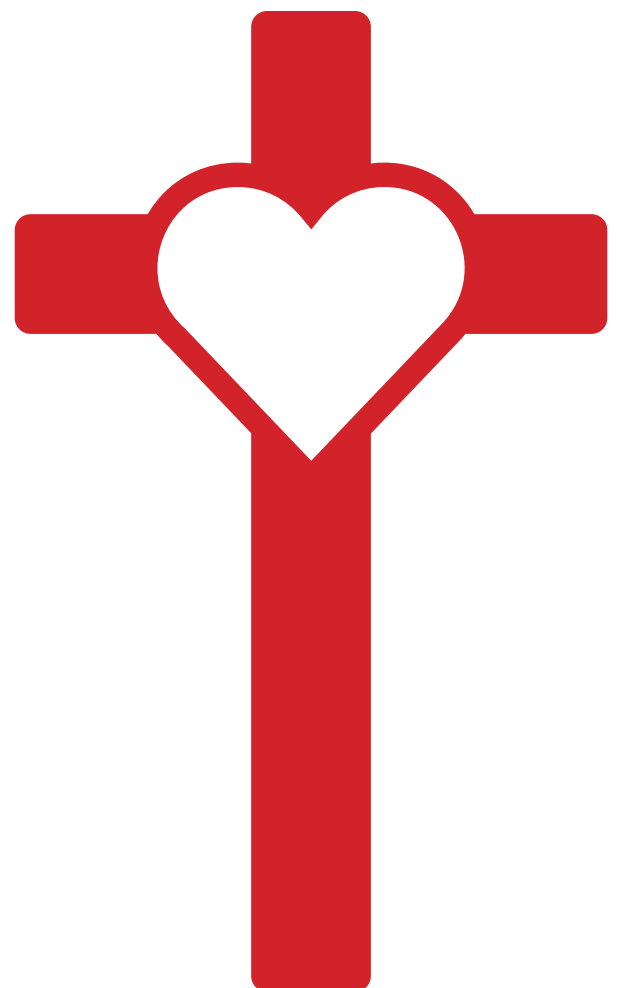


GRADE 6

TEACHER GUIDE





Enduring Faith®

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Series editor: Lisa M. Clark

Enduring Faith editors: Lorraine Groth, Pete Jurchen, Lisa Krenz, Mary Laesch, and Mark Sengele

Grade 6 editor: Lisa Krenz

Grade 6 writers: Kyle Chuhran, Laura Eggerman, Michelle Frerking, Diane Grebing, Cara Hougesen, Sarah Koehneke, Kathy Kremer, Aaron Richert, Jonathan Schkade, Hannah Schultz, Mara Springer, and Alicia Wehling

Grade 6 consultants: LuJuana Butts, Cynthia Spenner, and Karen Wittmayer

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GRADE 6

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 unit activities, 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 levels 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 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 anytime.

Teacher Guide Overview

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.

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 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.

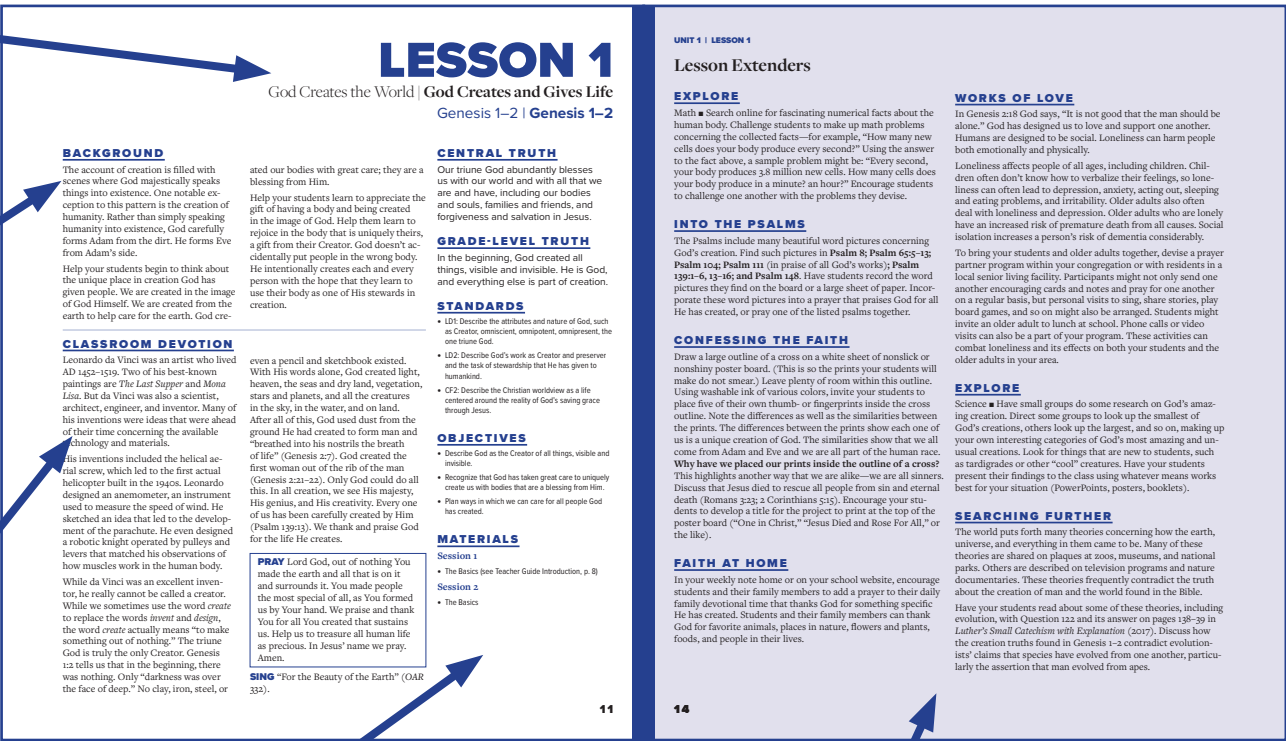
Standards provides religion standards taught in the lesson.

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.

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 use in multigrade faith families in your school.
- **Unit Extenders:** Ideas for extending the unit theme.



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

Give each student an index card.

1. At the top of your card, write your name. Below your name, write an ability, skill, or talent you have with which God has blessed you. Examples might include playing an instrument, being a good listener or friend, drawing, running, playing a sport, and so forth.

2. Collect the cards. Read each ability aloud but don't reveal which student wrote it. Invite the class to guess which one of their classmates wrote the skill to help your students get to know one another as the school year begins.

3. God has given life to every person. He loves and deeply cares about every person. God has created each of us with particular talents, skills, and abilities. The body we are born with is a gift from Him—and we can rejoice about it. We are created by God to love Him and love others. Let's discover more about God's creation.

INTO THE WORD

Direct your students to page 5 in the Student Book and to Genesis 1:1–31 in their Bibles. As you read the text aloud, direct students to write what God created on each day in the pyramid.

What do you learn about God from the creation account? Discuss how the creation account shows God's creativity, His ordered design (so all creation would function perfectly), and His power, for He created everything but people with only His Word.

Have a volunteer reread the first part of Genesis 1:26. The equilateral triangle reminds us that all three persons of the Trinity were present at creation. The pronouns *us* and *our* in the verse indicate this.

As students turn to Genesis 2:1–25, direct the girls to read aloud the odd-numbered verses while the boys read the even-numbered verses. Have students work together in pairs to answer the questions on the bottom of the page.

For question 1, use the following talking points:

Genesis 2 shows God's particular creation of people—He created the first man and woman with His own hands “and breathed into his nostrils the breath of life” (v. 7).

God formed woman from one of Adam's ribs.

God has created us in His “image.”

Adam was a reflection of God's character. He served as God's representative in the world. Note that while sin has ruined the initial perfection of people, God is restoring that perfection in us through our faith in Jesus.

CONTINUE WITH LESSON EXTENDERS

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UNIT 1 | LESSON 1 | SESSION 2

God Creates and Gives Life

INTO THE LESSON

What job did God give Adam and all people with regard to His creation? (“Taking care of it”).

On a scale of 1 to 10, with 1 being “terrible,” and 10 being “great,” hold up your fingers to reveal how well you think people are doing at this job. Note student responses and quickly figure an average score together.

Why did you respond this way? Discuss both positive and negative examples of how humans care for God's creation.

Repeat the finger rating scale for this question: How would you rate the success of people caring for other people? Following this vote, again encourage discussion as to why students responded the way they did.

God deeply values all life, especially human life.

INTO OUR LIVES

Work through the chart on the Student Book page 6 together.

Abortion: Jeremiah 1:5 says God knows us before we are even conceived. He has plans for us. We treasure life when we recognize that from the moment of conception, every unborn life is a child created by God; when we pray for the unborn and for their parents; when we donate to pregnancy centers that affirm life; and when we speak out that abortion is murder.

Suicide: Psalm 137:14–15 says our times are in God's hands. Our life is a gift from God, but sometimes mental illness and other circumstances prevent us from seeing this. We treasure life when we recognize that God alone gives it and only He has the right to end it. Emphasize that if students or anyone they know is considering suicide, help is immediately available from parents, pastors, and doctors.

Prejudice: James 2:1 directs us to show “no partiality” toward anyone. Whatever our skin color or background, we are God's creation and we all have the same need: Jesus. We treasure life when we value everyone.

Bullying: In Matthew 22:39, Jesus says we are to love our neighbor as ourselves. Bullying is hurtful, harmful, and hateful. We treasure life when we don't stand by when we witness bullying but instead befriend everyone—and, with God's help, show them love and kindness.

Substance abuse: 1 Corinthians 6:19–20 states our bodies are temples where the Holy Spirit dwells. We treasure life when we do not abuse drugs, alcohol, or any substance.

Dismissing others with challenges: Psalm 139:13–14 says God makes us “fearfully and wonderfully.” We treasure life when we treasure every person, no matter what.

CONTINUE WITH LESSON EXTENDERS

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UNIT 1 | LESSON 1

God Creates and Gives Life

Genesis 1–2

UNIT 1 | LESSON 1

The Creation

Read Genesis 1:1–31. In the spaces in the pyramid, write down what God created on each of the six days of creation. What do you learn about God from the creation account?

DAY 1
Light

DAY 2
Dry sea, dry land

DAY 3
Vegetation

DAY 4
Stars (including the sun, moon)

DAY 5
Aquatic creatures, birds

DAY 6
Land creatures, people

Read Genesis 2:1–46. Answer the following questions.

1. How was God's creation of man and woman different from His creation of anything else? *Answers will vary.*

2. What job did God give man concerning the rest of creation (Genesis 2:15)? *Caretakers of His creation.*

3. Why did God create a woman (Genesis 2:18)? *To be a suitable helper for Adam and for reproduction.*

COVENANT CONNECTION

God perfectly created people with a physical body, with emotions, and with a spirit designed to love and trust in Him alone. Sometime after creation, Adam and Eve broke that perfection when they sinned. To love and grace, God sent Jesus to restore the perfect physical, emotional, and spiritual life He desires for us. This restoration begins in baptism as we die to sin and are given new life in Jesus. When Jesus returns on Judgment Day, God will restore all aspects of our life to the perfection He created.

CATECHISM CONNECTION

Confess together the First Article of the Apostles' Creed (Part 3) and its explanation. What does it mean that God created the world “only out of fatherly, divine goodness and mercy, without any merit or worthiness in me”? Use Question 141 in *Luther's Small Catechism with Explanation* as a guide for your discussion. Emphasize part D (p. 158): “It is by God's goodness and mercy that we were created, and it is by God's goodness and mercy that we are made new again in Christ.” Discuss some of your students' favorite parts of creation, both grand and minute, as well as those they see every day and those they have never seen in person.

REACHING EVERY STUDENT

As you teach this lesson, be aware of students who have physical or developmental challenges. Without singling these students out, discuss how every person is a gift from God. We all have challenges, some more visible than others. In Christ, we can adapt and overcome any challenge we face with His strength and mercy.

UNIT 1 | LESSON 1

Treasuring Human Life

The triune God is all about human life. God the Father creates and sustains life. Jesus redeemed our lives from sin and eternal death through His death and resurrection. The Holy Spirit gives us life-saving faith, which results in eternal spiritual life.

In the left-hand column of the chart below, read about some of the ways that our sin-corrupted world does not cherish human life. Then, look up and read in the Bible what God says about this. In the right-hand column, write a way that you can treasure life in opposition to the world's view.

THE WORLD SAYS IT'S OKAY TO...	THE WORD OF GOD SAYS...	I TREASURE LIFE WHEN I...
end the life of an unwanted unborn child (abortion).	Jeremiah 1:5	
kill oneself (suicide).	Psalms 31:14–15	
dislike people because they are from an ethnic group different from yours.	James 2:1	
bully and tease others.	Matthew 22:39	
abuse drugs and alcohol.	1 Corinthians 6:19–20	
dismiss the worth of those with physical and developmental challenges.	Psalms 139:13–14	

By faith we understand that the universe was created by the word of God, so that what is seen was not made out of things that are visible. Hebrews 11:3

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.

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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/song-books, music recordings, digital devices, blank paper, construction paper, note cards, adhesive notes, tape, glue, staplers.
- **For each student:** *Enduring Faith Grade 6 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

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

- ***Faith Alive Bible:*** ESV Bible with facts, connections, introductions, charts, and more.
- ***The Lutheran Study Bible:*** ESV Bible with study notes that are distinctly Lutheran, maps, articles, and a concordance.

HYMNALS/SONGBOOKS

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

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

CATECHISMS

The Enduring Faith Religion Curriculum intentionally connects to the Small Catechism:

- ***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 highly acclaimed 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 meta-narrative. 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. The Fall into Sin
Genesis 3
3. The Tower of Babel
Genesis 11:1–9
4. The Call of Abram
Genesis 12:1–9
5. The Birth of Isaac
Genesis 21:1–7
6. Jacob and Esau
Genesis 25:19–34
7. Jacob’s Journey and Dream
Genesis 28:1–5, 10–22
8. Joseph’s Coat and Dreams
Genesis 37:1–11
9. Joseph Interprets Dreams
Genesis 40–41

UNIT FOCUS FOR GRADE 6

It’s the beginning of a new school year and, once again, you set out on a journey through Scripture with your new class. Some of your students will know the Bible well from being in your Lutheran school from a young age. Other students may be new to your school and are hearing God’s Word in school for the first time. Most are likely somewhere in between. Yes, it’s a challenge to share the faith with students who have such differing backgrounds—and yet there is no greater joy. At the heart of it, this is why you’re here: to share the Gospel of Jesus Christ, the promised Messiah, with all His children, so that all might know Him and have eternal life with Him in heaven one day. There is no more life-altering content you can teach.

This first unit lays the foundation upon which everything is built. Students will learn that God’s Word is true and God is faithful to His promises. By Lesson 2, sin has entered God’s perfect creation, yet God does not leave His people in their sin and their mess. He promises a Savior. In this unit we see how God uses His people to move toward keeping that promise. God is faithful. He is with every single person in these narratives. He is with each one of your students as well.

Sixth graders know full well how difficult it is to live in a sinful world. They feel the effects of sin keenly both in themselves and in those around them. They may not always be able to articulate it just yet, but many of your students can go beyond the concrete details of these narratives and think more abstractly about what this Word of God means for them. We are not lost in that world of sin. Let each Old Testament lesson point your students to Jesus, in whom they have forgiveness, life, and salvation.

Unit Prep

PREASSESSMENTS

It’s the beginning of a new school year. Depending on your school situation, you may already know most of the students in your new class—or many of them may be new to you and your school. Naturally, you want to get a good sense of what your students already know and what they don’t know. Giving a big paper-pencil pretest only serves to make religion class seem much too scary and overwhelming.

Instead, start with an interest inventory for students to complete, either by writing responses or as a one-on-one interview with their new teacher. If you’re going to use a faith journal on a regular basis, this is a great way to get started with that practice. Allow your students to thumb through a picture Bible as a quick review or to jog their memories.

Questions to choose from to get started could include:

- Why is the Bible so important to us?
- What is your favorite Old Testament narrative?
- Who is your favorite Old Testament person?
- What is your favorite New Testament narrative?
- Who is your favorite New Testament person?
- What’s the most exciting Bible event you remember?
- When I think about reading the Bible, I feel _____.
- Some Bible things I have questions about are _____.

PROJECT IDEAS

Your students are likely very aware of the sinful world that surrounds them. When discussing sin, talk about how we are born sinful and how we inherited our sinful nature from Adam and Eve. We live in a world corrupted by sin, but God doesn’t leave us alone and abandoned. He promised a Savior and sent His Son to redeem us from our sin. When we understand that worldview, it changes everything.

1. Have your students bring in newspaper and magazine headlines and articles that demonstrate the effects of sin on our world. If students don’t get a print version, they can print from online. Screen them for classroom appropriateness and post them on a bulletin board. Have students bring these articles during Lessons 1–3.
2. Then shift your focus for the rest of the unit. Have students bring in articles and headlines that show how God uses people to restore some of the brokenness in our world and how God restores His people in difficult situations—for example, a community helping a family after a house fire.
3. Finally, as you build your display, have a big arrow point to a picture or drawing of Jesus and discuss how Jesus has restored our standing with God and will make all the brokenness in our world new again one day.

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

- Works of Love, p. 14
Start a prayer partner program.
- Confessing the Faith, p. 18
Introduce the topic of worldview.
- Biblical Literacy, p. 26
Make a timeline of Abram’s life.
- Create: Art, p. 38
Craft a Jacob’s Ladder toy.
- Faith in Action, p. 42
Collect donations for a coat drive.
- Reaching Every Student, p. 47
Work within IEPs from the start.
- Explore: Science, p. 48
Give an eggshell foundation demonstration.

LESSON 1

God Creates the World | God Creates and Gives Life

Genesis 1–2 | Genesis 1–2

BACKGROUND

The account of creation is filled with scenes where God majestically speaks things into existence. One notable exception to this pattern is the creation of humanity. Rather than simply speaking humanity into existence, God carefully forms Adam from the dirt. He forms Eve from Adam's side.

Help your students begin to think about the unique place in creation God has given people. We are created in the image of God Himself. We are created from the earth to help care for the earth. God cre-

ated our bodies with great care; they are a blessing from Him.

Help your students learn to appreciate the gift of having a body and being created in the image of God. Help them learn to rejoice in the body that is uniquely theirs, a gift from their Creator. God doesn't accidentally put people in the wrong body. He intentionally creates each and every person with the hope that they learn to use their body as one of His stewards in creation.

CLASSROOM DEVOTION

Leonardo da Vinci was an artist who lived AD 1452–1519. Two of his best-known paintings are *The Last Supper* and *Mona Lisa*. But da Vinci was also a scientist, architect, engineer, and inventor. Many of his inventions were ideas that were ahead of their time concerning the available technology and materials.

His inventions included the helical aerial screw, which led to the first actual helicopter built in the 1940s. Leonardo designed an anemometer, an instrument used to measure the speed of wind. He sketched an idea that led to the development of the parachute. He even designed a robotic knight operated by pulleys and levers that matched his observations of how muscles work in the human body.

While da Vinci was an excellent inventor, he really cannot be called a creator. While we sometimes use the word *create* to replace the words *invent* and *design*, the word *create* actually means “to make something out of nothing.” The triune God is truly the only Creator. Genesis 1:2 tells us that in the beginning, there was nothing. Only “darkness was over the face of deep.” No clay, iron, steel, or

even a pencil and sketchbook existed. With His words alone, God created light, heaven, the seas and dry land, vegetation, stars and planets, and all the creatures in the sky, in the water, and on land. After all of this, God used dust from the ground He had created to form man and “breathed into his nostrils the breath of life” (Genesis 2:7). God created the first woman out of the rib of the man (Genesis 2:21–22). Only God could do all this. In all creation, we see His majesty, His genius, and His creativity. Every one of us has been carefully created by Him (Psalm 139:13). We thank and praise God for the life He creates.

PRAY Lord God, out of nothing You made the earth and all that is on it and surrounds it. You made people the most special of all, as You formed us by Your hand. We praise and thank You for all You created that sustains us. Help us to treasure all human life as precious. In Jesus' name we pray. Amen.

SING “For the Beauty of the Earth” (OAR 332).

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

In the beginning, God created all things, visible and invisible. He is God, and everything else is part of creation.

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.
- CF2: Describe the Christian worldview as a life centered around the reality of God's saving grace through Jesus.

OBJECTIVES

- Describe God as the Creator of all things, visible and invisible.
- Recognize that God has taken great care to uniquely create us with bodies that are a blessing from Him.
- Plan ways in which we can care for all people God has created.

MATERIALS

Session 1

- The Basics (see Teacher Guide Introduction, p. 8)

Session 2

- The Basics

God Creates and Gives Life

INTO THE LESSON

Give each student an index card.

- 1. At the top of your card, write your name. Below your name, write an ability, skill, or talent you have with which God has blessed you. Examples might include playing an instrument, being a good listener or friend, drawing, running, playing a sport, and so forth.
- 2. Collect the cards. Read each ability aloud but don't reveal which student wrote it. Invite the class to guess which one of their classmates wrote the skill to help your students get to know one another as the school year begins.
- 3. God has given life to every person. He loves and deeply cares about every person. God has created each of us with particular talents, skills, and abilities. The body we are born with is a gift from Him—and we can rejoice about it. We are created by God to love Him and love others. Let's discover more about God's creation.

INTO THE WORD

Direct your students to page 5 in the Student Book and to **Genesis 1:1–31** in their Bibles. As you read the text aloud, direct students to write what God created on each day in the pyramid.

- What do you learn about God from the creation account? Discuss how the creation account shows God's creativity, His ordered design (so all creation would function perfectly), and His power, for He created everything but people with only His Word.
- Have a volunteer reread the first part of **Genesis 1:26**. The equilateral triangle reminds us that all three persons of the Trinity were present at creation. The pronouns *us* and *our* in the verse indicate this.

As students turn to **Genesis 2:1–25**, direct the girls to read aloud the odd-numbered verses while the boys read the even-numbered verses. Have students work together in pairs to answer the questions on the bottom of the page.

For question 1, use the following talking points:

- Genesis 2 shows God's particular creation of people—He created the first man and woman with His own hands “and breathed into his nostrils the breath of life” (v. 7).
- God formed woman from one of Adam's ribs.
- God has created us in His “image.”
- Adam was a reflection of God's character. He served as God's representative in the world. Note that while sin has ruined the initial perfection of people, God is restoring that perfection in us through our faith in Jesus.

+ CONTINUE WITH LESSON EXTENDERS

GOD CREATES AND GIVES LIFE

Genesis 1–2
UNIT 1 | LESSON 1

The Creation

Read **Genesis 1:1–31**. In the spaces in the pyramid, write down what God created on each of the six days of creation. What do you learn about God from the creation account?

DAY 1
Light

DAY 2
Sky, sea, dry land

DAY 3
Vegetation

DAY 4
Stars (including the sun), moon

DAY 5
Aquatic creatures, birds

DAY 6
Land creatures, people

Read **Genesis 2:1–25**. Answer the following questions:

1. How was God's creation of man and woman different from His creation of anything else?
Answers will vary.
2. What job did God give man concerning the rest of creation (Genesis 2:15)?
Caretakers of His creation
3. Why did God create a woman (Genesis 2:18)?
To be a suitable helper for Adam and for reproduction

COVENANT CONNECTION

God perfectly created people with a physical body, with emotions, and with a spirit designed to love and trust in Him alone. Sometime after creation, Adam and Eve broke this perfection when they sinned. In love and grace, God sent Jesus to restore the perfect physical, emotional, and spiritual life He desires for us. This restoration begins at Baptism as we die to sin and are given new life in Jesus. When Jesus returns on Judgment Day, God will restore all aspects of our life to the perfection He created.

5

CATECHISM CONNECTION

Confess together the First Article of the Apostles' Creed (Part 3) and its explanation. **What does it mean that God created the world “only out of fatherly, divine goodness and mercy, without any merit or worthiness in me”?** Use Question 141 in *Luther's Small Catechism with Explanation* as a guide for your discussion. Emphasize part D (p. 158): “It is by God's goodness and mercy that we were created, and it is by God's goodness and mercy that we are made new again in Christ.” Discuss some of your students' favorite parts of creation, both grand and minute, as well as those they see every day and those they have never seen in person.

REACHING EVERY STUDENT

As you teach this lesson, be aware of students who have physical or developmental challenges. Without singling these students out, discuss how every person is a gift from God. We all have challenges, some more visible than others. In Christ, we can adapt and overcome any challenge we face with His strength and mercy.

God Creates and Gives Life

INTO THE LESSON

- **What job did God give Adam and all people with regard to His creation?** (Taking care of it)
- **On a scale of 1 to 10, with 1 being “terrible,” and 10 being “great,” hold up your fingers to reveal how well you think people are doing at this job.** Note student responses and quickly figure an average score together.
- **Why did you respond this way?** Discuss both positive and negative examples of how humans care for God’s creation.
- Repeat the finger rating scale for this question: **How would you rate the success of people caring for other people?** Following this vote, again encourage discussion as to why students responded the way they did.
- **God deeply values all life, especially human life.**

INTO OUR LIVES

Work through the chart on the Student Book page 6 together.

- **Abortion:** Jeremiah 1:5 says God knows us before we are even conceived. He has plans for us. We treasure life when we recognize that from the moment of conception, every unborn life is a child created by God; when we pray for the unborn and for their parents; when we donate to pregnancy centers that affirm life; and when we speak out that abortion is murder.
- **Suicide:** Psalm 31:14–15 says our times are in God’s hands. Our life is a gift from God, but sometimes mental illness and other circumstances prevent us from seeing this. We treasure life when we recognize that God alone gives it and only He has the right to end it. Emphasize that if students or anyone they know is considering suicide, help is immediately available from parents, pastors, and doctors.
- **Prejudice:** James 2:1 directs us to show “no partiality” toward anyone. Whatever our skin color or background, we are God’s creation and we all have the same need: Jesus. We treasure life when we value everyone.
- **Bullying:** In Matthew 22:39, Jesus says we are to love our neighbor as ourselves. Bullying is hurtful, harmful, and hateful. We treasure life when we don’t stand by when we witness bullying but instead befriend everyone—and, with God’s help, show them love and kindness.
- **Substance abuse:** 1 Corinthians 6:19–20 states our bodies are temples where the Holy Spirit dwells. We treasure life when we do not abuse drugs, alcohol, or any substance.
- **Dismissing others with challenges:** Psalm 139:13–14 says God makes us “fearfully and wonderfully.” We treasure life when we treasure every person, no matter what.

+ CONTINUE WITH LESSON EXTENDERS

UNIT 1 | LESSON 1

Treasuring Human Life

The triune God is all about human life. God the Father creates and sustains life. Jesus redeemed our lives from sin and eternal death through His death and resurrection. The Holy Spirit gives us life-saving faith, which results in eternal spiritual life.

In the left-hand column of the chart below, read about some of the ways that our sin-corrupted world does not cherish human life. Then, look up and read in the Bible what God says about this. In the right-hand column, write a way that you can treasure life in opposition to the world’s view.

THE WORLD SAYS IT’S OKAY TO...	THE WORD OF GOD SAYS...	I TREASURE LIFE WHEN I...
end the life of an unwanted unborn child (abortion).	Jeremiah 1:5	
kill oneself (suicide).	Psalm 31:14–15	
dislike people because they are from an ethnic group different from yours.	James 2:1	
bully and tease others.	Matthew 22:39	
abuse drugs and alcohol.	1 Corinthians 6:19–20	
dismiss the worth of those with physical and developmental challenges.	Psalm 139:13–14	

 By faith we understand that the universe was created by the word of God, so that what is seen was not made out of things that are visible. *Hebrews 11:3*

CLASSROOM COMMUNITY

Using ideas from the third column of the chart activity in the Student Book, place students in small groups to write “Life Statements” that will become a part of your classroom code of conduct. Examples include: “We befriend everyone and will not tolerate bullying.” “We cherish people of every color, race, and nation.” “We value our bodies and take care of them.” “We value and love everyone by Jesus’ example.”

MEMORY WORDS

Link Hebrews 11:3 to the devotion included in this lesson to help students remember that God created the world from nothing. This miracle was accomplished through the power of His Word. This is not possible for any person to do, which makes it understandable only through faith. Look in the digital resources that are available with this curriculum for tools to practice this lesson’s Memory Words.

Lesson Extenders

EXPLORE

Math ■ Search online for fascinating numerical facts about the human body. Challenge students to make up math problems concerning the collected facts—for example, “How many new cells does your body produce every second?” Using the answer to the fact above, a sample problem might be: “Every second, your body produces 3.8 million new cells. How many cells does your body produce in a minute? an hour?” Encourage students to challenge one another with the problems they devise.

INTO THE PSALMS

The Psalms include many beautiful word pictures concerning God’s creation. Find such pictures in **Psalms 8; Psalm 65:5–13; Psalm 104; Psalm 111** (in praise of all God’s works); **Psalms 139:1–6, 13–16; and Psalm 148**. Have students record the word pictures they find on the board or a large sheet of paper. Incorporate these word pictures into a prayer that praises God for all He has created, or pray one of the listed psalms together.

CONFESSING THE FAITH

Draw a large outline of a cross on a white sheet of nonslick or nonshiny poster board. (This is so the prints your students will make do not smear.) Leave plenty of room within this outline. Using washable ink of various colors, invite your students to place five of their own thumb- or fingerprints inside the cross outline. Note the differences as well as the similarities between the prints. The differences between the prints show each one of us is a unique creation of God. The similarities show that we all come from Adam and Eve and we are all part of the human race. **Why have we placed our prints inside the outline of a cross?** This highlights another way that we are alike—we are all sinners. Discuss that Jesus died to rescue all people from sin and eternal death (Romans 3:23; 2 Corinthians 5:15). Encourage your students to develop a title for the project to print at the top of the poster board (“One in Christ,” “Jesus Died and Rose For All,” or the like).

FAITH AT HOME

In your weekly note home or on your school website, encourage students and their family members to add a prayer to their daily family devotional time that thanks God for something specific He has created. Students and their family members can thank God for favorite animals, places in nature, flowers and plants, foods, and people in their lives.

WORKS OF LOVE

In Genesis 2:18 God says, “It is not good that the man should be alone.” God has designed us to love and support one another. Humans are designed to be social. Loneliness can harm people both emotionally and physically.

Loneliness affects people of all ages, including children. Children often don’t know how to verbalize their feelings, so loneliness can often lead to depression, anxiety, acting out, sleeping and eating problems, and irritability. Older adults also often deal with loneliness and depression. Older adults who are lonely have an increased risk of premature death from all causes. Social isolation increases a person’s risk of dementia considerably.

To bring your students and older adults together, devise a prayer partner program within your congregation or with residents in a local senior living facility. Participants might not only send one another encouraging cards and notes and pray for one another on a regular basis, but personal visits to sing, share stories, play board games, and so on might also be arranged. Students might invite an older adult to lunch at school. Phone calls or video visits can also be a part of your program. These activities can combat loneliness and its effects on both your students and the older adults in your area.

EXPLORE

Science ■ Have small groups do some research on God’s amazing creation. Direct some groups to look up the smallest of God’s creations, others look up the largest, and so on, making up your own interesting categories of God’s most amazing and unusual creations. Look for things that are new to students, such as tardigrades or other “cool” creatures. Have your students present their findings to the class using whatever means works best for your situation (PowerPoints, posters, booklets).

SEARCHING FURTHER

The world puts forth many theories concerning how the earth, universe, and everything in them came to be. Many of these theories are shared on plaques at zoos, museums, and national parks. Others are described on television programs and nature documentaries. These theories frequently contradict the truth about the creation of man and the world found in the Bible.

Have your students read about some of these theories, including evolution, with Question 122 and its answer on pages 138–39 in *Luther’s Small Catechism with Explanation* (2017). Discuss how the creation truths found in Genesis 1–2 contradict evolutionists’ claims that species have evolved from one another, particularly the assertion that man evolved from apes.