

Grade 2—Unit 5

Entering the Promised Land

God chose Joshua to follow Moses as the new leader of the Israelites. In this unit, students will learn of Moses' farewell and blessing of the twelve tribes of Israel. They will watch as Joshua leads the people into the Promised Land with wisdom and courage, and learn of Jericho's fall and the Israelites' journey across the Jordan River and into the Promised Land. In the last lesson they will recall the ways that God had been with the Israelites up to this point, and they will remember the covenant that God made with God's people.

LESSONS

1. God Chooses Joshua
2. Farewell and Blessing
3. Victory in the New Land
4. We Will Serve the Lord

Unit 5: Entering the Promised Land

Unit Information

SUMMARY

God chose Joshua as the new leader, and Moses commissioned him in front of the people of Israel. Moses gave his farewell speech and blessed the tribes of Israel. Joshua led the Israelites into the new land with wisdom and courage, because God had promised to be with him. The land was then divided among the Israelites, and they renewed their covenant with God.

KEY BIBLE TEXTS

Numbers 27:12-23

Deuteronomy 33

Joshua 1-6

Joshua 20-21

Joshua 24

BIBLICAL BACKGROUND

A New Leader

The Numbers passage gives account of the transition of leadership from Moses to Joshua. Because of Moses' sin at Kadesh, he was not allowed to enter the land. God did, however, summon him to go up the mountain so he could see the Promised Land. God told Moses to name Joshua as the new leader. Moses followed God's instruction to lay hands on Joshua before the gathered assembly and Eleazar the priest. Before Moses returned to the mountain, he blessed each one of the tribes.

The responsibility of leading the people fell on Joshua. God promised to lead in Joshua 1:5b: "As I was with Moses so I will be with you. I will never leave you nor forsake you." God continued to urge Joshua to be "strong and very courageous" (Joshua 1:7). God promised Joshua that he would be successful as long as he obeyed the laws.

A New Home for Israel

Jericho, an ancient city several miles west of the Jordan River, was located in a strategic place if the Israelites were to enter and conquer the land of Canaan. In Joshua's time it was fortified with strong walls.

Before entering the Promised Land, Joshua sent two spies to Jericho to gain information. The spies returned with reports that the people of Jericho had heard of their victory over Sihon and Og and were fearful of them.

Joshua led the new generation of Israelites across the Jordan River and into the Promised Land. The Ark of the Covenant, the symbol of God's presence, led the way, and the people were able to miraculously cross the Jordan River even though the river was swollen.

The blowing of trumpets or *shofars* (ram's horns) brought down the massive walls of Jericho. They remain symbols of God's strength and victory. The people no longer doubted God. Joshua's leadership was proven, because he had trusted and obeyed God. Obedience brought victory for the people of God.

ESSENTIAL UNDERSTANDINGS

- God chose Joshua because Joshua had a faithful spirit.
- Moses trained Joshua to lead the Israelites.
- God promised to be with Joshua as God had been with Moses.
- The cycle of covenant-making, faithfulness, covenant-breaking, and then return to faithfulness was evident as the Israelites entered the Promised Land.

WORSHIP

Focus: Trust

Worship Table Symbols:

- **Hat from some profession** to represent the job of a leader (Lesson 1)
- **Pair of old sandals** to symbolize Moses' long years of leading the people in the desert (Lesson 2)
- **Horn or trumpet** to symbolize the *shofar* that signaled the fall of Jericho (Lesson 3)
- **Quilt** to represent the Israelites' remembrance of the Exodus story

Suggested Songs: "Come Go with Me to That Land" (p. 160), "Joshua Fit the Battle of Jericho" (p. 161), "Praise, I Will Praise You Lord" (#76, *Hymnal: A Worship Book*)

ASSESSING TEACHING / LEARNING

You will have opportunities to informally assess students throughout this unit and/or to add to their portfolios: their lists of Joshua's leadership qualities (Lesson 1), their newspaper articles (Lesson 3), and their recollections of the previous units in Lesson 4. A Unit 5 assessment sheet is available.

MEMORY VERSE

*And the peace of God, which transcends all understanding,
will guard your hearts and minds in Christ Jesus. (Philippians 4:7)*

Suggested Motions:

And the peace of God (*pause and take long, deep breath*)
which transcends all understanding (*place hands high above head*)
will guard your hearts (*point to chest*)
and minds (*point to head*)
in Christ Jesus (*place middle finger of one hand in palm of opposite hand,
and then vice versa, representing nails in Jesus' hands*)

BONUS MEMORY VERSE

Acknowledge and take to heart this day that the Lord is God in heaven above and on the earth below. There is no other. Keep his decrees and commands, which I am giving you today, so that it may go well with you and your children after you and that you may live long in the land the Lord your God gives you for all time. (Deuteronomy 4:39-40)



And the peace of God,
which transcends all
understanding,
will guard your
hearts and minds
in Christ Jesus.

Philippians 4:7

Come, Go with Me to That Land

Unknown

The musical score is written on three staves in G major (one sharp) and 3/4 time. The melody is simple and repetitive, with lyrics written below the notes. Chord symbols are placed above the staff to indicate accompaniment.

Staff 1: Chords E, A, E. Lyrics: "Come, go with me to that land. Come, go with me to that land. Come, go"

Staff 2: Chords E, G#m, C#m, F#m, B7, E. Lyrics: "with me to that land where I'm bound. — Come, go with me to that land. Come, go"

Staff 3: Chords A, C, E, A, E A E. Lyrics: "with me to that land, to that land, to that land where I'm bound. —"

Any of the following verses, or spontaneous verses, may also be used.

Be singing and dancing in that land . . .
 There's milk and honey in that land . . .
 You're gonna meet Jesus in that land . . .
 Well, don't you know heaven is that land . . .

Copyright unknown

Joshua Fit the Battle of Jericho

Rhythmic; lively, but not too fast

Capo III

Cm (Am) Cm (Am) G7 (E7) Cm (Am) G7 (E7)
 Josh-ua fit the bat-tle of Jer-i - cho, Jer-i - cho, Jer-i - cho,

Cm (Am) Cm (Am) Cm Fm G7 (Am) (Dm) (E7) 1. Cm (Am) *Fine* 2. Cm (Am)
 Josh-ua fit the bat-tle of Jer-i - cho, And the walls came tum-bl-in' down. down. You may

Cm (Am) E♭ (C) G7 (E7) Cm (Am) E♭ (C) G7 7
 talk a - bout your king of Gid-e-on, You may talk a-bout your man of Saul. But there's
 Up to the walls of Jer-i - cho, He marched with spear in hand. "Go,

Cm (Am) E♭ (C) G7 (E7) 1. Cm (Am) 2. Cm (Am)
 none like good ol' Josh-u-a at the bat-tle of Jer-i - cho. hand!" The
 blow them ramhorns," Josh-u-a cried, "'cause the bat-tle is in my

Cm (Am) G7 (E7) Cm (Am) G7 (E7)
 lamb ram sheep horns be - gin to blow, Trumpets be - gin to sound.

Cm (Am) E♭ (C) Cm (Am) Cm Fm G7 (Am) (Dm) (E7) Cm (Am) *D.C. al Fine*
 Josh-u - a commanded the chil'ren to shout, And the walls came tum-bl-in' down (Hal-le-lu-jah!).

Dear Parents,

During this unit, “Entering the Promised Land,” students will celebrate God’s faithfulness as they learn about the Israelites’ travel into the Promised Land.

Unit Overview

Students will recall Moses’ long leadership of the Israelites, and will listen in as Moses blesses the children of Israel. They will learn of the transition of leadership from Moses to Joshua, especially of God’s promise to Joshua: “As I was with Moses, so I will be with you; I will never leave or forsake you” (Joshua 1:5b). They will learn of Jericho’s fall, and of the Israelites’ journey across the swollen Jordan River and into the Promised Land. They will recall the covenant that God made with the Israelites, and remember the promises of care and love that God offers to us as well.

Memory Verse

And the peace of God, which transcends all understanding, will guard your hearts and minds in Christ Jesus. (Psalm 136:1-2, 13-16, 26)

Suggested Motions:

And the peace of God (*take a long, deep breath*)
which transcends all understanding (*place hands high above head*)
will guard your hearts (*point to chest*) and minds (*point to head*)
in Christ Jesus (*place middle finger of one hand in palm of opposite hand, and then vice versa, representing nails in Jesus’ hands*)

Ideas

- ✓ Students will learn about blessings, because Moses blessed each of the tribes of Israel at the end of his leadership. Talk with your child about the ways people can bless each other: through prayer, a card, the laying on of hands, etc. You may want to write a blessing for your child and the other members of your family. Here’s an example: “O God, bless your child’s name. Give him/her wisdom to follow your path, courage to walk in your ways, and an abundance of joy on the journey of life.” Another example from Jewish tradition: “May the Lord bless and protect you. May the Lord show you kindness and be gracious to you. May the Lord bestow favor upon you and grant you peace.”
- ✓ Students will learn the story of Joshua and the Israelites building a pile of 12 stones from the Jordan River (Joshua 3-4) as a memorial to God’s power and faithfulness. You could build a stone memorial at home, with one stone for each person in your family. Prepare the pile of stones in a prominent spot of your house (*the kitchen table, for example*) when your child is not home. Your student (*or others in the family*) will likely ask what the stones are for, which echoes the words Joshua says future generations of Israelites will ask: “What do these stones mean?” (Joshua 4:21). Remind your child of the Joshua story, and of ways God has been faithful to your own family. This would also be a good time to recall and share favorite family stories from generations past.
- ✓ Worship Table: The worship in this unit focuses on trust. Suggested symbols include: **a hat from some profession** to symbolize the job of a leader (like Joshua); **a pair of old sandals** to symbolize Moses’ long years of leading the people of Israel; **a horn or trumpet** to symbolize the *shofar* that blew to accompany the fall of Jericho; and **a quilt** to represent the Israelites’ remembrance of their Exodus from Egypt.
- ✓ Find books about blessings from other cultures. *In Every Tiny Grain of Sand: A Child’s Book of Prayers and Praise*, collected by Reeve Lindbergh (Candlewick Press), includes blessings from various religious and cultural traditions. Many of these can be nicely adapted to Christian tradition.

Entering the Promised Land

LESSON 1: GOD CHOOSES JOSHUA

Objective

Students will demonstrate through writing their understanding of the requirements of leadership.

Key Concepts

- Joshua trusted and obeyed God.
- God chose Joshua to be the new leader of the Israelites.

Text: Numbers 27:12-23

Estimated Lesson Time: 35 minutes

Materials

- Children’s Bible storybook (*optional*)
- Short descriptions of jobs in the school and/or community
- “Joshua’s Job” (p. 164)

Teacher Preparation

1. Prepare to tell or read the story of God choosing Joshua from Numbers 27:12-23, either from the Bible or from a children’s Bible storybook.
2. Prepare (*either on sheets of paper or in your head*) short descriptions for various jobs in your school or community (*secretary, principal, janitor, librarian, etc.*).
3. Ask three students to briefly play the role of Moses, Eleazar the priest, and Joshua in the story of the blessing of Joshua from Numbers 27:22-23.
4. Make copies of “Joshua’s Job,” one for each student.
5. If using Extend the Lesson, option three, invite a leader in your community to visit your class.

INTRODUCING THE LESSON

Guess the job. Play a guessing game about jobs. Briefly describe one of the jobs that is done at your school or in your community (*school secretary, principal, janitor, librarian, etc.*) and have the students guess what job you’re describing. *Option: Write down short job descriptions and give them to several volunteers to read aloud to the class. Their classmates can guess who they are.*

LESSON STEPS

1. **Read or tell the story** of God choosing Joshua from Numbers 27:13-23 or a children’s Bible storybook.
2. **Act out the story**, using three student volunteers as Moses, Eleazar the priest, and Joshua. The rest of the students can play the Israelites. This could be done as a pantomime or with simple dialogue.

3. “Joshua’s Job.” Distribute the handout and have students pair up to complete it. *OR*, work together as a class. In the first section, children will write why Joshua was chosen as the next leader. In the second section, they will tell the jobs Joshua must do.

Possible answers:

I am honest.

I am God’s servant.

I can be a leader.

I can listen to God.

I’ll have to be like a shepherd.

I’ll have to make decisions.

I’ll have to be obedient to God.

4. Memory verse. Work as a class on the memory verse, helping the students realize that the verse can offer comfort to people like Joshua who are asked to do a difficult job.

EXTEND THE LESSON

(These activities will take longer than the regular lesson time.)

- **Write letters to a leader.** Have children write letters to a leader in the community, in their churches, in the state, or at the national level.
- **Thank-you notes.** Have students write notes of thanks to the people you talked about during the introduction to the lesson. Encourage the children to write what they appreciate about those persons and how they do their jobs. You can write individual notes or do it as a class.
- **Invite a leader in your community** to come in and talk about his/her job description and responsibilities. Before the visit, divide the children into groups to come up with questions they would like to ask the leader. Set up the visit in the form of an interview, with the children asking the questions.

Name: _____

Joshua's Job

Hi! I'm Joshua. I've just been chosen to lead the Israelites into the Promised Land. These are some of the reasons that God chose me to be the new leader:



I am _____.

I am _____.

I can _____.

I can _____.

These are some of the things I'll have to do as leader of the Israelites:

I'll have to _____.

I'll have to _____.

I'll have to _____.

This is how I feel about becoming the Israelites' new leader:

Entering the Promised Land

LESSON 2: FAREWELL AND BLESSING

Objective

Students will recall the main events in Moses' life and use this knowledge to write a farewell blessing for him.

Key Concepts

- Moses reminded the people to keep God's laws.
- Moses wanted the people to remember what God had done for them.
- God is always faithful.
- We can bless each other.

Text: Deuteronomy 33

Estimated Lesson Time: 35 minutes

Materials

- Children's Bible storybook (*optional*)
- Branch or hanger for each student (for Moses mobile)
- Construction paper
- Hole punch, yarn
- "A Blessing for Moses" (p. 168)
- For Extend the Lesson, option two: "Cryptogram" (p. 169)

Teacher Preparation

1. Prepare to tell or read the story of Moses blessing the tribes of Israel, either from Deuteronomy 33 or from a children's Bible storybook.
2. Prepare to bless each child in your class, either by writing a unique blessing for each one or by memorizing one of these blessings:

"O God, bless _____. Give him/her wisdom to follow your path, courage to walk in your ways, and an abundance of joy on the journey of life."

"May the Lord bless and protect you. May the Lord show you kindness and be gracious to you. May the Lord bestow favor upon you and grant you peace."

(Or you may find a standard blessing of your own.)

3. Make copies of "A Blessing for Moses," one for each student.

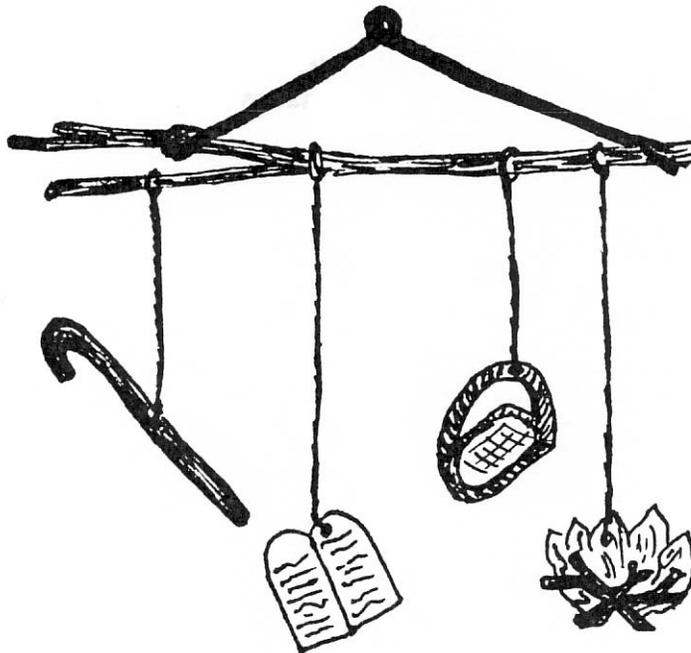
INTRODUCING THE LESSON

Saying goodbye. Have students think of many different ways to say goodbye. *(These might include waving, hugging, blowing kisses, saying "See you later, alligator," "God bless," etc.)* You could also talk about ways to say goodbye in other languages. Have students try out different ways of saying goodbye.

LESSON STEPS

1. Moses blesses the people. Explain to the children that you will be saying goodbye to Moses in this lesson. In today's story, Moses says goodbye to the Israelites by giving them blessings. Read portions from the blessings of the tribes from Deuteronomy 33 or from a children's storybook. Emphasize that though Moses sounds as if he is blessing one person at a time (*Reuben, Judah, Levi, etc.*), he is actually blessing large tribes of people with each phrase.

2. Make "Moses mobiles" as a way to say goodbye to Moses and remember the events of his life. Hand out copies of p. 168 to students. On the top part of the page, students can write a short farewell blessing for Moses, based on what they remember of his life and knowing that his life will soon be over. Then have them cut out and trace the shapes from the handout onto construction paper (*or have them draw and cut their own shapes out of construction paper*). Punch a hole in the top of each symbol, attach yarn, and hang from a branch or a hanger. (*Symbols could be laminated or covered with contact paper to make them stronger.*) To display, hang the mobiles from the ceiling.



3. End with a blessing for each student. You could have them come forward, one at a time, to receive a blessing, as you place your hands on their head. Use this blessing: "O God, bless (name of child). Give him/her wisdom to follow your path, courage to walk in your ways, and an abundance of joy on the journey of life," or write your own blessing for each child.

Option: Have the students work on the memory verse and say it as a blessing to each other. You could also have individual students come up front, hold their hands out over the congregation like a pastor saying the benediction, and recite the verse to the "congregation" of their peers.

EXTEND THE LESSON

(These activities will take longer than the regular lesson time.)

- **Have each student write a blessing** for someone in their lives: a parent, sibling, friend, grandparent, etc. You could have them read several blessings, either from the Bible or from another book, and then pick and choose elements they'd like to add to their own blessing.
- **Memory verse cryptogram.** Give students copies of page 169 and have them complete it. *(The solution is their memory verse, Philippians 4:7.)*

Name: _____

A Blessing for Moses

Write a farewell blessing for Moses on the message sheet below.

Cut out the shapes and color them to hang on your Moses Mobile.



Cryptogram

Solve the secret phrase by using the key to fill in the right letters on the blanks.

KEY:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
2	21	1	23	26	25	15	7	5	13	6	10	4	19	20	16	14	8	18	11	22	24	17	12	9	3

_____,
 2 19 23 11 7 26 16 26 2 1 26 20 25 15 20 23

 17 7 5 1 7 11 8 2 19 18 1 26 19 23 18

_____,
 2 10 10 22 19 23 26 8 18 11 2 19 23 5 19 15

 17 5 10 10 15 22 2 8 23 9 20 22 8

 7 26 2 8 11 18 2 19 23 4 5 19 23 18 5 19

_____.
 1 7 8 5 18 11 13 26 18 22 18

_____,
 16 7 5 10 5 16 16 5 2 19 18

Entering the Promised Land

LESSON 3: VICTORY IN THE NEW LAND

Objective

Students will retell one of the stories from Joshua 1–6 in a newspaper article.

Key Concepts

- Obedience to God’s instructions brought victory to the Israelites.
- God can help us do things that seem impossible.
- God goes before us.

Text: Joshua 1–6

Estimated Lesson Time: 35-45 minutes

Materials

- Children’s Bible storybook (*optional*)
- Newspaper articles
- Student Bibles
- “The Jordan Times” (p. 172)
- Camera (*optional*)
- For Extend the Lesson, option one: 2-liter soft drink bottles (1 per student), permanent markers, construction paper, glitter
- For Extend the Lesson, option two: large stones (1 per student), paint or permanent markers

Teacher Preparation

1. Prepare to tell or read the story of Joshua leading the Israelites into the Promised Land, either from Joshua 1–6 or from a children’s Bible storybook. You will need to shorten the story by focusing only on the main events of the passage. (*For example, you might want to briefly retell the following sections: God’s commandments to Joshua in chapter 1, Rahab and the spies in chapter 2, crossing the Jordan River in chapters 3 and 4, and the fall of Jericho in chapter 6.*)
2. Find a newspaper article that you feel would interest your students and be appropriate for them. Be ready to read or summarize the article. Cut out several newspaper articles to pass around the class (*one article per 3-4 students*).
3. *Optional:* Bring a camera to take pictures that students can add to their newspaper articles.
4. Make copies of “The Jordan Times,” one for each student.

INTRODUCING THE LESSON

Read or summarize a newspaper article for the students. Ask if they can identify the main event in the article. Talk about what a reporter does, and introduce the five W’s—who, what, when, where, why—of newspaper writing. (*You could also explain that sections of the Bible are like newspaper articles written a long time ago that we can read today.*)

LESSON STEPS

1. Tell or read the story of Joshua leading the Israelites into the Promised Land, either from Joshua 1–6 or from a children’s Bible storybook. Focus on the stories in chapters 3 and 6.

2. “The Jordan Times.” Distribute the handout and divide the class into groups of three or four. Have each group work to write a newspaper article about crossing the Jordan or about God’s victory for the Israelites at Jericho. They can write the article together or individually, as they choose. You may want to refresh students’ memories about the four parts of a newspaper article: headline (title), byline (author’s name), article (story), and photograph (picture). Give each group an article from a newspaper to look at for ideas.

Additional idea: If you have time and a camera, you could also have each group pose for a scene of the story. You could then spend one more lesson having students revise and edit their articles, and add the printed photographs to their articles. Display the articles and photos in a classroom “newspaper” on a bulletin board, or glue them onto folded newsprint to look like a real newspaper.

3. Sing a closing song: “Come, Go with Me to that Land” (p. 160) or “Joshua Fit the Battle of Jericho” (p. 161).

EXTEND THE LESSON

(These activities will take longer than the regular lesson time.)

- **Make ram’s horns (*shofars*)**, using two-liter soft drink bottles. Cut out and throw away the bottom of the bottle. Decorate the rest of the bottle with permanent markers, construction paper, or glitter. You could have students march around an area of the classroom designated as “Jericho,” blowing their horns.

- **Build a stone memorial** in a corner of the classroom. First, tell the story from Joshua 3–4:18, in which the Jordan River parts and the Israelites cross with the Ark of the Covenant on dry ground. They then build a memorial of twelve stones (*one for each tribe*) in thankfulness for God’s provision. For your classroom memorial, ask each student to bring a rock from home, or have students hunt for stones during recess. Give students time to paint or write their names on the rocks, and then have a short ceremony to “build” the memorial by piling the stones on top of each other.

Particularly if this lesson falls around Thanksgiving, you might ask students to name something for which they are thankful as they place the rocks on the pile. *(Or have them write the words on their rocks.)*

Entering the Promised Land

LESSON 4: WE WILL SERVE THE LORD

Objective

Students will review the events of the Israelite people from their experiences in Egypt through their victory in the Promised Land.

Key Concepts

- God kept the promise to the Israelites.
- The Israelites renewed their promise to God.
- We need to remind one another of our covenant with God.

Text: Joshua 20–21, 24

Estimated Lesson Time: 35-40 minutes *(or longer, depending on type of quilt you make)*

Materials

- Children’s Bible storybook *(optional)*
- Notebook paper or newsprint
- Paper or fabric quilt blocks, 8½ inches square (one for each student)
- Pencils, crayons/markers
- Fabric markers or paints (if making fabric quilt)
- Colored paper, gift wrap, or fabric strips
- For Extend the Lesson: “Land of Canaan” map (p. 175)

Teacher Preparation

1. Prepare to read or recite Joshua’s speech to the Israelites, calling them to renew their covenant with God, from Joshua 24 or a children’s Bible storybook.
2. For the “Pilgrimage Quilt”: Cut quilt blocks from paper or cotton or cotton/polyester fabric. If you decide to make a fabric quilt, you may want to ask a parent or grandparent volunteer to sew the blocks together *(with strips of fabric between them)* into a quilt. If you make a paper quilt, cut strips of colored paper or gift wrap go between the blocks.
3. If using Extend the Lesson, make a copy of the map for each student.

INTRODUCING THE LESSON

Bible class review. Have students individually write down anything they remember from Bible class so far this year: stories, characters’ names from the stories, activities you’ve done in class, etc. Students may write on either regular notebook paper, or you may give them each a large sheet of newsprint. Be sure to allow ample time. Tell the children not to worry about handwriting and spelling, but just put down their ideas. When they are finished writing, make a list on the board or newsprint based on their individual lists.

LESSON STEPS

1. Joshua’s speech. Explain to the students that just as they recalled things from the past months of Bible class, so Joshua reminded the people of Israel of what had happened to them. Read or recite Joshua’s speech to the people at Shechem from Joshua 24 or a children’s Bible storybook.

2. Make a “Pilgrimage Quilt,” with each student designing one block that tells a part of the Exodus story. Using the list you compiled during the lesson introduction, have students pick the events or characters they want to illustrate. Distribute paper quilt blocks and pencils/crayons/markers. When the quilt is finished, “hang” it on the bulletin board.

An alternate—and more time-consuming—idea is to have students sketch their ideas on paper, and then use fabric markers or paints to draw their pictures on cloth quilt blocks. Sew the blocks together with strips of solid colors, creating a real quilt that you can hang on your wall or display somewhere in the school.

Note: If your class makes a cloth quilt, you could follow specifications given at www.mcc.org/kits/comforters and donate the quilt to MCC (Mennonite Central Committee).

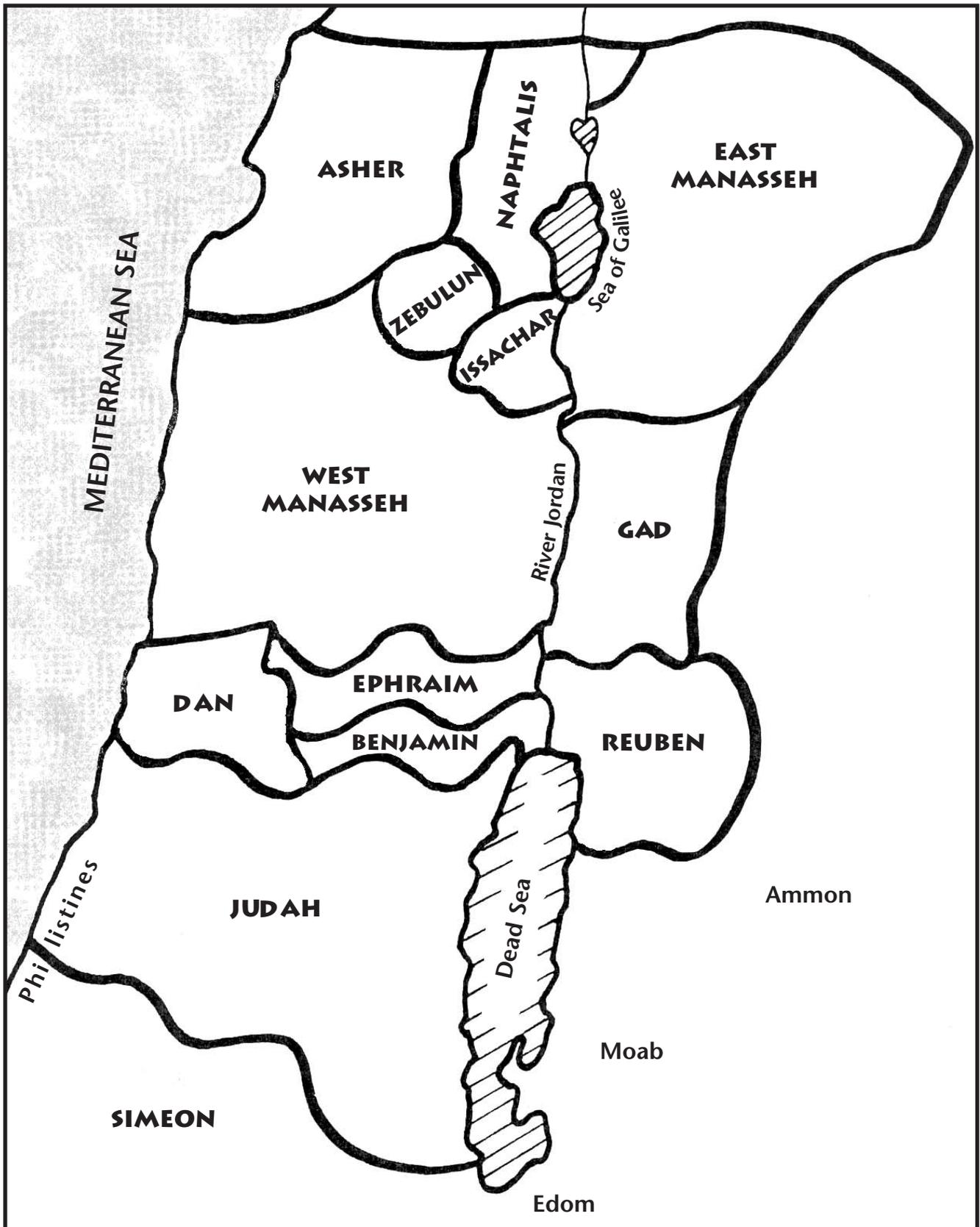
EXTEND THE LESSON

(These activities will take longer than the regular lesson time.)

- **Renewing the covenant.** Read Joshua’s words to the people of Israel in Joshua 24:16-18. If your class wrote its own covenant in Unit 3, Lesson 2, re-read your covenant. Does the class want to renew the covenant? Are there changes they would like to make?

- **Learn about the land of Canaan.** Make copies of the Canaan map on page 175 for students to color. You might have them color each tribe’s land a different color, and then create a “color key” on a separate sheet of paper.

THE LAND OF CANAAN



Name: _____

Unit 5 Assessment

Draw a line to the correct answer:

1. The woman who hid Israelite spies in Jericho **Moses**

2. The man who led the Israelites into the Promised Land **Eleazar**

3. The priest who blessed the new leader of the Israelites **Rahab**

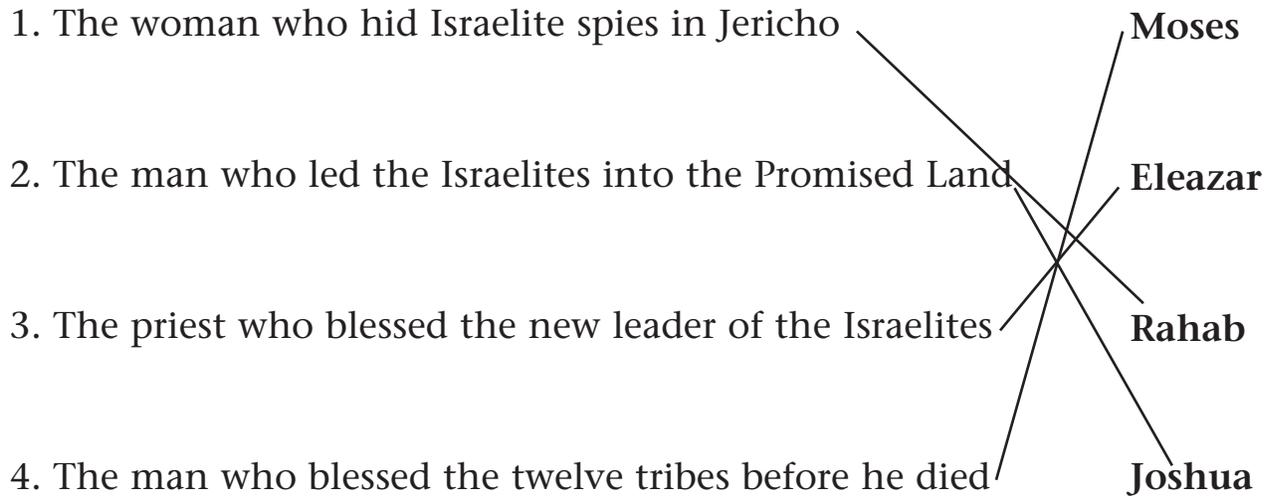
4. The man who blessed the twelve tribes before he died **Joshua**

5. What river did the Israelites have to cross to get to the Promised Land?

6. What did the Israelites do to help them remember crossing this river?

Unit 5 Assessment

Draw a line to the correct answer:

1. The woman who hid Israelite spies in Jericho
2. The man who led the Israelites into the Promised Land
3. The priest who blessed the new leader of the Israelites
4. The man who blessed the twelve tribes before he died
- Moses
- Eleazar
- Rahab
- Joshua
- 

5. What river did the Israelites have to cross to get to the Promised Land?

The Jordan River

6. What did the Israelites do to help them remember crossing this river?

They built an altar of stones that they had collected from the river.