

## Lesson 59

# God Dwells Among His People

God promised to stay with the Israelites. He gave them directions to build a place of worship.

# Studying God's Word

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

## Introduction

Prepare sets of blocks or interlocking bricks for each group.

To start today, I want to see how well you can work together to build something. Let's get into groups, and I'll give each group some blocks/bricks. I want you to use these to design and build a church as best you can in five minutes. Divide class into groups and pass out blocks/bricks. Give students a countdown when they have a minute left. Option: you may want to make this a competition and award prizes for the "most creative" or "most detailed" building.

Okay. Stop! Let's see how you did! Let groups present their buildings. Praise creativity and teamwork.

You did a great job working together to build something in so little time! I gave you a task without giving a lot of instructions, didn't I? I didn't say how many rooms you had to have or where to put the door. That's why every group's building is unique. Put the blocks away.

What would I give you if I wanted your church to look a certain way? Directions. Instruction book. Picture.

Show instruction book from a toy set or model. How many of you have used something like this instruction book to build something? Show of hands.

Flip through the instructions and point out the features as you describe them. These instructions are great because they are numbered in the order you're supposed to put the pieces together. There are pictures and written steps for you to follow. You can trust that if you follow these directions, you'll create exactly what is shown on the front.

In our lesson today, we'll see some detailed instructions God gave the Israelites to build a place of worship called the tabernacle. The Israelites had messed up before, but we'll find out if they followed these instructions.

Slide #3

Slide #4

Refer to Lesson 58 Theme Poster. Who remembers the sin the Israelites committed while Moses was up on Mount Sinai? Idolatry. They made a golden calf and worshipped it.

Yes. Soon after God had given them the Ten Commandments, the people turned away from God and worshipped the way the Egyptians did by making and worshipping an idol of a golden calf.

Refer to Lesson 57 Theme Poster or the Ten Commandments Poster. Which of the Ten Commandments did the Israelites disobey when they did that?  
1) You shall have no other gods before me, 2) You shall not make idols or bow down to them or serve them.

## The Tabernacle and Its Furnishings

Pass out the Class Notes to the students.

After the plague, God said he couldn't dwell with the people anymore. Moses begged God to stay with them. He knew that having the Lord there with them was the only way they could stay alive and live differently than the other nations. God answered Moses' prayer and agreed to stay with them.

But when God promised to dwell among the Israelites, he didn't leave it up to them to build a place of worship on their own. He promised to give them directions!

Exodus 25:8–9

Slide #5

Slide #6

Listen to Exodus 25:8–9. Read the verses.

What did God call the place where he would dwell with them? A sanctuary.

Sanctuary: a place that is holy or set apart

A sanctuary is a place that is holy or set apart. And God showed Moses the pattern for this sanctuary—called the tabernacle—and all the furnishings that would go in it.

The tabernacle, or worship area, would include a large tent called the tent of meeting.

Why do you think they would build a tent instead of a building like a church? Allow discussion.

Remember, the Israelites were traveling to the Promised Land, so they didn't stay in one place for very long. They could set up and take down the tabernacle whenever they moved. It would be a special place of worship where the Israelites could offer sacrifices to God.

Let's look at some of God's instructions for the tabernacle and its furnishings. We'll fill in the blanks on the Class Notes as we read.

Slide #7

Refer to the Lesson Theme Posters. To start with, the whole tabernacle would stand in the center of the Israelites' camp. God commanded Moses to separate the tabernacle from the rest of the camp with a fence, which was made of sturdy material attached to pillars and supported with ropes. The entrance faced east toward the sunrise. Just inside the entrance stood the first item the Israelites would see as they walked in.

## Exodus 27:1–2

### Slide #8

Encourage your students to bring their Bibles to class. If appropriate, have them read the lesson Scriptures.

Who will read Exodus 27:1–2 for us? Assign readers.

God gave very specific instructions, didn't he? What was this item called? An altar.

What is it made from? Look in verse 1. Acacia wood.

This large, square altar was made from acacia wood, which is a strong, beautiful wood that isn't easily ruined by bad weather, rotting, or even bugs!

What was at each corner of the altar? Horns.

And what was it overlaid with? Look in verse 2. Bronze.

Who can tell us what bronze is? A shiny brown or yellow metal made from copper.

### Slide #9

The wood was covered with a layer of bronze, so we call this item the bronze altar. Look at #1 in your Class Notes, this is the "Bronze" what? Altar. Have students complete #1.

See the #1 in the diagram on the right? That's where the bronze altar stood. What was the altar used for? Someone read #1 for us. Assign a reader. Sacrificing animals.

Yes. God commanded the Israelites to sacrifice animals for their sin when they came to worship. By sacrificing animals, the people were reminded of God's holiness and their sin. This helped them remember that the punishment for sin is death.

## Exodus 30:17–19

### Slide #10

Let's see what item is next in this open area, or courtyard, of the tabernacle. Who will read Exodus 30:17–19? Assign readers.

What are these instructions for? Basin of bronze.

What did the bronze basin have in it? Water.

And what was the water used for? Washing hands and feet.

Now this water wasn't for everyone. Look in verse 19. Who was it for? Aaron and his sons.

God chose Aaron and his sons to be priests. The priests led the people in worship and did other special jobs—one of those was sacrificing animals on the altar. The priests had to wash at the bronze basin when they began their service at the tabernacle and when they finished. It was a reminder to be clean and holy when they served the Lord.

### Slide #11

On your Class Notes, add "Bronze" to #2. Will someone read that for us? Assign a reader. Have students complete #2.

Next in the tabernacle compound was the tent of meeting. God described to Moses how to make this tent with wooden frames, made of acacia wood. The frames were like tent poles to hold up the tent's curtains. The curtains were made of fine linen of blue, purple, and scarlet red yarn. Then there were curtains made from goat hair that were placed on top of the linen to protect the tent from the weather. A screen, or veil, of fine fabric was used to cover the tent's doorway. God even told Moses how to make loops, hooks, and clasps to hold up the curtains! Those are good directions!

Inside the tent of meeting were two rooms: the holy place and the most holy place. The first and larger room was the holy place, and only priests could enter it. There were three items in the holy place. A golden lampstand was lit using olive oil to provide light inside the holy place. That's #3 on your Class Notes. Fill in "lampstand" for #3. What was it for? Light. Have students complete #3.

### Slide #12

Then there was a table made of acacia wood and covered with gold. It had rings on the sides so the Levites could put poles through the rings and carry it easily.

Someone read #4 on the Class Notes. What should we fill in there? Assign reader. Table. Have students complete #4.

The showbread was 12 loaves of bread that were baked and placed on the table every Sabbath day. Only Aaron and his sons could eat it. It was a reminder to the Israelites of how God provided bread for them every morning in the wilderness.

Who remembers what the people called that white, flaky food? Manna. "What is it?"

The third item in the holy place was the altar of incense. Does anyone know what incense is? Allow guesses.

Incense is a mixture of sweet-smelling spices. Aaron kept these spices burning regularly in the holy place. The altar, like the table of showbread, was made of acacia wood, covered with gold, and had rings to be carried by poles.

Will someone read #5 on the Class Notes? Assign reader. Incense. Have students complete #5.

The diagram shows where these items, #3, #4, and #5 stood inside the holy place.

The other room inside the tent was called the most holy place. It had a veil of fine linen in front of it. Only the high priest was allowed to enter this room once a year. In the most holy place was the ark of the covenant. Now, we're not talking about a boat-type of ark; this ark was a wooden chest covered in gold and was also carried by poles. But there were some things that made it special.

## Exodus 25:17-18

### Slide #13

Let's see what those were. Who will read Exodus 25:17–18? Assign readers.

What was on the top of the ark in verse 17? Mercy seat.

The mercy seat was like a cover for the ark. Once a year, the high priest would enter the most holy place. He would sprinkle blood from a sacrifice onto the mercy seat and ask God to forgive the people's sin.

Look at verse 18. What did God instruct them to put on the ends of the mercy seat? Two cherubim of gold.

What are cherubim? A type of angel.

### Slide #14

Look at the picture on your Class Notes for #6. See the angels over the mercy seat? Go ahead and write "Ark" in the blank. Who will read #6 for us? Assign a reader. Have students complete #6.

The ark of the covenant reminded the Israelites that they were God's chosen people because of God's covenant, or promise, to Abraham, Isaac, and Jacob. Inside the ark, Moses put new stone tablets with the Ten Commandments written on them. Remember how Moses broke the stone tablets when he saw the golden calf? Well, later he cut two new stones and went up the mountain again, and God wrote the Ten Commandments on them a second time. These tablets were placed inside the ark of the covenant to remind the people that they were sinners and needed God's mercy and forgiveness.

## **The Priests' Clothes**

God wanted the priests to be set apart just like his tabernacle, so he gave instructions to Moses about special clothes to be made for the priests. These clothes were for glory and beauty. God even told Moses the colors to use for the priest's clothing—gold, blue, purple, and scarlet. These were beautiful colors that were usually worn by royalty or the very rich. God wanted Aaron, the first high priest, and his sons to wear special clothing for worship ceremonies and special announcements.

### Slide #15

Refer to the Lesson Theme Posters. The high priest wore a linen robe with a blue ephod over that. Attached to the ephod was the breastpiece. The breastpiece was really special because it had 12 precious stones on it. These stones reminded the priest that he was the one chosen to pray for the 12 tribes of Israel.

## **The Lord's Presence**

We looked at some of the instructions God gave Moses to pass on to the Israelites. Now the people needed to follow all the instructions God gave them to make everything for the tabernacle and the priests. There were many who

were skilled at working with all kinds of materials and metals and would do the job well.

Moses then asked the people to give what was needed for making everything. They brought gifts including gold and other precious jewelry, colored yarn, fine linen, animal skins, wood, bronze, silver, and spices. In fact, the people were so generous that the workers in charge of the building told Moses to stop the people from giving! They had more than enough.

Where do you think the Israelites got all these fine metals and beautiful things to give Moses? Allow answers.

Remember how the Israelites asked the Egyptians for jewelry and clothing after the tenth plague before they left Egypt? It's likely that these things the Egyptians gave them were used here for the tabernacle.

Now the people were ready to work: they had the instructions God gave Moses and all the materials they needed. They built the fence for the tabernacle area, the tent of meeting, and all the furnishings labeled on your Class Notes. Then they made clothing for Aaron and his sons.

It took them nearly a year to complete everything, but they followed all of God's instructions. Let's read what happened when Moses and the people finally finished the work.

Exodus 40:34

#### Slide #16

Who will read Exodus 40:34? Assign a reader.  
What covered the tent of meeting? The cloud.

The pillar of cloud represented the Lord's presence. It showed the people that God was right there with them. And God placed it over the tent of meeting, right in the middle of the camp!

The people could see the cloud over the tabernacle during the day, and at night it would become a pillar of fire. God used the cloud to show the people when to travel and when to stop and make camp. When the pillar of cloud stayed on the tabernacle, the people stayed where they were. But when the cloud lifted, the people packed up and followed it.

#### Slide #17

Let's go back to our Class Notes. Who will read #7? Assign a reader.  
Priests. Have students complete #7.  
And #8? What did God send to the tent of meeting? Assign a reader.  
Cloud. Have students complete #8.

## **The Picture of Christ**

Many people who read the Bible skip the instructions we looked at today. We just looked at a few verses, but God gave many chapters full of specific instructions.

Refer to the instruction book from a toy set or model you showed in the Introduction. Most of us don't like to sit down and read instruction manuals. But when we want to build something, we need good instructions to help us. That's what God gave Moses and the Israelites. He told them exactly how to do things because the tabernacle was important: it was the center of their worship! And did you know that the tabernacle and its furnishings actually point to Jesus? People who don't read about the tabernacle can miss some neat pictures of Jesus.

For example, Jesus said he was the light of the world. Which item in the tabernacle gave light? The golden lampstand.  
Jesus said he was the bread of life. Which item in the tabernacle had bread? The table of showbread.

That's right. Jesus brought the light of salvation to the world when he came, and he is our bread of life. But I want us to look at something important that changed when Jesus came. It has to do with item #1 in the courtyard.

What item is that? Bronze altar.

The priests had to sacrifice animals, day after day, year after year, to cover the people's sins. But those sacrifices could not take away the people's sin completely.

## Hebrews 10:11–12

### Slide #18

Refer to the Books of the Bible Poster. Turn in your Bibles to Hebrews in the New Testament. Who will read Hebrews 10:11–12? Assign readers. What does Hebrews 10:11 tell us the priests did? Offered sacrifices. How often did they offer sacrifices for sin? Daily. And what did Christ offer? Look in verse 12. A sacrifice for sins. What sacrifice is this verse talking about? How did Jesus die? Jesus died on the cross. How many sacrifices did Jesus make? A single sacrifice.

Jesus gave himself once as a sacrifice that was good for all time. The sacrifices of animals in the Old Testament reminded the people of their sinfulness, their need for forgiveness, and their need for a Savior. They were given a picture of what Jesus Christ would do when he came. When Jesus offered himself on the cross, his sacrifice was perfect and final. There is no longer any need to make animal sacrifices for sin. Jesus' sacrifice was able to cleanse us from sin.

### Slide #19

Let's finish our Class Notes. Who will read #9 and tell us what the Israelites offered as temporary coverings for their sin? Assign a reader. Sacrifices. Have students complete #9. And #10, how many times did Jesus have to give his life? Assign reader. Once. Have students complete #10.



## Application

### Slide #20

Refer to the Lesson Theme Posters. God chose to dwell among the Israelites. He gave instructions to Moses for how to build a tabernacle. The tabernacle was in the center of the camp, surrounded by a fence. There were six items in the tabernacle and tent of meeting.

God thought of all the details, like how to make everything easy to pack up and carry. He even told them the colors he wanted for the tent and for the priests' clothing. The tabernacle and the priests were both set apart for God's service. And God dwelt among his people and guided them with his pillar of cloud.

Many things God instructed the people to do pointed to Jesus. God reminded the people of their sins and the punishment of death through animal sacrifices. God was being merciful to the people by telling them to offer animal sacrifices to cover their sin. He could have just destroyed all of them for their sin right then and there. He would have been perfectly just to do that. But instead he gave them a picture of the Savior who was to come.

God already knew that in his mercy and grace, he would send the only one who could offer a perfect sacrifice for sin—Jesus Christ. God's plan of salvation is perfect. And God is perfect in all he does—even if it doesn't look right or fair to us. God is God, and we are not!

## Lesson Review

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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