

Lesson 66

Israel Conquers Jericho

God collapsed the walls of Jericho so Israel could conquer the city.

Studying God's Word

Don't forget! Review the Optional Supplements and determine where you can use them.

Introduction

Slide #3

Slide #4

Refer to Lesson 64 Theme Poster. Remember what happened in this lesson? Joshua sent two spies into Jericho to get information on the city, the people, and the land. The spies were almost captured by the king's men.

What woman hid the spies and helped them escape the city? Rahab.

Rahab led a sinful life, but she heard how God had helped the Israelites escape Egypt and win battles—things her false gods could not do. So she believed that the God of the Israelites was the one true God and chose to help the spies. Then she asked them to save her and her family when they attacked the city.

Refer to Lesson 65 Theme Poster. Joshua and the Israelites were ready to enter the promised land, but first they would have to cross the Jordan River. The river was flooded! There was no way they could cross through the rushing water on their own.

How did God provide a way for them to cross? He stopped the river so they could cross on dry ground.

God performed an amazing miracle like he did at the Red Sea! But what did the priests have to do before God's miracle began? They had to step into the rushing river.

The priests carried the ark of the covenant into the middle of the Jordan while all the people hurried to the other side on dry ground.

What did Joshua do to help the people remember this miracle? He set up 12 stones as a memorial.

Right! One leader from each tribe collected a large stone from the riverbed. Then at their camp, Joshua piled the 12 stones up. God wanted these stones to remind the Israelites of his miracle at the Jordan and teach their children about it.

Before we begin today's lesson, I'm going to pass out some pictures to some of you. Just keep them until it's time to put them on the board. Pass out the Illustrations to several students.

Jericho Conquered

With the river behind them now, Joshua looked ahead to where the city of Jericho stood protected by high walls. Since the city was on a hill, it would be hard to sneak up to attack it, and there were three walls around it! How would Joshua and the fighting men of Israel ever capture Jericho? This would take some real planning.

But God didn't leave it to Joshua to come up with a plan on his own. God already had it under control. One day, the commander of the Lord's army appeared to Joshua, holding a drawn sword. Joshua fell down and worshipped him. This commander was actually Jesus! He told Joshua how to attack Jericho. But these instructions weren't your normal battle plans!

What were some ways people usually attacked a walled city back in Bible times? Does anyone have a guess? Allow discussion.

When an army attacked a city like Jericho, there were usually a few different ways to go about it. They could surround the city and keep the people trapped inside until they ran out of food or water and surrendered. This strategy was called a siege. But a siege usually took months before the people inside gave up. Another way was to dig under a section of the wall until it fell down. This could work, but it was very dangerous for the men doing the digging since they could be attacked by people on top of the city walls. Some armies would pile dirt next to the walls to make a ramp and try to go up and over.

The problem with these strategies is that they all took a long time to do, and they didn't always work perfectly. The army could still lose the battle even after all their hard work!

God didn't want the Israelites to depend on their own ideas; he wanted them to depend on him. Let's read what strategy Jesus told Joshua to use.

Joshua 6:1–6

Slide #5

Slide #6

Slide #7

Refer to the Books of the Bible Poster. Turn to Joshua 6. Who will read verses 1–6? Assign readers.

In verse 1, what does it say about the city of Jericho? It was shut up inside and out. No people could come in or go out.

Slide #8

Show Illustration #1 from the Illustrations. Have the student attach the picture to the board with tape or poster putty. The people of Jericho closed up the city gates and stayed inside when they saw Israel coming! They couldn't go in or out of the city because the Israelites were camped close to them.

What did the Lord say to Joshua in verse 2? I have given Jericho into your hand.

Before the battle even began, God promised to give Joshua victory over Jericho, its king, and its mighty men. That's an encouraging promise!

What did God tell Joshua and the people to do for six days? Joshua 6:3–4. March around the city with the men of war and the priests once every day. What were the priests commanded to do? Carry the ark of the covenant and blow seven trumpets.

What were the instructions for the seventh day? Joshua 6:4–5. They were to march around the city seven times on the seventh day. The priests were commanded to blow the trumpets and the people were to shout. Then God would make the walls fall flat so the army could enter the city.

These instructions aren't like the normal strategies we talked about for taking a city, are they? No.

Slide #9

Slide #10

Have students attach Illustrations #2–3 to the board from the Illustrations. They probably seemed strange to Joshua. But Joshua had faith in God, and he and the people obeyed. For six days, they rose early every morning and marched once around the city of Jericho without shouting or speaking. The fighting men went ahead and behind the priests, who carried the ark and blew the trumpets. Then they all returned to their camp.

What do you think the people in Jericho thought about what the Israelites were doing? Allow discussion.

Joshua 6:15–17

Slide #11

Slide #12

Let's see what happened on the seventh day. Who will read Joshua 6:15–17? Assign readers.

On the seventh day, the people of Jericho were probably nervous and wondered what those crazy Israelites would do next. Why were they walking around the city and not trying to dig under or come over the wall like other armies?

What did the Israelites do on the seventh day? They rose early and marched around the city seven times. The priests blew the trumpets and the people shouted.

In verse 17, what did Joshua command the people to do? Destroy everything in the city but spare Rahab and her family.

Joshua remembered the promise the spies had given to Rahab. She and her family would be protected in the battle. Who remembers how Rahab marked her house so the Israelites would know where she was? She put a scarlet cord in the window.

Yes, she tied a scarlet cord in the window of her house, which was on the wall. The bright red cord would be easily seen against the brown or gray walls of the city.

Joshua 6:20

Slide #13

Slide #14

Now someone read verse 20. What did God do when the Israelite army shouted? Assign a reader. He made the wall fall down flat so the people could capture the city.

Show the Lesson Theme Poster. Remember the city was on a hill, so climbing the hill and going over a wall would be hard for the attacking army. But God flattened all the walls and made them crumble so that Israel's fighting men could run straight up and into the city. Isn't that amazing? God had the whole thing planned out and made it happen!

Joshua 6:23, 6:25

Slide #15Slide #16

What about Rahab? Who will read Joshua 6:23 and 25? Assign readers. Who did Joshua send to get Rahab and her family? The two spies she had helped.

Don't you think Rahab was glad to see those two men show up at her door? She had followed their instructions to mark her house with the scarlet cord in the window and to gather all her family with her in her house.

Where did the spies bring Rahab's family? To their camp outside the city.

The Israelites destroyed Jericho with fire, but Rahab and her family were saved. They stayed with the Israelites.

Look at the end of verse 25. Why was Rahab saved? Because she hid the messengers/spies.

God and Joshua honored Rahab for her faith in the Lord and for helping the Israelite spies.

Why did the walls of Jericho come down? Was it because of the trumpet blasts and the great shout? Was there so much noise that it caused an earthquake? No. It was God.

It was all God's power that brought down the walls. This may have seemed like a very strange way to attack a city, but God again showed the Israelites that he was fighting for them. He gave them the victory in a way that only he could do. They just had to trust him and obey his instructions. That must have been hard—to follow instructions that didn't seem to make sense.

But God was faithful to do what he promised Joshua—to help the Israelites win the battle and conquer the city, its king, and all its mighty men.

Jericho Rediscovered

It is easy to read the Bible and hear about the great things God did at Jericho without truly understanding just what a huge event it was. For example, we

know God made the walls fall down. But did you know there were actually three huge, thick walls surrounding the city? Let's take a closer look at what God did at Jericho.

Slide #17

Slide #18

Have a student attach Illustration #4 to the board from the Illustrations. This drawing is based on what has been discovered at the actual site of Jericho by archaeologists—people who carefully clear the land to see what may be left and buried from people and cities long ago.

First of all, the city was built up on a steep hill—or mound. This would make it difficult for enemies to attack. Then there was wall #1, a stone retaining wall.

Have a student attach Illustration #5 to the board from the Illustrations. This was the first of three walls, and it was 12–15 feet tall. That's as tall as a giraffe! Or if one of your dads who's about 6 feet tall stood on the shoulders of another dad. That would be close to how tall this first wall was.

Just behind that was wall #2. This was a mudbrick wall that was about 20–25 feet tall! That's 5–10 feet higher than the first wall! It is thought that this wall measured 6 feet thick! How wide is that? Well, your bed would just about fit across the top! We are talking about a very strong and well-protected city with high and thick walls.

But that's not all; there was a third wall! The ground sloped up steeply from walls 1 and 2 and was topped by another sturdy mudbrick wall—wall #3.

Slide #19

Have a student attach Illustration #6 to the board from the Illustrations. Now, look at this. You will see that this space between walls 2 and 3 is probably where Rahab's home was. The Bible tells us that her home was "on the city wall." And we know that the spies escaped through her window. That leads us to believe that her house would have been one of those built right up against the outside wall of the city.

When we think of what the Israelites were doing—marching around the city and wondering how God would bring down these walls, that tells us they must have had faith and trust in almighty God!

We read in the Bible that the walls fell down flat! That would have been amazing to watch! And some archaeologists who were digging at the area of Jericho have said that this is exactly what happened.

What about Rahab's house? Remember, God spared Rahab and her family. But, it seems her home would have been destroyed with the rest of the city walls. Well, archeologists have discovered that a part of the lower city wall did not fall with the rest of the city. This could have been where Rahab's home was "on the wall."

The Lord performed a great miracle in Jericho. Israel destroyed Jericho, and Rahab was saved. God fulfilled his promises by bringing down the walls in a very unusual battle. Many things the Bible says about the destruction of Jericho have been confirmed to be true by archaeological digs. But even without these findings, we know that the Bible is true—it is the Word of God, and God can't lie.

Pass out the Class Notes.

Slide #20

Slide #21

Slide #22

Slide #23

Slide #24

Let's use the Class Notes to review what we've learned. Pass out the Class Notes to the students. Work through the questions together and have students fill in the blanks with words from the bottom of the page.

Jericho Reenactment

We've read about how God delivered the city of Jericho to Joshua and the Israelites. Now, it's your turn to act out what happened!

Choose one of the options below for the reenactment. Be creative and add props or other details as desired.

Option 1: Divide class into groups. Give each group a stack of blocks to build Jericho. You may give them toy figures to be the people and kazoos or rolled paper to be the trumpets. Give them time to build their Jericho and then practice their reenactment. When time is up, gather students and let groups watch each other's version of the account.

Option 2: Divide class into groups. Give each group edible supplies to build Jericho, such as pretzels, different sizes of marshmallows, graham crackers, icing, or red licorice. You may give them gummy bears or other shaped snacks to be the people. Give them time to build their Jericho and then practice their reenactment. When time is up, gather students and let groups watch each other's version of the account and then eat their Jericho "ruins."

Option 3: Have the whole class act out the account together using props in the room. Set up tables, chairs, or boxes to be the walls of Jericho. Give some or all students (the "priests") kazoos or rolled paper for trumpets. Simulate morning and night by turning the lights on and off for each day. Lead the students quietly around the walls one time for six days, using the "trumpets" to signal leaving and returning to the camp. On the seventh day, lead the students seven times around the walls. Have students blow the trumpets, shout, and knock down the "walls."

Great job, everyone! We learned a lot about God's instructions to Joshua to help him conquer the city of Jericho. On the outside, it looked like Jericho's

walls were too strong and tall for the Israelites to attack. But that didn't stop God!

Application

Slide #25

Refer to the Lesson Theme Poster. God gave Joshua and the Israelite army victory over the walled city of Jericho. He taught the Israelites to be patient and to follow his instructions. Then he fulfilled his promise to help them win the battle. God was faithful to keep his promises to Joshua, the Israelites, and Rahab.

How can the fulfillment of these promises apply to us? From learning about these promises—and all the others in God's Word—we can be sure that God has always been and always will be faithful to keep all of his promises to his children.

Sometimes God asks us to do things that don't make sense—like marching around a city and trusting God to do the rest! Sometimes life will be difficult, and it may not look like things will turn out okay. But God has promised that he will be with us. He will help us. He will strengthen us. And just like he did with Joshua and the Israelites, God commands that we obey him, even when it is very hard. We can always trust our faithful God!

Lesson Review

We all learn best with review and repetition! We encourage you to play a lesson review game.

Bible Baseball

Students will answer questions and run the bases!

Materials

Review Questions
Three chairs set out for bases
Optional: gift wrap tube and a large balloon

Instructions

Print one copy of the Review Questions for your use. Set out chairs as bases. Have the students line up by the home base area facing you (at the pitcher's mound). Each student up to "bat" will have a chance to answer a review question. If he can answer it correctly, let him run the bases. If he can't answer correctly, give the answer and ask him to go to the end of the line and try again.

You may want the students to sit on the chair at each base while they wait to run to the next base or have them run all the way around and return to the line. Repeat the questions until all the students have run around the bases.

For some added fun, you can use a gift wrap tube as a bat and toss a large balloon for students to hit after they answer each question.

Box Toss

Students will answer review questions then toss the beanbag at the holes in the box to gain points for their team.

Materials

- Review Questions
- Medium-sized cardboard box
- Scissors or knife
- Four beanbags
- Masking tape

Instructions

Print one copy of the Review Questions for your use. Use scissors or a knife to cut two or three holes in the bottom of the box. Make sure they are large enough for a beanbag to easily pass through. Label each hole with a point number: 5, 10, and 15. Use masking tape to make a tossing line several feet away from the box.

Divide the class into teams. Have the teams line up behind the line across from the box. Give each team two beanbags. Alternate asking each team a review question. Students who answer correctly will toss the beanbags at the target holes in the box to earn points for their team. If they answer incorrectly, they may toss the beanbags for fun without the points counting. Students will go to the end of the line after tossing the beanbags. Keep score for both teams. Continue play until all questions have been answered correctly and students have all had a chance to toss the beanbags.

Draw Dice

Teams will answer questions and complete a simple drawing to win. Who will finish their drawing first?

Materials

- Review Questions
- One drawing area for each team (paper, white board, etc.)
- Pencils or white board markers
- One die

Instructions

Print one copy of the Review Questions for your use. Divide the class into two teams. Give each team a sheet of paper and a pencil, or divide the white board in half. Draw a mouse on the board as an example.

Ask the first team a question from the lesson. If they answer correctly, have them roll the die.

To begin drawing their mouse, each team must wait until they get a six. They will then draw the mouse's body on their paper or the board. After they have drawn the body, as they give correct answers to the questions, they can continue to draw the other parts of the mouse according to the numbers they roll.



They can draw according to the numbers below:

6 = body

5 = nose

4 = whiskers

3 = eyes

2 = ears

1 = tail

Continue giving each team a turn to answer a question and roll the die. Repeat the questions as necessary. The first team to finish their mouse wins.

You may choose to draw a simple object from the lesson, such as a crown, an open Bible, a fish, etc. Be sure to assign numbers (as above) to each part of the object to be drawn before the game begins.

Four in a Row

Students will answer questions and add a marker for their team onto the grid. Which team will be the first to get four in a row?

Materials

Review Questions
Masking tape
Red and black paper circles or other markers for each team

Instructions

Print one copy of the Review Questions for your use. Use masking tape to make a 16-section grid on the floor. The grid should be four sections wide by four sections long. Each section should be equal in size. Use eight red circles and eight black circles cut from construction paper or other markers for the two teams.

Divide the students into two teams. Give each team eight markers. They will take turns answering the questions. If they answer correctly, they can put a marker in a square on the grid. The first team to get four markers in a row wins the game.

Goofy Golf

Hit the sock with the noodle? Teams must work together to answer the questions and putt to get a hole-in-one in this crazy golf game!

Materials

Review Questions
Swimming noodles or rolled up newspapers
Rolled up socks
Masking tape
Ten sheets of paper
Markers

Instructions

Print one copy of the Review Questions for your use. Use the markers to number sheets of paper 1–10 (use more or less depending on class size and time). Tape down the sheets of paper around the room in a random pattern to form a golf course. You may want to add chairs as obstacles in the path.

Divide the class into teams. Give each team a rolled up sock and a swimming noodle. Ask the first student a review question from the lesson. If he answers correctly, allow him to use the noodle to drive the rolled up sock toward the first sheet of paper labeled #1. Continue with the next team. Take turns allowing team members to answer questions and continue putting the socks along the course to each hole, continuing from where the last teammate left off. The sock must touch or roll over the sheet of paper to consider it in the hole. The first team to reach the tenth hole wins.

Racetrack

Who will reach the checkered flag first? Teams will race to the finish by answering review questions.

Materials

Review Questions
White board or chalkboard
Markers/chalk
Optional: paper cutouts for each team (cars, animals, circles, etc.),
tape/poster putty

Instructions

Print one copy of the Review Questions for your use. Draw a racetrack on the board. It may be as simple as a straight horizontal path or a curvy circle. Label "Start" and "Finish" (with a checkered flag) at either end of the track. Add numbers along the track (e.g., 1–10) at equal intervals between Start and Finish. The numbers will be used as placement points for the racers as they progress along the track.

Divide the class into teams. You may draw a different symbol (e.g., stick figure, circle, X or O) to represent each team at the Start, or use paper cutouts as team markers and stick them to the board with tape/poster putty.

Ask the first team a review question. If they answer correctly, move their marker or redraw their symbol along the track at #1. If they answer incorrectly, give the next team a chance to answer and move to the first number. If they do not know, give the answer and ask that question again later. Continue to alternate asking review questions and moving teams' markers along the racetrack according to the numbers along the track. The first team to reach the Finish wins!

Pick a Point

Answer the questions correctly to earn the right to pick a point.

Materials

Review Questions
Small paper strips
Cup or basket

Instructions

Print one copy of the Review Questions for your use. Write various numbers in increments of 5 or 10 on strips of paper to use as point cards. Put the point cards into the cup or basket. Divide students into teams of 4–5 students each. Have each team take turns answering a review question. After each correct answer, let a member of the team draw a point card from the cup.

The number of points on the cards will vary, so the score will have nothing to do with how skilled one team might be. Keep track of each team's points. If time allows, repeat the questions!

Toss for It

How many points? Toss for it! Students answer the questions and toss the beanbag to earn points for their team.

Materials

Review Questions

A deck of numbered cards, or numbers and "wild" written on index cards

One beanbag

Masking tape

Two baskets or containers for cards

Instructions

Print one copy of the Review Questions for your use. Place several rows of numbered cards facedown with a few inches between them to form a grid pattern (make sure to put several wild cards or Jokers down, too). Use the masking tape to make a tossing line several feet from the cards.

Divide students into teams and have them line up behind the tossing line. Ask the first student a review question. If he gives the correct answer, have him toss the beanbag onto a card. Turn the card over to reveal the points he receives for his team. Face cards or word cards are 10 points each. Wild or Jokers are also 10—plus another turn. All other cards are face value.

Have the student pick up his card and put it in the team's basket to be counted at the end of the game. Next team's turn. If a student gives an incorrect answer, he should go to the end of the line. Give the answer and repeat that question later. Continue taking turns until all the questions have been answered. Add more cards to the grid if necessary.

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