Also Available for Bible Grades 9–10
Please note that the Minor Prophets are not studied in the same order as they appear in the Bible. For the purposes of this course, these books have been grouped chronologically and geographically in order to help students link the books to one another and to the rest of the Old Testament.
Introduction to the Teacher Guide
Introduction to the Teacher Guide

Welcome to Journeying with God. This survey of the Old Testament is intended to give your students a broad understanding of the first thirty-nine books of the Bible. It is possible that your students have only a sketchy knowledge of the Old Testament. They may know some stories about Abraham, Moses, David, and other famous Old Testament people, but they may not be able to place those names on a timeline, analyze their relationship to each other, or explain their importance for today. They may affirm that the Old Testament is the Word of God, yet they may not be able to articulate why they should read and study it today.

If students have a lukewarm attitude toward the Old Testament, it’s likely that their former Old Testament experiences have been less than motivating. Many Old Testament survey courses use rote memorization of facts as the primary teaching method—too often without an overall pattern or structure to help students organize those facts. As a result, students do not see the relationships among Old Testament people, events, and historical eras. And the greatest tragedy may be that they don’t see the connections between the Old and New Testaments. Once they finish such a course, they may no longer have any interest in the Old Testament and may limit their personal Bible reading and study to the New Testament—in spite of the fact that when Jesus and the apostles spoke of the value of “Scripture,” they were talking about the Old Testament!

Journeying with God aims to counteract—or prevent—such negative experiences by giving students an easy-to-grasp structure in which to place hundreds of Old Testament facts. For thousands of years, Jewish and Christian scholars have used the metaphor of a journey to characterize the experience of God’s people in the Old Testament—a journey that went up to mountaintops and down to valleys. The heights were times when the relationship between God and His people was characterized by obedience and closeness; the low places were times of rebellion and estrangement. This course will help students identify and sequence those highs and lows. In the process of learning this big-picture structure of the Old Testament, students will place books, people, and events at the proper points on the journey. And when students link facts to structures of meaning, they will learn more facts—and retain the facts longer—than they would do through rote memorization. They are also likely to acquire a deep-seated appreciation of what the apostle Paul called “the holy Scriptures” (2 Timothy 3:15)—the Old Testament.

Directions for the Journey

Pretest

Students can differ significantly in their Bible knowledge. In order to determine how to structure your teaching in this course, a pretest of Old Testament knowledge is included in this teacher guide. For maximum effect, this pretest should be administered at the beginning of the first class period. Use the enclosed blackline masters to create copies to hand out to students. Assure students that this test will not be graded. Its purpose is to help you plan how you will structure your teaching time.

Note that the last question on the pretest asks students to write an essay of 200–250 words, or approximately one handwritten page. You might remind them to focus on major themes or eras or events since they have only one page to summarize thirty-nine Old Testament books!
Teachers Guide and CD

Each chapter of Journeying with God is devoted to one or more Old Testament books—in the order they appear in the Bible (except for some of the Minor Prophets.) A CD of reproducible resources is also included.

Legend

Each chapter in this teacher’s guide uses the following journey-related structure. Think of these icons as the legend of a road map.

Key Landmarks

Suggested reading: Key passages and chapters that present the main teaching of the book

Overview: A brief summary linking the book to other parts of the Old Testament

Authorship and date: Data about authorship and date of writing, along with discussion of any difficulties involved in determining this information exactly

Message: A summary phrase or statement of the book’s theme or principal message, along with an explanatory paragraph

Taking the Journey

Peaks and valleys: A chart locating the book chronologically

Outline: The organization of the book’s contents (also provided on the CD)

Tracing the message: A summary of each section identified in the outline

Finding Our Way

These questions are designed to reinforce the main points in the biblical text. Students are to answer these questions using only a Bible.

Teaching Suggestion

Throughout this course you will encounter teaching suggestions to help enhance your students’ understanding of the topic being discussed.

Caution!

Caution features are optional activities distributed throughout this teacher edition; they may be used at any time. The following list will help you locate the issues you’d like to explore with your students:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Book</th>
<th>Page</th>
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<tbody>
<tr>
<td>Environmentalism</td>
<td>Genesis</td>
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<tr>
<td>Status of women</td>
<td>Genesis</td>
<td>46</td>
</tr>
<tr>
<td>Slavery</td>
<td>Exodus</td>
<td>54</td>
</tr>
<tr>
<td>Ten Commandments</td>
<td>Exodus</td>
<td>55</td>
</tr>
<tr>
<td>Food laws</td>
<td>Leviticus</td>
<td>63</td>
</tr>
<tr>
<td>Homosexuality</td>
<td>Leviticus</td>
<td>63</td>
</tr>
<tr>
<td>Capital punishment</td>
<td>Deuteronomy</td>
<td>73</td>
</tr>
<tr>
<td>Genocide</td>
<td>1 Samuel</td>
<td>120</td>
</tr>
<tr>
<td>War</td>
<td>2 Samuel</td>
<td>128</td>
</tr>
<tr>
<td>Polygamy</td>
<td>1 Kings</td>
<td>135</td>
</tr>
<tr>
<td>Tithing</td>
<td>2 Chronicles</td>
<td>147</td>
</tr>
<tr>
<td>Sex outside of marriage</td>
<td>Proverbs</td>
<td>202</td>
</tr>
<tr>
<td>Divorce</td>
<td>Malachi</td>
<td>295</td>
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</tbody>
</table>

At your discretion, you may wish to alert your administrator before asking students to do some of these activities. Caution activities can be used as individual or group assignments, enrichment activities, team projects, or meaningful detours from the regular study.

Before assigning any of these activities, you will want to be thoroughly prepared. Consult some of the resources listed in this teacher edition, read any Bible passages referred to in the Caution section, and discuss the topics with a pastor or a school authority. As your students’ thinking is stretched by these activities, they will begin to see the Old Testament as a relevant source of guidance for today’s world.
Check-Up

Questions are provided to help you check students’ comprehension of the chapter content.

Extra-Mile Activities

This section provides group or individual enrichment activities and projects for more in-depth understanding. Assign any of these activities for enrichment, for extra credit, or for special projects. Some can be done by individuals; others work better when done by groups of students.

Blackline Masters

This teacher’s guide contains blackline masters that can be reproduced for student handouts (exams, maps, activities) or to use as transparencies (charts, maps). Blackline masters are also provided on the CD.

Student Workbook

Each chapter in the student workbook contains an abbreviated Key Landmarks section to introduce the book or books being studied in that chapter. It also shows the appropriate peaks and valleys covered by the books. The rest of the chapter consists of the Finding Our Way questions that students must answer using the Bible.

Course Objectives

The overarching goal of this course is for the students to strengthen their relationship with Christ through a better understanding of the Old Testament. Specifically, as a result of successfully completing this course, students should accomplish the following objectives:

**Knowledge**
- Name the books of the Old Testament in order.
- Identify the message of each Old Testament book.
- Tell in their own words the big story of the Old Testament.
- Trace the Old Testament story by naming the peaks and valleys in order.
- Connect each Old Testament book to the relevant era in Old Testament history.
- Relate key elements of the Old Testament to important New Testament teachings.

**Values**
- Appreciate the foundational role the Old Testament plays in the Christian life.
- Demonstrate a maturing faith in Christ as they are challenged and encouraged by Old Testament examples.
- Articulate how key Old Testament concepts are significant to their lives.

**Skills**
- Construct synthesis charts of key events and characters in the Old Testament.
- Employ reference works and websites to research Old Testament topics.

Supplemental Resources

As your students participate in this Old Testament survey course, it will become obvious that this is not an in-depth study. As they acquire a big-picture view of the Old Testament, many students will want to study some sections in more detail. And many of the Extra-Mile Activities ask students to research specific issues. Your effectiveness as a Bible teacher will be enhanced as you provide students with study resources that enable them to pursue such interests.

At the very least, your classroom should be equipped with the *Rose Book of Bible Charts, Maps and Timelines*. It is highly recommended for teacher and student use, and it can be ordered directly from ACSI along with your other curricular materials. In addition to this
Rose Publishing book, you should have at least a Bible commentary, a Bible dictionary, and a Bible concordance in your classroom. The following list of reference works is not exhaustive; it is intended to provide suggestions for Bible-study resources that can be helpful additions to your classroom or school library.

**Bible Atlases**


**Bible Commentaries**


**Bible Dictionaries**


**Bible Concordances**


**Other Reference Works**


## Suggested Course Schedule

| Week 1          | Pretest
|                 | The Story of the Old Testament
|                 | Introduction to the Pentateuch |
| Week 2          | Genesis |
| Week 3          | Exodus, Leviticus |
| Week 4          | Numbers, Deuteronomy |
| Week 5          | Exam 1: Pentateuch
|                 | Introduction to the Books of History
|                 | Joshua |
| Week 6          | Judges, Ruth, 1 Samuel, 2 Samuel |
| Week 7          | 1 Kings, 2 Kings |
| Week 8          | 1–2 Chronicles, Ezra, Nehemiah, Esther |
| Week 9          | Exam 2: Books of History
|                 | Introduction to the Poetic Books
|                 | Job |
| Week 10         | Psalms, Proverbs, Ecclesiastes, Song of Songs |
| Week 11         | Exam 3: Poetic Books
|                 | Introduction to the Books of Prophecy
|                 | Introduction to the Major Prophets
|                 | Isaiah |
| Week 12         | Jeremiah, Lamentations, Ezekiel, Daniel |
| Week 13         | Exam 4: Major Prophets
|                 | Introduction to the Minor Prophets
|                 | Hosea, Amos, Joel, Micah |
| Week 14         | Obadiah, Jonah, Habakkuk, Zephaniah, Nahum, Haggai, Zechariah, Malachi |
| Week 15         | Exam 5: Minor Prophets
|                 | Review
<p>|                 | Final Exam |</p>
<table>
<thead>
<tr>
<th>PEAKS</th>
<th>VALLEYS</th>
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<tr>
<td><strong>Creation</strong>&lt;br&gt;Genesis 1–2&lt;br&gt;God created everything, including human beings, and His handiwork was declared “very good” (1:31).</td>
<td><strong>Failure</strong>&lt;br&gt;Genesis 3–11&lt;br&gt;Adam and Eve sinned. Soon, sin had pervaded all of God’s creation.</td>
</tr>
<tr>
<td><strong>Promise</strong>&lt;br&gt;Genesis 12–50&lt;br&gt;God told Abram to leave his homeland. God promised that the family of Abram would become a great nation and that “all peoples on earth” would be blessed through him (12:3).</td>
<td><strong>Slavery</strong>&lt;br&gt;Exodus 1–2&lt;br&gt;God’s people were slaves in Egypt. They cried out to God for help.</td>
</tr>
<tr>
<td><strong>Nation</strong>&lt;br&gt;Exodus 3–40, Leviticus&lt;br&gt;God delivered His people from Egypt and made a covenant with them at Sinai.</td>
<td><strong>Wandering</strong>&lt;br&gt;Numbers, Deuteronomy&lt;br&gt;After two years in the wilderness, the Israelites came to the border of the Promised Land, but they turned back in unbelief. They wandered in the wilderness for another thirty-eight years.</td>
</tr>
<tr>
<td><strong>Conquest</strong>&lt;br&gt;Joshua&lt;br&gt;The obedience of Joshua and the new generation of Israelites led to the conquest of the Promised Land.</td>
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</table>
### Kingdom

1 and 2 Samuel,  
1 Kings 1–11,  
1 Chronicles,  
2 Chronicles 1–9,  
Poetic books

David unified the kingdom and wrote many psalms. Solomon built the great temple and wrote poetry and wisdom books.

### Judah

2 Kings 18–24,  
2 Chronicles 29–35,  
Jeremiah,  
Habakkuk,  
Zephaniah,  
Nahum

After the defeat of the northern kingdom, the southern kingdom of Judah was all that remained of the once-great nation. This era begins with the defeat and captivity of Israel in 722 BC and ends with the fall of Jerusalem in 586 BC.

### Division

1 Kings 12–22,  
2 Kings 1–17,  
2 Chronicles 10–28,  
Isaiah,  
Hosea,  
Joel,  
Amos,  
Obadiah,  
Jonah,  
Micah

After Solomon died, the nation split in two. The northern kingdom was called Israel; the southern kingdom was called Judah. Israel was unfaithful to the Lord and was taken into captivity in 722 BC.

### Exile

2 Kings 25,  
2 Chronicles 36,  
Esther,  
Lamentations,  
Ezekiel,  
Daniel

The book of Lamentations and the last chapters of 2 Kings and 2 Chronicles describe the fall of Jerusalem and the exile of the people. The prophets Daniel and Ezekiel were taken into captivity by Babylon. Esther describes life in the Persian court.

### Return

Ezra,  
Nehemiah,  
Haggai,  
Zechariah

These books record how God brought His exiled people back to the Promised Land.

### Chaos

Judges,  
Ruth

Israel’s incomplete obedience led to a series of cycles that spiraled down into spiritual chaos.

### Hardness

Malachi

Malachi prophesied about one who would call the nation to repentance before the coming of the Messiah.
Introduction to the Pentateuch

The term pentateuch is Greek for “five scrolls.” (A number of Old Testament books received Greek names when the Old Testament was translated into Greek around 250 BC.) The Pentateuch consists of the first five books of the Bible—Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. The Jewish name for these five books is the Torah, or the Law. The Law is more than just the Ten Commandments and associated regulations; the Law traces the story of God’s salvation, beginning with the creation of the universe and ending with God’s people ready to go over the border into the Promised Land.

Beginning the Journey

The Pentateuch covers the first six eras of Old Testament history.

Creation
Genesis 1–2

Promise
Genesis 12–50

Nation
Exodus 3–40,
Leviticus

Failure
Genesis 3–11

Slavery
Exodus 1–2

Wandering
Numbers, Deuteronomy

Authorship

Jews and Christians have generally recognized Moses as the author of the Pentateuch. The clearest statement of Moses’ authorship is Deuteronomy 31:24–26: “After Moses finished writing in a book the words of this law from beginning to end, he gave this command to the Levites who carried the ark of the covenant of the Lord: ‘Take this Book of the Law and place it beside the ark of the covenant of the Lord your God. There it will remain as a witness against you.’ ”

The following are additional scriptural references to Mosaic authorship of the Pentateuch. They are provided as background preparation for you, the teacher. Use your own judgment as to how much of this information you will convey to your students.

Exodus 17:14: Then the Lord said to Moses, “Write this on a scroll as something to be remembered and make sure that Joshua hears it.”

Exodus 24:3–4: When Moses went and told the people all the Lord’s words and laws, they responded with one voice, “Everything the Lord has said we will do.” Moses then wrote down everything the Lord had said.

Exodus 34:27: Then the Lord said to Moses, “Write down these words, for in accordance with these words I have made a covenant with you and with Israel.”

Numbers 33:2: At the Lord’s command Moses recorded the stages in their journey.

Deuteronomy 31:9: So Moses wrote down this law and gave it to the priests, the sons of Levi, who carried the ark of the covenant of the Lord, and to all the elders of Israel.
Besides the above passages, other details of the text serve as internal evidence supporting Mosaic authorship. Eyewitness details occur in accounts such as the description of Elim (Exodus 15:27) and the appearance and the taste of the manna (Numbers 11:7–8). Also, the author uses Egyptian names, words, phrases, and references to plant and animal life as well as geographical notations. Further, the author records common customs of the second millennium BC that were not carried over into later eras.

The authors of other Old Testament books also recognize Moses as the author.

Joshua 1:7–8: Be strong and very courageous. Be careful to obey all the law my servant Moses gave you; do not turn from it to the right or to the left, that you may be successful wherever you go. Do not let this Book of the Law depart from your mouth; meditate on it day and night, so that you may be careful to do everything written in it. Then you will be prosperous and successful.

Joshua 8:30–31: Then Joshua built on Mount Ebal an altar to the Lord, the God of Israel, as Moses the servant of the Lord had commanded the Israelites. He built it according to what is written in the Book of the Law of Moses—an altar of uncut stones, on which no iron tool had been used.

Joshua 23:6: Be very strong; be careful to obey all that is written in the Book of the Law of Moses, without turning aside to the right or to the left.

1 Kings 2:3: Observe what the Lord your God requires: Walk in his ways, and keep his decrees and commands, his laws and requirements, as written in the Law of Moses, so that you may prosper in all you do and wherever you go.

2 Kings 18:6: He held fast to the Lord and did not cease to follow him; he kept the commands the Lord had given Moses.

2 Chronicles 25:4: Yet he did not put their sons to death, but acted in accordance with what is written in the Law, in the Book of Moses, where the Lord commanded: “Fathers shall not be put to death for their children, nor children put to death for their fathers; each is to die for his own sins.”

Ezra 6:18: And they installed the priests in their divisions and the Levites in their groups for the service of God at Jerusalem, according to what is written in the Book of Moses.

The New Testament also acknowledges Mosaic authorship of the Pentateuch. Many references assume his writing of the Law:

The major events in the Pentateuch took place in this area.
Key Landmarks

Suggested Reading: Exodus 1–3, 7–12, 20, 24, 39:32–40:38

Overview
Exodus records God’s miraculous work in turning a group of oppressed slaves into a nation. It starts in the valley era of Slavery (Exodus 1–2) and then climbs to the mountaintop era of Nation. Exodus emphasizes the three amazing events that establish Israel as God’s nation: the exodus from Egypt (11–12), the covenant at Sinai (20–24) and the tabernacle (39–40).

Authorship and Date
Moses authored all five books of the Pentateuch (see discussion in Pentateuch introduction). The book of Exodus primarily covers the time period of Israel’s redemption from Egypt through the journey to receive the Law at Mount Sinai. Most of the book revolves around the two years from the Exodus to the tabernacle completion (1446 BC).

Message: God establishes Israel as His chosen nation.
The patriarchal promises are fulfilled in Israel as God redeems His people from Egypt, creates the covenant, and inhabits the tabernacle.

Taking the Journey

Outline
I. Redemption of God’s covenant people from Egyptian slavery (1–18)
   A. Description of slavery in Egypt (1–2)
   B. Call of Moses (3–4)
   C. Moses’ confrontation with Pharaoh (5:1–7:13)
   D. Plagues upon Egypt (7:14–12:30)
   E. Exodus of Israel from Egypt (12:31–15:21)
   F. Israel’s grumbling and God’s provision (15:22–17:16)
   G. Jethro’s advice to Moses (18)
II. God’s covenant with His people at Sinai (19–24)
   A. Context of God’s covenant with Israel (19)
   B. Content of God’s covenant with Israel (20–23)
   C. Confirmation of God’s covenant with Israel (24)
III. God’s dwelling with His people (25–31)
   A. Tabernacle (25–27)
   B. Priesthood (28–29)
   C. Tabernacle and its service (30)
   D. Tabernacle’s craftsmen (31:1–11)
   E. Sign of the covenant: Sabbath (31:12–17)
   F. Tablets given to Moses (31:18)
IV. Breaking of the covenant through false worship (32–34)
   A. Golden calf (32:1–33:6)
   B. Moses’ communication with God (33:7–34:35)
Finding Our Way

1. Why did the pharaoh enslave the Hebrews (1:8–10)?

*Israel’s increasing population led Pharaoh to fear that the Israelites might join Egypt’s enemies or leave the country.*

Exodus records how God made an enslaved family clan into a great nation. He accomplishes this result through a three-step process.

First, God delivers Israel from Egypt. Israel has grown to such a size that the pharaoh of Egypt feels threatened. He enslaves them and makes their lives miserable. God calls a reluctant leader, Moses, to lead Israel out of Egypt. Pharaoh’s hardened heart is confronted by nine increasingly destructive plagues. The tenth and decisive plague, the death of the firstborn, breaks the hardness of the pharaoh’s heart, and the pharaoh allows Israel to depart to worship the Lord. The Passover is instituted to commemorate this event. The pharaoh again hardens his heart, and his chariots pursue the Israelites. But God opens the Red Sea for Israel to safely pass through; then He closes it upon the pursuing armies. God has separated His people to Himself.

Second, God establishes a covenant with His people at Sinai. Israel is to be a unique people among all the other nations by faithfully following the commands of the covenant. The first group of commands includes the Ten Commandments, which serve as a foundation for the other terms of the covenant. At the close of this section, God’s people promise to keep the covenant.

Third, God provides a dwelling for Himself among His people. God gives Israel detailed instructions concerning the design and construction of the tabernacle. This magnificent tent will represent the place of His presence in the midst of His people. The account of the tabernacle’s design and construction is interrupted by the incident of the golden calf and Moses’ intercession on behalf of the people. When the tabernacle is completed, God fills it with His glory.

Teaching Suggestion
On a Middle East map transparency, show the path of the Israelites from Egypt to Sinai.

Teaching Suggestion
Use the illustrations beginning on page 144 of the *Rose Book of Bible Charts, Maps and Time Lines* to show students what the tabernacle looked like and to help them imagine what it would have been like to worship there.
2. What excuses did Moses give to God in trying to avoid leading Israel (3:11–4:17)?
   1) Who am I that I should lead Israel? 2) What name do I give Israel for God? 3) What if Israel does not believe me? 4) I cannot speak well enough. 5) Send someone else. Note: This question can lead into a beneficial discussion of God’s ability and desire to use believers and an examination of common excuses for not obeying God’s call.

3. What were the purposes for the plagues (7–11)?
   Egyptians and Israelites will know who God is and that He cares for His people. Key passages are 7:5, 17, 8:22–23, 9:14, 10:2, and 11:7.

4. Why were the Israelites commanded to celebrate the Passover feast (12)? What significance does the Passover have in the New Testament?
   The Passover commemorated God’s deliverance of His people from slavery in Egypt.

   Jesus celebrated the Passover with His disciples the night before His crucifixion. The Passover picture of Israel’s redemption out of Egypt illustrates Christ’s redeeming work and deliverance from sin’s slavery. Christians similarly celebrate the Lord’s Supper (Communion).

5. List the miracles that God performed during the Red Sea crossing (14:15–31).
   The angel of God and the cloud shielded Israel from the Egyptian army, a strong east wind divided the sea, the Egyptian army was thrown into confusion during pursuit, the Egyptian chariots lost their wheels, and the Egyptian army was swept into the sea.

6. According to Exodus 15, how long did the Israelites travel after the Red Sea crossing before they began to complain?
   Exodus 15:22 records that the Israelites traveled only three days after crossing the Red Sea before they began to complain.

7. What three phrases did God use to describe what the Israelites would become if they kept the covenant (19:5–6)?
   God’s treasured possession, a kingdom of priests, and a holy nation.
8. List the Ten Commandments. Which ones focus on a relationship to God? Which ones focus on a relationship to other people?

**Focus on God:** 1. Have no other gods before Me. 2. Do not worship idols. 3. Do not misuse God's name. 4. Remember the Sabbath.

**Focus on others:** 5. Honor parents. 6. Do not murder. 7. Do not commit adultery. 8. Do not steal. 9. Do not give false witness. 10. Do not covet.

**Note:** This twofold division can be compared with Jesus' twofold answer concerning the greatest commandment (Matthew 22:34–40). Our relationship to God cannot be separated from our relationship with others.

9. What commandments did the Israelites break in Exodus 32? Why do you think this was such a serious offense?

The commands to have no other gods and to make no idols.

Answers will vary, but students should recognize that Israel had disrespected God and had forgotten His work in bringing them out of slavery.

10. What did God say about His character after Israel's golden-calf sin (Exodus 34:5–7)?

He proclaimed both His compassionate forgiveness and His justice.

11. How did the Israelites know that God had accepted the tabernacle they had built (40)? Why do you think this event forms a fitting end to the book of Exodus?

The glory of God came into the tabernacle to show His acceptance. Answers will vary.

12. According to Exodus 40, how did the Israelites know when it was time to pick up camp and continue on their journey?

God's glory guided Israel in all their journeys (40:36–38).


Answers will vary, but most should focus on the superiority of the work done by Christ.
14. What peaks and valleys are covered in the book of Exodus?

**Slavery and Nation.**

**Check-Up: Assessment and Review of Landmarks and Suggested Reading**

1. Why did the pharaoh enslave the Hebrews (1:8–10)?
   
   *Israel’s increasing population led Pharaoh to fear that the Israelites might join Egypt’s enemies or leave the country.*

2. What were the purposes for the plagues (7–11)?
   
   *Egyptians and Israelites will know who God is and that He cares for His people. Key passages are 7:5, 17, 8:22–23, 9:14, 10:2, and 11:7.*

3. Why were the Israelites commanded to celebrate the Passover feast (12)?
   
   *The Passover commemorated God’s deliverance of His people from slavery in Egypt.*

4. List the Ten Commandments. Which ones focus on a relationship to God? Which ones focus on a relationship to other people?
   
   **Focus on God:** 1. Have no other gods before Me. 2. Do not worship idols. 3. Do not misuse God’s name. 4. Remember the Sabbath.
   
   **Focus on others:** 5. Honor parents. 6. Do not murder. 7. Do not commit adultery. 8. Do not steal. 9. Do not give false witness. 10. Do not covet.

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**Caution!**

What about slavery?

The Bible seems to treat slavery as a normal part of life (for example, see Exodus 21), and there is no clear commandment prohibiting slavery. Is God OK with slavery? What should we think about examples of slavery in the Bible? What about slavery in the world today? Students can find references to slavery throughout the Bible and put together a summary of the Bible’s teachings on the subject. Students can also research the history of slavery and describe the ways Christians have fought against the practice. Students can also research slavery as it is practiced today as well as Christian organizations that are trying to rescue people caught in its grip. Challenge students to show from the Scripture that slavery is wrong.
Extra-Mile Activities

Picture the Tabernacle  Group activity
Use Bible encyclopedias and Bible information websites to find artists’ renderings of the tabernacle. Present the results of your research in a visual display. Paint a mural, build a scale model, or produce a computer image of the tabernacle. Show its size and the placement of the major articles. In a written report, describe the significance of each piece. Be prepared to discuss the significance of the tabernacle for us today.

Redeemed by Blood  Individual activity
Describe and analyze what the book of Exodus says about redemption and the Passover. Find New Testament references to these two concepts and link them to the Exodus teaching. How was the Old Testament concept of redemption fulfilled in Jesus? How did New Testament writers refer to the Passover, and why was that event significant to those writers? How does the Passover help us understand salvation? Use a poster or other visual medium to present your findings.

“I Am”  Individual activity
Explore the significance of I am in Exodus 3. Use commentaries and theology books to study the phrase in depth. Reflect on the importance of I am to the surrounding events in Exodus. Also relate Exodus 3 to Jesus’ “I am” sayings in the Gospel of John (6:35, 8:12, 8:58, 9:5, 10:7, 10:11, 11:25, 14:6, 15:1). Present your findings to the class. Ask the class members to discuss this question: Why is the name I am important to our faith today?

What about the Ten Commandments?
These laws were given to the people of Israel at Mount Sinai. Are they binding on Christians today? Are there any commandments that no longer apply? What does the New Testament say about these laws? Students can list the Ten Commandments and find New Testament references to each one. Then they can analyze their findings in order to answer the questions.

Sabbath Studies  Individual activity
Using Bible dictionaries and other reference works, research Sabbath observance in the Bible. Do a concordance search for the word Sabbath. Also research the reasons why Christians began to worship on the first day of the week— Sunday. Why did God want His people to keep the Sabbath? What does the Sabbath teach us about God and about our relationship with Him? Present your findings in a written report.
Before administering the exam for the Pentateuch, have students write on a separate sheet the names of the first five books of the Bible in biblical order. Collect the papers before distributing the exam.

**Exam 1—The Pentateuch: Answer Key**

1. Label the peaks and valleys found in the books of the Pentateuch.

   ![Graph](image)

   **Genesis**

2. From the creation account in Genesis 1, complete the chart by writing what God created on each day.

<table>
<thead>
<tr>
<th>Formation: Replacing formlessness</th>
<th>Filling: Replacing the void</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1: <strong>Light</strong></td>
<td>Day 4: <strong>Sun, moon, stars</strong></td>
</tr>
<tr>
<td>Day 2: <strong>Water, sky</strong></td>
<td>Day 5: <strong>Fish, birds</strong></td>
</tr>
<tr>
<td>Day 3: <strong>Land, vegetation</strong></td>
<td>Day 6: <strong>Animals, people</strong></td>
</tr>
</tbody>
</table>

3. What sin(s) did Adam and Eve commit?
   
   *They disobeyed God by eating fruit from the tree of knowledge of good and evil; they did not believe God’s warning.*

4. Why did God bring the Flood on the world?
   
   *God judged the world because of universal wickedness.*

5. What was God’s judgment on the world after the tower of Babel? Why do you think God did not destroy the world again as He had done in the Flood?
   
   *Confusion of languages. In His covenant with Noah, He had promised not to do so.*

6. What promises did God make to Abram in Genesis 12:1–3?

   *Abram would (1) become a great nation; (2) be blessed; (3) have a great name; (4) be a blessing; (5) those who bless him would be blessed; (6) those who curse him would be cursed; (7) all people would be blessed through him.*
Exodus

7. Why did the pharaoh enslave the Hebrews?

Israel’s increasing population led Pharaoh to fear that the Israelites might join Egypt’s enemies or leave the country.

8. What were the purposes for the plagues?

Egyptians and Israelites will know who God is and that He cares for His people. Key passages are 7:5, 17, 8:22–23, 9:14, 10:2, and 11:7.

9. Why were the Israelites commanded to celebrate the Passover feast?

The Passover commemorated God’s deliverance from slavery in Egypt.

10. What significance does the Passover have for the New Testament?

Jesus celebrated the Passover with His disciples the night before His crucifixion. The Passover picture of Israel’s redemption out of Egypt illustrates Christ’s redeeming work and deliverance from sin’s slavery. Christians similarly celebrate the Lord’s Supper (Communion).

11. List the Ten Commandments. Which ones focus on a relationship to God? Which ones focus on a relationship to other people?

Focus on God: 1. Have no other gods before Me. 2. Do not worship idols. 3. Do not misuse God’s name. 4. Remember the Sabbath.

Focus on others: 5. Honor parents. 6. Do not murder. 7. Do not commit adultery. 8. Do not steal. 9. Do not give false witness. 10. Do not covet.

12. How did the Israelites know that God had accepted the tabernacle they had built?

The glory of God came into the tabernacle to show His acceptance.
Leviticus

13. List and describe the five types of sacrifices prescribed in Leviticus 1–7.

<table>
<thead>
<tr>
<th>Name of the Offering</th>
<th>Object Offered</th>
<th>Manner of Sacrifice</th>
<th>Role of Blood in the Offering</th>
<th>Purpose of the Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burnt</td>
<td>Bull, goat sheep, dove, or pigeon</td>
<td>Animal is killed, cut in pieces, burned</td>
<td>Sprinkled against the altar</td>
<td>Payment for sins in general</td>
</tr>
<tr>
<td>Grain</td>
<td>Grain or fine flour, oil, and incense</td>
<td>Portion burned on the altar as an &quot;aroma pleasing to the Lord&quot;</td>
<td>None</td>
<td>Worship God, show honor and respect to God</td>
</tr>
<tr>
<td>Fellowship</td>
<td>Bull, goat, or sheep</td>
<td>Fat covering internal organs is burned</td>
<td>Sprinkled against the altar</td>
<td>Thanksgiving to God</td>
</tr>
<tr>
<td>Sin</td>
<td>Bull, goat, or sheep</td>
<td>Fat covering internal organs is burned</td>
<td>Sprinkled before the curtain, put on the horns of the altar, poured out at the base of the altar</td>
<td>Payment for unintentional sins</td>
</tr>
<tr>
<td>Guilt</td>
<td>Ram sacrificed; restitution made to the person who was sinned against</td>
<td>All fat is burned</td>
<td>Sprinkled against the altar</td>
<td>Payment for sin against God and against others</td>
</tr>
</tbody>
</table>

14. What do you think are some implications of the statement that “the life … is in the blood”?

1.) It is the blood of Jesus’ sacrifice that saves us. The shedding of His blood showed that it was His life He gave. 2.) Individual lives are sacred. Thus the Scriptures forbid the shedding of anyone’s blood. 3.) The sacredness of the blood prohibits us from partaking of it as Israel’s pagan neighbors had done.
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