

# THEME 1

## Old Testament Heroes

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In this theme, children begin to understand that God uses ordinary people to do his work. Faithfulness is sometimes extraordinary! **Joshua** was filled with the spirit of wisdom. He trusted God and encouraged others to do the same. Joshua believed it was God, not Israelite military strength, that conquered Canaan.

After Joshua and his generation died, many of the Israelites did not know God or remember the things God had done for their ancestors. They were influenced by other tribes and cultures around them. They began to worship false gods and idols, giving no glory to God. God raised up **judges** to help bring the Israelites back into the covenant relationship. Some judges were more obedient than others. The judges that were faithful and obedient helped Israel in times of great need.

**Hannah** was an ordinary woman who trusted in God. After giving birth to her son, **Samuel**, Hannah kept her promise and brought Samuel to Eli, the high priest. In this way, Samuel would grow up to serve the Lord in the tabernacle. God spoke to Samuel vividly one night, when he was still a boy, and continued to speak to him as he grew. Samuel became a prophet to help guide the Israelite kings. God sent Samuel to Bethlehem to anoint **David** as the future king, while David was still only a shepherd boy.

David was the eighth and youngest son of Jesse, who lived in Bethlehem. He also had two sisters. When David was old enough, he was given the responsibility of caring for his family's sheep. David used his sling to protect the sheep from wild animals. By the time David met Goliath, he was already an expert at using the slingshot. The Israelites admired David, and King Saul became jealous. David was forced to run away from Saul and hide. All during his life, David kept his faith in God and one day became the king of Israel.

## Grade 3—Unit 1

# Joshua Follows God

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The Israelites believed God had given them the Promised Land through their ancestors. As Joshua led the Israelites, they encountered many obstacles in their attempt to conquer this land. Joshua’s last words to the Israelites reminded them of all the things the Lord had done for them. He challenged the people to faithfulness in serving the one true God.

### LESSONS

1. Joshua Leads God’s People, Part 1
2. Joshua Leads God’s People, Part 2

# Unit 1: Joshua Follows God

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## Unit Information

### SUMMARY

The Israelites entered the land of Canaan and began the conquest of the land. They were tricked into making a treaty with the people of Gibeon, because they did not seek God's guidance. Because of this treaty, the Israelites helped the people of Gibeon fight off neighboring cities. God saved the Gibeonites and Israelites by throwing the attacking troops into confusion during battle. Those who ran away were killed by great hailstones. Joshua asked God to make the sun stand still so that they could defeat their enemies, and it did, giving the people of Israel a sign that God was fighting the battle.

Before Joshua died, he reminded the Israelites of all God had done for them. Joshua challenged the Israelites to choose to serve and obey God.

### KEY BIBLE TEXTS

**Exodus 19:5-6a (main memory verse)**

**Deuteronomy 28:9-11 (memory verse)**

Joshua 9:1-27

Joshua 10:1-15

Joshua 23

Joshua 24

**Joshua 24:15b (memory verse)**

**Psalms 130:5 (memory verse)**

**Psalms 139:23-24 (memory verse)**

**Psalms 121 (memory verse)**

### BIBLICAL BACKGROUND

#### The Lord Saves

At Kadesh, Moses sent out 12 spies to investigate the Promised Land. Two spies, Joshua and Caleb, gave encouraging reports of their journey, but the other ten spies were doubtful of the Israelites' ability to take over the Promised Land. The people soon joined with the ten doubtful spies, and in judgment for their lack of trust, all Israelites age 20 and older were not permitted to enter Canaan. Shortly before he died, Moses made Joshua leader of the Israelites.

The Israelites who entered the Promised Land with Joshua were children and grandchildren of the people who had been slaves in Egypt. In Deuteronomy, God called the Israelites to remember and retell the story of God's mighty acts to their children and their children's children. Retelling these stories was critical in maintaining Israel's identity as God's chosen people. It was important for each generation to hear the stories, to know God's promises, and to renew the covenant with God.

After Joshua sent spies to Jericho, he and the priests who carried the Ark of the Covenant led the people across the parted Jordan River to claim the Promised Land. Their first battle in the land was against Jericho, and their miraculous victory spoke loudly to the Canaanites. After this initial great victory, they were defeated by a smaller city, Ai, because of Achan's disobedience. He had broken

God's rules by keeping booty for himself rather than sacrificing it to the Lord who won the battle. After Achan, his family, and possessions were sacrificed to the Lord and the sin purged from the people, they were ready to fight successfully with Yahweh's help.

Joshua continued to lead the children of Israel as they tried to take possession of Canaan. This was a difficult time. The Israelites fought many wars in order to win the land. God actually went before them to conquer, but the Israelites tried to take things in their own hands. Joshua reminded the people that God, not Israelite military prowess, won the victories.

The Gibeonites, pretending to be from a distant country, requested a treaty with the Israelites. The Israelite people did not even consider asking God for guidance in this situation. Instead, they made the decision themselves and became pawns in the Gibeonite game. As a result of the treaty, the Gibeonites were allowed to live and to remain on their land. Israel would not be able to occupy this part of Canaan. Through their lack of foresight and discipline, the Israelites had spoiled God's plan of driving out all idol-worshipping nations in their land. Now the Israelites would be tempted to worship idols and live the same lifestyle as other nations.

When neighboring cities fought against the Gibeonites, the Israelites had an obligation to help them, because of their treaty. God assured Joshua that victory would be his. He saved the Gibeonites and the Israelites by throwing the attacking troops into confusion during battle. Those who ran away were killed by great hailstones. Joshua marched his army at night, to surprise the Amorite kings. Then he asked God to make the sun stand still so the Israelites could defeat their enemy in battle.

### **Covenant Renewal**

God destroyed the Canaanite cities because the people were idol worshippers and practiced many evil deeds. God wanted to show that the Lord God is the one true God. Therefore, God led Israel to victory, to raise up this nation as a model to other nations. Joshua reminded the Israelites that all of the battles won and cities conquered under his leadership were really God's victories and not his. Joshua's part was simply to obey.

Joshua told the people that each of them would need to decide whether to serve God or serve idols. The Israelites were surrounded by people who worshipped idols. But they chose to follow Joshua's leadership and renew their covenant with Yahweh, the God of Israel.

In six years, the Israelites conquered six different tribes, with 31 petty chiefs. Joshua, now growing old, spoke at an assembly of the people. He delivered two solemn addresses, recorded in Joshua 23 and 24, and died at the age of 110 years.

### **The Significance of the Covenant**

A covenant is an agreement between two parties to do, or keep from doing, a specified thing. In the Bible, however, the term more often meant a formal commitment to a relationship. In the covenants God initiated, God defined all of the conditions. The people could only accept or decline God's offer.

One type of biblical covenant was a promise made by God to people. God made a covenant with Noah, after the flood, that the earth would never again be destroyed by a flood.

In Exodus 19, God gave Moses the Ten Commandments. If the Israelites obeyed these commandments, then they would be God's people and treasured

possession. This Mosaic covenant signified a relationship between God and the Children of Israel.

Pagan religions surrounding Israel were filled with a different idea of covenant. People brought gifts to the gods, desperately trying to escape the gods' wrath or gain their favor. In sharp contrast, God's covenant with Israel was not one that they offered to God. Rather, God offered the covenant to them. God chose them to be God's own people.

Before Moses died, he had relayed God's specific instructions to Joshua and the Israelites, telling them to renew this covenant once they had crossed the Jordan River. Joshua followed these instructions and called the Israelites together for a covenant renewal.

He recounted the history of God's saving faithfulness from the time of Abraham, and asked the people to choose. Would they serve the Lord in sincerity and faithfulness, or would they go back to the gods their ancestors served or embrace the gods of the Canaanites? The people chose to serve the Lord, repeating their promise emphatically: "We will serve the Lord, for he is our God!"

Joshua wrote the words of the covenant in the book of the law of God, for the covenant confirmed Israel's responsibility to keep that law. Then he set up a large stone as a memorial of this covenant and as a standing witness to Israel's promise.

## ESSENTIAL UNDERSTANDINGS

- God is always ready to lead and guide us in making decisions.
- God wanted to raise up Israel as a model nation, to show the world that there was only one true God.
- God often fought battles for the Israelites.
- The people who entered Canaan had not been born when the Israelites left Egypt. They had not experienced God's great miracles firsthand.
- Joshua's renewal of the covenant encouraged the Israelites to trust in God.

## WORSHIP

1. Create a worship center in your classroom. This could include a table with fresh flowers, pictures, nature items, a Bible, a cross, story figures, candles, or other Christian symbols. Encourage students to create worship centers in their homes, including articles made in class.
2. Make a story web showing the qualities of our Bible hero, Joshua. Discuss what qualities made him a hero.
3. Recall the covenant God made with the people at Mt. Sinai. See if students can make a list of the Ten Commandments as a class. Check Exodus 20:1-17 to see if they recorded all of them.
4. Discuss the meaning of *covenant*. Use a Bible dictionary for a definition. As you write your class covenant, spend time praying for God's leading and insight. What responsibilities do students have? The teacher? Add symbols to your worship center that remind the class of their responsibilities for the covenant.
5. In Deuteronomy 28:1-20, God gives specific instructions to the people of Israel: "If you obey me, I will . . . but if you disobey, I will . . ." Make a class chart, listing what God will do for Israel if they obey and what God will do if they disobey.

## **MEMORY PASSAGES**

This unit offers a main memory verse passage, plus several bonus passages to be used if desired. These passages are provided in large format on pages 49-52, to be used as posters or overheads.

## **ASSESSING TEACHING / LEARNING**

- Symbols drawn on students' Faith Hero T-shirts may be used to assess their understandings of Joshua.
- Students' understanding of making good decisions may be evaluated as they participate in group discussions and list three ways to make good decisions.
- Students' understanding of the significance of the covenant between God and the Israelites will be assessed by answers given on worksheet pages.

Now if you obey me fully  
and keep my covenant, then out  
of all nations you will be my  
treasured possession. Although  
the whole earth is mine,  
you will be for me a  
kingdom of priests  
and a holy nation.



Exodus 19:5-6a

The Lord will establish you  
as his holy people, as he promised you  
on oath, if you keep  
the commands of the Lord your God  
and walk in his ways. Then  
all the peoples on earth will see that  
you are called by the name of the Lord,  
and they will fear you.

The Lord will grant you abundant  
prosperity, in the fruit of your womb,  
the young of your livestock and the  
crops of your ground,  
in the land he swore to your  
forefathers to give you.

Deuteronomy 28:9-11

But as for me  
and my household,  
we will serve the Lord.

Joshua 24:15b



I wait for the Lord,  
my soul waits,  
and in his word  
I put my hope.

Psalm 130:5



Search me, O God,  
and know my heart;  
test me and know  
my anxious thoughts.

See if there is  
any offensive way in me,  
and lead me  
in the way everlasting.

Psalm 139:23-24

# Joshua Follows God

## LESSON 1: JOSHUA LEADS GOD’S PEOPLE, PART 1

### Objective

Students will discuss ways of making good decisions and explain the significance of the covenant between God and the Israelites under Joshua’s leadership.

### Key Concepts

- God is always ready to lead and guide us in making decisions.
- God wanted to raise Israel as a model nation to show the world that there was only one true God.
- God wanted the Israelites to reject pagan lifestyles and idolatry.
- God often fought battles for the Israelites.
- The Lord God has always been faithful to the Israelites and kept every promise.

**Texts:** Joshua 9:1-27; Joshua 10:1-15; Joshua 23:1-14; Joshua 24

**Estimated Lesson Time:** 35 minutes

### Materials

- Bible
- *God Gives the Land* by Eve B. MacMaster
- “World of Joshua and Judges” map (p. 55)
- “Trickery in the Land of Canaan” readers’ theater (pp. 56-57)
- Name tags
- For Extend the Lesson, options one or three: markers or crayons, stickers

### Teacher Preparation

- Read chapters 1-4 in *God Gives the Land*, to become familiar with the background of the story.
- Make an enlarged copy or overhead transparency of the map.
- Make copies of the reader’s theater (one for every one to two students). Prepare name tags for the different parts.

### INTRODUCING THE LESSON

**Tricked and deceived.** Write the words “Tricked” and “Deceived” on the board. Make sure students understand the definitions of these words. Have they ever been in a situation where they felt tricked or deceived? Have you, the teacher, ever felt tricked or deceived? Share your story, if appropriate, and discuss being tricked and deceived. How did it feel?

### LESSON STEPS

- 1. Read the background of the story** from chapters 1-4 in *God Gives the Land*, or tell it in your own words.
- 2. Look at the map.** On the “World of Joshua and Judges” map, point out where Gibeon and the Israelite camp Gilgal are located.

**3. Readers' theater.** Hand out copies of "Trickery in the Land of Canaan." Assign parts to individuals and groups of students and give them name tags to wear. Before reading, practice pronunciations of the biblical words. (This readers' theater describes a series of events that occurred between the Gibeonites and the Israelites.)

**4. Discuss in small groups** the following questions about the reader's theater story.

- What do you think about the trick played on the Israelites? Does it seem fair?
- Why did God want the Israelites to be the only group occupying Canaan? Read Deuteronomy 20:16-18. (*The Canaanites were wicked and worshiped other gods.*)
- How did the Israelites make their decision to have a treaty with the Gibeonites?
- Why do you think they didn't ask God for help in making the decision?
- Share a time when you made a decision. How did you make the decision? Was it a good one?

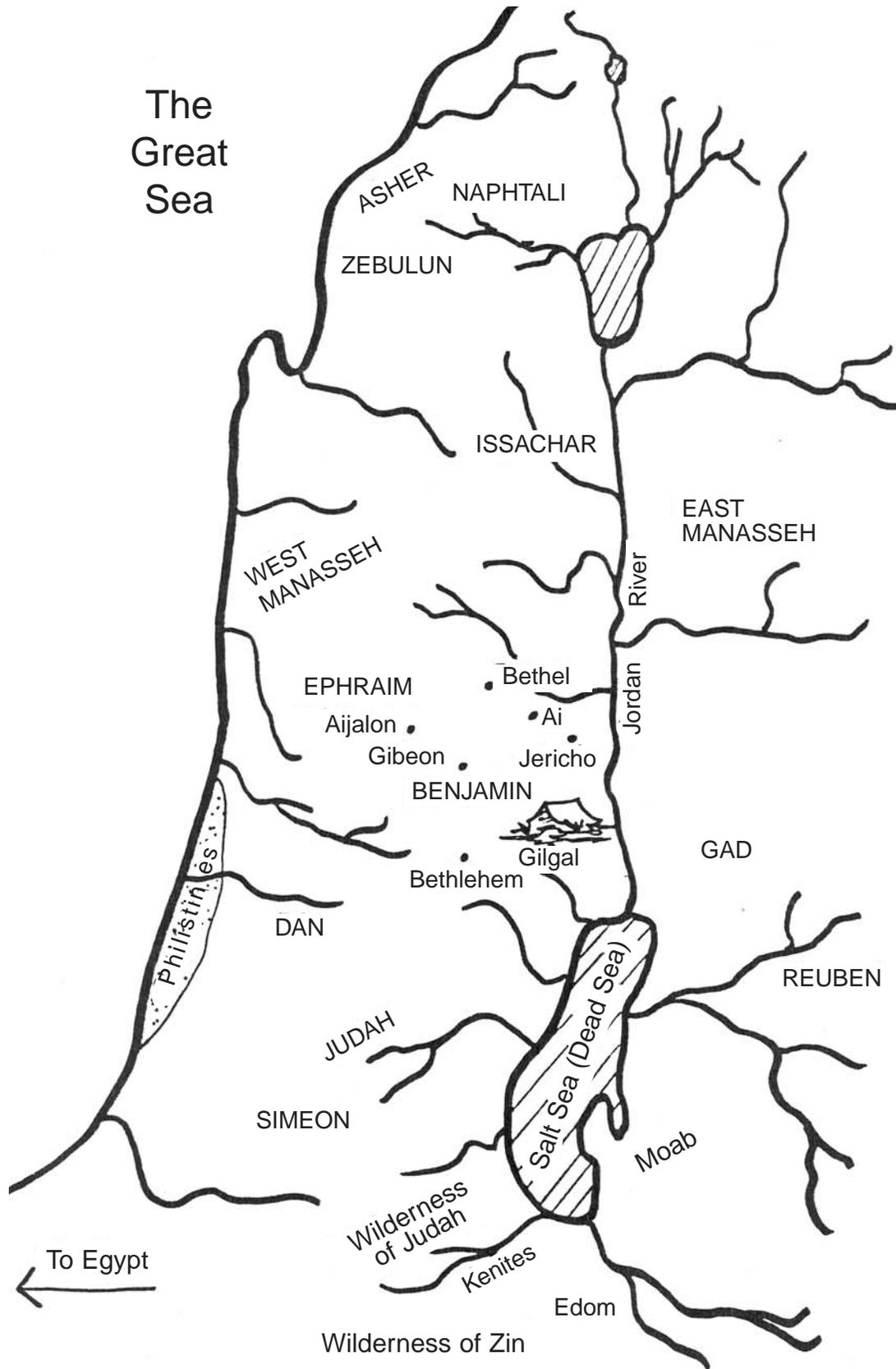
**5. List three ways to make good decisions.** Keep the list for Part 2 of this lesson, the next time you have class.

## **EXTEND THE LESSON**

*(These activities will extend the lesson to longer than 35 minutes.)*

- **Write a prayer.** Encourage the students to write a prayer asking God to help them in making decisions. Provide markers or crayons and stickers to decorate the page.
- **Write a class covenant.** Use the memory verse, Exodus 19:5-6a, as an example. Think of ways to help classmates work and play together. This could actually become a chart of class rules, if you design it that way. What responsibilities should children have? The teacher?
- **Begin a Bible memory journal** to illustrate Bible memory verses, beginning with Exodus 19:5-6a and then adding any of the bonus memory passages for this unit. Students may print the verses and make attractive borders around them.

# The World of Joshua and Judges



# Trickery in the Land of Canaan

## A Readers' Theater

- Narrator 1:** When all the kings west of the Jordan River heard about the victories the Lord God of the Israelites had won, they came together to make war against Joshua and Israel.
- Narrator 2:** The kings who came together were kings of the Hittites, Amorites, Canaanites, Perizzites, Hivites, and Jebusites.
- Narrator 3:** When the people of Gibeon heard what Joshua had done to Jericho and Ai, they decided to play a trick on the Israelites.
- Narrator 1:** The Gibeonites loaded their donkeys with worn-out sacks and old wineskins that were cracked and mended.
- Narrator 2:** A group of men put worn and patched sandals on their feet and wore old clothes.
- Narrator 3:** All the bread they took was dry and moldy.
- Narrator 1:** This group of Gibeonites set out to visit the Israelites at their camp, at Gilgal. They went to Joshua and said to him and the men of Israel . . .
- Gibeonites:** We have come from a distant country. Make a treaty with us.
- Narrator 2:** The men of Israel said . . .
- Men of Israel:** But perhaps you live near to us. How, then, can we make a treaty with you?
- Narrator 2:** The Gibeonites said to Joshua . . .
- Gibeonites:** We are your servants.
- Joshua:** Who are you, and where do you come from?
- Gibeonite 1:** We have come from a distant country, because of the fame of the Lord your God. For we have heard reports of all your God did in Egypt and to the two kings of the Amorites. Our people asked us to come and meet you and to say to you: We are your servants; make a treaty with us.

*(Readers' theater, p. 2)*

**Gibeonite 2:** This bread of ours was warm when we packed it at home, on the day we left to come meet you. But now see how dry and moldy it is! And these wineskins that we filled were new, but now see how cracked they are! And our clothes and sandals are worn out from our long journey.

**Narrator 3:** The men of Israel looked at the Gibeonites' bread and wineskins and sandals, but they did not talk to God about what they should do.

**Narrator 1:** Then Joshua made a peace treaty with the Gibeonites, to let them live. The leaders of Israel made an oath to keep this treaty.

**Narrator 2:** Three days after they made the treaty with the Gibeonites, the Israelites heard that these people were really their neighbors!

**Narrator 3:** The Israelite people grumbled when they heard this. They knew that now they would never be able to take over the Gibeonite cities.

**Israel's leaders:** We have given the Gibeonites our oath, so we cannot touch them now. We will let them live, but we will make them be our water carriers and our woodcutters.

**Narrator 1:** So the Israelite leaders kept their oath to the Gibeonites. Joshua called the Gibeonites together and asked them . . .

**Joshua:** Why did you deceive us by saying, "We live a long way from you," when you really live near us? You are now under a curse. You will never cease to serve as woodcutters and water carriers for the house of my God.

**Narrator 2:** The Gibeonites answered, saying . . .

**Gibeonites:** We were told how the Lord your God had commanded his servant Moses to give you the whole land and wipe out all its inhabitants. We feared for our lives; that is why we did this. We are now in your hands. Do to us whatever seems good and right.

**Narrator 3:** So Joshua saved them from the Israelites, and they were not killed. That day he made the Gibeonites woodcutters and water carriers.

# Joshua Follows God

## LESSON 2: JOSHUA LEADS GOD’S PEOPLE, PART 2

### Objective

Students will discuss ways of making good decisions and explain the significance of the covenant between God and the Israelites under Joshua’s leadership.

### Key Concepts

- God is always ready to lead and guide us in making decisions.
- God wanted to raise Israel as a model nation to show the world that there was only one true God.
- God wanted the Israelites to reject pagan lifestyles and idolatry.
- God often fought battles for the Israelites.
- The Lord God has always been faithful to the Israelites and kept every promise.

**Texts:** Joshua 9:1-27; Joshua 10:1-15; Joshua 23:1-14; Joshua 24

**Estimated Lesson Time:** 35 minutes

### Materials

- Bible
- “Joshua’s Account of the Battle at Gibeon” (p. 60)
- Song sheet, “Obey My Voice” (p. 61)
- For Extend the Lesson, option one: paper, crayons, markers
- For Extend the Lesson, option two: parent letter (p. 62), white T-shirts (1 for each child), fabric markers or crayons, Hall of Faith card of Joshua (*optional*)
- For Extend the Lesson, option three: Unit 1 Review—Joshua Follows God (pp. 63-64)

### Teacher Preparation

- Make copies (one per student) of Joshua’s account of the battle at Gibeon, *OR* you may choose to simply read the letter.
- Enlarge the “Obey My Voice” song sheet, *OR* make a copy for each student.
- If using Extend the Lesson, option two: This will be an ongoing activity throughout the year. Be sure to send the letter to parents (p. 62) ahead of time, asking them to send in white T-shirts for their children. *Note: This could be enclosed in a welcome letter to the students during the summer or during the first week of school.*

## INTRODUCING THE LESSON

**Making good decisions.** As a way to review part one of this lesson, take out the list of three ways to make good decisions from the last lesson. Talk about in what situations you might use the three different ways.

## LESSON STEPS

**1. A letter from Joshua.** Hand out or read the letter with Joshua’s account of the battle at Gibeon. Have students answer Joshua’s letter as a class. Include Psalm 32:8 in the answer.

**2. Joshua’s challenge.** Read Joshua’s challenge to the Israelites to choose to serve and obey God. Divide students into two’s to read Joshua 24:14-27. Then read it all together, as follows:

Joshua 24:14-15	Joshua ( <i>one reader</i> )
Joshua 24:16-18	The people ( <i>entire class</i> )
Joshua 24:19-20	Joshua ( <i>one reader</i> )
Joshua 24:21	The people ( <i>entire class</i> )
Joshua 24:22a	Joshua ( <i>one reader</i> )
Joshua 24:22b	The people ( <i>entire class</i> )
Joshua 24:23	Joshua ( <i>one reader</i> )
Joshua 24:24	The people ( <i>entire class</i> )
Joshua 24:25, 26	Narrator ( <i>one reader</i> )
Joshua 24:27	Joshua ( <i>one reader</i> )

Explain that this was Joshua’s last speech to the Israelites, at a place called Shechem. Joshua died at the age of 110, and the Israelites buried him.

**7. Sing “Obey My Voice,”** page 61. You may choose to give each student a copy, or simply enlarge the page so all can see the words.

### **EXTEND THE LESSON**

*(These activities will extend the lesson to longer than 35 minutes.)*

- **Deuteronomy rebus.** Have students write Deuteronomy 28:9-11, from memory, on a blank piece of paper, illustrating the verbs instead of writing them. When finished, ask them to exchange papers and figure out each other’s illustrations.
- **Begin a Faith Heroes T-shirt.** Invite children to use fabric crayons or markers to write the name of faith hero “Joshua” on their T-shirts. Encourage them to include a symbol to remind them of Joshua’s story. If you wish, have children look at the Hall of Faith card of Joshua for ideas.
- **Complete Unit 1 Review—Joshua Follows God,** pages 63-64. You may use this activity as an open-Bible review or as an assessment for Unit 1. An answer key is provided on page 65.



# Obey My Voice

D F#m G A  
O - bey my voice, and I will be your God, and

D F#m G A D  
ye shall be my peo - ple, and walk in

F#m G A F#m  
all the ways I have com - mand - ed you, that it may be

G Em A D  
well with you and I will be your God. O - bey my

F#m G A D  
voice, and I will be your God, and ye shall

Bm Em A D  
be my peo - ple.

Text: based on Jeremiah 7:23, KJV  
 Music: © 1972, Sheilagh Nowacki. Used by permission.



*Dear Parent/Caregiver,*

*In Bible class this year, we will explore what it means to be a hero from a Kingdom perspective. Your child will learn that being a hero in the Christian sense involves being a faithful servant. Some biblical heroes achieved great fame and glory. Many other faithful servants have not become as famous, but are heroes nevertheless.*

*This week, we will begin a project that will continue throughout the year. Each child will decorate a white T-shirt with names and symbols for Bible heroes. When the children leave school at the end of the year, they will have this T-shirt reminder of the many people who served God in faithful obedience. I pray that it will help inspire children to choose kingdom ways in the future.*

*Please purchase a white T-shirt large enough to still fit your child at the end of the year. Wash it in cold water and dry it as you normally would. Write your child's name on the inside tag with permanent ink, if possible, or write the name on masking tape and attach it to the tag. If you have fabric crayons or markers to donate to the project, we would be happy to accept them. If not, we will share. I have several packs for use, as well.*

*I am looking forward to introducing our class to Bible heroes and heroines this year. My prayers are with you as you seek God's wisdom, patience, and guidance in the challenging ministry of parenting. Thanks so much for your support and interest in our work here at school!*

*Shalom,*

Name \_\_\_\_\_

## Unit 1 Review—Joshua Follows God

*Directions:* Circle the letter for each correct answer.

1. Why did God want the Israelites to be the only group in Canaan?
  - a. There wasn't enough space for more people to live there.
  - b. The Canaanites were wicked and worshiped other gods.
  - c. God didn't want others around to trick the Israelites.
  
2. What is a treaty?
  - a. A promise between two groups
  - b. When God helps God's people win a war
  - c. The way that people treat others
  
3. Why did the Gibeonites want to make a treaty with the Israelites?
  - a. They wanted to become friends.
  - b. They thought that God would bless them like he had the Israelites.
  - c. They didn't want to go to war against the Israelites.
  
4. How did the Gibeonites trick the Israelites into making a treaty?
  - a. They pretended to be from a faraway country.
  - b. They pretended that God had sent them.
  - c. They pretended to be homeless.
  
5. What was wrong with the Israelites' decision to make a treaty with the Gibeonites?
  - a. They made the treaty with the wrong group of people.
  - b. They didn't ask God for help when deciding.
  - c. They asked God for help but ignored his answer.

*Directions:* Answer with complete sentences.

6. Why did the Israelites make a treaty with the Gibeonites without asking God first?
  
  
  
  
  
  
  
  
  
  
7. Why did God want Israel to be a model to the other nations?

8. Tell about a time God helped you to make an important decision.

*Directions:* Put a T in the blank if the sentence is true, and an F in the blank if the sentence is false.

9. \_\_\_\_\_ Joshua gave a speech because he was moving to another country.

10. \_\_\_\_\_ Joshua gave his speech at a place called the Red Sea.

11. \_\_\_\_\_ Joshua reminded the people that God had always been faithful to them and had kept every promise.

12. \_\_\_\_\_ Joshua said NOT to become friends or marry the people from the other nations left in the land, because they worshiped false gods.

*Directions:* Fill in each blank with a word from the list.

stone          idols          covenant          tree          witness          Ephraim

13. Joshua belonged to the tribe of \_\_\_\_\_.

14. Joshua made a \_\_\_\_\_ with the people when they were at Shechem.

15. The Israelites promised not to pray to any \_\_\_\_\_.

16. Joshua took a \_\_\_\_\_ and placed it under the \_\_\_\_\_.

17. This was to be a \_\_\_\_\_ to the words that had been said.

*Directions:* Fill in the missing words from Exodus 19:5-6a.

18. Now if you \_\_\_\_\_ me fully and \_\_\_\_\_ my \_\_\_\_\_, then  
out of all \_\_\_\_\_ you will be my treasured \_\_\_\_\_.

Although the whole \_\_\_\_\_ is mine, you will be for me a \_\_\_\_\_  
of \_\_\_\_\_ and a holy \_\_\_\_\_.

## Joshua Follows God—Answer Key

1. B The Canaanites were wicked and worshiped other gods.
2. A A promise between two groups
3. C They didn't want to go to war against the Israelites.
4. A They pretended to be from a faraway country.
5. B They didn't ask God for help when deciding.
6. Why did the Israelites make the treaty with the Gibeonites without asking God first? *They believed the Gibeonites were from a faraway country and therefore a treaty would be accepted.*
7. Why did God want Israel to be a model to the other nations? *God wanted Israel to be a model to other nations to show the world that there was only one true God.*
8. Tell about a time God helped you when you needed to make an important decision. *Students' answers will vary.*
9. F
10. F
11. T
12. T
13. Ephraim
14. covenant
15. idols
16. stone; tree
17. witness
18. obey; keep; covenant; nations; possession; earth; kingdom; priests; nation