

Grade 5—Unit 5

God Establishes Laws

God provided for all the people's needs as they traveled through the wilderness. God gave the Israelites water, manna, and quail for nourishment and strength. God also provided these pilgrims with rules. These ten words (*Hebrew*) or ten best ways brought an emphasis on relationship with God. They center around right relationships with both God and others. The tabernacle, the Ark of the Covenant, and the Sabbath all pointed the Israelites to a holy God. They helped the Israelites understand ways to worship God and be reminded of their covenant with God.

LESSONS

1. Cloud of Presence
2. Covenant Relationship at Mount Sinai
3. The Ten Commandments
4. The Sabbath
5. The Tabernacle

Unit 4: God Saves God's People

Unit Information

SUMMARY

We each walk through the wilderness at various stages on our faith journey. As students discuss God's provision for the Israelites in the wilderness, they will find parallels to their own lives. God also established a new covenant with the people at Mount Sinai that had several important similarities to and differences from the previous Israeli covenants. As a covenant agreement, it undergirded Israel's bond with Yahweh and emphasized justice and equality. The Ten Commandments stand as a reminder that God is a God of compassion who requires faithful obedience and does not ignore injustice and oppression. In this unit, students will study the Ten Commandments in detail and attempt to memorize them as well.

God also provided instructions for worship, including recognizing the Sabbath. The tabernacle and Ark of the Covenant reminded the people of God's holiness and gave them a space to worship. These also proclaimed Yahweh's presence in their midst.

KEY BIBLE TEXTS

Exodus 19–20, 23–26

Leviticus and Deuteronomy (*especially the Ten Commandments*)

Psalm 90

BIBLICAL BACKGROUND

The Wilderness

After deliverance from bondage, the Israelites headed into the deserts of the Sinai Peninsula. Travel through Philistine territory provided the best route from Egypt to Canaan. Moses did not lead the people along this route though, as it was dotted with Egyptian forts. He headed instead toward the tip of the Sinai peninsula. True to God's word, the Israelites headed toward Mount Sinai. Yahweh had told Moses, "When you have brought the people out of Egypt, you will worship God on this mountain" (Exodus 3:12). There is evidence to suggest that Mount Sinai and Mount Horeb may be the same place.

Israel spent 40 years in this unpredictable wilderness. God provided manna, quail, and water. In this barren place, the people needed to trust God for their protection and provision. God guided them with a pillar of cloud by day, and a pillar of fire by night.

Israel's temptation was to complain and fuss rather than trust. The people were tempted to turn to idol worship. The golden calf did not demand holiness, complete loyalty, and consideration of one's neighbors, as God did. This curriculum does not deal directly with this, although teachers are free to explore this story if they desire.

The wilderness gave the people the opportunity to learn to trust in God's provision. It taught them that God was present in the difficult and painful experiences of life. The wilderness and desert theme continues throughout the Bible. Jesus himself spent time in the wilderness in preparation for his earthly ministry.

Bonded to God

The people trembled in awe while standing at the foot of Mount Sinai. Amidst thunder, lightning, a veil of cloud, and the sound of trumpet blasts, God descended to the mountain and spoke. Many years before, God had made a covenant with Abraham. At Mount Sinai, God did the same with his descendants. Students will have the opportunity to further examine this covenant.

The Ten Commandments

The Ten Commandments given to Moses grew out of God's saving action for God's people. They are as pertinent to our lives now as they were to the lives of the Israelites thousands of years ago. True freedom comes in loving God and neighbor.

Jesus quoted from two passages when he summarized the law in Luke 10:27. "Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind" comes from the *Shema* in Deuteronomy 6:5 and follows directly after the review of the Ten Words. (*Jewish tradition sometimes refers to the Ten Commandments as the Ten Words.*) The other part of Jesus' summary, "Love your neighbor as yourself," comes from Leviticus 19:18.

The Ark of the Covenant and the Tabernacle

In Leviticus 19:2, the Lord told Moses to tell the entire assembly of Israel to "be holy because I, the LORD your God, am holy." The tabernacle, Ark of the Covenant, and all that was set apart for worship in the tabernacle pointed to God's holiness.

The tabernacle provided a house for the Ark of the Covenant. Specific instructions for its construction and furniture appear in Exodus 25–27 and 30. The *NIV Study Bible* provides pictures and translations of units of measurement.

The tabernacle had three parts: the outer court, the holy place, and the holy of holies. Animals were sacrificed at the bronze altar in the outer court. Only the high priest could enter the holy of holies. He did so once a year, after making atonement for the sins of the people. After sacrificing an animal at the altar of incense, he sprinkled blood from the sacrifice onto the Ark, between the wings of the cherubim (Exodus 30:1–10).

Hebrews 9 tells us that the tabernacle, its furniture, and the rituals for holiness and atonement were copies of heavenly things. Christ entered not the most holy place, but heaven itself, after dying as the sacrifice for sin once and for all. No wonder, then, that the instructions were given in such detail, for they symbolized heavenly things.

Tables in ancient times were used only for religious purposes. The table of the bread of presence held 12 loaves of bread made with fine flour such as would be made for royalty. Leviticus 24:5–8 indicates that the bread represents a continued relationship between Yahweh and the 12 tribes of Israel. Bread is also a symbol of God's provision and presence.

The lamp stand, or *menorah*, as it is also called, cast its light in the darkened holy place. Scripture associates God with light. God also makes it possible for humans to walk in God's light. The number seven expresses completeness.

The Ark of the Covenant was the most important piece of furniture in the tabernacle. The Hebrew word for the Ark means "chest," and is different from the word for Noah's ark. The wings of the cherubim stretched toward the center of the Ark. This signaled a place of extreme reverence. It was there that the invisible

Yahweh would meet with humans. It was there that the priest sprinkled blood once a year on the Day of Atonement. The Ark also contained Israel's most sacred possession, the covenant written by God on two tablets of stone. The Ark was a tangible symbol that the Lord, though invisible, was always present with God's people (Exodus 25:10-22).

The Sabbath

The Sabbath was set apart as a holy day, to be observed every seventh day. It was a day to remember that God was in all of life as Creator (Exodus 20:11). It is now meant to be a holy day that reminds us that all of life is sacred. It was also a day to remember deliverance from Egypt (Deuteronomy 5:15). The law designated two other Sabbaths. They were the Sabbath Year and the Year of Jubilee (*after seven Sabbath Years*). These showed God's deep concern for justice and reminded the Israelites that the land was God's and did not belong to any one person (Exodus 23:10-13; Leviticus 25:1-15).

Jewish Sabbath begins on a Friday evening when the sun goes down and ends on Saturday evening when the first stars appear. Students will have an opportunity to discuss this in greater detail.

Sunday, as the Christian Sabbath, also offers an opportunity to break away from the normal routine. We remember that our work only has meaning and purpose as we belong to God who gives us all we have. Our worship allows us to redirect our thoughts toward God, recognizing the reality of our need for meaning beyond our material and social values.

ESSENTIAL UNDERSTANDINGS

- The Israelites' 40 years of wandering in the harsh desert teaches us that we can depend on God to provide for us in difficult situations.
- The law given at Mount Sinai bonded the people of Israel to Yahweh, their deliverer and only King. A new covenant was established.
- The Ten Commandments call God's people to true freedom of loyalty to God and love for others.
- The religious symbols in the tabernacle called Israel to reverence in the presence of Yahweh.
- The New Testament teaches that the tabernacle also symbolizes Christ and the atonement.
- The Sabbath is a day set apart for remembering God as creator and deliverer; a day also for reflecting, worshiping, and resting. It is celebrated differently in the Jewish and Christian faiths.

WORSHIP

Theme Hymns:

SJ 18—Over my head
HWB 327—Great is thy faithfulness
HWB 419—Lead on, O cloud of presence

Other Hymn Ideas:

HWB 163—Obey my voice
HWB 553—I am weak and I need thy strength
SJ 42—Listen, God is calling
SJ 49—Rain down

1. Psalm 29 (Focus: the awesomeness of God)

Read or review the way that God presented God's self in Exodus 19 and 20—the thick cloud, blast of trumpet, thunder, fire. Talk about the fear of the Israelites when they saw that. Ask the students to think of times they have been in awe of something. Share an experience of your own.

Now pass out copies of the dramatic reading of Psalm 29 (p. 177). This psalm is a hymn of the fearsome glory of God. You may need to put more than one student on each reader's part, depending on how many are in the classroom.

Each section has 2-3 readers; have the students split into groups according to these sections and come up with a creative way to illustrate the words they are saying. (*This could be with voices, stomping or clapping, dancing; allow students to be creative.*) Encourage them to really look at the words (*for example, the words for readers 6 and 7 are somewhat humorous; they can play with this*). Ask students to practice their sections. (*In the process, they will nearly memorize them.*) Now come together as a group to perform the psalm, perhaps doing it more than once. This should be loud and boisterous!

God comes to us in different ways, sometimes with a gentle call. But sometimes God comes in a more awe-inspiring way—in thunder or in fire. Our God is capable of anything, and isn't that awe-inspiring?

To end your worship time, sing together the chorus of *Sing the Journey* #18, "Over my head." This song talks about how God is in the world around us, making us aware of God's presence. Because of the wonders we see, there must be God.

2: Remembrance (Focus: We worship and obey God as a response to God's grace.)

Begin by reading/reciting Exodus 20:2. Before God gave the law, the Ten Commandments, God asked the Israelites to remember who God was and what YHWH had done for them. Through constant re-telling of the story, the Israelites kept the memory of what God had done for them alive, and with it a gratitude to their deliverer, YHWH.

Give each student a piece of clay. Ask them to shape their clay into something that symbolizes what God has done for them. This could be anything from providing them with plenty of food and shelter, to loving them, to helping them through a difficult time. (*You may want to shape yours in advance as an example.*)

Just as the Israelites needed to remember who God was before they could move on to worshipful living, so we need to keep remembering what God has done for us. Sing together *Hymnal: A Worship Book* #327, "Great is thy faithfulness," verse 1.

Now explain that in response to what God had done, in response to these memories, the Israelites worshipped God by obeying the commandments given to them. And God, in turn, was faithful to them. Interestingly, the commandments that God required of the people centered around being faithful to God and to each other—right relationship. Why did the Israelites worship God? Because of what God had done for them. Why did they obey God? Because God delivered them. So why do we worship and obey God? Because we are grateful for what God has done for us. Have the students repeat this question and answer.

Once God had delivered the people of Israel, they recognized what God had done, and out of gratitude allowed God to lead them.

Close by singing *Hymnal: A Worship Book* #419, "Lead on, O cloud of presence."

Dramatic Reading: Psalm 29

- 1: Ascribe to the LORD,
2: O heavenly beings,
1: Ascribe to the LORD
2, 3: glory and strength!
1: Ascribe to the LORD the glory of his name;
3: worship the LORD in holy splendor.
- 4: The voice of the LORD is over the waters!
5: The God of glory thunders!
4: The LORD, over mighty waters!
5: The voice of the LORD is powerful!
4, 5: The voice of the LORD is full of majesty!
- 6: The voice of the LORD
7: Breaks the cedars;
6: the LORD breaks the cedars of Lebanon.
7: He makes Lebanon skip like a calf
6: and Sirion like a young wild ox.
- 8: The voice of the LORD
9: flashes forth flames of fire!
8: the voice of the LORD
9: shakes the wilderness!
8: the LORD
8, 9: shakes the wilderness of Kadesh!
- 10: The voice of the LORD causes the oaks to whirl,
11: and strips the forest bare;
10: and in his temple all say,
10, 11: “Glory!”
- 12: The LORD sits
13: enthroned over the flood;
12: The LORD sits
13: enthroned as king forever.
- 1–6: May the LORD give strength to his people!
7–13: May the LORD bless his people with peace!

ASSESSING TEACHING / LEARNING

Assessment is important throughout the unit, and teachers should use tools both to formally and informally assess student learning. The results of these assessments should be used to modify and create lessons to further increase student understanding and mastery. Teachers should formally assess students using their own point system and grading scale on the various worksheets and activities in the lessons. In addition, the following tools are provided

- Travel log evaluation
- Unit review

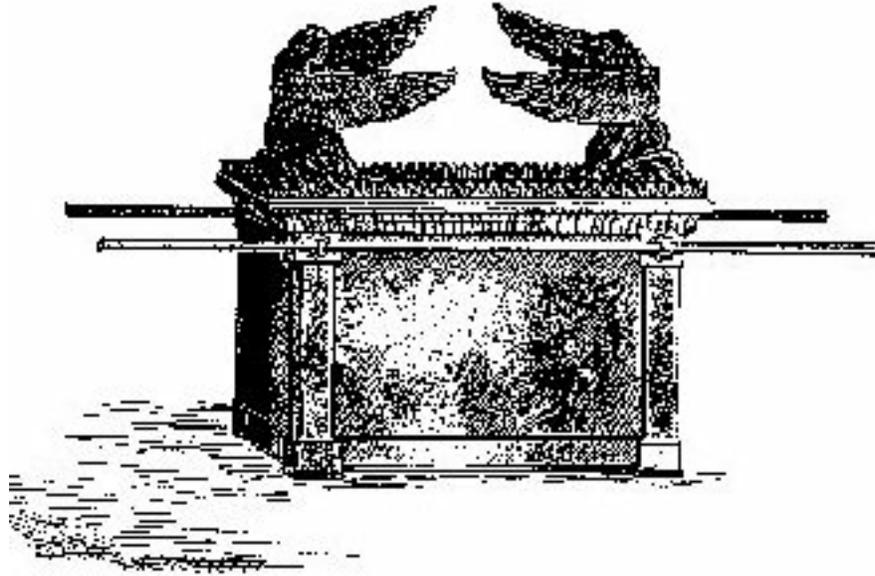
HOME EXTENSION IDEA

(To be shared with parents)

One of the commandments to the Israelites was to keep the Sabbath. Your child is learning about the Jewish custom of the Sabbath at school. Try a practice of the Sabbath in your home, beginning at sundown on Saturday and lasting until sundown on Sunday. During this time, keep work to a minimum and reserve the time for family. Eat a simple meal *(one that doesn't require extensive preparation or clean-up)* for supper on Saturday, and follow it with family time. *(This may be a good time to work on the timeline begun at the beginning of the year.)*

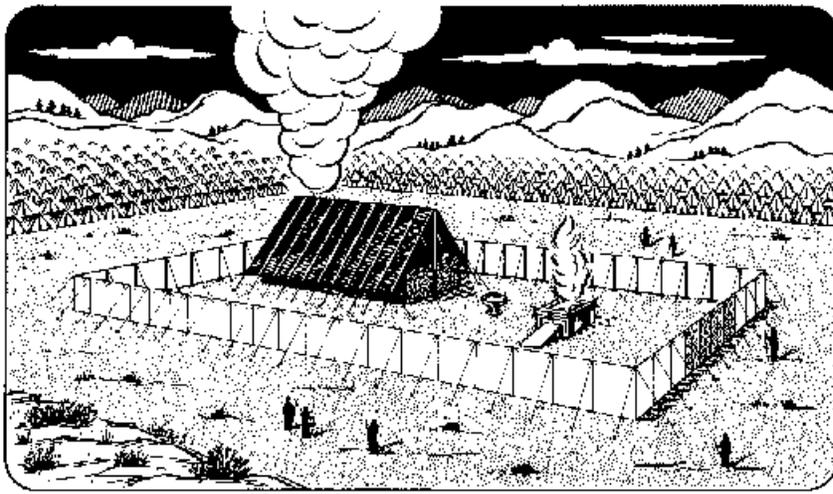
MEMORY PASSAGES

The main memory passage for this unit is Exodus 20:2. Another memory passage is Psalm 90:1-2. These passages are provided in large format on pages 179-180, to be used as posters or overheads or to send home with students for memorizing.



*"I am the LORD
your God, who brought
you out of Egypt, out
of the land of slavery."*

Exodus 20:2



Lord, you have been
our dwelling place
throughout all generations.
Before the mountains were born
or you brought forth the earth
and the world, from
everlasting to everlasting
you are God.

Psalm 90:1-2

God Establishes Laws

LESSON 1: CLOUD OF PRESENCE

Objective

Students will discover the ways in which God provided for the Israelites as they roamed the desert. They will work together to make a wall hanging that reviews God’s provision and protection. The wall hanging will become a visual reminder of the wilderness as a recurring spiritual theme.

Key Concepts

- God wants God’s people to rely on God for provision and protection.
- The Israelite people were quick to grumble, despite God’s hand in their Exodus from Egypt.
- *Israel* means “one who struggles with God.”
- God is able to supply all our needs.
- The desert and wilderness are a powerful metaphor for a recurring spiritual experience both in the stories of the Bible and in our lives today.

Text: Exodus 15:22—Exodus 16

Estimated Lesson Time: 40 minutes

Materials

- Bible
- White drawing paper
- Scissors, fabric glue
- Scraps of cloth
- Large piece of cloth for wall hanging
- Dowel rod, string or yarn
- Student timelines

Teacher Preparation

- Gather materials needed.

INTRODUCING THE LESSON

Struggle and God’s provision. Remind students that *Israel* means “one who struggles with God.” Explain that the story you’ll examine today makes the Israelites’ struggle and God’s provision very obvious.

Hand out sheets of white drawing paper and ask students to illustrate the main parts of the story as you read it to them. Their illustrations don’t need to be perfect or detailed, but will help them process and internalize the story as they hear it.

LESSON STEPS

1. **Read Exodus 15:22—Exodus 16** aloud as students sketch.
2. **Look at the sketches** and discuss what the students included. Some items the students have sketched might include:

- grumbling Israelites
- Moses throwing a piece of wood into the water
- camping near the water
- the pillar of cloud
- the sun melting away the bread
- quail covering the camp
- tents
- people measuring the bread
- resting on the seventh day

3. Create a wall hanging. Appoint pairs of students to cut out symbols for what they have drawn from scrap pieces of cloth. They may need to use more than one kind of cloth and glue them together. Write (*or cut and paste*) the title “God Provides for God’s People” onto the large piece of cloth. Then invite each pair of students to mount their symbols to the hanging using fabric glue. (*Note: Fabric glue dries quickly. Remove glue residue from hands by using WD-40 oil and wiping them with a rag.*) Glue the top edge of the wall hanging around the dowel rod, and attach yarn or string to the ends of the rod. Hang the banner in the classroom or hallway as a reminder of God’s provision and protection. You will refer to it in future lessons.

4. Work on timelines. Have students add the Israelites’ wandering in the wilderness for 40 years to their timelines. Note God’s work as well.

EXTEND THE LESSON

(These activities will extend the lesson to longer than 40 minutes.)

- **Personal wall hangings.** Students could create their own wall hangings with symbols that show how God has provided for them. These could include families, food, shelter, church, school, money, books, clothing, fun, outdoors, activities, etc.
- **Share personal stories** of times when you were like the Israelites and chose to grumble as soon as things got tough, rather than to simply be grateful.

God Establishes Laws

LESSON 2: COVENANT RELATIONSHIP AT MT. SINAI

Objective

Students will learn of the covenant relationship established at Mt. Sinai through viewing it from three angles.

Key Concepts

- There is evidence that Mount Sinai and Mount Horeb may be the same place.
- Israelites traded bondage in Egypt for a covenant bond with God, their deliverer.
- Yahweh, God of compassion, expects God's people to act justly toward others.
- Israel was to be a kingdom of priests with no other god or idol than Yahweh.
- God is a covenant God who desires a personal relationship with God's people.

Text: Exodus 19 and 20

Estimated Lesson Time: 40 minutes

Materials

- Student Bibles
- Travel logs

Teacher Preparation

- Invite a trumpeter to the classroom, if desired (*see lesson step #3*).
- Look over notes for lesson step #4.

INTRODUCING THE LESSON

Mount Sinai and Mount Horeb. Introduce Exodus 20:2 as the memory verse. Then invite students to re-read Exodus 3:12, where God assures Moses that after he has brought God's people out of Egypt, he will again worship on the same mountain. Explain that there is evidence that Mount Sinai, which you will study today, is the same place as Mount Horeb. So in today's lesson, Moses is coming full-circle in his journey. Today you will read the Ten Commandments, but will focus more on the relationship God established with the people at Mt. Sinai. Later, you will examine the specific commandments.

LESSON STEPS

1. Write in travel logs. Have students take out their travel logs and divide the next blank page into three columns. They should title the page "Bonded to God." Explain that you will examine Exodus 19 and 20 from three different angles, and they will take notes on each one. Each of these angles is an important part of what makes this covenant unique. The students could think of how things look just a bit different through different-colored glass lenses. They can imagine that you'll be studying the story through three different color lenses today.

2. Begin by asking students to read all of Exodus 19 and 20 silently.

3. Wait for God. If you have invited a trumpeter to come to the classroom, invite him/her to play several notes or songs to demonstrate some of what the people would have heard as they waited for God beneath the mountain.

4. Talk about covenants, going over the following concepts. You may prefer to do this in a lecture/note-taking format, or you may prefer a guided discussion. Students will take notes in the three columns on their journal pages.

Column 1: Near Eastern Covenant

The covenants in the Bible resemble the pattern of treaties of the time. The covenant created on Mt. Sinai is similar to a Suzerain-Vassal agreement that regulated the agreement between a great king and a subject king. (See “Major Covenants in the Old Testament” chart in the NIV Study Bible, if you have one.) God was using a format that was familiar to the people and their culture. Unlike the covenant they were used to, however, Yahweh commanded that the Israelites were to have only God as their king.

Column 2: Near Eastern Law Codes

The most well-known code is Hammurabi’s Code. These are usually causistic (*if thus and so happens, then do thus and such*). Less frequently, they are apodictic (*you shall . . .*), as are the Ten Commandments. This new code, although similar to other codes in form, provides new hope for the less fortunate in society. Under this code, humans are to live as equals and not take advantage of each other.

Column 3: Ancient Israel

Israel saw the covenant as a gift of relationship with God. Students can think back to the previous lessons in Theme 1 about the covenant relationship God established with Abraham. All covenants with God include a personal relationship with God. In this covenant, Israel exchanged bondage for a new bonded relationship with God. They were freed from bondage so they could bond to Yahweh, their God, to be a holy nation set apart for God. The Ten Commandments provided the guidelines for their new life and covenant with God.

5. Think back to the altars made by Abraham to celebrate his covenant with God. The Israelites were celebrating the same type of personal covenant with God in the story of Mt. Sinai. God came to Moses, and to the Israelites, in a mighty wind and with trumpets sounding. God comes to us today as well, although maybe in less obvious ways. Give students time to reflect on ways that God has been made known to them and allow some to share, if they wish.

EXTEND THE LESSON

(These activities will extend the lesson to longer than 40 minutes.)

- **Work on memorizing Exodus 20:2**, using a “popcorn” format. One student holds a ball and says the first word, then throws the ball to the next person. That person says the next word, and then throws the ball to the next person. This continues until the verse is finished, then begins again.
- **Write an essay or illustrate a picture** describing what a modern-day Mt. Sinai covenant experience might be like. Encourage students to describe or illustrate what they would experience with all five senses.

God Establishes Laws

LESSON 3: THE TEN COMMANDMENTS

Objective

Students will learn the Ten Commandments and their meaning. They will cross-reference the Ten Commandments from Exodus with those found in Leviticus and Deuteronomy.

Key Concepts

- The Ten Commandments still apply today, and show us how to act justly and be at peace with God and our neighbors.
- Knowing and understanding the Ten Commandments is an important part of our faith walks.
- Moses took time to praise God for God’s faithfulness and covenant.
- The Israelites experienced God in an obvious and real way at Mount Sinai.
- The biblical text repeatedly emphasizes the Ten Commandments.

Text: Exodus 20:1-17

Estimated Lesson Time: 40 minutes

Materials

- Student Bibles
- Travel logs/timelines
- Ball
- “Ten Commandments: A Bible Study” (p. 187)
- Red and blue crayons, markers, or colored pencils

Teacher Preparation

- Gather materials.
- Make copies of “Ten Commandments: A Bible Study,” one per student.

INTRODUCING THE LESSON

Read Psalm 90 aloud—this is a song of Moses. Ask students to imagine him reciting it after his experience on Mount Sinai. Introduce Psalm 90:1-2 as the second memory passage for the unit.

LESSON STEPS

1. Work on timelines. Students should mark the giving of the Ten Commandments on Mount Sinai on their timelines. They should note God’s work as establishing a new covenant with God’s people and giving guidelines for their life together.

2. Write in travel logs. Students should write in the voice of an Israelite on the following prompt: “What did you experience at Mt. Sinai? What does it mean to you?” They can use their Bibles and their notes from the previous lesson to help them.

3. Read through the Ten Commandments together, using Exodus 20:1-17. You might do this in a round-robin format, with each student reading a commandment.

4. Discuss each commandment—what it meant for the Israelites at that time, and what it means for us now. Ask students to brainstorm ways each commandment is and is not being obeyed in today’s society.

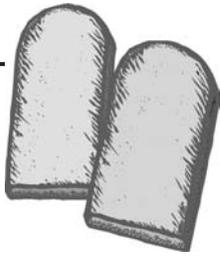
5. Memorize the Ten Commandments in order, using a “popcorn” format. One student holds a ball and says the first commandment, then throws the ball to the next person. That person says the next commandment and then throws the ball to the next person. This continues until the last commandment, then can be repeated.

6. Distribute copies of the “Ten Commandments: A Bible Study” and demonstrate how students are to cross-reference each commandment with Leviticus and Deuteronomy. Allow class time to complete the sheet, including the directions at the bottom of the page. *(Supply red and blue crayons/markers/colored pencils.)*

EXTEND THE LESSON

(These activities will extend the lesson to longer than 40 minutes.)

- **Commandments art.** Invite students to illustrate themselves following one or more commandments. They could also clip pictures from magazines that demonstrate use of the commandments.
- **Memorize the two memory passages,** Exodus 20:2 and Psalm 90:1-2, using the popcorn format from the lesson.
- **Bible research.** Have students look for other places in the Bible, particularly in the New Testament, where the commandments are mentioned or quoted.



TEN COMMANDMENTS

A Bible Study

We are most familiar with the Ten Commandments in Exodus. Compare these with the Ten Commandments in Leviticus and Deuteronomy. After each commandment, put the reference for the corresponding commandment in Leviticus and Deuteronomy.

EXODUS	LEVITICUS	DEUTERONOMY
Exodus 20:2, 3	None	5:6
Exodus 20:4-6		
Exodus 20:7		
Exodus 20:8-11		
Exodus 20:12		
Exodus 20:13		
Exodus 20:14		
Exodus 20:15		
Exodus 20:16		
Exodus 20:17		

Jesus said the Law was made up of **LOVING GOD** and **LOVING NEIGHBOR**. See Luke 10:27. Color lightly in red all the above commandments that have to do with loving God. Color lightly in blue all the above commandments that have to do with loving others.

God Establishes Laws

LESSON 4: THE SABBATH

Objective

Students will learn about the origins of the Sabbath and its purpose.

Key Concepts

- Keeping the Sabbath reminds us of the LORD of the universe, without whose blessing our work is in vain.
- God set forth the Sabbath to give God’s people a set time and opportunity to worship God and to rest.
- We continue to need time for rest and reflection in our lives.

Text: Exodus 23:10-13

Estimated Lesson Time: 40 minutes

Materials

- “Sabbath Conversation” (p. 190)
- “Sabbath Activities” (p. 191)
- Travel logs
- Index cards, markers
- Lined paper

Teacher Preparation

- Gather materials.
- Prepare an overhead transparency of the “Sabbath Conversation” script.
- Make copies of the “Sabbath Activities” sheet, one per student, *OR* make an overhead transparency.

INTRODUCING THE LESSON

Review the Ten Commandments. Explain that you will be examining guidelines for worship and living that God gave to Moses following the Ten Commandments at Mount Sinai. Today’s lesson focuses on the Sabbath.

LESSON STEPS

1. Sabbath conversation. The Torah (*the first five books of the Bible, used by Jewish worshippers today*) shows us that worship events and celebrations provided times for children to ask questions. These were opportunities to learn the stories that made up their parents’ faith. Today you will experience one of those conversations. Place the “Sabbath Conversation” script on the overhead projector for students to follow along. Ask two students to read it.

2. Read Exodus 23:10-13 together.

3. Talk about the Jewish Sabbath. It begins on Friday evening when the sun goes down. A special Sabbath dinner is prepared. Sabbath morning is spent at the

synagogue, where scriptures are read to remind listeners of their relationship to God. Sabbath afternoon is a time of rest. Explain that we recognize the Sabbath in a different way from those of the Jewish religion. This is why church is on Sunday—we consider that the Sabbath. Discuss why the rest and time for worship on Sundays is an essential part of our lives.

4. Sabbath activities. To examine how we and our Jewish brothers and sisters recognize the Sabbath, students should complete the “Sabbath Activities” sheet. *(In the interest of time, you may wish to assign fewer than four activities, or let students choose.)* You may choose to distribute the sheet to each student or place a copy on the overhead projector.

EXTEND THE LESSON

(This activity will extend the lesson to longer than 40 minutes.)

- **Sharing Sabbath studies.** Invite students to take home their “Sabbath Activities” sheets and share their work with their families, or complete the activities on the sheet, if they have not done so.

Sabbath Conversation

Child: Why do we gather twice as much manna today?

Mother: Because tomorrow is the Sabbath, dear.

Child: Oh, yes. The day we don't do any work, right?

Mother: You're too young to remember what it was like in Egypt, aren't you?

Child: What was it like? Did you have a Sabbath there, too?

Mother: No, every day was full of work. Now, every Sabbath we can remember that the LORD freed us. On the Sabbath, we also remember that God rested on the seventh day of creation, and we can ask God to bless all our work. We rest because God rested. We rest because God freed us from slavery.



Sabbath Activities

Hebrew Greetings

Copy these Hebrew greetings onto index cards with markers. Practice saying each one.

Shabbat shalom (A good Sabbath)

Shalom aleychem (May it go well with you)

Blessing

Copy the text from Numbers 6:24-26 onto a note card, to keep in your Bible or another important place. These are the words of a Sabbath blessing for Jewish children spoken by their father each week. Ministers in our churches frequently speak this blessing also.

Sabbath Cinquain

A *cinquain* (sing-kane) is a five-line poem. Write your own, using these instructions:

Line 1—Title (one word)

Line 2—Tell about the title (two words)

Line 3—Action words or verbs about the title (three words)

Line 4—Feeling words about the title (four words)

Line 5—Rename the title (one word)

Write about your Sabbath

In your travel log, reflect on your Sabbath by writing in your own voice about these questions:

- What is a typical Sunday like for you?
- What things make it special?
- Do you have any ideas for your family because of the things you are learning here in school?
- How could you change Sundays to make them even more restful and worshipful for you and your family?



God Establishes Laws

LESSON 5: THE TABERNACLE

Objective

Students will learn about the construction of the tabernacle and its use. They will have an opportunity to build their own tabernacle.

Key Concepts

- God gave specific instructions for the Ark of the Covenant, which held the Ten Commandments, and the tabernacle, which housed the Ark.
- Moses and the Israelites were careful to follow God’s instructions.
- We don’t offer sacrifices to God in the same physical way that the Israelites did, yet we can learn from their self-discipline and worship.

Text: Exodus 25 and 26

Estimated Lesson Time: 40 minutes

Materials

- “Tabernacle Conversation” (p. 194)
- “Symbolism in the Tabernacle” (p. 195)
- Student Bibles
- “How to Make a Model Tabernacle” (p. 196)
- “Tabernacle Reflection” (p. 197)
- Cereal boxes (*have students bring from home*)
- Blue and purple fabric swatches
- Two small milk cartons per student
- Cardboard or poster board
- Scissors, tape, glue
- Crayons or spray paint (gold, silver, and bronze)

Teacher Preparation

- Instruct students to bring a cereal box from home before this lesson.
- Gather materials.
- Prepare an overhead transparency of the “Tabernacle Conversation” script.
- Prepare an overhead transparency of “Symbolism in the Tabernacle.”
- Make copies of “How to Make a Model Tabernacle,” one per student.
- Make copies of “Tabernacle Reflection,” one per student.

INTRODUCING THE LESSON

Put the “**Tabernacle Conversation**” script on the overhead projector, so that students can follow along. Ask two students to read the conversation.

LESSON STEPS

1. **God’s instructions for the tabernacle.** Give students time to skim through

Exodus 25 and 26, noting the detail that was given in the instructions for building the Ark of the Covenant, table, lamp stand, and tabernacle.

2. Explain the symbolism of the tabernacle using the “Symbolism in the Tabernacle” overhead transparency.

3. Make model tabernacles. Have students begin making their own model tabernacles using the “How to Make a Model Tabernacle” sheet. Work on the tabernacles will take more than one class period. You may want to assign students to finish these at home and bring them in when they are completed.

4. Reflection. When students are finished making their tabernacles, they should complete the “Tabernacle Reflection” sheet.

EXTEND THE LESSON

(These activities will extend the lesson to longer than 40 minutes.)

- **Display the students’ model tabernacles** in the library or other prominent school location.
- **Tabernacle research.** Have students use book and Internet research to learn about the full-scale model tabernacles and Arks that can be seen today in various places of the world.

Tabernacle Conversation

Child: Father, why are you gathering up the gold and jewelry that the Egyptians gave us?

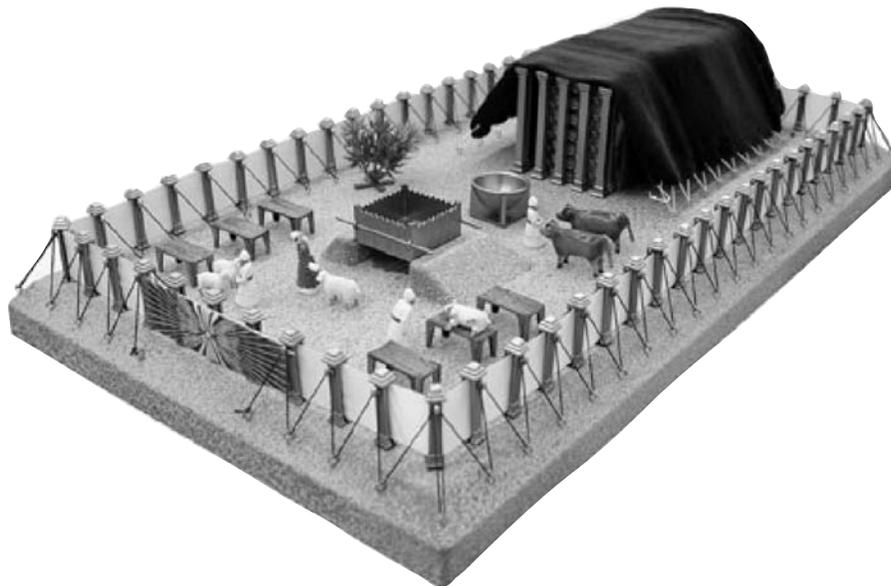
Father: It's for the tabernacle. It is a gift we are giving to the LORD. The LORD gave us instructions about the tabernacle, and we know what things will be needed to build it.

Child: Tabernacle? What's that?

Father: Well, you know that Moses helps people solve problems at the tent of meeting. This will be sort of like that. There will be a special place where God will meet with the people. We will go to the tabernacle to make offerings. The tabernacle will help us remember that Yahweh our God dwells with us. We are Yahweh's people.

Child: Oh, now I understand. I've seen temples in Egypt that the rich people went to. There will be a beautiful image of Yahweh in the tabernacle, right?

Father: Yes, they had that in Egypt. Yahweh is not going to be made out of gold, or silver, or wood. We don't know what Yahweh looks like, but we do know that Yahweh protects us and rescues us.



SYMBOLISM IN THE TABERNACLE

Gold—Deity, God

Silver—Redemption, God bringing back God's own

Brass—Judgment on sinful people

Blue—Jesus' heavenly nature

Scarlet—Sacrifice, Jesus' earthly nature

Purple—Royalty, human and divine natures all in one in the person of Jesus

Wood (acacia)—Human nature of Christ

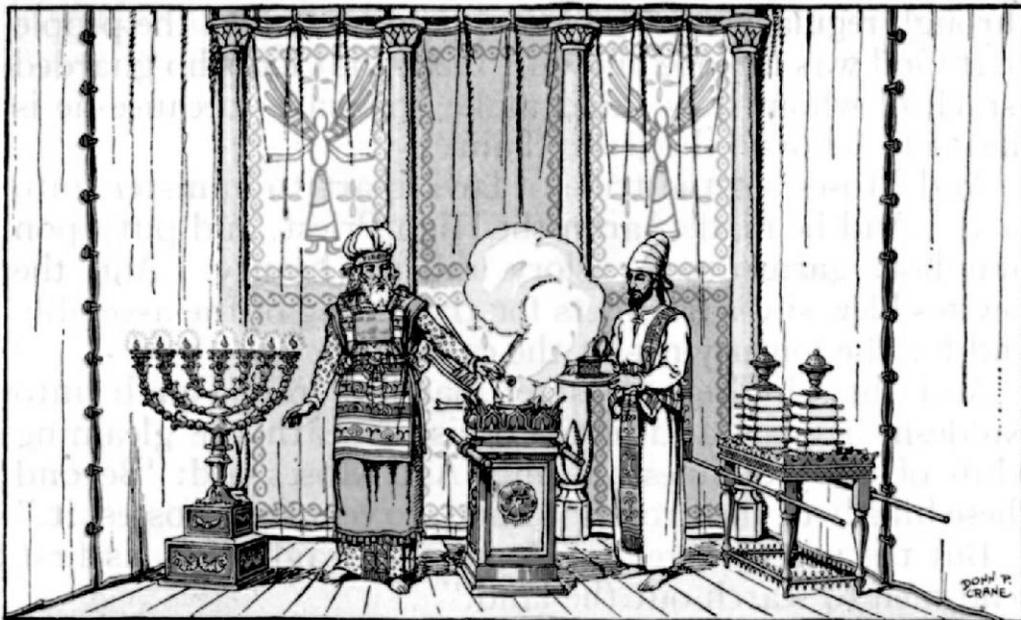
Fine linen—Righteousness

Oil—The Holy Spirit

Ram's skin—Atonement, paying the penalty for sin

Goat's hair—Atonement

Badger's skin—Humanity of Christ, his physical appearance

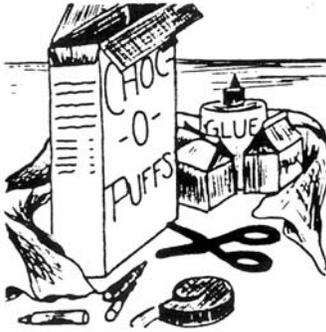


How to Make a Model Tabernacle

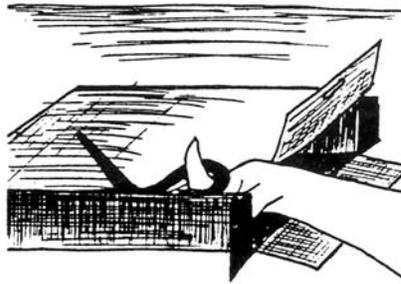
Bring from home: 1 cereal box, some fabric (blue, purple, or red)

Collect at school: 2 small milk cartons, scissors, tape, glue, tagboard, reference books, your Bible, crayons (gold, silver, bronze) OR spray paint (gold, silver, bronze)

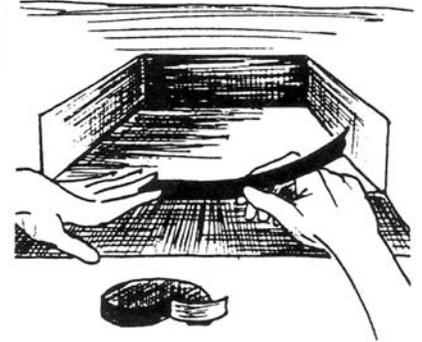
1. You will make your model of the tabernacle in a cereal box.



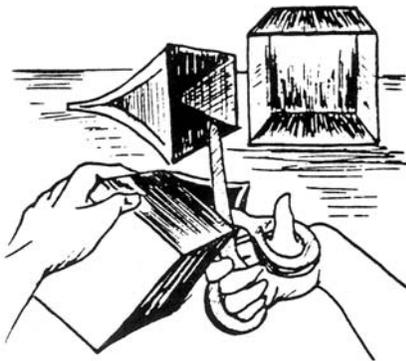
2. Cut away the back of the cereal box.



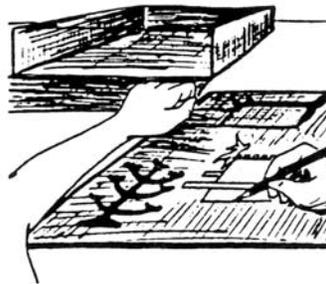
3. Strengthen the open end of the box with tape.



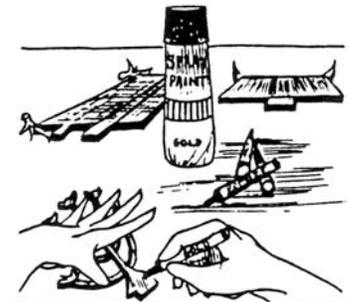
4. Cut off the tops of two small milk cartons for the Holy Place and the Most Holy Place.



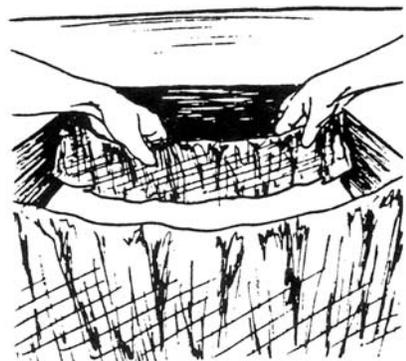
5. Use tagboard to make furniture. Draw it using the descriptions in Exodus and pictures in reference books.



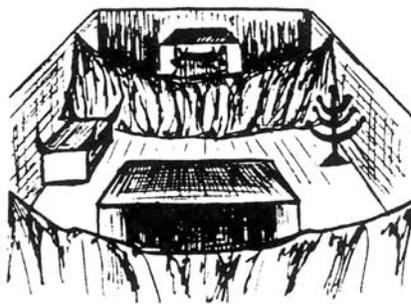
6. Draw a tab at the bottom of each piece of furniture. Color the furniture bronze, silver, or gold, according to the instructions in Exodus.



7. Attach curtains of blue, purple, and red materials.



8. Display your tabernacle in the school library.



References:

Exodus 27:9-19 (courtyard)
 Exodus 27:1-8 (altar)
 Exodus 25:31-37 (lampstand)
 Exodus 25:23-30 (table)
 Exodus 25:10-22 (Ark)
 Exodus 26:30-35 (tabernacle)

Baker's Bible Handbook
International Children's Bible Handbook
 Other reference books

Tabernacle Reflection

Sacrifices were made at the Tabernacle and were given to God. We no longer make these sacrifices, because Christ lived and then gave the ultimate sacrifice of his life for our sins. Our salvation is gained through Christ and because of God's grace and the way God seeks to have a covenant relationship with us. We don't have to make sacrifices like the Israelites did any longer.

1. Jesus is often called "the lamb of God." What do you think this means?

2. Find Hebrews 8. Begin reading the chapter. Pause to reflect on what it means. Continue reading Hebrews 9:1-15. Pay special attention to Hebrews 9:11-15. Jesus Christ actually took on the sins of the world. Christ died for your sins before you were even born!

3. In the Old Testament, the priests used water to become clean. In what ways does baptism signify cleansing of our sins? (*If you need help, Paul describes his own baptism in Acts 22:12-16.*)



4. The veil of the temple separated the people from God. When we are living in sin and have not asked for forgiveness, we cannot have a close relationship with God. Yet, God stands with open arms to receive us and forgive us when we are honest and are truly sorry for our sins both large and small. What does this mean for your life?

Tabernacle Reflection—Answer Key

1. Jesus is often called “the lamb of God.” What do you think this means?

Jesus was like the perfect lamb without blemish. He was sacrificed for our sins in the way the Israelites sacrificed a pure lamb in the Old Testament times.

2. Find Hebrews 8. Begin reading the chapter. Pause to reflect on what it means. Continue reading Hebrews 9:1-15. Pay special attention to Hebrews 9:11-15. Jesus Christ actually took on the sins of the world. Christ died for your sins before you were even born!

3. In the Old Testament, the priests used water to become clean. In what ways does baptism signify cleansing of our sins? *(If you need help, Paul describes his own baptism in Acts 22:12-16.)*

Baptism signifies that our sins are being washed away.

4. The veil of the temple separated the people from God. When we are living in sin and have not asked for forgiveness, we cannot have a close relationship with God. Yet, God stands with open arms to receive us and forgive us when we are honest and are truly sorry for our sins both large and small. What does this mean for your life?

Answers will vary, but might include that we don't ever need to be separated from God. God loves us no matter what.

Travel Log Evaluation

Name: _____

PROMPT	EVALUATION COMPONENT	POINTS
Voice: Israelite Prompt: What did you experience on Mount Sinai? What does it mean to you?	Writing is thoughtful and best effort is given.	___/10
	Writing reflects understanding of the concepts.	___/20
Voice: Own Prompt: Describe and reflect on your weekly Sabbath.	Writing is thoughtful and best effort is given.	___/10
	Writing reflects understanding of the concepts.	___/20
	TOTAL	___/60

Name _____

Unit 5 Review

1. With what three things did God supply the Israelites while they were in the desert?
2. What do the Ten Commandments say about how we should treat God and our neighbors?
3. We studied three things that were unique about the covenant God created with God's people at Mount Sinai. What were they?
4. Describe the Jewish Sabbath.
5. How do you celebrate the Sabbath? Compare and contrast your way of recognizing it to the Jewish Sabbath.

6. Describe the tabernacle.

7. The life of a Christian is different from that of the Israelites. Describe how Christians and Israelites are similar as followers of God. Also describe how a Christian's life is different, as a follower of Christ.

Unit 5 Review: Answer Key

1. With what three things did God supply the Israelites while they were in the desert?

God provided them with water, manna, and quail.

2. What do the Ten Commandments say about how we should treat God and our neighbors?

They command that everyone be treated as equals and with respect. We should not harm one another by lying, stealing, murdering, committing adultery, or coveting. We should also respect our parents. They command that we should have no other gods, not make idols, not misuse the name of the Lord, and keep the Sabbath holy.

3. We studied three things that were unique about the covenant God created with God's people at Mount Sinai. What were they?

*—Yahweh commanded that the Israelites were to have only God as their king.
—Humans are to live as equals and not take advantage of each other.
—God is a covenant God who desires a personal relationship with God's people.*

4. Describe the Jewish Sabbath.

The Jewish Sabbath begins on Friday evening when the sun goes down. A special Sabbath dinner is prepared. Sabbath morning is spent at the synagogue, where Scriptures are read reminding listeners of their relationship to God. Sabbath afternoon is a time of rest.

5. How do you celebrate the Sabbath? Compare and contrast your way of recognizing it to the Jewish Sabbath.

Answers will vary.

6. Describe the tabernacle.

Answers will vary, but should include mention of the various symbols and the layout of the tabernacle.

7. The life of a Christian is different from that of the Israelites. Describe how Christians and Israelites are similar as followers of God. Also describe how a Christian's life is different, as a follower of Christ.

Answers will vary, but should include the following:

*—Similarities: covenant relationship with God, following the Ten Commandments
—Differences: no longer need to make sacrifices because of Christ's sacrifice*