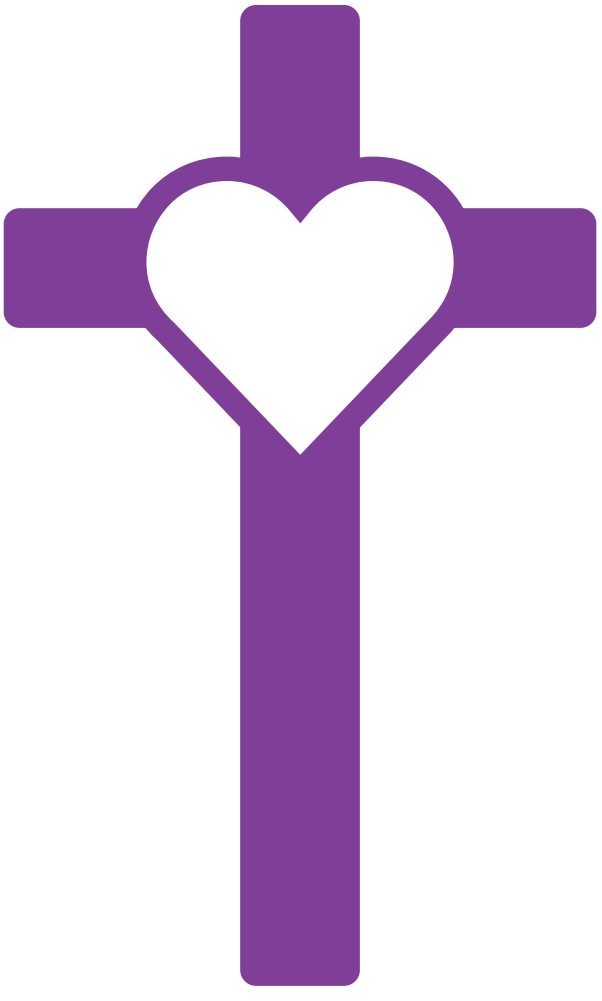
ENDURING FAITH®

Religion Curriculum

GRADE 5

TEACHER GUIDE



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Enduring Faith®

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GRADE 5
Introduction

ENDURING FAITH CURRICULUM

The Enduring Faith Curriculum family is a suite of resources that works from the following principles:

- **God's Word gives life.** The Word of God teaches about the Word made flesh—Jesus Christ—throughout its pages so that all people may know of a renewed life now and an eternal life forever with Him.
- **We are children of God.** All Enduring Faith resources point to who we are as people forgiven through the death and resurrection of Jesus Christ.
- **We are called to love.** These resources remind God's forgiven children that we are called to love God and others.
- **Our goal is to make disciples for life.** Enduring Faith looks at the Christian from a lifetime perspective to ensure that believers at every age and stage are growing and learning what it means to be a follower of Christ.
- **Faith is important in the home.** Enduring Faith strives to equip teachers of the faith with resources for connection with families at home. The hope is that Christian families will realize the importance of teaching the faith at home and feel supported to do so.

RELIGION CURRICULUM TRAITS

Following the legacy of Day School religion curriculum from Concordia Publishing House, the Enduring Faith Religion Curriculum has specific characteristics to keep in mind:

- **Teaching is strategic and aligned.** The scope and sequence for this Day School curriculum balances the need for biblical literacy and schoolwide alignment. There are 70 lessons arranged in 8 units, beginning with creation and concluding with John's Revelation. Every level works with the same section of the Bible for the same lesson. This enables schools to have schoolwide themes for weekly newsletters and chapels, monthly themes, and the like. At the same time, each level focuses on a variety of subthemes for each lesson so that students can learn the rich breadth of Bible content. For instance, under the umbrella theme "God Gives Israel Judges," a variety of judges will be studied, depending on the grade level.
- **Curriculum design is aligned and intentional.** Administrators and teachers alike can see at a glance how students will learn and grow throughout their years by reviewing the master documents of Memory Words and religion standards.
- **Religion standards are built into the design.** Educational professionals at the school, district, and synodical level of Lutheran education worked together to create a list of religion standards for Lutheran education. This curriculum intentionally teaches to these standards and notes them accordingly.
- **Differentiation is key for learner support.** Not only do students have a variety of learning needs, but they also have a wide variety of prior knowledge and background in the Bible and matters of faith. Enduring Faith strives to support teachers in reaching students with a wide array of strategies to be sure all students feel welcome and supported in learning about God's love for them.
- **Teacher language is streamlined.** Professional teachers know how to interact with their students, but teaching the faith can be daunting. This curriculum uses bullet points and selective bold text to help teachers focus on key theological points so they can naturally and confidently teach about the Bible.
- **Flexibility is built in.** While many schools will take advantage of walking together in faith through an aligned scope and sequence, teachers have numerous options within the lesson materials, as will be illustrated in the Teacher Guide Overview on the next page.
- **Lessons provide a two-part focus.** Lessons are divided into two key sessions, allowing flexibility for the classroom teacher. Session 1 focuses on learning the biblical account. Session 2 applies the biblical learning to students' lives. Depending on the classroom schedule, teachers may condense or extend learning, but the two-part design ensures that students learn both biblical content and faith application.
- **Technology provides support.** Teachers, families, and students alike will find helpful tools with devotions, unit videos, Memory Words activities, checks for understanding, assessment helps, and more. Review the Enduring Faith digital resources to familiarize yourself with these helps.

WORKING TOGETHER

We are honored to partner with you in teaching the faith to the next generation! We pray that this curriculum enables you to more easily work together with your colleagues and families. We also invite you to reach out to us so that we may better work with you in teaching God's children about their Savior. Call 800-325-3040 any time.

Overview of Teacher Guide

UNIT PAGES

There are 8 themed units. The two unit pages at the beginning of the unit include these helps:

- **Unit Theme and Focus:** An explanation of what the unit is about and ways the theme applies at specific grade levels.
- **Preassessments:** Suggestions for evaluating where students are in their learning to inform your teaching.
- **Project Ideas:** Classroom project ideas.
- **Into the World:** Information on how the Church ministers to people through various organizations and projects along with ideas for putting faith into action.
- **Look Ahead:** Things to check out before you teach.

At the end of the unit, there are two more pages of helps:

- **Postassessments:** Suggestions for review and questions or activities for understanding what students have learned.
- **Christian Heritage:** Select topics that explore the history of the Christian Church from its early years to present day.
- **Additional Domains in Religion Standards:** Topics and activities relating to biblical literacy, Lutheran doctrine, worship life, works of love, and confessing the faith.
- **Faith Family Ideas:** Activities and resources for in multigrade faith families in your school.
- **Unit Extenders:** Ideas for extending the unit theme.

TEACHING THE LESSON

Title and Text

The umbrella theme title and Bible text for all grades are in roman, followed by the grade-level title and Bible text in bold.

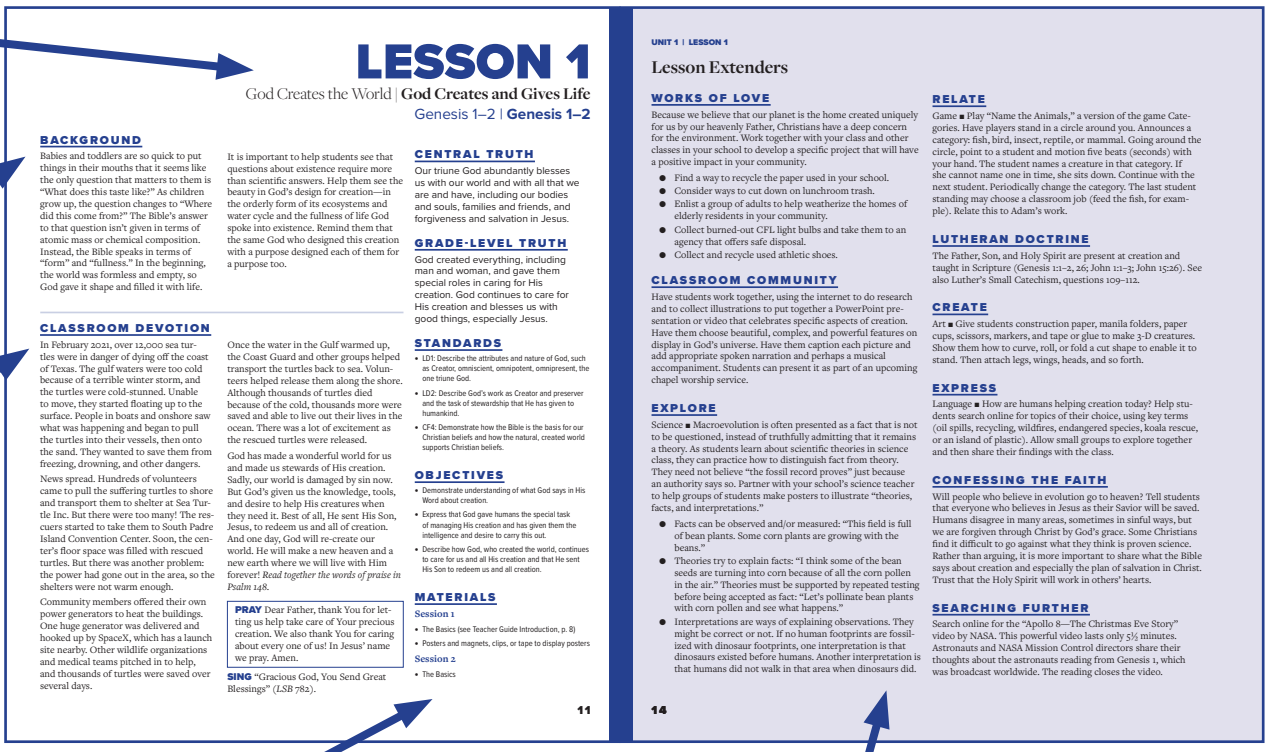
Background

This section lets you see the biblical foundation of each lesson.

Classroom Devotion

Every lesson includes a brief devotion, along with hymn and song suggestions from these resources:

Lutheran Service Book (*LSB*)
One and All Rejoice (*OAR*)
Little Ones Sing Praise (*LOSP*)
Sing & Wonder (*S&W*)



LESSON 1

God Creates the World | **God Creates and Gives Life**

Genesis 1–2 | **Genesis 1–2**

BACKGROUND

Babies and toddlers are so quick to put things in their mouths that it seems like the only question that matters to them is "What does this taste like?" As children grow up, the question changes to "Where did this come from?" The Bible's answer to that question isn't given in terms of atomic mass or chemical composition. Instead, the Bible speaks in terms of "form" and "fullness." In the beginning, the world was formless and empty, so God gave it shape and filled it with life.

It is important to help students see that questions about existence require more than scientific answers. Help them see the beauty in God's design for creation—in the orderly form of its ecosystems and water cycle and the fullness of life God spoke into existence. Remind them that the same God who designed this creation with a purpose designed each of them for a purpose too.

CLASSROOM DEVOTION

In February 2021, over 12,000 sea turtles were in danger of dying off the coast of Texas. The gulf waters were too cold because of a terrible winter storm, and the turtles were cold-stunned. Unable to move, they started floating up to the surface. People in boats and onshore saw what was happening and began to pull the turtles into their vessels, then onto the sand. They wanted to save them from freezing, drowning, and other dangers.

News spread. Hundreds of volunteers came to pull the suffering turtles to shore and transport them to shelter at Sea Turtle Inc. But there were too many! The rescuers started to take them to South Padre Island Convention Center. Soon, the center's floor space was filled with rescued turtles. But there was another problem: the power had gone out in the area, so the shelters were not warm enough.

Community members offered their own power generators to heat the buildings. One huge generator was delivered and hooked up by SpaceX, which has a launch site nearby. Other wildlife organizations and medical teams pitched in to help, and thousands of turtles were saved over several days.

Once the water in the Gulf warmed up, the Coast Guard and other groups helped transport the turtles back to sea. Volunteers helped release them along the shore. Although thousands of turtles died because of the cold, thousands more were saved and able to live out their lives in the ocean. There was a lot of excitement as the rescued turtles were released.

God has made a wonderful world for us and made us stewards of His creation. Sadly, our world is damaged by sin now. But God's given us the knowledge, tools, and desire to help His creatures when they need it. Best of all, He sent His Son, Jesus, to redeem us and all of creation. And one day, God will re-create our world. He will make a new heaven and a new earth where we will live with Him forever! *Read together the words of praise in Psalm 148.*

PRAY Dear Father, thank You for letting us help take care of Your precious creation. We also thank You for caring about every one of us! In Jesus' name we pray. Amen.

SING "Gracious God, You Send Great Blessings" (*LSB* 782).

CENTRAL TRUTH

Our triune God abundantly blesses us with our world and with all that we are and have, including our bodies and souls, families and friends, and forgiveness and salvation in Jesus.

GRADE-LEVEL TRUTH

God created everything, including man and woman, and gave them special roles in caring for His creation. God continues to care for His creation and blesses us with good things, especially Jesus.

STANDARDS

- LD1: Describe the attributes and nature of God, such as Creator, omniscient, omnipotent, omnipresent, the one triune God.
- LD2: Describe God's work as Creator and preserver and the task of stewardship that He has given to humankind.
- CF4: Demonstrate how the Bible is the basis for our Christian beliefs and how the natural, created world supports Christian beliefs.

OBJECTIVES

- Demonstrate understanding of what God says in His Word about creation.
- Express that God gave humans the special task of managing His creation and has given them the intelligence and desire to carry this out.
- Describe how God, who created the world, continues to care for us and all His creation and that He sent His Son to redeem us and all creation.

MATERIALS

Session 1

- The Basics (see Teacher Guide Introduction, p. 8)
- Posters and magnets, clips, or tape to display posters

Session 2

- The Basics

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UNIT 1 | LESSON 1

Lesson Extenders

WORKS OF LOVE

Because we believe that our planet is the home created uniquely for us by our heavenly Father, Christians have a deep concern for the environment. Work together with your class and other classes in your school to develop a specific project that will have a positive impact in your community.

- Find a way to recycle the paper used in your school.
- Consider ways to cut down on lunchroom trash.
- Enlist a group of adults to help weatherize the homes of elderly residents in your community.
- Collect burned-out CFL light bulbs and take them to an agency that offers safe disposal.
- Collect and recycle used athletic shoes.

CLASSROOM COMMUNITY

Have students work together, using the internet to do research and to collect illustrations to put together a PowerPoint presentation or video that celebrates specific aspects of creation. Have them choose beautiful, complex, and powerful features on display in God's universe. Have them caption each picture and add appropriate spoken narration and perhaps a musical accompaniment. Students can present it as part of an upcoming chapel worship service.

EXPLORE

Science ■ Macroevolution is often presented as a fact that is not to be questioned, instead of truthfully admitting that it remains a theory. As students learn about scientific theories in science class, they can practice how to distinguish fact from theory. They need not believe "the fossil record proves" just because an authority says so. Partner with your school's science teacher to help groups of students make posters to illustrate "theories, facts, and interpretations."

- Facts can be observed and/or measured: "This field is full of bean plants. Some corn plants are growing with the beans."
- Theories try to explain facts: "I think some of the bean seeds are turning into corn because of all the corn pollen in the air." Theories must be supported by repeated testing before being accepted as fact: "Let's pollinate bean plants with corn pollen and see what happens."
- Interpretations are ways of explaining observations. They might be correct or not. If no human footprints are fossilized with dinosaur footprints, one interpretation is that dinosaurs existed before humans. Another interpretation is that humans did not walk in that area when dinosaurs did.

RELATE

Game ■ Play "Name the Animals," a version of the game Categories. Have players stand in a circle around you. Announces a category: fish, bird, insect, reptile, or mammal. Going around the circle, point to a student and motion five beats (seconds) with your hand. The student names a creature in that category. If she cannot name one in time, she sits down. Continue with the next student. Periodically change the category. The last student standing may choose a classroom job (feed the fish, for example). Relate this to Adam's work.

LUTHERAN DOCTRINE

The Father, Son, and Holy Spirit are present at creation and taught in Scripture (Genesis 1:1–2, 26; John 1:1–3; John 15:26). See also Luther's Small Catechism, questions 109–112.

CREATE

Art ■ Give students construction paper, manila folders, paper cups, scissors, markers, and tape or glue to make 3-D creatures. Show them how to curve, roll, or fold a cut shape to enable it to stand. Then attach legs, wings, heads, and so forth.

EXPRESS

Language ■ How are humans helping creation today? Help students search online for topics of their choice, using key terms (oil spills, recycling, wildfires, endangered species, koala rescue, or an island of plastic). Allow small groups to explore together and then share their findings with the class.

CONFESSING THE FAITH

Will people who believe in evolution go to heaven? Tell students that everyone who believes in Jesus as their Savior will be saved. Humans disagree in many areas, sometimes in sinful ways, but we are forgiven through Christ by God's grace. Some Christians find it difficult to go against what they think is proven science. Rather than arguing, it is more important to share what the Bible says about creation and especially the plan of salvation in Christ. Trust that the Holy Spirit will work in others' hearts.

SEARCHING FURTHER

Search online for the "Apollo 8—The Christmas Eve Story" video by NASA. This powerful video lasts only 5½ minutes. Astronauts and NASA Mission Control directors share their thoughts about the astronauts reading from Genesis 1, which was broadcast worldwide. The reading closes the video.

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Lesson Overview

A long sidebar on the first page lists key information you will need for teaching:

Central Truth is shared by all grades.
Grade-Level Truth is specific to a grade.
Standards provides religion standards taught in the lesson.
Objectives guides teaching and informs assessment.
Materials lists items you need to teach each lesson; "The Basics" include standard classroom supplies and student materials. See page 8 for a complete list.

Lesson Extenders

The last page of the lesson contains ideas for extending the lesson. These extenders give you options for customizing each lesson to best meet the needs of your schedule and the unique learning styles of the students in your classroom. Be sure to check out this page for activities to expand and enrich the concepts taught, suggestions for carrying the lesson theme into other curricular areas, or ways to connect the lesson to worship/liturgy, Lutheran doctrine, catechism, and the like.

Into the Lesson

This section, found in both sessions, captures your students' interest by using an object lesson, discussion, demonstration, activity, puppet play, or the like, inviting them into the lesson. In Session 2, this section may also review the Bible account in preparation for applying it to students' lives.

Student Book Reduction Pages

For easy reference, an inset of the Student Book page is included in each lesson. Session 1 has the Bible study portion of the lesson. Session 2 has an activity page that applies what was learned in the lesson, with answers filled in, if applicable.



UNIT 1 | LESSON 1 | SESSION 1

God Creates and Gives Life

INTO THE LESSON

Show a picture of the universe. Have students write phrases to describe what they know about creation. Then have them divide into small groups and use markers to merge their ideas into one list on poster paper. Display the completed posters on the board or a wall and discuss the results as a class. Students might agree that some items are accurate while being unsure of others. Mark unsure items with question marks. Follow with this discussion:

- **What's the best way to answer questions about creation?** (Read the Bible.)
- **Where can we look in the Bible to find these answers?** (Book of Genesis) Review Genesis 1:1–2:3 and the posters.
- Refer to Questions 119–122 in *Luther's Small Catechism with Explanation* for additional helps.

INTO THE WORD

Genesis 1 is an overview of all of creation, while Genesis 2 describes Day 6 in more detail. Study and discuss Genesis 2:1–9, 15–25 in the "No Caverns Here!" section in the Student Book. Highlights:

- Verse 7: God took dust from the ground and formed Adam, breathing into him the breath of life.
- Verse 18: Adam was "alone." There was no helper for him.
- Verses 21–22. Eve was not taken from the soil; God made her from part of Adam. They were not two separate creations from the earth but literally "one flesh."
- Verse 15: God gave Adam and Eve authority and power to rule over the earth and all creatures. (See also Genesis 1:26.) Since Adam and Eve were created sinless, their resistance would be wise, caring, and unselfish.
- Verses 19, 23: Adam named the animals; He described Eve.
- Verse 19: God formed the birds and beasts out of the ground just like Adam. But Adam was different. Genesis 1:26–27 says God made Adam "in His own image." Since God is spirit, we don't physically look like God. But Adam and Eve had special knowledge and were righteous and holy, doing God's will (see Colossians 3:10; Ephesians 4:24). God gave human management of all creatures and creation. He did not give this job to any animal. Humans are accountable to God for how they carry out this work.
- Verses 16–17: God gave a command with a consequence: don't eat from the tree of the knowledge of good and evil or death will result. **Did Adam and Eve keep this command?** (No.) **What happened?** (They fell into sin.) Tell students that God had a plan to fix this: our Savior, Jesus.

+ CONTINUE WITH LESSON EXTENDERS

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CHALLENGING PASSAGES

"Each according to its kind" is repeated ten times in Genesis 1. Yes, there are adaptations within a species, such as color changes, but the fossil record has not shown any change from one species to another (e.g., molecular genetics show that the DNA of a frog is not the DNA of a fish and the DNA of a monkey is not the DNA of a man). Today, many award-winning biologists, astronomers, physicists, and other scientists subscribe to the theory of "intelligent design." This theory is not inherently Christian, nor will faith in a "designer" save us from sin. However, Darwinian evolution is not the barrier it once was, keeping unbelievers from exploring the claims of Scripture about the Savior or keeping your students from exploring the field of science.

TEACHER TIPS

You may want to explore *The Case for a Creator* by Lee Strobel, or *Fatal Flaws* by Hank Hanegraaff. The arguments in these materials will provide helpful background information to arm your students with knowledge so they can stand firm against people espousing incorrect information.

UNIT 1 | LESSON 1 | SESSION 2

God Creates and Gives Life

INTO THE LESSON

Share that God has created us in such a wonderful way. He blesses us with hormones and neurotransmitters such as dopamine and serotonin, which make us feel good when we are engaging in positive behaviors. These behaviors can include learning, exercising, working, and helping others.

Talk about how chores can improve our lives and environments as students fill in the chart in the "Good Work!" section of the Student Book. Prompt students to dig deeper as they complete this section (examples may include cleaning curbs bacteria, mold, unwanted insects, and rodents; it makes things smell fresh and ready to use again; it results in feeling proud, happy).

Because of the fall into sin, work has become a burden too. Due to our sinful nature, we may sometimes have an aversion to "stuff we have to do"; nevertheless, God has built a reward right into our physical makeup. We are encouraged to work to take care of ourselves and our environment, and we experience a satisfying feeling when we do so.

INTO OUR LIVES

How boring our lives would become without the stimulation of learning new things! Use the prompt and artwork in "The Gift of Curiosity" section to help students write about something they are interested in. Some might choose animals, the human body, designing bridges, or taking care of babies. Others might be curious about a certain artist, how to solve a math problem, or how to fish or play music. **The gift of curiosity leads us to seek answers to questions. We are interested in different things, depending on who we are. When God directed humankind to fill and subdue the earth, He blessed us with the intellectual tools to carry out the task. He built in our curiosity, our desire to work toward solutions, our wonder at the universe, our sense of satisfaction and joy in accomplishments. We do not have to wait until we grow up. God blesses all of us with abilities to serve our neighbors and take part in caring for His world every day.**

Remind students that God made each of them special with their interests, talents, and gifts. Then challenge them to write about an area of interest. Allow them to share ideas and help one another look for information. Guide their research by asking:

- **Are there subtopics to help you refine your choice?**
- **What are some careers in your area of interest?** Some people have invented careers that did not exist before.
- **What could you do within your field of interest now or in the future?** (Heal, help, teach, inform, improve, invent, perform, solve)

+ CONTINUE WITH LESSON EXTENDERS

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EXTRA THOUGHTS

God created the laws of science so that the entire universe would work together. But He did not just disappear after that! Scripture repeatedly tells how God has remained active in caring for His world. No sparrow falls to the ground without His knowledge; Jesus reassures us that we are worth more than many sparrows (Matthew 10:29–31), so much that He died and rose for us so that someday we can live in the new heaven and earth that God will make for us!

CATECHISM CONNECTION

"In the image of God" is a phrase that generally captures everyone's attention, and it applied to Adam and Eve (Genesis 1:27). Since God is a spiritual being, but we are physical beings, it's hard to figure out. Questions 123–125 in *Luther's Small Catechism with Explanation* talk about the image of God and provide Bible references that help us begin to understand it. Adam and Eve resembled God in righteousness, holiness, knowledge, and will.

Into the Word

This section, found in Session 1 of each lesson, provides the heart of the lesson, giving special attention to the Bible story or Bible study focus for the lesson.

For young children, this section provides ideas for teaching the Bible story in age-appropriate ways. For primary grades with young readers, guided-reading discussion points and ideas are provided to teach God's Word. Older students are encouraged to read the biblical text with this section supporting and enriching their understanding.

Into Our Lives

This section, found in Session 2 of each lesson, provides teaching points to help students learn how the Bible lesson applies in their lives today. It encourages students to react to, respond to, and apply the concepts they have learned to their own lives as God's children. Most important, it shows them how God has worked and continues to work in their lives.

Lesson Support

Below the Student Book page in each session, you will find additional ideas for teaching your lesson. The content varies from lesson to lesson. It includes teacher tips, active learning ideas, and a wide variety of other ideas to enhance student learning.

A Closer Look at the Basics

The Materials list in each lesson mentions "The Basics," which includes classroom supplies such as the following:

- **For the classroom:** Bibles, catechisms, hymnals/songbooks, music recordings, digital devices, blank paper, construction paper, note cards, adhesive notes, tape, glue, staplers.
- **For each student:** *Enduring Faith Grade 5 Student Book*, scissors, pencils, crayons or markers, colored pencils.

Overview of Student Materials

STUDENT BOOK

In the Student Book, the first page of each lesson, for use with Session 1, focuses on the Bible account. The reverse side, used with Session 2, includes an application activity and Memory Words from the Bible. There are extra pages in the back of the Student Book. Most grades have a glossary so students can look up faith words they may not know. Preschool and Kindergarten levels offer Bible figures with simple suggestions.

STICKER PAD

Students in Preschool, Kindergarten, and Grade 1 receive a Sticker Pad to use in completing lesson activities. Some levels have additional "bonus" stickers in the back for added fun!

Additional Teacher Resources

BIBLES FOR GRADE 5

You know what Bibles work well for your classroom and school. Here are two great options to consider:

- ***The Growing in Faith Bible:*** The full ESV biblical text with artwork, 125 Bible narratives, and special features.
- ***Faith Alive Bible:*** ESV Bible with facts, connections, introductions, charts, and more.

HYMNAL/SONGBOOKS FOR GRADE 5

You know what hymnals and songbooks work well for your classroom and school. Here are two great options to consider:

- ***Lutheran Service Book***: Christ-centered hymns, psalms, liturgies, and prayers for church, school, and home.
- ***One and All Rejoice:*** Children's hymnal with 200 favorite and new hymns and songs, liturgies, and prayers.

Many recordings for hymns and songs are available in the digital resources. Check there for specific ones.

CATECHISMS FOR GRADE 5

The Enduring Faith Bible Curriculum intentionally connects to the Small Catechism. We reference this catechism in Grade 5:

- *Luther's Small Catechism with Explanation, 2017:* **A clear summary of God's Word on the Christian faith.**

Digital Resources

The following digital resources are designed to support you, your students, and their families:

MEMORY WORDS

Each lesson has Memory Words from the Bible in the Student Book. Because committing the Scriptures to memory has value for Christians of all ages, the curriculum provides digital resources to assist with the learning process.

MUSIC

Many recordings of hymns and songs are available in the digital resources. Check for playlists to enhance singing.

ACTIVITIES

All lessons have online activities, and available resources will continue to grow. Check often for ways to reinforce learning in the classroom and at home.

UNIT VIDEOS

Each of the 8 units includes a video to help summarize the corresponding section of the Bible and its themes. You may choose to share a link to the video so families can stay connected.

Curriculum Supplements

Concordia Publishing House offers a number of curriculum resources to enrich student learning across subject areas.

LEARNING ABOUT SEX

Concordia Publishing House's Learning About Sex series has been helping families and schools explain God's gift of sexuality for generations. The series includes resources for preschool through adults with versions for boys and girls.

CHRISTIAN CHARACTER CONNECTION

Christian teachers will find practical ideas and activities to help them assist students in understanding themselves and others. Students will acquire life skills that will be helpful in dealing with challenging situations throughout their lives.

UNIT 1

God Creates the World and Calls a Nation

UNIT THEME

The first words in the Book of Genesis lay the foundation for what lies ahead: "In the beginning, God . . ." God's work of creation and redemption is set in motion with one simple phrase.

As this school year begins, you will be taking your students to the foundation of this great metanarrative. The account concerning God's creation of the heavens and the earth in six natural days lays the foundation for all of Scripture.

This first unit covers a grand sweep of Old Testament history, beginning with the creation of the world and continuing through the life story of Joseph. Students will learn how sin first entered our world and see how God established His plan to rescue all humankind from their sins.

Within that sweep of history, students will meet patriarchs, including Noah, Abraham, Isaac, Jacob, and Joseph. But more than just learning their names, students will be led to understand the important place the patriarchs had in the greater salvation story. No one had a greater role than any other; rather, each was used by God as part of the whole in order that God's will might be fulfilled.

As you lead students through this unit, help them see the foundation established when God created the world and everything in it. Adam and Eve destroyed that perfect creation through their willful sin. That sin had consequences, which we see throughout the rest of this unit and in our own lives. At the same time, we see how God works through His people to carry out His plan for the coming Savior—for the people of the Old Testament and for us today.

UNIT LESSONS

1. God Creates and Gives Life
   Genesis 1–2
2. Cain and Abel
   Genesis 4
3. The Flood
   Genesis 6–9
4. Sodom and Gomorrah
   Genesis 18:16–19:29
5. God Tests Abraham
   Genesis 22:1–18
6. Isaac and Rebekah
   Genesis 24
7. Jacob Returns Home
   Genesis 31–33
8. Joseph in Potiphar's House
   Genesis 39
9. Joseph Forgives and God Provides
   Genesis 45; 50

UNIT FOCUS FOR GRADE 5

This unit focuses on beginnings, starting with God creating all things. This glorious beginning, however, was damaged by the beginning of sin. But then, by God's grace, came the beginning of the promise of a Messiah, who would come to save His people from their sins.

Another beginning comes after the great flood, as Noah's family remained faithful, though also tarnished by sin. We move on to the beginning of a special family chosen by God to carry the promise of the Savior who would be a blessing to the whole world. The patriarchs of this family were Abraham, Isaac, and Jacob, who passed the promise on to succeeding generations until the fullness of time had come and God sent, to be born of this family, His own Son, Jesus.

These Bible stories also provide an opportunity to look at a subtheme—the Ten Commandments, which God gives to us to show us the Law (we are sinners who need a Savior). But we will also see the Gospel in these Old Testament stories because all of Scripture points to Jesus, our Savior. Each lesson also has a "Covenant Connection" in the Student Book that relates the Bible narrative to the promise of the Messiah.

Unit Prep

PREASSESSMENTS

- Tell students to think about events, people, and places that come to mind when they think of the Book of Genesis in the Bible. Give them each a piece of paper and have them write down what they know about the people and events in this book. After a few minutes, work as a class to make one list. Have students tell you an item from their list, and keep adding new events that students remember. Post the list somewhere in your classroom so you can refer to it as you go through the lessons. Point out the events on the class list as you work through Unit 1.
- Give the students a list of names of people that they will learn about in Unit 1. Have each student (or group of students) choose one of the characters and tell why he or she thinks this character is important. Give the students a chance to draw a picture or write a description of what they believe that character may have looked like. You can show some images of what people dressed like during Bible times to give students an idea of how they looked. You can also allow them to research life in Bible times to create their picture.

PROJECT IDEAS

- Have students work together to study and preserve the gift of God's creation. A helpful resource is *Together with All Creatures: Caring for God's Living Earth*, produced by the Commission on Theology and Church Relations of The Lutheran Church—Missouri Synod. Search for the book by title on lcms.org. The book offers suggestions for study and conservation projects, including identifying local plants and animals, learning about endangered species and their habitats, and creating community gardens. There are ideas for individuals, families, and schools.
- Unit 1 is a great time to start a "Leaders of the Bible" project. Tell students to name the people they have learned about whom they would classify as leaders. Make a list on a chart (physical or virtual). Under each name, list qualities that made each person a good leader. Point out that these people were all sinners and made mistakes as well. But God still chose them and worked through them to fulfill His plan of salvation. Continue to add to this list as the year goes on.
- Many Bible narratives in this unit deal with family relationships. Have students use a variety of media and work in pairs to create a poster that shows ways students can obey their parents and others in authority.

INTO THE WORLD

The Church celebrates and affirms life! Our God is the Creator of all things, the God of life. God created our universe in six days, saving the best for last—you and me, humankind. The accounts from Genesis in this unit are great examples of how our God creates, provides, preserves, and protects His people.

Life-affirming organizations work to equip people to be Gospel-motivated voices for life. Their mission is to help people understand that each human life is created and gifted by God. God loves all people—He loves humankind so much that He sent His Son to die for all human life. That makes every human life important, valuable, and meaningful.

Here are a few ways that your class and school can celebrate and affirm life:

- Dedicate a chapel service to celebrating life. Sing "Children of the Heavenly Father" (*LSB* 725; *OAR* 271) and "Father Welcomes" (*LSB* 605; *OAR* 255). Offerings can go to a local Christian pregnancy center.
- Send a note home asking for socks or food to be given to a local shelter for the unhoused.
- Order or borrow a set of fetal models. Children can hold these lifelike models to help them better understand and value life in the womb.
- Have each grade create "Welcome" cards for immigrants or "Thinking of You" cards for the elderly.

LOOK AHEAD

- Confessing the Faith, p. 18
  Discuss worldviews and how they contrast to the Christian one.
- Into Our Lives, p. 21
  Ask parents or your school office for a list of Baptism dates.
- Postassessments, p. 47
  Use the characters assigned for preassessments to evaluate learning.
- Biblical Literacy, p. 47
  Check out ideas for learning the Memory Words.
- Check for Understanding, p. 48
  Use a timeline to review the lessons in this unit.

LESSON 1

God Creates the World | **God Creates and Gives Life**

Genesis 1–2 | **Genesis 1–2**

BACKGROUND

Babies and toddlers are so quick to put things in their mouths that it seems like the only question that matters to them is "What does this taste like?" As children grow up, the question changes to "Where did this come from?" The Bible's answer to that question isn't given in terms of atomic mass or chemical composition. Instead, the Bible speaks in terms of "form" and "fullness." In the beginning, the world was formless and empty, so God gave it shape and filled it with life.

It is important to help students see that questions about existence require more than scientific answers. Help them see the beauty in God's design for creation—in the orderly form of its ecosystems and water cycle and the fullness of life God spoke into existence. Remind them that the same God who designed this creation with a purpose designed each of them for a purpose too.

CLASSROOM DEVOTION

In February 2021, over 12,000 sea turtles were in danger of dying off the coast of Texas. The gulf waters were too cold because of a terrible winter storm, and the turtles were cold-stunned. Unable to move, they started floating up to the surface. People in boats and onshore saw what was happening and began to pull the turtles into their vessels, then onto the sand. They wanted to save them from freezing, drowning, and other dangers.

News spread. Hundreds of volunteers came to pull the suffering turtles to shore and transport them to shelter at Sea Turtle Inc. But there were too many! The rescuers started to take them to South Padre Island Convention Center. Soon, the center's floor space was filled with rescued turtles. But there was another problem: the power had gone out in the area, so the shelters were not warm enough.

Community members offered their own power generators to heat the buildings. One huge generator was delivered and hooked up by SpaceX, which has a launch site nearby. Other wildlife organizations and medical teams pitched in to help, and thousands of turtles were saved over several days.

Once the water in the Gulf warmed up, the Coast Guard and other groups helped transport the turtles back to sea. Volunteers helped release them along the shore. Although thousands of turtles died because of the cold, thousands more were saved and able to live out their lives in the ocean. There was a lot of excitement as the rescued turtles were released.

God has made a wonderful world for us and made us stewards of His creation. Sadly, our world is damaged by sin now. But God has given us the knowledge, tools, and desire to help His creatures when they need it. Best of all, He sent His Son, Jesus, to redeem us and all of creation. And one day, God will re-create our world. He will make a new heaven and a new earth, where we will live with Him forever! (Read together the words of praise in Psalm 148.)

PRAY Dear Father, thank You for letting us help take care of Your precious creation. We also thank You for caring about every one of us! In Jesus' name we pray. Amen.

SING "Gracious God, You Send Great Blessings" (*LSB* 782).

CENTRAL TRUTH

Our triune God abundantly blesses us with our world and with all that we are and have, including our bodies and souls, families and friends, and forgiveness and salvation in Jesus.

GRADE-LEVEL TRUTH

God created everything, including man and woman, and gave them special roles in caring for His creation. God continues to care for His creation and blesses us with good things, especially Jesus.

STANDARDS

- LD1: Describe the attributes and nature of God, such as Creator, omniscient, omnipotent, omnipresent, the one triune God.
- LD2: Describe God's work as Creator and preserver and the task of stewardship that He has given to humankind.
- CF4: Demonstrate how the Bible is the basis for Christian beliefs and how the natural, created world supports Christian beliefs.

OBJECTIVES

- Demonstrate understanding of what God says in His Word about creation.
- Express that God gave humans the special task of managing His creation and has given them the intelligence and desire to carry this out.
- Describe how God, who created the world, continues to care for us and all His creation and that He sent His Son to redeem us and all creation.

MATERIALS

Session 1

- The Basics (see Teacher Guide Introduction, p. 8)
- Picture of a galaxy in space, either in print or online
- Posters and magnets, clips, or tape to display posters

Session 2

- The Basics

God Creates and Gives Life

INTO THE LESSON

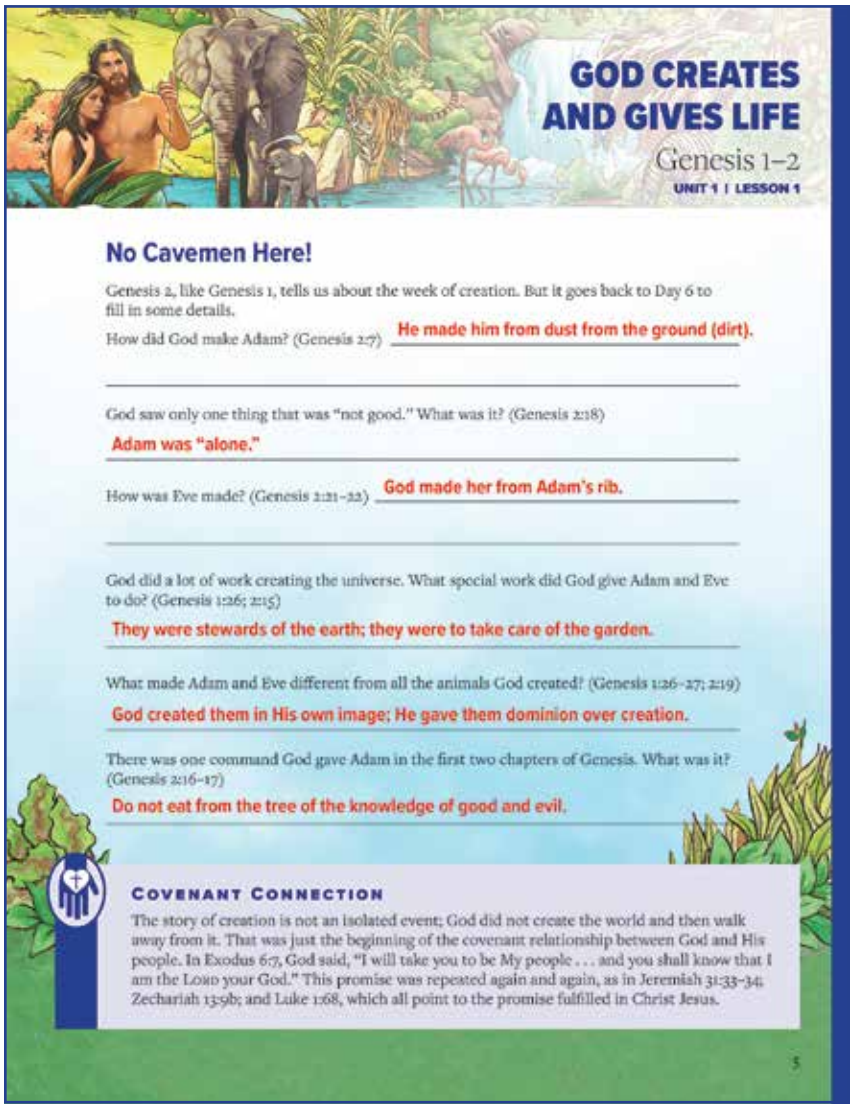
Show a picture of the universe. Have students write phrases to describe what they know about creation. Then have them divide into small groups and use markers to merge their ideas into one list on poster paper. Display the completed posters on the board or a wall and discuss the results as a class. Students might agree that some items are accurate while being unsure of others. Mark *unsure* items with question marks. Follow with this discussion:

- **What's the best way to answer questions about creation?** (Read the Bible.)
- **Where can we look in the Bible to find these answers?** (Book of Genesis) Review Genesis 1:1–2:3 and the posters.
- Refer to Questions 115–122 in *Luther's Small Catechism with Explanation* for additional helps.

INTO THE WORD

Genesis 1 is an overview of all of creation, while Genesis 2 describes Day 6 in more detail. Study and discuss Genesis 2:1–9, 15–25 in the "No Cavemen Here!" section in the Student Book. Highlight:

- Verse 7: God took dust from the ground and formed Adam, breathing into him the breath of life.
- Verse 18: Adam was "alone." There was no helper for him.
- Verses 21–22: Eve was not taken from the soil; God made her from part of Adam. They were not two separate creations from the earth but literally "one flesh."
- Verse 15: God gave Adam and Eve authority and power to rule over the earth and all creatures. (See also Genesis 1:26.) Since Adam and Eve were created sinless, their management would be wise, caring, and unselfish.
- Verses 19, 23: Adam named the animals; He described Eve.
- Verse 19: God formed the birds and beasts out of the ground just like Adam. But Adam was different. Genesis 1:26–27 says God made Adam "in His own image." Since God is spirit, we don't physically look like God. But Adam and Eve had special knowledge and were righteous and holy, doing God's will (see Colossians 3:10; Ephesians 4:24). God gave humans management of all creatures and creation. He did not give this job to any animal. Humans are accountable to God for how they carry out this work.
- Verses 16–17: God gave a command with a consequence: don't eat from the tree of the knowledge of good and evil or death will result. **Did Adam and Eve keep this command?** (No.) **What happened?** (They fell into sin.) Tell students that God had a plan to fix this: our Savior, Jesus.



CHALLENGING PASSAGES

"Each according to its kind" is repeated ten times in Genesis 1. Yes, there are adaptations within a species, such as color changes, but the fossil record has not shown any change from one species to another (e.g., molecular genetics show that the DNA of a frog is not the DNA of a fish and the DNA of a monkey is not the DNA of a man). Today, many award-winning biologists, astronomers, physicists, and other scientists subscribe to the theory of "intelligent design." This theory is not inherently Christian, nor will faith in a "designer" save us from sin. However, Darwinian evolution is not the barrier it once was, keeping unbelievers from exploring the claims of Scripture about the Savior or keeping your students from exploring the field of science.

TEACHER TIPS

You may want to explore *The Case for a Creator* by Lee Strobel, or *Fatal Flaws* by Hank Hanegraaff. The arguments in these materials will provide helpful background information to arm your students with knowledge so they can stand firm against people espousing incorrect information.

+ CONTINUE WITH LESSON EXTENDERS

God Creates and Gives Life

INTO THE LESSON

Share that God has created us in such a wonderful way. He blesses us with hormones and neurotransmitters such as dopamine and serotonin, which make us feel good when we are engaging in positive behaviors. These behaviors can include learning, exercising, working, and helping others.

Talk about how chores can improve our lives and environments as students fill in the chart in the "Good Work!" section of the Student Book. Prompt students to dig deeper as they complete this section (examples may include cleaning curbs bacteria, mold, unwanted insects, and rodents; it makes things smell fresh and ready to use again; it results in feeling proud, happy).

Because of the fall into sin, work has become a burden too. Due to our sinful nature, we may sometimes have an aversion to "stuff we have to do"; nevertheless, God has built a reward right into our physical makeup. We are encouraged to work to take care of ourselves and our environment, and we experience a satisfying feeling when we do so.

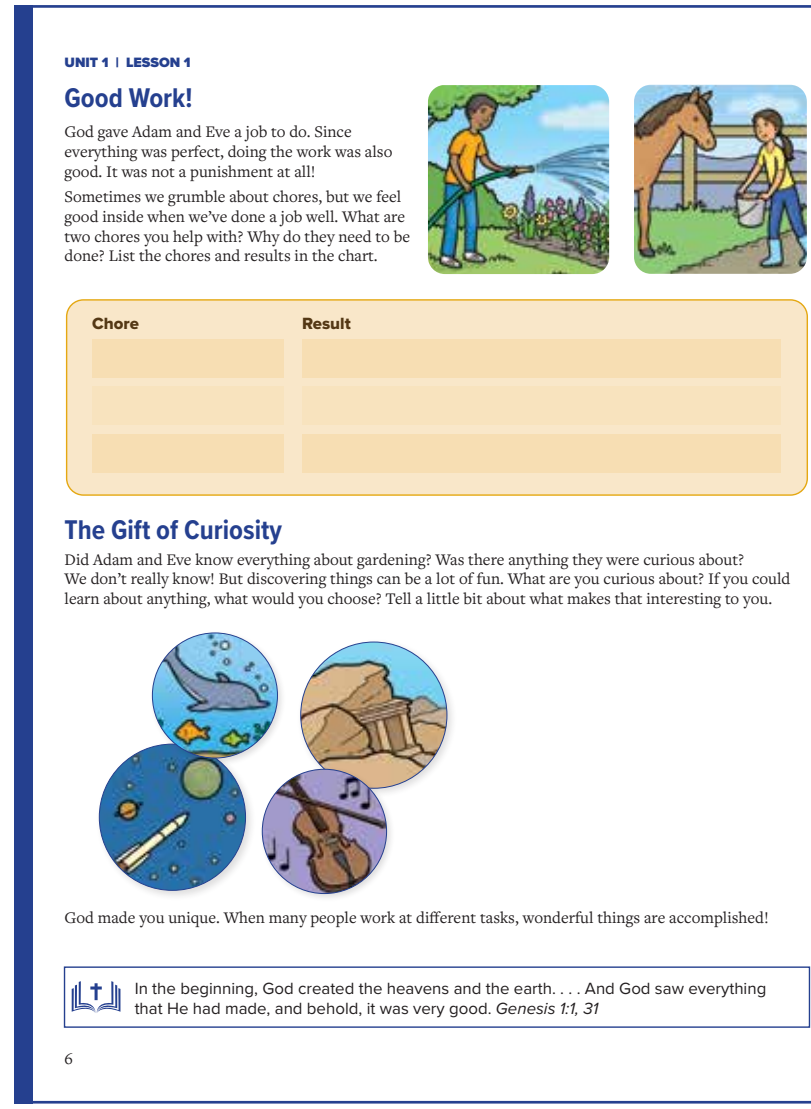
INTO OUR LIVES

How boring our lives would become without the stimulation of learning new things! Use the prompt and artwork in "The Gift of Curiosity" section to help students write about something they are interested in. Some might choose animals, the human body, designing bridges, or taking care of babies. Others might be curious about a certain artist, how to solve a math problem, or how to fish or play music. **The gift of curiosity leads us to seek answers to questions. We are interested in different things, depending on who we are. When God directed humankind to fill and subdue the earth, He blessed us with the intellectual tools to carry out the task. He built in our curiosity, our desire to work toward solutions, our wonder at the universe, our sense of satisfaction and joy in accomplishments. We do not have to wait until we grow up. God blesses all of us with abilities to serve our neighbors and take part in caring for His world every day.**

Remind students that God made each of them special with their interests, talents, and gifts. Then challenge them to write about an area of interest. Allow them to share ideas and help one another look for information. Guide their research by asking:

- **Are there subtopics to help you refine your choice?**
- **What are some careers in your area of interest?** Some people have invented careers that did not exist before.
- **What could you do within your field of interest now or in the future?** (Heal, help, teach, inform, improve, invent, perform, solve)

+ CONTINUE WITH LESSON EXTENDERS



EXTRA THOUGHTS

God created the laws of science so that the entire universe would work together. But He did not just disappear after that! Scripture repeatedly tells how God has remained active in caring for His world. No sparrow falls to the ground without His knowledge; Jesus reassures us that we are worth more than many sparrows (Matthew 10:29–31), so much that He died and rose for us so that someday we can live in the new heaven and earth that God will make for us!

CATECHISM CONNECTION

"In the image of God" is a phrase that generally captures everyone's attention, and it applied to Adam and Eve (Genesis 1:27). Since God is a spiritual being, but we are physical beings, it's hard to figure out. Questions 123–125 in *Luther's Small Catechism with Explanation* talk about the image of God and provide Bible references that help us begin to understand it. Adam and Eve resembled God in righteousness, holiness, knowledge, and will.

Lesson Extenders

WORKS OF LOVE

Because we believe that our planet is the home created uniquely for us by our heavenly Father, Christians have a deep concern for the environment. Work together with your class and other classes in your school to develop a specific project that will have a positive impact in your community.

- Find a way to recycle the paper used in your school.
- Consider ways to cut down on lunchroom trash.
- Enlist a group of adults to help weatherize the homes of elderly residents in your community.
- Collect burned-out CFL light bulbs and take them to an agency that offers safe disposal.
- Collect and recycle used athletic shoes.

CLASSROOM COMMUNITY

Have students work together, using the internet to do research and to collect illustrations to put together a PowerPoint presentation or video that celebrates specific aspects of creation. Have them choose beautiful, complex, and powerful features on display in God's universe. Have them caption each picture and add appropriate spoken narration and perhaps a musical accompaniment. Students can present it as part of an upcoming chapel worship service.

EXPLORE

Science ■ Macroevolution is often presented as a fact that is not to be questioned, instead of truthfully admitting that it remains a theory. As students learn about scientific theories in science class, they can practice how to distinguish fact from theory. They need not believe "the fossil record proves" just because an authority says so. Partner with your school's science teacher to help groups of students make posters to illustrate "theories, facts, and interpretations."

- Facts can be observed and/or measured: "This field is full of bean plants. Some corn plants are growing with the beans."
- Theories try to explain facts: "I think some of the bean seeds are turning into corn because of all the corn pollen in the air." Theories must be supported by repeated testing before being accepted as fact: "Let's pollinate bean plants with corn pollen and see what happens."
- Interpretations are ways of explaining observations. They might be correct or not. If no human footprints are fossilized with dinosaur footprints, one interpretation is that dinosaurs existed before humans. Another interpretation is that humans did not walk in that area when dinosaurs did.

RELATE

Game ■ Play "Name the Animals," a version of the game Categories. Have players stand in a circle around you. Announce a category: fish, bird, insect, reptile, or mammal. Going around the circle, point to a student and motion five beats (seconds) with your hand. The student names a creature in that category. If she cannot name one in time, she sits down. Continue with the next student. Periodically change the category. The last student standing may choose a classroom job (feed the fish, for example). Relate this to Adam's work.

LUTHERAN DOCTRINE

The Father, Son, and Holy Spirit are present at creation and taught in Scripture (Genesis 1:1–2, 26; John 1:1–3; John 15:26). See also Luther's Small Catechism Questions 109–112.

CREATE

Art ■ Give students construction paper, manila folders, paper cups, scissors, markers, and tape or glue to make 3-D creatures. Show them how to curve, roll, or fold a cut shape to enable it to stand. Then attach legs, wings, heads, and so forth.

EXPRESS

Language ■ How are humans helping creation today? Help students search online for topics of their choice, using key terms (oil spills, recycling, wildfires, endangered species, koala rescue, or an island of plastic). Allow small groups to explore together and then share their findings with the class.

CONFESSING THE FAITH

Will people who believe in evolution go to heaven? Tell students that everyone who believes in Jesus as their Savior will be saved. Humans disagree in many areas, sometimes in sinful ways, but we are forgiven through Christ by God's grace. Some Christians find it difficult to go against what they think is proven science. Rather than arguing, it is more important to share what the Bible says about creation and especially the plan of salvation in Christ. Trust that the Holy Spirit will work in others' hearts.

SEARCHING FURTHER

Search online for the "Apollo 8—The Christmas Eve Story" video by NASA. This powerful video lasts only 5½ minutes. Astronauts and NASA Mission Control directors share their thoughts about the astronauts reading from Genesis 1, which was broadcast worldwide. The reading closes the video.