

## Distributing the Promised Land

### Materials I Need:

### Legend:



= Option 1, Appropriate for 1<sup>st</sup> – 2<sup>nd</sup> Grade

= Option 2, Appropriate for 3<sup>rd</sup> – 6<sup>th</sup> Grade

### Memory Work:

“Choose for yourselves today whom you will serve, but as for me and my house, we will serve the LORD.” Joshua 24:15

### Aim Questions:

1. How did God divide the land between the 12 tribes of Israel?
2. Which tribes were on the eastern side of the Jordan River?
3. Why did God give both Joshua and Caleb a portion of the land?
4. What "incident" took place between the tribes on the east and the rest of the tribes in the west? How did this situation get resolved?
5. What were the "cities of refuge" for?

### Hook:



**Dividing the Land (Activity).** Bake a delicious dessert that can be divided into pieces for the class. Tell the children that today, they will get a piece of the "land dessert." Bring in a pair of dice and have the children roll them. Whoever gets the highest roll is the person to get the largest piece of dessert. Whoever was second will get the second largest piece of dessert, and so forth.

**Debrief:** In today's Bible lesson, we will see how God divided the land up for the 12 tribes of Israel. We may think that it was by chance that each tribe received their piece, but we'll find out that God was in total control, even in the roll of the dice!



**Daily Division (Worksheet).** This morning we will hear how God called the leaders of the Israelites to divide up the land. What a huge undertaking! Use some simple examples of how we divide things up every day; nothing like dividing hundreds of thousands of people into 12 neat sections of land. Those of you with larger families probably do more dividing than those with fewer people to consider. Once you have established the idea of dividing, give them the worksheet **1JOS04.GF1**. Some questions will be easy and the younger students will be able to complete them; others are much more advanced and will only apply to the older ones.





**Fill in the Tribes! (Game/Activity).** Request a transparency of **1JOS04.GF2 Pg. 1** from Rebecca Griffith. With an overhead projector shining the transparency on the wall, divide the class into two groups. Have each group try to name as many tribes as possible and where those tribes settled in the Promised Land.




**Marking the Borders for the Division of the Land (Activity).** Divide up the students when they

arrive to class. This can be as simple as placing them into their table groups, or as complicated as assigning each child to be a member of a tribe. Using masking tape and objects (such as tables, chairs, whiteboards, etc.), designate their portion of the Promised Land. This is where they will sit when they come in, and perhaps during the entire class period. Some tribes will have larger areas with different amenities (perhaps more chairs for sitting, or cushions provided by the teachers). This may cause some grumbling amongst the tribes, but that will give you great ammunition when you talk later about contentment and the sovereignty of God. Consider coming to a designated spot (Shiloh) for the Bible Adventure Time.

 **Unscramble the Tribes of Israel (Worksheet).** In preparation for the lesson on the division of the land covered this morning, use this fun worksheet **1JOS04.GF3** to help them remember each of the tribes.

 **Comparison vs. Contentment (Discussion).** How many times have we heard that expression “life’s not fair”? Try to extract specific incidences when the students felt that they received the short end of the stick. Do their families ever make designations based on age? How about “first-come, first-served”? Some times we feel as if we have been treated unfairly (regardless of whether we have or not). God wants us to be content with whatever He chooses to provide for us. We must trust in His sovereignty and be obedient in not grumbling. This is far too difficult for us to do on our own. We must depend on the power of Christ during those times. We will hear in our Bible Adventure this morning how God determined the way that the Promised Land was divided. Were all the tribes content with their portion?


 **Unity (Discussion).** Ask the students to give you their definition of unity. What is it about a school, a sports team, a neighborhood, a church, or a family that causes unity? Are there common characteristics between these entities which give us a clearer picture of what unity is? What are some of the causes when that unity is broken apart (grumbling, selfish motives, miscommunication or misunderstandings, disregarding authority)? Why is unity important? What are ways we can work to preserve that unity?



### Book:

 **Altar at the Jordan (Illustration/Color Page).** Joshua 22:10-12, **1JOS04.GF4**.

### Presentation Ideas –

 **Caleb Role Play (Role Play).** Have someone dress up as Caleb and present today's lesson from his perspective.

### Bible Adventure –

God had proven His faithfulness to His people as they entered the Promised Land. Again and again He had shown His mighty power in allowing the Israelites to conquer and destroy their enemies. Now the majority of the land of Canaan had been conquered and the biggest armies destroyed. God commanded Joshua to divide the land between the twelve tribes of Israel. Only on the outskirts of the land were there places yet to be conquered. Israel was in control of the land God had promised Abraham some 600 years earlier, proving once again that He is a God who keeps His promises. Listen to Joshua 21:43-45: *“So the Lord gave to Israel all the land of which He had sworn to give to their fathers, and they took possession of it and dwelt in it. The Lord gave them rest all around, according to all that He had sworn to their fathers. And not a man of all their enemies stood against them; the Lord delivered all their enemies into their hand. Not a word failed of any good thing which the Lord had spoken to the house of Israel. All came to pass.”* This must have been a very exciting time for a people who had been slaves in Egypt and then wandered in the desert for forty years. The land was God’s gift to them.

How did Joshua decide which tribe would receive what land? Joshua, Eleazar the priest, and the heads of the fathers of all the tribes, divided the land by the casting of lots. This process was probably like the drawing of names or numbers out of a hat as we do today. However, instead of each tribe trusting to luck and getting whatever lot fell to them, God was very involved in the casting. He was in complete control of which tribe would receive what portion of land.

As Moses had promised the Reubenites, the Gadites and the half-tribe of Manasseh years before, they received their claim on the eastern side of the Jordan River--the Trans-Jordan Area (Numbers 32). They had kept their agreement to fight alongside the rest of the Israelites to conquer all the land, and now God was rewarding them for their faithfulness. The rest of the tribes (Judah, Ephraim, West Manasseh, Benjamin, Simeon, Zebulun, Issachar, Asher, Naphtali, and Dan) received their portions to the west of the Jordan. The tribe of Judah and the half-tribes of Ephraim and Manasseh received the largest sections. Joshua had sent three men from each tribe and sent them to study the land and mark the borders for each area. The size of a tribe helped to determine the size of the land they would inherit. Joshua and Caleb and their families received a special section within the tribes of Ephraim and Judah because of their loyalty and faithfulness to the Lord. In fact, Caleb came before Joshua and specifically asked for the city of Hebron. Hebron was the stronghold of the Anakim, a people known for their gigantic size. It was the Anakim who had caused ten of the spies Moses had sent out to return and say that the Israelites could not conquer the land because of the mighty people living there. Now Caleb was given Hebron, and he said he would go drive the Anakim out of the Promised Land! Caleb still had no fear of these giants. His trust was in his mighty God!

Throughout the Israelites' new land there were six cities set aside for a special purpose. These were called "cities of refuge," and were places where someone could go if they accidentally killed someone. In Old Testament times, a death was avenged by the closest relative of the dead person. But if the death truly was accidental, the killer could go to a city of refuge and be safe there until a trial was held to find out if he had killed intentionally or not.

Also within the land were 48 cities set aside for the Levites. The Levites, remember, were given the responsibility by God of caring for the holy items in the tabernacle and for making offerings on behalf of the people. Therefore, they were not given a specific piece of land because God desired that they be scattered throughout the entire land to teach the law and remind the people of their spiritual duties before God. The Levite cities also included the pasture land that surrounded them.

Now the tribes were allowed to go to the portions of land where they would settle. On their way to the Trans-Jordan, the Reubenites, Gadites, and half-tribe of Manasseh stopped and built an altar to the Lord by the Jordan, on the side of the river where the other tribes of Israel lived. When the other tribes heard of it, they were suspicious and angry, and gathered themselves to go to war against the ones who built the altar. They decided to send Phinehas, the son of Eleazar the priest, along with ten leaders of the tribes of Israel, to the Reubenites and Gadites. They asked why the Reubenites and Gadites had built the altar. They thought it was a sign of rebellion against God, that the Reubenites and Gadites did not want to worship at the tabernacle at Shiloh with the rest of the Israelites. They warned them that God would punish all of Israel for their rebellion. But the Reubenites, Gadites, and half-tribe of Manasseh soon put their fears to rest. The reason they had built the altar, they said, was because they were afraid that the tribes on the other side of the river would forget about them, and would even say in years to come, "What have you to do with the Lord God of Israel?" They wanted to continue to follow the true God, and be one with the rest of the tribes of Israel, not looked upon as outsiders. If the tribes on the west side of the river did forget about them, they could show the altar to their children and grandchildren as proof that they were part of God's people. When Phinehas and the leaders of the western tribes heard this they were pleased. Phinehas went back to Canaan and reported to the people there and they stopped preparing for war.

Things were settled peaceably this time, but this incident was only the beginning of a problem of disunity between the tribes who lived on the east side of the Jordan, and those living in Canaan. It was needless for the eastern tribes to build such an altar. God had not commanded them to do so. In fact, He had commanded that all Israelite males were to appear before the Lord at the tabernacle three times a year (see Exodus 23:17). Besides that, it was God's plan that all the tribes worship together at Shiloh. This would help them keep their unity as a nation. The building of the altar was the first step in a long series

of independent actions by the eastern tribes, which would later break the nation apart. It was Israel's worship of God that held her together as a nation. Later, when the original tabernacle was abandoned for other, smaller individual sanctuaries, Israel's unity was weakened. The effects of these choices on Israel's history and on her relationship with God were very great.

God proved Himself to be totally faithful in keeping His promises to His people. Even though some of the promises took years to be fulfilled, in the end "all came to pass." We can have confidence in the promises God has given to every believer. Sometimes they aren't fulfilled when we expect or want them to be, but we have the witness of God's Word to show us that they will be. Many of the promises have already been fulfilled, which should give us even more confidence in our great God! Instead of becoming impatient because God's timetable is not the same as ours, let's rejoice in the fact that we can trust Him with our present and our future.

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### Look:



**The Lord's Good Promises (Worksheet).** Use this worksheet to review for this week's memory verse. Repeated words are used only once in the face, **1JOS04.GF5**.



**Secret Code (Worksheet).** This secret code is used to reveal today's memory verse, **1JOS04.GF6**.



**Promised Land 3-D Topographical Map (One per class) (Ongoing craft).** Division of the Land. This morning you may choose to apply the labels to the portions of land divided between the tribes. If you have been careful not to cover up the original lines, these divisions will be easy for you. You have been provided with labels for the tribes as well as push-pins and flags for the cities of refuge and Shiloh. It might be fun to actually put these pins into place during the BOOK time as you talk about how the land was divided. Next week will complete our study of the book of Joshua. You will have some time to finish your classroom map next week, but you will want to allow some time for the judging and display of these to the rest of the church, **1JOS04.GF7**.



**Character Qualities of Joshua and Caleb (Acrostic & Discussion).** Using **1JOS04.GF8** try to describe the character qualities of each of these leaders. Allow the students to come up with their own and then have them share with the group. Discuss ways in which we can be more like these godly men.



**The Bonds of Unity (Worksheet).** Look up each of the following verses and write down the results of unity and disunity, **1JOS04.GF9**.



**Passage Review Questions (Worksheet).** This booklet contains many questions from the Scripture passage covered in today's lesson. Students may work on them in class and complete them during the week at home, **1JOS04.GF10**.

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### Took:



**Contrasting Caleb with Ephraim (Discussion).** Read Joshua 14:6-15 and Joshua chapter 16. What is the difference between the leaders in each situation? Are there situations today where we find ourselves in a position to either trust God and move forward, or shrink back and allow the world to flow in and around all we do? What were the outcomes for each of these? Where can we find the strength to combat the enemy? Provide several verses which encourage them to take strength in the Lord. Have them look up these verses. They may want to jot these references down and

keep them handy as they run into trials this week.



**The Sovereignty of God (*Discussion*).** Choose several verses from those listed below. Read them and apply them to areas facing our lives today. Talk about God's sovereign control over all things at school, home, work, in the neighborhood, in our families, etc.

Suggested verses: Exodus 18:11, Psalm 93:1, Psalm 95:3, Matthew 6:10, Romans 14:11, Exodus 15:18, Deuteronomy 4:39, Joshua 2:11, 1 Chronicles 29:11, Psalm 24:1, Psalm 96:10, Daniel 6:26, Matthew 11:25, Acts 17:24, 1 Timothy 6:15, Revelation 19:6.



**Family of Families (*Worksheet*).** Look up the verses to see what God says about worshipping together as one family, **1JOS04.GF11**.

# Daily Division

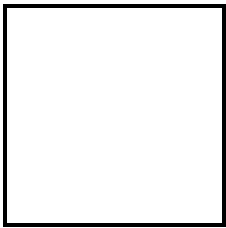
The following exercises are given as a guideline to the teachers in each classroom. Use these, or supplement with others you may feel are more age appropriate depending on your students.

Record here how these items were divided.

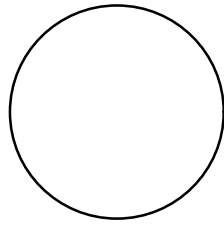
Provide the student with a large quantity of something where they can divide by the color, shapes, or characteristics of the items (e.g., buttons, blocks, ribbons, candies, colored paper squares or shapes).

Record the results of these divisions here.

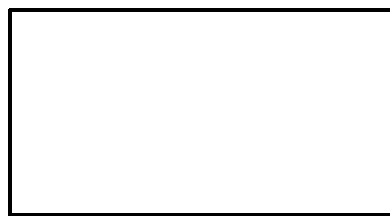
Divide 12 items into 4 groups equally.  
Divide 18 items into 2 groups equally.  
Divide 20 items into 5 groups.



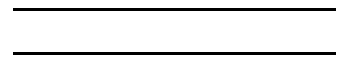
Divide a square into fourths.



Divide a circle into fifths.



Divide a rectangle into eighths.



Divide an inch into sixteenths.

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## Divide and Conquer

$$5 \overline{) 30}$$

$$4 \overline{) 100}$$

$$100 \overline{) 1000}$$

$$4 \overline{) 144}$$

How would you find  $\frac{1}{2}$  of 50?

How would you find  $\frac{1}{3}$  of 24?

How would you find  $\frac{1}{4}$  of 36?

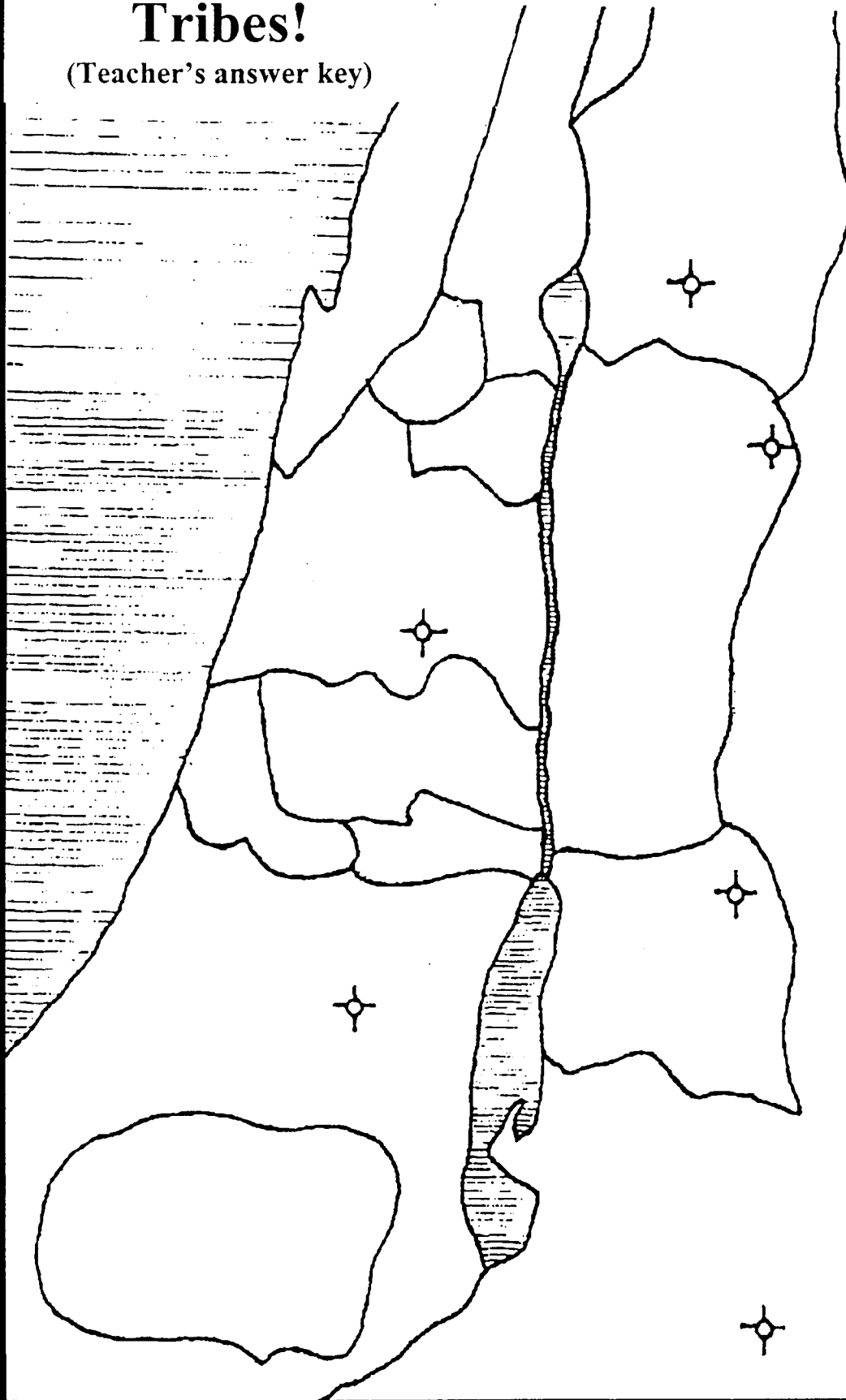


**Now would be a good time to divide up a treat to share among all the students rewarding them for their hard work!**



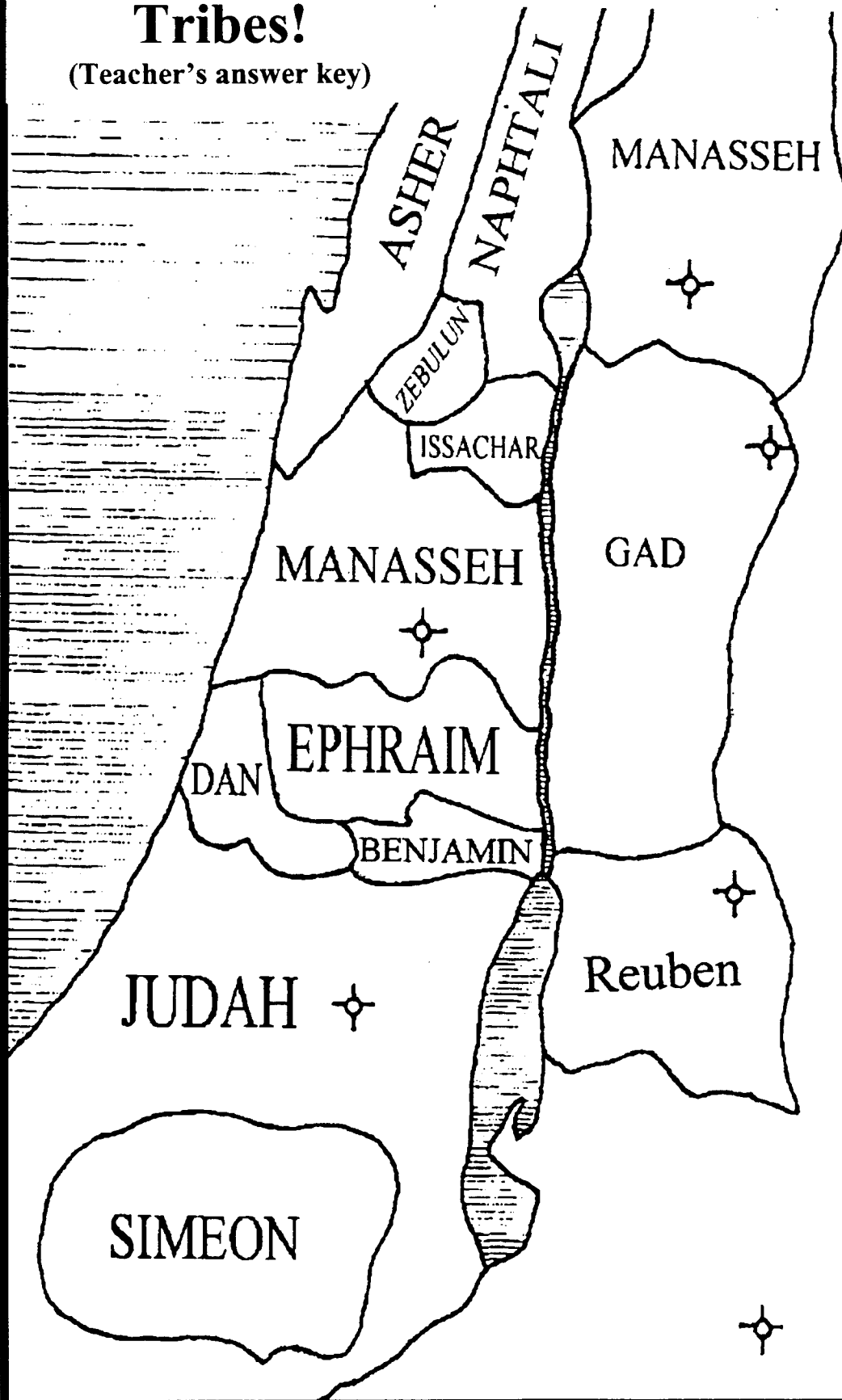
# Fill in the Tribes!

(Teacher's answer key)



# Fill in the Tribes!

(Teacher's answer key)



# UNSCRAMBLE THE TRIBES OF ISRAEL

Unscramble each of the clue words.

Copy the letters in the numbered cells to other cells with the same number.

**BUENER**

1					

**NDA**

11		

**SEMION**

14					

**HAPTALIN**

10		2					

**IVEL**

6			

**DAG**

5		

**JADHU**

3				

**ESHRA**

9		15		

**SAACSHIR**

13				4			

**RAIMEPH**

7						

**ULNEBUZ**

1						

**ASEHMANS**

12							

**JEMINBAN**

5				8			

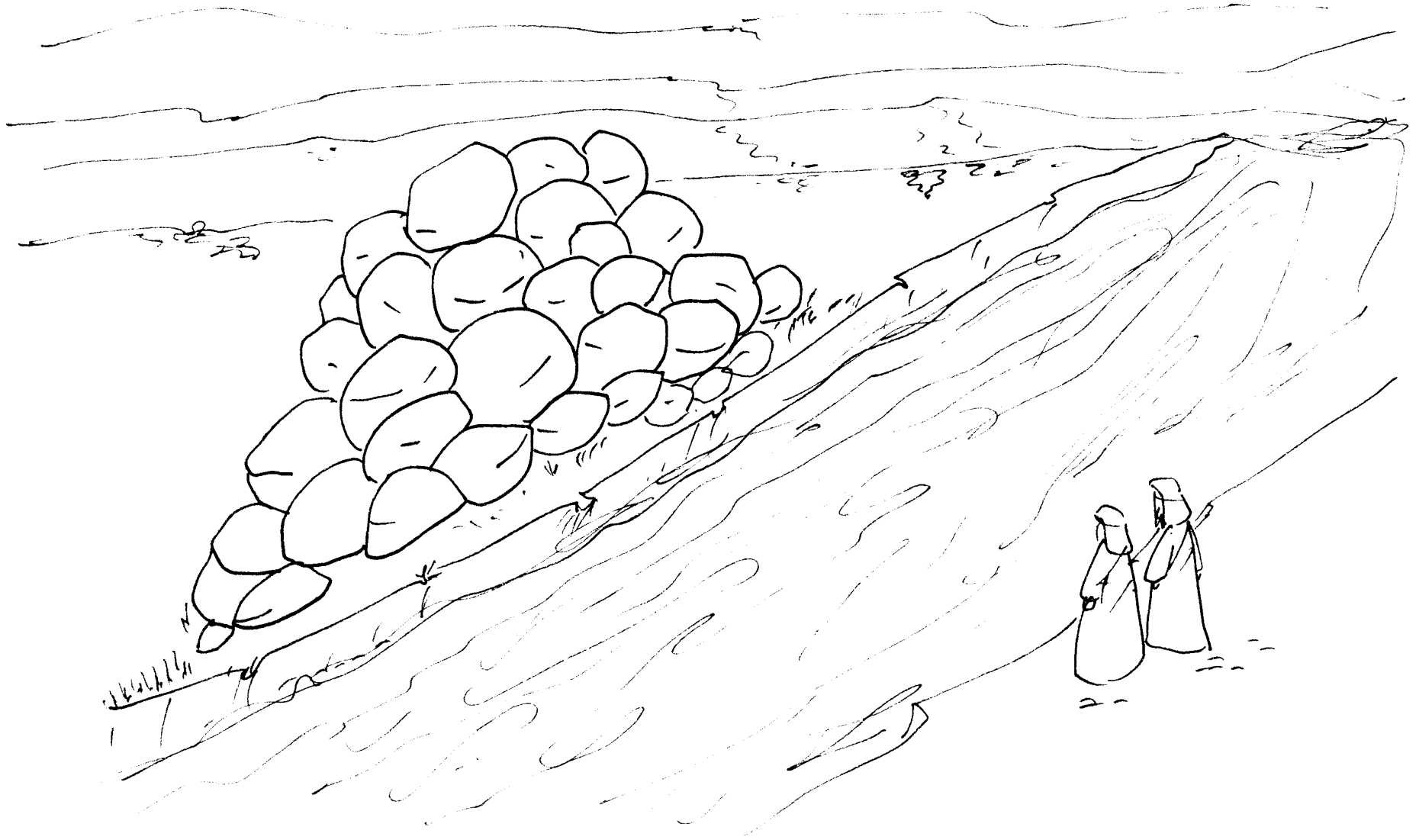
**Which Tribes were known as one-half tribes?**

1	2	3	4	5	6	7

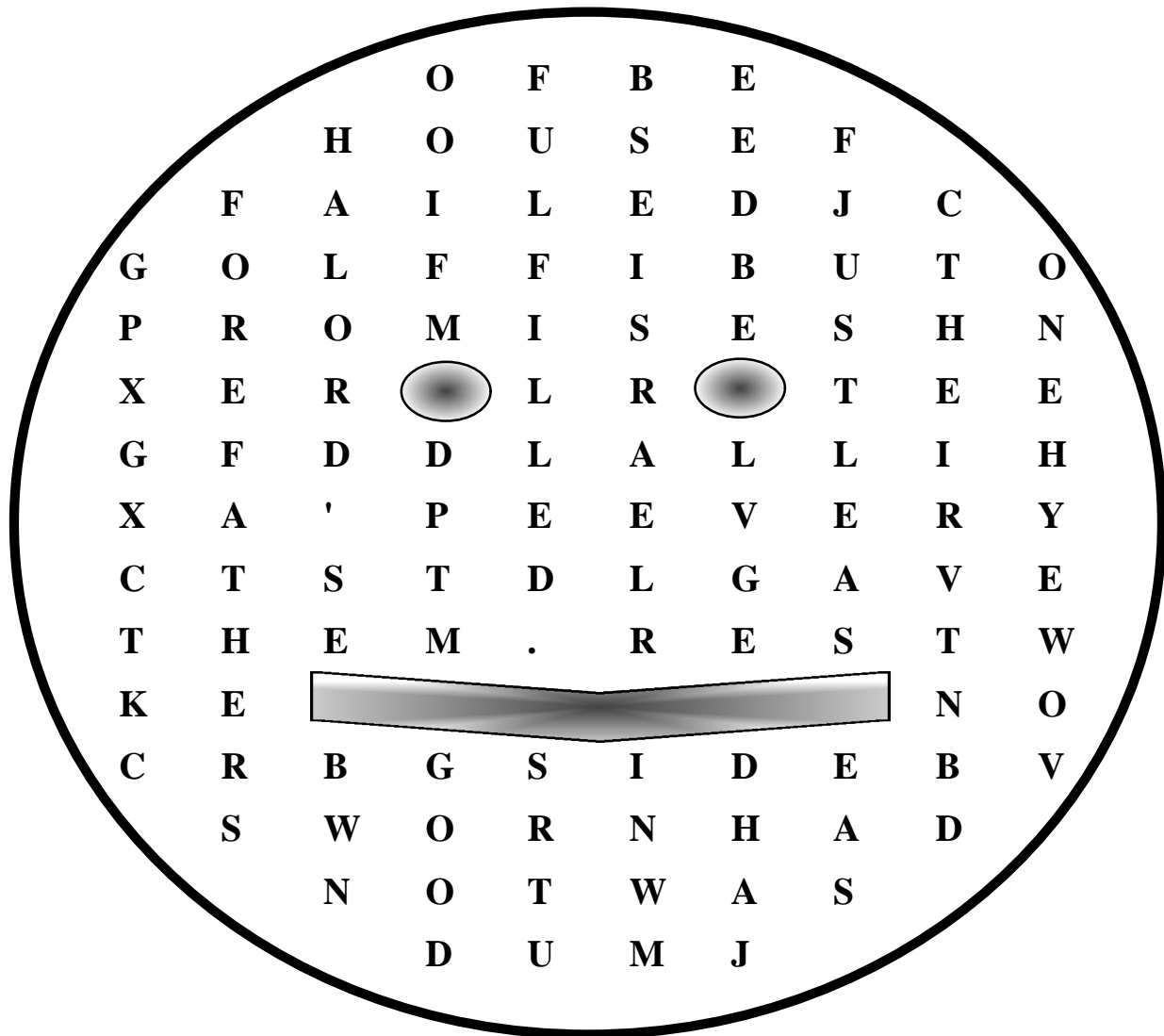
and

8	9	10	11	12	13	14	15

# Altar at the Jordan



## The Lord's Good Promises









Can you find all the words to the memory verse below in the face above?  
Repeated words are only listed once in the face.

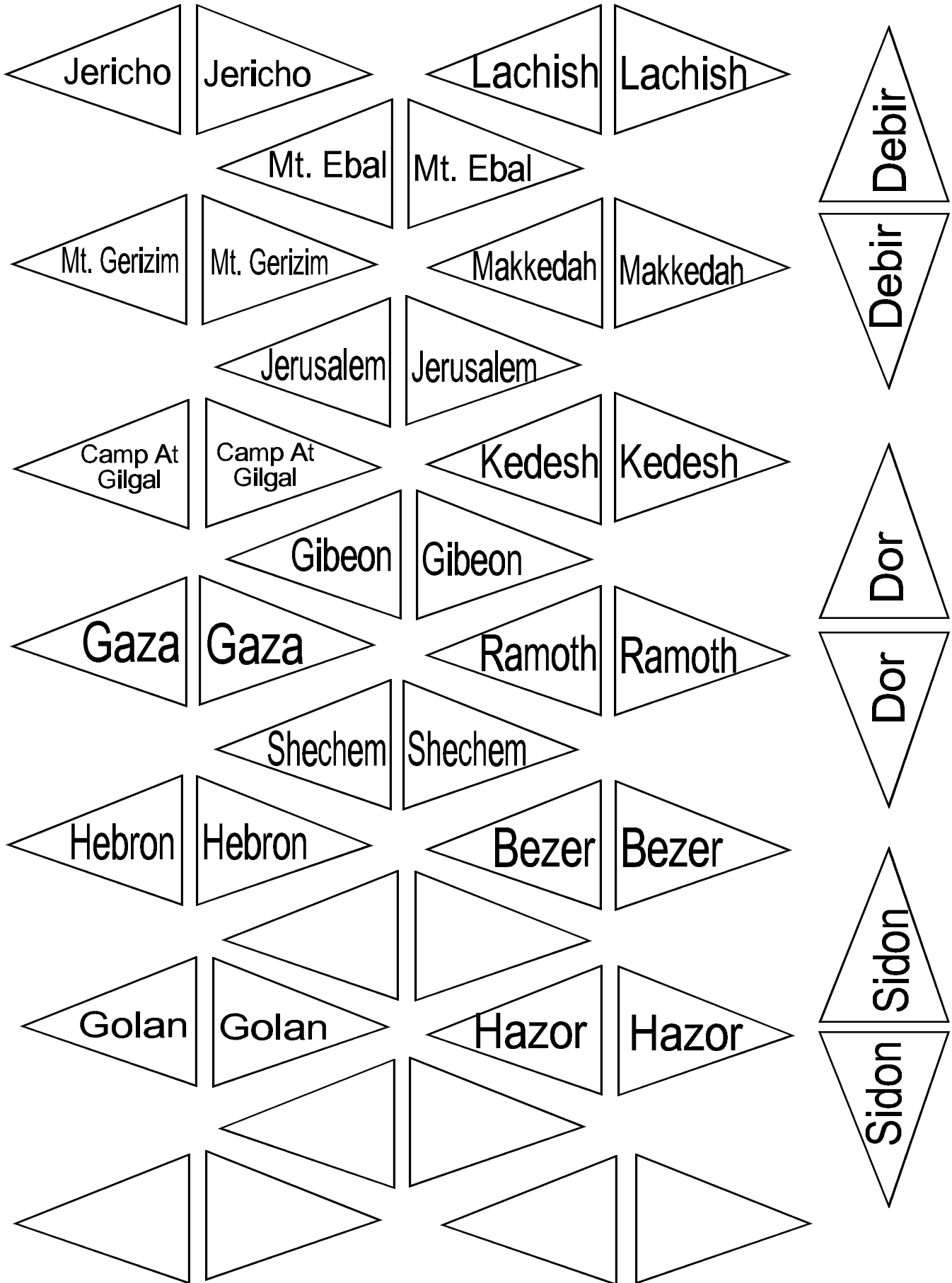
Joshua 21:44a “The LORD gave them rest on every side, just as he had sworn to their forefathers. 45 Not one of all the LORD's good promises to the house of Israel failed; every one was fulfilled. “

Use the secret code to fill in the vowels to reveal today's memory verse.

Th\_ L\_r d g\_v th\_m r\_st  
 \_ n r\_st \_ n \_ v\_r \_ s\_d\_,  
 j\_st \_ s H\_ h\_d sw\_rn t\_  
 th\_ \_r f\_r\_f\_th\_rs. N\_t  
 \_ n \_ f \_ ll th\_ L\_r d's  
 g\_ \_ d pr\_m\_s\_s t\_ th\_  
 h\_ \_ s\_ \_ f sr \_ l  
 f\_ l\_d; \_ v\_r \_ n w\_s  
 f\_lf\_ll\_d. J\_SH\_ A 21:44a, 45

SECRET CODE	A 	E 	I 	O 	U 	Y 
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Promised Land 3-D Topographical Map



# Promised Land Map

## Faith Bible Church

### July 1999

East  
Manasseh

Manasseh

Reuben

Naphtali

Simeon

Judah Dan

Ephraim

Issachar

Zebulun

Benjamin Gad

Sea of Galilee

Dead  
Sea

Mediterranean  
Sea

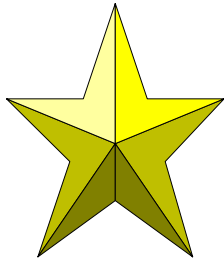
*Aram*

*Edom*

*Moab*

*Ammon*

Asher



# Character Qualities of Caleb and Joshua



Using the first letters of their names, write down character qualities found in each of these great leaders.  
Can you find scripture verses which talk about these qualities?

C A L E B	_____
	_____
	_____
	_____
	_____
J O S H U A	_____
	_____
	_____
	_____
	_____

How can we be more like them?

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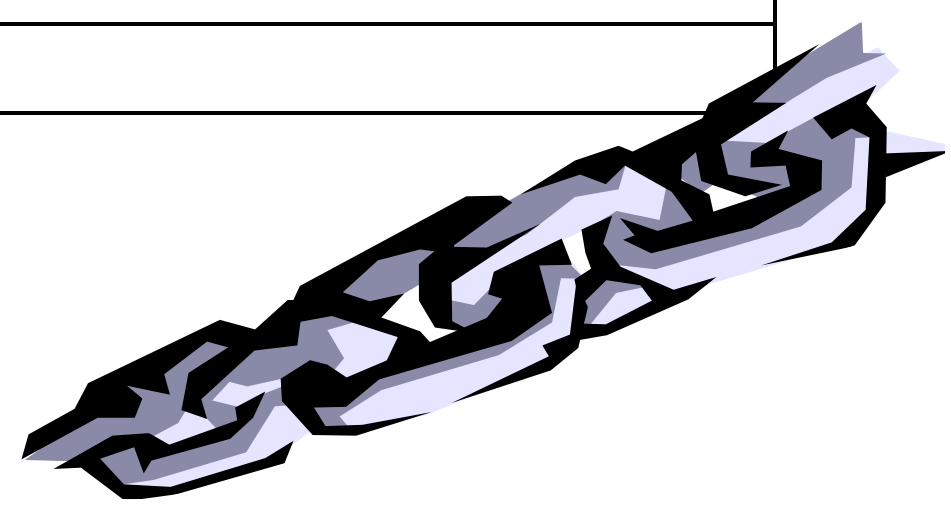
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# The Bonds of Unity

Look up each of the following verses and write down the results of unity and disunity.

v E R S E	r E S U L T O F u N I T Y / d I S U N I T Y
g E N E S I S 3:6 & g E N E S I S 3:7, 14-19	
g E N E S I S 37:18-24 & g E N E S I S 42:21-22	
n U M B E R S 12:1-2 & n U M B E R S 12:10,15	
n U M B E R S 16:1-2 & n U M B E R S 16:31-33	
j U D E 19 & t I T U S 1:10-11	



## **Passage Review Questions**

### **Joshua 13 - 22**

1. What tribe received no inheritance? 13:14
  
2. How old was Caleb when he asked for the hill country that the Lord had promised him? 13:10
  
3. What was the name of this country? 14:13
  
4. Who did Caleb's daughter, Achsah, marry? 15:17
  
5. What did Achsah ask of her father Caleb? 15:19
  
6. The Canaanites who lived among the people of Ephraim were required to do what?
  
7. Where was the Tent of Meeting to be set up at? 18:1
  
8. Where could a person go who accidentally or unintentionally killed a person? 20:2-3
  
9. What is a person who flees to one of these cities to do? 20:4

10. In Joshua 18:2 how many tribes had yet to receive their inheritance?
11. How were the rest of the people to receive their portions of land? 18:10
12. What are the Levites then to do? 20:4
13. If the avenger of blood pursues him, what must the Levites not do? 20:5
14. What were the Levites to do with the person who came for them? 20:6
15. Besides standing trial, what must the one who accidentally killed do before he could go home? 20:6
16. Can you name all the Cities of Refuge? 20:7-8
17. Where these cities only for the Israelites? 20:9

18. Who approached Eleazar, Joshua and the head of the other tribal families at Shiloh? 21:1
19. Who gave up portions of their own inheritance for the Levites? 21:3
20. How many tribes were given to the Levites from the Kohathites' inheritance? 21:26
21. All in all, how many towns did the Levites end up with? 21:41
22. How many of the Israelites' enemies withstood them? 21:44
23. Who was able to go home after fulfilling a promise? 22:1-2
24. What were these men to be very careful to obey? 22:5  
hint: There are 6 specific things!

# Family of Families

In today's Bible lesson, we saw how important it was for Israel to maintain their worship of God in the midst of a sinful people. God desired that they come together to Shiloh to worship Him. In fact, because Israel forsook their central place of worship, the nation eventually became divided, both politically and spiritually.

Today, we don't have the Jewish regulations for worship, but are called to worship God "in spirit and truth" (John 4:24). This takes place, not only in our individual lives, but also when we gather together for worship as a church family.

Can you list as many reasons why being committed to a local church is so important for your worship of God?

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