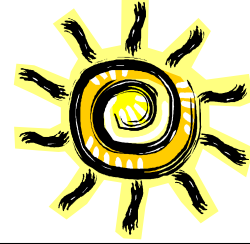


Get Ready!**A Long Day**

By: Daniel Smead

**Text**

Joshua 10:1-15

Key Quest Verse

“When I consider your heavens, the work of your fingers, the moon and the stars, which you have set in place, what is man that you are mindful of him, the son of man that you care for him?”
Psalm 8:3, 4

Bible Background

The Hebrews’ defense of the Hivite city Gibeon was an oddity that resulted from a trick. Joshua 9 tells us the story. Fear of the Hebrews had led to a large alliance of cities forming to attack them. But Gibeon and its related towns went a different route. Their representatives arranged a treaty with the Hebrew leaders (apparently a mutual defense treaty), while concealing where they lived. The Hebrew leadership swore an oath on this “by the Lord” and would not go back on their agreement once they learned the truth, even though the tribes were angry with them about it. As a penalty, however, they decreed that Gibeon and its related towns must provide woodcutters and water carriers for the Hebrew nation. In today’s passage the Hebrew army followed through on their promise, defending Gibeon from the combined forces of five Amorite kings. A campaign following on this broke the power of the Amorites in the south (10:28-43).

The Gibeonites were of the Hivite nation, one of seven nations “greater/larger and stronger” than the Hebrews who they were told to destroy, and not to make treaties with (Deut. 7:1, 2). Much had changed in the area since Abram had chosen to ally with Amorites (Gen. 14:13). Back then God had said the Amorites were not yet sinful enough to be removed in favor of Abram’s family (Gen. 15:16). Now the time had come for the Amorites and their neighbors to go, completely. They were not just to be defeated but wiped out (though this did not happen). So the Hebrews’ treaty with the Gibeonites was poorly thought out, although they stayed with it.

So these five Amorite kings chose to attack Gibeon rather than the Hebrew camp. It was a large city but still the smaller target of the two. If Gibeon was expected to fulfill treaty obligations and help the Hebrews it would seem sensible to attack there first. Perhaps the attack on Gibeon was based not just on the city’s size and the potential for it to aid the invaders, but to make it an example and prevent other cities from leaving the anti-Hebrew alliance before it was ready to strike (though further treaties were very unlikely). In our text the Book of Jasher (v. 12, 13) describes the Hebrews’ actions in this battle as *avenging* themselves on enemies. Perhaps due to the treaty an attack on Gibeon was viewed as an attack on the Hebrew nation.

Get Ready!**Bible Background Cont.**

The victory resulted from Joshua fulfilling a promise he did not understand when he made it. That speaks for his character, and the commitment of the Hebrews in that time to abide by what they promised in God's name. Probably these five cities would have been defeated otherwise, although it would have taken longer to attack them each separately. Perhaps it is not certain that this would have happened any time soon. Much of the land the people were called on to possess was left untaken in Joshua's lifetime and for years afterward. The land of the Sidonians on north into Lebanon was promised by God to the people, and was part of what Joshua assigned to the tribes at the dividing of the land (Josh. 13:6, 7), but none was taken. The Philistines, Geshurites, and Maacathites all were yet to be defeated when the land was divided (Josh. 13:2ff).

The Amorites

The Amorites became known for being tall. This was first mentioned when the Hebrews feared them and refused to enter the land (Num. 13:32). Hundreds of years later Amos said the Amorites were tall as cedars and strong like oak trees (2:9). But neither their physical nor their military prominence was their greatest threat to the people of God. As with many groups the Hebrews encountered, they posed a risk because of their immorality and their religion.

The Amorites survived past Joshua's time, though it is unclear how many remained in the land. The seven prominent groups in the land in Joshua's time were the Hittites, Perizzites, Hivites, Canaanites, Girgashites, Jebusites, and Amorites. Apparently in some sense each of these nations was stronger than the twelve tribes (Deut. 7:1). Perhaps the strengths differed. For some it could be the size of their armies, for others their possession of cities (Deut. 1:28; 9:1), for still others their iron wheeled chariots (Josh. 17:16, 18). Members of at least six of these groups survived past Joshua's time to effect the Hebrew settlers (the Girgashites are not mentioned after Joshua, so perhaps they were destroyed or moved away – but that people was descended from Canaan, so perhaps its identity was subsumed into the more general title of "Canaanite" in later times; they also were the least often mentioned group in Joshua, absent from several of the lists of nations).

The Amorites appear to have been quite prominent among the seven great nations of the area. In part this impression may be gained because they were big in the areas Joshua's forces reached first. Also their history is often referred to elsewhere in the Old Testament – particularly as symbolic of sinful behavior (that pattern began with God's statement in Gen. 15:16). When God described the Promised Land hundreds of years earlier ten groups were mentioned (Gen. 15:18-21). Six of them overlap with the later seven; the Hivites were missing. At least three of the "extra" groups survived to Joshua's day but either weren't significant or had merged.

Get Ready!

Bible Background Cont.

One significant possibility among the ten groups of Genesis 15 for having combined with one of the seven nations of Deuteronomy is the Rephaim. They were a people of great height. Genesis 14:5 portrays at least some Rephaim as having lived distinctly from the Zuzim (or Zamzummin) and Emim, two other groups with great height which Deuteronomy 2 connects to the Rephaim. Based on the patterns set by those chapters we don't know whether the Anakim were an offshoot of the Rephaim, or if the Rephaim were so prominent as a tall people that their name came to be used for all similar peoples (see Deut. 2:10, 11, 20, 21 – one reference there suggests the former impression, and the other the latter). King Og was a Rephaim, the last of his people living in an area east of Jordan which was named for them. He also ruled over a large Amorite nation (Deut. 3:11, 13). So perhaps the Amorites' reputation for great height came from Anakim who lived among them, rather than from their own height. (Five of the seven great nations of Deut. 7, including the Amorites, were descended from Canaan; see Gen. 10:15-18. At least with those peoples it seems that groups might sometimes be lumped together under a single name as Canaanites, but we can't be certain if this occurred with the Anakites and the Amorites.) One of the five cities fighting in today's text, Hebron, was a city with Anakites (Josh. 14:15). The expansion halted for a time after Joshua's death. At certain points in later history Amorites were brought into forced labor (this is first noted in Judg. 1:35). They lived at peace with Israel in Samuel's time (1 Sam. 7:14), but under Solomon they were again forced into labor (2 Chron. 8:7, 8) along with people from other formerly great nations

Get Ready!**Lesson Quest****What I want my students to:****Know:** God wanted remarkable things for the Hebrews, and was open to working with Joshua using extraordinary power.**Feel:** Awe both at the power we are brought in contact with through God’s Spirit, and at the love God holds for we simple humans.**Do:** Live into the Spirit God has given us, which is a Spirit of power, love, and self discipline. (See 2 Tim. 1:7.)**Leader’s Devotion**

Many people go through life seeing barriers in their way. They look at possibilities and don’t believe they can take act on them. They even know people they wish to reach out to but who they fear to speak with. Jesus told his disciples that faith like a mustard seed would permit them to move mountains into the sea (Matt. 17:20). But in the context of Jesus’ statement the disciples’ faith had just failed to achieve something – so was it less than a mustard seed?

We see Joshua’s faith as significant. It was a childlike faith that let him call on God to stop the sun and simply expect it to happen. And God responded positively. This simple human being, this servant of God, spoke and God listened. The memory verses for this lesson bring the message home: God made the stars, yet God cares about the desires of human beings. We are important to our Lord.

What do you need to happen? Are you trying to get by on your own abilities? God told the Hebrews that they must not come to think that their own abilities allowed them to succeed, because even the abilities they “naturally” possessed were given to them by God (Deut. 8:17, 18). So even anything which you *expect* to have success in, whether in your class, church, or home relationships, will not occur simply by your power? What you accomplish is done by power that comes from God. Our very lives are empowered by God (Acts 17:25). Jesus wanted us to understand that since we are already dependent on God for everything we ought to consciously give everything in our lives to God’s control. We have become God’s servants in the world, Jesus’ hands and feet – so why stop short where we are, not expecting to serve God more?

Get Set!Fiction or
Non-fiction?**Option A****Materials:** None

Procedure: Discuss the following with your students: **Can somebody tell me what fiction and non-fiction are?** (They are ways of describing books or movies or other kinds of “media”; means of communicating information. Fiction is not real information and events, it refers to things that someone has made up, even if they are things which *could* happen; non-fiction is real, it tells about or discusses things that actually have happened. If your students really don’t know, pull out a dictionary for them.) **How do you tell the difference between the two?** (You could look at what is claimed about a book or movie – a book’s cover or where it is shelved normally show whether it is claiming to be fiction or non-fiction. Movies may be called “documentaries” or say they are “based on a true story” or may simply be credited as having a “screenwriter” who made up the story.) **Sometimes we are left to figure out what is true or not by how reasonable it sounds. That may be the case because we don’t know where the information came from in the first place, or we have doubts about whether a person has been honest or has understood correctly what happened. That may be the case with stories we read in e-mails, for example.**

How do you deal with looking at information and deciding whether to call it fiction? (Sometimes you can test the information for yourself, or try to get back to the source. Sometimes you can check with other people who have already checked into these things; for example snopes.com is one of several websites that discuss e-mail stories and try to track down and document which are true and which are hoaxes or urban legends.) **Sometimes you have to reason the issue out, deciding if it sounds reasonable or not. But when you start looking into the history of our world a lot of things that may sound unreasonable actually have happened, and a lot of things that may sound more reasonable didn’t happen – the very fact that they may seem reasonable causes them to be widely believed. Can you think of some examples of that?** (Answers may vary quite widely, and you may be able to enter some useful discussion from them, but try to avoid arguments. If particular claims are conflicting, perhaps you could have them written down to be reconsidered at a later time.)

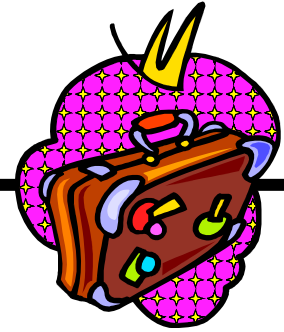
What is childlike faith? (We might describe one aspect of this as people making requests they can’t even understand the effects of, but trusting that God will answer. It may also include accepting that God is responsible for things even though others claim that God is not involved with them or even does not exist.) **Do you have that?** (Maybe some will say yes, others may say that they aspire to it, others may say they have difficulty with this.)

Today’s Bible story is about something that happened because of Joshua’s childlike faith that God would answer. It is also a story that a lot of people have chosen to question.

GO TO THE BIBLE STORY

Get Set!

Option B



Materials: The worksheet called “A Matter of Perspective”; optional: make photocopies of “A Matter of Perspective” so that students can take it with them after class.

Note: if you have students with acrophobia (fear of heights) or agoraphobia (fear of large spaces) you may need to tone down this Option. It is possible that reflecting on these issues too long will make some people dizzy or tense, and that is not the point of this lesson.

Procedure: You will read part of the text for this Option from the procedure section, then go to the worksheet “A Matter of Perspective” for additional information. The intention of this Option is for you to use astronomical issues about the universe’s grand scale to impress on your students that God deals with both small and large issues all the time.

Ask your students: **What is the farthest you have ever traveled?** (Get a few answers to establish locations and/or distances, then proceed by asking “Did that seem far to go?” or “How long did that take?”) **Actually in your lifetime you have traveled pretty far, but it depends on how you measure the distances. You see, the Earth has been traveling with you.**

All the time we are traveling in circles as the Earth rotates. (You might illustrate this by twirling one finger in a *small* circle in mid-air.) **At the equator the Earth revolves at 1,040 miles an hour (or about a quarter of a mile per second). You know that Earth is round; since its circumference is less at other places on the surface you revolve more slowly there, but you still go all the way around every day.**

Now at the same time as the Earth is spinning in space our Moon is orbiting around us. (Begin to rotate one index finger around the other, spinning finger. As the exercise proceeds you can illustrate further, moving your hands in a circle while continuing the original spins, etc., if you wish.) **But the Earth also is traveling around the Sun, at about 18.5 miles per second.** (That is about 30 times faster than the Moon goes around the Earth.) **In the last 15 seconds the Earth moved through space around the Sun about the width of Ohio. Are you getting dizzy? Of course we don’t feel any of this movement, because we are oriented to the Earth and are moving right along with it.**

At this point proceed with reading from the fifth paragraph of the text on the worksheet “A Matter of Perspective.”

GO TO THE BIBLE STORY

Get Set!**Bible Story**

Teacher Tip: Provide markers for students to highlight portions of the story in their Bibles.

To begin this lesson study time you could ask your students to individually read the story, or you could read it aloud. The many unfamiliar names in the text could easily bog down a student trying to pronounce them. When students finish reading (or hearing) the text you might ask them what issues they have questions about. Write these issues on the board. You don't need to deal with them in the order they came up. Perhaps you will receive no questions that are not already covered in the lesson presentation as it appears below, but it will be helpful to get these questions stated early on so the students are not distracted by waiting to ask about some issue. Among the likely questions which the text below refers to are: "Who are the Gibeonites?"; "Why are the Hebrews defending these Gibeonites?"; "What does it mean about the Sun and Moon stopping, doesn't this mean that the Earth stopped moving?"; "Isn't it weird that God did this for Joshua?"; "What does this mean for me?"

Note: One particular question that is not covered below is "What is this 'Book of Jashar'?" – on that point you might simply explain that the book of Joshua was written or at least added to at some point after David became king of Israel. It is not unknown for Bible books to quote other sources that seem appropriate. In this case what is quoted in Joshua 10:12, 13 seems to be poetry or part of a song based on Joshua's request. The other place in the Bible where the Book of Jashar is quoted has a similar tone: 2 Samuel 1:18-27. We don't have a copy of the original book, only these two fragments.

Having collected your students' questions you can go one of several ways. You might choose to have students suggest answers to their classmates' questions; or you could take the questions in whatever order you wish, using the information below and in the Bible Background above as resource material; or you could present the material below basically as it appears, dealing with questions this does not cover either all at the end or interspersed where they seem to fit best.

A few weeks ago we learned about Rahab of Jericho, and a promise that was made in God's name. The Hebrew people, and God, remained true to that promise, even though it could be claimed that the spies exceeded their authority by making it, or even that they made it under duress. Today's story involves another case where the Hebrews stick with a promise. They defended the Gibeonites because of a promise; in this case it was gained under false pretences. The Hebrews were tricked into forming a peace treaty with the city of Gibeon and its related towns. (You can relay further background from Joshua 9 at this point if you wish to.) Even though the Gibeonites lied, God's name was not to be brought into shame. So the Hebrews remained committed to the promise. God's call for strong commitment is important for us to remember.

Get Set!



Bible Story

It seems like the Hebrews must have been exhausted by the end of this battle. They marched all night from Gilgal to fight, and previously that same trip had taken them days to make. See Josh. 9:17. They were against a large force, and even with the assistance God gave them the battle needed more daylight to complete. So God listened when Joshua called for the Sun and Moon to stop. But that just meant they had to fight even longer. Joshua must have been pretty confident, not just to call out to God but also to think that his troops would keep up the pace.

God gave the Hebrews a lot of help in this story. Not simply by extending the day so they would have more time to fight, but also with putting the Amorites into confusion, and the hailstones that fell. Could God have gained a victory here without any human help? (Sure, but God wanted the Hebrews involved.) **With all the victories the Hebrews had they sure didn't get much chance to boast – all of their victories were divinely ordained. Why were they there at all?** (God gave them help to win, but God did always call on them to be present, even if they were not the largest part of what went on in a particular battle. The conquest was to God's glory as well as to remove the evil in the land and give the land to the Hebrews; God needed witnesses to recognize what had taken place and to talk about it later.) **What can we learn from this about God's relationship with us?** (We are to be involved in what God is doing, even when, or perhaps especially when, we know that our strength is not sufficient for the task. God works in our weakness to show the divine strength; see 2 Cor. 12:9. God wants our praise and our testimony.)

God is always ready to use what we have for good purposes, even our weaknesses and flaws. Like the way the Hebrews let themselves get tricked into a peace treaty. Along with maintaining a promise made in God's name, the battle in our story also provided a good opportunity to remove the fighting forces of several major cities in the area. That seems to be why Joshua wanted more time to fight – so those armies couldn't escape.

Of course the events of this battle have raised doubts at times. People ask if God really stopped the Sun and Moon. Some people point out that since it is the Earth's spinning that causes day and night it really would have needed to be the Earth and Moon that stopped moving. Maybe so, but there was no real need for God to explain that to Joshua. People have objected further, however, that if the Earth suddenly stopped spinning all of its atmosphere would shoot off into space, or all of the people would. Does that make sense? (Not really, because if God was going to stop the Earth everything on it would be just as "easy" to stop as well.) **Do you feel the need to figure out the details with everything that the Bible says God has done?** (Hopefully the answer is no, at least not in the sense of questioning if God "really" did these things.) **Some people question parts of the Bible like Joshua 10 as too incredible. But they still want to hold on to and use other parts for their spiritual life. Is that reasonable?**

Get Set!**Bible Story**

(Not really. If God has saved us at all then miracles must be possible. The Bible isn't just a book about a moral code or suggestions for living, its importance depends on the God it tries to describe, and the work of God. If God put the stars and planets where they are in the first place God could do what this passage describes. The weird bit is simply that God did, for Joshua and the Hebrews, not that God could.)

It is sort of like when people question whether God really made the universe in six days. What would be a more “reasonable” length of time for it to take? (The question is meaningless – God could have made the universe in one day, having time frames to define the event had its own meaning or meanings, separate from the event.)

Let's read Psalm 8. (Ask a volunteer or volunteers to read it aloud.) **What does it tell us about how God views human beings?** (Even though God created the whole universe, including things that may seem far greater than us, God cares about us a lot.) **For our memory work today we have two verses, Psalm 8:3 and 4. They ask a great question, why does God care about us so much?** (God loves us and that is who God is, we can't explain that.) **It is wonderful to think about how much God cares about us. In particular from today's story we can consider how much God cared about Joshua, but Joshua was not alone. God gave Jesus because God loved the entire world.**

Do you think maybe having the kind of faith Joshua showed also requires that people recognize God's kind of love? (Accept your students' discussion of how faith relates to our image of God, and end there for the lesson time. They might raise issues about how we are supposed to love God and love our neighbor as the two great commandments, and that the way we serve our neighbor will be dependent on how we see God's love.)

Go!

The Movements of Heaven



ARTS AND CRAFTS

Materials: The worksheet and Teacher Resource page “Sun, Moon and Stars”; Bibles (various translations); concordances; butcher paper or other large sheets of paper (even newspaper could work); markers; hole punch; scissors; paper clips; poster board or construction paper to make shapes for mobiles; coat hanger wire or dowel rods as top pieces for mobiles; additional dowel rods, or popsicle sticks and/or clear plastic straws for intermediate pieces for mobiles; colored crochet string or strong thread or nylon line or 18 gauge wire to hang mobile shapes with; pliers and perhaps wire snips; possibly extra table space; additional materials for decoration, sparkles and glue, paint and brushes, aluminum foil; Optional: 18 gauge aluminum wire or some equivalent; wire cutters; flat nose pliers

Note: in this activity students will work on a mobile. Alexander Calder invented these as moving sculpture. You can get more information or suggestions on how to create mobiles online. For ideas on construction techniques: www.creativity-portal.com/howto/artsandcrafts/mobile.html; or:

Quest Connection

In today’s story we learned about a strange thing, that God would stop the motion of the Sun and Moon across the sky because a human being requested it. That calls us to recognize God’s power as well as God’s love for simple human beings. We will be creating mobiles to remind us of the beauty and movement of the Sun and Moon. It will also remind us of God’s power and love, and how much God values human beings.

Procedure: Before class prepare lengths of butcher paper sufficient for your students to plot out the designs of their mobiles. How much space you will need depends on which materials you will be using, but this may call for having an extra table in your classroom, or moving to a different area. Plan for this to take more than one class session to complete so students don’t need to rush.

Distribute the worksheet “Sun, Moon and Stars,” and direct your students to read the directions there for making a mobile. They will now need to work with their butcher paper, scissors, and other supplies, so they will need space and access to those items.

You could first create a mobile for the classroom, and when your students have practiced on this together they can begin on their own.

If you are using dowel rods with items hanging straight from them you will need to tie off your hanging pieces to the dowels. Adjust each dowel or popsicle stick or straw section to balance straight before you attach it to the next one up on the design.

Go!

Once a mobile is fully balanced you might notch the dowel slightly so the lines can be tied more tightly at the points they need to be. Balance can be adjusted by shifting pieces from side to side along the dowels, or by shortening the cords pieces hang on, or by changing the weights of the shapes that are involved (trimming the edges or adding small weights, like paper clips, glitter and glue, or additional pieces of paper glued on). The individual hanging pieces can take many forms, even being small collages.

As students work look over their efforts, help them think about the guidelines they have (like working from the bottom up). Help them to recognize if their sections will tangle when they spin.

Your students can write verses and other phrases on the pieces of their mobile to remind them of their significance. They might use relevant lines from hymns, like “Great Is Thy Faithfulness,” or our memory verses from Psalm 8. They could use a concordance to locate verses relevant to God’s love for humanity, or objects in the sky. They might wish to look at verses in multiple translations to find what sounds right for their use. In the spirit of a mobile, verses might be written in spirals, or cross over each other on a shape, or even jump from one shape to the next.

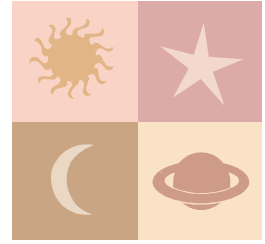
Here are some Bible references related to the sun which you could offer to them: Genesis 1 (perhaps quote the creation of Sun, Moon and Stars, which was “good,” and tie them to the completion of creation with human beings, which was “very good”); Joshua 10; Judges 5:31b: “Let those who love Him be like the rising of the sun in its might” (NASB); Psalm 8; 37:6; 72:17; 74:16, 17; 89:35-37; 104:19-24; 113:3; 121:5-8; 136:7-9; 148:1-6, 13; Ecc. 11:7; Isa. 30:26; 60:1, 19-21; Jer. 31:35-37; Mal. 1:11a; 4:2; Matt. 5:44, 45; 13:43; 1 Cor. 15:39-44; Rev. 1:16; 10:1; 21:23ff; 22:5.

The images on the Teacher Resource Page additional ideas your students might like to see when working on their mobiles. Notice how images might give an overview of orbit and solar system, or visualize things as seen from the Earth, or incorporate patterns. Help your students to think creatively about what they hang on their mobiles, and not just about how they place their shapes.

Close

Mobiles changes as you look at them. Our understanding of God’s work changes as we examine it, and as we grow in the Spirit. Joshua received correction from Moses and through events he experienced, and over time he learned more things about serving God. In today’s story he seems to be doing a very good job at that. Perhaps you had difficulties bringing your image of this project to reality. Consider the planning God put into our universe. Yet it seems God took our planet out of its original alignment with the solar system when other matters made it useful to do so. God is open to change, let us be as well.

Go!



Truth or Fiction?

RESEARCH

Materials: The worksheet “NASA Can’t Prove There Was A Long Day”; writing instruments; Bibles; optional: access web addresses mentioned below, or print the pages in advance of class

Quest Connection

People sometimes question the truth of the long day in Joshua’s time. Such doubts have led to an odd response – a hoax claiming there is scientific proof of Joshua 10.

Procedure: Distribute the worksheet “NASA Can’t Prove There Was A Long Day.” **This worksheet gives the text of an e-mail hoax that has circulated on the internet for several years. It was created from an even earlier version which someone put in a book in the 1970s.** Have students read the message. Let them know that the first version of this story apparently was by a Christian. It isn’t clear if the person who put it on the internet had other motives. You can read on its history at www.snopes.com/religion/lostday.htm; <http://css.peak.org/newsletter/1999/mar99/meme.html> gives interesting information about the story on which the hoax was based.

What might motivate someone to make up this story? (Thought God needs help to convince people and lies are o.k. “in a good cause”; maybe tried to make Christians look gullible, foolish.)

Look at the message again. Think about what it claims and what clues suggest that it is not true. (It is an uncredited e-mail; why would people study where things were thousands of years ago?; we can’t know where planets used to be except by figuring backward from where they are; even if had really old records (which isn’t claimed) they wouldn’t give the necessary information – no telescopic lenses then; the story claims concern over the multiplied effects of God’s action, but there is no way for this event to multiply into the future; if this were real, why wouldn’t the computer run into the discrepancy in Isaiah’s time before it reached Joshua’s?)

Close

Go!

What effects might you expect this message to have? (It puts lies and Bible together, may work against people believing truth; some who accept the story may think scientists / news media are trying to suppress it.) One incredible web page goes to great lengths to attempt to justify the false claims: http://www.grmi.org/renewal/Richard_Riss/evidences/7longday.html.

There is also a message circulating which claims scientists drilling deep into the earth discovered hell. (You can read more on that at snopes.com/religion/wellhell.htm; Trinity Broadcasting Network reported it on-air in 1989, and it was still floating around years later.) **Does that surprise you? Perhaps some such stories are set in motion by people who are joking and think that everyone will get the joke. Some hoaxes seem to have been started to make people afraid or angry or otherwise worked up over some issue. And some hoaxes seem to assume that God wants people to be saved through lies rather than the truth. If Joshua was unwilling to make his promise to the Gibeonites a lie by not helping them, how is it right for a believer to justify a lie in order to “defend” what God did?**

Close

Lord, please help us to maintain our faith in you and your works without feeling that we must rely on false claims. Allow us to accept faith that, for now, goes without proof. Empower us to be comfortable with telling others about our real faith in you.

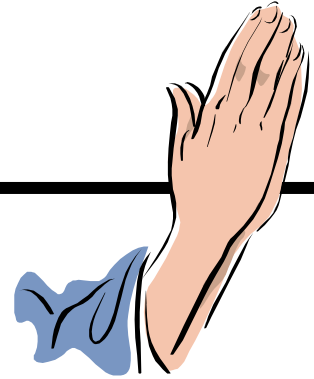
Lord, please help us also to stand up for you without feeling the need to hypocritically conceal who we actually are. Jesus told Paul that power is perfected in weakness; help us to rejoice that this is true. Let us praise you because all of our failings and limitations go to demonstrate the greatness of your grace, your love, and your Spirit. Amen.

Go!

The Power of Prayer

CHRISTIAN LIVING

Materials: The worksheet “My Prayer List”; writing instruments.



Quest Connection

People need to put their trust in God, like Joshua did, if they want things to change.

Procedure: I hope that we all pray, but people don’t always make a real commitment to it. One way to work with that process of faith is to develop a prayer list and commit yourself to requesting God’s assistance with it. I want us to take some time in class today to think about what we would want to have on our own prayer list. I also want us to take some time to consider what kind of schedule we could make for ourselves of when we would choose to pray about such a list.

Distribute the worksheet “My Prayer List” and writing instruments. **Has anyone here ever used a prayer list before?** (Accept responses, and base the level of detail in your next comments on what is said here.) **Well, a prayer list will change over time, but a lot of people like to have a form like this one to start from. You can see it has places to note what day you originally started to pray for a request, what your connection to the request is, and then what answer your prayers received. What are reasons you can think of for why such a list could be useful to you?** (It may help you not to forget about how you first heard of a need. If you have a written list of things to pray for that helps you to be reminded of what you have decided is important for you to pray about. It helps if you keep track of the answers that God gives, because you will always have new things to pray for and that could get overwhelming. Knowing that God is answering older prayers will be uplifting. Also, the answer may lead into a new prayer, perhaps one of praise. A list may help avoid being distracted. It might be pointed out that a prayer list would not be all that a person prays about, but they may have a special time to use their list in addition to whatever other praying they continue to do.) **Let’s take a few minutes to write some things on our list now. We will have a time later in our class to pray for these things.** (Take time for writing, at least five minutes, maybe more.)

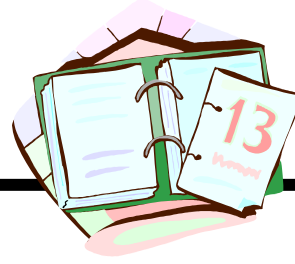
Go!

Do you have any ideas of when you could pray over your list? (Have discussion of the merits and difficulties with trying to have a particular set time. You might point out that compared to a lot of other things that may be in your student's schedule this will not take long each week, and they probably would agree that it is far more important.) **Write your idea for when you will try to pray on your page. You can always change this later, but just try for the next week to follow a regular pattern in praying for these things you have written down. Let's get a head start by praying now. I'll close for us in a few minutes.**

Close

After a few minutes of prayer close the time, perhaps saying: **Lord, we are trying to commit ourselves to take prayer seriously. We want to acknowledge your power and the loving ways that you desire to use your power to meet our needs. We ask for you to show your care in regard to the prayers we have offered today, and we ask Lord that you help us to pray with conviction, and to trust in you. Amen.**

Go!



If I Just Had Another Day

CHRISTIAN LIVING

Materials: The worksheet “If I Just Had Another Day” (two copies for each student?); writing instruments

Quest Connection

Joshua needed some more time, and God gave it to him. Not many of us can claim that. But what can we do to get some extra time for what we need?

Procedure: Students will consider their schedules and how they use them. **Have you ever found yourself saying “If I only had an extra day I could have done more?” Or “Sorry I’m not finished, could I have another day?”** (Listen to your students’ responses. You can discuss for a while if you wish.) **People wishing they had more time isn’t uncommon at all, is it? The best intentions can go to seed waiting for us to get to them. In today’s lesson Joshua needed more time, but he is in the rare position of appearing totally innocent of poor planning, procrastination, getting off task, or simply being the wrong person for the job. He didn’t suffer from last minute problems preventing the job being done well, or poor estimates of what would be involved, or lack of participation from people whose help he needed to finish. He simply got the job to do at the last minute and set out to do it as soon as he could with all the help he had. The Hebrews marched through the night to reach the battle site, God threw the enemy into confusion, and they fought all day long. Don’t you wish that sometimes God would throw your homework into confusion, so that you could sweep through it like the Hebrews? (Accept responses.) But all too often people end up working through the night, or at least late into the night, because the deadline has arrived and they just aren’t done yet. There are many reasons that happens.**

Did you ever notice that a job can expand to take up whatever time you give it? It is true. You can bogged down for months taking care of something that could have taken weeks. Sometimes people are too busy simply because they have too much to do. Some people are reluctant to miss out on anything, so they try to do everything. Some people are trying to avoid dealing with something (so maybe they overload with other things). There are people who think they have to please other people by keeping busy all the time. In the end people with too much to do, or who don’t use their time well enough for what they have to do, can end up in the same problem – only being able to give a small part of their attention to things that they thought they valued more than that.

Go!

Distribute the worksheet “If I Just Had Another Day.” Explain to your students that they will be trying to figure out how they might use their time differently. You might give each student two copies of the worksheet, so that they can try to create a before-and-after look at their week. Wait for your students to complete the instructions, including their time estimates on the back, before proceeding. Or, if time is running out in class, go ahead with the rest of the text.

I don’t know how your schedule looks, but for a lot of people the things that, in quiet moments, they say they would like to give their time to aren’t the things that get it. It has been said a lot in the past that people need to choose the best over the good. Many things can be done, but some things are just more important than others are. Maybe for you friendships are the thing that has suffered the most from an out-of-balance schedule. Maybe it is homework or your sleep. (You could ask if anyone wants to share from their worksheet time what they find is getting shoved out. Don’t press students to discuss their personal thoughts though.)

For one example, television has taken a big chunk out of a lot of people’s weeks. Apparently young people in America spend an average of three hours a day watching television. For adults the average is higher – four hours a day. That means that simply not watching television would actually free up *an entire day every week* for the average American adult (more like 1 ½ times the period someone normally is awake during a day – and an even higher ratio of that precious non-working “free time”). You can check out www.tvturnoff.org for more statistics and discussion issues. They promote an annual week for people to turn off their televisions all that week and experience the difference (in 2004 it was April 19-25).

An organization that studies these things found that television watching cuts into reading, family time, and health. That is not to say that this is the big issue for your schedule, but it is one issue people have looked at. And the things they say people ought to spend more time on are strong examples regardless of what the problems are with your personal schedule. Information from 1990 showed that the average amount of time parents spend in meaningful conversation with their children *in a week* is 38.5 minutes. Part of that is because 40% of Americans eat dinner with the television set on – maybe that detail isn’t even covered by our schedules, since it is more a question of how we do the things we do. 49% of Americans say they watch too much television, which sounds like a reasonable assessment considering that in American houses a television is on an average of 7 hours and 40 minutes every day. On your schedules you blocked out school, since you can’t change that anyway. Well, the average amount of time spent in school each year is 900 hours, but the average time for students to watch television each year is 1,023 hours. Those summers really push up the average, don’t they? Meanwhile, the Bible has 1,189 chapters. Interesting, comparison, isn’t it? A person who could read a chapter of the Bible in an hour might be able to read the Bible once a year by just watching no television. Of course if that same person could read a chapter in ten minutes maybe they could just mute all the commercials for a year and get it done without changing their schedules at all.

Go!**Close**

What you *don't* do with your time isn't really the point. It is what you *do* with your time, and how that compares with what you value in your life. Are there friends you have meant to write letters to for weeks but haven't? (If your class did the "My Prayer List" activity already you might mention the difficulty many people have in finding time to pray this way as one of the issues in this closing.)

Is there a good book you can't find the time to pick up? Is there a Savior who would like to hear from you more often, and who you really need to listen to better? These are the questions we really need to be thinking about, and hopefully these are the questions you will take some time for in this next week.

Go!**There Was Nothing Like It****OLD TESTAMENT TO NEW TESTAMENT ANALOGY**

Materials: The worksheet “No Day Like It”; writing instruments.

Quest Connection

People probably were shocked by what God did at Joshua’s request, working for the Hebrews’ benefit in a remarkable way. **But that isn’t the biggest thing God has done.** This activity asks students to consider connections between today’s lesson and Jesus’ life (that basic idea was discussed in an activity for the lesson on Joshua 4 and 5; if you did not use that activity this one still should work).

Procedure: Distribute the worksheets: “No Day Like It,” and pencils or pens. **Joshua started life with the name Hoshea. Moses changed that name, putting the first letter of God’s special name on it.** (Num. 13:16) You might explain that God’s special name appears in our English Bibles as “LORD” with small capital letters. God warned against misusing that name, and it came to be so rarely used that we don’t know for sure how it is pronounced, though we know how it was spelled except for the vowels. **Moses’ action changed the name from “He has helped” to “He will help,” and suggested that God was the one helping.** (Students might add this to their worksheets now.) **God helped the Hebrews a great deal during Moses’ life and on into Joshua’s. But there is a big difference between being helped by God and being able to claim to be fully on God’s side.** (You might have your students review Josh. 5:13, 14). **As much as God chose to help the Hebrews they were still flawed people not able to give themselves fully to the right.**

Who could succeed where so many before had failed in serving God? (Jesus) Right! And Jesus actually had the same name in Hebrew as Joshua, pronounced something like Ye-ho-shu-a. (Use short vowels for the “e” and “a” and long ones for the “o” and “u.”) **Many people have wondered what other connections exist between them. For example Jesus was the promised prophet like Moses who was his successor.** (Deut. 18:15) **Joshua was not a prophet, but originally it was his role to pick up where Moses left off.**

Go!

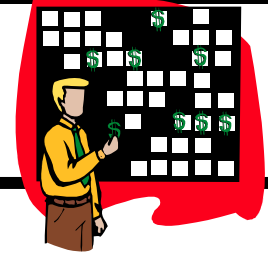
Joshua called for the Sun and Moon to stop and it happened. Might the people have thought he could be the promised prophet, there to save the people? (Discuss this idea.) Our text says nothing like it had happened before or since, but it is from a long time before our Savior was born. Joshua and God weren't fully united in purpose. But Jesus and God are.

Have students complete their worksheets now. Afterward you can review them in class. In Mark 2:9 Jesus asks: “Which is easier: to say to the paralytic, ‘Your sins are forgiven’; or to say, ‘Get up, take your mat and walk’?” Both are about as easy to say – the point isn’t saying them. God’s power can do either or both, and our power can not. The same thing applies to what happened in the story in Joshua 10. It was pretty easy to *say* that the sun and moon should stop (although we might say Joshua went out on a limb), but the *doing* of it required God’s power.

Close

Is it easier for God to raise Jesus from the dead or to use that event to save our lives? (Such comparisons ought to be meaningless in relation to God’s strength.) The most incredible part is that the God who can do all of the things we have been discussing cares about us enough to have them happen for us. Let’s thank God in prayer. Close in prayer, going around the class.

Go!



The Details

PUZZLE

Materials: The worksheet “Nations and Cities and Tribes (Oh My!)”; writing instruments; Optional: NIV Bibles to look up references for various words.

Quest Connection

The activity uses a word search to review this Unit’s study of Joshua; it raises some names from Joshua that these lessons have not used, but which may help students in reading their Bibles. Part of the point is to put things in context by having them together. **The worksheet is a word search that reviews Joshua. Many of these words came up in our lessons this Unit.**

Procedure: The activity uses a word search to review this Unit’s study of Joshua; it raises some names from Joshua that these lessons have not used, but which may help students in reading their Bibles. Part of the point is to put things in context by having them together. **The worksheet is a word search that reviews Joshua. Many of these words came up in our lessons this Unit. The next set of words is the forces in the battle from today’s story. Five kings came out against the Gibeonites, and ended up fighting the Hebrews.**

Then we have a section with a variety. Here are some our lessons did not mention. The Anakites were a people known for being very big. They lived in the land, and caused fear among the people at Kadesh Barnea so that they had to wait 40 years to enter. (Num. 13:25-33) In Joshua’s time they were eliminated from the land, except in the Philistines’ area. (Josh. 11:21, 22 – they were descendants of Anak. They either were descended from or lumped in a category with the Nephilim (see Gen. 6:4; Num. 13:33.) Caleb was a spy who, along with Joshua, advised the people to go forward anyway. Later he volunteered to attack an Anakite city, which was renamed Hebron. (Josh. 14:7-15; 15:13, 14) Eleazar was Aaron’s son, the High Priest who advised Joshua. The Kinnereth Sea we generally call the Sea of Galilee. The Jordan links Galilee with the “Salt Sea” or “Sea of the Arabah” (older names for the Dead Sea), where the Jordan ends.

The last section names two of the nations the Hebrews didn’t get to in Joshua’s time that were problems later. We know the Philistines well from the lives of Samson and David, though Goliath of Gath probably was an Anakite, not a Philistine. The region Palestine derives its name from the word Philistine. We suppose Goliath was an Anakite because Joshua 11:22 says they were in Gath. The Sidonians lived at the north of the Promised Land. Ahab’s wife, the evil queen Jezebel, was a Sidonian princess. (1 Kings 16:31-33)

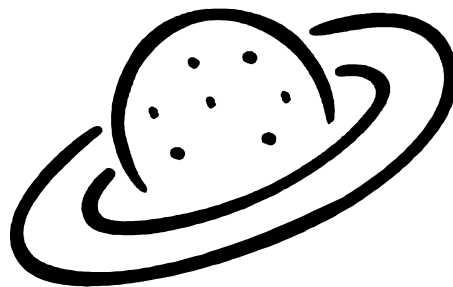
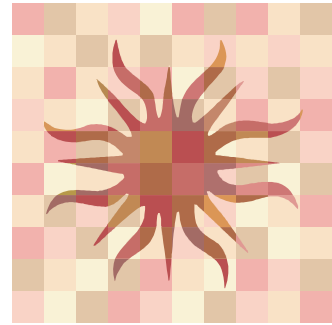
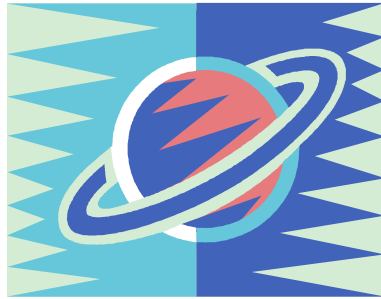
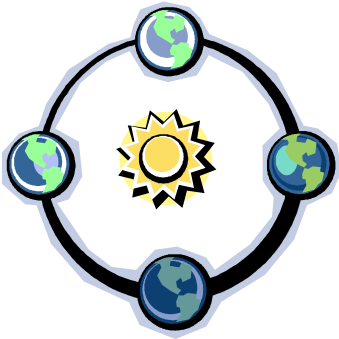
Go!

Close

The class may not finish the puzzle in class, but an answer key is on the next page. Students could work together to find difficult words (and you might give hints). To end class give a simple prayer thanking God for the chance to study Joshua, and asking God to help your students apply the truths of these stories to their lives. If you used the puzzle for review because you begin the new lesson next week you might tell the class that they are about to end their time with Joshua.

ANSWER KEY

Sun, Moon and Stars



A MATTER OF PERSPECTIVE

What is the farthest you have ever traveled? _____

Actually in your lifetime you have traveled a lot further than that, depending on how you measure the distances. You see, the Earth has been traveling with you.

All the time we are traveling in circles as the Earth rotates. At the equator the Earth revolves at 1,040 miles an hour (or about a quarter of a mile per second). You know that the Earth is round; since its circumference is less at other places on the surface you revolve more slowly there, but you still go all the way around every day.

Of course at the same time as the Earth is spinning in space our Moon is orbiting around us. But the Earth also is traveling around the Sun, at about 18.5 miles per second – that is about 30 times faster than the Moon goes around us. In the last 15 seconds the Earth moved through space around the Sun about the width of Ohio. Are you getting dizzy? Of course we don't feel any of this movement, because we are oriented to the Earth and are moving right along with it.

Ours isn't the only planet involved, we know of nine in our Solar System. Earth is about 100 million miles from the Sun. The furthest, Pluto, is about 39.5 times further away from the Sun than Earth is. We also know of sixty-seven moons.

Meanwhile our Solar System is revolving within the Milky Way galaxy at about 155 miles per second. We are out near the tip of the Orion Arm of the galaxy (one of six arms) so to finish one orbit would take 200 to 250 million years.

But the Milky Way itself moves within our local group of galaxies at about 185 miles per second. That Local Group is made up of about 30 galaxies spanning a distance of about five million light years. It includes the Andromeda galaxy (2.2 million light years away), and both the Large and Small Magellanic Clouds (163 and 190 thousand light years away respectively).

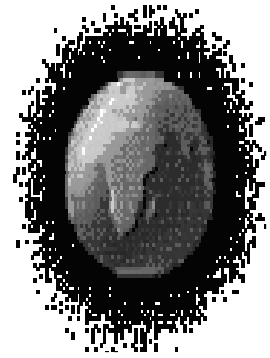
The Milky Way is one the three largest in our local group. Its diameter is about 100,000 light years, but it's less than 7,000 light years thick. (A light-year is the distance light can travel in one year in a vacuum; about 5.88 trillion miles.) Some galaxies have diameters of over six million light years, 60 times as wide as our own.

In 2004 a galaxy was located that is 13.2 billion light years from Earth. It is thought that there are about 100 billion stars in our galaxy, and about that many galaxies as well. That is a lot of stars, and it allows for a lot of variety. Our own star is certainly not the largest. In the Pistol Nebula there is



Pistol Star, thought to be 100 times the mass of our Sun, and ten million times as bright. If you envisioned it in place of our Sun it would about cover the area of the Earth's orbit around the Sun. The star Antares has less mass than Pistol Star, and is only 10,000 times as bright as our Sun, but it spreads out more. It has a radius about 400 times that of our Sun (with maybe 60 million times its volume) which would cause it to cover the area defined by Saturn's orbit around the Sun. Saturn is about 9.5 times further away from the Sun than we are.

Considering all that, stopping one planet for part of a day doesn't amount to much does it?



word search

No Day Like It

Hoshea son of Nun had a name change, to Joshua (Num. 13:16). What do these names mean?

Hoshea: _____ ; Joshua: _____

How do you think that Joshua's name change affected him? Might it have affected what he did at Gibeon?

Jesus had the same Hebrew name as Joshua. What do you think was the significance of that name for Jesus? (What did it say about his ministry? Did it tie him to the earlier Joshua?)

Read Mark 2:1-12. What is its story?

How would you answer Jesus' question in Mark 2:9?

In relation to the story in Mark, what point was Jesus making with his question in Mark 2:9?

What point does that question have if brought into the context of our story in Joshua 10?

How would you compare the miraculous events of Joshua 10 with the miracle of Jesus' resurrection?

Which of those two was easier for God?



My Journal

God cares enough about people, like me, to have done some pretty strange stuff. Who would expect that God would make a day longer just so a battle could continue? Who would guess that God would love us so much as to let Jesus die for us? How should I respond to love like that?