

CONTENTS

ELEMENTARY
LEADER GUIDE—UNIT 5

Flexible curriculum that nurtures
lifelong disciples of Jesus

Enduring Faith Bible Curriculum can be used during Sunday School, Midweek programs, small groups, and homeschool—*any time, any day* your congregation meets weekly. With several age levels, the curriculum supports your church’s members at whatever stage of life they are to sustain faith that endures for a lifetime.

LESSON	LESSON TITLE / TEXT
1	The Idle Idol—The Golden Calf <i>Exodus 31:18–32:35</i>
2	A Tent for God—God with His People <i>Exodus 25:1–19; 40:1–8, 34–38</i>
3	The Fall-Short Report—The Twelve Spies <i>Numbers 13:1–2, 25–14:24</i>
4	The Unlikely Ally—Rahab Believes <i>Joshua 2</i>
5	The Downfall Wall—The Fall of Jericho <i>Joshua 5:13–6:27</i>
6	The Palm-Tree Judge—Deborah <i>Judges 4</i>
7	The Weakened Judge—Samson <i>Judges 16:4–31</i>
8	The Faith-Full Family—Ruth <i>Ruth 1:1–2:13; 4:13–17</i>
9	The Chosen King—Saul Becomes King <i>1 Samuel 8:4–9:2; 10:17–27; 11:12–15</i>
10	The Fearless Shepherd—David and Goliath <i>1 Samuel 17:2–11, 33–51</i>
11	The Faith-Full Friends—David and Jonathan <i>1 Samuel 18:1–9; 20:18–42</i>
12	The King of Glory—David Worships God (Optional Christmas) <i>2 Samuel 7:18–29; Psalm 24</i>
13	The Wise King—Solomon Prays for Wisdom <i>1 Kings 3:5–15; Proverbs 3:1–12</i>
14	The Unwise Wise King—Solomon Builds the Temple <i>1 Kings 6:11–38; 11:1–11</i>

ELEMENTARY
LEADER GUIDE

Unit 5: God Leads His Nation



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Written Sumerian language
appears in Mesopotamia
3100 BC
Pyramids of Giza built
ca. 2550 BC
Stonehenge erected in England
ca. 2500 BC

First permanent settlements
appear in North America
ca. 2000 BC

Shang dynasty
founded in China
1760 BC

KEY

Bible Survey

Old Testament

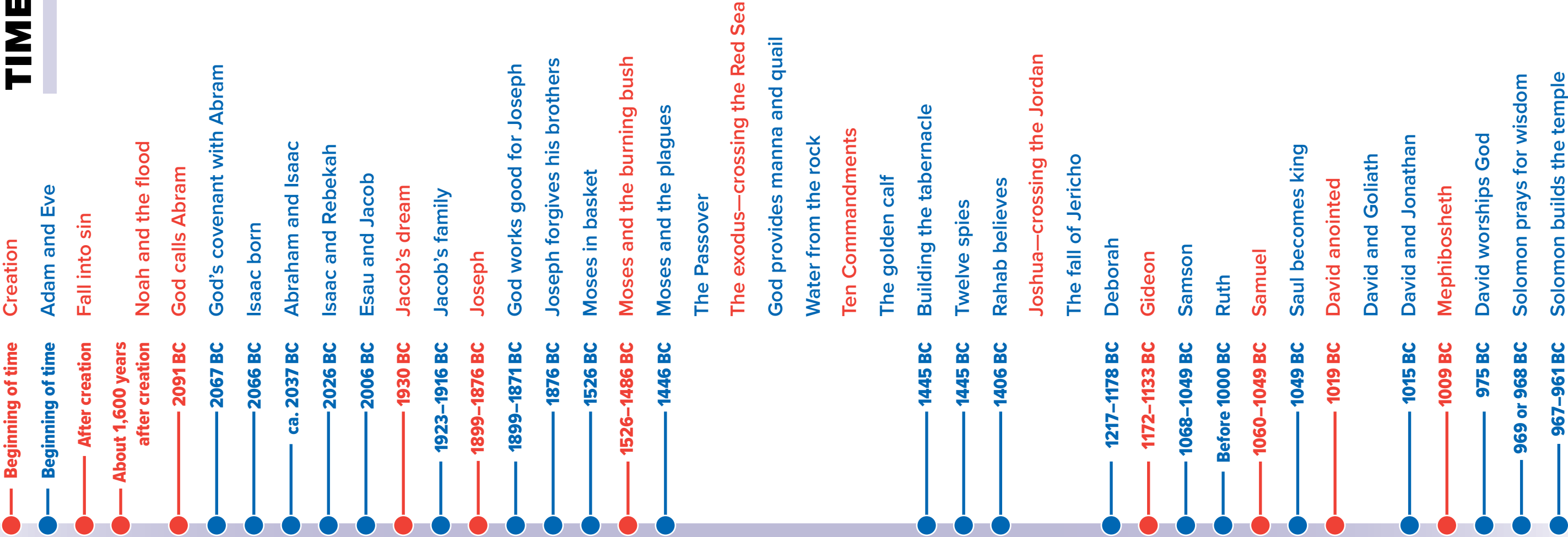
Exploration

World history

Ramses the Great becomes
pharaoh of Egypt
1279 BC
Feudal system
established in China
1046 BC

The Maya settle the
Yucatán Peninsula
ca. 1000 BC

TIMELINE A



ADDITIONAL LEADER HELPS

MAKE YOUR OWN LIBRARY OF CPH RESOURCES

Throughout the teacher-preparation sections, we have pointed to some key resources that would benefit you to have on hand as you prepare your lessons.

The Lutheran Study Bible (CPH, 2009), also referred to as *TLSB*

Lutheran Service Book (CPH, 2006), also referred to as *LSB*

Luther’s Small Catechism with Explanation (CPH, 2017)

Know the Bible Now (CPH, 2016)

Concordia’s Complete Bible Handbook, second edition (CPH, 2013)

ONLINE RESOURCES

Additional resources are available in the online digital resource center at **cph.org/digitalcontent**, including the Planning Guide, Pastor Guide, Unit Planner, Leader Devotions, Lesson Openings, and music resources. Ask your coordinator for access to the materials in the online digital resource center.

ENDURING FAITH PAGES

When you lead a group of such a wide range of ages and abilities as this level is intended for, it’s always a good idea to have something extra for students to do. Depending on your setting, you may have students who arrive at different times. You may have students who finish activities faster than others. Find the Enduring Faith Pages in the online digital resource center and download them for copying. Each page has an illustrated version of the day’s Bible Verse. Have extras of these ready for students to color or decorate in those extra minutes of class time.

MUSIC

Ask your coordinator for access to music from the online digital resource center. Songs and hymns have been chosen and used over the course of several lessons so students have an opportunity to learn and practice them so they understand and remember them. If you aren’t comfortable teaching children to sing a song, play the music in the background as students enter your classroom or work on projects during the lesson or at the end of class. Together with students, sing along and enjoy God’s Word in song.

MAKE THIS YOUR OWN

We recognize that no two classrooms are the same. Each group of students is unique. Different teachers and students have differing backgrounds and abilities. You may have a large group of students of similar ages. You may have a small group of students with a wide age difference. You may have some mix of both. You may have students who are just learning to read and some who are advanced readers. You may have students who know these Bible narratives well and some students who have never heard them before. All this may change from week to week.

We hope we have provided you a framework of options to share the unchanging Word of God in creative and flexible ways. Choose from the options in the road map of this Leader Guide to make the lessons work best for your students in your setting. Know that we at Concordia Publishing House are praying for you as you do the important work of sharing the precious love of Jesus with His children.

ENDURING FAITH BIBLE CURRICULUM

OVERVIEW

The Enduring Faith Bible Curriculum features a Christ-centered, three-year chronological survey of Bible history with uniform outlines across all levels. The materials have been designed to help you teach the Christian faith in age-appropriate ways, with the goal of helping your students grow deeper in their understanding of God’s Word.

- Year 1 is an overview of the Bible and its major themes, tracing God’s plan of salvation from Genesis to Revelation.
- Year 2 looks at the Old Testament in depth.
- Year 3 looks at the New Testament in depth.
- There are three units per year, with fourteen lessons per unit; this allows for a seasonal lesson in each unit. Teachers can choose to teach the seasonal lesson when Thanksgiving, Christmas, or Easter occurs, or disregard it if they wish to stick with the chronology.
- There are four overlapping levels plus materials for a one-room classroom. Here is a handy chart that shows the focus of the levels and how all the levels connect:

Level	Age Range	Objective	Summary Word
Early Childhood	Preschool through grade 1, nonreaders	Discover the account	Know
Elementary	Grades 1 through 6	Explore the context	Grow
Youth	Grades 6 through 12	Defend the faith	Go
Adult	Grade 11 through adult	Equipped to teach	Show
One-Room Classroom	Preschool through grade 6		

FEATURES OF THE EXPLORE BIBLE GUIDEBOOK FOR STUDENTS

You will need one guidebook per student.

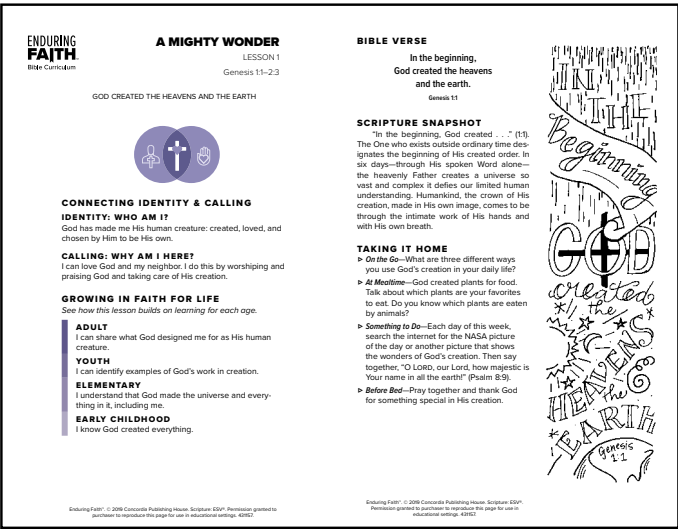
Page 1

- Bible narratives are written in age-appropriate ways.
- Colorful Bible art illustrates lesson narratives.
- Additional interesting facts about key figures are provided in the narratives.

Page 2

- Colorful and engaging visuals and text help students of different ages learn more In Depth information about each Bible narrative.
- For visual learners, there are many and varied pictures. For strong readers, there is additional text to share interesting Bible facts. There’s something for everyone!
- Additional Scripture connections are provided for students who are adept at using their Bibles.

Keep the *Explore Bible Guidebook* in your classroom or with your materials to use every week. At the end of the unit, send the guidebooks home with students for use as personal devotions or for family Bible story reading.



HOW TO USE THE ELEMENTARY LEADER GUIDE

OVERVIEW

The Overview lets you see the biblical foundation of each lesson at a glance. All levels share the same Bible Truth, Bible Verse, Law & Gospel, and Scripture Snapshot, allowing families to learn together. The Learner Goal is unique to each level.

PAGE 1 LEADER GUIDE

ENDURING FAITH
Sunday School - Midwest
Bible Curriculum

ELEMENTARY
Unit 1
LEADER GUIDE
Lesson 1

A MIGHTY WONDER

Creation
Genesis 1:1-2:3
Beginning of time

OVERVIEW

BIBLE TRUTH
God created the heavens and the earth.

BIBLE VERSE
In the beginning, God created the heavens and the earth.
Genesis 1:1

LEARNER GOAL
I understand that God made the universe and everything in it, including me.

LAW & GOSPEL
We forget or even refuse to believe that God is our Creator and the giver of all good things.
God gives us faith to believe that He created the heavens and the earth and that He continues to provide us with all good things, especially life and salvation through His Son, Jesus Christ.

SCRIPTURE SNAPSHOT
“In the beginning, God created . . .” (1:1). The One who exists outside ordinary time designates the beginning of His created order. In six days—through His spoken Word alone—the heavenly Father creates a universe so vast and complex it defies our limited human understanding. Humankind, the crown of His creation, made in His own image, comes to be through the intimate work of His hands and with His own breath.

LESSON PREP

BASIC Read Genesis 1:1–2:3 and notes in *The Lutheran Study Bible*.

MORE TIME Read through the “Challenges for Readers” section in the introduction to Genesis in *The Lutheran Study Bible*, page 9.

IN DEPTH Read *In the Beginning, God: Creation from God’s Perspective* by Joel Heck, especially part 1.

SUPPLY LIST

FOR THIS LESSON

- ☐ Blocks, Lego building blocks, or play dough
- ☐ Drawing supplies
- ☐ Poster paper or paper plates

FOR EVERY LESSON

- ☐ Device with downloaded music
- ☐ Pens or pencils
- ☐ Student copies of *Explore Bible Guidebook*
- ☐ Bible
- ☐ Copies of downloadable activity page
- ☐ Supplies for bonus activities

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DOWNLOADABLE PAGE HELPS

To reinforce learning, each lesson has an extra paper-and-pencil activity page that can be downloaded from the online digital resource center.

Look here for a thumbnail of the page and suggestions for use as well as answers you may need.

BONUS ACTIVITIES

Look here to find a variety of creative ways to complement, add to, or extend the lesson.

PAGE 4 LEADER GUIDE

DOWNLOADABLE PAGE HELPS

Make copies of the downloadable activity page by accessing the digital resource center. Use the helps below as a guide.

Guide students as they draw simple figures in each box to help them remember what happened on each day of creation. Remind them that the drawings are to help them remember God’s amazing work, not for judging their artwork.

Younger students can create simpler drawings, while older students may make more complex drawings. You can draw simple figures in each box along with your students to encourage them to make the artwork in their own style and to the best of their ability.

CONNECTING IDENTITY & CALLING

IDENTITY: WHO AM I?
God has made me His human creature: created, loved, and chosen by Him to be His own.

CALLING: WHY AM I HERE?
I can love God and my neighbor. I do this by worshipping and praising God and taking care of His creation.

GROWING IN FAITH FOR LIFE
See how this lesson builds on learning for each age.

ADULT
I can share what God designed me for as His human creature.

YOUTH
I can identify examples of God’s work in creation.

ELEMENTARY
I understand that God made the universe and everything in it, including me.

EARLY CHILDHOOD
I know God created everything.

BONUS ACTIVITIES

PICTURE IT
10 minutes
Use the picture book *God Made It for You!* by Charles Lehmann to tell the story. If you have more younger students, they might respond better to this method of presentation.

MAKE A MURAL
20–30 minutes
As a class, make a giant wall mural of the days of creation, or make seven posters. If you have a larger class, you could divide into groups and let each group make a poster for one day.

TAKE A TRIP
25–35 minutes
Take a nature walk. Point out all the things you see that God created. Students could try to name which day of creation the sights were created on.

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LESSON PREP

Use these suggestions for your own Bible study as you prepare to lead this lesson.

BASIC Begin here—read the full Bible text.

MORE TIME Go past the basics.

IN DEPTH Gain a deeper understanding of the narrative and its context.

SUPPLY LIST

FOR THIS LESSON Check this list for items you will need specifically for this lesson.

FOR EVERY LESSON Use this checklist as a reminder of items that you need on hand for every lesson.

CONNECTING IDENTITY & CALLING

This section speaks to the universal questions of “Who am I?” and “What is my purpose in life?” from a biblical, Christ-centered viewpoint.

GROWING IN FAITH FOR LIFE

See how the level-specific Learner Goals articulate each lesson’s Bible Truth in a developmentally appropriate way.

PAGE 2 LEADER GUIDE

LAUNCH

PRAY Dear Lord, bless us as we gather to study Your Word today. Help us to learn how You created all things. Amen.

SING “Builder of Everything”
“God, Who Built This Wondrous Planet”
Music can be found in the digital resource center.

SAY What kind of things do you like to build or make? Even when we make things from scratch, we start with some ingredients. Let’s see what God used to create the universe.

LEARN

READ “A MIGHTY WONDER”
Read the Bible narrative aloud to your students, or ask volunteers to take turns reading sections. Fill in a chart in front of the class that records what was created each day.

DO SOMETHING

FOR A LARGER GROUP Review the Bible narrative by having students work in pairs or trios to develop an action to represent each day. Have an older student say the day number and what was created that day, and then have the other students do the actions.

FOR A SMALLER GROUP Use paper plates as your base and have students work in pairs to draw what was created on each day (one plate for each day). Have them hold up the corresponding plate as you reread or retell the creation story.

KEY DISCUSSION POINTS

- Through your group activity, help students identify what God created on each day.
- Help students see the orderly and amazing way that God made the universe and continues to keep it going.
- God spoke creation into being. It was not an accident.
- Note how God declared the work of each day “good.” God’s creation was made to work together in wonderful concert.
- The high point of this narrative is the creation of both male and female.

LEADER NOTE
If you have confident readers, have them read this account directly from their Bibles.

BONUS ACTIVITY
Check “Make a Mural” on the back page for a fun way to reflect on the days of creation.

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LAUNCH

Start your lesson here by opening with prayer.

If your students haven’t had an opportunity to sing with the larger group, music suggestions are provided here to connect with the day’s lesson. Find downloadable music in the online digital resource center.

Use the “Say” section to engage students and introduce the day’s narrative.

LEARN

Here’s the heart of your lesson, the Bible narrative. Use the *Explore Bible Guidebook* to share the Bible story with your students.

Look in the “Do Something” section for teaching and review activity options.

Use the “Key Discussion Points” to guide you, but make the lesson your own.

All of these are options. You know your group better than anyone. Choose from all the options to make a lesson that fits your students best.

SIDEBARS

Notes in the sidebars provide options to help you individualize each lesson to fit your group.

Leader Notes give options and helps.

Explore Bible Guidebook reminds you to hand out the student books.

Christ Connection points to Christ in the narrative.

Bonus Activity suggests options for adding to or extending the lesson.

Downloadable Page points to the digital resources to be used at this point in the lesson.

LIVE

Now that you and your students know the Bible narrative, you can dig a little deeper into the context of the story. Use the second page of the *Explore Bible Guidebook* to learn new and interesting facts about the Bible narrative.

Then use the “Talk about It” section to discuss how this narrative matters in the daily lives of your students.

Use the “Check for Understanding” suggestions to wrap up your lesson.

LEAVE

Send your students out into the world by reminding them of the day’s Bible Truth. Collect the student books for use in the next lesson.

Close each lesson by singing the Doxology or the Lord’s Prayer. Close with prayer.

PAGE 3 LEADER GUIDE

LIVE

EXPLORE THE CONTEXT
Before you start the discussion questions, page the *Explore Bible Guidebook* for further details about God’s amazing work of creation.

TALK ABOUT IT
Choose from the following questions. For a few helps, encourage students to look in the *Explore Bible Guidebook*.

- What is your favorite thing that God made?
- How do you think God could make all this?
- God didn’t stop giving us gifts when He finished creation on the sixth day. What other gifts does God continue to give us?
- What evidence do you see in our world or in your life of how God continues to keep His creation going?
- What are some ways we can care for God’s creation?

SAY THE BIBLE VERSE TOGETHER
In the beginning, God created the heavens and the earth. Genesis 1:1

KEY DISCUSSION POINTS

- Read John 1:1 to consider creation and the Trinity.
- Help students to see that Jesus was with God in the beginning. The Word was Jesus (the Word made flesh!).
- Reread Genesis 1:2.
- Look who else was there at creation—the Holy Spirit! This is something that may really click for older students in your group. Younger students may not get it just yet.

CHECK FOR UNDERSTANDING
As you close for the day, check for understanding by asking students to review the creation events. Listen for the Bible Truth in their retelling.

LEAVE

SAY Praise God for He created the heavens and the earth. Our verse for today reminds us of that: “In the beginning, God created the heavens and the earth” (Genesis 1:1).

SING “Praise God, from Whom All Blessings Flow”
“The Lord’s Prayer”
Music can be found in the digital resource center.

PRAY Thank You, heavenly Father, for creating such a wonderful world for us. Help us to care for Your creation and share the love of Jesus with everyone. In Your name we pray. Amen.

DOWNLOADABLE PAGE
Extend learning by printing the downloadable activity page, found in the digital resource center. See the back page of this guide for details.

CHRIST CONNECTION
God built everything, but sometimes we forget that He still takes care of it! Even though we messed it up with our sin, God didn’t leave us on our own. He sent His Son to be our Savior.

LEADER NOTE
Remember to collect student copies of the *Explore Bible Guidebook* for use in class again next week.

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DOWNLOADABLE PAGE HELPS

Make copies of the downloadable activity page by accessing the digital resource center. Use the helps below as a guide.

Idols people follow today include themselves, celebrities, athletes, family members, friends, money, possessions, careers, human intellect, and technology.

No need to make writing a requirement. Let students write, or use the questions to guide discussion.

To *fear* God means to recognize Him and to respect Him as our Creator and Judge. God is greater than anything or anyone.

To *love* God means that we cherish and adore Him above all else and that we devote ourselves to Him.

To *trust* in God means that we rely on Him and on His wisdom, not on our own or that of others.



CONNECTING IDENTITY & CALLING

IDENTITY: WHO AM I?

Our God is a jealous God who demands that we worship Him alone.

CALLING: WHY AM I HERE?

I can worship God, giving Him thanks for all He has done for me in this life and the next.

GROWING IN FAITH FOR LIFE

See how this lesson builds on previous learning for each age.

ADULT

I can describe how God’s jealousy toward His people in the narrative is demonstrated both in His punishment and in His mercy.

YOUTH

I can explain what it means to worship God alone.

ELEMENTARY

I understand that God wants us to worship Him alone.

EARLY CHILDHOOD

I know God wants me to put Him first.

ENDURING
FAITH™
Sunday School • Midweek
Bible Curriculum

THE IDLE
IDOL

The Golden Calf
Exodus 31:18–32:35
1446 BC

OVERVIEW

BIBLE TRUTH

God wants us to worship Him alone.

BIBLE VERSE

You shall have no other gods before Me. Exodus 20:3

LEARNER GOAL

I understand that God wants us to worship Him alone.

LAW & GOSPEL

I place possessions, people, and relationships ahead of the true God.

Through Christ’s sacrifice on the cross, God restores my relationship with Himself.

SCRIPTURE SNAPSHOT

Atop Mount Sinai, Moses receives the Law from God. Meanwhile, the Israelites grow impatient and convince Aaron to create a golden idol. When God sends Moses down from the mountain, Moses sees the people’s wanton worship and smashes the stone tablets. The people are punished for their idolatry. Moses returns to Sinai to plead God’s mercy for the people.

ELEMENTARY
Unit 5
LEADER GUIDE
Lesson 1

LESSON PREP

BASIC Read Exodus 31:18–32:35 and study notes in *The Lutheran Study Bible*.

MORE TIME Read the article “No Graven Images?” in *The Lutheran Study Bible*, page 141.

IN DEPTH Read the entry in *The Lutheran Study Bible* on God’s relenting, pages 1079–80.

SUPPLY LIST

FOR THIS LESSON

- ☐ Animal toy or figurine (cow, if you have one)
- ☐ Small pieces of aluminum foil

FOR EVERY LESSON

- ☐ Device with downloaded music
- ☐ Pens or pencils
- ☐ Student copies of *Explore Bible Guidebook*
- ☐ Bible
- ☐ Copies of downloadable activity page
- ☐ Supplies for bonus activities

BONUS ACTIVITIES

FAVORITE THINGS IDOLS

10–15 minutes

Bring in snacks that students can use to build their own edible idol. Use things like pretzel sticks, a jar of icing for glue, marshmallows, mini cookies, or anything in the snack aisle that looks good for building. Talk about how the Israelites used gold to make an idol. The golden calf didn’t have any more power than their snack idols.

WHAT’S MY IDOL?

10 minutes

Not many people worship statues of golden calves anymore, but idols are just as real in our world today. Have students brainstorm examples of things that people, including themselves, make the center of their life. Ask, **How can God help us to avoid turning these things into idols? What can we focus on instead?**

FORGIVEN

10 minutes

Say, **God forgives us when we fail to keep Him first in our lives. What are some ways that God reassures us that we are His forgiven children?** Help students use a concordance or search feature on a digital Bible app to find a verse that helps them remember their forgiveness through Christ.



LEADER NOTE

Bring in a stuffed animal or a small animal figurine or toy—a cow if you have one, but any will do—to use for an introduction to reading the Bible account.



GUIDEBOOKS

Hand out student copies of the *Explore Bible Guidebook* and turn to Lesson 1.



BONUS ACTIVITY

Check out “Favorite Things Idols” on the back page for a hands-on snack activity to extend learning. While students prepare their “snack idols,” talk more about the powerlessness of idols that we make.

LAUNCH

PRAY Dear Lord of all lords, we praise You for the gift of Your Word that we have the opportunity to learn and live today. In Your name we pray, Jesus. Amen.

SING “God Is So Good”
“Power in Your Word”
Music can be found in the digital resource center.

SAY Have your parents or teachers ever told you not to do something and then just a little while later, you found yourself doing exactly what your parents told you not to do? How do you think your parents feel when you do that?

LEARN

READ “THE IDLE IDOL”

Before you read the narrative, show the stuffed animal or animal figurine or toy. Ask students if they would like to play with or hold the object. They will likely respond with a yes. Then ask if that same object has any power to help them or do anything for them. Naturally they will say no. Tell students to listen for the part of the Bible narrative that makes them think of this object that you brought with you today. Then read the Bible narrative aloud to your students.

DO SOMETHING

FOR YOUNGER LEARNERS Before reading the narrative, hand out small pieces of foil to each student. When you begin reading, have students give you their foil pieces as you fashion them into a small idol. Ask students if this is how we are supposed to worship. God forgives our sin of putting other gods ahead of Him. As you explain God’s mercy, refash-

ion the foil idol into a cross. Jesus showed us God’s mercy on the cross.

FOR OLDER READERS Have students take turns reading the narrative from the student book. As they read, ask them to rethink the account for the twenty-first century. What things do people make into idols today? How does God help us focus on Him as our true God?

KEY DISCUSSION POINTS

- Moses is up on the mountain—accompanied part of the way by Joshua—with God for forty days and forty nights.
- The Israelites’ sin is a big deal because God had just made a covenant with His chosen people. It didn’t take them long to forget.
- Moses serves as a mediator between God and sinful man. He even offers to take the punishment in the people’s place. Since Moses is a sinful man too, that solution won’t work.
- The Lord has mercy on His people, but that doesn’t mean there is no consequence for their sin. The Levites kill about three thousand people to stop the idolatry (you don’t need to include this brutal story detail for younger learners), and God sends a plague on the people as punishment. But He does not inflict the punishment that they deserved, which would have been separation from Him.
- Not all the people disobey God. The faithful, including the Levites, are divided from the unfaithful. The faithful do not get the punishments that the unfaithful do.
- Just as God had mercy on His people and did not punish them as they deserved, He has mercy on us too.

LIVE

EXPLORE THE CONTEXT

Before you start the discussion questions, use the second page of Lesson 1 in the *Explore Bible Guidebook* for further details about idol worship.

TALK ABOUT IT

Choose from the following questions to help students reflect on how the narrative from their *Explore Bible Guidebook* applies to our lives today.

- **Forgetting God doesn’t always mean making an idol. What are other ways that we forget God?** (Lead students to talk about things that distract us from God.) **What do we do when we forget God? What does God do?** (Remind students that even when we may forget God, He doesn’t ever forget us.)
- **Aaron’s excuse was very weak: “out came this calf”** (Exodus 32:34). **This was sort of an “I didn’t mean to” kind of excuse. Do we ever do that with our own sin?** (Lead students to talk about this honestly.) **Does that make it any less sinful?** (No.)

SAY THE BIBLE VERSE TOGETHER

You shall have no other gods before Me. Exodus 20:3

KEY DISCUSSION POINTS

- God knows that we only hurt ourselves when we worship other gods. He loves us so much that even when we sin and put our trust in other things, God still loves us and welcomes us to worship Him.
- The word *jealous* as God uses it in Scripture doesn’t mean “envy” the way we refer to jealousy—as in wanting something that is not your own. Instead, God uses it to mean that He does not want to share His people with any other gods. He loves us so much that He sent His Son to take the punishment for us all so that we can spend eternity with our loving God.

CHECK FOR UNDERSTANDING

Ask students to explain how God solved the problem of our idolatry through the cross.

LEAVE

SAY Sometimes we are like the Israelites and put our love and trust in something besides God, but that’s not what is best for us. God wants us to worship Him alone, because He loves us more than any other person or god can.

SING The Doxology, “Praise God from Whom All Blessings Flow”
“The Lord’s Prayer”
Music can be found in the digital resource center.

PRAY Dear Lord God, You are all powerful and all loving. Thank You for being our God, who provides all that we need in body and soul. Thank You for sending Your Son, Jesus, to take away our sins. In Your name we pray, Jesus. Amen.



DOWNLOADABLE PAGE

Extend learning by printing the downloadable activity page found in the digital resource center. See the back page of this guide for details.



CHRIST CONNECTION

We have a mediator who is greater than Moses—Jesus Christ, who paid the price for our sin on our behalf.



LEADER NOTE

Remember to collect the student copies of the *Explore Bible Guidebook* for use in class again next week.

DOWNLOADABLE PAGE HELPS

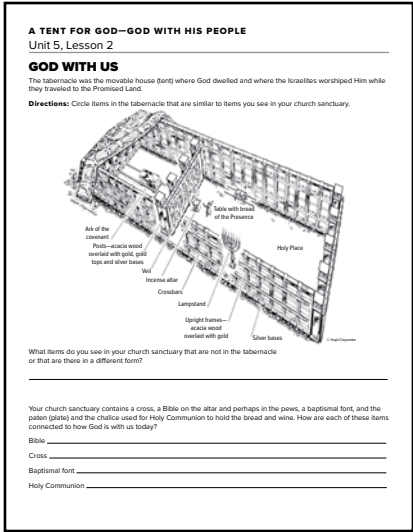
Make copies of the downloadable activity page by accessing the digital resource center. Use the helps below as a guide.

Items to circle in the tabernacle include the altar, the lampstand, the table with the bread of the Presence, the priest (pastor), and any decorative items that might be similar to something in your church sanctuary.

Items in our church sanctuaries and not in the tabernacle include a Bible, the cross, the baptismal font, and the paten and chalice used for Holy Communion.

The Bible is the means through which God speaks to us today. The cross reminds us that Jesus came to earth to suffer, die, and rise for us. The baptismal font is where our sins are cleansed and we are made children of God. In Holy Communion, our Lord comes to us, forgives our sins, and strengthens our faith.

Students may write their responses, or you can use these guides for discussion only. It can be useful to write the answer in a visible place for students to copy.



BONUS ACTIVITIES

SHOPPING LIST FROM GOD
10 minutes

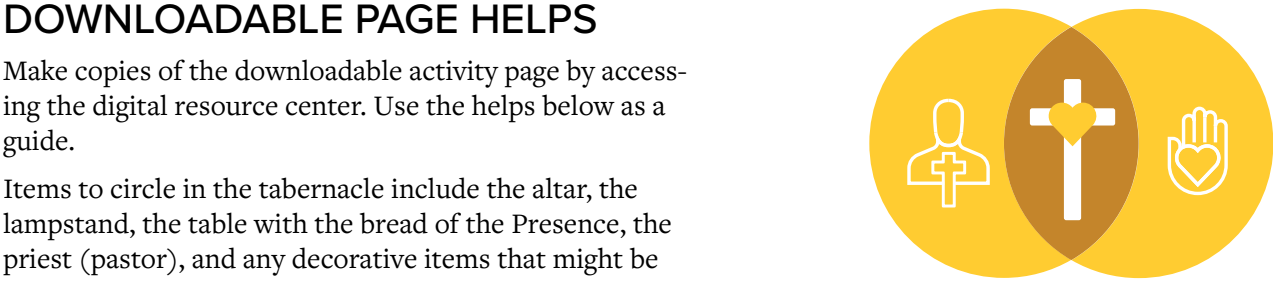
Read the text from Scripture. As you read, pause and have students write down or draw a list of the items that God specified to be used in the tabernacle. If time and interest allow, have students try to figure out what those items would cost today. When your list is finished, talk about why God specified these things.

FIELD TRIP TO YOUR CHURCH
Times may vary

Walk around your sanctuary with your students. Have them find things that are similar to what is described in the Book of Exodus for the tabernacle. Then talk about how your worship space differs from the tabernacle and why. For instance, ask, **Why don’t we have an ark of the covenant?**

ONLINE RESEARCH
10–15 minutes

Do an online search for virtual tours of the tabernacle. YouTube has several 3D animated virtual tours to choose from and share with your class. Search also for patterns to make an ark of the covenant or a map of the interior of the tabernacle. Always preview online items before sharing with your class.



CONNECTING IDENTITY & CALLING

IDENTITY: WHO AM I?

God demonstrates His desire to dwell with me through His Word and Sacraments.

CALLING: WHY AM I HERE?

I can experience the presence of God as I study His Word and partake of the Sacrament of the Altar.

GROWING IN FAITH FOR LIFE

See how this lesson builds on previous learning for each age.

ADULT

I can connect God’s presence among His people in the tabernacle with His presence among His people today.

YOUTH

I can describe how God dwells with me just as He dwelled with the Israelites.

ELEMENTARY

I understand that God is here among us.

EARLY CHILDHOOD

I know God is with me.

ENDURING
FAITH™
Sunday School • Midweek
Bible Curriculum

ELEMENTARY
Unit 5
LEADER GUIDE
Lesson 2

A TENT
FOR GOD

God with His People
Exodus 25:1–19;
40:1–8, 34–38
1445 BC

OVERVIEW

BIBLE TRUTH

God dwells with His people.

BIBLE VERSE

The Word became flesh and dwelt among us. John 1:14

LEARNER GOAL

I understand that God is here among us.

LAW & GOSPEL

My sin makes me unholy; I am unworthy to stand in God’s presence.

God cleanses me, makes me holy, and dwells in me through the sacrifice of Christ.

SCRIPTURE SNAPSHOT

Moses begins the process of building a portable house for the Lord by gathering offerings from the Israelites. God provides detailed instruction for the creation of the ark of the covenant as well as the other fixtures of the tabernacle. When the tabernacle is finally assembled, the glory of the Lord descends on the tabernacle in the form of a cloud. As long as the presence remains, the people remain in that place.

LESSON PREP

BASIC Read Exodus 25:1–19; 40:1–8, 34–38 and study notes in *The Lutheran Study Bible*.

MORE TIME In *The Lutheran Study Bible*, read the articles “The Tabernacle,” page 139, and “The Materials of the Tabernacle,” page 141.

IN DEPTH Read the articles “God’s Dwelling Places” and “Tabernacle Furnishings” in the *Complete Bible Discover Guide*, pages 32–35.

SUPPLY LIST

FOR THIS LESSON

- ☐ Pattern for the ark of the covenant (search online)
- ☐ Objects to represent artifacts from the tabernacle (see suggestions in the “Do Something” section)

FOR EVERY LESSON

- ☐ Device with downloaded music
- ☐ Pens or pencils
- ☐ Student copies of *Explore Bible Guidebook*
- ☐ Bible
- ☐ Copies of downloadable activity page
- ☐ Supplies for bonus activities



BONUS ACTIVITY

If you have found a pattern of the ark of the covenant online, have students color, cut, and assemble these as they arrive.



GUIDEBOOKS

Hand out student copies of the *Explore Bible Guidebook* and turn to Lesson 2.



LEADER NOTE

This narrative might lend itself to being read from the student book as well as having parts of the Scripture account read aloud.



BONUS ACTIVITY

Check the back page for the “Online Research” activity to extend the learning in a more visual and digital way.

LAUNCH

PRAY Dear Lord God, heavenly Father, we are so thankful that we have the opportunity to worship You. Thank You for giving us a place to come to hear Your Word and sing Your praise. Bless our time together. In Your name we pray, Jesus. Amen.

SING “I Will Sing of the Mercies”
“Praise to the Lord the Almighty”
Music can be found in the digital resource center.

SAY **What do camping and the circus have in common?** (Listen to responses, but eventually get to the answer that both use tents.) **Why are tents good for both of those things?** (They are used for traveling; they are easy to move from one place to another) **We don’t usually think of going to church in a tent, but in our Bible account today, we’re going to learn about how God used a tent to make a place of worship.**

LEARN

READ “A TENT FOR GOD”
Read the Bible narrative aloud to your students.

DO SOMETHING

FOR YOUNGER LEARNERS Start by talking about what makes a place special. Have students talk about their favorite special place. Then talk about how God gave His people a very special place to be with Him. Read the narrative and stop at the bolded sentences to talk about each facet of the tabernacle.

FOR OLDER LEARNERS OR MIXED AGES In several small boxes, put some “artifacts” from the tabernacle, such as blue, purple, and red pieces of fabric;

animal skins (piece of leather); a golden angel; wooden poles or sticks; and black stones. Talk about what archaeologists do, and then tell students to pretend that they are archaeologists at an ancient site of the tabernacle. First have them speculate what their item might be for, and then have students read or listen to **Exodus 25:3–8** for a specific listing of items in the tabernacle. Use the chart on page 141 of *TLSB* to help you guide them.

KEY DISCUSSION POINTS

- In Exodus 25, while Moses is still up on Mount Sinai, God begins giving instructions to Moses about building the tabernacle. This actually takes place before Moses has to go down the mountain and confront the people about worshiping idols. We put this narrative here, though, because learning about the tabernacle in two different lessons is confusing to students.
- Unlike other action-packed Scripture narratives, this Bible account focuses more on an important place in the Old Testament where God made Himself known to His people.
- Before the fall, Adam and Eve walked with God. He dwelled among them. After the fall, that close relationship was broken. The tabernacle was a way for God to physically be with His people again. Later, Jesus would “tabernacle,” or dwell among, His people when He came as true man.
- At the heart of the tabernacle is the ark of the covenant—God’s Mercy Seat, a visible place of God’s forgiveness.

LIVE

EXPLORE THE CONTEXT

Before you start the discussion questions, turn to the second page of Lesson 2 in the *Explore Bible Guidebook* for further details and visual aids about the tabernacle.

TALK ABOUT IT

Choose from the following questions to help the students reflect on how today’s narrative applies to their lives.

- **Why do you think God went to all that trouble to tell Moses exactly what should be in the tabernacle?**
- **Why does this Bible account matter to us today?** (It all points to Jesus.)
- **Is God still with us today, even though He doesn’t lower a cloud over our church?** (Yes, of course! He even sent His Son, Jesus, to dwell among us.)
- **God dwelled among His people in the tabernacle. Jesus came and dwelled among us. Who dwells within us today?** (The Holy Spirit)

SAY THE BIBLE VERSE TOGETHER

The Word became flesh and dwelt among us. John 1:14

KEY DISCUSSION POINTS

- Our God is an up-close-and-personal God. He is not a God that created us and left us to our own devices. He wants to dwell among His people, whom He loves.
- God comes to us today in His Word, in Baptism, and in the Lord’s Supper. He is still dwelling among us.

CHECK FOR UNDERSTANDING

Ask students to describe why the tabernacle was so important to the Israelites.

LEAVE

SAY God was with His people and dwelled with them as they wandered in the wilderness. God is with us, too, no matter where we go.

SING The Doxology, “Praise God from Whom All Blessings Flow”
“The Lord’s Prayer”
Music can be found in the digital resource center.

PRAY Dear Jesus, thank You for coming to dwell among us. Thank You for sending the Holy Spirit, who continues to dwell in our hearts and give us faith. Thank You for loving us so much. In Your name we pray, Jesus. Amen.



DOWNLOADABLE PAGE

Extend learning by printing the downloadable activity page found in the digital resource center. See the back page of this guide for details.



CHRIST CONNECTION

In the Old Testament, God made His dwelling among His people in the tabernacle. In the New Testament, God sent Jesus to dwell among His people.