

Simply Charlotte Mason presents

• THE STORY OF GOD AND HIS PEOPLE •



WILDERNESS TO KING SAUL
Numbers–Samuel

BIBLE LESSONS FOR THE WHOLE FAMILY | GRADES 1–12

by Sonya Shafer

BIBLE HISTORY FOR YOUR WHOLE FAMILY.

Discover the living narrative of the Bible with this Bible history curriculum that traces the story of God's people from the wilderness wanderings through King Saul. You and your students will gain an understanding of the overarching history in the Bible through interesting 20-minute lessons that guide you through the Scripture accounts.

Each year of studies provides 72 lessons to be done as a family, with narration and discussion prompts provided at three skill levels so you can customize and raise the bar for each student. Teacher prep is simple with step-by-step instructions to follow, giving you confidence and letting you enjoy the lessons with your students.

The study comes to life with fascinating full-color and vintage photographs that let your students see landmarks, artifacts, replicas and models, and other images related to the Bible accounts studied in the lessons. Your students will also use a Bible atlas to connect the locations of the Bible with modern-day geography. And Book of Centuries entries help you record key events and people to form connections with other historical events.

THE STORY OF GOD AND HIS PEOPLE SERIES

This four-year course is designed to be completed three times across all 12 grade levels. Narration and discussion prompts provide opportunities for middle school and high school students to delve deeper as the four-year cycle is repeated.



Pair The Story of God and His People with In the Word Student Bible Studies and Scripture Memory for a thorough, effective Bible curriculum that will get your family into God's Word for life.

Simply
Charlotte Mason

simplycharlottemason.com

• THE STORY OF GOD AND HIS PEOPLE •

WILDERNESS TO KING SAUL

Numbers—1 Samuel

BIBLE LESSONS FOR THE WHOLE FAMILY | GRADES 1–12

by Sonya Shafer



The Story of God and His People is part of a complete Charlotte Mason curriculum. See where this course fits in the Simply CM curriculum at simplycm.com/curriculum.

Book of Centuries dates are taken from the ESV Study Bible timelines.

Scripture quotations are from the ESV® Bible (The Holy Bible, English Standard Version®), © 2001 by Crossway, a publishing ministry of Good News Publishers. Used by permission. All rights reserved. The ESV text may not be quoted in any publication made available to the public by a Creative Commons license. The ESV may not be translated in whole or in part into any other language.

The Story of God and His People: Wilderness to King Saul
© 2026 by Simply Charlotte Mason

All rights reserved. However, we grant permission to make printed copies or use this work on multiple electronic devices for members of your immediate household. Quantity discounts are available for classroom and co-op use. Please contact us for details.

ISBN 978-1-61634-815-1 printed
ISBN 978-1-61634-816-8 electronic download

Published by
Simply Charlotte Mason, LLC
930 New Hope Road #11-892
Lawrenceville, Georgia 30045
simplycharlottemason.com

Printed in the U.S.A.

CONTENTS

LESSON 1	
The People Complain.....	10
LESSON 2	
Miriam and Aaron Oppose Moses.....	14
LESSON 3	
The Spies' Report.....	17
LESSON 4	
Israel's Disbelief.....	20
LESSON 5	
Korah's Rebellion.....	22
LESSON 6	
Aaron's Staff.....	25
LESSON 7	
Moses and Aaron Falter.....	27
LESSON 8	
Serpents and Victories.....	30
LESSON 9	
Balaam's Donkey.....	32
LESSON 10	
Aaron's Grandson Phinehas.....	34
LESSON 11	
Moses Dies.....	36
LESSON 12	
Joshua Takes Command.....	38
LESSON 13	
Rahab and the Spies.....	40
LESSON 14	
Crossing the Jordan.....	42
LESSON 15	
The Fall of Jericho.....	44
LESSON 16	
Achan's Disobedience.....	47
LESSON 17	
The Fall of Ai.....	49
LESSON 18	
The Gibeonites' Deception.....	52

CONTENTS *continued*

LESSON 19	
The Conquest of Canaan	54
LESSON 20	
Dividing the Land Among the Tribes	56
LESSON 21	
The Altar of Witness	59
LESSON 22	
Joshua Dies	61
LESSON 23	
Exam	63
LESSON 24	
Exam	64
LESSON 25	
The Sin Cycle in Judges	65
LESSON 26	
Othniel, Ehud, and Shamgar	68
LESSON 27	
Deborah and Barak	71
LESSON 28	
The Call of Gideon	73
LESSON 29	
Gideon and the 300	75
LESSON 30	
The Rest of the Battle	78
LESSON 31	
Gideon's Son Abimelech	80
LESSON 32	
The Downfall of Abimelech	82
LESSON 33	
Ruth Stays with Naomi	84
LESSON 34	
Ruth Meets Boaz	86
LESSON 35	
The Kinsman Redeemer	88
LESSON 36	
Boaz Marries Ruth	90

CONTENTS *continued*

LESSON 37	
Jephthah the Leader	92
LESSON 38	
Jephthah's Tragic Vow	94
LESSON 39	
The Birth of Samson	97
LESSON 40	
Samson's Marriage	100
LESSON 41	
Samson Defeats the Philistines	102
LESSON 42	
Samson and Delilah	104
LESSON 43	
Samuel Is Born	107
LESSON 44	
Eli's Wicked Sons	110
LESSON 45	
God Calls Samuel	112
LESSON 46	
The Prophecy Is Fulfilled	115
LESSON 47	
Exam	117
LESSON 48	
Exam	118
LESSON 49	
The Philistines and the Ark	119
LESSON 50	
Samuel Judges Israel	122
LESSON 51	
Israel Wants a King	125
LESSON 52	
Saul Is Chosen to Be King	127
LESSON 53	
Saul Is Anointed King	129
LESSON 54	
Saul Confirmed as King	131

CONTENTS *continued*

LESSON 55	
Saul Disobeys God	133
LESSON 56	
Saul's Rash Vow	135
LESSON 57	
God Rejects Saul as King	138
LESSON 58	
God Chooses David as King	140
LESSON 59	
David and Goliath	142
LESSON 60	
Saul Becomes Jealous	144
LESSON 61	
David's Friends Help Him Escape	146
LESSON 62	
Jonathan Warns David	148
LESSON 63	
David As a Fugitive	150
LESSON 64	
David Helps the People of Keilah	152
LESSON 65	
David Spares Saul's Life	154
LESSON 66	
David and Abigail	156
LESSON 67	
David Spares Saul Again	158
LESSON 68	
Preparations for Battle	160
LESSON 69	
David Rescues His People	162
LESSON 70	
The Death of Saul	164
LESSON 71	
Exam	166
LESSON 72	
Exam	167

MATERIALS NEEDED

FAMILY

- Bible in your preferred translation
- *The Story of God and His People: Wilderness to King Saul Pictures*
- *The Student Bible Atlas* by Tim Dowley, Revised Edition (2015)
- Family Book of Centuries

GRADES 5–8

- *My Book of Centuries*
- (optional) **Bible Picture Portfolios: Exodus and Numbers*

GRADES 9–12

- *My Book of Centuries*
- Study Bible or commentary of your choice
- (optional) **Bible Picture Portfolios: Exodus and Numbers*



Follow this link or use the QR code to download a free Family Book of Centuries for younger students and to learn more about *My Book of Centuries* for older students: simplycm.com/boc

*If you used *Bible Picture Portfolios: Exodus and Numbers* during your studies in *The Story of God and His People: Creation to Mount Sinai*, you will have one remaining picture that was not covered in those lessons. It can be used in lesson 9 in this book if desired.

FOR FURTHER STUDY

The materials below are not required in order to complete this course, but they are highly recommended to beautifully complement your study of Bible history.

IN THE WORD: STUDENT BIBLE STUDIES



These weekly Bible studies are written for students in grades 3–12 and cover many of the books of poetry and wisdom as well as the epistles. Learn more at simplycm.com/bible-studies.

SCRIPTURE MEMORY SYSTEM



Thousands of families use this simple system to memorize Bible verses, passages, and whole chapters while reviewing every verse they have learned in just five min a day. Find out more at simplycm.com/scripture-memory.

LEISURE READS



Historical fiction can help make a time period come alive. Visit simplycm.com/bonus-books for a list of books that correspond to the Biblical people and events that you will be studying. Make those titles available to any students who want good recommendations for books to read in their leisure time.

HOW TO USE

The Story of God and His People is a four-year Bible history curriculum designed for all ages. Its overarching purpose is to encourage your student to develop a personal knowledge of God. Complete two lessons each week to finish this book in a school year.

Family Lessons

The lessons are designed for all of your students to enjoy together.

THE STORY OF GOD AND HIS PEOPLE

Materials Needed

FAMILY

- Bible

GRADES 5-8

- (optional) Bible Picture Portfolios: Exodus and Numbers

GRADES 9-12

- Commentary or study Bible
- (optional) Bible Picture Portfolios: Exodus and Numbers

LESSON 9

BALAAIM'S DONKEY

1 PREPARE

Determine whether you want to use the optional Bible Picture study during the Recap with your older students.

REVIEW 2-3 min

Read: Read aloud Psalm 135:5 and 8-12.

Ask: What do you recall about the events mentioned in this song?

INTRODUCE 1 min

Say: The king of Moab decided to attack Israel in a different way. He didn't think he could conquer them in a battle, so he called in some help. That king was Barak, and the man whom he chose to help him was named Balaam.

4 READ & NARRATE 16-18 min

Read: Read aloud Numbers 22:1-38. If desired, use the suggested Pause Points outlined at the end of this lesson to break up the reading.

Explain: King Balak tried three times to have Balaam curse the Israelites, but each time God would allow only blessings to come out of Balaam's mouth.

Select: At the end of the reading, select one narration prompt below for each student:

- Any Student:** Tell the story of Balaam and his donkey.
- Grade 5 and up:** Tell the story of how the king of Moab tried a different approach to destroying the Israelites and what resulted.
- Grade 9 and up:** Describe in full how God protected His people from King Balak's intent to destroy them.

DISCUSS 1-5 min

Discuss: Discuss any questions your students might have about the ideas in today's reading.

32 simplycharlottesmason.com

WILDERNESS TO KING SAUL

Assign: Select one assignment below for each older student.

- Grade 5 and up:** In 2 Peter 2:14-16 Peter compares false prophets and teachers to Balaam and says they both "loved gain from wrongdoing." What evidence do you see in Numbers 22 that Balaam was greedy for money?
- Grade 9 and up:** Read the notes on Numbers 22 in a study Bible or commentary and discuss any questions or new ideas about the passage. Also read the notes on Numbers 23 and 24 if desired. If you are also completing In the Word: Student Bible Studies, discuss and record in the Discovering Doctrine Journal the doctrinal truth about Angels (Angelology) in 22:23 and 31.

9 RECAP 1 min

Briefly emphasize ideas from your discussions or

Say: God is able to protect His people from harm even when they are not aware of the danger that is around them.

(optional) Grade 5 and up: If desired, complete the picture study for Balaam and His Talking Donkey on page 28 in *Bible Pictures Portfolios: Exodus and Numbers*. Encourage your students to compare the artist's portrayal to the Bible account.

6 PAUSE POINTS

If you need to divide the reading into shorter segments, use these intermediary stopping points and narration prompts:

22:1-6 Tell about the plan the king of Moab had.

22:7-14 Balak sent

22:15-21 sent.

22:22-30

22:31-38 Balak.

Simply Charlotte Mason

THE STORY OF GOD AND HIS PEOPLE

Materials Needed

FAMILY

- Bible
- Various household objects
- Wilderness to King Saul Pictures
- The Student Bible Atlas
- Small self-stick notes

GRADES 9-12

- Commentary or study Bible

LESSON 42

SAMSON AND DELILAH

2 REVIEW 1-2 min

Ask: Several animals are included in the accounts about Samson. What do you recall from last time about foxes and a donkey?

INTRODUCE 1 min

Display: Show your students the picture of the city gate at Jerusalem on page 24 in *Wilderness to King Saul Pictures* again.

Say: You will remember that we've talked about city walls and gates. We can't see the doors of the gates in this picture, but you can imagine how big and heavy those doors would have to be in order to close off this gate. Keep that in mind as we begin today's reading about Samson.

READ & NARRATE 17-19 min

Read: Read aloud Judges 16:1-22. If desired, use the suggested Pause Points outlined at the end of this lesson to break up the reading.

Display: Show your students the picture of the grain mill on page 27 in *Wilderness to King Saul Pictures*.

Ask: We don't know exactly what the mill looked like that Samson was forced to work in, but this will give you an idea of what was probably his fate: He would either push or pull the post around and around in circles, using his strength to roll the millstone through the trough and grind what was in it. What do you notice about this mill?

Read: Read aloud Judges 16:23-31. If desired, use the suggested Pause Points outlined at the end of this lesson to break up the reading.

Display: Show your students the excavation of a Philistine temple on page 28 in *Wilderness to King Saul Pictures*.

Explain: This Philistine temple was discovered in a different location, but you can see how it was constructed in the same way as the temple that Samson destroyed—with two central pillars.

Display: Show your students Map 7, *Dividing the Land*, in *The Student Bible Atlas*. Write "Samson" on a small self-stick paper and have your students help

102 simplycharlottesmason.com

- 1 PREPARE
- 2 REVIEW
- 3 TIME STAMPS
- 4 READINGS
- 5 NARRATION
- 6 PAUSE POINTS
- 7 PICTURE & MAPS
- 8 GRADES 5-12
- 9 RECAP

1 PREPARE	<p>If any extra preparation is needed for the lesson, you'll find it here.</p>
2 REVIEW	<p>Encourage your students to recall the previous lesson.</p>
3 TIME STAMPS	<p>Use the time suggestions to pace each lesson to about 20 minutes.</p>
4 READINGS	<p>Read from the Bible translation of your choice. Older students may follow along in their Bibles if desired.</p>
5 NARRATION	<p>Choose one narration prompt for each student. Students in grades 1–3 should narrate orally. Students in grades 4–12 may give either oral or written narrations.</p>
6 PAUSE POINTS	<p>Break up the reading and narration into shorter segments if needed.</p>
7 PICTURES & MAPS	<p>Reinforce tie-ins to world history and geography with maps, pictures of artifacts and accurate reproductions, and Book of Centuries entries.</p>
8 GRADES 5–12	<p>Assign older students a few extra minutes of study and discussion. High school students will be reading the notes from a commentary or study Bible of your choice.</p>
9 RECAP	<p>Wrap up your time together by briefly emphasizing key ideas from the lesson.</p>

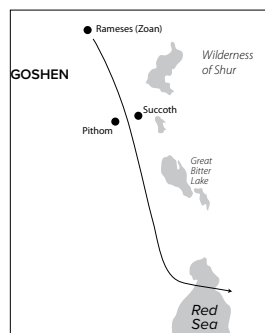
Materials Needed

FAMILY

- Red pen or fine-point felt-tip marker
- Copy of page 168, cut apart
- Small bowl or other container
- Bible
- *The Student Bible Atlas*
- *Wilderness to King Saul Pictures*

GRADES 9–12

- Commentary or study Bible



Your purchase of this lesson book includes access to a PDF of the handouts in the back of this book. If you need help finding your download, contact our team at simplycm.com/contact.



LESSON 1

THE PEOPLE COMPLAIN

PREPARE

Be sure you have read the How to Use section of this book so you will feel comfortable as you guide your students through the lessons. If you have any questions or need help, you can get in touch with our friendly, helpful team at simplycm.com/contact.

Make a copy of page 168 in this book. Cut apart the word strips and place them in a small bowl or other container.

You will be using Map 4, *The Exodus*, in *The Student Bible Atlas* throughout many of these lessons. The traditional route on that map does not show the Israelites crossing the actual Red Sea. That route was added to the map in lesson 60 of the previous course, *The Story of God and His People: Creation to Mount Sinai*. If you have not yet completed that course, add that route to Map 4 now. Use a red pen or fine-point felt-tip marker to draw a route on the map that goes from Rameses to Succoth, continues south to the Red Sea, then across to connect with the given Traditional route. (See the image here for an example.)

REVIEW 3–5 min

Display: Show your students Map 4, *The Exodus*, in *The Student Bible Atlas* and trace the Israelites’ journey from Rameses to Mount Sinai.

Ask: As we begin our study, the Israelites have been at Mount Sinai for about a year. Let’s see what we can recall about how they got here and what has happened up to this point.

Review: Have each student select two word strips from the container and tell what he can recall about each one. Older students could be challenged to also put all seven word strips in chronological order and match each one to the location on the map where it occurred.

Key events from the study of Exodus are listed on the next page. Use them as needed to prompt your students’ memories or to summarize for them if they have not studied Exodus. Your students do not need to recall all of these events or details, but they need to have some idea of how the Israelites ended up at Mount Sinai and what happened there.

- As a baby, Moses was miraculously saved from destruction and adopted by the pharaoh's daughter. When Moses was 40, he killed an Egyptian who was beating an Israelite and had to run for his life. He settled in Midian, where he married Zipporah and had a family.
- When Moses was 80, God called to him from a burning bush and sent him back to Egypt to confront the pharaoh about the enslaved Israelites. God performed 10 plagues in Egypt designed to demonstrate His power and authority over Pharaoh. After the tenth plague, Pharaoh let God's people go.
- God miraculously made a way for the Israelites to cross the Red Sea when Pharaoh and his army came after them. God provided daily food, called manna, and water for the Israelites as they traveled to Mount Sinai.
- At Mount Sinai, God gave His people His law and instructions for building a tent of meeting, the Tabernacle, and for how to worship Him. While Moses was on the mountain receiving the law, the Israelites began to worship a golden calf and broke the covenant with God. God graciously renewed the covenant, and the people constructed and assembled the Tabernacle and installed Aaron and his sons as priests there.

INTRODUCE *1 min*

Say: The Israelites had been at Mount Sinai for almost a full year. What was once a throng of refugees was now an organized nation with their own unique laws and culture. It was time to begin the journey to the Promised Land.

The comments, questions, and explanations given in the lessons are simply ideas; feel free to use them as given or to put them into your own words.

READ & NARRATE *16–18 min*

Read: Read aloud Numbers 10:11 and 12.

Display: Show your students Map 4, *The Exodus*, in *The Student Bible Atlas* and help them locate the Wilderness of Paran.

Explain: The Israelites now journeyed in an orderly procession, and each tribe knew where it should be in that order. The Levites were responsible for transporting all of the parts and furniture of the Tabernacle. Three days into the journey toward the Wilderness of Paran, the people began to complain.

Read: Read aloud Numbers 11:1–35. If desired, use the suggested Pause Points outlined at the end of this lesson to break up the reading.

Display: Show your students the picture of the Quail migration and Sinai Peninsula on the inset image on page 5 in *Wilderness to King Saul Pictures*. Help them locate the Sinai peninsula on the picture of the globe as needed.

LESSON CONTINUED ON NEXT PAGE

LESSON CONTINUED

If you are new to **narration**, follow this link or use the QR code to learn more: simplycm.com/narration



The quotations in these lessons are taken from the English Standard Version of the Bible. Adjust them to match your selected translation as needed.

If it will work better for your family, you may choose to do the Recap before your older students complete their additional assignments.

Explain: Quail regularly migrate from sub-Saharan Africa to northern Europe and back again. God sent a strong wind to push flocks of the flying birds over to the Sinai Peninsula, where the Israelites were.

Select: At the end of the reading, select one narration prompt below for each student. All ages may narrate orally. Students in grades 4–12 may be asked to write their narrations.

Any Student: Tell how the people complained and how God responded.

Grade 5 and up: “Is the Lord’s hand shortened? Now you shall see whether my word will come true for you or not.” Who said this? Tell the account in full.

Grade 9 and up: Describe the people’s complaints and explain how they affected Moses.

DISCUSS 1–5 min

Discuss: Discuss any questions your students might have about the ideas in today’s reading.

Assign: Select one assignment below for each older student.

Grade 5 and up: Read Psalm 106:14 and 15. What does it mean to put God to the test, and why is that presumptuous?

Grade 9 and up: Read the notes on Numbers 11 in a study Bible or commentary and discuss any questions or new ideas about the passage.

RECAP 1 min

Briefly emphasize ideas from your discussions or

Say: We may think that God’s judgment was harsh if the people were just bored with eating manna every day, but their grumbling was much deeper than that—there was more to it than just the monotony of their diet. Their grumbling revealed that, in their hearts, they were yearning for Egypt and rejecting God’s plan for them. Grumbling reveals a person’s heart.

PAUSE POINTS

If you need to divide the reading into shorter segments, use these intermediary stopping points and narration prompts:

- 11:1–3**—Tell how God responded to the people’s grumbling.
- 11:4–9**—Tell what they grumbled about next.
- 11:10–15**—Tell how Moses reacted to this grumbling.
- 11:16–23**—Tell what God told Moses to do and what God would do.
- 11:24–30**—Tell how God gave Moses help.
- 11:31–35**—Tell how God punished the people’s greed.

Materials Needed

FAMILY

- Bible
- *The Student Bible Atlas*
- *Wilderness to King Saul Pictures*

GRADES 9–12

- Commentary or study Bible

LESSON 2

MIRIAM AND AARON OPPOSE MOSES

REVIEW 2–3 min

Ask: What do you recall about the Israelites’ grumbling from the reading last time?

Discuss: (if not covered in your students’ review) How did that grumbling affect Moses? Why do you think he reacted in that way?

INTRODUCE 1 min

Say: It was bad enough when the people grumbled, but Moses was about to be confronted by someone else’s grumbling that would take him completely off guard.

READ & NARRATE 10–12 min

Read: Read aloud Numbers 11:35.

Display: Show your students Map 4, *The Exodus*, in *The Student Bible Atlas*, and help them locate Hazereth.

Read: Read aloud Numbers 12:1.

Ask: What do you recall about Aaron and Miriam? (They were Moses’ brother and sister. Miriam had watched over Moses when he was a baby, and the pharaoh’s daughter found him. Aaron had been by Moses’ side as they confronted the pharaoh during the plagues and had been appointed by God at Mount Sinai as the high priest, which was immensely gracious since Aaron had previously given in to the people’s demands and crafted an idol of a golden calf for them to worship.)

Explain: They said that their complaint was about Moses’ wife, but they soon revealed what was really bothering them.

Read: Read aloud Numbers 12:2 and 3.

Discuss: What was actually bothering Aaron and Miriam? What do you suppose prompted this question?

Discuss: The word *meek* can also be translated “humble.” Another way to define meekness is “patience without anger.” How had Moses displayed meekness in his dealings with the people whom God had called him to lead out of Egypt and to the Promised Land?

Read: Read aloud Numbers 12:4–10.

Display: Show your students the picture of a hand with leprosy on page 6 in *Wilderness to King Saul Pictures*.

Explain: Leprosy is a bacterial infection that affects a person’s skin and nerves. People with leprosy had light-coloured or red-coloured patches of skin that flaked and peeled. If not treated, the infection could eventually eat away the flesh. Because the disease is a bacterial infection, it is contagious. God had given His people specific instructions on how to deal with leprosy as part of his wise law at Mount Sinai (in Leviticus 13 and 14). The priest was in charge of inspecting any swelling or eruptions on a person’s skin and determining, according to God’s descriptions in the law, whether that person could remain in the camp near everyone else or must be sent to live outside the camp in order to protect the others. Leprosy was a dreadful disease.

Read: Read aloud Numbers 12:11–16.

Select: At the end of the reading, select one narration prompt below for each student:

Any Student: Tell about when Miriam and Aaron opposed Moses.

Grade 5 and up: Sketch a storyboard of this event with at least three scenes, then explain your storyboard.

Grade 9 and up: Imagine you are Moses and write a journal entry about the events of this day.

*Not every **narration** for grades 4–12 needs to be written. In fact, students who are just beginning to transition to writing their narrations should ease into it by writing only one per week. If your transitioning narrator has already written a narration for any school subject this week, ask for an oral narration here.*

DISCUSS *1–5 min*

Discuss: Discuss any questions your students might have about the ideas in today’s reading.

Assign: Select one assignment below for each older student.

Grade 5 and up: Why do you think God gave Miriam such a public display of His displeasure?

Grade 9 and up: Read the notes on Numbers 12 in a study Bible or commentary and discuss any questions or new ideas about the passage.

LESSON CONTINUED ON NEXT PAGE

LESSON CONTINUED

RECAP *1 min*

Briefly emphasize ideas from your discussions or

Say: When we question the goodness and wisdom of God and His plans, we display our sinful pride. That puts us in a dangerous position, because “God opposes the proud but gives grace to the humble” (James 4:6).

LESSON 3**THE SPIES' REPORT****REVIEW** 2–3 min

Ask: Tell what you recall about when Miriam and Aaron challenged Moses' authority.

INTRODUCE 2–3 min

Read: Read aloud Numbers 12:16.

Display: Show your students Map 4, *The Exodus*, in *The Student Bible Atlas*, and help them trace the journey from Hazeroth to the Wilderness of Paran.

Explain: The Israelites were now approaching the southern boundary of the land that God had promised to give them.

READ & NARRATE 12–15 min

Read: Read aloud Numbers 13:1–3.

Explain: Each tribe sent one man, so there were 12 spies in all. The name of one of the spies may sound familiar to you: Joshua was chosen from the tribe of Ephraim.

Ask: What do you recall about Joshua? (He was Moses' assistant. He had led the Israelites into battle when they were attacked by the roaming people of Amalek and had accompanied Moses up Mount Sinai.)

Discuss: None of these people had seen the Promised Land for themselves. Why do you suppose the Lord directed Moses to send the spies?

Read: Read aloud Numbers 13:17–24.

Display: Show your students Map 4, *The Exodus*, in *The Student Bible Atlas* and help them locate the Negeb. (If desired, turn back to Map 2, *Abraham, Isaac, and Jacob*, and locate Hebron.) Also locate Kadesh-barnea, where the spies met Moses and the people when they came back.

Display: Show your students the picture of large grape clusters on page 7 in *Wilderness to King Saul Pictures*.

Materials Needed**FAMILY**

- Bible
- *The Student Bible Atlas*
- *Wilderness to King Saul Pictures*

GRADES 9–12

- Commentary or study Bible

LESSON CONTINUED ON NEXT PAGE

LESSON CONTINUED

*Encourage your child by letting her know what you liked about her **narration**.*

Explain: Even today Hebron is known all over the world for its grapes. In fact, the region recently recorded a cluster of grapes that weighed more than 15 pounds!

Read: Read aloud Numbers 13:25–33. If desired, use the suggested Pause Points outlined at the end of this lesson to break up the reading.

Select: At the end of the reading, select one narration prompt below for each student:

Any Student: Tell the story of the 12 spies who were sent into the Promised Land.

Grade 5 and up: Describe the report that the spies brought back about the Promised Land and what they advised the people to do.

Grade 9 and up: Explain how fear made most of the spies exaggerate their reports. Cite examples from the passage.

DISCUSS 1–5 min

Discuss: Discuss any questions your students might have about the ideas in today’s reading.

Assign: Select one assignment below for each older student.

Grade 5 and up: Read what God had said about the Promised Land in the following passages: Exodus 13:3–10, Exodus 23:23 and 24, and Exodus 34:10 and 11. Why do you think the people were so intimidated when they saw those occupants in the land?

Grade 9 and up: Read the notes on Numbers 13 in a study Bible or commentary and discuss any questions or new ideas about the passage.

RECAP 1 min

Briefly emphasize ideas from your discussions or

Say: The Israelites now had a decision to make. Whose word would they believe: the spies, who said they couldn’t take the land, or God, Who said He would give it to them?

PAUSE POINTS

If you need to divide the reading into shorter segments, use these intermediary stopping points and narration prompts:

13:25–29—Tell what the spies saw in the Promised Land.

13:30–33—Tell what the spies advised the people to do.