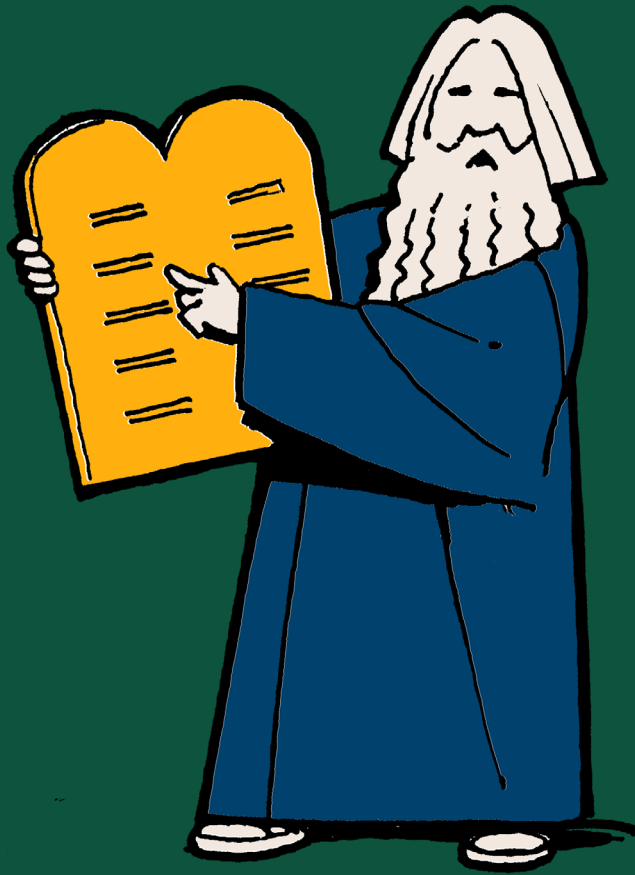


# Teach-ables

CREATIVE  
ENRICHMENT  
LESSONS



# Bible





## How to Use Teach-ables

### 1. POINT of the lesson!

What we would like students to learn

### 2. PREPARATION!

Included in this lesson:

- Each teachable lesson includes everything needed for the lesson.
- The teacher may need to make copies and/or supply pencils, crayons, scissors, glue, etc...

Teacher will:

Do some of all of the following: Read information page, copy, cut, provide scissors, paper, glue, etc...

### 3. PULL-IN!

An activity to evoke student interest

### 3. PRESENT MATERIAL!

How to present the information included

### 4. PARTICIPATE!

Creative ways to involve students in learning the material

### 5. PERSONAL CONNECTION!

An opportunity to make the information meaningful to the individual student



## **BIBLE LESSONS INDEX**

1. 5 Books of Moses "Let's Go Fishing"
2. 5 Books through Song "Sing-along with Moses"
3. Adam and Eve "Eve vs. Snake-- You Decide"
4. Tower of Babel "International Intrigue"
5. Abram and Sarai "The Journey"
6. Eliezer finds a Wife for Isaac "Matchmaking at the Well"
7. Jacob and Esau "A Trial... Law and Birth Order"
8. Tribes and Symbols "A Matching Game"
9. Tribes "A Song"
10. Tribes "Convention"
11. Pharaoh "An Interview: Evil to the Marrow"
12. Shifra and Puah "Midwives with a Plan!"
13. 10 Commandments "10 fingers, 10 laws, 1 song"
14. 10 Commandments "Choose One"
15. Numbers "Do the Math"
16. Joshua "Follow the Leader"
17. Deborah "Under the Palm Tree"
18. David and Jonathan "Best Friends"
19. Isaiah "Man of Peace"
20. Hosea "Man of Forgiveness"
21. Amos "Man of Righteousness"
22. Division of the Kingdom "Let 'er Rip"
23. Torah People Timeline "Bible Line-up"
24. Torah Relatives "Relatively speaking...Who is related to whom?"



## Let's Go Fishing!

### 1. POINT of the lesson!

Students will become familiar with the 5 Books of Moses in English.

### 2. PREPARATION!

Included in this lesson:

- Large page titles of the 5 Books of Moses, "Teach me" strips page
- List of the 5 Books in order

Teacher will:

- Make 5 copies of the titles pages and cut them into strips.
- Put double stick or masking tape on one set of title strips and tape them in order on a board or wall.
- Copy and cut up the "Teach me" strips so that each student will have one strip.
- Make a fishing rod using a string with a magnet on the end.
- Attach paper clips to the ends of the title strips.

### 3. PULL-IN!

We are going to play a fishing game to learn the 5 Books of Moses.

### 4. PRESENT MATERIAL!

Teacher has taped the 5 Books of Moses on a wall.

The teacher reviews the names of the books and the students repeat them.

### 5. PARTICIPATE!

- The teacher has the class close their eyes and she\he removes one book.
- The students try to guess which one is missing.
- The teacher can also mix up the order and the students try to place them in the correct order.
- This can be continued until everyone seems familiar with the 5 Books.
- Keep this as lively as possible!
- Divide the students into 2 or 3 teams
- Place the 4 sets of the five books face down in the "fishing pond"
- Each team takes a turn fishing. He\she brings the book back to the team and they place it in order. Each team begins its own "in order list."
- If a member "catches" a book that the team already has, he\she puts it back, face down, in the fishpond. That team's turn is over and the next team gets a turn.
- The rounds continue until one team has all of the 5 Books in order.
- They can continue to fish until each team has "caught" all 5 books.
- The teacher can vary the game to practice and review.

### 6. PERSONAL CONNECTION!

The teacher will hand out a "TEACH ME" strip to each student to take home. He\she hands it to a parent, parents, siblings, grandparents or all of the above. The parent (or whomever) takes the strip and asks the child to "TEACH ME" the 5 books of Moses.



# **THE FIVE BOOKS OF MOSES**

**1. GENESIS**

**2. EXODUS**

**3. LEVITICUS**

**4. NUMBERS**

**5. DEUTERONOMY**

**GENESIS**

**EXODUS**

**LEVITICUS**

**NUMBERS**

**DEUTERONOMY**

*TEACH ME The Five Books of Moses!*

*TEACH ME The Five Books of Moses!*

*TEACH ME The Five Books of Moses!*

*TEACH ME The Five Books of Moses!*

*TEACH ME The Five Books of Moses!*



## **The Five Books through Song “Sing along with Moses”**

### **1. POINT of the lesson!**

Students will become familiar with the names of the Five Books of Torah in Hebrew and English

### **2. PREPARATION!**

Included in this lesson:

- Torah Song sheet (If you do not know the song, use it as a poem)
- Information page

Teacher will:

Make copies of the song sheet and the information page for the students

### **3. PULL-IN!**

Here is a quick way to learn the names of the Five Books of the Torah!

### **4. PRESENT MATERIAL!**

Review the information page together

### **5. PARTICIPATE!**

- Pass out copies of the song sheet.
- Sing the chorus together, then sing through the verses.
- Divide the class and assign a verse to each group.
- Practice and then perform it a few times.
- Have everyone sing the chorus.
- Have the class perform the song for other classes.

### **6. PERSONAL CONNECTION!**

Take the song sheet home and sing it for your family.

## Our Torah

The Torah scroll is the most important possession of the Jewish People. It tells of our history, our ancestors and our Holy Days.

Our Torah teaches us how we can live a good life by doing Mitzvot.

At first, our ancestors told the stories and lessons of the Torah out loud. Then it was actually written down and read out loud just as we do today.

Other names for the Torah are: “The Five Books of Moses” and “The Law.”

When the Torah is written in book form, it is known as the Chumash from the Hebrew number five, Chamesh. It is also sometimes called the Pentateuch, which also comes from the number five in Latin.

The Torah begins with the story of creation of the world and ends with the death of Moses.

Each book of the Torah has a special name. The Hebrew name is taken from the first line of the book:

**Beresheet.....in the beginning**  
**Shemot .....names,**  
**Vayikrah .....and He called,**  
**Bamidbar.....in the wilderness**  
**Devarim.....words**

The “English” names come from the Greek and Latin translations:

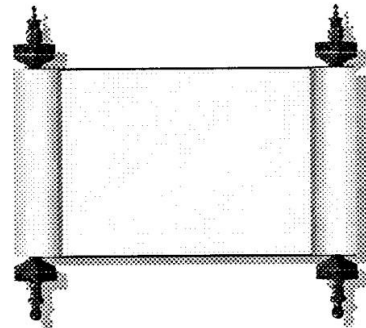
**Genesis.....beginning**  
**Exodus.....Going out**  
**Leviticus.....Laws**  
**Numbers.....numbers**  
**Deuteronomy....second law**

The Talmud teaches us that the study of Torah is the most important Mitzvah because it leads to all of the other Mitzvot. In Hebrew: “Talmud Torah Keneged Kulam”

Our song tells us that Talmud Torah leads us to “Tikkun Olam,” Repairing the world.

TORAH SONG by Helene"Eemah" Schlafman  
(Tune: Hey laddie)

TALMUD TALMUD TORAH  
KENEGED KULAM  
TALMUD TALMUD TORAH  
HELPS US LEARN TIKKUN OLAM!



The study of our Torah  
is for each and every Jew  
Because when we study Torah  
We can learn what we should do!  
(Chorus: TALMUD TALMUD.....)

The first book of our Torah  
In Hebrew is B'raysheet  
The second Shemot, the third Vayikrah  
Now it's time let us repeat  
(Chorus)

The fourth book is Bamidbar  
The fifth is Devarim  
If we study the five books  
We can learn just what they mean!  
(Chorus)



-2-

Genesis and Exodus  
Are the English names you see  
Leviticus and Numbers  
and Deuteronomy  
(Chorus)

Six hundred thirteen Mitzvot  
What to do, what not to do  
God gave us these Mitzvot  
Just for me and just for you  
(Chorus)

The history of our people  
Sarah, Moses and the rest  
These stories of our past  
Help us learn to do our best  
(Chorus)

We read our Torah on Shabbat  
Mondays and Thursdays too  
Every time we read our Torah  
We can learn of something new  
(Chorus)



## **Trial of Adam, Eve and the Serpent “Eve vs. Snake...You Decide”**

### **1. POINT of the lesson!**

To become familiar with the biblical story of Adam and Eve  
To understand that everyone is responsible for his/her actions

### **2. PREPARATION!**

Included in this lesson:

- List of roles for the trial
- Numbers to choose
- Room set-up
- General procedures

Teacher will:

- Have Bibles in English available for students to share
- Provide a gavel for the “Judge,” Paper and pencil for the “Court Reporter,” and a Bible for the bailiff
- Use a board or a poster board and marker

### **3. PULL-IN!**

- Today we are going to have a trial in our classroom.
- Has anyone seen a trial on TV or in person?
- Describe what you know about trials.
- How should we set up the room?
- Who are the people we need?
- Let’s make a list

### **4. PRESENT MATERIAL!**

- Read Genesis 2:25-3:24
- Re-tell the story together
- Determine the characters and add them to the list.

### **5. PARTICIPATE!**

Have each student pick a number. Starting with 1, have each student pick a role from the board. Check off the role as it is chosen. Set up the room for the trial and begin.

### **5. PERSONAL CONNECTION!**

How can we accept responsibility for our actions?



# **THE TRIAL OF ADAM, EVE AND THE SERPENT**

## **CHARACTERS NEEDED:**

- ☐ JUDGE
- ☐ PROSECUTOR
- ☐ DEFENSE ATTORNEY for Adam
- ☐ DEFENSE ATTORNEY for Eve
- ☐ DEFENSE ATTORNEY for the Serpent
- ☐ BALIFF
- ☐ COURT REPORTER\* (can be eliminated if not enough students)
- ☐ ADAM
- ☐ EVE
- ☐ SERPENT
- ☐ GOD
- ☐ JURY (can be as many students as needed so that everyone has a part)

## **CHOOSING THE CHARACTERS**

1. List the characters on the board
2. Cut up the numbers, put them in a hat or bowl
3. Have each student take one
4. Call out each number in numerical order; 1 has the first choice, 2 the second etc.
5. Check off each character as it is chosen

## **ROOM SET UP**

A table and chair and gavel for the Judge in the front of the room

A witness chair to the Judge's left (The Baliff stands next to the chair with a bible)

A few feet in front of the Judge:

A table for the Prosecutor and witness: God

A table for the Defense Attorney and Defendants: Adam, Eve, Serpent

Row of chairs for the Jury

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>



## The Tower of Babel “International Intrigue”

### 1. POINT of the lesson!

Be familiar with the story of the Tower of Babel.

### 2. PREPARATION!

Teacher will:

- Have 1 package of index cards for every 6 students.
- Use a board or poster board and marker to list items.

### 3. PULL-IN!

- How do we know about God?
- What do we know?
- Make a list on the board.

### 4. PRESENT MATERIAL!

Read the enclosed story of the Tower of Babel.

### 5. PARTICIPATE!

- Divide the class into groups with five or six students in each group.
- Have each group try to build a tower with the package of index cards. The only words that they are allowed to say are “BABEL BABEL BABEL!”

Depending on time and the number of groups you can:

- Do this with one group at a time with the others watching.
- See which group can build the highest tower in 5 minutes.
- Have one group build silently, one group only saying BABEL and one group able to speak normally.
- Discuss the dynamics.

### 6. PERSONAL CONNECTION!

Discuss how it feels not to be able to communicate.

How do I connect to God?

## **The Tower of Babel**

Genesis 11:1-9

Our Torah teaches us many important lessons.

This story is from the first book of the Torah, the book of Genesis. It helps us to think about trying to understand God.

At one time on earth everyone spoke the same language.

People were wondering about God. They thought that they could build a tower up to the heavens so that they could find out more about God.

They began to build this tower. God thought that the people were being too arrogant and decided to teach them a lesson. God made everyone speak a different language so that they would be unable to communicate and God scattered the people all over the face of the earth.



## Abram and Sarai...“The Journey”...Lech L’cha Genesis 12: 1-5

### 1. POINT of the lesson:

Abram and Sarai were the first people to believe in one unseen God.  
They left their home and families and moved to Canaan, which is the land of Israel today.

### 2. PREPARATION:

Included in this lesson:

- Information page
- “KIDS QUEST” question cards

Teacher will:

- Print “Kids Quest” cards back to back with questions page and then cut up the cards

### 3. PULL-IN:

- Have a student select a “KIDS QUEST” card and read it to the class.
- Then he/she can choose two or three classmates to answer and/or discuss the question.
- Continue with other students until all cards are selected.

### 4. PRESENT MATERIAL

Read the information page to the class

### 5. PARTICIPATE!

- Abram and Sarai are preparing for their journey. They will be traveling for an unknown amount of time to an unknown place. Much of the surrounding area is desert. (Remember there were no moving vans, supermarkets or McDonalds)
- Let’s list some of the things they might take. Teacher or students write items on the board. Emphasize the enormity of the decision to make such a perilous journey and the trust they had in an unseen God.
- Ask students to pretend to be Abram, Sarai or Lot and ask them questions: How do you feel about leaving your home? Why did you decide to go? What are you worried about? How do you feel about this one unseen God?

### 6. PERSONAL CONNECTION!

What would you do?

## **The Journey of Abram and Sarai**

Abram is known as the father of the Jewish people.  
He was born in Ur of the Chaldees in Babylon where everyone worshipped idols.

Abram was in awe of the forces of nature and the wonder of the world around him. This led him to realize that there must be an unseen power. As he grew spiritually, he became receptive to the word of God.

God tells Abram to leave his birthplace and the house of his father God says: "Go to a land that I will show you."

God promises that Abram will be blessed and that he will become a great nation.

Abram and his wife Sarai together with their nephew, Lot, leave their home and set out for the land of Canaan (Today it is the modern state of Israel.)

Later in the Book of Genesis, God changes Abram's name to Abraham and Sarai's name to Sarah.

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QUEST

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KIDS'  
QUEST

Have you ever moved?  
From where to where?  
What was it like?

What is hard about moving?

Has a good friend moved away?  
How did you feel?

What is fun about moving?

Did a big brother or sister go  
away to college?  
How did that affect your family?

If you have moved.....  
What do you miss about your old  
place?

Do your grandparents live close to  
you?

Where do you wish you could  
move?

Why?

Who would you invite to join you  
if you moved away from  
your home?

FREE QUESTION

Ask a question about moving  
OR  
Make a comment





## Eliezer Finds a Wife for Isaac “Matchmaking at the Well”

### 1. POINT of the lesson!

Certain qualities are important in choosing a spouse.

### 2. PREPARATION!

Included in this lesson:

- Story of Eliezer.

Teacher will:

- Use board or poster paper to make a class list.
- Have paper and an envelope for each student.
- Pencils or pens, crayons and/or markers.

### 3. PULL-IN!

Ask the students the following questions:

- Where and how did your parents meet?
- How do you think you will meet your husband\wife?

### 4. PRESENT MATERIAL!

Read the enclosed story to the class.

### 5. PARTICIPATE!

Which qualities were most important? List in order of importance on the board or poster board.

### 6. PERSONAL CONNECTION!

- Which qualities will you look for in your husband or wife?
- Have each student make his\her own list and place it in an envelope to take home. Ask them to keep it in a safe place for future reference.
- You could also ask them to draw a picture to enclose.

## **A Wife for Isaac**

Abraham and Sarah were concerned about finding a wife for their son Isaac. Abraham asked his servant, Eliezer, to travel back to the land where Abraham was born to find a wife for Isaac. Eliezer was worried. How would he know who to choose? Abraham and Sarah said that God would help him.

Eliezer traveled for a long time to the land of Haran. By the time he arrived at the well outside the village he and his camels were tired and thirsty. Eliezer prayed to God to help him find the right wife for Isaac. Just then, a kind young woman approached him and drew water from the well for him and his animals. Eliezer immediately realized that she would be the perfect wife for Isaac. Her name was Rebecca.

Eliezer went with Rebecca to meet her family. He convinced Rebecca to return to Canaan with him to marry Isaac.

Isaac and Rebecca fell in love and were married.



## The Trial of Jacob and Esau

### 1. POINT of the lesson!

To become familiar with the biblical story of Jacob and Esau  
To understand that everyone is responsible for his/her actions

### 2. PREPARATION!

Included in this lesson:

- List of roles for the trial
- Numbers to choose
- Room set-up
- General procedures

Teacher will:

- Have Bibles in English available for students to share
- Provide a gavel for the "Judge," Paper and pencil for the "Court Reporter," and a Bible for the bailiff
- Use the board or a poster board and marker

### 3. PULL-IN!

- Today we are going to have a trial in our classroom.
- Has anyone seen a trial on TV or in person?
- Describe what you know about trials.
- How should we set up the room?
- Who are the people we need?
- Let's make a list on the chalkboard.

### 4. PRESENT MATERIAL!

- Read Genesis 25:19-34 (Chapter 25 verses 19-34) and
- Genesis 27:1-45 (Chapter 27 verses 1- 45)
- Re-tell the story together
- Determine the characters and add them to the list.

### 5. PARTICIPATE!

Have each student pick a number. Starting with 1, have each student pick a role from the board. Check off the role as it is chosen.

### 6. PERSONAL CONNECTION!

How can we accept responsibility for our actions?

### **CHARACTERS NEEDED:**

- ☐ JUDGE
- ☐ ATTORNEY for Jacob
- ☐ ATTORNEY for Esau
- ☐ BALIFF
- ☐ COURT REPORTER\* (can be eliminated if not enough students)
- ☐ ISAAC
- ☐ REBECCA
- ☐ JACOB
- ☐ ESAU
- ☐ JURY (can be as many students as needed so that everyone has a part)

### **CHOOSING THE CHARACTERS**

1. List the characters on the board
2. Cut up the numbers, put them in a hat or bowl
3. Have each student take one
4. Call out each number in numerical order; 1 has the first choice, 2 the second etc.
5. Check off each character as it is chosen

### **ROOM SET UP**

A table and chair and gavel for the Judge in the front of the room

A witness chair to the Judge's left (The Baliff stands next to the chair with a bible)

Place the following a few feet in front of the Judge:

A table for Jacob and his attorney

A table for the Esau and his attorney

Row of chairs for the Jury

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>

## Tribes and Their Symbols

### 1. POINT of the lesson!

To be familiar with the 12 Tribes and their symbols,  
To be aware that we all are the “Children of Israel” descended from our ancestors.

### 2. PREPARATION!

Included in this lesson:

- Tribe information page
- Tribe name cards
- Tribe symbol cards
- Source sheet

Teacher will:

- Make copies:
  - One copy of each for every 2 students
  - Tribe name cards
  - Tribe symbol cards
  - Source sheet
- Have board available.

### 3. PULL-IN!

- What are some of the things that we know that are represented by symbols?
- Have one student draw a symbol on the chalkboard and have the class guess what it represents. Repeat this several times.
- Today we are going to learn about the symbols of the 12 Tribes of Israel.

### 4. PRESENT MATERIAL!

Read the Tribe information page

### 5. PARTICIPATE!

- Divide the students into partners.
- Give each group 1 copy of the Tribe names and 1 copy of the Tribe symbols.
- Have them cut them into cards and turn the cards face down on the floor or desk. Then give them 1 source sheet.
- Have the students play the matching game by taking turns to match the Tribe to the symbol using the source sheet to check if the match is correct.
- If there is time, you can have 2 teams combine their cards and play as a foursome.

### 6. PERSONAL CONNECTION!

Have each student join a Tribe. Why did you choose to join that tribe?

## **12 Tribes of Israel Information**

Abraham and Sarah had a son, Isaac who married Rebecca. Isaac and Rebecca had twin boys, Jacob and Esau. Jacob's name was changed to Israel and he had four wives, 12 sons and 1 daughter (DINA). Jacob's sons were known as B'NAI ISRAEL (Children of Jacob).

When Jacob was about to die, he gave each of his sons: REUBEN, SIMEON, JUDAH, LEVI, GAD, ASHER, DAN, NAFTALI, ISSACHAR, ZEBULUN, JOSEPH and BENJAMIN a blessing. According to this blessing, each son had a special symbol.

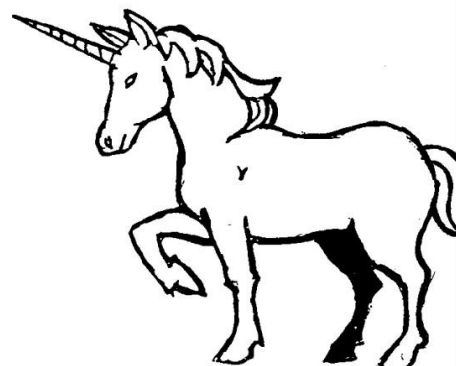
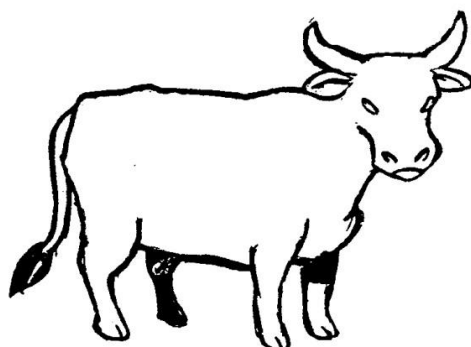
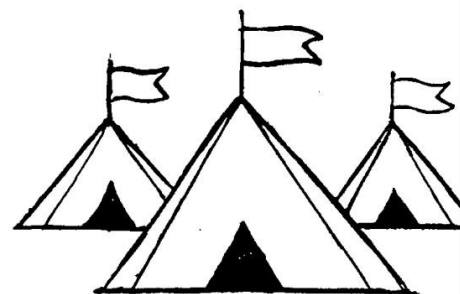
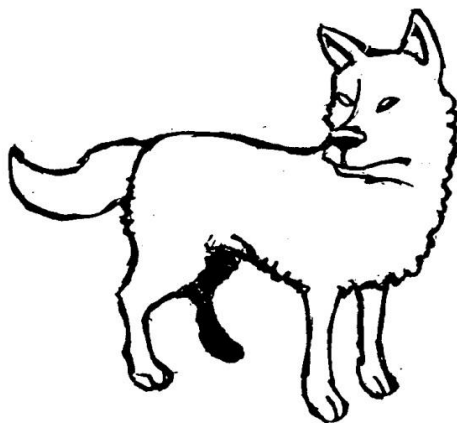
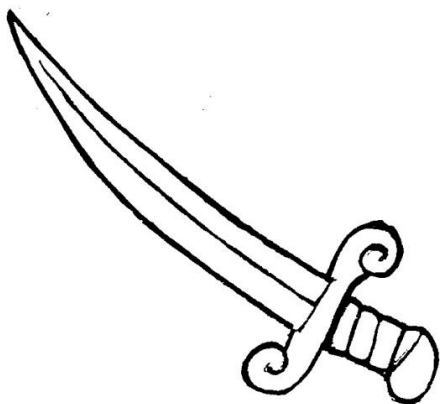
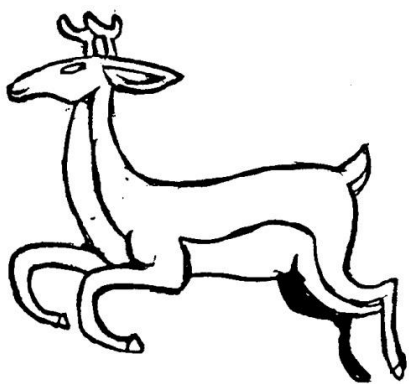
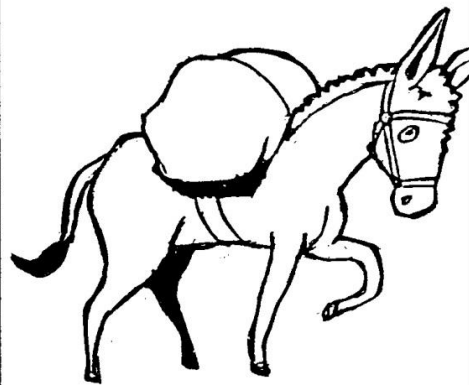
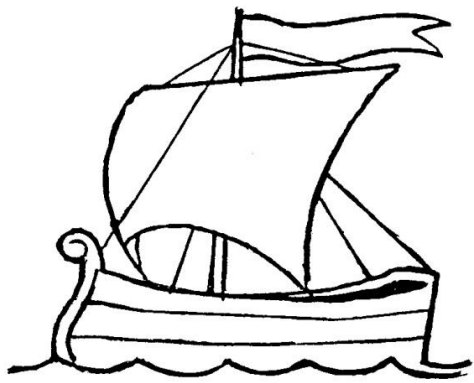
Each of the sons grew up to become the head of his own family. Each family was called a TRIBE and was known by the name of the son. As the families grew over the years, each tribe became larger.

When the children of Israel (B'NAI ISRAEL) left Egypt, Moses organized them according to TRIBES. Each tribe had a special place to walk and its own area to set up camp. At this time the tribe of LEVI was chosen to care for the Tabernacle and so they were no longer considered to be a tribe. Joseph's tribe was divided between his sons, Ephraim and Manasseh so that there continued to be 12 tribes.

After 40 years in the wilderness, the CHILDREN OF ISRAEL entered the Promised Land, (then called Canaan, now known as Israel) and the land was divided among the tribes.

For many years, people were referred to by his\her tribe. The Judge, Deborah was from the tribe of Ephraim and King David was from the tribe of Judah.

TODAY, each of our families is descended from one of the tribes and WE ARE ALL considered B'NAI ISRAEL, THE CHILDREN OF ISRAEL!





ZEBULUN

JUDAH

ISSACHAR

NAPHTALI

DAN

ASHER

SIMEON

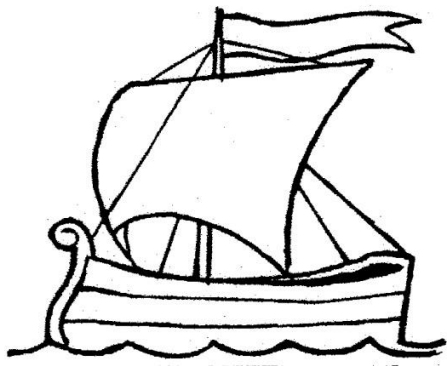
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GAD

REUBEN

EPHRIAM

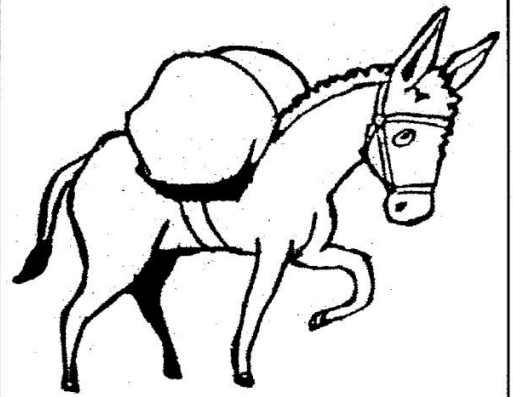
MANASSEH



ZEBULUN



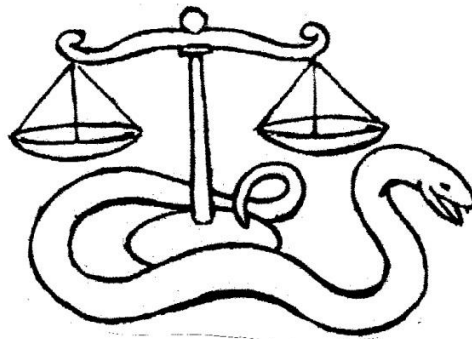
JUDAH



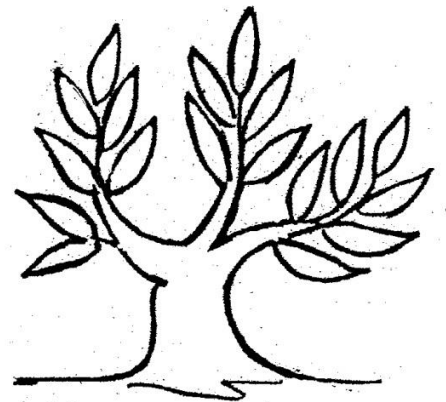
ISSACHAR



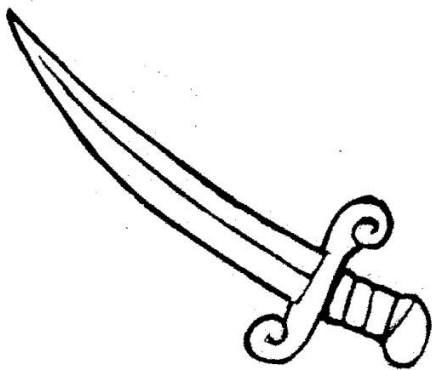
NAPHTALI



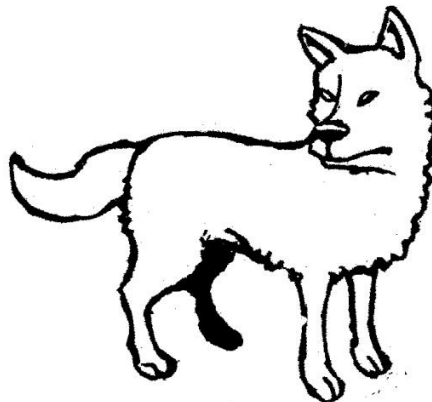
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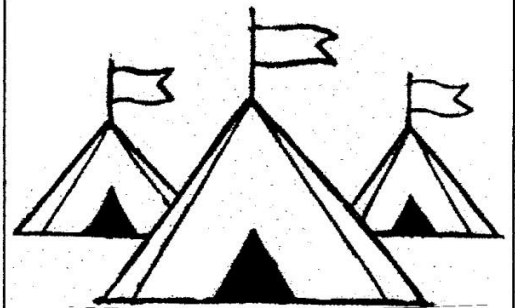
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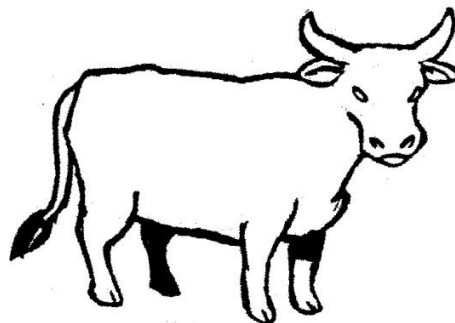
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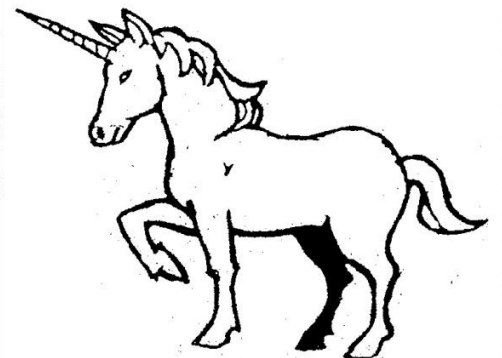
GAD



REUBEN



EPHRIAM



MANASSEH



## The 12 Tribes of Israel in Song

### 1. POINT of the lesson!

To learn the names and symbols of the 12 Tribes of Israel

### 2. PREPARATION!

Included in this lesson:

- Information page
- Tribe song sheet
- Tribe names and symbols page

### 3. PULL-IN!

Have you ever learned something through a song or poem?  
Have students give examples (alphabet song etc.)

### 4. PRESENT MATERIAL!

Read tribe information page

### 5. PARTICIPATE!

Pass out song sheets and sing together.  
Divide class into the 12 tribes and have each tribe sing their verse.

### 6. PERSONAL CONNECTION!

Which tribe would you choose and why?

## 12 Tribes of Israel Information

Abraham and Sarah had a son, Isaac who married Rebecca. Isaac and Rebecca had twin boys, Jacob and Esau. Jacob's name was changed to Israel and he had four wives, 12 sons and 1 daughter (DINA). Jacob's sons were known as B'NAI ISRAEL (Children of Jacob).

When Jacob was about to die, he gave each of his sons: REUBEN, SIMEON, JUDAH, LEVI, GAD, ASHER, DAN, NAFTALI, ISSACHAR, ZEBULUN, JOSEPH and BENJAMIN a blessing. According to this blessing, each son had a special symbol.

Each of the sons grew up to become the head of his own family. Each family was called a TRIBE and was known by the name of the son. As the families grew over the years, each tribe became larger.

When the children of Israel (B'NAI ISRAEL) left Egypt, Moses organized them according to TRIBES. Each tribe had a special place to walk and its own area to set up camp. At this time the tribe of LEVI was chosen to care for the Tabernacle and so they were no longer considered to be a tribe. Joseph's tribe was divided between his sons, Ephraim and Manasseh so that there continued to be 12 tribes.

After 40 years in the wilderness, the CHILDREN OF ISRAEL entered the Promised Land, (then called Canaan, now known as Israel) and the land was divided among the tribes.

For many years, people were referred to by his\her tribe. The Judge, Deborah was from the tribe of Ephraim and King David was from the tribe of Judah.

TODAY, each of our families is descended from one of the tribes and WE ARE ALL considered B'NAI ISRAEL, THE CHILDREN OF ISRAEL!

## **THE 12 TRIBES OF ISRAEL**

(To the tune of "Oh Suzanna" or read as a poem)

WRITTEN BY: Helene "Eemah" Schlafman

### **CHORUS**

We're the tribes of Israel  
Twelve great tribes are we  
We're descendants of Jacob  
We are one big family!

### **GAD**

We are Gad and we are glad  
Good fortune we've been sent  
Our tribe defeats all enemies  
Our symbol is the tent

### **BENJAMIN**

Benjamin is our tribal name  
It means "son of my right hand"  
Its symbol is the big brave wolf  
We're not afraid to take a stand

### **NAFTALI**

Naftali is a faithful tribe  
We come from far and near  
Our name means "I have wrestled"  
Our symbol is the deer

### **ISSACHAR**

The donkey is our symbol and  
We come from near and far  
Our name means "God's repaid me"  
Our tribe is Issachar

### **SIMEON**

Simeon is a fighting tribe  
Our name means "God has heard"  
Our symbol is the mighty sword  
We always keep our word

### **ZEBULUN**

Zebulun is our tribal name  
It means "God will dwell with me"  
Our symbol is a sailing ship  
That's why we live by the sea

### **REUBEN**

Reuben is Jacob's oldest son  
The one with the most power  
The symbol of this mighty tribe  
Is the mandrake flower

### **DAN**

The symbols of the tribe of Dan  
Are the snake and the Justice scale  
Our name means "God has judged me"  
We will win we will not fail

### **JUDAH**

The symbol of the Judah tribe  
Is the lion brave and strong  
Our name means "We will praise our God"  
So join us, come along

**EPHRAIM**

Ephraim was Joseph's youngest  
son

A bright boy we are told  
Ephraim's symbol is the ox  
It's big and strong and bold

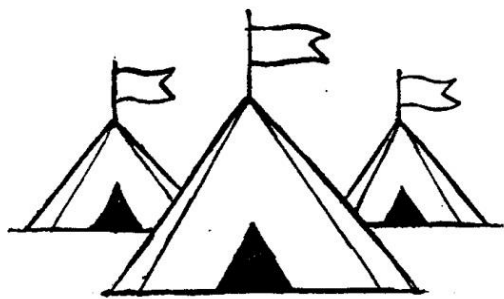
**MANASSEH**

Manasseh was Joseph's oldest  
son

The first one to be born  
The symbol of this mighty tribe  
Is the Unicorn

**ASHER**

Asher is our tribal name  
Our symbol is the tree  
Our name means we are happy  
and that's how we'll always be



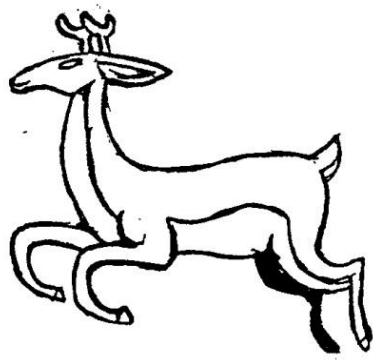
GAD



ASHER



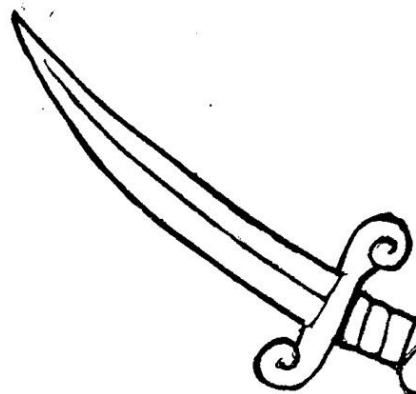
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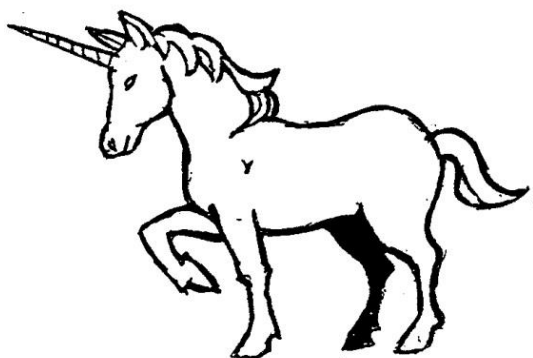
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BENJAMIN



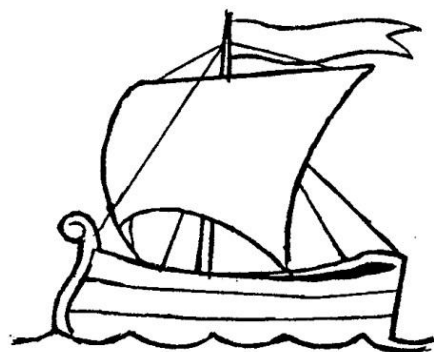
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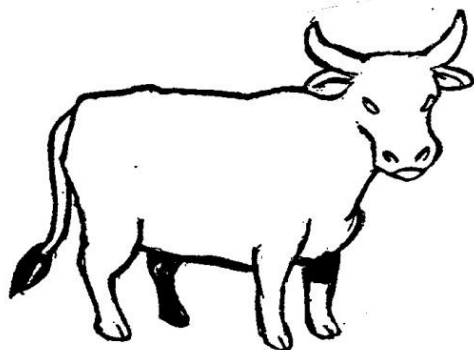
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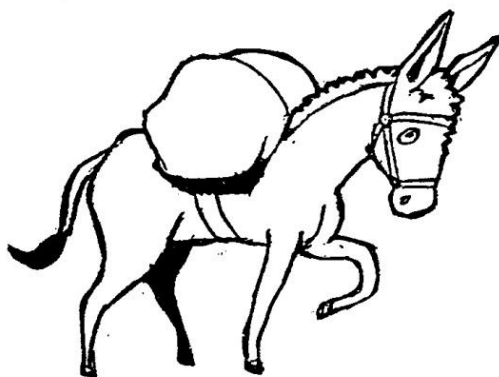
JUDAH



ZEBULON



EPHRAIM



ISSACHAR



DAN

## **“Convention” of the 12 Tribes of Israel**

### **1. POINT of the lesson!**

To be familiar with and feel connected with the tribes.

### **2. PREPARATION!**

Included in this lesson:

- Information page
- One tribe “business card” page for each tribe
- A generic “Children of Israel” page

Teacher will:

- Copy 12 tribes cards back to back with 12 children of Israel cards. Each student will have one tribe page.

### **3. PULL-IN!**

Introduce us to someone in your family. How far back can you go?

### **4. PRESENT MATERIAL**

Read Tribes information page with the class.

### **5. PARTICIPATE**

- Hand out one different business card page to each student.
- Have the student cut up his/her page and stack them in his/her hand.
- We are having a TRIBES CONVENTION. The object of this convention is to meet someone from each tribe and exchange business cards with him/her.
- The object of this convention is to meet someone from each tribe and to collect all 12 business cards.
- As you meet a person you say “Hi...I’m Zebulun and my symbol is a ship.”
- Then you exchange business cards and go on to another person.
- Have the students stand up and get ready to begin.

Optional:

- The teacher could time them
- See who is the first one to get all the cards

### **6. PERSONAL CONNECTION!**

We are all one family. Can you name all of your tribal ancestors?  
Do you know of anyone with a tribal first or last name?



## **12 Tribes of Israel Information**

Abraham and Sarah had a son, Isaac who married Rebecca. Isaac and Rebecca had twin boys, Jacob and Esau. Jacob's name was changed to Israel and he had four wives, 12 sons and 1 daughter (DINA). Jacob's sons were known as B'NAI ISRAEL (Children of Jacob).

When Jacob was about to die, he gave each of his sons:  
REUBEN, SIMEON, JUDAH, LEVI, GAD, ASHER, DAN, NAFTALI, ISSACHAR, ZEBULUN, JOSEPH and BENJAMIN a blessing. According to this blessing, each son had a special symbol.

Each of the sons grew up to become the head of his own family. Each family was called a TRIBE and was known by the name of the son. As the families grew over the years, each tribe became larger.

When the children of Israel (B'NAI ISRAEL) left Egypt, Moses organized them according to TRIBES. Each tribe had a special place to walk and its own area to set up camp. At this time the tribe of LEVI was chosen to care for the Tabernacle and so they were no longer considered to be a tribe. Joseph's tribe was divided between his sons, Ephraim and Manasseh so that there continued to be 12 tribes.

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For many years, people were referred to by his\her tribe. The Judge, Deborah was from the tribe of Ephraim and King David was from the tribe of Judah.

TODAY, each of our families is descended from one of the tribes and WE ARE ALL considered B'NAI ISRAEL, THE CHILDREN OF ISRAEL!

Children of  
ISRAEL

B'nai Yisrael

Children of  
ISRAEL

B'nai Yisrael

Children of  
ISRAEL

B'nai Yisrael

Children of  
ISRAEL

B'nai Yisrael

Children of  
ISRAEL

B'nai Yisrael

Children of  
ISRAEL

B'nai Yisrael

Children of  
ISRAEL

B'nai Yisrael

Children of  
ISRAEL

B'nai Yisrael

Children of  
ISRAEL

B'nai Yisrael

Children of  
ISRAEL

B'nai Yisrael

Asher



Asher



Asher



Asher



Asher



Asher



Asher



Asher



Asher



Asher



**GAD**



**GAD**



**GAD**



**GAD**



**GAD**



**GAD**



**GAD**



**GAD**



**GAD**



**GAD**



Judah



Judah



Judah



Judah



Judah



Judah



Judah



Judah



Judah



Judah



**Reuben**



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**Reuben**



**Reuben**

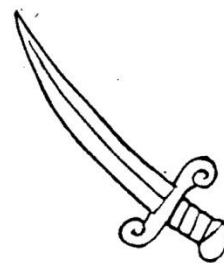




SIMEON



SIMEON



SIMEON



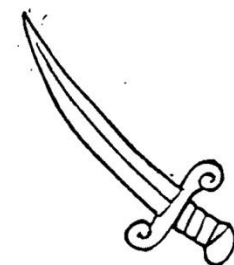
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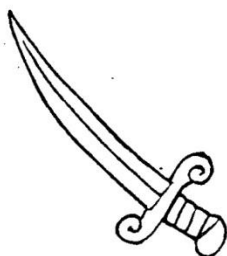
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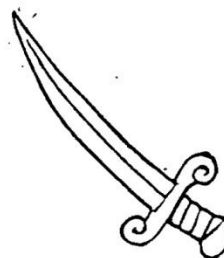
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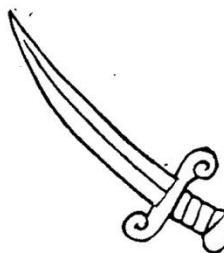
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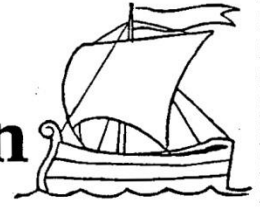
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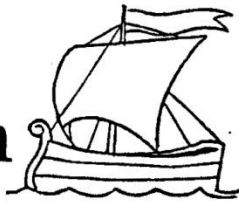
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**Zebulun**



**Zebulun**



**Zebulun**



**Zebulun**



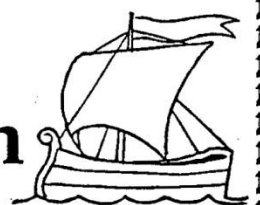
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**Zebulun**



**Zebulun**



**Zebulun**



**Zebulun**





DAN



DAN



DAN



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DAN



NAPHTALI



NAPHTALI



NAPHTALI



NAPHTALI



NAPHTALI



NAPHTALI



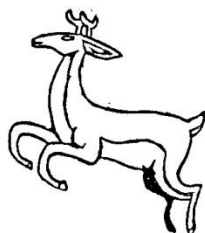
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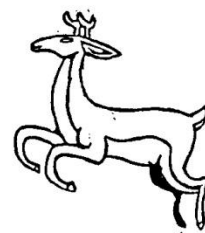
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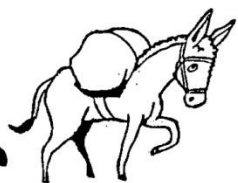
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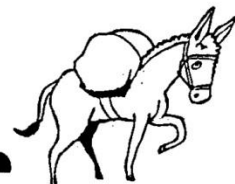
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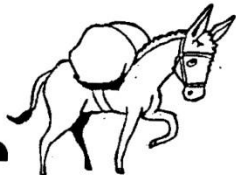
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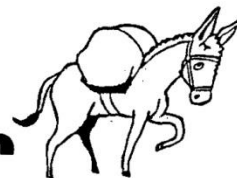
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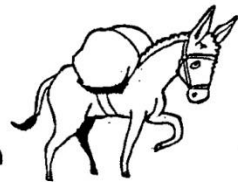
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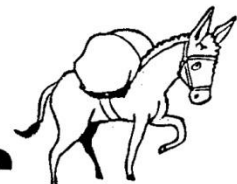
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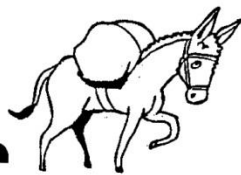
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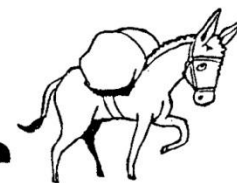
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**Issachar**



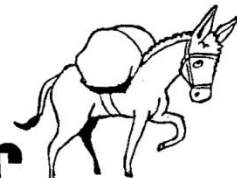
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**Issachar**



**Issachar**



**BENJAMIN**



**BENJAMIN**



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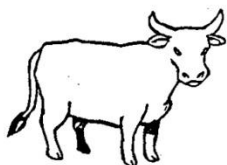
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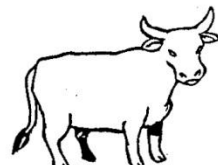
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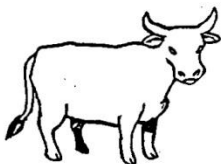
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**EPHRAIM**



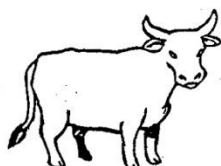
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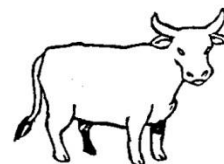
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**EPHRAIM**



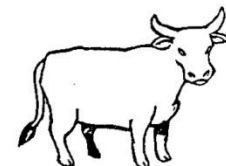
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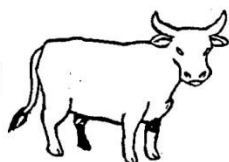
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**EPHRAIM**



**EPHRAIM**



**EPHRAIM**





**MANASSEH**



**MANASSEH**



**MANASSEH**



**MANASSEH**



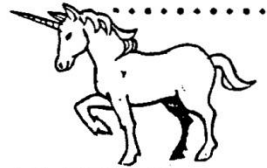
**MANASSEH**



**MANASSEH**



**MANASSEH**



**MANASSEH**



**MANASSEH**



**MANASSEH**

## The Pharaoh, Evil to the Marrow

### 1. POINT of the lesson!

To be familiar with the Pharaoh.

### 2. PREPARATION!

Teacher will:

- Have a Bible in English
- Have a pretend microphone (i.e. eraser)

### 3. PULL-IN!

- Have you ever watched an interview show on TV?
- What happens?
- Have the students describe what they have seen.
- Today we are going to interview a person from our Torah.

### 4. PRESENT MATERIAL!

In our Torah, in the book of Exodus, we are told that a new Pharaoh arose in Egypt that did not know Joseph. He did not remember that Joseph had saved Egypt from famine. This Pharaoh became worried that there were so many Israelites in Egypt. He thought that if they became powerful they could overthrow him. Pharaoh therefore decided to make the Israelites into slaves and he also ordered the midwives to throw any Israelite newborn baby boys into the Nile River so that they would drown. Let's discover what motivated the Pharaoh. Read Exodus Chapter 1 Verses 8-22.

### 5. PARTICIPATE!

- Choose a student to be the Pharaoh.
- The rest of the class will be reporters at the interview.
- Pass the "Microphone" to a student reporter and have him/her ask a question of the Pharaoh.
- Then have him/her pass the "microphone" to another reporter and continue.

### 6. PERSONAL CONNECTION!

If you were the Pharaoh, do you think you would have made the same choices?

## Shifra and Puah “Midwives with a Plan”

### 1. POINT of the lesson!

To be familiar with Shifra and Puah.

### 2. PREPARATION!

Teacher will:

- Have a Bible in English
- Have a pretend microphone (i.e. eraser)

### 3. PULL-IN!

- Have you ever watched an interview show on TV?
- What happens?
- Have the students describe what they have seen.
- Today we are going to interview two women from our Torah who are often overlooked.

### 4. PRESENT MATERIAL!

In our Torah, in the book of Exodus, we are told that a new Pharaoh arose in Egypt that did not know Joseph. He did not remember that Joseph had saved Egypt from famine. This Pharaoh became worried that there were so many Israelites in Egypt. He thought that if they became powerful they could overthrow him. Pharaoh therefore decided to make the Israelites into slaves. The more that the Israelites were oppressed the more numerous they became and so the Pharaoh ordered the midwives to throw any Israelite newborn baby boys into the Nile River.

Shifra and Puah were midwives (They helped mothers to deliver babies.) All we know about them is in Exodus 1:15-21. Let's read it together.

### 5. PARTICIPATE!

- Choose 2 students to be Shifra and Puah.
- The rest of the class will be reporters at the interview.
- Pass the “Microphone” to a student reporter and have him/her ask a question of Shifra or Puah.
- Then have him/her pass the “microphone” to another reporter and continue.

### 6. PERSONAL CONNECTION!

What do you admire about Shifra and Puah?

Do you think you would have made the same choices?





## 10 Commandments “10 Fingers, 10 Laws, 1 Song”

Exodus 20: 2-14 Deuteronomy 5: 6-18

### 1. POINT of the lesson!

To learn the 10 Commandments.

### 2. PREPARATION!

Included in this lesson:

- 10 Commandments information page
- 10 Commandments
- 10 Commandments Song
- 10 Commandments Certificate
- Chart of Hand signs

Teacher will:

- Make copies of the SONG and the CERTIFICATE for each student.

### 3. PULL-IN!

- Ask the students the following:
- What is a rule in your home?
- A rule in your school?
- A safety rule?
- Can you name a Jewish rule?
- Briefly discuss the different kinds of rules and the purpose of each one.

### 4. PRESENT MATERIAL!

Read the 10 Commandments information page.

### 5. PARTICIPATE!

- Ask the students if they know any of the commandments.
- Tell them that you have 2 ways for them to remember all of them.
- Pass out the song sheet and sing it together a few times.
- Demonstrate the hand signs so that they can learn them in order.
- Remember that the hand signs are based on the number of fingers that you use. This way you will always know the number of each commandment.
- Have the students practice with a partner.
- Present certificates to those who can say the 10 Commandments.

### 6. PERSONAL CONNECTION!

Demonstrate the ways to remember the 10 Commandments to your family.

## 10 Commandments Information

According to the Torah, 49 days after the Israelites left Egypt, God was revealed at Mt. Sinai. God spoke to the Jewish People and made a covenant with them.

These words are known as the 10 Commandments.

In Hebrew they are called *Aseret Ha-dibrot*, the 10 “statements” and *Luchot Ha-brit*, the tablets of the covenant, which refers to the 2 stone tablets on which they were written.

The first tablets were broken when Moses saw the Israelites worshipping the golden calf. Later another set was made. These were carried in the Ark of the Covenant as they continued their journey to the Promised Land.

# THE TEN COMMANDMENTS

I am Adonai your God

You shall have no other gods besides Me

Do not take My name in vain

Remember Shabbat and keep it holy

Honor your father and your mother

Do not murder

Do not steal

Do not commit adultery

Do not bear false witness

Do not covet

## 10 COMMANDMENTS SONG

(to the tune of Dyenu)

by Helene "Eemah" Schlafman and Steve Makoff

I am ADONAI your God  
You shall not bow down to idols  
Do not take my name in vain  
I AM ADONAI

Chorus:  
Ten Ten Commandments  
Ten Ten Commandments  
Ten Ten Commandments  
God gave them to us all

Remember Shabbat and keep it holy  
Honor your father and your mother  
You should not commit adultery  
I AM ADONAI

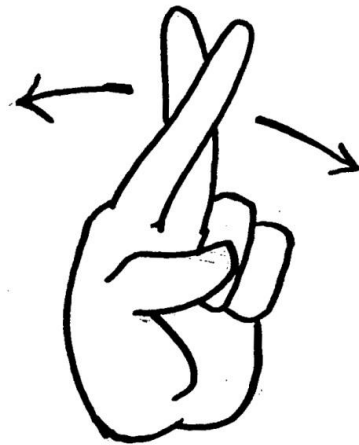
Chorus: Ten Ten Commandments.....

You should not murder, lie or steal  
What I'm telling you is real  
Do not covet  
Be above it  
I AM ADONAI

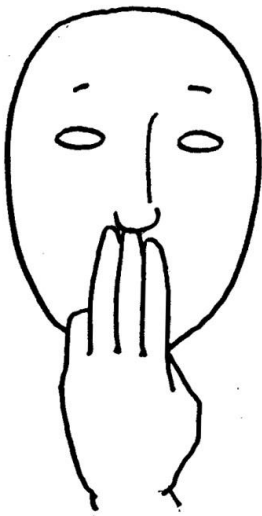
Chorus.....



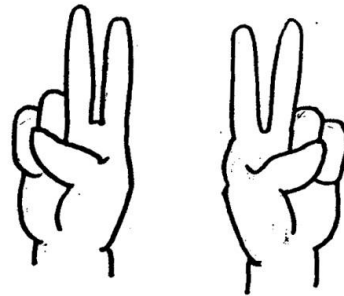
hold up index finger  
(for #1),  
while saying,  
"I AM ADONAI"



hold up index finger and middle  
finger (like a peace sign) , place  
the middle finger behind the  
index finger, & wave them  
back and forth while saying,  
"HAVE NO OTHER GODS  
BEFORE ME"



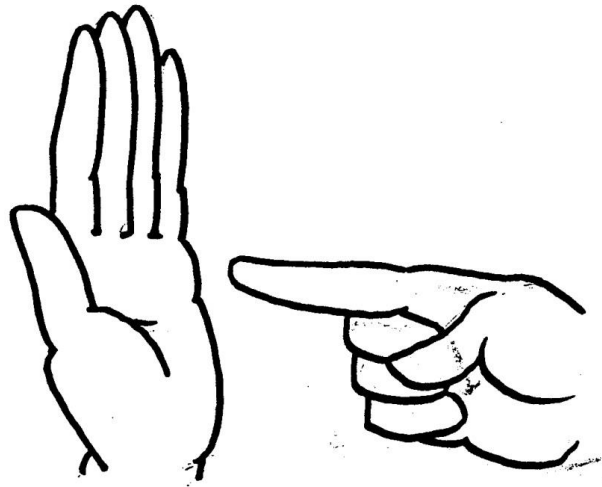
hold up 3 fingers, place  
them on your lips saying,  
"DO NOT USE MY NAME  
IN VAIN"



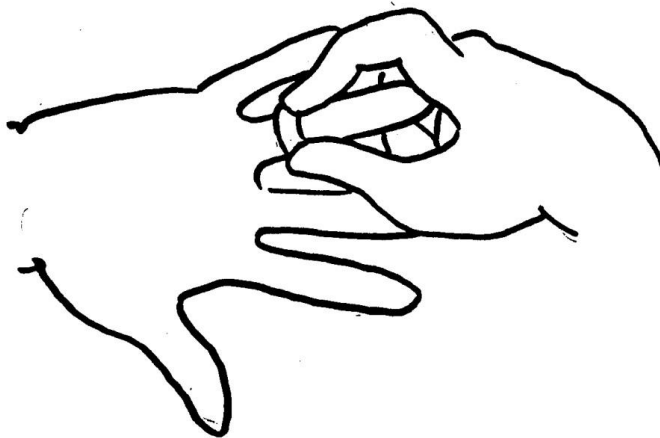
hold up 2 fingers on each hand  
(like 2 peace signs), bring  
fingers together to look like  
candles, saying, "REMEMBER  
& DO SHABBAT"



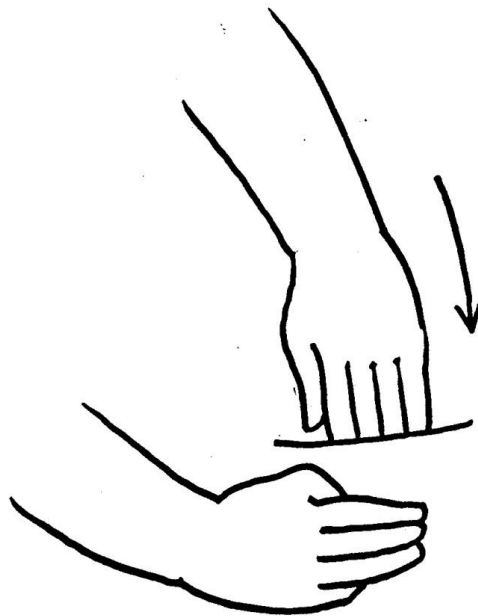
using all five fingers on one hand, gently stroke one side of your face, then the other side, saying, "HONOR YOUR FATHER & YOUR MOTHER"



hold up all five fingers on one hand and the index finger of your other hand (making a #6); use your index finger as a weapon to "murder" the other five fingers, saying "DO NOT MURDER"



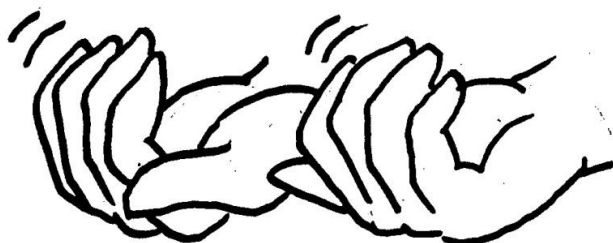
Hold up 5 fingers on your left hand & 2 fingers on your right hand (for #7); use your 2 fingers to touch an imaginary wedding ring (ring finger), while saying, "DO NOT COMMIT ADULTERY"



Hold up 5 fingers on 1 hand & 3 fingers on the other hand (for #8); use the 3 fingers to "steal" from an imaginary "pocket" that you make with your other hand & say, "DO NOT STEAL"



hold up 4 fingers on 1 hand & 5 on  
your other hand (for #9); place your  
4 fingers down like swearing on a  
Bible & while holding up the other 5  
say, "DO NOT BEAR FALSE  
WITNESS"



place all 10 fingers palms up &  
imitate motion of "give me/give me",  
saying, "DO NOT COVET"

# TEN COMMANDMENTS

## SCHOLAR

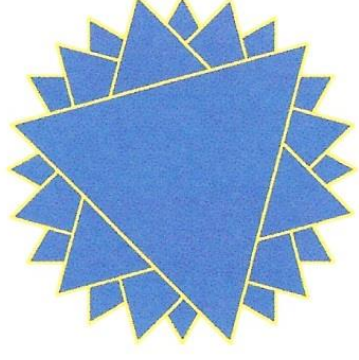
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NAME OF STUDENT

has been awarded this certificate for reciting the 10 Commandments in order

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*teacher*  
*religious studies*







## Ten Commandments...“Choose one!”

### 1. POINT of the lesson!

To be familiar with The Ten Commandments

### 2. PREPARATION!

Included in this lesson:

- 10 Commandments information page
- A copy of the Ten Commandments

Teacher will:

- Make 2 copies of the Ten Commandments and cut them into strips.

### 3. PULL-IN!

Ask students to:

- Name a rule that they have at school.
- Discuss the purpose of each rule.
- Name rules at home.
- Discuss!
- Name traffic rules.
- Discuss!

### 4. PRESENT MATERIAL!

Read material to the students.

### 5. PARTICIPATE!

- Randomly give each student one commandment. (Double up if necessary).
- Each student then tells the others why his/her commandment is important!

### 6. PERSONAL CONNECTION!

- Have each student make a list of the commandments that are the most difficult for him/her to follow.
- Discuss with a partner.

## **10 Commandments Information**

The Ten Commandments (In Hebrew “Aseret Hadebrot”) are found in two places in the Torah: Exodus 20: 2-14 and Deuteronomy 5: 6-18.

These commandments have become the basis for Judaism.

According to the Torah, 49 days after the Israelites left Egypt, God was revealed at Mt. Sinai. God spoke to the Jewish People and made a covenant with them.

These words are known as the 10 Commandments.

In Hebrew they are called Aseret Ha-dibrot, the 10 “statements” and Luchot Ha-brit, “the Tablets of the Covenant”, which refers to the 2 stone tablets on which they were written.

The first tablets were broken when Moses saw the Israelites worshipping the golden calf. Later another set was made. These were carried in the Ark of the Covenant as they continued their journey to the Promised Land.

# THE TEN COMMANDMENTS

I am Adonai your God

You shall have no other gods besides Me

Do not take My name in vain

Remember Shabbat and keep it holy

Honor your father and your mother

Do not murder

Do not steal

Do not commit adultery

Do not bear false witness

Do not covet

## Numbers.....“Do the Math”

### 1. POINT of the lesson!

Students will become familiar with the Book of Numbers

### 2. PREPARATION!

Included in this lesson:

- “How to find your way” page
- Math Problems
- Teacher’s answer page

Teacher will:

- Provide a copy of the Torah in English for every two students.
- Make a copy of the “How to” page and the Math page for each student.
- Provide pencils.

### 3. PULL-IN!

- Can you give us an example of a math story problem?
- Let’s try to solve them together.
- Today we are going learn how to find information in our Torah by solving math problems.

### 4. PRESENT MATERIAL!

Review the “How to” page with the class.

### 5. PARTICIPATE!

- Pass out the Math Problem page and the copies of the Torah in English.
- Students will work in partners to find the numbers in the Book of Numbers and to solve the math problems.
- When they are finished, compare and correct the answers with the class. If there is time, have the students make up their own math problems using this technique.

### 6. PERSONAL CONNECTION!

You now have learned the skill of how to find chapter and verse in our English translations of the Torah. Show your family what you have learned.

## **How to Find Your Way Through the Torah**

The Torah scroll is the most important possession of the Jewish People. It tells of our history, our ancestors and our Holy Days.

Our Torah teaches us how we can live a good life by doing Mitzvot.

At first, our ancestors told the stories and lessons of the Torah out loud. Then it was actually written down and read out loud just as we do today.

The Torah begins with the story of the creation of the world and ends with the death of Moses.

Other names for the Torah are: "The Five Books of Moses" and "The Law."

When the Torah is written in book form, it is known as the Chumash from the Hebrew number five, Chamesh. It is also sometimes called the Pentateuch, which also comes from the number five in Latin.

The Torah Scroll has no chapter and verse markings. When a Torah is in book form, chapters and verses are added to make passages easier to find.

Our Torah is divided in to five books: Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. Each of these books is divided in to chapters and verses. Genesis chapter 1 verse 2 would be written: Genesis 1:2. Leviticus chapter 4 verses 5 through 9 would be written: Leviticus 4:5-9.

## The Book of Numbers Math Problems

Find the numbers in the chapters and verses in the Book of Numbers and solve these problems:

Example: 1:20 plus 1:41 = ?

In Chapter 1 verse 20 you will find the number 46,500. Add that to the number that you will find in Chapter 1 verse 41 which is 41,500.

Your problem would look like this:

$$\begin{array}{r} 46500 \\ + 41500 \\ \hline 88,000 \end{array}$$

1) 1:46 minus 1:27=???	2) 4:36 plus 3:22 =???
3) The sum of all the numbers in 7:17=???	4) 26:51 divided by 14:33 = ???
5) Total number of shekels in 7:25-26	6) 1:23 plus 1:39 minus 4:36 plus 26:37 = ???

## Teacher's Answers to The Book of Numbers

1. 1:46 minus 1:27=???  
 $60,3550-74,600=528,950$
2. 4:36 plus 3:22 = ???  
 $2750+7500= 10,250$
3. the sum of all the numbers in 7:17=???  
 $2+5+5+5=17$
4. 26:51 divided by 14.33 =???  
 $601730\text{divided by }40= 15,043.25$
5. Total number of shekels in 7:25-26=???  
 $130+70+10= 210$
6. 1:23 plus 1:39 minus 4:36 +26:37 = ???  
 $59300+62700-2750+32500= 151,750$



## Joshua “Follow the Leader”

### 1. POINT of the lesson!

To be familiar with the qualities of a Jewish Leader through the study of Joshua.

### 2. PREPARATION!

Teacher will:

- Have poster board and markers for each group of students.
- Use board or large poster board for listing.
- Have an English Bible with a bookmark at the book of Joshua.

### 3. PULL-IN!

- Name some leaders.
- What qualities do they have?

### 4. PRESENT MATERIAL!

- God told Moses that he would not be able to enter the Promised Land.
- Joshua was chosen to become the leader of the Israelites.

### 5. PARTICIPATE!

- Divide the students into 3 groups.
- Give each group a poster board and markers.
- Ask them to list qualities of a Jewish Leader.
- Compare the group lists.
- Make a class list.
- Read from the book of Joshua.
- Does he have some of these qualities?

### 6. PERSONAL CONNECTION!

Have each student make a list of his/her leadership qualities.





## Deborah “Under the Palm Tree”

### 1. POINT of the lesson!

Introduction to Deborah

### 2. PREPARATION!

Included in this lesson:

- Deborah information page
- Sample questions for Deborah

Teacher will:

- Have paper and pencil for each student
- Optional: A costume for Deborah (a scarf and/or robe)

### 3. PULL-IN!

- Do you ever want advice from someone whom you trust?
- Whom do you trust?
- Why?

### 4. PRESENT MATERIAL!

Read the info page to the class

### 5. PARTICIPATE!

- Have each student write a question for Deborah as though he/she lived during biblical times.
- Place the questions in a container.
- Add the enclosed questions.
- Choose a student to be Deborah.
- Have Deborah pick a question to answer.
- Then choose a new Deborah and continue.

### 6. PERSONAL CONNECTION!

Have the students write questions that they might have for Deborah today and continue the process.

## **Deborah**

Deborah was a prophet and a judge during Biblical times. She would sit under a palm tree in the hill country of Ephraim and people would come to ask her for advice.

During this time King Jabin and his Canaanite army terrorized the Israelites. They began a war against the tribe of Ephraim. The people of Ephraim came to Deborah to ask for help.

Deborah sent for Barak from the tribe of Naphtali. She told him that God wanted him to lead an army of 10,000 men from the tribes of Naphtali and Zebulun against Sisera, the general of the Canaanite army. She promised that God would be with them. Barak agreed only if Deborah would go with him. So Deborah went with Barak and 10,000 men.

Meanwhile General Sisera ordered all of his chariots and all of his troops to the Wadi Kishon. Deborah told Barak that this was the day that God would deliver Sisera into his hands.

Questions to be cut up and added to the class questions.

Dear Deborah,  
My husband wants us to move to a place where there is better grazing land for our flock of sheep. These new lands belong to the tribe of Manassah. Are we allowed to move to their land? What should we do?

Dear Deborah,  
Every day the Canaanite soldiers come to our fields and steal our crops. Can you help us?

Dear Deborah,  
If you are not supposed to work on Shabbat, how can I defend my flocks from King Jabin and his soldiers?

Dear Deborah,  
My sons want to join your army. I am a widow. If they leave there will be no one to harvest the crops. What should I do?



## David and Jonathan...Best Friends

### 1. POINT of the lesson!

David and Jonathan were best friends.

### 2. PREPARATION!

Included in this lesson:

- Info page

### 3. PULL-IN!

- Divide the class into partners. One student is A and the other B.
- Ask the "A" partner to describe his/her best friend and answer these questions:
  - What do you like to do together?
  - What do you like about him\her?
- Then ask the "B" partner to do the same.

### 4. PRESENT MATERIAL

Today I'm going to tell you a story from the Bible about best friends.

### 5. PARTICIPATE

- Have the partners place this story in a modern setting.
- Act it out for the class.

### 6. PERSONAL CONNECTION!

How can you be a best friend?

## **Background Information**

David was a young shepherd in the land of Israel. He often played his harp to comfort the sheep.

King Saul was the first king of Israel. He was a troubled man. Some people think that he was mentally ill. Music sometimes helped him to feel better and so the young musician David was brought in to play his harp for the king. Whenever Saul was afraid or angry, David would play his beautiful music and Saul would be soothed.

David spent part of his time at home and part of his time in Saul's house. David became close friends with Saul's son Jonathan.

David was very brave. He killed the enemy Philistines' giant Goliath and became a hero! The people shouted that Saul was great but David was even greater!! Saul became increasingly more and more jealous of David and eventually tried to kill him! David ran away.

Jonathan was very angry with his father and promised David that he would help him. David wanted to find out if it would be safe to return. He and Jonathan made a plan. David would hide and Jonathan would pretend to practice shooting his bow and arrow. If it were not safe for David to return, Jonathan would shoot his arrow and say to his servant....."The arrow is far beyond you! You must go further to retrieve it..."

And that is what happened. It became much too dangerous for David to return so Jonathan warned David that he must remain in hiding.....and the two friends said good bye.

Both Jonathan and King Saul were killed in battle and David became the King of Israel.



## Meet Isaiah, Man of Peace

### 1. POINT of the lesson!

Students will learn about the great prophet, ISAIAH.

### 2. PREPARATION!

Included in this lesson:

- Background information on Isaiah
- An Isaiah quote and suggestions for remembering it

Teacher will:

- Copy background info and quote sheet for each student

### 3. PULL-IN!

- Is there anything you have learned by heart?
- Share it with the class

### 4. PRESENT MATERIAL!

Pass out the background information to the students and read it together

### 5. PARTICIPATE!

Use the guide for memorizing the quote. Review it with the students and have them practice memorizing Isaiah's quote

### 6. PERSONAL CONNECTION!

Have the students take the background and quote sheets home to teach their families

## **Isaiah**

### **Prophet of Peace**

Isaiah grew up in a wealthy and royal family in the southern kingdom of Judah. He spent much of his time around the Holy Temple in Jerusalem.

When Isaiah heard that the northern kingdom was destroyed just like the prophet Hosea said it would, he worried that the same might happen to the southern kingdom of Judah.

One day in the “Holy of Holies” he thought he heard voices saying:

“Holy, Holy, Holy is the God of hosts  
The whole world is filled with God’s Glory”

Isaiah thought that the voices were asking for someone to speak to the people. So Isaiah said: “Here I am! Send me!”

Isaiah traveled throughout the southern kingdom telling the people to follow God and not to be led into wars. Isaiah believed that a time would come when there would be total peace if only everyone loved God and Torah. This peaceful time on earth would be known as the Messianic Age.

But, just like in the north there were more wars and no peace. And so, years later Judah fell too. And so both the northern kingdom and the southern kingdom were destroyed just like Isaiah and the other prophets said might happen.

An Isaiah quote and suggestions for remembering it.

Isaiah 2:4

**“AND THEY SHALL BEAT THEIR SWORDS INTO PLOWSHARES,  
AND THEIR SPEARS INTO PRUNING HOOKS  
NATIONS SHALL NOT LIFT UP SWORD AGAINST NATION  
NEITHER SHALL THEY STUDY WAR ANY MORE!”**

\*\*\*\*\*

**AND THEY SHALL BEAT THEIR SWORDS INTO PLOWSHARES**

Pretend to hold a sword up in the air and “bend it” into a plow.  
Then “act out” plowing a field

**AND THEIR SPEARS INTO PRUNING HOOKS**

Pretend to take a spear and “bend it” into a pruning hook, moving it back and forth like a weed whacker

**NATION SHALL NOT LIFT UP SWORD AGAINST NATION**

Hold up both arms in front of you, and cross them together like 2 swords

**NEITHER SHALL THEY STUDY WAR ANYMORE!**

Pretend a book is in your hands, and act out throwing it away!





## Meet Hosea “Man of Forgiveness”

### 1. POINT of the lesson!

Students will learn about the prophet **Hosea**

### 2. PREPARATION!

Included in this lesson:

- Background information about Hosea
- A quote of Hosea and suggestions for remembering it

Teacher will:

- Copy background info and quote sheet for each student

### 3. PULL-IN!

- What do plants need to grow?
- List ideas on the board.

### 4. PRESENT MATERIAL!

- Pass out the background info to the students and read it together.
- Read the quote to the students and ask them what it means to them.

### 5. PARTICIPATE!

Use the guide for memorizing the quote. Review it with the students and have them practice memorizing Hosea's quote.

### 6. PERSONAL CONNECTION!

Have the students take the background and quote sheets home to teach their families.

## **Hosea**

### **Prophet of Forgiveness**

Hosea was born in the northern kingdom of Israel. He was raised on a farm in the beautiful Jezreel Valley. Hosea's life was peaceful even though most of the people of the north were invaded by armies from Egypt and Assyria. The ruler of the north was Jeroboam II, and he was a weak king.

At that time many of the Jewish Priests at the Temple did not follow Torah and some in the north even worshipped idols. Hosea traveled all over the northern kingdom.

Hosea was married to his wife Gomer and they had three small children. Hosea was not at home much. His wife needed help and she ran away with the children. When Hosea realized that he was not being a good husband and father, he went to find Gomer and begged her to forgive him and return to their home. Gomer forgave Hosea and returned home.

This made Hosea realize that God will forgive the Jewish people and help them return to the ways of the Torah.

A Hosea quote and suggestions for remembering it.

Hosea 14:6

**“GOD WILL BE LIKE THE DEW TO ISRAEL  
AND ISRAEL WILL BLOSSOM LIKE THE LILY”**

\*\*\*\*\*

**GOD**

Point to “heaven”

**WILL BE LIKE THE DEW TO ISRAEL**

Wiggle fingers, palms down

**AND ISRAEL WILL BLOSSOM**

Make a “c” with one hand and pretend to “grow” from the bottom of the “c” upward from the ground

**LIKE THE LILY**

Spread your fingers like a flower



## **Meet Amos**

### **1. POINT of the lesson!**

Students will learn about the prophet Amos

### **2. PREPARATION!**

Included in this lesson:

- Background information about Amos
- A quote of Amos and suggestions for remembering it

Teacher will:

- Copy background info and quote sheet for each student

### **3. PULL-IN!**

- What is Justice?
- What do you think righteousness means?

### **4. PRESENT MATERIAL!**

- Pass out the background info to the students and read it together.
- Read the quote to them and ask what it means to them

### **5. PARTICIPATE!**

Use the guide for memorizing the quote. Review it with the students and have them practice memorizing Amos' quote

### **6. PERSONAL CONNECTION!**

Have the students take the background and quote sheets home to teach their families

## **Amos**

### **Prophet of Nature**

Amos was the first of the Prophets. He lived about 750 BCE, over 1250 years ago. Amos lived in Tekoa, a small village in the southern part of Israel. He tended his father's sheep and the grove of Sycamore trees. Amos loved to sleep out under the stars. He found nature to be a beautiful part of God's world.

When Amos was older he traveled to some of the northern cities to try to tell the people to look for the beauty in God and the Torah. Some of the big cities were filled with people who did not want to change their ways. Amos said:

“God wants people to live by the ways of the Torah.  
Adonai doesn't care about wealth.  
You should judge one another fairly”

Amos went to the marketplaces so he could repeat his message from God again and again until people would listen.

An Amos quote and suggestions for remembering it.

Amos 5:24

**“LET JUSTICE WELL UP LIKE WATER AND  
RIGHTEOUSNESS LIKE A MIGHTY STREAM”**

\*\*\*\*\*

**LET JUSTICE**

Hands out in front of you, palms up. Pretend to “weigh” using your hands like a scale

**WELL UP LIKE WATER**

Hands out in front, palms down, raise hands, wiggling fingers like rain

**AND RIGHTEOUSNESS**

Hands out in front, palms up, make fists

**LIKE A MIGHTY STREAM**

One hand out in front, pretending to make big waves like a river

## **Division of the Kingdom “Let ‘er Rip!”**

### **1. POINT of the lesson!**

Students will become familiar with the period known as the Division of the Kingdom

### **2. PREPARATION!**

Included in this lesson:

- Historical overview of the period
- Copy of map divided into northern and southern kingdoms

Teacher will:

- Make a copy of map for each student
- Provide pencils, glue sticks, construction paper for each student
- Make a large butcher paper copy of the map to display

### **3. PULL-IN!**

- Display the large map.
- Divide the students into two groups, Northern Kingdom and Southern Kingdom. Ask the following questions to each group:
  - What is the capitol of your kingdom?
  - Which bodies of water can be found in your kingdom?
  - Other questions that pertain to the map.

### **4. PRESENT MATERIAL!**

Read the overview to the class.

### **5. PARTICIPATE!**

- Hand out maps, pencils construction paper and glue sticks.
- Fold the large map in half along the border of the two kingdoms .
- Have the students do the same with their maps. Once the maps have been folded back and forth a numerous times, we are ready to “Let ‘er Rip!!”
- Everyone counts to three and all say together: LET ‘ER RIP!!
- When the maps are in two pieces, the northern and southern kingdoms, the students will use the glue sticks to put the kingdoms together on the sheet of construction paper.

### **6. PERSONAL CONNECTION!**

Take the maps home and explain that Israel was split into northern and southern kingdoms around 939 B.C.E.

## **Division of the Kingdom**

King Solomon was such a strong leader that after his death, the land of Israel would be thrown into a civil war which eventually divided the kingdom into two separate nations. This is historically known as "The Division of the Kingdom." The date associated with the death of Solomon and the break-up of the kingdom is about 939 B.C.E.

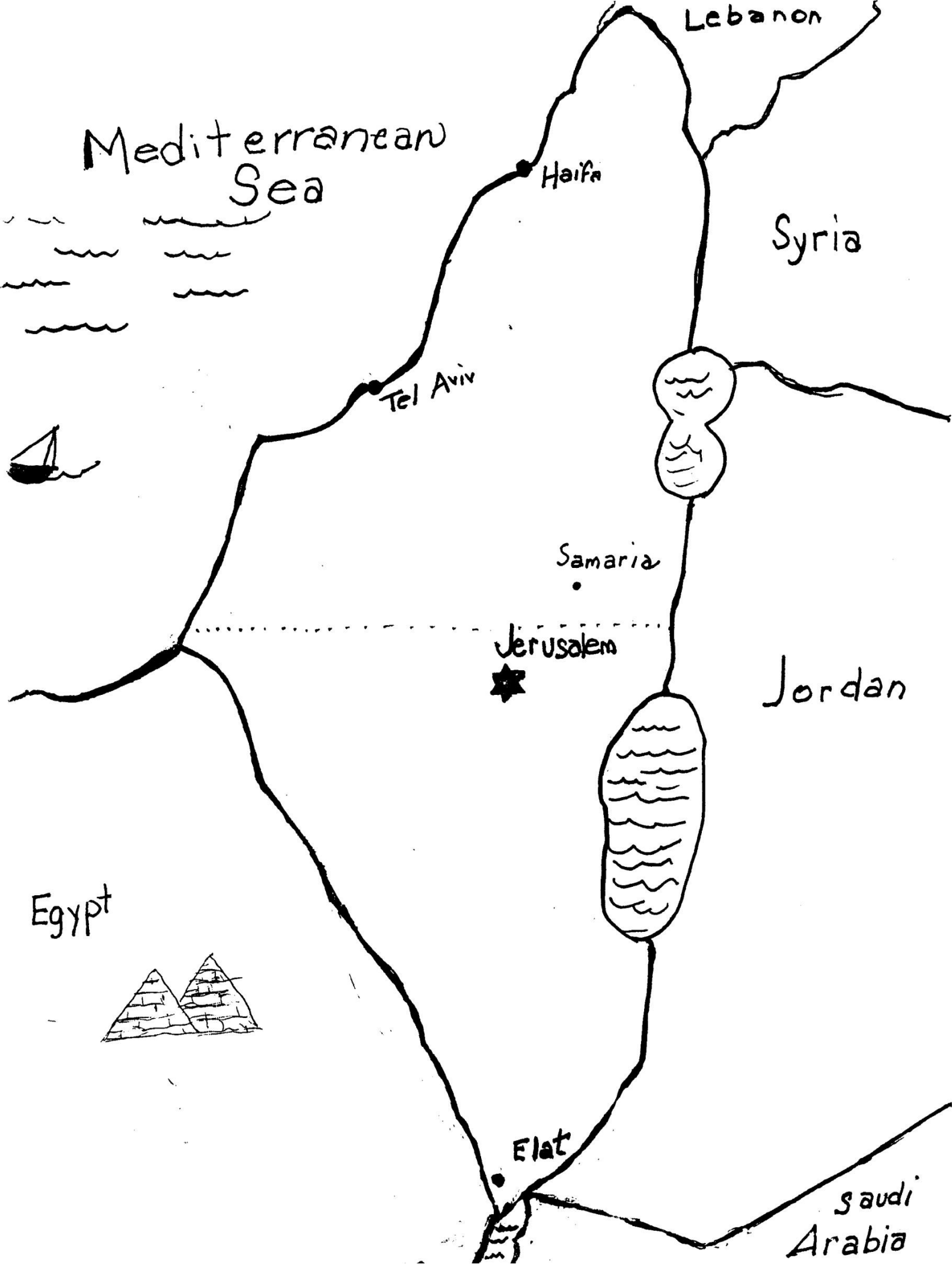
After Solomon's death, one of his sons, Rehoboam became king. He lacked Solomon's wisdom and compassion. Rehoboam heavily taxed the people of the north and they refused to accept him as their king. The people of the north broke away from the kingdom. Rehoboam remained the ruler of the southern kingdom which was called Judah.

For the next 200 years the country would remain divided into the Northern Kingdom and the Southern Kingdom.

The Northern kingdom was known as ISRAEL and its capitol was Samaria. It would last only 200 years under the poor leadership of 19 kings, beginning with King Jeroboam. Its' history is short and bloody. This was the time of great prophets like Elijah and Amos who tried to warn the people about their wicked ways. No one would listen. Samaria fell to the Assyrians in 722 B.C.E. The fate of the Northern Kingdom is not known, but the 10 tribes would historically known as "The Lost Tribes."

The Southern kingdom of JUDAH with its capitol, Jerusalem, would survive until 586 B.C.E. when the Babylonians destroyed the Holy Temple and sacked the city of Jerusalem. The Jewish people were exiled to Babylonia as slaves.





Mediterranean  
Sea

Lebanon

Haifa

Syria

Tel Aviv

Samaria

Jerusalem

Jordan

Egypt

Eilat

saudi  
Arabia

## Torah People Timeline “Torah Line Up”

### 1. POINT of the lesson!

To become familiar with the chronological order of key figures in the Torah

### 2. PREPARATION!

Included in this lesson:

- Nametags for Torah Timeline People
- Teacher's guide

Teacher will:

- Cut out the nametags
- Provide masking tape
- Have a stopwatch or watch with a second hand

### 3. PULL-IN!

- Have the students line up in order of their birth... youngest to oldest.
- Let's see if we can put our Torah people in chronological order.

### 4. PRESENT MATERIAL!

- Let's look in our Bible people page.
- What is the first thing that happens?
- What is the last?
- Who are the people who come in between creation and the death of Moses?

### 5. PARTICIPATE!

- Give one nametag to each person in the class to tape on his/her back.
- If you have less than 10 students you can eliminate some of the names.
- When everyone has a nametag, time them to see how fast they can line up in chronological order.
- You can have them switch their nametags and repeat the exercise several times.

### 6. PERSONAL CONNECTION!

These Torah people are our ancestors. Each of us is at the end of the line. Our children will follow us.

<b>NOAH</b>	<b>ADAM</b>
<b>ABRAHAM</b>	<b>ISHMAEL</b>
<b>JACOB</b>	<b>REBECCA</b>
<b>ISAAC</b>	<b>JOSEPH</b>
<b>MOSES</b>	<b>GERSHOM</b>
<b>MIRIAM</b>	<b>SARAH</b>
<b>RACHEL</b>	<b>LEAH</b>
<b>EVE</b>	<b>ESAU</b>
<b>ABEL</b>	<b>JOSHUA</b>
<b>REUBEN</b>	<b>TSIPPORAH</b>

## Teacher's Guide

### Chronological order of Torah people

**Adam** (Created first)

**Eve** (formed from Adam's rib)

**Abel** (son of Adam and Eve, killed by his brother Cain)

**Noah**

**Abraham** (and his wife Sarah are the first Jewish people)

**Sarah**

**Ishmael** (son of Abraham and Hagar, the Arab nation is said to be descended from him)

**Isaac** (Abraham and Sarah's son)

**Rebecca** (Isaac's wife)

**Esau** (first born twin of Isaac and Rebecca)

**Jacob** (Esau's twin)

**Leah** (Rachel's older sister. Jacob was tricked into marrying her first even though he was in love with Rachel)

**Rachel**

**Reuben** (first born son of Jacob)

**Joseph** (son of Rachel and Jacob)

**Miriam** (Moses' older sister)

**Moses**

**Tsipporah** (Moses' wife)

**Gershon** (son of Moses and Tsipporah)

**Joshua** (Chosen to lead the Israelites after Moses dies)



## Relatively Speaking...Who is Related to Whom?

### 1. POINT of the lesson!

Students will become familiar with Biblical families

### 2. PREPARATION!

Included in this lesson:

- "Who am I?" Page
- Teacher's answer guide
- Bubbles page
- "I am ..." page

Teacher will:

- Make copies of the "Who am I" page, the "I am" page and three bubbles pages for each student
- Provide scissors and glue sticks

### 3. PULL-IN!

Name some relatives in your family. How are you related?

### 4. PRESENT MATERIAL!

- Today we are going to review some of the people in our Bible.
- We will try to figure out who is related to whom.

### 5. PARTICIPATE!

- Give each student the "Who am I?" Page, 3 pages of bubbles, and the "I am..." page.
- The students cut out the quotes, paste them in the bubbles and then add the "I am" person in the correct bubble.
- Discuss the answers. How do you think the person felt about his/her relative?

### 6. PERSONAL CONNECTION!

If you could trade places with one of these Biblical people, who would you choose? Why?

### Who Am I?

1. Saul is my father. My best friend is David.	7. I am Jacob's favorite son.
2. They say that I stole my brother Esau's birthright.	8. Abraham is my father. My mother is Sarah.
3. Moses and Aaron are my brothers.	9. I am a Jew by choice and my great-grandson is King David.
4. My nephew's name is Lot.	10. I married Rebecca.
5. I am a woman judge.	11. My parents are David and Bathsheba.
6. Jethro is my father-in-law.	12. I am the youngest son of Jacob. My mother is Rachel.

I Am...

I AM JACOB	I AM JOSEPH
I AM JONATHAN	I AM DEBORAH
I AM ABRAHAM	I AM MIRIAM
I AM MOSES	I AM RUTH
I AM ISAAC	I AM KING SOLOMON
I AM BENJAMIN	I AM ABRAHAM

## **Teacher Key**

1. Jonathan
2. Jacob
3. Miriam
4. Abraham
5. Deborah
6. Moses
7. Joseph
8. Isaac
9. Ruth
10. Isaac
11. Solomon
12. Benjamin



