



Old Testament Core Book 1

Teacher's Guide

Creation to Israel's Last Days in the Wilderness

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

- Lesson 1:** The Creation (*Genesis 1,2*)
- Lesson 2:** God's Plans (*Psalms 33*)
- Lesson 3:** Our Purpose (*Acts 17*)
- Lesson 4:** The Fall and the Promise (*Genesis 3,5*)
- Lesson 5:** Death and Life (*Romans 5*)
- Lesson 6:** Cain and Abel (*Genesis 4; Hebrews 11*)
- Lesson 7:** The Flood (*Genesis 6-9*)
- Lesson 8:** The Tower of Babel (*Genesis 11*)
- Lesson 9:** Abram: The Call and the Covenant (*Genesis 12,15; Romans 4*)
- Lesson 10:** Abraham: Living by Faith (*Genesis 12,18,22; Hebrews 11*)
- Lesson 11:** Isaac and Jacob: Guided by God (*Genesis 24,25,28,32*)
- Lesson 12:** Joseph: A Godly Man in an Ungodly World (*Genesis 39,41,45,50*)
- Lesson 13:** Moses: Prepared to Serve (*Exodus 2-4; Acts 7; Hebrews 11*)
- Lesson 14:** The Passover: A Ceremony of Blood (*Exodus 12,13; Luke 22,23; John 1*)
- Lesson 15:** The Israelites: Whining in the Wilderness (*Exodus 14-17*)
- Lesson 16:** Moses: Mediator between God and the Israelites (*Exodus 32-34*)
- Lesson 17:** The Israelites: Responding to God in Worship
(*Leviticus 1,2,4,6,7,27; Hebrews 10*)
- Lesson 18:** The Great Day of Atonement (*Leviticus 16,17*)
- Lesson 19:** The Israelites: God's Will Is to Be Obeyed (*Numbers 22-25*)

Suggested for Grade 9

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Introductory Pages

This book contains selected lessons from Old Testament books 1, 2, 3, and 4.

LESSON FORMAT

Each lesson contains 5 to 12 copy masters for use with the students. These student copy masters may be reproduced. The teacher's guide contains overview pages, 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 lesson.

- **Lesson title**
- **Bible references**
- **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 lesson. 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 to help them see their need for what they will learn in the lesson.

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, lessons 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 a Truth(s) that answers 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.

- 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 fit best. 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 lesson contains one or more 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: The Creation. Note: If the lesson has a **Background** page, you may assign it to be completed before class or have the students complete it in small groups at the beginning of class. Then simply read it aloud. This page will give the students the necessary background and establish the context for the upcoming lesson.

1. Introduce the lesson with the first Introduction option (*Discuss evolution: what the students . . .*), or use **Copy Master 5** (*It Just Happened?*) as an introductory activity.
2. Hand out **Copy Master 1** (*The Creation*). Read and discuss the first section, concluding with Key Point 1.
3. To apply Key Point 1, hand out **Copy Master 2** (*The Creation*), the **Discuss This** page, and discuss applications 2 and 3.
4. Return to the lesson on **Copy Master 1**. Read and discuss the second section, concluding with Key Point 2.
5. To apply Key Point 2, use application 5 on **Copy Master 2**.
6. To further apply Key Points 1 and 2, hand out **Copy Master 3** (*The Tag Reads “Made by God”*). Put the students in small groups, and give them three minutes to fill in the chart with as many items as they can. Then briefly discuss the four questions at the bottom of the page.
7. Return to the lesson on **Copy Master 1**. Have the students work in pairs to read and complete the third section, concluding with Key Point 3. Discuss briefly as a class. Then answer the Aim question with the Truth of the lesson.
8. To have the students explore what to say in a public school classroom when evolution is discussed, use the roleplay on **Copy Master 6** (*Science Class*). Put the students into groups of four to practice it. Have one or more groups perform for the class.

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 look to 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.

The Creation

Genesis 1:1–2:3

Theme

We rejoice in God’s creation, which shows us God’s power, wisdom, and love.

Goals

We pray that the student

knows these spiritual truths:

- God created the world in six 24-hour days.
- God showed his power, wisdom, and love in creation.
- God uses his almighty power to rule his creation.
- God continues to preserve the world and his people.

develops these spiritual attitudes and habits:

- I praise God for his beautiful creation.
- I defend the truth of creation as opposed to the theory of evolution.
- I thank God by taking care of his creation.
- I trust God to use his power to take care of me.
- I honor the almighty Creator as the one true God.

To Memorize

- * Genesis 1:1
- * Exodus 20:11
- Psalm 14:1
- Romans 1:20
- * The First Article of the Apostles’ Creed

Suggested Commentary Readings

- Pages 12-28 in Franzmann, *Bible History Commentary, Old Testament*
- Pages 9-31 in Jeske, *Genesis*, The People’s Bible series
- Pages 69-76 in Brug, *Psalms*, Volume 2, The People’s Bible series

Introduction Ideas

- Discuss evolution: what the students have been taught regarding the origin of the world, how they have responded to proponents of evolution, how others have responded to their biblical beliefs.
- Discuss amazing plants or animals that could not possibly have developed on their own. Bring pictures from biology textbooks or nature magazines, if possible. Examples: A thread snake could fit inside the lead of a pencil, while an anaconda can weigh more than two grown men. A walking stick hides itself by looking just like the stick it lies on. A chameleon hides itself by changing color to match the color of its surroundings.

The Creation

Genesis 1:1–2:3



What does God’s Word say about the origin of the world?

Before the world began, there was nothing. No matter. No energy. Not even space or time. Nothing but God. Just try to imagine it. Then into that nothingness stepped God.

Ge 1:1-25

- What did God create on the first day? *Matter (“the heavens and the earth”), energy (light), and the dimension of time (“In the beginning”).*
- What was the physical matter of the heavens and the earth like? *Formless, empty, dark, covered with water.*
- How did God give some form to the formless earth on the second day? *He created the sky and divided the waters that covered the earth, putting some of them above the sky, some on the earth’s surface, and some deep within the earth. Note: The water above the sky may have been a water vapor canopy that was released at the flood at least 1,600 years later, possibly many more.*
- How did God give more form to the earth on the third day? *He gathered the water on the earth into lakes, seas, and rivers and then created plants and trees that reproduced after their own kind.*
- On the fourth day, what did God do with the light he had created on the first day? *He created the sun, moon, and stars to be sources of the light.*
- How did God fill the empty earth on the fifth and sixth days? *He created birds, fish and other sea creatures, livestock (tame animals), wild animals, and creatures that move along the ground (reptiles, insects, etc.).*
- How did God create all these things? *He used his word, saying, “Let there be.”*
- How long did it take God to create everything in the universe? *Six days—six 24-hour days.*

KEY POINT 1

How did the world and its creatures come into being? *God used his word to create the world and its creatures in six days.*

Ge 1:26-30

- What is the crown of God’s creation? *Man and woman.*
- What phrase means that man and woman were created holy and knew God’s holy will? *“In our image,” “in his own image.”*
- What two commands did God in his love give man and woman? *Be fruitful and increase in number; subdue (rule over) the earth.*

KEY POINT 2

What creatures did God create to rule over the earth? *God created people to rule over the earth.*

Ge 1:31–2:3

- What did God think of all that he had made? *It was very good—perfect.*
- What does God’s creation show about God? Finish these statements:
 - God created the world just by saying, “Let there be.” This shows that God is **powerful**.
 - Each plant and animal has unique characteristics, and all creatures fit together in an orderly fashion. This shows that God is **wise**.
 - God put Adam and Eve into a beautiful garden and provided for all their needs. This shows that God is **loving**.
- What did God do after he had made everything in six days? *He rested.*

KEY POINT 3

What did God see about his own creation? *God saw that everything he had made was perfect.*



What does God’s Word say about the origin of the world? *God created a perfect world in six 24-hour days.*

1. **KEY POINT 1:** Read Genesis 1:1,2 and John 1:1-3. Explain how all three persons of the Trinity were present at creation.

The Father is the Creator in Genesis 1:1. The Son is the Word in John 1:1-3; “he was with God in the beginning,” and “through him all things were made.” The Spirit hovered over the waters, as told us in Genesis 1:2.

2. **KEY POINT 1:** Read Romans 1:20. What does the creation make clearly evident to all people?

The creation shows God’s “eternal power and divine nature”; it proves that God exists and that he is powerful.

What does the passage say about those people who still do not believe in God, even after seeing this evidence?

Those who still refuse to believe in God “are without excuse.” On judgment day they cannot say, “But we didn’t know about you, God!” The creation should have been enough to show them that God existed, although the creation does not reveal Christ as Savior.

3. **KEY POINT 1:** Explain: “The true God reveals Himself to us in nature, but nature does not reveal to us who this true God is.”

The statement is from Koehler, A Summary of Christian Doctrine (St. Louis, Concordia Publishing House, 1952), page 21. God shows that he exists and that he is wise and powerful through the wonders of creation. But the wonders of creation do not tell us enough about God. They do not reveal his saving love, which he showed us in his Son, Jesus Christ. Only the Scriptures reveal this to us.

4. **KEY POINT 2:** In the Nicene Creed, we say, “We believe in one God, the Father, the Almighty, maker of heaven and earth, of all that is, *seen and unseen*.” What *unseen* things has God created?

Possible answers: the angels, our souls, air, gravity, inertia, energy.

5. **KEY POINT 2:** How might we respond to someone who says: “Human beings evolved from lower life-forms. They are obviously just more intelligent, complex animals”?

Possible answers: God created human beings in his image. He gave them eternal souls. He directed them to rule over the animal kingdom, thus distinguishing them from the animals. He also sent his Son to die for people, not animals. Because God made everything to reproduce in kind only, animals could not have evolved, or developed, into human beings.

6. **KEY POINT 3:** (Illustration) Name something you have made with your own hands. When you make something—a fine piece of furniture, a model airplane, or a ceramic vase—how do you treat it? In what way is God’s care for his creation similar?

When we make something, we care about what happens to it. We protect it and invest time and money to maintain it. If we allow others to use it, we want them to be careful with it too. The Lord created all things, and he still cares for everything. He uses his power to preserve what he has made, providing food for his creatures, protecting them from harm, and controlling all events that occur on earth.

The Tag Reads "Made by God"

God created the world in six 24-hour days.

In the beginning God created the heavens and the earth. Suddenly God made nothing everything! List what God made on each of the six days of creation, just by saying, "Let there be . . ."

Day 1	<i>time</i> <i>matter</i> <i>energy</i> <i>light</i>
Day 2	<i>sky</i> <i>atmosphere</i>
Day 3	<i>ground</i> <i>lakes</i> <i>oceans</i> <i>grass</i> <i>maples</i> <i>sunflowers</i>
Day 4	<i>sun</i> <i>moon</i> <i>stars</i>
Day 5	<i>sharks</i> <i>bluebirds</i> <i>octopi</i> <i>owls</i>
Day 6	<i>cows</i> <i>tigers</i> <i>man</i> <i>woman</i>

1. In the chart above, which day was the easiest for you to fill in? *Possible answer: day 4.*
2. Which days could you keep filling in for the rest of the week and still not be done? *Days 3, 5, and 6.*
3. Which day would you consider the most amazing? *Possible answers: day 6—creation of mankind; day 1—creation of matter, energy, and time—the essential components of our world.*
4. Which day is the hardest to visualize? *Possible answers: day 1—What does formless matter look like? day 2—What did the water above the earth look like? Though we may not understand everything about creation, "by faith we understand that the universe was formed at God's command" (Hebrews 11:3).*