 6:1-3 | | |
| 7 | Eph. 6:4-5 | | |
| 8 | Eph. 6:1-5 | | |
| 9 | Eph. 6:6-7 | | |
| 10 | Eph. 6:8-9 | | |
| 11 | Eph. 6:6-9 | | |
| 12 | Psalms 1:1-2 | | |
| 13 | Psalms 1:3-4 | | |
| 14 | Psalms 1:5-6 | | |
| 15 | Psalms 1:1-6 | | |
| 16 | Phil. 4:4-5 | | |
| 17 | Phil. 4:6-7 | | |
| 18 | Phil. 4:8-9 | | |
| 19 | Phil. 4:4-9 | | |
| 20 | John 1:1-2 | | |
| 21 | John 1:3-4 | | |
| 22 | John 1:5-6 | | |
| 23 | John 1:7-8 | | |
| 24 | John 1:1-8 | | |
| 25 | John 1:9-10 | | |
| 26 | John 1:11-12 | | |
| 27 | John 1:13-14 | | |
| 28 | John 1:9-14 | | |
| 29 | John 1:15-16 | | |
| 30 | John 1:17-18 | | |
| 31 | John 1:15-18 | | |
| 32 | Psalms 23:1-2 | | |
| 33 | Psalms 23:3-4 | | |
| 34 | Psalms 23:5-6 | | |
| 35 | Psalms 23:1-6 | | |

***Possessing the Land* Scripture Memorization Report Sheet**

Name: _____ Grade: _____ Teacher: _____

| Week | Scripture | Due Date | Signature |
|-------------|------------------------|-----------------|------------------|
| 1 | Eph. 6:11-12 | | |
| 2 | Eph. 6:13-14 | | |
| 3 | Eph. 6:15-16 | | |
| 4 | Eph. 6:17-18 | | |
| 5 | Eph. 6:19-20 | | |
| 6 | Eph. 6:11-20 | | |
| 7 | Matt. 6:19-20 | | |
| 8 | Matt. 6:21-22 | | |
| 9 | Matt. 6:23-24 | | |
| 10 | Matt. 6:19-24 | | |
| 11 | Matt. 6:25-26 | | |
| 12 | Matt. 6:27-28 | | |
| 13 | Matt. 6:29-30 | | |
| 14 | Matt. 6:31-32 | | |
| 15 | Matt. 6:33-34 | | |
| 16 | Matt. 6:25-34 | | |
| 17 | Psalms 119:1-2 | | |
| 18 | Psalms 119:3-4 | | |
| 19 | Psalms 119:5-6 | | |
| 20 | Psalms 119:7-8 | | |
| 21 | Psalms 119:1-8 | | |
| 22 | Psalms 119:9-10 | | |
| 23 | Psalms 119:11-12 | | |
| 24 | Psalms 119:13-14 | | |
| 25 | Psalms 119:15-16 | | |
| 26 | Psalms 119:9-16 | | |
| 27 | 1 John 4:7-8 | | |
| 28 | 1 John 4:9-10 | | |
| 29 | 1 John 4:11-12 | | |
| 30 | 1 John 4:13-14 | | |
| 31 | 1 John 4:7-14 | | |
| 32 | 1 John 4:15-16 | | |
| 33 | 1 John 4:17-19 | | |
| 34 | 1 John 4:20-21 | | |
| 35 | 1 John 4:15-21 | | |

Winning the Race Scripture Memorization Report Sheet

Name: _____ Grade: _____ Teacher: _____

| Week | Scripture | Due Date | Signature |
|------|-------------------------|----------|-----------|
| 1 | Matt. 5:1–3 | | |
| 2 | Matt. 5:4–6 | | |
| 3 | Matt. 5:7–9 | | |
| 4 | Matt. 5:1–9 | | |
| 5 | Matt. 5:10–12 | | |
| 6 | Matt. 5:13–14 | | |
| 7 | Matt. 5:15–16 | | |
| 8 | Matt. 5:10–16 | | |
| 9 | Rom. 8:28–30 | | |
| 10 | Rom. 8:31–32 | | |
| 11 | Rom. 8:33–34 | | |
| 12 | Rom. 8:35–37 | | |
| 13 | Rom. 8:38–39 | | |
| 14 | Rom. 8:28–39 | | |
| 15 | Prov. 3:1–2 | | |
| 16 | Prov. 3:3–4 | | |
| 17 | Prov. 3:5–6 | | |
| 18 | Prov. 3:1–6 | | |
| 19 | Prov. 3:7–8 | | |
| 20 | Prov. 3:9–10 | | |
| 21 | Prov. 3:11–12 | | |
| 22 | Prov. 3:7–12 | | |
| 23 | 1 Thess. 4:13–14 | | |
| 24 | 1 Thess. 4:15–16 | | |
| 25 | 1 Thess. 4:17–18 | | |
| 26 | 1 Thess. 4:13–18 | | |
| 27 | James 1:1–2 | | |
| 28 | James 1:3–4 | | |
| 29 | James 1:5–6 | | |
| 30 | James 1:7–8 | | |
| 31 | James 1:1–8 | | |
| 32 | John 14:1–2 | | |
| 33 | John 14:3–4 | | |
| 34 | John 14:5–7 | | |
| 35 | John 14:1–7 | | |

Music Curriculum

The purpose of having an outline for music is to make sure students learn a variety of songs and that new music is continually being introduced to our students. It is good that students continue to sing songs with which they are very familiar, but we also believe it is important that they begin to learn the traditional hymns of the faith.

We introduce one hymn a month for our students to learn. (In grades one and two, some hymns are studied for two months.) Al Smith's *Treasury of Hymn Histories* is the source we use because the background of the hymn, and often the writer is presented. This background information will make the meaning of the song even more significant to you and your students. Introduce the hymn by reading its story from *Hymn Histories* at the beginning of the month. Then go over the meaning of the words to the song, perhaps even having your class look up some of the words in a dictionary. Then decide how many verses of the hymn you will encourage your students to memorize.

In addition to the monthly hymn, up to three choruses are introduced each month. The only month in which a hymn is not suggested is December since it is usually given over to Christmas music. Children should spend time each month singing favorite choruses they already know and continuing to review choruses learned earlier in the year. The new choruses should also be introduced and memorized. Three new choruses should be the maximum number introduced each month, but you may find that you only need to introduce one. The important thing to remember is the need to continually introduce new choruses to your students in a systematic fashion. Chorus lyrics may be found at the back of the Teacher's Manual (grades 1–6) and Student Manual (grades 2–6). You can listen to the musical version of these choruses on the accompanying music CD (available for purchase separately), or by finding your own music online.

The following book is needed for this music curriculum. It may be ordered through Positive Action for Christ, P.O. Box 700, Whitakers, NC 27891.

Smith, Alfred B. *Treasury of Hymn Histories*. Greenville, South Carolina: Better Music Publications, 1985.

Fifth Grade Music Curriculum

| Month | Hymn (From <i>Hymn Histories</i>) | Choruses |
|-----------|------------------------------------|---|
| September | "His Name Is Wonderful," p. 165 | "Praise Ye the Lord" "Tell Me the Stories of Jesus" "Whisper a Prayer" |
| October | "Trust and Obey," p. 255 | "Get Smart" "The Bible Says It" "His Banner over Me Is Love," HH, p. 27 |
| November | | "I'm an Heir of God" "Holy, Holy, Holy" "Jesus Never Fails," HH, p. 218 |
| December | "Silent Night," p. 289 | |
| January | "I Gave My Life for Thee," p. 50 | "God Is So Good" "When Your Fears Grow Mountain High" "The Light of the World Is Jesus" |
| February | "It Took a Miracle," p. 6 | "Every Day with Jesus" "Wonderful Jesus" "Wide, Wide as the Ocean" |
| March | "He Lives," p. 249 | "Roar Went the Lions" "Isn't It Grand to Be a Christian?" "When He Cometh" |
| April | "It Is Well with My Soul," p. 24 | "I Believe" "That's Why I Love Him" "For God So Loved the World," HH, p. 178 |
| May | "I Surrender All," p. 52 | "Jesus Loves even Me" "He's the One I Love" "Jesus Loves Me," HH, p. 100 |

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LESSON 1

God's Miracle Book

Scripture Memory: Ephesians 6:11–12

Hymn: His Name Is Wonderful, p. 165 (HH)

Chorus: Tell Me the Stories of Jesus

Target Truths

- The Bible is the written Word of God.
- The Bible was written by many men as they were moved by the Holy Spirit of God.
- The Bible is important in our lives so that we might learn more about God and so that we might grow into mature Christians.

Teaching Strategy

Possessing the Land is an overview of the Old Testament. As an introduction to this study, we need to make sure we establish that the Bible is the Word of God. This lesson includes important exercises to teach that the Bible is true from cover to cover. Allow students to complete these exercises on their own.

The material under “Who Teaches Our Hearts?” discusses the Word of God from a more personal viewpoint. Allow students to complete the exercises on their own, but set aside adequate discussion time to make sure the concepts are adequately understood. The work of the Holy Spirit within the believer was stressed in our fourth grade study, *Building Life Castles*. Now, we begin this study by learning that the Holy Spirit wrote the Word of God and will also teach us its truths. God has a definite purpose for our Bible study. As we study the Old Testament this year, we will learn the different purposes of God.

Have students turn to the time line at the beginning of their books and explain that we will be learning the stories included there and how they apply to our lives. God has a purpose for everything He has put into the Bible. This year we want to find His purposes and apply them to our lives.

Quiz Answers

1. One of these: poet, educator, singer, prince, king, fisherman, statesman (other answers may be acceptable)
2. The Holy Spirit told them
3. forever
4. that we might believe in Jesus and have life through His name
5. Genesis
6. Revelation
7. the Holy Spirit
8. doctrine
9. rebuke
10. The Bible, penned by many authors over a period of many centuries, is a miracle book because it was truly written by God Himself.

Lesson 1 Quiz—God’s Miracle Book

Name: _____ Date: _____ Score: _____

1. Name one occupation of the human authors of the Bible. _____
2. How did they know what to write? _____
3. How long will the Bible last? _____
4. According to John 20:30–31, what was God’s primary purpose in writing the Bible? _____

5. _____ is the book of beginnings.
6. The book of _____ tells the final chapter of the things discussed at the beginning of the Bible.
7. Who teaches our hearts the truths of the Bible? _____
8. The word that means “the principles or teachings of a religious belief” is _____.
9. The word that means “to criticize” is _____.
10. State this lesson’s Life Principle. _____



LESSON 1

God's Miracle Book

VOCABULARY

Doctrine: the principles or teachings of a belief or religion

Rebuke or reprove: to criticize or find fault

Seldom does any book have the name of more than one or two authors. But the Bible was written by dozens of authors over a period of 1,600 years. The authors were poets, educators, singers, princes, kings, fishermen, and statesmen. Some were great scholars, while others were unlearned and ignorant men.



Each author wrote material that perfectly fits into one book—one story. Why is this true according to 2 Peter 1:21? **Men spoke from God and wrote as they were carried along by the Holy Spirit.**

This means that God planned how to make the Bible fit together to tell the big story that He wanted to tell, even though the human authors may have only seen small pieces of that story.

How long will the Bible last?



Isaiah 40:8 **The Word of our God stands forever.**



Matthew 24:35 **Heaven and earth will pass away, but God's Word will never pass away.**



1 Peter 1:23 **The Word of God is living and enduring.**

Life Principle: The Bible, penned by many authors over a period of many centuries, is a miracle book because it was truly written by God Himself.

It is more important than any book you will ever own because after all other books have been destroyed, the Word of God will continue to exist. Never take your Bible for granted because it is God's Word to man in written form. Your Bible is truly the Word of God!

Who Teaches Our Hearts?

Since the Bible is God's Word, it needs to be in the center of our lives. Its teachings are more important than anything else we will ever learn.



As we read and study the Bible, who is it that teaches our hearts the truths of the Bible? See John 14:26. **The Holy Spirit who lives in us teaches us all things.**



Read 1 Corinthians 2:10–13 to learn more about the Holy Spirit. Find the answers to the following questions:



How do we learn the things of God? **The Holy Spirit teaches us.**



Where does the Holy Spirit live? **He lives within believers.**



Can any man know or understand the things of God without the Holy Spirit? **no**



How do we receive the Holy Spirit? See Romans 8:9 and 1 Corinthians 3:16. **When we trust Jesus as our Savior, the Holy Spirit comes to live in us.**

The Purposes Of God's Word



The Bible contains precisely the things God wants us to know in exactly the words He wanted to say. What was God's primary purpose in giving us the Bible? See John 20:30–31. **so that we might believe that Jesus is the Christ, the Son of God, and that by believing we may have life in His name**



Read 2 Timothy 3:15–17. List below some of God's purposes for His Word in your own life.

| |
|---|
| <i>to make me wise for salvation</i> |
|---|

| |
|--------------------------------------|
| <i>to teach me (doctrine)</i> |
|--------------------------------------|

| |
|----------------------------|
| <i>to rebuke me</i> |
|----------------------------|

| |
|-----------------------------|
| <i>to correct me</i> |
|-----------------------------|

| |
|--|
| <i>to train me in righteousness</i> |
|--|

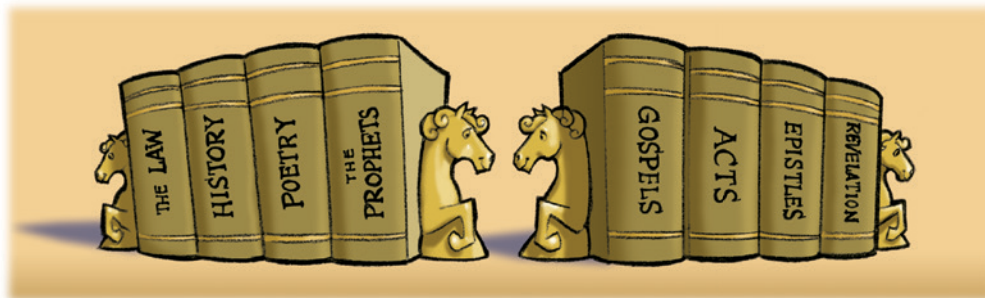
| |
|---|
| <i>that I might be completely equipped for every good work</i> |
|---|



Look at the words “doctrine” and “rebuke” in the vocabulary list and write their meanings below. Always be sure you understand what God is saying.

- Doctrine: **the principles or teachings of a belief or religion**
- Rebuke: **to criticize or find fault**

The Beginning And The End



We have learned that the Bible is all one story. The last book of the Bible, which is named **Revelation**, is like the close of the story that was begun in the first book of the Bible, which is named **Genesis**.

Revelation tells the final story of some of the same things that were first told about in Genesis. Find the final story in the following examples:



Genesis 1:1 says that God created the heavens and the earth in the beginning. Revelation 21:1 says there will be a **new heaven and a new earth**.



Genesis 1:5 says that God called the darkness “night.” Revelation 21:25 says that **there will be no night there**.



Genesis 1:16 says that God made two great lights (the sun and the moon). Revelation 21:23 says that there will be no need for the **sun** or the **moon** because the **Lamb** will be our light.



Genesis 2:17 says that if Adam ate of the Tree of the Knowledge of Good and Evil, he would surely die. Revelation 21:4 says that there will be no more **death**.



Genesis 3:16 says that He would greatly increase the woman’s pains. Revelation 21:4 says that there will be no more **mourning or crying or pain**.



Genesis 3:1–5 says that Satan appears as a deceiver of mankind. Revelation 20:10 describes Satan as the **devil** who **deceived** them and says that he will be thrown into **the lake of fire**.



Genesis 3:24 tells us that Adam and Eve were driven from God's presence because of their sin. Revelation 22:4 says that we shall **see His face**.

Genesis can be seen, then, as the book of beginnings because it describes the earth God created and man's life on earth as the result of sin. In the verses you read, Revelation is describing what it will be like in heaven one day. Therefore, from Genesis to Revelation, the Bible is one continuous story. This year, we will be studying the Old Testament to see how God's story unfolds before the birth of Christ. You will learn many important truths for your life as you study.

LESSON 2

Sin and Redemption

Scripture Memory: Ephesians 6:13–14

Hymn: His Name Is Wonderful, p. 165

Chorus: Whisper a Prayer

Target Truths

- The effects of the Fall in the Garden of Eden are still a part of our lives even today.
- God has promised us redemption through Jesus Christ just as He did for Adam and Eve.
- God provides many pictures throughout the Old Testament of what Jesus would one day do for us.

Teaching Strategy

Have students begin this lesson by turning to the last section, “Conquering the Enemy.” Explain that the title of our book means that God’s people had victory over the enemies of God. We are going to study how to have the same kind of victory. Each lesson will have a section to help us apply God’s Word to our own lives so that we, too, can conquer our enemies and have victory. In Lesson 2, note that we will be studying about the effects that guilt, fear, and blaming others have in our lives. We will learn where those things began, and we will learn how to conquer them.

Explain to students that we will not be able to cover every story and detail of the Old Testament since that would be impossible. The story of creation, for example, is skipped over since it has been studied in earlier grades. Fifth graders will study stories that have special application for them.

Work through the sections with your students. Look up the verses together, discuss them together, and have students write their answers as you discuss them. Be careful not to tell students what to write, but begin to guide them to draw their own conclusions. Begin even now to bring conviction into the lives of your students with each lesson presented. Ask the Lord to give you wisdom.

Make sure your students understand the difference between physical and spiritual death and what the term “types of Christ” means. There are different interpretive views of this topic among Bible-believing Christians. You may want to study the matter further or simply explain that God planned for the Old Testament to include pictures in advance of Jesus’ life, death, and resurrection.

Help your students understand the promises in Genesis 3:15 and 21. One of the key aspects of our study will be to teach your students how to think and come to conclusions for themselves. At the beginning you will have to guide their thinking and help them come to natural conclusions.

Have your students complete the puzzle. It is a review of the names learned during the entire lesson. Drill students to memorize the lineage chart under “Additional Teaching Suggestions.” It is important that students learn to see Bible characters in relationship to one another.

Finally, have students complete the section titled “Conquering the Enemy.” Begin now to free them to be able to write about their personal lives and be able to share when appropriate. Teach them that everyone who has ever lived has had to deal with guilt, fear, and blaming others for sin. This is common to all men because we have the sin nature passed down from Adam. We all need to learn how to deal with this. This lesson has shown us that we all have these problems. Allow those who are willing to share areas that have been problems. Work to establish an open and accepting

atmosphere. This does not mean that we are condoning sin, but rather that by learning to admit and recognize sin, we can deal with it fully and truthfully. It is a common problem.

The additional material on Noah and the book of Genesis can be used as time allows.

Additional Teaching Suggestions

- Additional Bible overview of the book of Genesis

Discuss the book of Genesis following this outline. Students will see that all the ideas in the Bible had their beginnings in this book.

- The beginning of the world (Genesis 1:1–25)
- The beginning of the human race (Genesis 1:26–2:25)
- The beginning of sin in the world (Genesis 3:1–7)
- The beginning of the promise of redemption (Genesis 3:15)
- The beginning of family life (Genesis 4:1–15)
- The beginning of civilization (Genesis 4:16–9:29)
- The beginning of the nations of the world (Genesis 10–11)
- The beginning of the Hebrew race (Genesis 12–50)

Make sure your students understand the meaning of the following words that were in the previous list:

- Sin
- Redemption
- Civilization

- Additional Study

Genesis 6–8 presents the story of Noah and the ark, which was a picture of redemption in Jesus Christ.

God saw that He needed to destroy man from the earth because man was wicked, evil, and corrupt and had filled the whole earth with violence (6:5–7, 12–13). But Noah found favor in the eyes of the Lord (6:8) because he was a just man who was “blameless among the people of his time and because he walked with God” (6:9). Therefore, the Lord commanded Noah to make an ark for his family and a male and female of every kind of animal (6:14–21).

Noah then did all that God had commanded him to do. When all the work was complete, and the people of the earth continued to rebel against God, God caused a flood over all the earth (7:17), which resulted in the death of all living things on the earth (7:21–23). After 150 days, the waters had receded enough for the ark to come to rest upon the mountains of Ararat (8:4). Finally, God told Noah to leave the ark and to be fruitful and increase in number upon it (8:16–17).

Noah’s ark therefore serves as a picture of Christ in that the ark was the only place of safety from God’s wrath being poured out against sin. Jesus Christ is the only way we can be saved from spiritual death. Today’s culture rebels against the truth that there is only one way to heaven—Jesus Christ. You may want to spend extra time on this point.

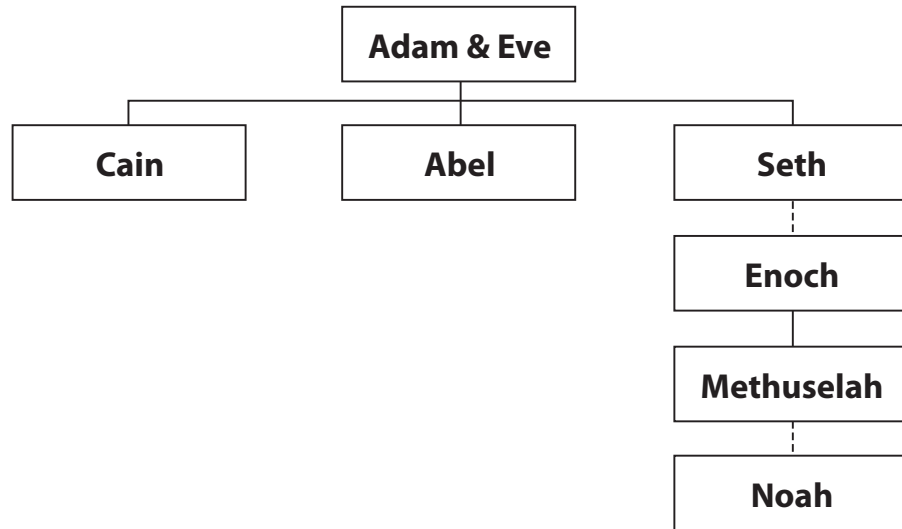
- Writing assignment

Have students write a short story or a news article from the events in Noah’s life. The story can be told from Noah’s viewpoint, from the viewpoint of someone in Noah’s family, or from someone who later died in the Flood. Have your students first share different aspects of the story in order to stimulate their imaginations so they can write with more creativity.

- Discussion

Spend some time discussing why we blame others for our sins and why this is such a natural result of sin. We do not like to take responsibility for our sins immediately. We want to make excuses or make them seem less important than they really are. If we can find someone else to take all or part of the blame, we think it will relieve us of our guilt. The only way to eliminate the guilt is to admit our responsibility and ask God's forgiveness.

- Memorization



Quiz Answers

1. Satan
2. He said that she would not surely die if she ate of the fruit of the tree, even though God had said that she would.
3.
 - (1) guilt
 - (2) fear
 - (3) blaming others
4. because of their sin
5. faith
6. redeem
7.
 - (1) God promised a Savior.
 - (2) God clothed Adam and Eve with garments of skins.
8. Methuselah
9. Enoch
10. Seth

Lesson 2 Quiz—Sin and Redemption

Name: _____ Date: _____ Score: _____

1. The serpent in the Garden of Eden was really _____.
2. How did the serpent lie to Eve? _____

3. There were three natural results of this first sin. Name them.
 - _____
 - _____
 - _____
4. Why could God no longer fellowship with Adam and Eve as He had done before? _____

5. According to Romans 14:23, everything that does not come from _____ is sin.
6. The word that means “to recover or buy back” is _____.
7. In what two ways was God’s promise of redemption shown immediately after the Fall?
 - _____
 - _____
8. Who was the man who lived longest on the earth? _____
9. Who did not die because God took him away? _____
10. Name the son of Adam who began another spiritual lineage. _____



LESSON 2

Sin And Redemption

VOCABULARY

Sin: the willful breaking of a religious or moral law

Redeem: to buy back or recover

Civilization: a group of people who have reached a high level of social and cultural development; people who have refined manners

Creation: what has been brought into being or made out of nothing

The Bible, God's written Word, is really the story of Himself, most specifically in the person of Jesus Christ. Everything we study in the Bible is there to point us toward Jesus and to teach us more about Him so that we might obey Him and become more like Him. We are now beginning our journey through the Old Testament, and there will be many adventures along the way. Throughout our journey we will learn many great lessons about God and His plan for our lives.



The book of Genesis presents Jesus as our Creator God. Look up the word "creation" and write its meaning here: **what has been brought into being or made out of nothing**

The word "creation" is speaking about beginnings, isn't it? And the book of Genesis is just that—a book of beginnings. Starting with Genesis 1:1, which says "In the beginning..." Genesis tells the beginning of everything but God!



Why doesn't the Bible tell about the beginning of God? **God had no beginning. He has always existed.**

The Fall Of Man

The first sin was committed because Adam and Eve didn't really believe God. Find out what happened to Adam and Eve because they didn't believe what God said was true.



What did God tell Adam would happen if he ate of the fruit? Read Genesis 2:17. **When you eat of it, you will surely die.**

Notice the word “surely.” God means what He said. He knows what is best for us, and He tells us what will result if we disobey. But it is still up to us to do the right thing.



When Eve was talking to the serpent (Satan), how did she explain what God had said? Read Genesis 3:3. **She said that God had commanded them not to eat of the tree or touch it.**



Satan loves to lie to us. Satan knew God meant what He said, but he still lied to Eve. What did Satan tell Eve in Genesis 3:4? **She would not surely die.**



So, Adam and Eve ate of the fruit and sinned. They had to make a choice. Whose voice did they listen to and believe? **Satan's** What choice did they make? **to believe Satan**



The Results Of Sin

Boys and girls, sin always brings bad results. There were results of sin for Adam and Eve.

Life Principle: God had warned Adam and Eve of the results of sin, but they chose not to obey. Because of their sin, there have been consequences for all of us.



In the following verses from Genesis 3 and 4, you will see many results of sin that are still part of our lives today:

- Read Genesis 3:6–7. The first thing that Adam and Eve felt was guilt. Adam and Eve had never felt this before because they had never sinned before. Guilt is a feeling that comes when we have disobeyed God in some way. Our conscience and the Holy Spirit convict us of sin. When God called out to Adam and Eve, they knew they had sinned, so they felt guilty. They did not have the same relationship with God that they had enjoyed before, and they knew the difference was very great.
- Read Genesis 3:8–10. Adam and Eve’s eyes were opened. They realized they were naked, so they tried to hide themselves from God. When God called out to Adam, he said he hid because he was **afraid**.
- Next God asked Adam why he had eaten the fruit. What was Adam’s response? **He blamed Eve for everything.**

- Next God asked Eve why she had eaten the fruit. What was her response?
She said the serpent had deceived her.
- Think through Adam and Eve's responses and explain what a third result of sin is.
blaming others rather than accepting responsibility for our own actions

So far we have seen three natural results of sin that appeared in the Garden of Eden when the first sin occurred. These are...

1. Guilt
2. Fear
3. Blaming others

These same three results are evident in our own lives when we sin. Remember to watch for them.



Read Genesis 3:16–24. List other results of the original sin that are still part of our lives today. **pain in childbirth; thorns and thistles (weeds) making it difficult to till the ground; having to work hard; having to return to the dust of the earth at death; being driven from the Garden of Eden**



Another result of sin is seen in the lives of Adam and Eve's children. Read Genesis 4:1–8 and explain what further sins occurred in their family. **Their sons, Cain and Abel, brought offerings to the Lord. When Abel's offering was accepted and Cain's was not, Cain became angry and killed his brother.**



Do you think Adam and Eve had seen someone die before? **no**



God told Adam and Eve that they would surely die. By this He meant physical and spiritual death. Can you explain each of these types of death?

- Physical death: **A person's body dies and is buried.**
- Spiritual death: **A person's soul is eternally separated from God in the lake of fire.**



Pictures Of Redemption



The Bible teaches that man's greatest problem is sin, and the root of sin is always lack of faith in God's Word. What does Romans 14:23 say about this truth? ***Everything that does not come from faith is sin.***

The rest of the Bible shows God's answer to this problem of sin. The answer to the problem is redemption through Jesus Christ. The pages of the Old Testament are filled with pictures of Christ or pictures of God's plan of redemption through Jesus Christ. Immediately after the original sin, God promised redemption to Adam and Eve. He did this in two ways.



The first promise was in Genesis 3:15. Read this verse and explain the promise.

that the woman's offspring would produce the Messiah, who would crush Satan's head



The second promise was given through something God did in Genesis 3:21. Explain what God did and what this meant.

God clothed Adam and Eve with garments of skin, signifying that a blood sacrifice was needed to cover sin and, therefore, pointing to Christ.

Names From Genesis 1-5



Use the following clues to complete the puzzle:



| Across | Down |
|--|---|
| 2. Satan deceived her. | 1. Genesis: The book of _____ |
| 3. The great deceiver | 3. The son of Adam who continued a spiritual lineage (4:25) |
| 5. He did not die because God took him away (5:24). | 4. He was killed by his brother. |
| 7. God was not pleased with his offering of things grown with his own hands. | 6. He blamed his wife for his sin. |
| 8. The oldest man who ever lived (5:27) | |

Three Men To Remember



A son of Adam who fathered a spiritual lineage was **Seth** (Gen. 5:3).



One of Seth's descendants included a man who did not die. Who was he and what happened to him (Gen. 5:18, 24)? **Enoch did not die because God took him away.**



The son of Enoch who is known as the man who lived longest on the earth was **Methuselah** (Gen. 5:21, 27).

Conquering The Enemy



There were three natural results of sin in the Garden of Eden. Give an example of each of these from your own life.

- Guilt: **Answers will vary.**

- Fear: _____

- Blaming others: _____

LESSON 3

Abraham and Isaac

Scripture Memory: Ephesians 6:15–16

Hymn: His Name Is Wonderful, p. 165

Chorus: Praise Ye the Lord

Target Truth

- When God makes a covenant or promise, you can trust Him to keep the promise.

Teaching Strategy

Discuss the introduction to this lesson to establish the main concept of this week's lesson. Then allow students to complete "The Life of Abraham" and discuss the promises made to Abraham. As they begin to work on the chart, explain the principle that the commands of God and the promises of God go together. To receive the blessings of God we must be obedient to His commands. Discuss how Abraham was often disobedient. For the most part, however, Abraham's character was very godly.

Have students find appropriate maps in their Bibles and/or use a large classroom map to help locate the journeys of Abraham. Make an overhead projector copy of the map in their books to begin to drill the places listed.

Approach the story of Isaac and Rebekah in one of two ways. (1) Read the story together as a class. Then have your students review the story and fill in the appropriate names. (2) Allow the students to work together in pairs.

Read the first section of "Conquering the Enemy" with your students, making sure they understand the story of Ishmael and Hagar. Also, tie in the character trait activities for the week with your discussion.

Character Trait Activities

Faith

Definition: believing God will do what He says; trusting completely in the will of God

Antonym: unbelief

- This lesson brought out four situations in which faith in God had to be exceptionally strong. Have your students discuss how faith worked in the following situations. What attitudes would have been evident if there had been a lack of faith?
 - When Abraham left home in obedience to God's command
 - When Abraham was asked to sacrifice Isaac
 - Isaac's submission to his father and to God
 - The search for a bride for Isaac
- Read the story of the sacrifice of Isaac in Genesis 22:1–14, and tell your students to pretend that they are Isaac. Tell them to write a journal explaining what is happening to them, how they feel about it, what their attitude toward God is, questions they may have about the situation, and why they decide to obey.

- One aspect of this story is the necessity of trusting our parents. Discuss the fact that a father and mother have a great responsibility to be the right kind of leaders. Abraham was an excellent example of a man who was a good father because he had already learned to trust God. So, he was able to teach that principle to his son. Discuss what qualities are necessary in a father to be the right kind of leader. Why is it necessary to be able to trust our parents even when we don't understand their reasons? Isaac is an excellent example of a son who trusted his father.

Quiz Answers

1. A binding agreement or promise
2. The Hebrew or Jewish nation
- 3–5. Any three of the following would be acceptable:
 - I will make you into a great nation.
 - I will bless you and make your name great.
 - I will bless those who bless you.
 - I will curse whoever curses you.
 - All peoples on earth will be blessed through you.
6. God always keeps His promises to those who obey His Word.
7. Lot
8. Moriah
9. Sarah
10. Rebekah

Lesson 3 Quiz—Abraham and Isaac

Name: _____ Date: _____ Score: _____

1. What does the word “covenant” mean? _____
2. Of which nation of people was Abraham the father? _____
- 3–5. God made five promises to Abraham in Genesis 12:1–3. List three of those promises in the blanks below.
 - _____
 - _____
 - _____
6. What is the Life Principle for this lesson? _____

7. According to Genesis 13:8–9, to whom did Abram give the first choice of land? _____
8. According to Genesis 22:1–14, on what mount did Abraham show his willingness to sacrifice Isaac? _____
9. Who was Abraham’s wife? _____
10. Who was Isaac’s wife? _____



LESSON 3

Abraham And Isaac

VOCABULARY

Covenant: a binding agreement; a promise



Another word for “testament” is “covenant.” The Old Testament is the covenant God made with man before Jesus Christ came to earth. The word “covenant” means

a binding agreement or promise



What was the covenant God made with man through Adam and Eve (Gen. 3:15)?

that the woman’s offspring would produce the Messiah who would crush Satan’s head

God soon established a nation of people that He would use to bring Jesus Christ into the world. This nation was the Hebrew nation; it was also called the Jewish nation. Jesus Christ was born of the Jews. God chose a leader for this nation. His name was Abraham. The study of the life of Abraham is very important because Abraham was chosen by God to become the father of a new spiritual nation.

The Life Of Abraham

Read Genesis 12:1–3, and you will see that God called Abraham for a special task. At the same time, He made a special covenant with Abraham and all those who would become his descendants.



List the five promises of God in this important covenant.

1. **I will make you into a great nation.**
2. **I will bless you and make your name great.**
3. **I will bless those who bless you.**
4. **I will curse those who curse you.**
5. **All peoples on earth will be blessed through you.**

This covenant was not only to Abraham but to the descendants of Abraham as well. This was an important promise, because God intended to bring His Son into the world through the descendants of Abraham.

Life Principle: God always keeps His promises to those who obey His Word.

The life of Abraham was based on obedience to the commands of God and great blessings from God. There were several times when Abraham sinned. Once he lied and said his wife, Sarah, was his sister. Another time, he tried to fulfill God's promise of a son by having a child with his wife's servant. In both these instances, Abraham had severe problems because of his disobedience. But overall, Abraham's life was greatly blessed by God because he trusted God.

Look up the following verses in the book of Genesis and complete the chart by filling in the following information: (1) the name of the place, (2) the event that occurred there, and (3) which character traits were seen in Abraham's life. To help you with the last column, choose from the following list: courage, unselfishness, obedience, reverence, and faith.

| Verses | Place | Event | Character Trait |
|------------------------|------------------------------|--|-------------------------|
| 11:31 | <i>from Ur to Haran</i> | <i>Abraham's father and family moved from their homeland.</i> | <i>none</i> |
| 12:1-5 | <i>left Haran for Canaan</i> | <i>The Lord told Abram to go to a new land.</i> | <i>obedience</i> |
| 12:8 | <i>Bethel</i> | <i>Abram built an altar to the Lord and prayed.</i> | <i>reverence</i> |
| 13:8-9 | <i>Bethel</i> | <i>Abram gave Lot the first choice of land.</i> | <i>unselfishness</i> |
| 14:1-2, 12-16 | <i>Hobah</i> | <i>Abram delivered Lot from warring kings.</i> | <i>courage</i> |
| 17:15-16; 20:1; 21:1-3 | <i>Gerar</i> | <i>As God had promised, a son was born to Abraham and Sarah.</i> | <i>none</i> |
| 22:1-14 | <i>Mt. Moriah</i> | <i>Abraham showed his willingness to sacrifice Isaac.</i> | <i>obedience; faith</i> |

Abraham's Journeys

Locate and label the following:

| | | | |
|------------|----------|--------------|-----------------|
| Nile River | Dead Sea | Tigris River | Euphrates River |
|------------|----------|--------------|-----------------|

The following important places in the life of Abraham are labeled on the map by a black dot.
Locate each of the following and write the name beside the correct star:

| | | | | |
|----|-------|--------|-------|--|
| Ur | Haran | Bethel | Gerar | Mt. Moriah (area later known as Jerusalem) |
|----|-------|--------|-------|--|





Isaac And Rebekah

As you read Genesis 24, use the following names to fill in the story of how Abraham used his servant to find a bride for his son:

| | | | |
|---------|---------|-------|---------|
| Abraham | Rebekah | Isaac | servant |
|---------|---------|-------|---------|



Abraham wanted his son, **Isaac**, to have a wife from his own people. So he sent his trusted **servant** to find a wife for **Isaac**. In Aram Naharaim the **servant** saw **Rebekah** for the first time at a spring where she came to fill her water jar. **Rebekah** was kind and gave water to the **servant** and to his camels. The **servant** asked to stay at her father's house. Then **Rebekah** went home and told her father what had happened. **Rebekah**'s brother, Laban, invited the **servant** to stay in his home. The servant then explained that **Abraham** had sent him to find a bride for **Isaac**. **Rebekah** was immediately willing to return with him. The next day, the **servant** took **Rebekah** and went home. When the camels neared home, **Isaac** was in the field. He saw **Rebekah** and brought her to his mother's tent, and she became his wife.

Scrambled Words

Unscramble the following words, names, and places all taken from this lesson:

| | | | |
|----------|-----------------|---------|----------------|
| VNCOANET | covenant | BLEHET | Bethel |
| MHAARAB | Abraham | HREBAKE | Rebekah |
| SCIAA | Isaac | ARSAH | Sarah |
| DLBSESE | blessed | RU | Ur |
| NHRAA | Haran | ORIHAM | Moriah |
| SRCEDU | cursed | | |

Conquering The Enemy

When God promised an heir to Abraham and Sarah, it was to be twenty years before the promise was fulfilled. Instead of waiting and trusting God, they planned a way for Abraham to become a father to Sarah's maid's child. Ishmael was born of Sarah's handmaid, Hagar. But God still kept His promise, and Isaac was finally born. Later, God tested Abraham's faith by asking him to sacrifice this son. Abraham did not understand God's reasoning at first, but he did not trust his own understanding. He obeyed God because he trusted God.



God will test your faith many times also. Do you trust God enough to obey Him in all things? Think of some ways in which it is difficult for you to obey, but you can see that they might be ways in which God is testing your faith.

Answers will vary.



God wants you to learn a lesson from Isaac as well. Isaac was obedient to his father even if it would have meant death. God wants us to love, respect, and obey our parents in all things even if we do not understand. If we are obedient to our parents, then God will bless our lives. Read Genesis 26:12–14 and tell how God blessed this obedient and loving son.

Isaac received one hundred times as much as he sowed on his land. He became rich and had many servants.

