

# Genesis's through Joshua

TEACHER'S MANUAL

**GENESIS THROUGH JOSHUA**  
*Teacher's Manual*

by Emily Fischer

Designed by  
Ned Bustard



**veritas**  
PRESS

Copyright ©2001 Veritas Press  
www.VeritasPress.com  
800-922-5082

ISBN 978-1-930710-90-0

All rights reserved. Permission is granted to make unlimited photocopies of this entire manual for the school or homeschool that purchased this manual. Otherwise, no part of this book may be reproduced without permission from Veritas Press, except by a reviewer who may quote brief passages in a review; nor may any part of this book be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from Veritas Press.

Printed in the United States of America.

---

# GENESIS THROUGH JOSHUA

## *How to use this Manual*

We hope this guide will be helpful as you study Genesis through Joshua this year. You are about to take a journey through the past where you can see God's providence on a daily basis. Imagine being Noah as he labored over his ark for years, or Moses as he led God's people out of bondage. The Israelites were able to see God crush an entire civilization as He destroyed the Egyptians with plagues. God was faithful to His people through the years just as He is today. What a joy it is for young children to come to realize God's faithfulness as they learn from the past.

The Veritas Press Bible Curriculum was designed to be used as a tool for understanding the Scriptures and cannot be used apart from the Bible. The cards are meant to give students a smaller body of information that they can more easily assimilate. The answers to questions on the worksheets and tests can all be found on the cards, but we strongly recommend that each account is read in the Bible sometime during the week. The *Bible Reading* project is the first project for each card to encourage time spent directly in the Bible. This project reinforces the information on the card and also asks about details and facts that are not listed on the card. Teachers should encourage students to look for new information as they read from the Bible.

There are 32 events/people featured in the cards in this series. That is approximately one per week. A few of the cards have extra projects which may spread into the following week. The projects are only suggestions, so use your imagination and have fun with your group. You will note that the projects vary to appeal to different ages. You may choose the ones you think are appropriate for your group. If you are using this series for second grade or below, you may need to read some of it orally for the first six weeks; after that three times a week is usually enough. You will also want to sing the song daily for the first few weeks until it is memorized. Remember, the reason for the song is to help memorize the chronology of the events. It is also good to have the children recite events in proper order, rather than singing it after the song has been memorized. A sample school week might be planned as follows:

**MONDAY:** Sing the song (you may want to have a student come to the front of the room and hold up a flashcard as the class sings.) Present the new card. Read what it says on the back and discuss it. Allow different students to read it out loud if you can. Then allow the students to answer questions on the worksheet. The questions are based on information on the cards. If you are working with second grade or below, they may be asked to do this orally for the first part of the year.

**TUESDAY:** Sing the song. Return the graded worksheet and go over it allowing students to correct their answers. Read the account in the Bible and then complete the Bible Reading project.

**WEDNESDAY:** Sing the song. Orally review questions from the worksheet. Do one of the projects.

**THURSDAY:** Sing the song. Orally review questions from this card's worksheet and from previous events. Obviously you cannot review every question every day, so do a sampling. Assign different children different sources from the resource list on the card and allow them to look up the information and share it with the class.

**FRIDAY:** Give test. Use remaining time for class instruction and drill.

Having fun makes it easy to learn. Using the cards for games is one way. Ask the children to shuffle them and then see who can get their cards in order the fastest. Or have four to six students mix up their cards and then play Go Fish. This allows them to get familiar with the titles. Or you can go to a large room and see who can make their own timeline the fastest. A good way to drill questions in a classroom is to divide the children into two teams and ask questions in order. Teams receive a point for each right answer.

We have found one of the best ways to file and protect the cards is to laminate them, punch a hole in the top right corner, and keep them on a large ring. The children can add the newest card and also have the previous cards handy. Another idea is to laminate them, put Velcro strips on the card and on the wall, and start a timeline that children can put up and

---

# GENESIS THROUGH JOSHUA

## *How to use this Manual, Page 2*

take down over and over again. An extra set of cards mounted at the end of the room for a reference timeline is a good idea too.

Each worksheet, test, or writing assignment should receive three grades: one each for Content, Grammar and Linguistics (Spelling).

**CONTENT:** On a scale of 1 to 15, a grade is given for completeness of the answer to a question. This grade is applied to their Bible grade. If your grading scale is different from 1 to 15, use yours.

**GRAMMAR:** The child should answer the questions in a complete sentence in which they first restate the question. For example: *What is the Scripture reference for Creation? The Scripture reference for Creation is Genesis 1-2.* Initially in second grade the teacher may want to write a portion of the sentence on the board for the students to copy until they learn to do this correctly on their own. For example: *The Scripture reference for Creation is \_\_\_\_\_.* The students would then fill in the rest. As the weeks go by gradually wean them until they are able to do this on their own. Second graders adjust to this in about six weeks. Sentences should begin with a capital letter and end with an appropriate punctuation mark. As the year progresses you can grade more strictly for grammar. This grade should be applied to an application grade in grammar, but should not affect Bible content grades. We suggest application at twenty percent of the overall grade.

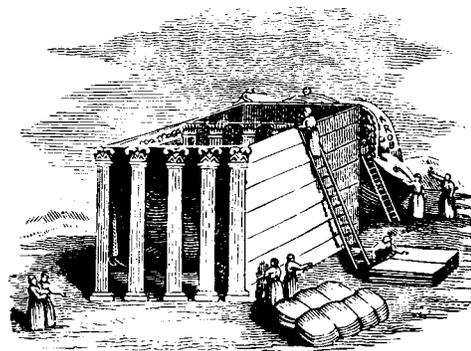
**LINGUISTICS:** The children should spell all words correctly. You should deduct for misspelled words once the rule for spelling a particular word has been mastered. For example: *I before e except after c.* Once this has been covered, a child's grade would be reduced if they spelled *priest as preist.* If they are using a Bible card to do their worksheet they should be taught that those words should be spelled correctly. This grade would be applied towards a linguistics application grade. Again we suggest twenty percent, but not to affect their Bible grade.

When you look at the tests you will see that there are not the same number of questions on each test or worksheet. We assign five points per question, with the listings of the chronology receiving two points per item listed. Partial credit may be counted because the questions are essay, and they may have portions correct.

Some students may ask why they are receiving three grades on each paper. We believe that it is important for a student to realize that grammar and linguistics matter in Bible class as well as in grammar class. All three contribute to help make students understood by others, and are thus intertwined.

**CHURCHES:** We have provided pages in the back of the manual for using with this program in a Sunday school setting. These pages should be photocopied for each student and folded horizontally to create small booklets. There is more material in these booklets than can be completed during an average Sunday school time period. This calls for flexibility and creativity on the part of the Teacher. Some may even want to spread the study of a card over several weeks to cover the event in sufficient detail. Projects in the body of this manual can be used to supplement or even replace what is contained in the booklets depending on the needs of the class. Teachers should encourage parents to have their children complete the booklets, listen to the Bible song and use the flashcards to review the information during the week to reinforce learning.

*Finally we welcome your feedback and comments. We hope that his resource will enrich the education of those children entrusted to you, and will help them understand the comprehensive responsibility that God requires of them.*

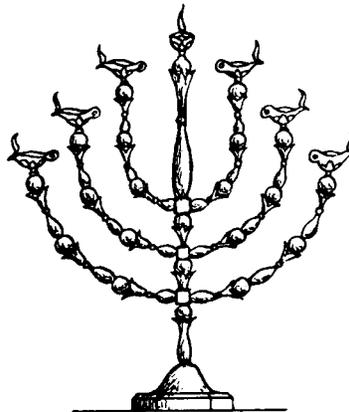


ERECTION OF TABERNACLE.

# GENESIS THROUGH JOSHUA

## *Table of Contents*

CREATION .....	7	THE EXODUS .....	144
THE FALL.....	12	THE TEN COMMANDMENTS .....	152
CAIN AND ABEL.....	17	AARON AND THE GOLDEN CALF.....	165
ENOCH AND METHUSELAH .....	23	MOSES GETS NEW TABLETS.....	172
THE FLOOD .....	29	THE TABERNACLE AND THE ARK OF THE COVENANT .....	180
GOD'S COVENANT WITH NOAH.....	37	THE LEVITICAL PRIESTHOOD BEGINS .....	189
THE TOWER OF BABEL.....	43	THE WILDERNESS WANDERINGS.....	196
THE CALL OF ABRAM.....	51	BALAAM AND HIS DONKEY.....	205
GOD'S COVENANT WITH ABRAHAM.....	57	MOSES DIES; JOSHUA ASSUMES COMMAND .....	216
HAGAR AND ISHMAEL .....	64	SPIES TO CANAAN .....	224
SODOM AND GOMORRAH.....	72	THE BATTLE OF JERICHO .....	232
BIRTH AND SACRIFICE OF ISAAC.....	79	ISRAEL GIVEN THE PROMISED LAND .....	240
ISAAC AND REBEKAH .....	86	JOSHUA'S LAST WORDS.....	252
JACOB AND ESAU.....	93	MEMORY VERSES.....	262
JOSEPH AS A SLAVE .....	100	SONG LYRICS .....	263
FAMINE IN EGYPT.....	108	ANSWERS.....	266
TWELVE TRIBES OF ISRAEL .....	120	SUNDAY SCHOOL HANDOUTS.....	283
MOSES' BIRTH.....	129		
PLAGUES IN EGYPT .....	137		





---

# CREATION

## *Project 1—Bible Reading*

*Read this story in Genesis 1. Unscramble the words below on the left and then draw a line to connect the words with the phrases on the right that go with them.*

- |           |                  |   |
|-----------|------------------|---|
| Gen. 1:2  | <i>kandesrs</i>  | God told the creatures to _____ and fill the earth.       |
| Gen. 1:3  | <i>blgit</i>     | God saw that everything was _____.                        |
| Gen. 1:22 | <i>ultylimp</i>  | _____ was on the face of the deep.                        |
| Gen. 1:26 | <i>gamei</i>     | God made man in his own _____.                            |
| Gen. 1:28 | <i>oniondim</i>  | God said, "Let there be _____."                           |
| Gen. 1:6  | <i>mimatrenf</i> | God told man to have _____ over the earth.                |
| Gen. 1:31 | <i>odog</i>      | The _____ divided the waters above from the waters below. |

---

# CREATION

## *Project 2—Making Your Own World*

*Help students remember the days of creation by physically “creating” a world in a large tub. Each day you will add something to your mini-world to show what God created that day. Involve the students by having them bring in objects to put in the world. You may want to combine some of the days over the course of the week in order to go through the days of creation in a typical school week.*

### *Day 1:*

Place a big lamp over a tub of water to show how God made light on the first day.

### *Day 2:*

Remove half of the water to show the distinction between the heavens above and the waters below.

### *Day 3:*

Put some of the water from the tub into a shallow plastic container. Remove all extra water and put dirt around your “mini-lake” to show the separation of seas and land. Have samples of small rocks, moss, twigs, and other vegetation so the students can landscape the earth.

### *Day 4:*

Add the sun, moon, and stars. Students may affix pictures/stickers to the sides of the tub or dangle objects over the top of the tub.

### *Day 5:*

Add creatures of the sky and sea. Plan ahead and encourage students to bring in small plastic figures of these creatures.

### *Day 6:*

Add more plastic figures of animals that dwell on land. Also add figures of Adam and Eve.

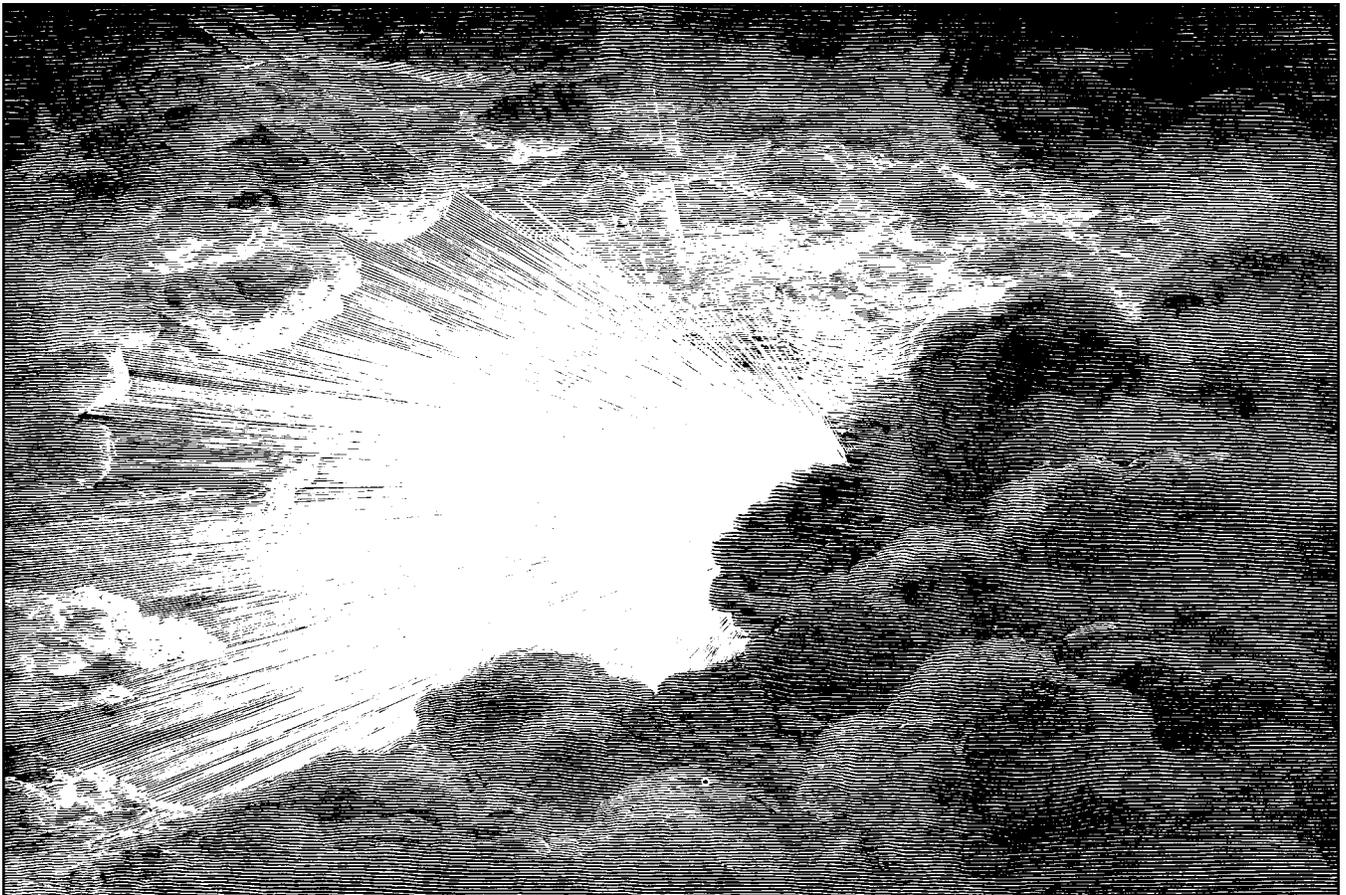


---

# CREATION

## *Project 3—Mural*

*Make a mural depicting what was created on each day. Divide a large sheet of paper into six sections. Label each section Day 1, Day 2, Day 3, etc. Have students search magazines for pictures or cut out parts of pictures of things that God created. Glue the pictures in the appropriate section of the mural. Students may make individual murals or work together to make a giant class mural.*



---

# CREATION

## *Test*

1. What is the Scripture reference for this card?

---

---

2. Who created the world and all that is in it?

---

---

---

3. List what was created or done on each day.

Day 1:

---

---

---

Day 5:

---

---

---

Day 2:

---

---

---

Day 6:

---

---

---

Day 3:

---

---

---

Day 7:

---

---

---

Day 4:

---

---

---

---

# THE FALL IN THE GARDEN

## *Worksheet*

1. What is the Scripture reference for this card?

---

---

2. How did the devil disguise himself when he came to Eve?

---

---

3. What did the devil tempt Eve to do?

---

---

4. What did Adam do when Eve gave the fruit to him?

---

---

5. What had God told Adam about the fruit of the Tree of Knowledge?

---

---

---

6. What did God curse because of Adam and Eve's sin?

---

---

7. How had man's relationship with God changed?

---

---

---



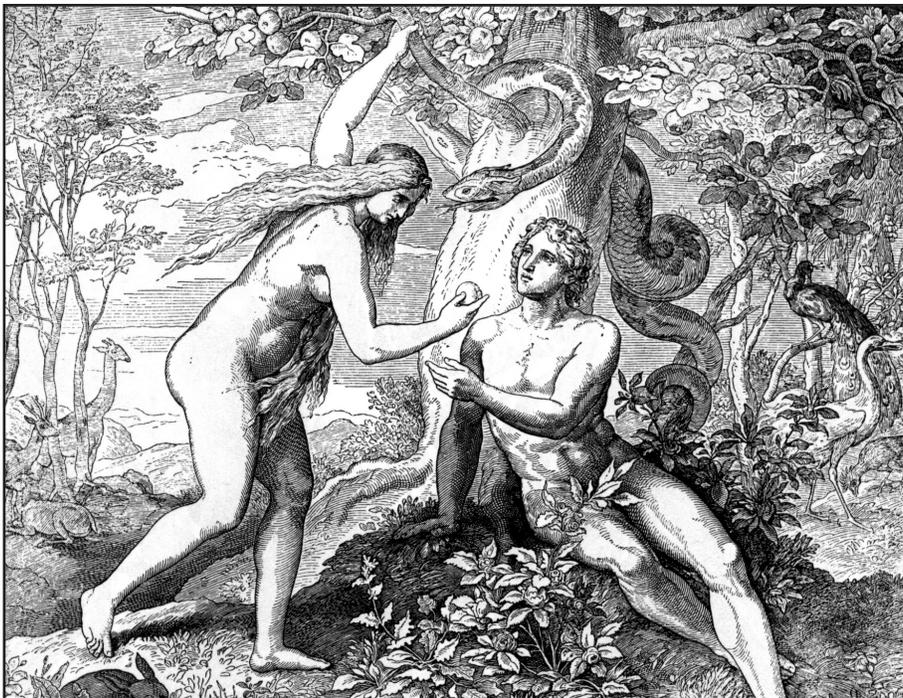
---

# THE FALL IN THE GARDEN

## *Project 1—Bible Reading*

*Read Genesis 3 to find the answers to the following:*

1. The deceiver was the \_\_\_\_\_.
2. Eve and Adam ate \_\_\_\_\_.
3. They sewed \_\_\_\_\_ into coverings.
4. After Adam and Eve sinned they \_\_\_\_\_ from God.
5. The serpent was cursed to crawl on his \_\_\_\_\_.
6. Eve would have great \_\_\_\_\_ in bearing children.
7. Adam would have to \_\_\_\_\_ for food and the ground would bring forth \_\_\_\_\_ and \_\_\_\_\_.
8. God made Adam and Eve \_\_\_\_\_ to wear.
9. God drove them out of the Garden and placed \_\_\_\_\_ to guard it.



# THE FALL IN THE GARDEN

## *Project 2—Cherubim*

The ancient historian Josephus said no one in his day could even conjecture the shape of the cherubim found in the liturgical art found in Solomon's temple. Ezekiel describes them as having four faces and four wings. In Revelation they are covered with eyes and have six wings and combined the likeness of a lion, ox, eagle and a man. Monstrous sculptures of this sort were fashioned in Egypt and Assyria (the example of cherubim on the right was found at the Palace of Konyunjik). In the New Testament, the messengers of God appear as young men, bright as lightning.



*Make a clay model of a cherubim like the ones God put in the Garden of Eden to guard the Tree of Life. Refer to Genesis 3:24 to find what weapon the cherubim had for this job.*



# THE FALL IN THE GARDEN

## Project 3

*Have students draw scenes depicting the Fall. Students may cut out and use the quotes or write their own quotes. Before allowing the students to cut out the quotes and draw the scenes, go through each quote and have students identify who said each quote.*

THE WOMAN  
WHOM YOU  
GAVE TO BE WITH  
ME, SHE GAVE ME  
OF THE TREE,  
AND I ATE.

HAS GOD  
INDEED SAID,  
"YOU SHALL NOT EAT  
OF EVERY TREE OF  
THE GARDEN"?

THE SERPENT  
DECEIVED ME,  
AND I ATE.

WHAT  
IS THIS  
YOU HAVE  
DONE?

YOU WILL NOT SURELY DIE.  
FOR GOD KNOWS THAT IN THE DAY  
YOU EAT OF IT YOUR EYES WILL BE OPENED,  
AND YOU WILL BE LIKE GOD,  
KNOWING GOOD AND EVIL.

WHERE  
ARE YOU?

WHO TOLD YOU THAT  
YOU WERE NAKED?  
HAVE YOU EATEN FROM  
THE TREE OF WHICH I  
COMMANDED YOU THAT  
YOU SHOULD NOT EAT?

I HEARD YOUR VOICE  
IN THE GARDEN,  
AND I WAS AFRAID  
BECAUSE I WAS NAKED;  
AND I HID MYSELF.

WE MAY EAT THE FRUIT OF  
THE TREES OF THE GARDEN  
BUT OF THE FRUIT OF THE TREE  
WHICH IS IN THE MIDST OF THE GARDEN,  
GOD HAS SAID "YOU SHALL NOT EAT IT,  
NOR SHALL YOU TOUCH IT,  
LEST YOU DIE."

---

# THE FALL IN THE GARDEN

## *Test*

1. What is the Scripture reference for this card?

---

---

2. Who disguised himself and came to Eve?

---

---

3. What was Eve tempted to do?

---

---

---

4. What did Adam do with the fruit?

---

---

---

5. What had God forbidden Adam and Eve to do?

---

---

---

6. What happened to the ground because of Adam and Eve's sin?

---

---

7. How had man's relationship with God changed?

---

---

---

# CAIN AND ABEL

## Worksheet

1. What is the Scripture reference for this card?

---

---

2. Who was the first child of Adam and Eve?

---

---

3. What job did Cain do?

---

---



4. What job did Abel do?

---

---

5. What offering did Cain bring to God?

---

---

6. What offering did Abel bring to God?

---

---

7. With whose offering was God pleased?

---

---

8. Which son murdered his brother?

---

---

---

# CAIN AND ABEL

## *Project 1—Bible Reading*

*Read Genesis 4. Using your Bible find who said each quote below. Write their names in the blanks. The quotes are listed in the order in which they occurred in the story.*

1. “I have acquired a man from the Lord.” \_\_\_\_\_
2. “Why are you angry, and why has your countenance fallen?” \_\_\_\_\_
3. “Where is Abel your brother?” \_\_\_\_\_
4. “Am I my brother’s keeper?” \_\_\_\_\_
5. “I shall be a fugitive and a vagabond on the earth, and it will happen that anyone who finds me will kill me.” \_\_\_\_\_
6. “Therefore, whoever kills Cain, vengeance shall be taken on him sevenfold.”  
\_\_\_\_\_



---

# CAIN AND ABEL

## Project 2

*What do these pictures have to do with the story of Cain and Abel? In the blanks below the pictures write an explanation of how each picture represents part of the story of Cain and Abel. Hint: The pictures are in the order in which they relate to the story.*



---

---

---

---



---

---

---

---



---

---

---

---



---

---

---

---

---

# CAIN AND ABEL

## Project 3

Make fancy letters to spell out the names of **CAIN** and/or **ABEL**. Each letter should include something that has to do with the person. The name should be written vertically and next to each letter write a sentence explaining how its design relates to the person. Below is an example of how you might write Eve's name.



*Eve lived with Adam in the Garden of Eden.*



*The serpent tempted Eve.*



*Eve ate the fruit of the Tree of Knowledge.*

Here are some ideas to get started. With which person would each item go?  
(Some may fit both but the explanation would be different.)

*wheat*

*rock*

*sheep*

*blood*

*olives*

*altar*

---

# CAIN AND ABEL

## *Test*

1. What is the Scripture reference for this card?

---

---

2. Who were the parents of Cain and Abel?

---

---

3. What job did Cain do?

---

---

---

4. What offering did Abel bring to God?

---

---

---

5. With whose offering was God pleased?

---

---

---

6. \_\_\_\_\_ murdered \_\_\_\_\_.

7. What happened to the murderer?

---

---

---

---

---

# CAIN AND ABEL

## *Test*

8. List all of the titles, Scripture references, and dates studied so far.

---

---

---

---

# ENOCH AND METHUSELAH

## *Worksheet*

1. What is the Scripture reference for this card?

---

---

2. Who was the godly child that Adam and Eve had after Cain murdered Abel?

---

---

3. Enoch's life was characterized by consistent \_\_\_\_\_  
and \_\_\_\_\_.

4. What did the Lord do for Enoch since he was so pleased with Enoch?

---

---

---

5. Enoch is the \_\_\_\_\_ generation after Adam in \_\_\_\_\_  
godly line.

6. What does the number seven represent in the Scriptures?

---

---

---

7. How is Methuselah related to Enoch?

---

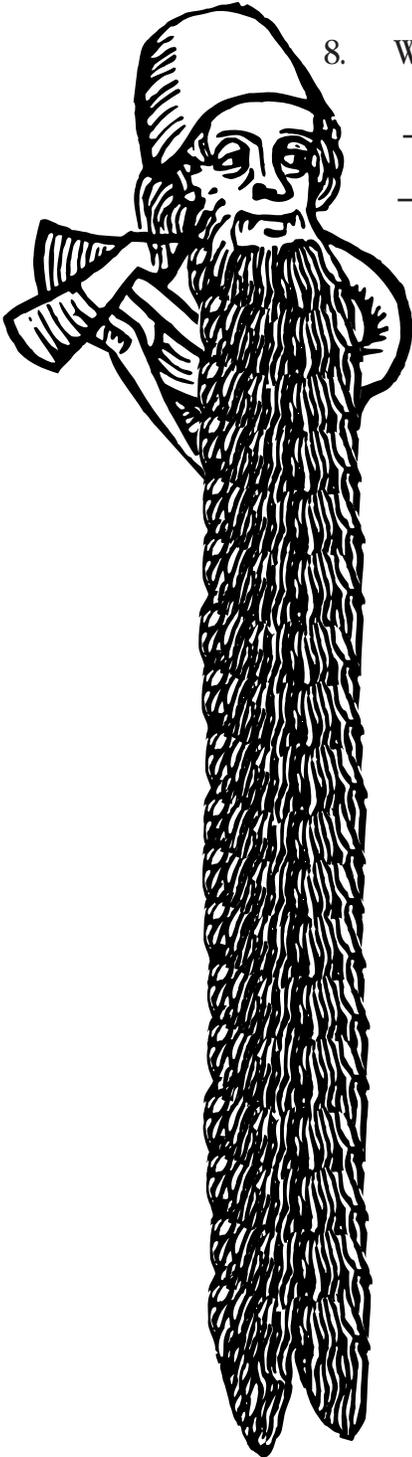
---

---

---

# ENOCH AND METHUSELAH

*Worksheet, Page 2*



8. What was special about Methuselah?

---

---

---

9. How is Methuselah related to Noah?

---

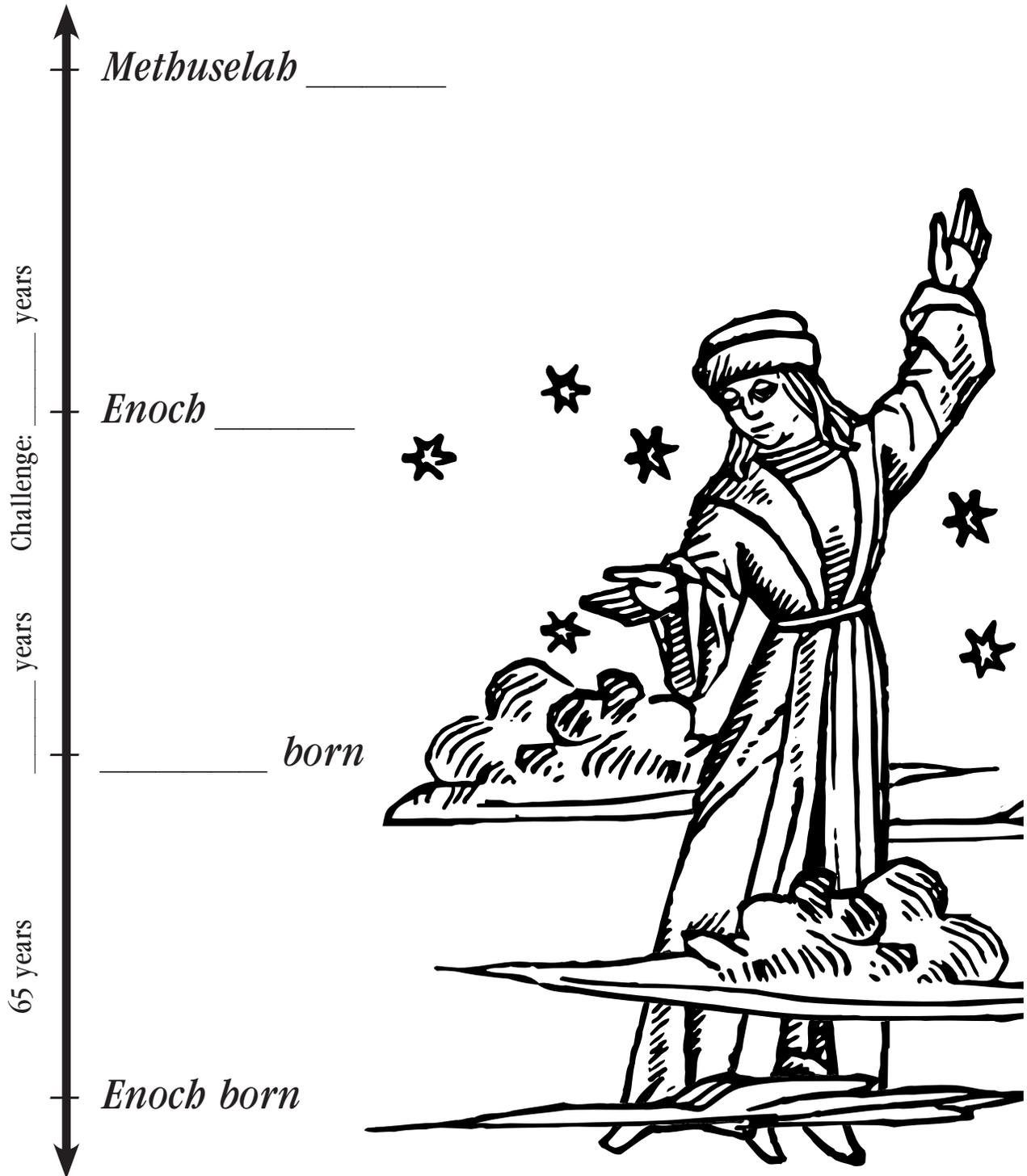
---

---

# ENOCH AND METHUSELAH

## Project 1—Bible Reading

Read Gen. 5:21-32 and fill in the timeline. Can you calculate how many years are between Enoch and Methuselah's deaths?



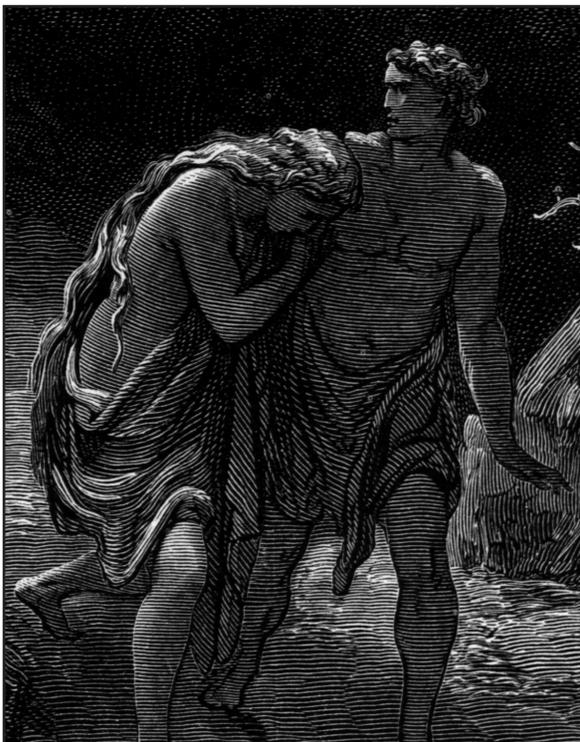
# ENOCH AND METHUSELAH

## *Project 2—Chart*

*People lived a lot longer in the days before Noah. Methuselah lived the longest of all people that the Bible records. Fill in the chart with the ages of Adam and his godly line. Use the Bible references to look up each man's age. Each verse is located in Genesis 5.*

### *Ages of Adam's Godly Line to Methuselah*

NAME	AGE
Adam (v5)	
Seth (v8)	
Enosh (v11)	
Kenan (v14)	
Mahalel (v17)	
Jared (v20)	
Enoch (v23)	
Methuselah (v27)	



*Now put the men in order by how long they lived. Start with the man who lived the longest.*

---

---

---

---

---

---

---

---

---

---

---

# ENOCH AND METHUSELAH

## *Test*

1. What is the Scripture reference for this card?

---

---

2. Who was the godly child that Adam and Eve had after Cain murdered Abel?

---

---

---

3. Describe Enoch.

---

---

---

4. What was unique about Enoch?

---

---

---

5. What does the number seven represent in the Scriptures?

---

---

---

6. What was special about Methuselah?

---

---

---

7. Methuselah was Enoch's \_\_\_\_\_.

8. Methuselah was Noah's \_\_\_\_\_.

---

# ENOCH AND METHUSELAH

## *Test, Page 2*

### *Review*

1. List what was created on each day:

Day 1 \_\_\_\_\_

Day 2 \_\_\_\_\_

Day 3 \_\_\_\_\_

Day 4 \_\_\_\_\_

Day 5 \_\_\_\_\_

Day 6 \_\_\_\_\_

2. What did God tell Adam and Eve would happen if they ate of the Tree of Knowledge?

---

---

---

3. Who tempted Eve to eat of the Tree of Knowledge?

---

---

4. What job did Abel do?

---

---

---

5. List all of the titles and Scripture references studied so far.

---

---

---

---

---

# THE FLOOD

## *Worksheet*

1. What is the Scripture reference for this card?

---

---

2. What did God observe about man?

---

---

3. Who found grace in the eyes of the Lord?

---

---

4. What was to be put in the ark?

---

---

---

5. How long did it rain?

---

---

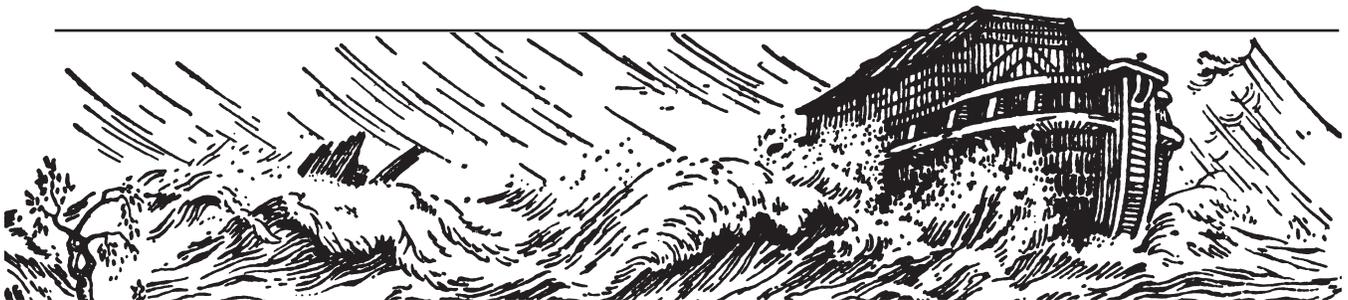
---

6. What happened to all of the people except Noah and his family?

---

---

---



---

# THE FLOOD

## *Worksheet, Page 2*

7. What did God promise Noah after the flood?

---

---

---

---

---

8. What sign of the covenant did God give?

---

---

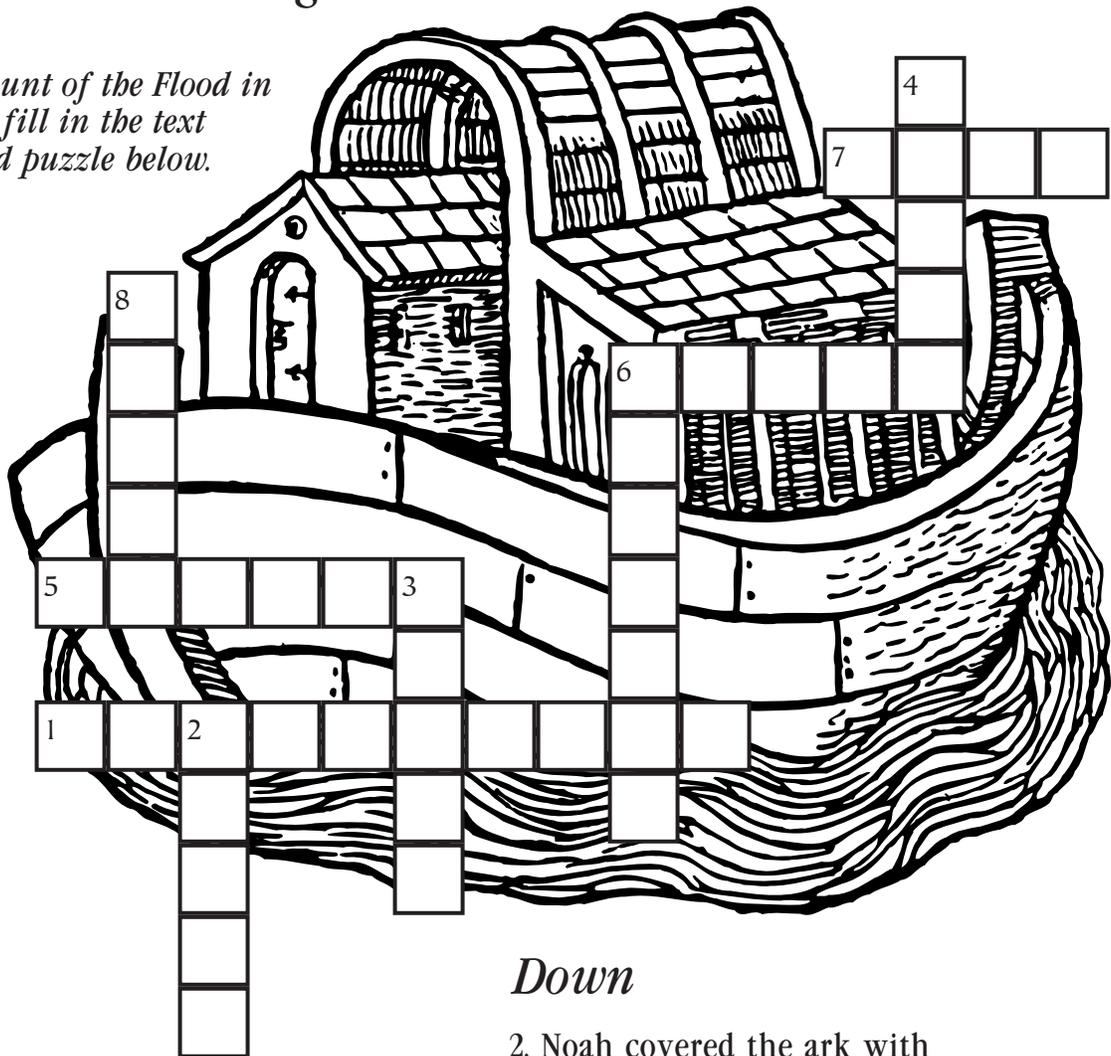
---



# THE FLOOD

## Project 1—Bible Reading

Read the account of the Flood in Genesis. Then fill in the text and crossword puzzle below.



### Across

1. God told Noah to build an ark out of \_\_\_\_\_.
5. The ark settled after the flood on the mountains of \_\_\_\_\_.
6. Noah first sent a \_\_\_\_\_ out of the ark.
7. The second dove came back with an olive \_\_\_\_\_ in her mouth.

### Down

2. Noah covered the ark with \_\_\_\_\_.
3. The ark had \_\_\_\_\_ decks.
4. Noah took \_\_\_\_\_ of each of the clean animals.
6. God made the \_\_\_\_\_ a sign that he would never again destroy the earth with a flood.
8. The first thing Noah built when he left the ark was an \_\_\_\_\_.



 **veritas**  
PRESS

ISBN 978-1-930710-90-0    US\$24.95  
5 2 4 9 5  
  
9 781930 710900    