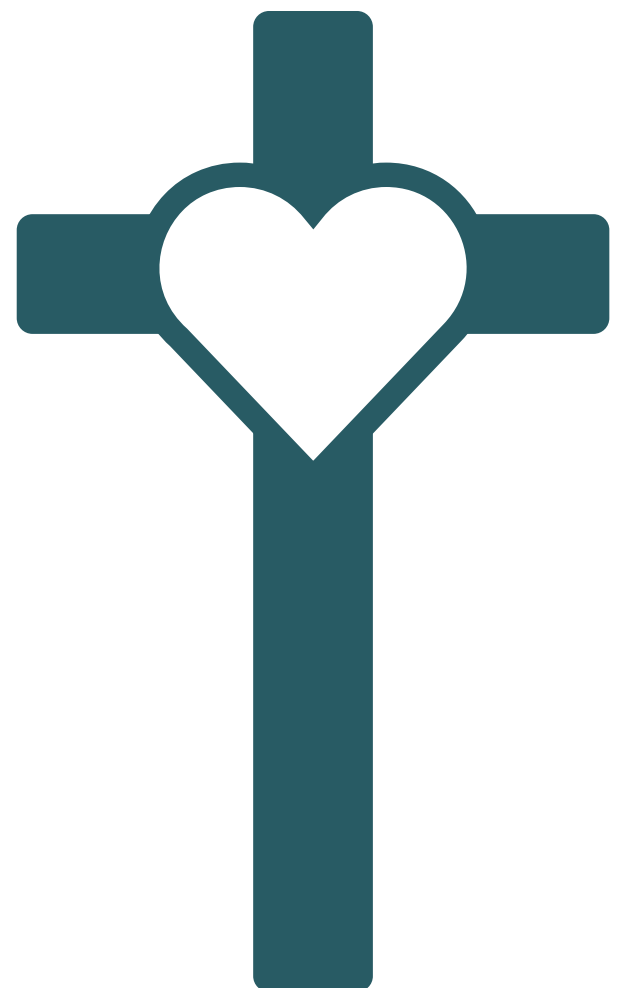


GRADE 8

TEACHER GUIDE





Enduring Faith®
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GRADE 8

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 sub-themes 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 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.

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)

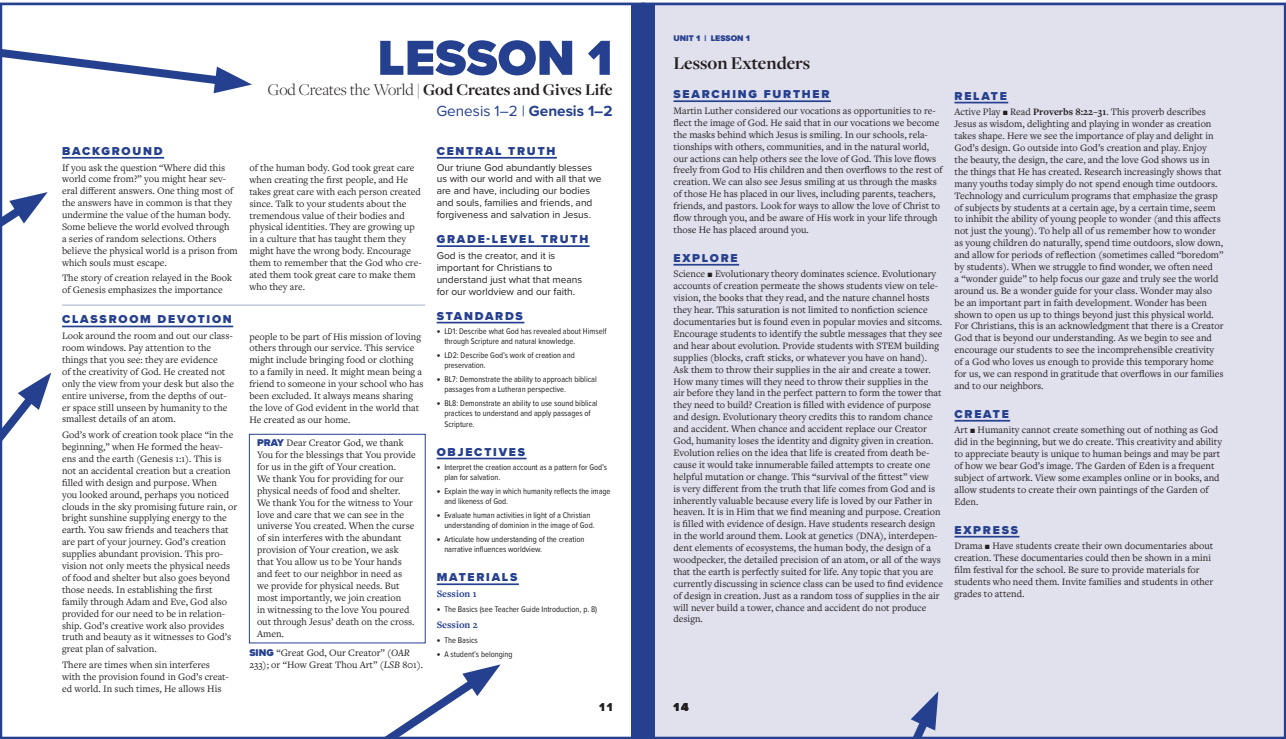
Lesson Overview

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.



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

Tell about a time when you began something new. If students are struggling to think of ideas, suggestions might include a new sport or game, a new art project, playing an instrument, a new hobby, and so on.

- How did you begin?
- What types of supplies did you need?
- Who helped you get started?

When God began His work of creation, there was nothing. He did not have any supplies to start with. Even the materials needed for forming and shaping His creation needed to be formed from nothing. He did not have an instruction sheet or someone with more experience to get the process started. It was just our triune God, creating. He was creating everything in the universe from nothing.

Have the students clear their desks, and then ask them to create a model of their favorite place. It is a task that will be impossible unless they are given something to begin with. Remind them that only God can create something with no prior existence. We are only able to use the raw materials of God's creation to make things with beauty and purpose.

INTO THE WORD

Read the account of God creating the world, found in **Genesis 1**. The word *Genesis* means "beginning," the beginning of time. People cannot imagine a time before time. These first words tell us that God was there before time. God was not created, but He creates. Direct students to page 5 in the Student Book. Fill in the important details in the account of the creation of the heavens and the earth.

- Who creates?** Genesis 1:1–2; John 1:1–3 (The triune God: Father, Son, and Holy Spirit)
- When did He create?** Isaiah 40:21 (The beginning, before chronological time)
- What was created?** ("The heavens and the earth" refers to the entire universe, including all that is living and nonliving. See Student Book inset for daily details.)
- Why did God create?** Psalm 19:1–6 (For His glory; God created with His act of salvation in mind. See Student Book inset for daily answers.)
- How did God create?** Hebrews 11:3 (Through speaking, through His Word)
- Where did God place humanity?** (In the Garden of Eden) Why? Mark 10:44–45 (Our dominion in the image of God is for the benefit of His creation.)

+ CONTINUE WITH LESSON EXTENDERS

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GOD CREATES AND GIVES LIFE

Genesis 1–2

UNIT 1 | LESSON 1

God Creates the World!

You are the reporter. Use the graphic organizer below to write the story of the beginning of time. Use the first five chapters of Genesis along with the verses listed below to help you with your research.

Who created? Genesis 1:1–2; John 1:1–3 The triune God: Father, Son, and Holy Spirit

When did He create? Isaiah 40:21 The beginning, before chronological time

What was created?

Day 1: Light, day and night

Day 2: Water above from water below

Day 3: Dry land and plants

Day 4: Sun, moon, and stars

Day 5: Creatures of the sea and sky

Day 6: Creatures of the land and humanity

Why did God create? Psalm 19:1–6 For His glory; God created with His act of salvation in mind

Day 1: John 1:1–3 Darkness needed to be overcome by Jesus, the light of the world.

Day 2: "There is light." Water represents an ordering of chaos and points to rebirth through Baptism.

Day 3: Psalm 124:7–30 God created plants to produce food to sustain.

Day 4: Psalm 124:9–20 God gave the day, night, and seasons to order our lives.

Day 5: Psalm 124:24 God created animal life to be faithful and obedient.

Day 6: Colossians 1:16 All animal life is called to Christ, but humanity alone was created for a special relationship with God.

How did God create? Hebrews 11:3 Through speaking, through His Word

Where did God place humanity? Why? Mark 10:44–45 In the Garden of Eden. Our dominion in the image of God is for the benefit of His creation.

COVENANT CONNECTION

God created the world in a way that points to His plan for saving the world. As you create your work sheet, notice how each day of creation points to the saving work of Christ. He is the light of the world who saves through Baptism and provides the forgiveness of sins and salvation that is our greatest need. This lesson focuses the perfect image of God, and in this we regain our status as beloved children of God.

CATECHISM CONNECTION

The First Article of the Apostles' Creed identifies God as the Creator of heaven and earth. God does not just create and then leave His creation to work things out alone. Luther points out that this short statement tells us about God's nature as provider of physical and spiritual needs through grace alone. He does this out of love for His children. We worship Him and serve our neighbor in gratitude for this great gift.

COVENANT CONNECTION

Each lesson contains a Covenant Connection to help students connect the Old Testament Bible narratives to the New Testament. These connections help students focus on the promise of the Messiah and God's plan to rescue His creation. As time allows, read through the Covenant Connection with your students. Otherwise, point out the connection for students to review on their own.

UNIT 1 | LESSON 1 | SESSION 2

God Creates and Gives Life

INTO THE LESSON

Hold up an item that belongs to one of your students. **Who does this belong to?** As the item is safely returned to its owner, ask, **What does it mean to "belong to"?** Students may suggest ideas about ownership or the idea that when you own something you can choose what happens to that item. **Who do you belong to?** (Genesis tells us that we belong to God, and because we belong to God, He desires a place at the center of our lives. God wants His children, who belong to Him, to be in a vertical relationship of love with Him that reflects the love He shows to us.)

God created us in His image and gave us work to do. That work includes dominion over His created world. In our dominion, the vertical love between us and God can overflow in a horizontal love that cares for our neighbor and the rest of creation. God desires a dominion that reflects His rule, a dominion of serving and sacrifice. As Mark tells us, Christ did not come to be served, but to serve and sacrifice His life for the sake of the creation that belongs to Him (Mark 10:45).

INTO OUR LIVES

Begin with a Think-Ink-Pair-Share: Ask students to consider what it means to be created in the image of God. After they have time to reflect, they can record their ideas to discuss with a partner and then share with the larger class. Some would consider our ability to reason as a reflection of the image and likeness of God. Others consider things like creativity and relationship. Perhaps God placed His image in creation as a sign that it belongs to Him. The image of God likely includes all of these things.

The Lord God has dominion over all of creation, but the dominion of God looks different than the dominion we often see in society. Read John 13:1–17. In the Student Book, have students describe the dominion of Christ in this account. **How is this different from the types of rule or dominion we see in society?** God has placed us all in situations within our families, vocations/schools, churches, and neighborhoods where we can exercise service. These situations are opportunities to share the image of God with those around us. Have students use the space in the Student Book to consider how they might exercise dominion in acts of love and service in their families, schools, neighborhoods, and in their care for nonhuman creation.

Have students gather in groups of three and assign an interviewer, interviewee, and notetaker. The interviewer should ask good questions to explore how students can reflect God's image in response to His love and provision. The notetaker can provide a brief summary.

+ CONTINUE WITH LESSON EXTENDERS

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UNIT 1 | LESSON 1

What do we mean by dominion?

Read John 13:1–17. What does this account tell us about the dominion (rule) or lordship of Christ?

Jesus shows His dominion through humble service toward His disciples and toward us.

How is the dominion (rule) that we often see in society different from the example set by Christ?

Society views dominion as seeking power and control over others rather than serving them.

Our Opportunity to Reflect God's Image

Fill in the boxes below with ideas about how you can reflect God's image through service and sacrifice in different areas of your life.

FAMILY	SCHOOL
Answers will vary.	Answers will vary.
NEIGHBORHOOD	NONHUMAN CREATION
Answers will vary.	Answers will vary.

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.

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, paper, construction paper, note cards, adhesive notes, tape, glue, staplers.
- **For each student:** *Enduring Faith Grade 8 Student Book*, scissors, pencils, colored pencils or markers.

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.

Additional Teacher Resources

BIBLES FOR GRADE 8

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

- ***Faith Alive Student 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:*** Children’s hymnal with 200 favorite and new hymns and songs, liturgies, and prayers.
- ***Lutheran Service Book:*** Christ-centered hymns, psalms, liturgies, and prayers for church, school, and home.

CATECHISMS

The Enduring Faith Religion Curriculum intentionally connects to the Small Catechism. Here are two great options to consider:

- ***Luther’s Small Catechism with Explanation, 2017:*** A clear summary of God’s Word on the Christian faith.
- ***Luther’s Small Catechism with Explanation: Visual Edition:*** A clear summary of God’s Word on the Christian faith with illustrations and visual tools.

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 digital resources, 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 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. The Fall into Sin
Genesis 3
3. The Tower of Babel
Genesis 11:1–9
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 8

The creation account in this first Old Testament unit lays the foundation for the units that follow. This foundation establishes God’s creative work in bringing the world into existence and His plan to rescue humankind. Without this foundation, the rest of Scripture does not make sense.

Students in eighth grade may question the literal interpretation of the twenty-four-hour days of creation. The world has corrupted their understanding of the creation account by attempting to pass off a scientific theory as fact. This theory presented as fact destroys our understanding that we are each a unique creation of the heavenly Father. Our value as God’s chosen children is reduced to a mere chance combination of cellular material.

As you prepare to teach this unit, be ready to address the doubts that students may have concerning the creation account and the Bible accounts that follow. Help them study not just the facts of the creation itself but also the world-changing events that follow.

As the unit progresses, students see the consequences of sin and how God works through the sin-filled lives of His people to carry out His great plan to save all humankind through the birth, death, and resurrection of His Son, Jesus.

Unit Prep

PREASSESSMENTS

Carousel brainstorm—Post nine large sheets of newsprint paper around the classroom. List the title of each lesson in this unit on one of the sheets of paper. Divide students into nine groups and provide each group with a marker. Station each group in front of one of the posters. Student groups should list statements or questions they have about the Bible account named on the newsprint. On your signal, groups rotate to the next position and add their thoughts. When the carousel stops, the original team summarizes the comments and presents the large group’s findings. As you teach each lesson, keep the students’ questions and concerns in mind or even posted on the wall.

Turn-and-talk—Before a lesson, or at the beginning of a series of related Bible accounts, have students do a turn-and-talk activity with one other student for a few minutes. This activity allows students to talk about the information presented or shared and to clarify thoughts or questions. This is an effective alternate strategy to asking questions to the whole group and having the same students responding each time. All students have a chance to talk in a non-threatening situation for a short period of time.

PROJECT IDEAS

Have students create a creation book for younger students in your school. Pair your students to show and read their creation story with students in grades K–2. Use a variety of mediums, including watercolor, collages, drawings, and textiles to make the book interesting for the children. The following are suggested formats: Day 1: Cover the first page with yellow construction paper and the second page with black. Day 2: Make the next two pages by using blue watercolor to show the waters and heaven. Day 3: Use blue tissue paper for the water. Spread glue on the land section and cover with brown sand. Brush off excess sand. On the next page, make a tree by using an assortment of seeds for the trunk and real leaves for the leaves. Day 4: Use paint to make a huge sun. On the next page, use a yellow crayon to draw stars and the moon. Paint over it with black paint. The crayon should show through the paint. Day 5: Paint a variety of pasta shapes. Use these as the bodies of sea creatures. Draw the added features around the noodles. For the birds, draw the body and head of the bird. Glue down feathers for the wings. Day 6: Use magazines to cut out a variety of pictures of animals, men, and women. Create a collage. Day 7: Draw a picture of a church or of someone in worship.

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, all 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

- **Express: Music, p. 30**
Learn about the music of Bach and how it relates to God’s Word.
- **Searching Further, p. 34**
Explore God’s plan for marriage through the lives of biblical figures.
- **Worship Life, p. 38**
Discuss Confession and Absolution using hymn stanzas.
- **Postassessments, p. 47**
Help students review the themes and content of Unit 1.
- **Searching Further, p. 48**
Research and present information about a Bible figure.

LESSON 1

God Creates the World | God Creates and Gives Life

Genesis 1–2 | **Genesis 1–2**

BACKGROUND

If you ask the question “Where did this world come from?” you might hear several different answers. One thing most of the answers have in common is that they undermine the value of the human body. Some believe the world evolved through a series of random selections. Others believe the physical world is a prison from which souls must escape.

The story of creation relayed in the Book of Genesis emphasizes the importance

of the human body. God took great care when creating the first people, and He takes great care with each person created since. Talk to your students about the tremendous value of their bodies and physical identities. They are growing up in a culture that has taught them they might have the wrong body. Encourage them to remember that the God who created them took great care to make them who they are.

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 is the creator, and it is important for Christians to understand just what that means for our worldview and our faith.

CLASSROOM DEVOTION

Look around the room and out our classroom windows. Pay attention to the things that you see: they are evidence of the creativity of God. He created not only the view from your desk but also the entire universe, from the depths of outer space still unseen by humanity to the smallest details of an atom.

God’s work of creation took place “in the beginning,” when He formed the heavens and the earth (Genesis 1:1). This is not an accidental creation but a creation filled with design and purpose. When you looked around, perhaps you noticed clouds in the sky promising future rain, or bright sunshine supplying energy to the earth. You saw friends and teachers that are part of your journey. God’s creation supplies abundant provision. This provision not only meets the physical needs of food and shelter but also goes beyond those needs. In establishing the first family through Adam and Eve, God also provided for our need to be in relationship. God’s creative work also provides truth and beauty as it witnesses to God’s great plan of salvation.

There are times when sin interferes with the provision found in God’s created world. In such times, He allows His

people to be part of His mission of loving others through our service. This service might include bringing food or clothing to a family in need. It might mean being a friend to someone in your school who has been excluded. It always means sharing the love of God evident in the world that He created as our home.

PRAY Dear Creator God, we thank You for the blessings that You provide for us in the gift of Your creation. We thank You for providing for our physical needs of food and shelter. We thank You for the witness to Your love and care that we can see in the universe You created. When the curse of sin interferes with the abundant provision of Your creation, we ask that You allow us to be Your hands and feet to our neighbor in need as we provide for physical needs. But most importantly, we join creation in witnessing to the love You poured out through Jesus’ death on the cross. Amen.

SING “Great God, Our Creator” (OAR 233); or “How Great Thou Art” (LSB 801).

STANDARDS

- LD1: Describe what God has revealed about Himself through Scripture and natural knowledge.
- LD2: Describe God’s work of creation and preservation.
- BL7: Demonstrate the ability to approach biblical passages from a Lutheran perspective.
- BL8: Demonstrate an ability to use sound biblical practices to understand and apply passages of Scripture.

OBJECTIVES

- Interpret the creation account as a pattern for God’s plan for salvation.
- Explain the way in which humanity reflects the image and likeness of God.
- Evaluate human activities in light of a Christian understanding of dominion in the image of God.
- Articulate how understanding of the creation narrative influences worldview.

MATERIALS

Session 1

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

Session 2

- The Basics
- A student’s belonging

God Creates and Gives Life

INTO THE LESSON

Tell about a time when you began something new. If students are struggling to think of ideas, suggestions might include a new sport or game, a new art project, playing an instrument, a new hobby, and so on.

- How did you begin?
- What types of supplies did you need?
- Who helped you get started?

When God began His work of creation, there was nothing. He did not have any supplies to start with. Even the materials needed for forming and shaping His creation needed to be formed from nothing. He did not have an instruction sheet or someone with more experience to get the process started. It was just our triune God, creating. He was creating everything in the universe from nothing.

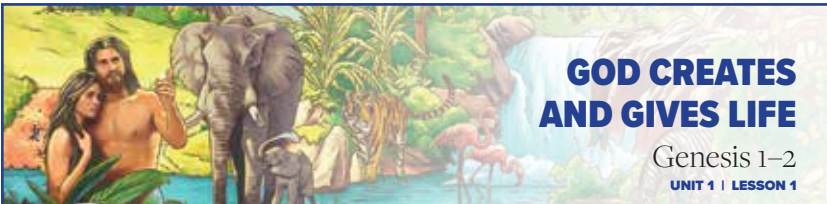
Have the students clear their desks, and then ask them to create a model of their favorite place. It is a task that will be impossible unless they are given something to begin with. Remind them that only God can create something with no prior existence. We are only able to use the raw materials of God’s creation to make things with beauty and purpose.

INTO THE WORD

Read the account of God creating the world, found in **Genesis 1**. The word *Genesis* means “beginning,” the beginning of time. People cannot imagine a time before time. These first words tell us that God was there before time. God was not created, but He creates. Direct students to page 5 in the Student Book. Fill in the important details in the account of the creation of the heavens and the earth.

- **Who creates?** Genesis 1:1–2; John 1:1–3 (The triune God: Father, Son, and Holy Spirit)
- **When did He create?** Isaiah 40:21 (The beginning, before chronological time)
- **What was created?** (“The heavens and the earth” refers to the entire universe, including all that is living and nonliving. See Student Book inset for daily details.)
- **Why did God create?** Psalm 19:1–6 (For His glory; God created with His act of salvation in mind. See Student Book inset for daily answers.)
- **How did God create?** Hebrews 11:3 (Through speaking, through His Word)
- **Where did God place humanity?** (In the Garden of Eden) **Why?** Mark 10:44–45 (Our dominion in the image of God is for the benefit of His creation.)

+ CONTINUE WITH LESSON EXTENDERS



GOD CREATES AND GIVES LIFE

Genesis 1–2
UNIT 1 | LESSON 1

God Creates the World!

You are the reporter. Use the graphic organizer below to write the story of the beginning of time. Use the first two chapters of Genesis along with the verses listed below to help you with your research.

Who creates? Genesis 1:1–2; John 1:1–3 The triune God: Father, Son, and Holy Spirit	
When did He create? Isaiah 40:21 The beginning, before chronological time	
What was created? Day 1: Light, day and night Day 2: Water above from water below Day 3: Dry land and plants Day 4: Sun, moon, and stars Day 5: Creatures of the sea and sky Day 6: Creatures of the land and humanity	Why did God create? Psalm 19:1–6 For His glory; God created with His act of salvation in mind. Day 1: John 1:4–5 Darkness needed to be overcome by Jesus, the light of the world. Day 2: Titus 3:5 Water represents an ordering of chaos and points to rebirth through Baptism. Day 3: Psalm 104:27–30 God created plants to produce food in season. Day 4: Psalm 104:19–20 God gave the day, night, and seasons to order our lives. Day 5: Psalm 104:24 God created animal life to be fruitful and multiply. Day 6: Colossians 1:16 All animal life is called to flourish, but humanity alone was created for a special relationship with God.
How did God create? Hebrews 11:3 Through speaking, through His Word	
Where did God place humanity? Why? Mark 10:44–45 In the Garden of Eden. Our dominion in the image of God is for the benefit of His creation.	



COVENANT CONNECTION

God created the world in a way that points to His plan for saving that world. As you review your work above, notice how each day of creation points to the saving work of Christ. He is the light of the world who saves through Baptism and provides the forgiveness of sin and salvation that is our greatest need. This Savior becomes the perfect image of God, and in Him we regain our status as beloved children of God.

5

CATECHISM CONNECTION

The First Article of the Apostles’ Creed identifies God as the Creator of heaven and earth. God does not just create and then leave His creation to work things out alone. Luther points out that this short statement tells us about God’s nature as provider of physical and spiritual needs through grace alone. He does this out of love for His children. We worship Him and serve our neighbor in gratitude for this great gift.

COVENANT CONNECTION

Each lesson contains a Covenant Connection to help students connect the Old Testament Bible narratives to the New Testament. These connections help students focus on the promise of the Messiah and God’s plan to rescue His creation. As time allows, read through the Covenant Connection with your students. Otherwise, point out the connection for students to review on their own.

God Creates and Gives Life

INTO THE LESSON

Hold up an item that belongs to one of your students. **Who does this belong to?** As the item is safely returned to its owner, ask, **What does it mean to “belong to”?** Students may suggest ideas about ownership or the idea that when you own something you can choose what happens to that item. **Who do you belong to?** (Genesis tells us that we belong to God, and because we belong to God, He desires a place at the center of our lives. God wants His children, who belong to Him, to be in a vertical relationship of love with Him that reflects the love He shows to us.)

God created us in His image and gave us work to do. That work includes dominion over His created world. In our dominion, the vertical love between us and God can overflow in a horizontal love that cares for our neighbor and the rest of creation. God desires a dominion that reflects His rule, a dominion of serving and sacrifice. As Mark tells us, Christ did not come to be served, but to serve and sacrifice His life for the sake of the creation that belongs to Him (Mark 10:45).

INTO OUR LIVES

Begin with a Think-Ink-Pair-Share: Ask students to consider what it means to be created in the image of God. After they have time to reflect, they can record their ideas to discuss with a partner and then share with the larger class. Some would consider our ability to reason as a reflection of the image and likeness of God. Others consider things like creativity and relationship. Perhaps God placed His image in creation as a sign that it belongs to Him. The image of God likely includes all of these things.

The Lord God has dominion over all of creation, but the dominion of God looks different than the dominion we often see in society. Read **John 13:1–17**. In the Student Book, have students describe the dominion of Christ in this account. **How is this different from the types of rule or dominion we see in society?** God has placed us all in situations within our families, vocations/schools, churches, and neighborhoods where we can exercise service. These situations are opportunities to share the image of God with those around us. Have students use the space in the Student Book to consider how they might exercise dominion in acts of love and service in their families, schools, neighborhoods, and in their care for nonhuman creation.

Have students gather in groups of three and assign an interviewer, interviewee, and notetaker. The interviewer should ask good questions to explore how students can reflect God’s image in response to His love and provision. The notetaker can provide a brief summary.

+ CONTINUE WITH LESSON EXTENDERS

UNIT 1 | LESSON 1

What do we mean by *dominion*?

Read **John 13:1–17**. What does this account tell us about the dominion (rule) or lordship of Christ?

Jesus shows His dominion through humble service toward His disciples and toward us.

How is the dominion (rule) that we often see in society different from the example set by Christ?

Society views dominion as exerting power and control over others rather than serving them.

Our Opportunity to Reflect God’s Image

Fill in the boxes below with ideas about how you can reflect God’s image through service and sacrifice in different areas of your life.

FAMILY	SCHOOL
Answers will vary.	Answers will vary.

NEIGHBORHOOD	NONHUMAN CREATION
Answers will vary.	Answers will vary.

 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*

FAITH IN ACTION

Have students choose one of the ideas from the Student Book activity to implement or develop a class project. **How can you demonstrate a dominion of service and sacrifice to others as a community or as individuals?**

REACHING EVERY STUDENT

Every student is created by God and loved by God. Read **Psalms 139:13–15**. God knows and loves each of us, and our lives are a gift from Him. The lives of every student in the classroom are gifts from God. God creates all of us for a purpose. Read **1 Corinthians 12:12–31**. We find our worth and value in our identity in Christ. We all have different gifts but share a common purpose of glorifying God.

Lesson Extenders

SEARCHING FURTHER

Martin Luther considered our vocations as opportunities to reflect the image of God. He said that in our vocations we become the masks behind which Jesus is smiling. In our schools, relationships with others, communities, and in the natural world, our actions can help others see the love of God. This love flows freely from God to His children and then overflows to the rest of creation. We can also see Jesus smiling at us through the masks of those He has placed in our lives, including parents, teachers, friends, and pastors. Look for ways to allow the love of Christ to flow through you, and be aware of His work in your life through those He has placed around you.

EXPLORE

Science ■ Evolutionary theory dominates science. Evolutionary accounts of creation permeate the shows students view on television, the books that they read, and the nature channel hosts they hear. This saturation is not limited to nonfiction science documentaries but is found even in popular movies and sitcoms. Encourage students to identify the subtle messages that they see and hear about evolution. Provide students with STEM building supplies (blocks, craft sticks, or whatever you have on hand). Ask them to throw their supplies in the air and create a tower. How many times will they need to throw their supplies in the air before they land in the perfect pattern to form the tower that they need to build? Creation is filled with evidence of purpose and design. Evolutionary theory credits this to random chance and accident. When chance and accident replace our Creator God, humanity loses the identity and dignity given in creation. Evolution relies on the idea that life is created from death because it would take innumerable failed attempts to create one helpful mutation or change. This “survival of the fittest” view is very different from the truth that life comes from God and is inherently valuable because every life is loved by our Father in heaven. It is in Him that we find meaning and purpose. Creation is filled with evidence of design. Have students research design in the world around them. Look at genetics (DNA), interdependent elements of ecosystems, the human body, the design of a woodpecker, the detailed precision of an atom, or all of the ways that the earth is perfectly suited for life. Any topic that you are currently discussing in science class can be used to find evidence of design in creation. Just as a random toss of supplies in the air will never build a tower, chance and accident do not produce design.

RELATE

Active Play ■ Read **Proverbs 8:22–31**. This proverb describes Jesus as wisdom, delighting and playing in wonder as creation takes shape. Here we see the importance of play and delight in God’s design. Go outside into God’s creation and play. Enjoy the beauty, the design, the care, and the love God shows us in the things that He has created. Research increasingly shows that many youths today simply do not spend enough time outdoors. Technology and curriculum programs that emphasize the grasp of subjects by students at a certain age, by a certain time, seem to inhibit the ability of young people to wonder (and this affects not just the young). To help all of us remember how to wonder as young children do naturally, spend time outdoors, slow down, and allow for periods of reflection (sometimes called “boredom” by students). When we struggle to find wonder, we often need a “wonder guide” to help focus our gaze and truly see the world around us. Be a wonder guide for your class. Wonder may also be an important part in faith development. Wonder has been shown to open us up to things beyond just this physical world. For Christians, this is an acknowledgment that there is a Creator God that is beyond our understanding. As we begin to see and encourage our students to see the incomprehensible creativity of a God who loves us enough to provide this temporary home for us, we can respond in gratitude that overflows in our families and to our neighbors.

CREATE

Art ■ Humanity cannot create something out of nothing as God did in the beginning, but we do create. This creativity and ability to appreciate beauty is unique to human beings and may be part of how we bear God’s image. The Garden of Eden is a frequent subject of artwork. View some examples online or in books, and allow students to create their own paintings of the Garden of Eden.

EXPRESS

Drama ■ Have students create their own documentaries about creation. These documentaries could then be shown in a mini film festival for the school. Be sure to provide materials for students who need them. Invite families and students in other grades to attend.