



Old Testament 4:

Teacher's Guide

Leviticus, Numbers, Deuteronomy

This set contains . . .

- ◆ Student Lesson Copy Masters
- ◆ Teacher's Guide
- ◆ CD with Student Lesson Copy Masters and Teacher's Guide in PDF and RTF files

Unit 15 Israel: God's People Worship Him

Theme: God gave the Israelites the ceremonial law to show them how to worship him.

- Lesson 1: Worship: Responding to God
- Lesson 2: Today's Offerings
- Lesson 3: The Great Day of Atonement
- Lesson 4: The Blood That Paid the Bill

Unit 16 Israel: A People Set Apart

Theme: The dietary laws served as a hedge to keep God's people separate and holy.

- Lesson 1: Cleanliness and Godliness
- Lesson 2: Dangerous Diets
- Lesson 3: Being Holy Today

Unit 17 Israel: Receiving God's Mercy and Judgment

Theme: God shows his mercy and casts his judgment on those who doubt his Word or rebel against him.

- Lesson 1: Israel: Complaining Again
- Lesson 2: Israel: Rebellion in Their Midst
- Lesson 3: Living Lessons in Judgment and Mercy

Unit 18 Israel: God's People Are to Obey His Will

Theme: God makes it clear that he wants his will done.

- Lesson 1: Whose Will?
- Lesson 2: God's Will—To Know and To Do
- Lesson 3: Walking in God's Will

Unit 19 Israel: Serving God from the Heart

Theme: God's merciful goodness leads his people to serve him from the heart.

- Lesson 1: Moses Encourages Israel
- Lesson 2: Love In and Love Out
- Lesson 3: Be a Better Server!

Suggested for Grade 9

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Introductory Pages for Old Testament Books

UNIT FORMAT

Each unit contains 15 to 25 copy masters for use with the students. These student copy masters may be reproduced. The teacher's guide contains copy master text, answers, and other instructions. Each student should have a three-ring binder to store and organize all the copy master sheets.

Overview

This page contains the information the teacher needs to understand the unit.

- **Unit title**
- **Bible references**
- **Unit theme**
- **Spiritual goals:** We pray that the Holy Spirit would help the students learn these spiritual truths and adopt these spiritual attitudes and habits.
- **Suggested memory treasures:** Assign these as you see fit. Be sure to discuss their relationship to the truths in the unit. The students will have learned almost all the suggested memory treasures in their Christ-Light lessons at Lutheran elementary school or Sunday school. One asterisk designates those memory treasures that are part of the Sunday school core. Two asterisks designate what is additional core for Lutheran elementary schools.
- **Suggested commentary readings:** Read these to review Scripture or add depth to your instruction.
- **Introduction ideas:** Use these to interest the students and help them see their need for what they will learn in the unit.

Copy Masters

- The **Background** page helps the students review some of the basic facts of the Bible character or the Bible era about to be studied. Most, but not all, units have a background page. *This copy master should always be used.*
- The **Bible lessons** guide the students in their study of specific portions of the Bible. They begin with an Aim question and end with Truth(s) that answer that question. Key Points are emphasized along the way. You may hand these out and have the students fill them in as you teach the lesson, or you may have the students work in small groups to complete a portion of them before you discuss them. Please note that the student pages will lose their effectiveness if assigned as homework before class.

The first Bible lesson is the primary one in the unit. It should always be used. Using the remaining two or three is strongly suggested.

- Each **Discuss This** page contains questions related to the Bible lesson directly preceding it. Each option is designated to the specific Key Point to which it is most closely connected. The discussion options require a variety of learning skills, such as analysis, synthesis, evaluation, and application. *At least some of these questions should always be used, because they help the students apply the lesson to their lives.* Plan in advance which questions you will use and where the questions best fit. Then vary your use of these questions:
 - ~ Discuss some questions as a class.
 - ~ Have students write answers first before discussing the questions as a class.
 - ~ Have students discuss the questions in pairs or small groups before discussing them as a class.
 - ~ Assign some questions as homework.
- The remaining sheets contain **activities** to help the students learn the Bible lessons and apply them. The sheets include additional Bible studies of many kinds, real-life situations, skits and roleplays, simple doctrinal studies, hymn and memory treasure studies, illustrations, writing activities, simple art activities, and so on. They may be done in class or outside of class, independently or in small groups. *Select those activities best suited to your class, and limit the number of activities to fit the time allotted. Plan in advance at what point in the lesson you can most appropriately and effectively use the selected activities.*
- **Spiritual journal topics:** The last copy master in each unit contains a variety of questions for student reflection and writing. You may assign one or more of the suggested topics or one of your own choosing. The students may put all their spiritual journal pages in one section of their three-ring binders. Generally, journal writings are intended to be kept private. You may ask the students occasionally to hand in one of their own choosing, or you may tell them ahead of time that you will be collecting one. *Because the writing of spiritual journals encourages personal reflection on spiritual truths as they relate to daily living, use of these journal topics is strongly suggested.*

Sample Lesson Plan

The following sample lesson plan is for Lesson 1 of Unit 15: Israel: God's People Worship Him.

1. Introduce the lesson with the first Introduction option: (*Suppose someone gave you . . .*).
2. Use **Copy Master 1** (*Israel's Worship: The Richness of Ritual*), the **Background** page, to provide a valuable framework for the Bible lessons in this unit.
3. Hand out **Copy Master 2** (*Worship: Responding to God*). Have the students work in pairs to read and complete the first section, concluding with Key Point 1.
4. To apply Key Point 1, hand out **Copy Master 3** (*Worship: Responding to God*), the **Discuss This** page, and discuss application question 1. Have the students write three to five ways on paper before you discuss them as a class.
5. Return to the lesson on **Copy Master 2**. Read and discuss the second section, concluding with Key Point 2.
6. To apply Key Point 2, use application question 5 on **Copy Master 3**.
7. Return to the lesson on **Copy Master 2**. Read and discuss the third section, concluding with Key Point 3.
8. To apply Key Point 3, use application questions 6 and 8 on **Copy Master 3**.
9. Return to the lesson on **Copy Master 2**, and answer the Aim question with the Truth of the lesson.
10. To further apply the lesson, complete **Copy Master 4** (7777) in class.
11. To help the students think about making their worship more meaningful, complete **Copy Master 6** (*Just Going through the Motions*) in class.
12. Assign **Copy Master 5** (*Do You Mean It?*) as homework.

Characteristics of Ninth-Grade Students

Spiritual Development

- They think more deeply about spiritual truths they have already learned.
- They can understand the interrelatedness of Bible events.
- They want to know how to apply spiritual truths to their lives.
- They may need additional guidance if they do not come from homes that model Christian living.

Emotional and Volitional Development

- They do not consider themselves children, and they are independent in their attitudes and habits.
- They are greatly influenced by the actions and opinions of their peers.
- They are often governed by role models they have consciously or unconsciously chosen to follow.
- They are greatly influenced by television, movies, music, and magazines.

Sexual Development

- Their sexuality is becoming an important aspect of their lives.

Relationships with Parents

- They are in the process of leaving their parents in order to develop independent lives.
- They share less of their experiences with their parents.
- They are still influenced by their parents, especially if their parents respect their growing independence.

Learning Style

- They can study one topic in depth over a number of class periods.
- They still enjoy a variety of learning experiences:
 - ~ working independently and in peer groups
 - ~ learning by listening and by doing
 - ~ learning by reading and by writing
 - ~ learning by answering questions and by asking questions
 - ~ analyzing, synthesizing, evaluating, and creating
- They question things they have previously accepted without question.

Some Teaching Strategies

- **Meet the students where they are and then stretch them:** Recognize that your students have different levels of Bible knowledge and spiritual development, even when they might have received similar spiritual training in elementary school. Do not make assumptions about their previous learning. Start with the simple. Review the basics. Then move on to more complex concepts, deeper understandings, and applications of Bible truths relevant to their teenage years.
- **Create an open, responsive environment:** Recognize that as your students develop independent thinking skills, they may question things they previously accepted without question. Maintain a classroom in which it's good to ask questions, even spiritual questions. You are a spiritual leader. If they have questions, you want to give them truthful and appropriate answers. Encourage them to search the Scriptures, not worldly "experts" for answers.
- **Allow them to work together on some exercises:** Occasional cooperative-learning activities yield many positive results. Your students may enjoy their work more when they do it with their peers. They may become accustomed to discussing spiritual issues with their peers—a skill we hope they take with them outside the classroom. And when they have already tried out their ideas on a small group of their peers, they may feel more confident discussing an issue in front of the whole class. To keep "chatty" students focused on the task at hand, give the students definite and fairly short time limits.

Israel: God's People Worship Him

Leviticus 1,2,5,16,17,27

Unit Theme

God gave the Israelites the ceremonial law to show them how to worship him.

Goals

We pray that the student

knows these spiritual truths:

- Sin is a barrier between people and God that can only be removed by the shedding of blood.
- Christ offered the atoning sacrifice for the sins of all people.
- God urges his people to show their thanks for his grace by giving him their offerings.

develops these spiritual attitudes and habits:

- I confess my sins, trusting that Christ has atoned for them.
- I worship regularly and thoughtfully.
- I show my thanks to God through my offerings.

To Memorize

- ** Psalm 103:1,2
- * Psalm 118:1
- Isaiah 1:18
- * 1 Corinthians 10:31
- 2 Corinthians 9:7
- Ephesians 1:7
- 1 Peter 1:18,19
- * 1 John 1:7
- 1 John 2:2
- 1 John 4:10
- ** The Sacrament of Holy Communion, First Hymn 128

Suggested Commentary Readings

- Pages 259-263 in Franzmann, *Bible History Commentary, Old Testament*
- Pages 17-20,25-27,37-39,53-55,63-65,137-141,151,152, 241-243 in Lenz, *Leviticus*, The People's Bible series
- Pages 160,161 in Toppe, *1 Corinthians*, The People's Bible series
- Pages 160-164 in Valleskey, *2 Corinthians*, The People's Bible series
- Pages 95-99,102-112 in Lauersdorf, *Hebrews*, The People's Bible series

Introduction Ideas

- Suppose someone gave you a huge gift of money to pay for your entire college education. How would you respond to this person? *with gratitude and humility* God's gift to his people, both before and after Christ, is even more generous: a Savior, promised and sent, who brings forgiveness of sins, peace with God, and a future of eternal glory. God told his Old Testament people how to respond to his generosity—how to worship him—in some very visual and action-oriented ways that seem unusual to us. This unit discusses those ways.
- If you had used the word *offering* while talking to Old Testament believers, what picture would probably have come to their minds? *an animal to be sacrificed or a grain offering to be burned* If you mention the word *offering* today, the picture that comes to mind would probably be of people putting money into an offering basket. New Testament offerings are different from Old Testament offerings, yet the basic idea behind those offerings is much the same.
- The one convicted of a crime must pay for that crime. The person may receive a fine, time in prison, community service, or in extreme cases, death. In these ways the person pays the debt to society. We are indebted to God because of our sins. Only an eternity in hell could pay that debt. But God rescued us and pictured that rescue in the Old Testament Day of Atonement.

Leviticus

This page provides a valuable framework for the Bible studies in this unit. The students can read the sections about each offering and festival, and they should be able to fill in the remaining blanks based on the context without reading the whole book of Leviticus.

God's gracious help to the Israelites—delivering them at the **Red** Sea, giving them **manna/quail** to eat in the wilderness, guiding them with his **glory-cloud**—taught the Israelites to trust him. God taught them how to respond to his gracious help by worshiping him.

Israelite worship centered on five different kinds of offerings and a church year consisting of seven major festivals. The book of **Leviticus** explains these worship rituals.

Offerings

Leviticus 1	Burnt Offering
Leviticus 2	Grain Offering
Leviticus 3	Fellowship Offering
Leviticus 4–5:13	Sin Offering
Leviticus 5:14–6:7	Guilt Offering

Festivals

Leviticus 23:4,5	Passover
Leviticus 23:6-8	Feast of Unleavened Bread
Leviticus 23:9-14	Firstfruits
Leviticus 23:15-22	Feast of Weeks , or Pentecost
Leviticus 23:23-25	Feast of Trumpets
Leviticus 23:26-32	Day of Atonement
Leviticus 23:33-43	Feast of Tabernacles

These offerings and festivals were not empty formalities but rituals rich with meaning. They reminded the Israelites of some basic truths about themselves and about God. First, they reminded the people that they were **sinners**. They could not approach God until their **sins** had been atoned for with blood. Second, they reminded the people that **God** is gracious. He had delivered them from **slavery** in Egypt and had cared for them in the **wilderness**. He would soon bring them to the **Promised** Land and continue to care for them there. Finally, he would send the promised **Savior**, whose blood would atone for their **sins** once and for all.

Worship: Responding to God

Leviticus 1:1-9; 2:8-10; 4:2-4; 6:1-7; 7:11-15; 27:30-33; Hebrews 10:11,12



How do believers respond to God?

The Israelites responded to God—worshiped him—in a way quite different from our worship today. When we go to church, we begin our worship by sitting in a pew and opening a hymnal. To begin their worship, the Israelites chose an unblemished animal, brought it to the sanctuary, and killed, dismembered, and burned it. Yet their response to God’s grace was the same as ours: repentance, petition, and thanksgiving.

God gives us some freedom in how we conduct our worship, but God told the Israelites exactly how they were to worship him. He gave instructions to Moses while Israel camped at Mount Sinai, and the book of Leviticus explains them in detail. Let’s read about the five offerings God commanded: the burnt, grain, and fellowship offerings designed to express the believer’s relationship with God and the sin and guilt offerings designed to restore the sinner’s relationship with God.

Lev 1:1-9a

- a. What was the Israelite worshiper to do when he brought an offering of any kind to the Lord? *Lead the students to visualize this process: The worshiper was to present the sacrificial animal at the door of the tabernacle, lay his hands on it, slaughter it, skin it, cut it into pieces, and wash the legs and inner parts with water. He was not just to sit and watch the priest. He was to worship God himself.*
- b. What was the priest to do? *The priest was to sprinkle the blood on all four sides of the altar, put the fire on the altar, arrange the pieces of meat (including the head) on the altar, and then burn them.*
- c. Reread verse 4. Whom was the animal to represent? *The animal represented the worshiper. God would accept the death of the animal as a substitute for the death of the worshiper, who deserved to die for his sins. The sacrificial offering dramatized the terrible nature of sin and the need to have the guilt of sin removed before a person could be reconciled to God.*
- d. Why did God have the worshiper participate so actively in the bloody sacrifice? *Worship isn’t a spectator sport. The worshiper personally and*

individually brought the offering to express his love to God. Also, active participation in the sacrifice helped the worshiper understand the significance of the sacrifice: He saw the blood on his hands and realized that it should have been his blood that was shed.

KEY POINT 1

In worship who responds to God? *The individual believer personally responds to God.*

Lev 1:9b

- a. The burnt offering gave the Israelite a way to acknowledge that everything in his life came from God and to dedicate his whole life in service to his Lord. What did the Lord think of such an offering brought to him in faith? *The aroma was pleasing to the Lord. That is, the offering was acceptable to the Lord, and since the offering represented the individual Israelite, that Israelite’s offering of himself was acceptable to the Lord.*

Lev 2:8-10

- b. The grain offering was usually given in conjunction with the burnt offering. By this offering the worshiper thanked God for the gift of daily bread. What was done with this offering of fine flour, oil, and salt? *Part of it was burned with some incense, and Aaron and his sons (the priests) received the rest of it to eat. It was part of their salary.*

Lev 7:11-15

- c. In the fellowship offering, why was the worshiper to eat some of the meat of his offering? *We eat with people we are close to. The fellowship offering meal emphasized the relationship between the worshiper and God and between the worshiper and his (ceremonially clean) friends and family members who had been invited for this special celebration. We might compare it to a Christmas dinner or a wedding reception. We most certainly can compare it to the Lord’s Supper, the meal in which we celebrate our fellowship with God and with one another.*

Lev 27:30-33

- d. In addition to these offerings, God told his people to bring him a very special offering called a tithe. What was a tithe? *A tithe was ten percent of the farmer's harvest and the rancher's livestock. The Levites, who did not own their own land but worked at the temple and tabernacle, received these offerings to the Lord as their salary.*

KEY POINT 2

How do believers respond to God for all he has done for them? *Believers thank God with offerings of their gifts and their very lives.*

Lev 4:2-4

- a. In the sin offering, the worshiper was to lay his hand on the head of the animal and then kill it. What did these two actions show? *Laying his hand on the offering showed the worshiper that he was putting his sins on the animal and that the animal was representing him before God. Killing the animal reminded him that the wages of sin is death and that the animal was receiving the death the worshiper deserved because of his sin.*
- b. Why would this offering have to be without defect? *God demands perfection—the absence of moral defect—from his people. Only that which is perfect is acceptable to a righteous and holy God. (Note that the animal God commanded depended on one's station in life. All the animals, however, were to be without defect. A priest was to bring a bull, a ruler was to bring a male goat, an ordinary Israelite was to bring a female goat or lamb, a poor Israelite was to bring two doves, a pigeon, or, in desperate cases, some fine flour. Only the guilt offering required one kind of animal, a ram—something that emphasized the seriousness of guilt before God.)*

Lev 6:1-7

- c. What was the worshiper to do for the guilt offering? *He was to bring a ram without defect for the*

sacrifice. He was also to make restitution—the full amount plus 20%—for the loss or injury he had caused his neighbor. By such restitution God taught the Israelites that when they sinned, they needed to make amends with the person they had hurt. We also make restitution where possible, not to pay for the wrong we have done, but to say thanks to God for forgiving us for the wrong we have done.

- d. What assurance was the worshiper to receive when he brought the guilt offering before the Lord? *He was to receive the assurance that his sins were forgiven and that atonement (at-one-ment) had been made between him and God.*

Heb 10:11,12

- e. On the basis of which sacrifice were the Israelites forgiven? *Forgiveness did not come from the death of an animal but from the perfect sacrifice of the Savior who was to come (“this priest”). The offerings of the Old Testament worshipers only pictured, or prefigured, the atonement Jesus Christ would make for all sin.*

KEY POINT 3

How do believers respond to God when they sin? *Believers confess their sin and trust God for forgiveness through the shedding of the Savior's blood.*



How do believers respond to God?

Believers respond to God personally and individually. They thank God for all he has done with offerings of their gifts and their very lives. They confess their sin and trust God for forgiveness through the shedding of the Savior's blood.