

STUDENT EXERCISES

JOURNEY THROUGH THE

BIBLE

BOOK 1

Second Edition



John Benz

PENTATEUCH AND HISTORICAL BOOKS

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2019 Printing

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A publication of
Christian Liberty Press
502 West Euclid Avenue
Arlington Heights, Illinois 60004
www.christianlibertypress.com

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Cover image by David Miles, copyright © 2014 Christian Liberty Press

ISBN 978-1-629821-18-4 (print)
ISBN 978-1-629821-19-1 (eBook PDF)

Printed in the United States of America

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Introduction

Journey Through the Bible curriculum is designed to have the student encounter the biblical text firsthand. Many students grow up hearing Bible stories in Sunday school or from their parents or even from similar homeschooling curricula. The work that these people and programs do for children is very valuable for their growth and maturity. The goal of this curriculum is to go beyond the stories of the Bible and to have students read the Bible itself. In fact, this course, along with the eighth and ninth grade Bible courses in this series, will take the student through the entire Bible. Within these three years, if a student follows the curriculum, he or she will have read the entire Bible.

This workbook, entitled *Student Exercises Journey Through the Bible Book 1*, is divided into four units, each covering forty days of reading. On the top right-hand side of each workbook page is the reading that the student should do for that day. As he or she reads, there are ten questions from the Bible reading that the student is to answer in the *Student Exercises*. The vast majority of the questions in the workbook can be answered just using the text itself, but there are a few questions that require using outside sources such as a dictionary. Many of these questions are designed to bring out some of the important points in the biblical text. On average, the student will read about four chapters of the Bible per day. Also included on each workbook page is a set of three questions that come from the textbook. A separate answer key for all workbook questions is available through Christian Liberty Press.

As the student reads through a lesson each day, there are three questions from the textbook, entitled *Journey Through the Bible Book 1*, that will show up in this *Student Exercises* workbook. This is designed to hold the student accountable to read through the textbook. Unlike the workbook, the textbook does not contain forty separate lessons per unit. Since some Bible stories span many chapters, sometimes one lesson covers the reading for more than one day. For example, the story of Abraham spans Genesis 12–22. For the workbook, on Day 5 the student is to read Genesis 12–17, and on Day 6 the student is to read Genesis 18–24. However, there is only one textbook lesson for the story of Abraham that covers Genesis 12–22. It is recommended that students read the lesson on both days that they work on their *Student Exercises*. In fact, there are questions in the workbook for each day that the lesson covers. So for the story of Abraham, there are three questions from that lesson on Day 5 and three questions on that lesson for Day 6.

Our desire is to help your students gain deeper insights into the Word of God and learn how to apply it in their lives. May God grant you wisdom as you faithfully seek to guide your student in this study of the Pentateuch and historical books of the Old Testament.

John Benz

Day 16
Reading: Exodus 20–24

1. In your own words, summarize the first commandment. _____

2. In your own words, summarize the third commandment. _____

3. In your own words, summarize the tenth commandment. _____

4. If a slave wants to devote himself to his master for life, what must his master do? _____

5. What does “eye for eye, tooth for tooth, hand for hand, foot for foot” mean? _____

6. Why does God want the Israelites to not oppress or mistreat a stranger? _____

7. How many feasts are the Israelites to observe in a year? _____

8. When Moses reads the Book of the Covenant to the people, how do they respond to it? _____

9. After agreeing to obey the covenant, what do the Israelites do in Exodus 24:11? _____

10. For how long does Moses stay on the mountain? _____

Questions from Lesson 16:

1. What are the two kinds of laws that Moses eventually gives the people? _____

2. What is the only commandment of the Ten Commandments that comes with a promise? _____

3. To what event from today is the ratification of the Mosaic Covenant compared? _____

Day 17

Reading: Exodus 25–31

1. In Exodus 25, God has the people take an offering; in what manner does God want them to give the offering?

2. What is the purpose of the offering in Exodus 25? _____

3. In Exodus 25, where specifically does God say that He will meet with Moses? _____

4. What is the purpose of the veil in the tabernacle? _____

5. Where does Moses receive the specific blueprint (instructions) for the tabernacle? _____

6. Based on Exodus 28:2, what is the purpose of making holy garments for Aaron? _____

7. Other than twelve stones, what two things are put in the breastplate of judgment? _____

8. Look up the word “holy” in a dictionary; what does “holy” mean? _____

9. In the offerings mentioned in Exodus 29, who eats the offerings? _____

10. According to Exodus 31, the Sabbath is a sign of what? _____

Questions from Lesson 17:

1. What are the three areas of the tabernacle? _____

2. What is a helpful way to look at the Most Holy Place? _____

3. Simply put, what is the role of the priest? _____

Day 18

Reading: Exodus 32–34

1. What leads the people to ask Aaron to make an idol for them? _____

2. Based on the end of Exodus 32:5, whom do the people think they are worshipping when they worship the golden calf?

3. What does God plan to do to the Israelites as a result of their sin of idolatry? _____

4. What stops God from killing the Israelites? _____
5. Which people kill their fellow Israelites while they are still partying from worshipping the golden calf?

6. In Exodus 33, what does God say will happen if He goes up in their midst because they are stiff-necked?

7. In light of the answer to question 6, why do you think Moses sets up the tent of meeting far from the camp of the Israelites?

8. Based on Exodus 33, what kind of relationship does Moses have with God? _____

9. What part of God is Moses allowed to see? _____
10. In light of the events that happen in Exodus 32 and 33, why does God repeat the commandments in Exodus 34?

Questions from Lesson 18:

1. When Moses intercedes for the Israelites, rather than justifying their actions, Moses focuses on what?

2. What are the two points of Moses' argument with God when God plans to destroy Israel? _____

3. When Moses sees the people out of control, what does he do out of anger? _____

Day 19

Reading: Exodus 35–40

1. What is to happen to the man or woman who works on the Sabbath? _____

2. Whom does God fill with the Holy Spirit to skillfully oversee and build the tabernacle? _____

3. **True/False:** The people bring so many freewill offerings for the tabernacle that Moses has to command them to stop.

4. Rather than walls, how are the rooms of the tabernacle separated from one another? _____

5. What two objects overshadow the mercy seat? _____

6. What precious metal is used to make the majority of the utensils and objects that belong in the Holy Place (such as the lampstand and the vessels for the table)?

7. What two primary metals are used for the rest of the tabernacle? (Chapter 38) _____

8. What four colored yarns are used to make the ephod? _____

9. What inscription is written on the holy crown of pure gold? _____

10. What fills the tabernacle after Moses consecrates everything? _____

Questions from Lesson 19:

1. We should understand the tabernacle/temple as what? _____

2. At its core, what does it mean to be holy? _____

3. What is the ultimate purpose of the sacrificial system? _____

Day 20
Reading: Leviticus 1–4

1. Why do you think the animals offered in sacrifices have to be without blemish? _____

2. Who kills the animal for the burnt offering? _____

3. Who burns the animal on the altar for the offering? _____

4. What is not allowed to be in any grain offering? _____

5. What seasoning is necessary with all grain offerings? _____

6. Which of the offerings is consistently called a sacrifice? _____

7. “This shall be a perpetual statute throughout your generations in all your dwellings: you shall eat
neither _____ nor _____.”
8. On which altar do the priests sprinkle blood when an anointed priest sins and makes a sin offering?

9. On which altar do the priests sprinkle blood when one of the common people sins and makes a sin
offering?

10. Which of the offerings mentioned so far is to be given for intentional sins? _____

Questions from Lessons 20–21:

1. What are two other names for the burnt offering? _____

2. Which offering is the most basic offering? _____

3. Later in the Bible, what will develop a symbolic connection with evil? _____

Day 21

Reading: Leviticus 5–7

1. Based on Leviticus 5:1-4, if a person does something wrong but does not know it is wrong at the time, is he or she still guilty?

2. If a person is not able to offer a lamb for the sin offering, what can he offer? _____

3. What is the name of the offering made when one sins against any of the holy things of the Lord?

4. If a person steals, or extorts, or loses something that his neighbor possesses, when he returns the item how much of the value should he add to it?

5. How long should the fire be kept burning for the burnt offering? _____

6. Where are the priests supposed to eat the holy food? _____

7. Why do you think the sin offerings cannot be eaten by the priests? _____

8. What does the priest who offers the burnt offering get to keep from the animal? _____

9. How many days does a person have to eat the sacrifice of the peace offering? _____

10. What happens to a person who eats the peace offering while unclean? _____

Questions from Lessons 20–21:

1. Which offering is always offered last? _____

2. What is the purpose of the sin offering? _____

3. In general, what idea does the guilt offering carry? _____
