

MASTER THE CONTENT

OF SCRIPTURE



The Book of Numbers

(Observe, Interpret, Apply & Go)

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THE BOOK OF NUMBERS

Observe, Interpret & Apply

In our studies of the Bible, we will be using an inductive approach. This approach is a fun and exciting way to study the Bible! It's like being a detective. Instead of starting with a conclusion, you look at the details and clues in the text to discover the meaning for yourself.

Here's how you can do it:

1. **Observation:** First, you look closely at the Bible passage. You pay attention to:

- a. Who is in the story
- b. What is happening
- c. Where it is taking place
- d. When it is happening
- e. Why things are happening
- f. How they are happening.

You write down or make a mental note of all the details you notice.

2. **Interpretation:** Next, you try to understand what those details mean.

- a. You think about why the characters did what they did
- b. You think about what the important words and phrases mean.
- c. You may need to look up some words or ask questions to understand better.

3. **Application:** Finally, you think about how the story applies to our lives. What truth does it communicate?

- a. **What does it teach us about God?**
- b. What does it teach us about ourselves?
- c. What action (s) does it call us to take?

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CHAPTER 1

Summary of Chapter

Chapter 1 of the Book of Numbers details the census of the Israelites commanded by God to Moses in the wilderness of Sinai. God instructs Moses to count all the men aged twenty and older who are capable of military service. The chapter lists the tribes and the number of men counted in each, totaling 603,550. The Levites are excluded from the census as they are designated for the service of the Tabernacle. The chapter sets the stage for organizing the Israelite camp around the Tabernacle, reflecting their preparation for journeying and battle.

Opening Question

1. Why do you think God commanded Moses to take a census of the Israelites at this point in their journey?
 2. How might the census help the Israelites understand their community and their responsibilities?
-

Outline

1. **God Commands a Census (Numbers 1:1-4)**
 - God speaks to Moses in the wilderness of Sinai and commands a census of all Israelite men over twenty years old.
 - Application Questions:
 1. Why is it important to know the number of people in a group or community?
 2. How does being counted make someone feel valued or responsible?
2. **Tribes and Leaders Listed (Numbers 1:5-16)**
 - Each tribe is represented by a leader chosen to assist Moses and Aaron in the census.

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- Application Questions:
 1. Why might God choose specific leaders for each tribe?
 2. How does having a leader provide direction and structure in a group?
 - 3. **Results of the Census (Numbers 1:17-46)**
 - The numbers of men eligible for military service in each tribe are recorded, totaling 603,550.
 - Application Questions:
 1. How does knowing the number of soldiers prepare the Israelites for future battles?
 2. What role does preparation play in achieving success in a mission or task?
 - 4. **The Levites Excluded from the Census (Numbers 1:47-54)**
 - The Levites are set apart for the service of the Tabernacle and not counted among the warriors.
 - Application Questions:
 1. Why are the Levites excluded from the military census?
 2. What does this tell us about different roles and responsibilities within a community?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 1:53, which emphasizes the special role of the Levites in protecting and serving the Tabernacle.
 2. **Role-Playing Activity:** Divide the class into tribes and assign leaders. Have each group role-play organizing themselves according to their roles as if preparing for a journey or battle.
 3. **Discussion Activity:** Discuss the importance of each tribe's role and how each contributes to the whole community. What can we learn from this about working together in unity?
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Quiz

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1. Who commanded the census in Numbers Chapter 1?
 - A. Moses
 - B. Aaron
 - C. God
 - D. Joshua
2. Where did God speak to Moses about the census?
 - A. Egypt
 - B. Mount Sinai
 - C. Wilderness of Sinai
 - D. Promised Land
3. How many men were counted in the census?
 - A. 600,000
 - B. 603,550
 - C. 500,000
 - D. 700,000
4. Who was excluded from the census?
 - A. Tribe of Judah
 - B. Women and children
 - C. The Levites
 - D. Tribe of Benjamin
5. For what purpose were the men counted in the census?
 - A. Religious duties
 - B. Building the Tabernacle
 - C. Military service
 - D. Agricultural work
6. How many tribes were counted in the census?
 - A. 10
 - B. 12

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- C. 11
- D. 13
- 7. Who was responsible for conducting the census?
 - A. Moses and Aaron
 - B. Joshua and Caleb
 - C. The Levites
 - D. Tribal elders
- 8. What role did the Levites have according to Numbers 1?
 - A. Warriors
 - B. Priests and caretakers of the Tabernacle
 - C. Farmers
 - D. Leaders of the tribes
- 9. What was the total number of the Israelite community's fighting men?
 - A. 400,000
 - B. 603,550
 - C. 1,000,000
 - D. 650,000
- 10. What was the primary focus of the census in Numbers Chapter 1?
 - A. Agricultural planning
 - B. Preparing for battle
 - C. Building cities
 - D. Religious festivals

Answers: C, C, B, C, C, B, A, B, B, B

Fill in the Blank

- 1. God commanded a census of the Israelites in the _____ of Sinai.
- 2. The census was to count all men aged _____ and older who were able to go to war.
- 3. The total number of men counted from all tribes was _____.

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4. The tribe of _____ was excluded from the census.
5. The Levites were appointed to serve in the _____.

Answers: wilderness, twenty, 603,550, Levi, Tabernacle

Vocabulary Words

1. **Census** (מִפְקֵד, *mifkad*) - An official count or survey, especially of a population.
2. **Tribe** (שֵׁבֶט, *shevet*) - A social division in a traditional society consisting of families or communities linked by social, economic, or religious ties.
3. **Levites** (לֵוִי, *Levi*) - Members of the Hebrew tribe of Levi, set apart for religious duties.
4. **Tabernacle** (מִשְׁכָּן, *mishkan*) - A portable sanctuary in which the Israelites carried the Ark of the Covenant during their travels.
5. **Wilderness** (מִדְבָּר, *midbar*) - A desert or uncultivated land where the Israelites wandered for 40 years.

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CHAPTER 2

Summary of Chapter

Chapter 2 of the Book of Numbers outlines the arrangement of the Israelite camp around the tabernacle. Each of the twelve tribes is assigned a specific position, encircling the tabernacle, which is at the center. The tribes are grouped into four divisions, each with its own leader and standard (banner). The chapter emphasizes the importance of order and structure within the Israelite community as they prepare for their journey through the wilderness, ensuring that the tabernacle remains central to their lives and worship.

Opening Question

1. Why do you think it was important for the Israelites to have a specific arrangement around the tabernacle?
 2. How does the central position of the tabernacle reflect its significance to the Israelites?
-

Outline

1. **The Command for Camp Arrangement** (Numbers 2:1-2)
 - Application Question 1: What does the command to arrange the camp around the tabernacle teach us about the importance of placing God at the center of our lives?
 - Application Question 2: How can we ensure that our daily activities are centered around our faith?
2. **The Eastern Division** (Numbers 2:3-9)
 - Application Question 1: What can we learn from the tribe of Judah being positioned at the front of the camp?

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- Application Question 2: How can we lead others by setting a good example in our faith?
 - 3. **The Southern Division** (Numbers 2:10-16)
 - Application Question 1: Why do you think specific tribes were grouped together in divisions?
 - Application Question 2: How can we work effectively with others in our church or community?
 - 4. **The Western Division** (Numbers 2:17-24)
 - Application Question 1: What significance does the position of the tabernacle have for those in the western division?
 - Application Question 2: How can we remain connected to our spiritual center even when we feel distant?
 - 5. **The Northern Division** (Numbers 2:25-34)
 - Application Question 1: Why might the tribes in the northern division have been placed last in the camp's arrangement?
 - Application Question 2: How can we trust in God's plan, even when our position in life is challenging?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 2:2, "The Israelites are to camp around the tent of meeting some distance from it, each of them under their standard and holding the banners of their family." Recite it by the end of the week.
 2. **Role Playing Activity:** Have students create a model of the Israelite camp with each tribe in its assigned position. Discuss the significance of each tribe's placement.
 3. **Discussion Activity:** Discuss how the organization of the camp reflects the importance of community and how this principle can be applied to organizing our lives and communities today.
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Quiz

1. Where was the tabernacle located in the Israelite camp?
 - A. At the front
 - B. At the center
 - C. On the east side
 - D. At the rear
2. How many divisions were the tribes of Israel organized into?
 - A. Two
 - B. Three
 - C. Four
 - D. Five
3. Which tribe led the eastern division?
 - A. Reuben
 - B. Ephraim
 - C. Judah
 - D. Dan
4. Who was the leader of the tribe of Judah?
 - A. Moses
 - B. Aaron
 - C. Nahshon
 - D. Caleb
5. What was the position of the southern division?
 - A. Front
 - B. Left
 - C. Right
 - D. Rear
6. Which tribe was positioned in the western division?
 - A. Ephraim

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- B. Manasseh
 - C. Benjamin
 - D. All of the above
7. Which division camped to the north of the tabernacle?
- A. Eastern
 - B. Western
 - C. Northern
 - D. Southern
8. How were the tribes identified in the camp?
- A. By their tents
 - B. By their banners or standards
 - C. By their clothing
 - D. By their leaders
9. Why was it important for the tribes to camp in specific positions?
- A. To avoid conflict
 - B. To be closer to Moses
 - C. To maintain order and reflect their connection to the tabernacle
 - D. To protect the livestock
10. What did the arrangement of the camp symbolize?
- A. The wealth of the tribes
 - B. The hierarchy of the leaders
 - C. The centrality of worship in their lives
 - D. The power of the military

Answers: 1. B, 2. C, 3. C, 4. C, 5. C, 6. D, 7. C, 8. B, 9. C, 10. C

Fill in the Blank

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1. The tabernacle was located at the _____ of the camp.
2. The Israelites were arranged into _____ divisions around the tabernacle.
3. The eastern division was led by the tribe of _____.
4. The leader of the tribe of Judah was _____.
5. The southern division camped to the _____ of the tabernacle.
6. The tribes in the western division included Ephraim, Manasseh, and _____.
7. The northern division camped to the _____ of the tabernacle.
8. The tribes were identified by their _____ or standards.
9. The camp's arrangement ensured _____ and connection to the tabernacle.
10. The central position of the tabernacle symbolized the importance of _____ in the Israelites' lives.

Answers: 1. center, 2. four, 3. Judah, 4. Nahshon, 5. right, 6. Benjamin, 7. north, 8. banners, 9. order, 10. worship

Vocabulary Words

1. **Tabernacle** - (מִשְׁכָּן, "mishkan"): The portable dwelling place for the divine presence during the Israelites' journey.
2. **Standard** - (דָּגֶל, "degel"): A banner or flag representing a tribe or group.
3. **Division** - (מַחֲנֶה, "machaneh"): A group of tribes organized together in the Israelite camp.
4. **Camp** - (מַחֲנֶה, "machaneh"): The organized living area of the Israelites in the wilderness.
5. **Leader** - (נָשִׂיא, "nasi"): The chief or head of a tribe, responsible for leading his people.

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CHAPTER 3

Summary of Chapter

Chapter 3 of the Book of Numbers details the roles and duties of the Levites. God commands Moses to bring the tribe of Levi before Aaron to serve as assistants to the priests, managing the tabernacle's operations. The Levites are divided into three clans: the Gershonites, the Kohathites, and the Merarites, each with specific responsibilities for the care and transportation of the tabernacle's components. The chapter concludes with the first census of the Levites, who are counted separately from the rest of Israel, numbering 22,000 males one month old and above.

Opening Question

1. Why were the Levites set apart for specific duties related to the tabernacle?
 2. How does the division of labor among the Levites reflect the importance of organization in serving God?
-

Outline

1. **The Role of the Levites** (Numbers 3:1-10)
 - Application Question 1: Why is it important for the Levites to assist the priests in their duties?
 - Application Question 2: How can we support those who serve in ministry today?
2. **The Gershonites, Kohathites, and Merarites** (Numbers 3:11-39)
 - Application Question 1: What does the specific division of duties among the Levites teach us about teamwork?

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- Application Question 2: How can we apply the concept of shared responsibilities in our community or church?
 - 3. **The Census of the Levites** (Numbers 3:40-51)
 - Application Question 1: Why was it necessary to conduct a separate census for the Levites?
 - Application Question 2: How does recognizing each person's unique role help in building a stronger community?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 3:12, "I have taken the Levites from among the Israelites in place of the first male offspring of every Israelite woman." Recite it by the end of the week.
 2. **Role Playing Activity:** Assign students roles as members of the Gershonites, Kohathites, and Merarites. Have them act out their specific duties in caring for the tabernacle.
 3. **Discussion Activity:** Discuss the importance of each group's role in maintaining the tabernacle and how this concept can be applied to teamwork in today's world.
-

Quiz

1. Which tribe was chosen to assist the priests in their duties?
 - A. Judah
 - B. Benjamin
 - C. Levi
 - D. Ephraim
2. How many clans were the Levites divided into?
 - A. Two

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- B. Three
 - C. Four
 - D. Five
3. What was the responsibility of the Gershonites?
- A. Caring for the ark
 - B. Transporting the curtains and coverings
 - C. Managing the sacrifices
 - D. Carrying the altars
4. Which clan was responsible for transporting the sacred objects of the tabernacle?
- A. Kohathites
 - B. Gershonites
 - C. Merarites
 - D. Judahites
5. How old did the male Levites need to be to be counted in the census?
- A. One year old
 - B. One month old
 - C. Twelve years old
 - D. Twenty years old
6. How many male Levites were counted in the first census?
- A. 12,000
 - B. 22,000
 - C. 32,000
 - D. 42,000
7. What was the purpose of the Levites serving in place of the firstborn sons of Israel?
- A. To ensure the priests had enough help
 - B. As a substitute for the firstborn males dedicated to God
 - C. To perform sacrifices
 - D. To manage the land

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8. Who were the Levites supposed to serve under?
 - A. Moses
 - B. Joshua
 - C. Aaron and his sons
 - D. Caleb
9. What was the role of the Merarites?
 - A. Transporting the tabernacle's framework and posts
 - B. Offering sacrifices
 - C. Teaching the law
 - D. Managing the grain offerings
10. How were the Levites selected for their duties?
 - A. By casting lots
 - B. By divine command through Moses
 - C. By voting
 - D. By family inheritance

Answers: 1. C, 2. B, 3. B, 4. A, 5. B, 6. B, 7. B, 8. C, 9. A, 10. B

Fill in the Blank

1. The Levites were set apart to assist _____ and his sons.
2. The Levites were divided into _____ clans.
3. The Gershonites were responsible for transporting the _____ of the tabernacle.
4. The Kohathites were tasked with carrying the _____ objects of the tabernacle.
5. The census counted _____ male Levites one month old and above.
6. The Merarites were in charge of the tabernacle's _____ and posts.
7. The Levites served in place of the _____ sons of Israel.
8. The census of the Levites was conducted by _____ as commanded by God.

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9. The Levites were to assist in the operations of the _____.
10. The Levites were chosen by _____ command through Moses.

Answers: 1. Aaron, 2. three, 3. curtains, 4. sacred, 5. 22,000, 6. framework, 7. firstborn, 8. Moses, 9. tabernacle, 10. divine

Vocabulary Words

1. **Levites** - (לֵוִי, "Levi"): The tribe chosen to assist the priests and care for the tabernacle.
2. **Gershonites** - (גֵרְשֹׁן, "Gershon"): A clan of the Levites responsible for the curtains and coverings of the tabernacle.
3. **Kohathites** - (קָהָת, "Kehat"): A clan of the Levites tasked with carrying the sacred objects of the tabernacle.
4. **Merarites** - (מֵרָרִי, "Merari"): A clan of the Levites responsible for the framework and posts of the tabernacle.
5. **Firstborn** - (בְּכוֹר, "bekhor"): The first male offspring, considered sacred and dedicated to God in Israelite tradition.

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CHAPTER 4

Summary of Chapter

Chapter 4 of the Book of Numbers outlines the duties of the Levites, specifically focusing on the Kohathites, Gershonites, and Merarites, in relation to the transportation of the Tabernacle and its furnishings. The chapter details the responsibilities of each group, with the Kohathites tasked with carrying the most sacred objects, including the Ark of the Covenant. The Gershonites are assigned the transport of the Tabernacle's coverings and curtains, while the Merarites are responsible for the frames, bars, and pillars. The chapter emphasizes the sanctity of their duties and the care required in handling holy items.

Opening Question

1. Why do you think God assigned specific tasks to different groups of Levites when moving the Tabernacle?
 2. How might the specific roles given to the Kohathites, Gershonites, and Merarites reflect their importance in the community?
-

Outline

1. **Responsibilities of the Kohathites (Numbers 4:1-20)**
 - The Kohathites are assigned to carry the most sacred objects of the Tabernacle, such as the Ark of the Covenant, but they must not touch these items directly.
 - Application Questions:
 1. Why is it important to handle sacred objects with care?

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2. How does the prohibition against touching the sacred items highlight their holiness?

2. Responsibilities of the Gershonites (Numbers 4:21-28)

- The Gershonites are responsible for carrying the coverings, curtains, and other fabric-related components of the Tabernacle.
- Application Questions:
 1. What does the role of the Gershonites teach us about the importance of structure and order in worship?
 2. How might the Gershonites' tasks reflect the importance of preparation in maintaining a place of worship?

3. Responsibilities of the Merarites (Numbers 4:29-33)

- The Merarites are charged with the transportation of the Tabernacle's structural elements, including frames, pillars, and bases.
- Application Questions:
 1. Why is the role of the Merarites critical for the stability and function of the Tabernacle?
 2. How does this responsibility reflect the idea of supporting the foundational aspects of faith?

4. Numbering and Organizing the Levites (Numbers 4:34-49)

- A census is taken of the Levites from ages thirty to fifty, detailing the specific number of Kohathites, Gershonites, and Merarites assigned to their tasks.
- Application Questions:
 1. What does the census reveal about the organization and readiness of the Levites for their duties?
 2. How can we apply the principles of organization and readiness in our own spiritual lives?

Possible Activities

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1. **Memory Verse Challenge:** Memorize Numbers 4:15, which emphasizes the importance of handling sacred objects with reverence.
 2. **Role-Playing Activity:** Divide the students into groups representing the Kohathites, Gershonites, and Merarites. Have them role-play the preparation and movement of the Tabernacle, discussing the importance of each group's role.
 3. **Discussion Activity:** Discuss how each group's specific tasks contributed to the overall worship and function of the Tabernacle. How does this division of labor relate to the idea of each person having a unique role in a community?
-

Quiz

1. Who were the Kohathites responsible for carrying? A. The Ark of the Covenant
B. The coverings of the Tabernacle
C. The pillars and bases
D. The altar
2. What was the primary duty of the Gershonites? A. Carrying the sacred objects
B. Transporting the structural elements
C. Handling the coverings and curtains
D. Guarding the Tabernacle
3. What objects were the Merarites responsible for? A. The Ark of the Covenant
B. The lamps and incense
C. The frames and pillars
D. The altar and utensils
4. What was the age range for Levites eligible for service in transporting the Tabernacle? A. 20 to 30 years
B. 25 to 50 years
C. 30 to 50 years
D. 35 to 55 years

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5. What was the consequence if the Kohathites touched the holy objects? A. They would be blessed
B. They would be purified
C. They would die
D. They would be exiled
6. Who commanded the census of the Levites in Chapter 4? A. Aaron
B. Moses
C. Joshua
D. Caleb
7. What was the total number of Levites counted for service? A. 2,750
B. 4,000
C. 8,580
D. 10,000
8. Why were the duties of the Levites so carefully assigned? A. To ensure fairness
B. To reflect the sacredness of their work
C. To test their strength
D. To maintain social order
9. What did the Gershonites use to transport their assigned items? A. Carts and oxen
B. Horses
C. By hand only
D. Camels
10. How does Chapter 4 of Numbers reflect the organization of the Israelite community? A. It shows their military strength
B. It highlights the importance of worship
C. It details the distribution of land
D. It describes their economic system

Answers: A, C, C, C, C, B, C, B, A, B

Fill in the Blank

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1. The Kohathites were responsible for carrying the _____ of the Tabernacle.
2. The _____ were assigned the task of transporting the coverings and curtains.
3. The Merarites were in charge of the _____ and pillars of the Tabernacle.
4. The Levites were counted from age _____ to age _____ for their service.
5. The total number of Levites eligible for service was _____.

Answers: sacred objects, Gershonites, frames, thirty, fifty, 8,580

Vocabulary Words

1. **Kohathites** (קֹהַתִּי, *Kehati*) - A division of the Levites responsible for carrying the most sacred objects of the Tabernacle.
2. **Gershonites** (גֵּרְשׁוֹן, *Gershon*) - A division of the Levites tasked with transporting the coverings, curtains, and other fabric elements of the Tabernacle.
3. **Merarites** (מֵרָרִי, *Merari*) - A division of the Levites responsible for the structural elements of the Tabernacle, such as frames and pillars.
4. **Sanctity** (קֹדֶשׁ, *Kodesh*) - The state of being holy or sacred, deserving reverence and respect.
5. **Census** (מִפְקֵד, *Mifkad*) - An official count or survey, particularly of a population, often for purposes of organization or taxation.

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CHAPTER 5

Summary of Chapter

Chapter 5 of the Book of Numbers addresses issues related to purity and holiness within the Israelite camp. God commands Moses to expel anyone with a defiling disease, discharge, or those made unclean by contact with a dead body, to maintain the camp's holiness. The chapter also outlines the law of restitution for wrongs against others and the procedure for a woman suspected of adultery, known as the test of bitter water. These laws emphasize the importance of maintaining purity and integrity in the community as the Israelites journey toward the Promised Land.

Opening Question

1. Why do you think it was important for the Israelites to maintain strict rules regarding purity in their camp?
 2. How do the laws about restitution and the test of bitter water reflect the values of justice and fairness?
-

Outline

1. **Command to Remove the Unclean from the Camp** (Numbers 5:1-4)
 - Application Question 1: How does removing the unclean from the camp symbolize the need for purity in our spiritual lives?
 - Application Question 2: In what ways can we seek spiritual cleanliness in our daily lives?
2. **Law of Restitution for Wrongs** (Numbers 5:5-10)
 - Application Question 1: Why is it important to make restitution when we wrong someone?

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- Application Question 2: How can we practice restitution in our relationships today?
 - 3. **The Test of Bitter Water for Adultery** (Numbers 5:11-31)
 - Application Question 1: What does the test of bitter water teach us about trust and faithfulness in relationships?
 - Application Question 2: How can we address suspicions and mistrust in our relationships in a healthy, God-honoring way?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 5:3, "Send away male and female alike; send them outside the camp so they will not defile their camp, where I dwell among them." Recite it by the end of the week.
 2. **Role Playing Activity:** Create a role-play scenario where students act out making restitution for a wrong done to a classmate, emphasizing the importance of honesty and repentance.
 3. **Discussion Activity:** Discuss the significance of purity and holiness in the Israelite camp and how these concepts can be applied to maintaining integrity and respect in our communities today.
-

Quiz

1. What type of people were to be sent outside the camp in Numbers 5?
 - A. Warriors
 - B. The unclean
 - C. Priests
 - D. Levites
2. Why were the unclean sent outside the camp?
 - A. To protect them

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- B. To maintain the camp's holiness
 - C. To punish them
 - D. To give them time to heal
3. What were the Israelites required to do if they wronged someone?
- A. Pray
 - B. Offer a sacrifice
 - C. Make restitution
 - D. Confess to the priest
4. What is restitution?
- A. A prayer for forgiveness
 - B. Returning what was taken plus a penalty
 - C. A form of worship
 - D. A ritual cleansing
5. What was the test for a woman suspected of adultery?
- A. A trial before the elders
 - B. The test of bitter water
 - C. A confession to the priest
 - D. A vow of innocence
6. What would happen if the woman was innocent after drinking the bitter water?
- A. She would become sick
 - B. She would be blessed with children
 - C. Nothing would happen
 - D. She would be expelled from the camp
7. What was the purpose of the test of bitter water?
- A. To punish the guilty
 - B. To reveal the truth
 - C. To purify the woman
 - D. To strengthen marriages

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8. Who could bring a woman to the priest for the test of bitter water?
 - A. Her father
 - B. Her husband
 - C. Her children
 - D. Her brother
9. What was mixed with the bitter water?
 - A. Oil
 - B. Wine
 - C. Dust from the tabernacle floor
 - D. Salt
10. What was the result if the woman was guilty after drinking the bitter water?
 - A. She would become ill
 - B. She would be expelled
 - C. She would confess
 - D. She would be forgiven

Answers: 1. B, 2. B, 3. C, 4. B, 5. B, 6. C, 7. B, 8. B, 9. C, 10. A

Fill in the Blank

1. The unclean were sent _____ the camp to maintain its holiness.
2. The law of restitution required returning what was taken plus a _____.
3. The test of _____ water was used for a woman suspected of adultery.
4. If the woman was innocent, nothing would _____ after drinking the water.
5. If the woman was guilty, she would become _____ after drinking the water.
6. Dust from the _____ floor was mixed with the bitter water.
7. The husband could bring his _____ to the priest for the test of bitter water.
8. The purpose of the test was to reveal the _____.

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9. Restitution is important for maintaining _____ and fairness.
10. The Israelites were commanded to keep the camp pure because God _____ among them.

Answers: 1. outside, 2. penalty, 3. bitter, 4. happen, 5. ill, 6. tabernacle, 7. wife, 8. truth, 9. justice, 10. dwelled

Vocabulary Words

1. **Unclean** - (טָמֵא, "tamei"): Impure or defiled, often in a ritualistic sense.
2. **Restitution** - (שְׁלֹום, "shillum"): The act of making amends by returning what was taken, often with an additional penalty.
3. **Bitter Water** - (מֵי הַמָּרִים, "mei hammarim"): Water mixed with dust from the tabernacle floor, used in a test for adultery.
4. **Defile** - (טָמַע, "tamei"): To make unclean or impure, particularly in a ceremonial context.
5. **Tabernacle** - (מִשְׁכָּן, "mishkan"): The portable dwelling place for the divine presence during the Israelites' journey.

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CHAPTER 6

Summary of Chapter

Chapter 6 of the Book of Numbers introduces the Nazirite vow, a special commitment made by individuals who voluntarily set themselves apart for the Lord. The Nazirite vow includes abstaining from wine and other fermented drinks, avoiding cutting their hair, and not going near dead bodies. This chapter also contains the priestly blessing, a special prayer of blessing that Aaron and his sons were to pronounce over the Israelites, invoking God's protection, grace, and peace upon them. The chapter highlights the significance of dedication to God and the blessings that come from obedience.

Opening Question

1. What might motivate someone to take the Nazirite vow and dedicate themselves fully to God?
 2. How does the priestly blessing reflect God's desire for His people's well-being?
-

Outline

1. **Introduction to the Nazirite Vow** (Numbers 6:1-8)
 - Application Question 1: Why is it important to set ourselves apart for God in certain areas of our lives?
 - Application Question 2: How can we make personal commitments that strengthen our relationship with God?
2. **Requirements of the Nazirite Vow** (Numbers 6:9-21)
 - Application Question 1: How do the specific requirements of the Nazirite vow, such as abstaining from wine and not cutting hair, symbolize devotion to God?

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- Application Question 2: What challenges might we face when making a vow or commitment, and how can we overcome them?
 - 3. **The Priestly Blessing** (Numbers 6:22-27)
 - Application Question 1: How does the priestly blessing encourage us to seek God's favor in our lives?
 - Application Question 2: How can we use blessings to encourage and uplift others?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 6:24-26, "The Lord bless you and keep you; the Lord make his face shine on you and be gracious to you; the Lord turn his face toward you and give you peace." Recite it by the end of the week.
 2. **Role Playing Activity:** Have students role-play a scene where they explain the significance of the Nazirite vow to someone interested in making a similar commitment.
 3. **Discussion Activity:** Discuss the importance of making personal commitments to God and how the priestly blessing can be a source of encouragement in our spiritual journeys.
-

Quiz

1. What is a Nazirite vow?
 - A. A vow to become a priest
 - B. A vow to set oneself apart for the Lord
 - C. A vow to serve in the army
 - D. A vow to abstain from marriage
2. Which of the following is NOT a requirement of the Nazirite vow?
 - A. Abstaining from wine
 - B. Not cutting hair

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- C. Avoiding dead bodies
- D. Offering daily sacrifices
- 3. Who could take a Nazirite vow?
 - A. Only men
 - B. Only priests
 - C. Any Israelite, male or female
 - D. Only Levites
- 4. How long could a Nazirite vow last?
 - A. A week
 - B. A month
 - C. A year
 - D. A specific period of time, as determined by the individual
- 5. What was done at the end of a Nazirite vow?
 - A. The person cut their hair
 - B. The person made a special offering
 - C. The person was anointed with oil
 - D. The person returned home
- 6. What did the priestly blessing include?
 - A. A prayer for wealth
 - B. A prayer for protection, grace, and peace
 - C. A prayer for military victory
 - D. A prayer for health
- 7. Who was instructed to pronounce the priestly blessing?
 - A. Moses
 - B. Joshua
 - C. Aaron and his sons
 - D. The elders
- 8. What was the purpose of the priestly blessing?
 - A. To provide instructions for sacrifices

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- B. To invoke God's favor and peace on the people
 - C. To announce a new law
 - D. To call the people to repentance
9. Which phrase is part of the priestly blessing?
- A. "May you be rich and prosperous"
 - B. "The Lord bless you and keep you"
 - C. "May the Lord give you many sons"
 - D. "The Lord is with you always"
10. What was the significance of the Nazirite vow?
- A. It was a way to gain favor with the king
 - B. It was a special act of dedication to God
 - C. It was a requirement for all Israelites
 - D. It was a tradition among the Levites

Answers: 1. B, 2. D, 3. C, 4. D, 5. A, 6. B, 7. C, 8. B, 9. B, 10. B

Fill in the Blank

- 1. The Nazirite vow was a special commitment to _____ oneself apart for God.
- 2. Those who took the Nazirite vow were required to abstain from _____ and other fermented drinks.
- 3. A Nazirite could not cut their _____ during the time of their vow.
- 4. The priestly blessing was given by _____ and his sons.
- 5. The priestly blessing included a prayer for God's protection, grace, and _____.
- 6. The phrase "The Lord bless you and keep you" is part of the _____ blessing.
- 7. The Nazirite vow could be taken by any _____ in Israel.
- 8. At the end of the vow, the Nazirite was required to make a special _____.
- 9. The priestly blessing was a way to invoke God's _____ on the people.

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10. The Nazirite vow emphasized _____ and dedication to God.

Answers: 1. set, 2. wine, 3. hair, 4. Aaron, 5. peace, 6. priestly, 7. person, 8. offering, 9. favor, 10. holiness

Vocabulary Words

1. **Nazirite** - (נָזִיר, "nazir"): A person who takes a vow to set themselves apart for the Lord through specific practices.
2. **Vow** - (נָדָר, "neder"): A solemn promise or commitment made to God.
3. **Priestly Blessing** - (בִּרְכַּת כֹּהֲנִים, "birkat kohanim"): A special prayer pronounced by the priests to bless the people of Israel.
4. **Consecrate** - (קָדַשׁ, "qadash"): To set apart as holy or dedicated to God.
5. **Peace** - (שָׁלוֹם, "shalom"): A state of wholeness, well-being, and tranquility, often associated with God's blessing.

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Observe, Interpret & Apply

CHAPTER 7

Summary of Chapter

Chapter 7 of the Book of Numbers describes the offerings made by the leaders of the twelve tribes of Israel for the dedication of the tabernacle. Each tribal leader brings identical offerings, including silver plates, bowls, gold pans filled with incense, and various animals for burnt offerings, sin offerings, and peace offerings. The chapter emphasizes the unity and equality among the tribes as they contribute to the service of the tabernacle. It concludes with the description of Moses entering the tabernacle to speak with God, where he hears God's voice speaking to him from above the atonement cover on the Ark of the Covenant.

Opening Question

1. Why do you think it was important for each tribe to bring identical offerings for the dedication of the tabernacle?
 2. How does the act of giving offerings reflect the Israelites' relationship with God?
-

Outline

1. **The Dedication of the Tabernacle** (Numbers 7:1-9)
 - Application Question 1: What significance does dedicating the tabernacle hold for the Israelites, and how can we dedicate spaces in our lives to God?
 - Application Question 2: In what ways can we contribute to our community of faith, just as the tribes contributed to the tabernacle?
2. **The Offerings of the Tribal Leaders** (Numbers 7:10-88)

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- Application Question 1: How does the uniformity of the offerings symbolize unity among the tribes, and what does this teach us about equality in worship?
 - Application Question 2: How can we ensure that our contributions to God and community reflect a heart of unity and equality?
3. **Moses' Encounter with God** (Numbers 7:89)
- Application Question 1: How does Moses' encounter with God in the tabernacle inspire us to seek personal encounters with God?
 - Application Question 2: What can we learn from Moses about listening for God's voice in our lives?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 7:89, "When Moses entered the tent of meeting to speak with the Lord, he heard the voice speaking to him from between the two cherubim above the atonement cover on the ark of the covenant law. In this way the Lord spoke to him." Recite it by the end of the week.
 2. **Role Playing Activity:** Have students reenact the presentation of offerings by the tribal leaders, discussing the significance of each item brought to the tabernacle.
 3. **Discussion Activity:** Discuss the importance of unity and equality in the community of faith, using the identical offerings of the tribal leaders as an example.
-

Quiz

1. What event is described in Numbers 7?
 - A. The battle of Jericho
 - B. The dedication of the tabernacle

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- C. The crossing of the Red Sea
- D. The giving of the Ten Commandments
- 2. Who brought offerings for the dedication of the tabernacle?
 - A. The priests
 - B. The Levites
 - C. The leaders of the twelve tribes
 - D. Moses and Aaron
- 3. How many days did the offerings for the tabernacle dedication last?
 - A. 3 days
 - B. 7 days
 - C. 12 days
 - D. 40 days
- 4. What did each tribal leader bring as an offering?
 - A. Different gifts
 - B. Identical offerings
 - C. Grain and oil
 - D. Incense only
- 5. What was included in the offerings brought by the tribal leaders?
 - A. Gold and silver only
 - B. Animals for sacrifices, silver, and gold
 - C. Grain and fruit
 - D. Weapons and tools
- 6. What did Moses hear when he entered the tent of meeting?
 - A. Silence
 - B. The voice of God
 - C. The sound of trumpets
 - D. The prayers of the people
- 7. From where did God speak to Moses in the tabernacle?
 - A. The altar of incense

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- B. The entrance of the tent
 - C. Above the atonement cover on the Ark of the Covenant
 - D. The burning bush
8. What was the significance of the identical offerings from each tribe?
- A. It showed favoritism
 - B. It reflected unity and equality
 - C. It demonstrated wealth
 - D. It was a competition
9. How many leaders brought offerings for the dedication?
- A. 10
 - B. 11
 - C. 12
 - D. 13
10. What was the purpose of the offerings made by the tribal leaders?
- A. To atone for sins
 - B. To show off their wealth
 - C. To dedicate the tabernacle
 - D. To feed the priests

Answers: 1. B, 2. C, 3. C, 4. B, 5. B, 6. B, 7. C, 8. B, 9. C, 10. C

Fill in the Blank

- 1. The offerings for the dedication of the tabernacle lasted _____ days.
- 2. The leaders of the twelve tribes brought _____ offerings for the dedication.
- 3. The offerings included animals for _____, as well as silver and gold items.
- 4. Each tribe's offering was _____ to the others.
- 5. Moses heard the voice of God when he entered the _____ of meeting.

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6. God spoke to Moses from above the atonement cover on the _____ of the Covenant.
7. The identical offerings symbolized _____ and equality among the tribes.
8. The purpose of the offerings was to _____ the tabernacle.
9. The leaders of _____ tribes brought offerings for the dedication.
10. The offerings were a way for the Israelites to express their _____ to God.

Answers: 1. 12, 2. identical, 3. sacrifices, 4. identical, 5. tent, 6. Ark, 7. unity, 8. dedicate, 9. 12, 10. dedication

Vocabulary Words

1. **Tabernacle** - (מִשְׁכָּן, "mishkan"): The portable dwelling place for the divine presence during the Israelites' journey.
2. **Dedication** - (חֲנֻכָּה, "chanukah"): The act of setting apart something for a sacred purpose.
3. **Offering** - (קָרְבָּן, "korban"): A gift or sacrifice presented to God as an act of worship.
4. **Atonement** - (כִּפּוּר, "kippur"): The process of making amends or reparation for sin or wrongdoing.
5. **Unity** - (אַחְדוּת, "achdut"): The state of being united or joined as a whole, especially in worship and community.

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CHAPTER 8

Summary of Chapter

Chapter 8 of the Book of Numbers focuses on the consecration and duties of the Levites. God instructs Moses on how to set apart the Levites for service in the tabernacle. This process includes a ritual purification, the laying on of hands by the Israelites, and offerings. The Levites are given to Aaron and his sons to assist with the tabernacle's work, taking the place of the firstborn males of Israel. The chapter concludes with the age limits for Levite service, from 25 to 50 years old, highlighting the importance of dedicated service to God.

Opening Question

1. Why was it important for the Levites to undergo a special consecration before serving in the tabernacle?
 2. How does the service of the Levites reflect the idea of being set apart for God's work?
-

Outline

1. **The Lighting of the Lamps** (Numbers 8:1-4)
 - Application Question 1: What significance do the lamps hold in the tabernacle, and how can we keep the light of our faith burning brightly?
 - Application Question 2: In what ways can we be a light to others in our community?
2. **The Consecration of the Levites** (Numbers 8:5-13)
 - Application Question 1: Why was ritual purification necessary for the Levites, and how can we purify our hearts for service to God?

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- Application Question 2: How does the laying on of hands by the Israelites symbolize the Levites' role in the community?
 - 3. **The Duties and Service of the Levites** (Numbers 8:14-19)
 - Application Question 1: What does it mean to be set apart for God's work, and how can we dedicate ourselves to serving Him?
 - Application Question 2: How can we support those who are dedicated to serving in our church or community?
 - 4. **The Age Limits for Levite Service** (Numbers 8:20-26)
 - Application Question 1: Why do you think God set specific age limits for Levite service, and what does this teach us about the seasons of life?
 - Application Question 2: How can we continue to serve God at different stages of our lives?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 8:14, "In this way you are to set the Levites apart from the other Israelites, and the Levites will be mine." Recite it by the end of the week.
 2. **Role Playing Activity:** Have students role-play the consecration of the Levites, including the ritual purification and the laying on of hands, discussing the significance of each step.
 3. **Discussion Activity:** Discuss the importance of being set apart for God's work and how we can apply this concept in our lives, using the example of the Levites.
-

Quiz

1. What was the first task described in Numbers 8?
 - A. Consecration of the Levites
 - B. Lighting of the lamps

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- C. Offering sacrifices
- D. Building the tabernacle
- 2. Who was responsible for lighting the lamps in the tabernacle?
 - A. Moses
 - B. Aaron
 - C. The Levites
 - D. The elders
- 3. What ritual did the Levites undergo for their consecration?
 - A. Baptism
 - B. Circumcision
 - C. Purification and laying on of hands
 - D. Anointing with oil
- 4. Who laid hands on the Levites during their consecration?
 - A. Moses and Aaron
 - B. The entire Israelite community
 - C. The priests only
 - D. The elders of each tribe
- 5. What were the Levites set apart to do?
 - A. Lead the army
 - B. Serve in the tabernacle
 - C. Govern the people
 - D. Teach the law
- 6. What offering was made during the consecration of the Levites?
 - A. Grain offering
 - B. Burnt offering and sin offering
 - C. Peace offering
 - D. Drink offering
- 7. At what age did the Levites begin their service?
 - A. 20 years

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- B. 25 years
 - C. 30 years
 - D. 40 years
8. At what age did the Levites retire from service?
- A. 50 years
 - B. 55 years
 - C. 60 years
 - D. 65 years
9. What did the Levites do after retiring from active service?
- A. They returned to their homes
 - B. They assisted their fellow Levites in other ways
 - C. They continued to serve in leadership roles
 - D. They took over the teaching of the law
10. Why were the Levites chosen to serve in place of the firstborn males of Israel?
- A. They were the largest tribe
 - B. God chose them to serve as substitutes for the firstborn
 - C. They were the most skilled
 - D. They volunteered for the role

Answers: 1. B, 2. B, 3. C, 4. B, 5. B, 6. B, 7. B, 8. A, 9. B, 10. B

Fill in the Blank

1. The first task in Numbers 8 was the lighting of the _____ in the tabernacle.
2. The Levites underwent ritual _____ before beginning their service.
3. The entire Israelite _____ laid hands on the Levites during their consecration.
4. The Levites were set apart to serve in the _____.
5. The Levites made a _____ offering and a sin offering during their consecration.

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6. The Levites began their service at the age of _____ years.
7. The Levites retired from active service at the age of _____ years.
8. After retiring, the Levites assisted their fellow _____ in other ways.
9. The Levites were chosen by God to serve in place of the _____ males of Israel.
10. The consecration of the Levites symbolized their _____ to God.

Answers: 1. lamps, 2. purification, 3. community, 4. tabernacle, 5. burnt, 6. 25, 7. 50, 8. Levites, 9. firstborn, 10. dedication

Vocabulary Words

1. **Consecration** - (קִדְּשׁ, "qadesh"): The act of making something holy or set apart for God's service.
2. **Purification** - (טְהָרָה, "taharah"): The process of becoming clean or free from impurities, often in a ritualistic sense.
3. **Laying on of Hands** - (סְמִיכָה, "semikhah"): A symbolic act where hands are placed on a person to confer a blessing, authority, or dedication.
4. **Service** - (עֲבוּדָה, "avodah"): Work or duty performed, particularly in the context of religious worship.
5. **Dedication** - (חֲנֻכָּה, "chanukah"): The act of setting apart something or someone for a special purpose, often for worship or service to God.

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CHAPTER 9

Summary of Chapter

Chapter 9 of the Book of Numbers recounts the observance of the Passover by the Israelites in the wilderness, marking their first celebration of this feast since leaving Egypt. It also addresses the issue of those who were ceremonially unclean or on a journey and thus unable to celebrate Passover at the appointed time, allowing them to observe it a month later. The chapter concludes with a description of the cloud that covered the tabernacle by day and the appearance of fire by night, which guided the Israelites in their journey through the wilderness.

Opening Question

1. Why do you think it was important for the Israelites to celebrate Passover even while they were in the wilderness?
 2. How does the cloud and fire guiding the Israelites reflect God's presence and guidance in our lives today?
-

Outline

1. **The Observance of the Passover in the Wilderness** (Numbers 9:1-5)
 - Application Question 1: What significance does celebrating Passover have for the Israelites, and how can we remember God's deliverance in our lives?
 - Application Question 2: How can we continue to observe important traditions and rituals even in challenging circumstances?
2. **Provision for the Unclean and Travelers to Celebrate Passover** (Numbers 9:6-14)

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- Application Question 1: How does God's provision for those who could not celebrate Passover at the appointed time demonstrate His understanding and grace?
 - Application Question 2: In what ways can we extend grace to others who may not be able to participate in spiritual activities due to life circumstances?
3. **The Cloud and Fire as Signs of God's Guidance** (Numbers 9:15-23)
- Application Question 1: How does the presence of the cloud and fire serve as a reminder of God's guidance and protection?
 - Application Question 2: How can we seek and recognize God's guidance in our own lives today?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 9:15, "On the day the tabernacle, the tent of the covenant law, was set up, the cloud covered it. From evening till morning the cloud above the tabernacle looked like fire." Recite it by the end of the week.
 2. **Role Playing Activity:** Have students reenact the scene of the Israelites celebrating Passover in the wilderness, discussing the importance of maintaining faith and traditions even in difficult times.
 3. **Discussion Activity:** Discuss the significance of God's guidance through the cloud and fire, and how we can trust God's direction in our lives today.
-

Quiz

1. What feast did the Israelites celebrate in Numbers 9?
 - A. Feast of Tabernacles
 - B. Passover

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- C. Day of Atonement
 - D. Feast of Weeks
2. Why were some Israelites unable to celebrate Passover at the appointed time?
 - A. They were unclean or on a journey
 - B. They were too busy
 - C. They were afraid
 - D. They were not in the camp
 3. What provision did God make for those who were unclean or traveling during Passover?
 - A. They could not celebrate
 - B. They could celebrate Passover a month later
 - C. They were forgiven
 - D. They offered an extra sacrifice
 4. What guided the Israelites during their journey in the wilderness?
 - A. A pillar of salt
 - B. A column of smoke
 - C. A cloud by day and fire by night
 - D. The stars in the sky
 5. Where did the cloud settle during the day?
 - A. Over the Ark of the Covenant
 - B. Over the tabernacle
 - C. At the entrance to the camp
 - D. On Mount Sinai
 6. How did the Israelites know when to set out on their journey?
 - A. When the cloud lifted from the tabernacle
 - B. When Moses gave the signal
 - C. When the priests blew the trumpets
 - D. When the sun set
 7. What happened at night over the tabernacle?
 - A. The cloud disappeared

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- B. The cloud became a pillar of fire
 - C. The Levites stood guard
 - D. The priests offered sacrifices
8. How long did the Israelites camp in one place?
- A. A specific number of days
 - B. Until the cloud lifted
 - C. Until they were ready
 - D. For forty days and nights
9. What did the cloud and fire signify?
- A. God's anger
 - B. God's presence and guidance
 - C. A coming storm
 - D. The end of the journey
10. How did the Israelites respond to the movement of the cloud?
- A. They ignored it
 - B. They followed its direction
 - C. They hesitated
 - D. They argued

Answers: 1. B, 2. A, 3. B, 4. C, 5. B, 6. A, 7. B, 8. B, 9. B, 10. B

Fill in the Blank

- 1. The Israelites celebrated _____ in the wilderness according to God's command.
- 2. Those who were ceremonially _____ or on a journey could not celebrate Passover at the appointed time.
- 3. God allowed those who missed Passover to celebrate it a _____ later.
- 4. The Israelites were guided by a _____ during the day and by fire at night.

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5. The cloud settled over the _____ during the day.
6. When the cloud lifted, the Israelites knew it was time to _____ on their journey.
7. At night, the cloud looked like _____ over the tabernacle.
8. The cloud and fire were signs of God's _____ and guidance.
9. The Israelites camped in one place until the _____ lifted.
10. The Israelites followed the _____ of the cloud during their journey.

Answers: 1. Passover, 2. unclean, 3. month, 4. cloud, 5. tabernacle, 6. move, 7. fire, 8. presence, 9. cloud, 10. direction

Vocabulary Words

1. **Passover** - (פֶּסַח, "Pesach"): A Jewish feast commemorating the Israelites' deliverance from Egypt.
2. **Ceremonially Unclean** - (טָמֵא, "tamei"): A state of impurity according to Jewish law, preventing participation in religious rites.
3. **Tabernacle** - (מִשְׁכָּן, "mishkan"): The portable dwelling place for the divine presence during the Israelites' journey.
4. **Cloud by Day, Fire by Night** - (עָנָן בַּיּוֹם, "anan bayom"; אֵשׁ בַּלַּיְלָה, "esh balayla"): The manifestations of God's presence guiding the Israelites.
5. **Guidance** - (הַנְּחִיָּא, "hanchaiah"): The act of directing or leading, especially by God.

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CHAPTER 10

Summary of Chapter

Chapter 10 of the Book of Numbers describes the use of two silver trumpets for signaling the Israelites during their journey and for summoning the congregation. The chapter also details the order of march as the Israelites set out from Mount Sinai for the first time, following the cloud of God's presence. Moses invites his father-in-law, Hobab, to accompany the Israelites, promising blessings. The chapter concludes with the Israelites traveling for three days, led by the Ark of the Covenant and the cloud, which signified God's presence guiding them on their journey.

Opening Question

1. Why were the silver trumpets important for communication among the Israelites during their journey?
 2. How does the presence of the cloud and the Ark of the Covenant reassure the Israelites during their travels?
-

Outline

1. **The Making and Use of the Silver Trumpets** (Numbers 10:1-10)
 - Application Question 1: How do the silver trumpets symbolize the need for clear communication in our lives and communities?
 - Application Question 2: In what ways can we use effective communication to maintain unity in our church or family?
2. **The Israelites' Departure from Sinai** (Numbers 10:11-13)

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- Application Question 1: What does the Israelites' departure from Sinai teach us about following God's direction in our lives?
 - Application Question 2: How can we be ready to move when God calls us to new opportunities or challenges?
 - 3. **The Order of March** (Numbers 10:14-28)
 - Application Question 1: Why is it important to have an organized plan when undertaking a large task, and how does this apply to our spiritual journey?
 - Application Question 2: How can we ensure that our steps are ordered by God in our daily lives?
 - 4. **Moses' Invitation to Hobab** (Numbers 10:29-32)
 - Application Question 1: What does Moses' invitation to Hobab teach us about seeking guidance and companionship on our spiritual journey?
 - Application Question 2: How can we invite others to join us in our walk with God?
 - 5. **The Journey Begins** (Numbers 10:33-36)
 - Application Question 1: How does the Ark of the Covenant leading the way encourage us to trust in God's guidance?
 - Application Question 2: In what ways can we remind ourselves that God is with us on our journey, just as He was with the Israelites?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 10:35, "Whenever the ark set out, Moses said, 'Rise up, Lord! May your enemies be scattered; may your foes flee before you.'" Recite it by the end of the week.
2. **Role Playing Activity:** Have students role-play the scene of the Israelites preparing to leave Sinai, using the silver trumpets to signal the order of march, and discuss the importance of following God's guidance.

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3. **Discussion Activity:** Discuss the significance of the Ark of the Covenant and the cloud leading the Israelites, and how we can trust God to guide us in our lives.
-

Quiz

1. What were the silver trumpets used for?
 - A. Music in the tabernacle
 - B. Summoning the congregation and signaling the camp
 - C. Warning of danger
 - D. Announcing festivals
2. Who was responsible for blowing the silver trumpets?
 - A. Moses
 - B. Aaron's sons, the priests
 - C. The Levites
 - D. The tribal leaders
3. What signaled the Israelites to set out on their journey?
 - A. The sound of the trumpets
 - B. The lifting of the cloud
 - C. Moses' command
 - D. The priests' signal
4. Who did Moses invite to join the Israelites on their journey?
 - A. His brother Aaron
 - B. His father-in-law, Hobab
 - C. Joshua
 - D. Caleb
5. What was the role of the Ark of the Covenant during the journey?
 - A. It was carried at the rear of the camp
 - B. It led the way, signifying God's presence

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- C. It was placed in the center of the camp
- D. It was used as a weapon in battles
- 6. How long did the Israelites travel after leaving Sinai?
 - A. One day
 - B. Three days
 - C. Seven days
 - D. Forty days
- 7. What did Moses say whenever the ark set out?
 - A. "Praise the Lord!"
 - B. "Rise up, Lord! May your enemies be scattered."
 - C. "Let us march forward!"
 - D. "God is with us!"
- 8. How did the Israelites know when to camp?
 - A. When the trumpets sounded
 - B. When the cloud settled
 - C. When Moses gave the order
 - D. When the Ark stopped
- 9. What did Moses promise Hobab if he accompanied them?
 - A. Riches and land
 - B. Safety and blessings
 - C. Food and shelter
 - D. Honor and recognition
- 10. What was the purpose of the trumpets during battle?
 - A. To confuse the enemy
 - B. To signal God's help and rally the troops
 - C. To declare victory
 - D. To celebrate

Answers: 1. B, 2. B, 3. B, 4. B, 5. B, 6. B, 7. B, 8. B, 9. B, 10. B

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Fill in the Blank

1. The silver _____ were used to summon the congregation and signal the camp to set out.
2. Aaron's sons, the _____, were responsible for blowing the trumpets.
3. The Israelites knew it was time to set out when the _____ lifted.
4. Moses invited his father-in-law, _____, to join the Israelites on their journey.
5. The Ark of the Covenant led the way, signifying God's _____ with the Israelites.
6. The Israelites traveled for _____ days after leaving Sinai.
7. Moses would say, "_____ up, Lord! May your enemies be scattered," whenever the ark set out.
8. The Israelites knew when to camp when the _____ settled.
9. Moses promised Hobab safety and _____ if he accompanied them.
10. The trumpets were also used during _____ to signal God's help and rally the troops.

Answers: 1. trumpets, 2. priests, 3. cloud, 4. Hobab, 5. presence, 6. three, 7. Rise, 8. cloud, 9. blessings, 10. battle

Vocabulary Words

1. **Trumpet** - (חֲצוֹצְרָה, "chatzotzrah"): A silver instrument used for signaling and summoning in the Israelite camp.
2. **Ark of the Covenant** - (אָרוֹן הַבְּרִית, "aron habrit"): The sacred chest that held the tablets of the Ten Commandments, representing God's presence.
3. **Sinai** - (סִינַי, "Sinai"): The mountain where God gave the Ten Commandments to Moses and the Israelites camped before continuing their journey.
4. **Hobab** - (חֹבָב, "Hovav"): Moses' father-in-law, who was invited to accompany the Israelites on their journey.

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5. **Presence** - (נִכְחֹת, "no'khochot"): The state of being present, especially referring to God's guiding presence among the Israelites.

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CHAPTER 11

Summary of Chapter

Chapter 11 of the Book of Numbers describes the Israelites' complaints about their hardships and the lack of variety in their food while journeying in the wilderness. God responds by sending quail to satisfy their cravings, but He also punishes them for their ingratitude. Moses, feeling overwhelmed by the burden of leading the people, pleads with God for help. God instructs Moses to appoint seventy elders to assist him. The chapter highlights the consequences of complaining against God's provisions and the importance of leadership and support in guiding a community.

Opening Question

1. Why do you think the Israelites complained about their situation despite God's continuous provision?
 2. How does Moses' request for help reflect the challenges of leadership and the need for support?
-

Outline

1. **The Israelites Complain About Their Hardships** (Numbers 11:1-6)
 - Application Question 1: How can complaining affect our relationship with God and others?
 - Application Question 2: What can we do to cultivate gratitude even in difficult circumstances?
2. **God's Response: The Provision of Quail** (Numbers 11:7-15)
 - Application Question 1: How does God's provision of quail demonstrate His patience and justice?

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- Application Question 2: What are the consequences of demanding more than what God provides?
 - 3. **Moses Seeks Help in Leadership** (Numbers 11:16-30)
 - Application Question 1: Why is it important for leaders to seek help and support?
 - Application Question 2: How can we support our leaders in their responsibilities?
 - 4. **The Plague and the Consequences of Ingratitude** (Numbers 11:31-35)
 - Application Question 1: What does the plague teach us about the dangers of ingratitude and greed?
 - Application Question 2: How can we avoid the pitfalls of selfish desires in our own lives?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 11:23, "The Lord answered Moses, 'Is the Lord's arm too short? Now you will see whether or not what I say will come true for you.'" Recite it by the end of the week.
 2. **Role Playing Activity:** Have students role-play the scene where Moses seeks help from the seventy elders, discussing the importance of teamwork and leadership.
 3. **Discussion Activity:** Discuss the significance of gratitude and how complaining can impact our spiritual lives, using the Israelites' story as an example.
-

Quiz

1. What did the Israelites complain about in Numbers 11?
 - A. Lack of water
 - B. Hardships and lack of variety in food
 - C. Their enemies
 - D. The weather

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2. What food did the Israelites crave in the wilderness?
 - A. Bread
 - B. Quail
 - C. Fish
 - D. Manna
3. How did God respond to the Israelites' complaints?
 - A. He ignored them
 - B. He provided quail
 - C. He punished them immediately
 - D. He sent a flood
4. Who did Moses ask for help in leading the people?
 - A. Aaron
 - B. Joshua
 - C. The seventy elders
 - D. The Levites
5. How did God provide for Moses' request for help?
 - A. He gave Moses more strength
 - B. He appointed seventy elders to assist Moses
 - C. He reduced the number of Israelites
 - D. He provided more food
6. What was the consequence of the Israelites' greed after eating the quail?
 - A. They were satisfied
 - B. They were punished with a plague
 - C. They became stronger
 - D. They were exiled
7. What did Moses say to God about the burden of leading the people?
 - A. He was willing to continue alone
 - B. He asked God to relieve him of his duties

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- C. He complained about the people
- D. He requested help
- 8. What was the purpose of the seventy elders?
 - A. To replace Moses
 - B. To assist Moses in leading the people
 - C. To prepare the sacrifices
 - D. To scout the Promised Land
- 9. What did the Israelites call the place where they were punished with the plague?
 - A. Mount Sinai
 - B. Kibroth Hattaavah
 - C. Shiloh
 - D. Jericho
- 10. What lesson can we learn from the Israelites' experience in Numbers 11?
 - A. To always demand more from God
 - B. To be content and grateful for what God provides
 - C. To rely solely on our own strength
 - D. To avoid seeking help from others

Answers: 1. B, 2. B, 3. B, 4. C, 5. B, 6. B, 7. D, 8. B, 9. B, 10. B

Fill in the Blank

- 1. The Israelites complained about their hardships and the lack of _____ in food.
- 2. God provided _____ to satisfy the Israelites' cravings.
- 3. Moses asked God for help in leading the _____ people.
- 4. God instructed Moses to appoint _____ elders to assist him.
- 5. The Israelites were punished with a _____ after eating the quail.
- 6. Moses expressed the burden of leadership and sought _____ from God.

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7. The seventy elders were chosen to _____ Moses in his responsibilities.
8. The place where the Israelites were punished with a plague was called _____ Hattaavah.
9. Complaining against God's provision can lead to _____ consequences.
10. We should cultivate _____ for what God provides in our lives.

Answers: 1. variety, 2. quail, 3. Israelite, 4. seventy, 5. plague, 6. help, 7. assist, 8. Kibroth, 9. negative, 10. gratitude

Vocabulary Words

1. **Ingratitude** - (כְּפֻיּוּת טוֹבָה, "kefuyut tovah"): The lack of thankfulness or appreciation.
2. **Quail** - (שֶׁלַיִ, "selav"): A type of bird that God provided as food for the Israelites in the wilderness.
3. **Elders** - (זִקְנִים, "zekenim"): Respected leaders or advisors, often chosen to assist in governance and decision-making.
4. **Plague** - (מַגֵּפָה, "magefah"): A disaster or disease sent as a punishment or judgment.
5. **Gratitude** - (תּוֹדָה, "todah"): The quality of being thankful and showing appreciation for kindness or benefits received.

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CHAPTER 12

Summary of Chapter

Chapter 12 of the Book of Numbers describes the rebellion of Miriam and Aaron against Moses, questioning his unique relationship with God because of his marriage to a Cushite woman. God calls the three siblings to the Tent of Meeting and defends Moses, affirming his special status as a prophet with whom God speaks directly. As a result of their challenge, Miriam is struck with leprosy, and Aaron pleads with Moses to intercede for her. Moses prays to God, and Miriam is healed but must stay outside the camp for seven days as part of her purification.

Opening Question

1. Why do you think Miriam and Aaron questioned Moses' leadership, and what can we learn from their actions?
 2. How does God's defense of Moses demonstrate His standards for leadership and humility?
-

Outline

1. **Miriam and Aaron's Rebellion Against Moses** (Numbers 12:1-3)
 - Application Question 1: What can cause people to challenge authority, and how should we approach such situations with humility?
 - Application Question 2: How can we guard against jealousy and pride in our relationships?
2. **God's Defense of Moses** (Numbers 12:4-8)
 - Application Question 1: Why is it important to recognize and respect God's chosen leaders?

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- Application Question 2: How does God's defense of Moses teach us about the value of humility and obedience?
 - 3. **Miriam's Punishment and Restoration** (Numbers 12:9-15)
 - Application Question 1: What does Miriam's punishment teach us about the consequences of rebellion against God's chosen leaders?
 - Application Question 2: How can we seek restoration and healing after making mistakes or wrong decisions?
 - 4. **The Journey Resumes After Miriam's Healing** (Numbers 12:16)
 - Application Question 1: What does the resumption of the journey after Miriam's healing symbolize about forgiveness and moving forward?
 - Application Question 2: How can we support others in their journey toward restoration and healing?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 12:6, "When there is a prophet among you, I, the Lord, reveal myself to them in visions, I speak to them in dreams." Recite it by the end of the week.
 2. **Role Playing Activity:** Have students role-play the scene where Miriam and Aaron confront Moses, followed by God's response, to discuss the importance of humility and respecting God's chosen leaders.
 3. **Discussion Activity:** Discuss the importance of forgiveness and the process of restoration after someone has made a mistake, using Miriam's experience as an example.
-

Quiz

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1. Who questioned Moses' leadership in Numbers 12?
 - A. Joshua and Caleb
 - B. Miriam and Aaron
 - C. The Levites
 - D. The elders
2. What reason did Miriam and Aaron give for questioning Moses?
 - A. His leadership style
 - B. His marriage to a Cushite woman
 - C. His decisions in the wilderness
 - D. His choice of the elders
3. How did God describe His relationship with Moses?
 - A. He spoke to Moses in dreams
 - B. He spoke to Moses face to face
 - C. He sent angels to guide Moses
 - D. He gave Moses visions only
4. What was Miriam's punishment for questioning Moses?
 - A. She was exiled
 - B. She was struck with leprosy
 - C. She lost her position
 - D. She was silenced
5. Who interceded for Miriam after she was punished?
 - A. Aaron
 - B. The elders
 - C. Joshua
 - D. Moses
6. How long was Miriam required to stay outside the camp after being healed?
 - A. Three days
 - B. Seven days

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- C. Forty days
 - D. One month
7. What does Miriam's healing symbolize?
- A. God's judgment
 - B. God's mercy and forgiveness
 - C. God's wrath
 - D. God's indifference
8. What did God emphasize about Moses in His defense of him?
- A. Moses was the strongest leader
 - B. Moses was more humble than anyone else
 - C. Moses was the most intelligent
 - D. Moses was the most experienced
9. Where did God speak to Miriam, Aaron, and Moses during the confrontation?
- A. At the entrance to the Tent of Meeting
 - B. On Mount Sinai
 - C. In the tabernacle
 - D. By the Red Sea
10. What happened after Miriam was healed and allowed back into the camp?
- A. The Israelites continued their journey
 - B. The Israelites built an altar
 - C. The Israelites offered sacrifices
 - D. The Israelites held a feast

Answers: 1. B, 2. B, 3. B, 4. B, 5. D, 6. B, 7. B, 8. B, 9. A, 10. A

Fill in the Blank

1. _____ and Aaron questioned Moses' leadership because of his marriage to a Cushite woman.

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2. God defended Moses, emphasizing that He spoke to him _____ to face.
3. Miriam was struck with _____ as punishment for challenging Moses.
4. _____ interceded for Miriam, asking God to heal her.
5. Miriam was required to stay outside the camp for _____ days after being healed.
6. God described Moses as the most _____ man on earth.
7. God spoke to Miriam, Aaron, and Moses at the entrance to the _____ of Meeting.
8. After Miriam's healing, the Israelites resumed their _____.
9. The punishment of Miriam teaches us the consequences of _____ against God's chosen leaders.
10. Miriam's healing symbolizes God's _____ and forgiveness.

Answers: 1. Miriam, 2. face, 3. leprosy, 4. Moses, 5. seven, 6. humble, 7. Tent, 8. journey, 9. rebellion, 10. mercy

Vocabulary Words

1. **Leprosy** - (צָרַעַת, "tzara'at"): A serious skin disease often mentioned in the Bible, associated with ritual impurity.
2. **Prophet** - (נָבִיא, "navi"): A person chosen by God to deliver His messages to the people.
3. **Humility** - (עֲנָוָה, "anavah"): The quality of being humble and modest, often highlighted as a virtue in biblical leaders.
4. **Intercession** - (הַפְגָּעָה, "hafga'ah"): The act of intervening or mediating on behalf of another person, often through prayer.
5. **Rebellion** - (מֶרִי, "meri"): An act of resistance or defiance against authority or established rules, particularly against God or His appointed leaders.

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CHAPTER 13

Summary of Chapter

Chapter 13 of the Book of Numbers details the mission of the twelve spies sent by Moses to explore the land of Canaan, the Promised Land. The spies are instructed to assess the land, its people, and its cities. After forty days, they return with a mixed report. While they confirm that the land is fertile and abundant, ten of the spies express fear about the strength and size of the inhabitants, leading to doubts and discouragement among the Israelites. However, Caleb, one of the spies, urges the people to trust in God and take possession of the land.

Opening Question

1. Why do you think ten of the spies focused on the challenges rather than the opportunities in the Promised Land?
 2. How does Caleb's response to the report of the spies demonstrate faith and trust in God?
-

Outline

1. **The Selection and Mission of the Twelve Spies** (Numbers 13:1-20)
 - Application Question 1: What qualities should we look for in leaders or representatives sent to assess challenges or opportunities?
 - Application Question 2: How can we approach new opportunities with faith rather than fear?
2. **The Spies' Exploration of Canaan** (Numbers 13:21-25)
 - Application Question 1: What can we learn from the thoroughness of the spies' exploration, and how can we apply this diligence to our tasks?

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- Application Question 2: How can we balance the need to be realistic about challenges with the need to have faith in God's promises?
 - 3. **The Report of the Spies and the Division Among Them** (Numbers 13:26-33)
 - Application Question 1: How does the differing perspective between Caleb and the other spies illustrate the power of faith versus fear?
 - Application Question 2: What can we do when faced with fear or doubt in our own lives?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 13:30, "Then Caleb silenced the people before Moses and said, 'We should go up and take possession of the land, for we can certainly do it.'" Recite it by the end of the week.
 2. **Role Playing Activity:** Have students reenact the scene where the spies report back to the Israelites, focusing on the contrast between the fearful report of the ten spies and Caleb's response, discussing the importance of faith and courage.
 3. **Discussion Activity:** Discuss how fear and faith can influence our decisions and actions, using the spies' reports as an example, and encourage students to share personal experiences where faith helped them overcome challenges.
-

Quiz

1. How many spies were sent to explore Canaan?
 - A. Ten
 - B. Twelve
 - C. Eight
 - D. Seven

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2. What were the spies instructed to assess in Canaan?
 - A. The land and its produce
 - B. The strength of the people and cities
 - C. The defenses of the cities
 - D. All of the above
3. How long did the spies explore the land of Canaan?
 - A. 30 days
 - B. 40 days
 - C. 50 days
 - D. 60 days
4. What did the spies bring back as evidence of the land's fertility?
 - A. Grapes, pomegranates, and figs
 - B. Wheat and barley
 - C. Olives and dates
 - D. Gold and silver
5. How many spies gave a negative report about the land?
 - A. One
 - B. Two
 - C. Ten
 - D. All twelve
6. What did the ten spies say about the inhabitants of Canaan?
 - A. They were friendly
 - B. They were strong and their cities were fortified
 - C. They were weak
 - D. They were welcoming
7. Who encouraged the Israelites to take possession of the land?
 - A. Moses
 - B. Joshua

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- C. Aaron
 - D. Caleb
8. How did the Israelites react to the report of the ten spies?
 - A. They were excited
 - B. They were discouraged and afraid
 - C. They ignored it
 - D. They immediately prepared for battle
 9. What phrase did Caleb use to encourage the Israelites?
 - A. "We are not able to go up against the people."
 - B. "Let us return to Egypt."
 - C. "We should go up and take possession of the land."
 - D. "The Lord has abandoned us."
 10. What does the story of the twelve spies teach us about faith?
 - A. Faith requires ignoring all challenges
 - B. Faith involves trusting in God's promises despite challenges
 - C. Faith is only needed when there are no challenges
 - D. Faith means relying on our own strength alone

Answers: 1. B, 2. D, 3. B, 4. A, 5. C, 6. B, 7. D, 8. B, 9. C, 10. B

Fill in the Blank

1. Moses sent _____ spies to explore the land of Canaan.
2. The spies were instructed to assess the land and the strength of its _____.
3. The spies explored the land for _____ days.
4. They brought back grapes, pomegranates, and _____ as evidence of the land's fertility.
5. Ten of the spies gave a _____ report about the land.
6. The ten spies said that the inhabitants of Canaan were strong and their cities were _____.

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7. _____ encouraged the Israelites to take possession of the land.
8. The Israelites were _____ and afraid after hearing the report of the ten spies.
9. Caleb said, "We should go up and take _____ of the land."
10. The story of the twelve spies teaches us to trust in God's _____ despite challenges.

Answers: 1. twelve, 2. people, 3. forty, 4. figs, 5. negative, 6. fortified, 7. Caleb, 8. discouraged, 9. possession, 10. promises

Vocabulary Words

1. **Canaan** - (כְּנָעַן, "Kenaan"): The land promised by God to the descendants of Abraham, Isaac, and Jacob, known as the Promised Land.
2. **Spy** - (מְרַגֵּל, "meragel"): A person sent to gather information about a land or enemy, often in secret.
3. **Fertility** - (פְּרִיּוּת, "periut"): The quality of being fruitful and productive, often used to describe land that is good for agriculture.
4. **Fortified** - (מְבֻצָּר, "mevutzar"): Strengthened or protected, especially referring to cities with strong walls and defenses.
5. **Faith** - (אֱמוּנָה, "emunah"): Complete trust or confidence in God, often in the face of challenges or uncertainty.

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CHAPTER 14

Summary of Chapter

Chapter 14 of the Book of Numbers recounts the Israelites' rebellion after hearing the negative report from the ten spies. The people, overwhelmed by fear, refuse to enter the Promised Land and propose returning to Egypt. Joshua and Caleb, the two faithful spies, try to encourage the people to trust in God, but the congregation threatens to stone them. God becomes angry and threatens to destroy the Israelites, but Moses intercedes on their behalf. God relents but decrees that the generation of adults who rebelled will not enter the Promised Land, instead wandering in the wilderness for forty years until they perish.

Opening Question

1. Why do you think the Israelites were so quick to reject God's promise after hearing the spies' report?
 2. How does Moses' intercession for the people demonstrate his role as a leader and mediator?
-

Outline

1. **The Israelites' Rebellion** (Numbers 14:1-4)
 - Application Question 1: How can fear and doubt lead us to make poor decisions?
 - Application Question 2: What steps can we take to trust God's promises, even when circumstances seem daunting?
2. **Joshua and Caleb's Plea for Faith** (Numbers 14:5-10)
 - Application Question 1: What can we learn from Joshua and Caleb's courage in standing up for their faith?

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- Application Question 2: How can we encourage others to remain faithful in the face of fear?
 - 3. **God's Anger and Moses' Intercession** (Numbers 14:11-19)
 - Application Question 1: Why is intercession important in our relationships with God and others?
 - Application Question 2: How can we develop the heart of an intercessor, like Moses?
 - 4. **God's Judgment and the Consequence of Rebellion** (Numbers 14:20-38)
 - Application Question 1: What does the consequence of the Israelites' rebellion teach us about the seriousness of disobedience?
 - Application Question 2: How can we learn from past mistakes to avoid future consequences?
 - 5. **The Defeat of the Israelites' Presumptuous Attempt to Enter the Land** (Numbers 14:39-45)
 - Application Question 1: What can happen when we try to move forward without God's blessing or guidance?
 - Application Question 2: How can we ensure that our actions align with God's will?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 14:9, "Only do not rebel against the Lord. And do not be afraid of the people of the land, because we will devour them. Their protection is gone, but the Lord is with us. Do not be afraid of them." Recite it by the end of the week.
 2. **Role Playing Activity:** Have students reenact the scene where the Israelites rebel and Joshua and Caleb try to encourage them, discussing the importance of faith and the dangers of fear.
 3. **Discussion Activity:** Discuss the role of intercession in our lives and how Moses' actions can inspire us to pray for others, especially when they are struggling with doubt or fear.
-

Quiz

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Observe, Interpret & Apply

1. What did the Israelites propose after hearing the report of the ten spies?
 - A. To march into the Promised Land
 - B. To return to Egypt
 - C. To seek peace with the Canaanites
 - D. To build a new city
2. Who tried to encourage the Israelites to trust in God's promise?
 - A. Aaron and Miriam
 - B. Joshua and Caleb
 - C. Moses and Aaron
 - D. The elders
3. How did the Israelites respond to Joshua and Caleb's encouragement?
 - A. They agreed to move forward
 - B. They praised them
 - C. They threatened to stone them
 - D. They ignored them
4. What was God's initial reaction to the Israelites' rebellion?
 - A. He ignored it
 - B. He threatened to destroy them
 - C. He forgave them immediately
 - D. He sent them into battle
5. Who interceded on behalf of the Israelites?
 - A. Aaron
 - B. Joshua
 - C. Caleb
 - D. Moses
6. What consequence did God decree for the Israelites' rebellion?
 - A. They would be immediately punished
 - B. They would wander in the wilderness for forty years

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- C. They would enter the Promised Land immediately
 - D. They would be sent back to Egypt
7. Who among the Israelites were allowed to enter the Promised Land?
- A. Only Joshua and Caleb
 - B. The entire congregation
 - C. The priests
 - D. The children of the rebellious generation
8. What happened when the Israelites attempted to enter the Promised Land without God's blessing?
- A. They succeeded
 - B. They were defeated
 - C. They were welcomed
 - D. They retreated safely
9. How long were the Israelites condemned to wander in the wilderness?
- A. Ten years
 - B. Twenty years
 - C. Forty years
 - D. Fifty years
10. What lesson does this chapter teach about the importance of trusting in God's promises?
- A. Trusting in God is unnecessary when facing challenges
 - B. Trusting in God's promises leads to victory, while disobedience leads to defeat
 - C. Trusting in God's promises is only needed in easy situations
 - D. Disobedience has no real consequences

Answers: 1. B, 2. B, 3. C, 4. B, 5. D, 6. B, 7. A, 8. B, 9. C, 10. B

Fill in the Blank

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Observe, Interpret & Apply

1. After hearing the report of the ten spies, the Israelites proposed returning to _____.
2. _____ and Caleb tried to encourage the Israelites to trust in God's promise.
3. The Israelites threatened to _____ Joshua and Caleb for their encouragement.
4. God threatened to _____ the Israelites for their rebellion.
5. _____ interceded on behalf of the Israelites, asking God to forgive them.
6. As a consequence of their rebellion, the Israelites were condemned to wander in the wilderness for _____ years.
7. Only Joshua and Caleb were allowed to enter the _____ Land.
8. The Israelites were _____ when they attempted to enter the Promised Land without God's blessing.
9. The Israelites' rebellion teaches us the importance of _____ in God's promises.
10. Disobedience to God can lead to serious _____.

Answers: 1. Egypt, 2. Joshua, 3. stone, 4. destroy, 5. Moses, 6. forty, 7. Promised, 8. defeated, 9. trusting, 10. consequences

Vocabulary Words

1. **Rebellion** - (מֶרִי, "meri"): An act of resistance or defiance against authority, especially against God's commands.
2. **Intercession** - (הַפְּגָעָה, "hafga'ah"): The act of intervening or pleading on behalf of another, especially through prayer.
3. **Wilderness** - (מִדְבָּר, "midbar"): A desert or barren region, often symbolizing a place of testing or judgment in the Bible.
4. **Promise** - (הַבְטָחָה, "havtachah"): A declaration or assurance that one will do something or that a particular thing will happen, especially relating to God's commitments to His people.
5. **Consequence** - (תּוֹצְאָה, "totza'ah"): The result or effect of an action or decision, often referring to the outcomes of obedience or disobedience to God's commands.

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Observe, Interpret & Apply

CHAPTER 15

Summary of Chapter

Chapter 15 of the Book of Numbers provides detailed instructions from God to the Israelites about offerings, including those for unintentional sins and how to atone for them. The chapter distinguishes between sins committed unintentionally and those committed defiantly, with harsher consequences for the latter. It also recounts the story of a man caught gathering wood on the Sabbath, who is sentenced to death, emphasizing the seriousness of observing God's commands. The chapter concludes with the command to wear tassels on the corners of their garments as a reminder to follow God's laws and remain holy.

Opening Question

1. Why do you think there is a distinction between unintentional sins and deliberate sins in God's instructions?
 2. How does the command to wear tassels on their garments help the Israelites remember God's laws?
-

Outline

1. **Instructions for Offerings** (Numbers 15:1-21)
 - Application Question 1: How can making offerings or sacrifices help us express our devotion to God?
 - Application Question 2: In what ways can we dedicate our actions and resources to honor God today?
2. **Atonement for Unintentional Sins** (Numbers 15:22-29)

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- Application Question 1: Why is it important to seek forgiveness for sins, even those committed unintentionally?
 - Application Question 2: How can we cultivate a heart that seeks to correct our mistakes and learn from them?
3. **Punishment for Defiant Sins and Sabbath Violations** (Numbers 15:30-36)
- Application Question 1: What does the punishment for deliberate sin teach us about the seriousness of willful disobedience?
 - Application Question 2: How can we ensure that we approach God's commands with reverence and a willingness to obey?
4. **The Command to Wear Tassels** (Numbers 15:37-41)
- Application Question 1: How can physical reminders, like the tassels, help us stay focused on our faith and obedience to God?
 - Application Question 2: What are some practical ways we can remind ourselves daily to live according to God's principles?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 15:39, "You will have these tassels to look at and so you will remember all the commands of the Lord, that you may obey them and not prostitute yourselves by chasing after the lusts of your own hearts and eyes." Recite it by the end of the week.
 2. **Role Playing Activity:** Have students reenact the story of the man gathering wood on the Sabbath, discussing the importance of obedience to God's commands and the seriousness of the Sabbath.
 3. **Discussion Activity:** Discuss the concept of unintentional versus deliberate sin, and how we can take responsibility for our actions, seeking forgiveness and striving to obey God in all things.
-

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Quiz

1. What type of offerings are detailed in Numbers 15?
 - A. Burnt offerings and grain offerings
 - B. Peace offerings and drink offerings
 - C. Offerings for unintentional sins
 - D. All of the above
2. What must be done if an unintentional sin is committed by the community?
 - A. Nothing
 - B. Offer a burnt offering and a sin offering
 - C. Confess the sin publicly
 - D. Punish the offender
3. What is the consequence for defiant sin?
 - A. A light punishment
 - B. Excommunication or death
 - C. Immediate forgiveness
 - D. A warning
4. What was the man caught doing on the Sabbath?
 - A. Cooking
 - B. Building a shelter
 - C. Gathering wood
 - D. Walking too far
5. What was the punishment for the man gathering wood on the Sabbath?
 - A. He was warned
 - B. He was stoned to death
 - C. He was fined
 - D. He was forgiven
6. What is the purpose of the tassels commanded in Numbers 15?
 - A. To show wealth

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- B. To remind the Israelites of God's commands
 - C. To keep them warm
 - D. To distinguish them from other nations
7. Where were the Israelites instructed to place the tassels?
- A. On their doors
 - B. On their sandals
 - C. On the corners of their garments
 - D. On their tents
8. What does the command to wear tassels symbolize?
- A. Wealth and status
 - B. A reminder to obey God's laws
 - C. A new fashion trend
 - D. Protection from enemies
9. Why is it important to differentiate between unintentional and defiant sins?
- A. Because all sins are the same
 - B. Because the heart and intent behind actions matter to God
 - C. Because only unintentional sins are forgiven
 - D. Because defiant sins are less serious
10. What does the story of the man gathering wood on the Sabbath teach us about obedience to God's commands?
- A. Obedience is optional
 - B. God's commands are to be taken seriously
 - C. Breaking the Sabbath is not important
 - D. There are no consequences for disobedience

Answers: 1. D, 2. B, 3. B, 4. C, 5. B, 6. B, 7. C, 8. B, 9. B, 10. B

Fill in the Blank

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1. Numbers 15 provides instructions for _____ offerings and offerings for unintentional sins.
2. If the community commits an unintentional sin, they must offer a _____ offering and a sin offering.
3. Defiant sins result in severe consequences, such as _____ or death.
4. The man was caught gathering _____ on the Sabbath.
5. The man gathering wood on the Sabbath was _____ to death.
6. The Israelites were commanded to wear _____ on the corners of their garments.
7. The purpose of the tassels was to remind the Israelites of God's _____.
8. The tassels were placed on the _____ of their garments.
9. Differentiating between unintentional and defiant sins highlights the importance of the heart's _____ behind actions.
10. The story of the man gathering wood teaches us the importance of _____ to God's commands.

Answers: 1. various, 2. burnt, 3. excommunication, 4. wood, 5. stoned, 6. tassels, 7. commands, 8. corners, 9. intent, 10. obedience

Vocabulary Words

1. **Atonement** - (כִּפּוּר, "kippur"): The process of making amends or reparation for sin, often through sacrifice.
2. **Unintentional Sin** - (חֵטְא שֶׁבִּשְׁגָּגָה, "chet she'bishgagah"): A sin committed without deliberate intent, requiring atonement when realized.
3. **Defiant Sin** - (חֵטְא בְּיָד רָמָה, "chet be'yad ramah"): A sin committed with full knowledge and willful disobedience against God's commands.
4. **Tassel** - (צִיצִית, "tzitzit"): A fringe or tassel worn on the corners of garments by the Israelites as a reminder to obey God's commandments.
5. **Sabbath** - (שַׁבָּת, "Shabbat"): The seventh day of the week, a day of rest and worship commanded by God, to be kept holy by the Israelites.

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Observe, Interpret & Apply

CHAPTER 16

Summary of Chapter

Chapter 16 of the Book of Numbers recounts the rebellion led by Korah, Dathan, and Abiram against Moses and Aaron. They challenge Moses' and Aaron's leadership, accusing them of exalting themselves over the assembly of the Lord. In response, Moses instructs them to present themselves before the Lord with censers. God confirms Moses' and Aaron's leadership by causing the earth to open and swallow the rebels, along with their households. Fire then consumes the 250 men offering incense. The chapter ends with a warning to the Israelites about the consequences of rebellion against God's chosen leaders.

Opening Question

1. Why do you think Korah, Dathan, and Abiram rebelled against Moses and Aaron's leadership?
 2. How does the outcome of this rebellion demonstrate God's authority and the seriousness of challenging His appointed leaders?
-

Outline

1. **The Rebellion of Korah, Dathan, and Abiram** (Numbers 16:1-3)
 - Application Question 1: What motivates people to challenge leadership, and how should we handle disagreements with authority figures?
 - Application Question 2: How can we ensure that our actions and attitudes align with God's will rather than our personal ambitions?
2. **Moses' Response and the Test Before God** (Numbers 16:4-19)
 - Application Question 1: Why is it important to seek God's guidance when facing challenges or opposition?

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- Application Question 2: How can we trust God to vindicate us when we are wrongly accused or challenged?
 - 3. **God's Judgment on the Rebels** (Numbers 16:20-35)
 - Application Question 1: What does God's swift judgment on Korah and his followers teach us about the consequences of rebellion against His appointed leaders?
 - Application Question 2: How can we cultivate a heart of humility and submission to God's authority in our lives?
 - 4. **A Warning to the Israelites** (Numbers 16:36-50)
 - Application Question 1: Why is it important to learn from the mistakes of others, especially when it comes to disobedience?
 - Application Question 2: How can we stay vigilant against the temptation to rebel or challenge God's plans for us?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 16:32, "And the earth opened its mouth and swallowed them, with their households and all Korah's men and all their possessions." Recite it by the end of the week.
 2. **Role Playing Activity:** Have students role-play the scene where Korah, Dathan, and Abiram challenge Moses, leading to God's judgment, discussing the importance of respecting God's authority and chosen leaders.
 3. **Discussion Activity:** Discuss the dangers of pride and rebellion, using Korah's story as an example, and encourage students to share ways they can remain humble and obedient to God's guidance.
-

Quiz

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Observe, Interpret & Apply

1. Who led the rebellion against Moses and Aaron in Numbers 16?
 - A. Joshua
 - B. Caleb
 - C. Korah, Dathan, and Abiram
 - D. Aaron and Miriam
2. What did Korah and his followers accuse Moses and Aaron of doing?
 - A. Exalting themselves over the assembly of the Lord
 - B. Misleading the people
 - C. Hoarding resources
 - D. Ignoring God's commands
3. How did Moses respond to the rebellion?
 - A. He ignored them
 - B. He asked them to present themselves before the Lord with censers
 - C. He punished them immediately
 - D. He asked God to forgive them
4. What was the outcome for Korah, Dathan, Abiram, and their households?
 - A. They were forgiven
 - B. They were sent into exile
 - C. The earth opened and swallowed them
 - D. They were made priests
5. What happened to the 250 men offering incense with Korah?
 - A. They were promoted
 - B. They were consumed by fire
 - C. They were spared
 - D. They were imprisoned
6. How did God demonstrate His authority in this situation?
 - A. By appointing new leaders
 - B. By allowing the people to decide

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- C. By causing the earth to swallow the rebels and sending fire to consume the others
 - D. By speaking directly to Korah
7. What was the reaction of the Israelites after witnessing the judgment on the rebels?
- A. They repented
 - B. They continued to rebel
 - C. They ignored it
 - D. They praised Moses and Aaron
8. What does this chapter teach us about challenging God's appointed leaders?
- A. It is acceptable if we disagree
 - B. It can have serious consequences
 - C. It will always be forgiven
 - D. It is a sign of courage
9. Why did God send a plague after the rebellion was dealt with?
- A. As a further punishment for the people's attitude
 - B. To cleanse the camp
 - C. To test their faith
 - D. To demonstrate His power
10. How did the plague stop?
- A. The people repented
 - B. Moses interceded and made atonement
 - C. The rebels were forgiven
 - D. The plague naturally ended

Answers: 1. C, 2. A, 3. B, 4. C, 5. B, 6. C, 7. A, 8. B, 9. A, 10. B

Fill in the Blank

1. _____ led a rebellion against Moses and Aaron, challenging their leadership.

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2. Korah and his followers accused Moses and Aaron of exalting themselves over the _____ of the Lord.
3. Moses asked Korah and his followers to present themselves before the Lord with _____ as a test.
4. The earth opened and _____ Korah, Dathan, Abiram, and their households.
5. The 250 men offering incense with Korah were consumed by _____.
6. God demonstrated His authority by causing the earth to swallow the rebels and sending _____ to consume the others.
7. The Israelites _____ after witnessing God's judgment on the rebels.
8. Challenging God's appointed leaders can have serious _____.
9. God sent a _____ after dealing with the rebellion as further punishment for the people's attitude.
10. The plague stopped when Moses _____ and made atonement for the people.

Answers: 1. Korah, 2. assembly, 3. censers, 4. swallowed, 5. fire, 6. fire, 7. repented, 8. consequences, 9. plague, 10. interceded

Vocabulary Words

1. **Rebellion** - (מֶרִי, "meri"): An act of resistance or defiance against authority, especially against God's appointed leaders.
2. **Censer** - (מַחֲתָה, "machtah"): A container in which incense is burned during religious ceremonies.
3. **Authority** - (סְמִכּוּת, "samchut"): The power or right to give orders, make decisions, and enforce obedience, often referring to God's rule.
4. **Judgment** - (שְׁפָט, "shepat"): The act of making a decision or forming an opinion, particularly God's decisions regarding right and wrong.
5. **Intercession** - (הַפְגָּעָה, "hafga'ah"): The act of intervening or pleading on behalf of another, especially through prayer.

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CHAPTER 17

Summary of Chapter

Chapter 17 of the Book of Numbers describes how God confirms Aaron's leadership among the Israelites. After the rebellion led by Korah, God instructs Moses to gather a staff from each of the twelve tribes, with Aaron's name on the staff of the tribe of Levi. These staffs are placed in the Tent of Meeting before the Ark of the Covenant. The next day, Aaron's staff has miraculously budded, blossomed, and produced almonds, signifying God's choice of Aaron and his descendants as the legitimate priesthood. The chapter ends with the Israelites expressing fear of approaching the tabernacle.

Opening Question

1. Why do you think God chose to confirm Aaron's leadership through a miraculous sign involving a staff?
 2. How does Aaron's budding staff symbolize God's approval and the legitimacy of his priesthood?
-

Outline

1. **God's Instruction to Gather the Staffs** (Numbers 17:1-5)
 - Application Question 1: How can we seek God's confirmation and guidance when faced with uncertainty?
 - Application Question 2: Why is it important to follow God's chosen leaders in our spiritual communities?
2. **The Miracle of Aaron's Staff** (Numbers 17:6-9)
 - Application Question 1: What does the budding of Aaron's staff teach us about God's power to confirm His will?

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- Application Question 2: How can we trust in God's timing and methods when seeking His direction in our lives?
 - 3. **The Aftermath and Israel's Reaction** (Numbers 17:10-13)
 - Application Question 1: What can we learn from the Israelites' fear and their recognition of God's holiness?
 - Application Question 2: How should we approach God with reverence in our daily lives?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 17:8, "The next day Moses entered the tent and saw that Aaron's staff, which represented the tribe of Levi, had not only sprouted but had budded, blossomed and produced almonds." Recite it by the end of the week.
 2. **Role Playing Activity:** Have students reenact the gathering of the staffs and the revelation of Aaron's budding staff, discussing the significance of God's confirmation of leadership.
 3. **Discussion Activity:** Discuss the importance of seeking God's guidance and confirmation in leadership roles and how we can apply this in our spiritual lives today.
-

Quiz

1. How many staffs were gathered in Numbers 17?
 - A. Ten
 - B. Twelve
 - C. Eleven
 - D. Thirteen
2. Whose name was on the staff that budded?
 - A. Moses
 - B. Aaron

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- C. Joshua
 - D. Caleb
3. Where were the staffs placed overnight?
 - A. In the tabernacle courtyard
 - B. In the Tent of Meeting before the Ark of the Covenant
 - C. In front of the people
 - D. Outside the camp
 4. What happened to Aaron's staff?
 - A. It remained the same
 - B. It sprouted, budded, blossomed, and produced almonds
 - C. It turned into a snake
 - D. It was destroyed
 5. What was the purpose of the miracle of Aaron's staff?
 - A. To punish the Israelites
 - B. To confirm Aaron's leadership and the legitimacy of his priesthood
 - C. To demonstrate Moses' power
 - D. To provide food for the Israelites
 6. What did the Israelites fear after the miracle?
 - A. That they would be punished
 - B. That they could no longer approach the tabernacle
 - C. That they would lose the Promised Land
 - D. That Moses would leave them
 7. What does the budding of Aaron's staff symbolize?
 - A. God's approval and confirmation of Aaron's priesthood
 - B. The end of the Israelites' journey
 - C. A new season of harvest
 - D. The strength of the Levites
 8. What did God instruct Moses to do with Aaron's staff after it budded?
 - A. Return it to Aaron

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- B. Display it in the tabernacle as a sign against rebels
 - C. Burn it as an offering
 - D. Hide it in the wilderness
9. What was the reaction of the Israelites after seeing the miracle?
- A. They celebrated
 - B. They feared approaching the tabernacle
 - C. They rebelled
 - D. They ignored it
10. What lesson does this chapter teach about leadership and God's authority?
- A. Leadership should be challenged regularly
 - B. God confirms His chosen leaders and expects obedience
 - C. Leadership is based on personal ambition
 - D. God's authority is secondary to human authority

Answers: 1. B, 2. B, 3. B, 4. B, 5. B, 6. B, 7. A, 8. B, 9. B, 10. B

Fill in the Blank

1. God instructed Moses to gather a _____ from each of the twelve tribes.
2. Aaron's staff represented the tribe of _____.
3. The staffs were placed in the _____ of Meeting before the Ark of the Covenant.
4. The next day, Aaron's staff had sprouted, budded, blossomed, and produced _____.
5. The miracle of Aaron's staff confirmed his leadership and the legitimacy of his _____.
6. After witnessing the miracle, the Israelites feared approaching the _____.
7. The budding of Aaron's staff symbolized God's _____ and confirmation of his priesthood.
8. God instructed Moses to display Aaron's staff in the _____ as a sign against rebels.
9. The Israelites expressed _____ after seeing the miracle, recognizing God's holiness.
10. This chapter teaches that God confirms His chosen _____ and expects obedience.

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Answers: 1. staff, 2. Levi, 3. Tent, 4. almonds, 5. priesthood, 6. tabernacle, 7. approval, 8. tabernacle, 9. fear, 10. leaders

Vocabulary Words

1. **Staff** - (מַטֵּה, "matteh"): A rod or stick, often used as a symbol of authority or leadership in the Bible.
2. **Priesthood** - (כֹּהֲנָה, "kehunnah"): The office or position of a priest, especially referring to those chosen by God to serve in the tabernacle.
3. **Budding** - (נִצָּנוּן, "nitzun"): The process of a plant beginning to grow or develop buds, symbolizing new life or confirmation in this context.
4. **Tabernacle** - (מִשְׁכָּן, "mishkan"): The portable dwelling place for the divine presence during the Israelites' journey, where God's presence was believed to reside.
5. **Confirmation** - (אַשְׁרָה, "ashrah"): The act of establishing something as true, often through a sign or miracle, as in God confirming Aaron's leadership.

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CHAPTER 18

Summary of Chapter

Chapter 18 of the Book of Numbers details the duties and privileges of the priests and Levites. God reaffirms Aaron's role as the head of the priesthood and assigns specific responsibilities to the Levites in caring for the tabernacle. The chapter also outlines the offerings and portions that are to be given to the priests, including the firstfruits, tithes, and sacrifices, as their inheritance since they will not receive a portion of the land. God emphasizes the holiness required in handling these sacred duties and the consequences of negligence.

Opening Question

1. Why do you think God assigned specific duties and privileges to the priests and Levites?
 2. How do the offerings and portions given to the priests reflect the relationship between the Israelites and their religious leaders?
-

Outline

1. **Responsibilities of the Priests and Levites** (Numbers 18:1-7)
 - Application Question 1: Why is it important for leaders to understand their specific roles and responsibilities in a community?
 - Application Question 2: How can we ensure that we faithfully carry out the duties entrusted to us by God?
2. **Offerings and Inheritance of the Priests** (Numbers 18:8-20)
 - Application Question 1: What does the provision of offerings to the priests teach us about supporting those who serve in spiritual leadership?

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- Application Question 2: How can we honor God through our giving and support of church leaders?
 - 3. **Tithes and Duties of the Levites** (Numbers 18:21-32)
 - Application Question 1: What is the significance of tithing, and how does it relate to our relationship with God?
 - Application Question 2: How can we cultivate a generous heart in giving to God's work?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 18:20, "The Lord said to Aaron, 'You will have no inheritance in their land, nor will you have any share among them; I am your share and your inheritance among the Israelites.'" Recite it by the end of the week.
 2. **Role Playing Activity:** Have students role-play the responsibilities of the priests and Levites in the tabernacle, discussing the importance of each role and how it contributes to the community's worship.
 3. **Discussion Activity:** Discuss the concept of tithing and offerings, and how we can support our church leaders and the work of the ministry today, using the example of the Israelites and the Levites.
-

Quiz

1. Who was confirmed as the head of the priesthood in Numbers 18?
 - A. Moses
 - B. Aaron
 - C. Joshua
 - D. Caleb

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2. What were the Levites responsible for in the tabernacle?
 - A. Offering sacrifices
 - B. Leading the people in battle
 - C. Caring for the tabernacle and its furnishings
 - D. Judging disputes
3. What were the priests and Levites not given as an inheritance?
 - A. Land
 - B. Wealth
 - C. Cattle
 - D. Gold
4. What were the priests to receive as their inheritance?
 - A. Cities
 - B. The offerings and tithes from the people
 - C. The firstborn of every family
 - D. Military honors
5. How were the Levites supported for their service?
 - A. They received a portion of the offerings
 - B. They were given land
 - C. They were paid wages
 - D. They were allowed to keep the tabernacle's treasures
6. What portion of the Israelites' produce was given to the priests?
 - A. The leftovers
 - B. The best portion and the firstfruits
 - C. Whatever was not needed by the people
 - D. The smallest portion
7. What did God declare to be the inheritance of the priests?
 - A. The wealth of Egypt
 - B. The land of Canaan

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- C. Himself
 - D. The tabernacle
8. What was the consequence for priests and Levites if they neglected their duties?
- A. They would lose their inheritance
 - B. They would be exiled
 - C. They would face death
 - D. They would be demoted
9. What were the Levites instructed to do with a tenth of the tithes they received?
- A. Keep it for themselves
 - B. Offer it as a tithe to the Lord
 - C. Share it with the priests
 - D. Distribute it among the poor
10. Why is it important for the priests and Levites to handle their duties with care?
- A. To maintain their power
 - B. To avoid negligence and uphold the holiness of their responsibilities
 - C. To gain wealth
 - D. To impress the people

Answers: 1. B, 2. C, 3. A, 4. B, 5. A, 6. B, 7. C, 8. C, 9. B, 10. B

Fill in the Blank

- 1. Aaron was confirmed as the head of the _____ in Numbers 18.
- 2. The Levites were responsible for caring for the _____ and its furnishings.
- 3. The priests and Levites were not given _____ as an inheritance.
- 4. The priests received the offerings and _____ from the people as their inheritance.
- 5. The Levites were supported by receiving a portion of the _____ from the people.
- 6. The best portion and the _____ of the Israelites' produce were given to the priests.

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7. God declared Himself to be the _____ of the priests.
8. The consequence for priests and Levites neglecting their duties was _____.
9. The Levites were instructed to offer a tenth of the _____ they received as a tithe to the Lord.
10. It is important for priests and Levites to handle their duties with care to uphold the _____ of their responsibilities.

Answers: 1. priesthood, 2. tabernacle, 3. land, 4. tithes, 5. offerings, 6. firstfruits, 7. inheritance, 8. death, 9. tithes, 10. holiness

Vocabulary Words

1. **Priesthood** - (כֹּהֲנָה, "kehunnah"): The office or position of a priest, especially those chosen by God to serve in the tabernacle.
2. **Tabernacle** - (מִשְׁכָּן, "mishkan"): The portable dwelling place for the divine presence during the Israelites' journey, where the Levites served.
3. **Tithe** - (מַעֲשֵׂר, "ma'aser"): A tenth of one's income or produce, given as an offering to support the religious leaders and the work of the ministry.
4. **Firstfruits** - (בִּכּוּרִים, "bikkurim"): The first and best portion of the harvest, offered to God as a sign of gratitude and dedication.
5. **Inheritance** - (נַחֲלָה, "nachalah"): Property, land, or blessings passed down, often referring to the portions given to the Israelites, except for the priests and Levites who received God Himself as their inheritance.

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Observe, Interpret & Apply

CHAPTER 19

Summary of Chapter

Chapter 19 of the Book of Numbers details the laws concerning the purification of the Israelites after contact with a dead body. God instructs Moses and Aaron to have a red heifer without blemish slaughtered outside the camp, and its ashes are mixed with water to create the water of purification. This mixture is used to cleanse anyone who has become ceremonially unclean due to touching a corpse. The chapter emphasizes the importance of purity and the procedures necessary to restore a person to a state of ritual cleanliness, highlighting the significance of holiness in the community.

Opening Question

1. Why do you think God placed such importance on purification rituals, especially after contact with a dead body?
 2. How does the process of purification with the ashes of a red heifer symbolize the need for spiritual cleanliness in our lives today?
-

Outline

1. **The Command to Use a Red Heifer for Purification** (Numbers 19:1-10)
 - Application Question 1: What is the significance of the red heifer in the purification ritual, and how can we relate this to our spiritual practices today?
 - Application Question 2: How can we approach God with a pure heart, seeking His cleansing in our lives?
2. **The Ritual of Purification for Those Who Become Unclean** (Numbers 19:11-13)

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- Application Question 1: Why is it important to address spiritual uncleanness, and how can we seek restoration when we fall short?
 - Application Question 2: How can we help others who need spiritual cleansing or support in their journey of faith?
3. **The Consequences of Ignoring Purification** (Numbers 19:14-22)
- Application Question 1: What do the consequences for ignoring purification teach us about the seriousness of sin and the need for repentance?
 - Application Question 2: How can we maintain a lifestyle that continually seeks God's purification and guidance?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 19:9, "A man who is clean shall gather up the ashes of the heifer and put them in a ceremonially clean place outside the camp. They are to be kept by the Israelite community for use in the water of cleansing; it is for purification from sin." Recite it by the end of the week.
 2. **Role Playing Activity:** Have students reenact the process of purifying someone who has touched a dead body, discussing the symbolism of the ritual and how it applies to seeking God's forgiveness today.
 3. **Discussion Activity:** Discuss the importance of spiritual cleanliness and how the concept of purification in the Old Testament can be applied to our lives through repentance and seeking God's forgiveness.
-

Quiz

1. What animal was used in the purification ritual in Numbers 19?
A. A lamb

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- B. A goat
 - C. A red heifer
 - D. A bull
2. Where was the red heifer slaughtered?
- A. Inside the tabernacle
 - B. Outside the camp
 - C. In the wilderness
 - D. In front of the assembly
3. What was done with the ashes of the red heifer?
- A. They were buried
 - B. They were mixed with water for purification
 - C. They were burned again
 - D. They were scattered in the wind
4. Who needed to be purified with the water mixed with the ashes?
- A. Anyone who had touched a dead body
 - B. Anyone who had sinned
 - C. Anyone who was unclean
 - D. Only the priests
5. What would happen if someone refused to be purified after becoming unclean?
- A. They would be exiled
 - B. They would be cut off from the community
 - C. They would be forgiven
 - D. They would receive a lesser punishment
6. How often was the water of purification used?
- A. Only once
 - B. Whenever someone became unclean
 - C. Daily
 - D. Only on the Sabbath

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7. What does the ritual of the red heifer emphasize about the community's approach to holiness?
 - A. Holiness was only for the priests
 - B. Holiness was necessary for everyone in the community
 - C. Holiness was optional
 - D. Holiness was a personal choice
8. How long was a person unclean after touching a dead body?
 - A. Seven days
 - B. One day
 - C. Three days
 - D. Forty days
9. What was the main purpose of the water mixed with the ashes?
 - A. To cleanse physically
 - B. To heal wounds
 - C. To purify from ceremonial uncleanness
 - D. To refresh the people
10. What does this chapter teach about the importance of following God's commands for purification?
 - A. It is not important
 - B. It is crucial for maintaining holiness and community order
 - C. It is optional depending on the situation
 - D. It is only for the priests

Answers: 1. C, 2. B, 3. B, 4. A, 5. B, 6. B, 7. B, 8. A, 9. C, 10. B

Fill in the Blank

1. A red _____ was used in the purification ritual described in Numbers 19.
2. The red heifer was slaughtered outside the _____.

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3. The ashes of the red heifer were mixed with _____ for purification.
4. Anyone who had touched a dead body needed to be _____ with the water of purification.
5. If someone refused to be purified after becoming unclean, they would be _____ off from the community.
6. The water of purification was used whenever someone became _____.
7. The ritual of the red heifer emphasizes that holiness was necessary for everyone in the _____.
8. A person remained unclean for _____ days after touching a dead body.
9. The main purpose of the water mixed with the ashes was to purify from ceremonial _____.
10. This chapter teaches the importance of following God's commands for _____.

Answers: 1. heifer, 2. camp, 3. water, 4. purified, 5. cut, 6. unclean, 7. community, 8. seven, 9. uncleanliness, 10. purification

Vocabulary Words

1. **Heifer** - (פָּרָה, "parah"): A young female cow, especially one that has not borne a calf, used in the purification ritual in Numbers 19.
2. **Purification** - (טְהָרָה, "taharah"): The process of making someone or something ceremonially clean and free from impurities.
3. **Unclean** - (טָמֵא, "tamei"): A state of being impure or not in a proper condition for religious practices, often requiring purification.
4. **Ceremonial** - (פְּעֻלַּת טְכָנִי, "po'al teknei"): Relating to religious or formal practices, particularly those required by God for holiness.
5. **Holiness** - (קְדֻשָּׁה, "kedushah"): The state of being holy, set apart for God's purposes, and free from sin or impurity.

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CHAPTER 20

Summary of Chapter

Chapter 20 of the Book of Numbers describes significant events during the Israelites' journey in the wilderness. The chapter begins with the death of Miriam, Moses' sister. Soon after, the Israelites again complain about the lack of water, and God instructs Moses to speak to a rock to bring forth water. However, Moses, in frustration, strikes the rock twice instead of speaking to it, leading to God's decision that neither Moses nor Aaron will enter the Promised Land. The chapter ends with the death of Aaron on Mount Hor and the transfer of the high priesthood to his son, Eleazar.

Opening Question

1. Why do you think Moses' disobedience in striking the rock instead of speaking to it had such serious consequences?
 2. How does the passing of leadership from Aaron to Eleazar symbolize the continuity of God's plan for the Israelites?
-

Outline

1. **The Death of Miriam** (Numbers 20:1)
 - Application Question 1: How does the loss of a key leader like Miriam affect a community, and how can we support each other in times of grief?
 - Application Question 2: What lessons can we learn from Miriam's life and role in Israel's journey?
2. **Moses Strikes the Rock** (Numbers 20:2-13)

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- Application Question 1: What does Moses' mistake teach us about the importance of obedience to God's instructions?
 - Application Question 2: How can we respond to frustrations in a way that honors God?
 - 3. **The Denial of Passage Through Edom** (Numbers 20:14-21)
 - Application Question 1: How can we handle rejection or obstacles when we are pursuing what we believe is God's plan?
 - Application Question 2: What alternatives can we seek when faced with closed doors or denied opportunities?
 - 4. **The Death of Aaron and the Transfer of the Priesthood** (Numbers 20:22-29)
 - Application Question 1: How does the transfer of leadership from Aaron to Eleazar illustrate the importance of preparing the next generation for leadership?
 - Application Question 2: What steps can we take to ensure a smooth transition of responsibilities in our own lives or communities?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 20:12, "But the Lord said to Moses and Aaron, 'Because you did not trust in me enough to honor me as holy in the sight of the Israelites, you will not bring this community into the land I give them.'" Recite it by the end of the week.
 2. **Role Playing Activity:** Have students reenact the scene where Moses strikes the rock, discussing the importance of obedience and the consequences of failing to follow God's instructions precisely.
 3. **Discussion Activity:** Discuss the significance of leadership transitions, like the one from Aaron to Eleazar, and how we can prepare and support new leaders in our communities.
-

Quiz

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1. Who died at the beginning of Numbers 20?
 - A. Moses
 - B. Miriam
 - C. Aaron
 - D. Joshua
2. What did God instruct Moses to do to bring forth water from the rock?
 - A. Strike the rock
 - B. Speak to the rock
 - C. Dig a well
 - D. Pray over the rock
3. What did Moses do instead of following God's instructions?
 - A. He prayed
 - B. He struck the rock twice
 - C. He spoke to the rock
 - D. He ignored the rock
4. What was the consequence of Moses' disobedience?
 - A. The water didn't flow
 - B. He and Aaron were barred from entering the Promised Land
 - C. The rock shattered
 - D. The Israelites lost the battle
5. Which group refused the Israelites passage through their land?
 - A. The Amorites
 - B. The Edomites
 - C. The Canaanites
 - D. The Moabites
6. Where did Aaron die?
 - A. Mount Sinai
 - B. Mount Hor

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- C. Mount Nebo
 - D. Mount Zion
7. Who succeeded Aaron as high priest?
- A. Joshua
 - B. Eleazar
 - C. Caleb
 - D. Phinehas
8. How did the Israelites react to Aaron's death?
- A. They ignored it
 - B. They rejoiced
 - C. They mourned for thirty days
 - D. They immediately left the mountain
9. What does the striking of the rock symbolize in Moses' leadership?
- A. His strength
 - B. His frustration and failure to fully trust God
 - C. His power
 - D. His wisdom
10. What lesson can we learn from Moses' experience in this chapter?
- A. Obedience to God's instructions is critical, and even leaders are accountable for their actions
 - B. Leaders are free to interpret God's commands as they see fit
 - C. Mistakes have no real consequences
 - D. Leadership is easy and without challenges

Answers: 1. B, 2. B, 3. B, 4. B, 5. B, 6. B, 7. B, 8. C, 9. B, 10. A

Fill in the Blank

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1. _____ died at the beginning of Numbers 20, leaving a significant void in the leadership of Israel.
2. God instructed Moses to _____ to the rock to bring forth water for the Israelites.
3. In frustration, Moses _____ the rock twice instead of speaking to it.
4. Because of their disobedience, Moses and Aaron were barred from entering the _____ Land.
5. The _____ refused to allow the Israelites passage through their land.
6. Aaron died on _____ and was succeeded by his son Eleazar as high priest.
7. The Israelites mourned for _____ days after Aaron's death.
8. The striking of the rock symbolizes Moses' _____ and failure to fully trust God.
9. This chapter teaches the importance of _____ to God's instructions, especially for leaders.
10. Moses' experience shows that even leaders are _____ for their actions.

Answers: 1. Miriam, 2. speak, 3. struck, 4. Promised, 5. Edomites, 6. Mount Hor, 7. thirty, 8. frustration, 9. obedience, 10. accountable

Vocabulary Words

1. **Obedience** - (צִיּוּת, "tsiyut"): The act of following commands or guidance, particularly from God, which is essential for spiritual leadership.
2. **Frustration** - (תִּסְכּוּל, "tiskul"): A feeling of dissatisfaction or anger that can arise when circumstances do not meet expectations, as seen in Moses' reaction.
3. **High Priest** - (כֹּהֵן גָּדוֹל, "Kohen Gadol"): The chief religious leader in Israel, responsible for overseeing the tabernacle and offering sacrifices on behalf of the people.
4. **Promised Land** - (אֶרֶץ הַבְּטָחָה, "Eretz HaB'tachah"): The land of Canaan, promised by God to the descendants of Abraham, Isaac, and Jacob.
5. **Leadership** - (מְנַהִיגוּת, "manhigut"): The role or responsibility of guiding and directing a group, particularly in a spiritual or religious context.

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CHAPTER 21

Summary of Chapter

Chapter 21 of the Book of Numbers recounts several key events during the Israelites' journey. The chapter begins with Israel's victory over the Canaanites at Hormah. As the people continue their journey, they grow impatient and complain against God and Moses, leading God to send venomous snakes among them. Many Israelites die, but when the people repent, God instructs Moses to make a bronze serpent and set it on a pole; those who look at it are healed. The chapter concludes with Israel's victories over the Amorite kings Sihon and Og, further advancing their progress toward the Promised Land.

Opening Question

1. Why do you think God chose to heal the Israelites through the bronze serpent, and what does this symbolize about faith and obedience?
 2. How do the victories over Sihon and Og demonstrate God's faithfulness to His promises to Israel?
-

Outline

1. **Victory Over the Canaanites at Hormah** (Numbers 21:1-3)
 - Application Question 1: What can we learn from Israel's victory over their enemies when they trusted in God?
 - Application Question 2: How can we apply the principle of relying on God's strength in our own battles?
2. **The Bronze Serpent and the Healing of the Israelites** (Numbers 21:4-9)

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- Application Question 1: How does the bronze serpent illustrate the importance of faith in God's provision for healing?
 - Application Question 2: What are ways we can look to God for healing and restoration in our lives today?
3. **Victory Over Sihon and Og** (Numbers 21:21-35)
- Application Question 1: What do these victories teach us about God's protection and guidance as we face challenges?
 - Application Question 2: How can we remain confident in God's promises even when facing seemingly insurmountable obstacles?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 21:8, "The Lord said to Moses, 'Make a snake and put it up on a pole; anyone who is bitten can look at it and live.'" Recite it by the end of the week.
 2. **Role Playing Activity:** Have students reenact the scene of the Israelites complaining, the arrival of the venomous snakes, and the creation of the bronze serpent, discussing the consequences of disobedience and the power of repentance.
 3. **Discussion Activity:** Discuss how the victories over Sihon and Og are a fulfillment of God's promises to Israel, and relate this to how we can trust God to fulfill His promises in our own lives.
-

Quiz

1. Who did the Israelites defeat at the beginning of Numbers 21?
 - A. The Amorites
 - B. The Canaanites

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- C. The Moabites
 - D. The Edomites
2. What did the Israelites complain about during their journey?
 - A. Lack of food and water
 - B. The long journey
 - C. Moses' leadership
 - D. All of the above
 3. What did God send among the Israelites as a punishment for their complaints?
 - A. A plague
 - B. Venomous snakes
 - C. A drought
 - D. Enemies
 4. How were the Israelites healed from the snake bites?
 - A. By drinking water
 - B. By looking at the bronze serpent Moses made
 - C. By offering sacrifices
 - D. By resting
 5. What does the bronze serpent symbolize in this chapter?
 - A. God's judgment
 - B. Faith and obedience for healing
 - C. The strength of Israel
 - D. The power of Moses
 6. Who were the two kings defeated by the Israelites later in the chapter?
 - A. Pharaoh and Abimelech
 - B. Sihon and Og
 - C. Balaam and Balak
 - D. Goliath and Saul
 7. Where did the battle against King Sihon take place?
 - A. Bashan

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- B. Heshbon
 - C. Jericho
 - D. Gilgal
8. How did the Israelites fare in their battles against Sihon and Og?
- A. They were defeated
 - B. They made peace treaties
 - C. They were victorious
 - D. They retreated
9. What does Israel's victory over Sihon and Og signify about God's promises?
- A. That God is faithful to His promises
 - B. That Israel would struggle to take the land
 - C. That the battles would get easier
 - D. That Israel was on its own
10. What lesson can we learn from the events in this chapter?
- A. Complaining has no consequences
 - B. Trusting in God's provision leads to healing and victory
 - C. God's promises are only for the past
 - D. Victory depends solely on military strength

Answers: 1. B, 2. D, 3. B, 4. B, 5. B, 6. B, 7. B, 8. C, 9. A, 10. B

Fill in the Blank

- 1. The Israelites defeated the _____ at the beginning of Numbers 21.
- 2. The Israelites complained about the lack of _____ and water during their journey.
- 3. God sent venomous _____ among the Israelites as punishment for their complaints.
- 4. The Israelites were healed by looking at the _____ serpent that Moses made.
- 5. The bronze serpent symbolizes _____ and obedience for healing.

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6. The Israelites later defeated King _____ and King Og.
7. The battle against King Sihon took place at _____.
8. The Israelites were _____ in their battles against Sihon and Og.
9. Israel's victory over Sihon and Og signifies that God is _____ to His promises.
10. This chapter teaches that trusting in God's _____ leads to healing and victory.

Answers: 1. Canaanites, 2. food, 3. snakes, 4. bronze, 5. faith, 6. Sihon, 7. Heshbon, 8. victorious, 9. faithful, 10. provision

Vocabulary Words

1. **Serpent** - (נָחָשׁ, "nachash"): A snake, particularly the bronze serpent used by Moses as a means of healing the Israelites.
2. **Obedience** - (צִיּוּת, "tsiyut"): The act of following commands or guidance, essential for receiving God's blessings.
3. **Healing** - (רְפוּי, "ripui"): The process of making or becoming well, symbolized by the Israelites looking at the bronze serpent.
4. **Victory** - (נִצָּחוֹן, "nitzachon"): Success in a battle or struggle, such as Israel's victories over Sihon and Og.
5. **Faithfulness** - (נֶאֱמָנוּת, "ne'emanut"): Loyalty and trustworthiness, especially referring to God's commitment to His promises.

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CHAPTER 22

Summary of Chapter

Chapter 22 of the Book of Numbers introduces the story of Balak, the king of Moab, who becomes fearful of the Israelites after hearing about their victories over the Amorites. To stop the Israelites, Balak sends messengers to summon Balaam, a prophet known for his ability to bless or curse. Balak asks Balaam to curse the Israelites. God initially forbids Balaam from going, but after repeated requests, God allows Balaam to go, with strict instructions to only speak what He commands. On his journey, Balaam's donkey sees an angel of the Lord blocking the way and refuses to move, saving Balaam's life.

Opening Question

1. Why do you think Balak believed that cursing the Israelites would help protect Moab from them?
 2. How does the interaction between Balaam and his donkey illustrate the importance of being attentive to God's guidance?
-

Outline

1. **Balak's Fear and His Request to Balaam** (Numbers 22:1-6)
 - Application Question 1: What can fear lead us to do, and how can we trust in God instead of reacting out of fear?
 - Application Question 2: How can we discern the motives of others when they seek our help?
2. **Balaam's Initial Refusal and God's Permission** (Numbers 22:7-20)
 - Application Question 1: What does Balaam's initial refusal teach us about seeking God's will before acting?

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- Application Question 2: How can we ensure that our actions align with God's commands even when pressured by others?
 - 3. **Balaam's Journey and the Donkey's Vision** (Numbers 22:21-35)
 - Application Question 1: How does Balaam's experience with the angel and his donkey remind us to be open to God's guidance in unexpected ways?
 - Application Question 2: What steps can we take to be more attentive to God's warnings and guidance in our lives?
 - 4. **Balak's Expectations of Balaam** (Numbers 22:36-41)
 - Application Question 1: How can we manage others' expectations while staying true to our faith and principles?
 - Application Question 2: What can we learn about the dangers of seeking power or influence through manipulation or curses?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 22:12, "But God said to Balaam, 'Do not go with them. You must not put a curse on those people, because they are blessed.'" Recite it by the end of the week.
 2. **Role Playing Activity:** Have students reenact the scene where Balaam's donkey sees the angel, discussing the importance of being attentive to God's guidance and how sometimes the least expected voices can offer important insights.
 3. **Discussion Activity:** Discuss the concept of blessings and curses in the Bible, and how we can trust in God's protection rather than seeking to control situations through other means.
-

Quiz

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1. Who was the king of Moab in Numbers 22?
 - A. Balaam
 - B. Balak
 - C. Og
 - D. Sihon
2. Why did Balak summon Balaam?
 - A. To bless the Israelites
 - B. To curse the Israelites
 - C. To make peace with the Israelites
 - D. To lead the Moabite army
3. How did God initially respond to Balaam's request to go with Balak's messengers?
 - A. He approved it immediately
 - B. He forbade Balaam to go
 - C. He told Balaam to go without hesitation
 - D. He ignored the request
4. What did God eventually allow Balaam to do?
 - A. Go with the messengers, but only speak what God commands
 - B. Curse the Israelites
 - C. Bless the Moabites
 - D. Lead the Israelites
5. What unusual event happened on Balaam's journey?
 - A. His donkey spoke to him
 - B. He encountered a bear
 - C. He lost his way
 - D. He found treasure
6. What did Balaam's donkey see on the road?
 - A. A lion
 - B. A well

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- C. An angel of the Lord
 - D. A storm
7. How did Balaam's donkey react to the angel of the Lord?
- A. It ran away
 - B. It refused to move forward
 - C. It charged at the angel
 - D. It lay down
8. What did the angel of the Lord tell Balaam?
- A. To return home
 - B. To go to Moab but only speak God's words
 - C. To curse the Israelites
 - D. To bless the Moabites
9. How did Balak react when Balaam arrived in Moab?
- A. He was angry
 - B. He was relieved
 - C. He ignored Balaam
 - D. He celebrated
10. What lesson can we learn from Balaam's experience in this chapter?
- A. God's guidance should always be sought and followed, regardless of external pressures
 - B. It's important to act independently without seeking God's input
 - C. Blessings and curses are more powerful than God's will
 - D. Success comes from following human wisdom alone

Answers: 1. B, 2. B, 3. B, 4. A, 5. A, 6. C, 7. B, 8. B, 9. B, 10. A

Fill in the Blank

1. _____ was the king of Moab who summoned Balaam to curse the Israelites.

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2. God initially forbade Balaam to go with Balak's _____.
3. God eventually allowed Balaam to go, but he was only to speak what God _____ him.
4. On his journey, Balaam's _____ saw an angel of the Lord blocking the way.
5. The donkey refused to _____ forward because of the angel in its path.
6. The angel of the Lord told Balaam to continue to Moab but only speak God's _____.
7. Balaam's experience teaches us the importance of seeking and following God's _____.
8. Balak wanted Balaam to curse the _____ because he feared them.
9. The donkey's actions saved Balaam's _____ by stopping before the angel.
10. This chapter illustrates how God can use unexpected means to offer _____ and protection.

Answers: 1. Balak, 2. messengers, 3. commanded, 4. donkey, 5. move, 6. words, 7. guidance, 8. Israelites, 9. life, 10. guidance

Vocabulary Words

1. **Curse** - (קָלָלָה, "klalah"): A solemn utterance intended to invoke a supernatural power to inflict harm or punishment.
2. **Prophet** - (נָבִיא, "navi"): A person regarded as an inspired teacher or proclaimer of the will of God.
3. **Guidance** - (הַנְּחָיָה, "hanhaya"): Advice or information aimed at resolving a problem or difficulty, particularly from God.
4. **Donkey** - (חֲמֹר, "chamor"): A domesticated hoofed mammal used as a beast of burden, featured prominently in Balaam's story.
5. **Angel** - (מַלְאָךְ, "mal'ach"): A messenger or servant of God, often depicted as a spiritual being who carries out God's will.

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CHAPTER 23

Summary of Chapter

Chapter 23 of the Book of Numbers details Balaam's attempts to curse the Israelites at the request of Balak, the king of Moab. Despite Balak's insistence and the preparation of altars and sacrifices, Balaam is only able to speak the words that God puts in his mouth. Instead of cursing Israel, Balaam ends up blessing them, declaring that they are a people set apart, blessed by God, and protected from any curse. Balak is frustrated by Balaam's refusal to curse Israel and urges him to try again from a different location, but the outcome remains the same.

Opening Question

1. Why do you think God prevented Balaam from cursing the Israelites, even though Balak offered sacrifices and persisted?
 2. How does Balaam's blessing of Israel, instead of cursing them, demonstrate the power of God's protection over His people?
-

Outline

1. **Balaam's First Oracle: A Blessing Instead of a Curse** (Numbers 23:1-12)
 - Application Question 1: What can we learn from God's ability to turn intended curses into blessings in our lives?
 - Application Question 2: How can we trust in God's protection when others seek to harm us?
2. **Balaam's Second Oracle: The Unchanging Nature of God's Blessing** (Numbers 23:13-26)

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- Application Question 1: How does the unchanging nature of God's promises give us confidence in our faith?
 - Application Question 2: What steps can we take to remind ourselves of God's faithfulness, even when circumstances seem unfavorable?
3. **Balak's Frustration and Continued Attempts** (Numbers 23:27-30)
- Application Question 1: What does Balak's persistence teach us about the futility of opposing God's will?
 - Application Question 2: How can we align our desires with God's will instead of resisting His plans?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 23:19, "God is not human, that he should lie, not a human being, that he should change his mind. Does he speak and then not act? Does he promise and not fulfill?" Recite it by the end of the week.
 2. **Role Playing Activity:** Have students role-play the interaction between Balaam and Balak, discussing the significance of Balaam's refusal to curse Israel and how God's protection is evident in the story.
 3. **Discussion Activity:** Discuss the concept of blessings and curses in the Bible, and how God's sovereignty ensures that His blessings remain even in the face of opposition.
-

Quiz

1. Who requested Balaam to curse the Israelites?
 - A. Moses
 - B. Pharaoh

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- C. Balak
 - D. Joshua
2. How many altars did Balaam have Balak build for sacrifices?
 - A. Five
 - B. Seven
 - C. Ten
 - D. Twelve
 3. What did Balaam do instead of cursing Israel?
 - A. He cursed them
 - B. He remained silent
 - C. He blessed them
 - D. He left without saying anything
 4. Why was Balaam unable to curse the Israelites?
 - A. He lost his voice
 - B. God put blessings in his mouth
 - C. Balak stopped him
 - D. He was afraid of the Israelites
 5. What did Balak do after Balaam's first blessing of Israel?
 - A. He accepted the blessing
 - B. He dismissed Balaam
 - C. He asked Balaam to try again from another location
 - D. He offered more sacrifices
 6. What does Balaam declare about God in his second oracle?
 - A. God changes His mind often
 - B. God is unchanging and keeps His promises
 - C. God is forgetful
 - D. God is weak
 7. How did Balak react to Balaam's continued blessings?
 - A. He was pleased

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- B. He was indifferent
 - C. He was frustrated and angry
 - D. He offered more sacrifices
8. What does Balaam's experience teach us about God's control over blessings and curses?
- A. That humans can manipulate God
 - B. That God alone controls blessings and curses
 - C. That curses are stronger than blessings
 - D. That God does not care about blessings
9. How many times did Balak attempt to have Balaam curse Israel?
- A. Once
 - B. Twice
 - C. Three times
 - D. Four times
10. What lesson can we learn from Balaam's experience in this chapter?
- A. It is futile to oppose God's will
 - B. God's promises are weak
 - C. Humans can change God's plans
 - D. Curses are more powerful than blessings

Answers: 1. C, 2. B, 3. C, 4. B, 5. C, 6. B, 7. C, 8. B, 9. C, 10. A

Fill in the Blank

- 1. Balak, the king of _____, requested Balaam to curse the Israelites.
- 2. Balaam had Balak build _____ altars for sacrifices.
- 3. Instead of cursing Israel, Balaam _____ them.
- 4. Balaam was unable to curse the Israelites because God put _____ in his mouth.
- 5. After Balaam's first blessing, Balak asked him to try again from another _____.

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6. Balaam declared that God is unchanging and keeps His _____ in his second oracle.
7. Balak was _____ and angry after Balaam continued to bless Israel.
8. Balaam's experience teaches us that God alone controls _____ and curses.
9. Balak attempted to have Balaam curse Israel _____ times.
10. This chapter teaches us that it is futile to oppose God's _____.

Answers: 1. Moab, 2. seven, 3. blessed, 4. blessings, 5. location, 6. promises, 7. frustrated, 8. blessings, 9. three, 10. will

Vocabulary Words

1. **Oracle** - (מִשָּׁא, "massa"): A divine message or prophecy, often delivered by a prophet, such as the words spoken by Balaam.
2. **Blessing** - (בְּרָכָה, "berachah"): A favor or gift bestowed by God, often in the form of prosperity or protection.
3. **Curse** - (קְלָלָה, "klalah"): A solemn utterance intended to invoke a supernatural power to inflict harm or punishment, which Balaam was unable to pronounce on Israel.
4. **Unchanging** - (לֹא מִשְׁתַּנֶּה, "lo mishtaneh"): Describes God's consistent and unalterable nature, as highlighted in Balaam's oracle.
5. **Frustration** - (תִּסְכּוּל, "tiskul"): A feeling of dissatisfaction or annoyance, as experienced by Balak when Balaam repeatedly blessed Israel.

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CHAPTER 24

Summary of Chapter

Chapter 24 of the Book of Numbers continues the story of Balaam and his attempts to curse the Israelites. However, instead of curses, Balaam delivers three more blessings over Israel. He sees that it pleases the Lord to bless Israel, so he does not seek omens as before but allows the Spirit of God to come upon him. Balaam prophesies about Israel's future prosperity and the defeat of its enemies. Balak, the king of Moab, is furious with Balaam for blessing Israel instead of cursing them. Balaam then delivers a final prophecy about the future destruction of Moab and other nations.

Opening Question

1. Why do you think Balaam chose to bless Israel instead of seeking omens as he had before?
 2. How does Balaam's prophecy about Israel's future reflect God's sovereignty and His plans for His people?
-

Outline

1. **Balaam's Third Blessing Over Israel** (Numbers 24:1-9)
 - Application Question 1: What does Balaam's willingness to bless Israel instead of curse them teach us about the importance of following God's will?
 - Application Question 2: How can we trust in God's blessings even when others might wish harm upon us?
2. **Balak's Anger and Balaam's Response** (Numbers 24:10-14)
 - Application Question 1: How should we respond when others are angry with us for doing what is right in God's eyes?

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- Application Question 2: What can we learn from Balaam's steadfastness in delivering God's message despite Balak's anger?
 - 3. **Balaam's Final Prophecy** (Numbers 24:15-25)
 - Application Question 1: How does Balaam's final prophecy about the future destruction of Israel's enemies encourage us to trust in God's ultimate justice?
 - Application Question 2: What steps can we take to remain faithful to God's promises, knowing that He has a plan for the future?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 24:17, "I see him, but not now; I behold him, but not near. A star will come out of Jacob; a scepter will rise out of Israel." Recite it by the end of the week.
 2. **Role Playing Activity:** Have students role-play the interaction between Balaam and Balak, discussing how Balaam's decision to bless Israel shows the importance of obeying God over pleasing people.
 3. **Discussion Activity:** Discuss the significance of prophecy in the Bible and how Balaam's prophecies demonstrate God's control over the future and the fate of nations.
-

Quiz

1. How many times did Balaam bless Israel in Numbers 24?
 - A. One time
 - B. Two times
 - C. Three times
 - D. Four times

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2. What did Balaam do differently before delivering his third blessing?
 - A. He sought omens
 - B. He built more altars
 - C. He allowed the Spirit of God to come upon him
 - D. He asked Balak for more money
3. What was Balak's reaction to Balaam's blessings over Israel?
 - A. He was pleased
 - B. He was angry
 - C. He was indifferent
 - D. He praised Balaam
4. What did Balaam prophesy about Israel's future?
 - A. Israel would be defeated
 - B. Israel would prosper and defeat its enemies
 - C. Israel would disappear
 - D. Israel would become weak
5. How did Balaam respond to Balak's anger?
 - A. He apologized
 - B. He refused to speak further
 - C. He reminded Balak that he could only speak what God commanded
 - D. He left without saying anything
6. What did Balaam prophesy about the future of Moab?
 - A. Moab would be blessed
 - B. Moab would be destroyed
 - C. Moab would defeat Israel
 - D. Moab would become a great nation
7. What symbol did Balaam use to describe the rise of a leader from Israel?
 - A. A lion
 - B. A star and a scepter

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- C. A tree
 - D. A river
8. How does Balaam describe the future of Israel's enemies?
- A. They would be victorious
 - B. They would be destroyed
 - C. They would make peace
 - D. They would be forgotten
9. What lesson can we learn from Balaam's prophecy in this chapter?
- A. It is better to seek human approval
 - B. God's plans for His people will always prevail
 - C. Prophecy is not important
 - D. Blessings and curses are irrelevant
10. What did Balaam do after delivering his final prophecy?
- A. He stayed with Balak
 - B. He returned home
 - C. He joined the Israelites
 - D. He cursed Moab

Answers: 1. C, 2. C, 3. B, 4. B, 5. C, 6. B, 7. B, 8. B, 9. B, 10. B

Fill in the Blank

- 1. Balaam blessed Israel _____ times in Numbers 24.
- 2. Before delivering his third blessing, Balaam allowed the _____ of God to come upon him.
- 3. Balak was _____ with Balaam for blessing Israel instead of cursing them.
- 4. Balaam prophesied that Israel would _____ and defeat its enemies.
- 5. Balaam reminded Balak that he could only speak what God _____ him.
- 6. Balaam prophesied that Moab would be _____.

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7. Balaam used a _____ and a scepter to describe the rise of a leader from Israel.
8. Balaam described the future of Israel's enemies as being _____.
9. This chapter teaches us that God's plans for His people will always _____.
10. After delivering his final prophecy, Balaam returned _____.

Answers: 1. three, 2. Spirit, 3. angry, 4. prosper, 5. commanded, 6. destroyed, 7. star, 8. destroyed, 9. prevail, 10. home

Vocabulary Words

1. **Prophecy** - (נְבוּאָה, "nevu'ah"): A message or revelation from God, often concerning the future, as seen in Balaam's words about Israel.
2. **Spirit** - (רוּחַ, "ruach"): Referring to the Spirit of God, which came upon Balaam before he delivered his third blessing.
3. **Scepter** - (שֵׁבֶט, "shevet"): A symbol of authority and kingship, used by Balaam to describe the rise of a leader from Israel.
4. **Prevail** - (לְנִצּוֹחַ, "lin'tzo'ach"): To triumph or succeed, as God's plans for Israel are described in Balaam's prophecy.
5. **Destruction** - (הִרְסָה, "heres"): The act of complete ruin or defeat, which Balaam prophesied would come to Moab and other enemies of Israel.

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CHAPTER 25

Summary of Chapter

Chapter 25 of the Book of Numbers describes the Israelites' sin at Shittim, where they began to engage in immoral behavior with Moabite women and worshiped the Moabite god, Baal of Peor. This idolatry and immorality angered the Lord, leading to a deadly plague among the Israelites. Phinehas, the grandson of Aaron, stopped the plague by zealously executing an Israelite man and a Midianite woman who were openly defying God's commands. As a result, God praised Phinehas for his zeal and granted him a covenant of peace, ensuring his descendants would serve as priests forever. The chapter ends with God commanding Moses to treat the Midianites as enemies.

Opening Question

1. Why do you think the Israelites were drawn into worshiping Baal of Peor, and what does this tell us about the dangers of compromising our faith?
 2. How does Phinehas's action demonstrate the importance of standing up for God's commands, even when it is difficult?
-

Outline

1. **The Sin of Idolatry and Immorality** (Numbers 25:1-5)
 - Application Question 1: What can we learn from the Israelites' downfall into idolatry, and how can we guard our hearts against similar temptations?
 - Application Question 2: How does compromising our faith lead to spiritual and moral consequences?
2. **Phinehas's Zeal and the Stopping of the Plague** (Numbers 25:6-13)

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- Application Question 1: How does Phinehas's zeal for God inspire us to take bold stands for righteousness?
 - Application Question 2: What role does courage play in defending God's commands in our lives today?
3. **God's Command Concerning the Midianites** (Numbers 25:14-18)
- Application Question 1: Why is it important to recognize and avoid influences that lead us away from God?
 - Application Question 2: How can we seek God's guidance in confronting challenges that threaten our spiritual integrity?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 25:11, "Phinehas son of Eleazar, the son of Aaron, the priest, has turned my anger away from the Israelites. Since he was as zealous for my honor among them as I am, I did not put an end to them in my zeal." Recite it by the end of the week.
 2. **Role Playing Activity:** Have students reenact the scene where Phinehas takes action to stop the sin in Israel, discussing the importance of zeal and commitment to God's commands.
 3. **Discussion Activity:** Discuss the dangers of idolatry and how we can protect our hearts and minds from being led astray by influences that oppose God's will.
-

Quiz

1. Where did the Israelites begin to sin by engaging in immorality and idolatry?
 - A. Jericho
 - B. Shittim

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- C. Bethel
- D. Sinai
- 2. Who did the Israelites begin to worship at Shittim?
 - A. Baal of Peor
 - B. Asherah
 - C. Molech
 - D. Dagon
- 3. What was the result of the Israelites' sin at Shittim?
 - A. They were blessed
 - B. They were forgiven immediately
 - C. A plague broke out among them
 - D. They continued without consequence
- 4. Who took action to stop the plague among the Israelites?
 - A. Moses
 - B. Aaron
 - C. Phinehas
 - D. Joshua
- 5. What did Phinehas do to stop the plague?
 - A. He prayed
 - B. He executed an Israelite man and a Midianite woman
 - C. He offered a sacrifice
 - D. He destroyed the idols
- 6. What did God grant Phinehas as a reward for his zeal?
 - A. Wealth
 - B. A covenant of peace and an everlasting priesthood
 - C. A new land
 - D. Leadership over Israel
- 7. What did God command Moses to do regarding the Midianites?
 - A. Make peace with them

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- B. Treat them as enemies and attack them
 - C. Ignore them
 - D. Convert them to worship God
8. How many people died in the plague before it was stopped?
- A. 10,000
 - B. 14,000
 - C. 24,000
 - D. 30,000
9. What lesson can we learn from the events in this chapter?
- A. Idolatry has no real consequences
 - B. Zeal for God's commands can turn away His anger
 - C. It's acceptable to compromise on faith
 - D. Following the crowd is always safe
10. What did Phinehas's actions symbolize in this chapter?
- A. Weakness
 - B. Indifference
 - C. Zeal and commitment to God's holiness
 - D. Fear

Answers: 1. B, 2. A, 3. C, 4. C, 5. B, 6. B, 7. B, 8. C, 9. B, 10. C

Fill in the Blank

- 1. The Israelites began to sin at _____ by engaging in immorality and idolatry.
- 2. The Israelites worshiped _____ of Peor at Shittim.
- 3. As a result of the Israelites' sin, a _____ broke out among them.
- 4. _____ took action to stop the plague among the Israelites.
- 5. Phinehas executed an Israelite man and a _____ woman to stop the plague.

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6. God granted Phinehas a covenant of _____ and an everlasting priesthood.
7. God commanded Moses to treat the _____ as enemies and attack them.
8. _____ thousand people died in the plague before it was stopped.
9. Phinehas's zeal for God's commands turned away God's _____.
10. This chapter teaches us the dangers of _____ and the importance of zeal for God's holiness.

Answers: 1. Shittim, 2. Baal, 3. plague, 4. Phinehas, 5. Midianite, 6. peace, 7. Midianites, 8. Twenty-four, 9. anger, 10. idolatry

Vocabulary Words

1. **Idolatry** - (עַבֹּדַת אֱלִילִים, "avodat elilim"): The worship of idols or false gods, as seen in the Israelites' worship of Baal of Peor.
2. **Zeal** - (קִנְאָה, "kin'ah"): Great energy or enthusiasm in pursuit of a cause, especially in defending God's commands, exemplified by Phinehas.
3. **Plague** - (מַגֵּפָה, "magefa"): A contagious disease or disaster, often seen as divine punishment, as in the plague that struck the Israelites.
4. **Covenant** - (בְּרִית, "brit"): A solemn agreement or promise, often made between God and His people, like the covenant of peace given to Phinehas.
5. **Holiness** - (קִדְּשָׁה, "kedushah"): The state of being holy, set apart for God's purposes, and free from sin, which Phinehas defended through his actions.

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CHAPTER 26

Summary of Chapter

Chapter 26 of the Book of Numbers describes the second census of the Israelites, taken after the plague at Peor. God instructs Moses and Eleazar to count the men of Israel aged twenty years and older, who are able to serve in the army. This census is significant because it marks a new generation of Israelites who will enter the Promised Land, as the previous generation has died in the wilderness due to their disobedience. The chapter lists the numbers of each tribe and concludes with the allocation of the land, which will be divided based on the size of each tribe.

Opening Question

1. Why was it important for the new generation of Israelites to be counted separately from the previous generation?
 2. How does the second census reflect God's faithfulness in fulfilling His promise to bring His people into the Promised Land?
-

Outline

1. **God's Command for a Second Census** (Numbers 26:1-4)
 - Application Question 1: Why is it important to take stock of our resources and strengths before moving forward in God's plans?
 - Application Question 2: How can we trust in God's timing, even when His promises seem delayed?
2. **The Census of the Twelve Tribes** (Numbers 26:5-51)

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- Application Question 1: What does the census of the tribes teach us about the importance of community and shared responsibility?
 - Application Question 2: How can we contribute to our communities in ways that honor God's plans and purposes?
3. **The Inheritance of the Land** (Numbers 26:52-65)
- Application Question 1: How does the distribution of the land among the tribes remind us of God's provision and justice?
 - Application Question 2: What steps can we take to ensure that we are good stewards of the resources and opportunities God provides?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 26:53, "The land is to be allotted to them as an inheritance based on the number of names." Recite it by the end of the week.
 2. **Role Playing Activity:** Have students reenact the process of counting the tribes and assigning the land, discussing the importance of community and following God's instructions.
 3. **Discussion Activity:** Discuss how the second census reflects the transition from one generation to the next and how we can prepare ourselves to take on responsibilities in God's kingdom.
-

Quiz

1. What was the purpose of the second census in Numbers 26?
 - A. To find out how many people were left
 - B. To count the men able to serve in the army
 - C. To determine who would lead Israel
 - D. To decide who would receive more food

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2. Who conducted the second census?
 - A. Moses and Aaron
 - B. Moses and Eleazar
 - C. Joshua and Caleb
 - D. Aaron and Eleazar
3. Why was the second census significant?
 - A. It included the older generation
 - B. It excluded the women
 - C. It counted a new generation that would enter the Promised Land
 - D. It was the last census
4. How many men were counted in the tribe of Judah?
 - A. 40,500
 - B. 76,500
 - C. 32,200
 - D. 60,700
5. What was the basis for dividing the land among the tribes?
 - A. By age
 - B. By wealth
 - C. By the number of people in each tribe
 - D. By military strength
6. Which tribe had the largest number of men counted?
 - A. Reuben
 - B. Simeon
 - C. Judah
 - D. Dan
7. What happened to the previous generation counted in the first census?
 - A. They entered the Promised Land
 - B. They were given special honors

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- C. They died in the wilderness
 - D. They were counted again
8. How many people were counted in the second census?
- A. 601,730
 - B. 503,280
 - C. 700,600
 - D. 400,500
9. What does the second census symbolize in terms of God's promises?
- A. The cancellation of God's promises
 - B. The fulfillment of God's promise to bring a new generation into the Promised Land
 - C. The failure of Israel
 - D. The start of a new religion
10. Why was the second census necessary before entering the Promised Land?
- A. To prepare for battle
 - B. To determine the size of each tribe for the division of land
 - C. To collect taxes
 - D. To choose a new leader

Answers: 1. B, 2. B, 3. C, 4. B, 5. C, 6. D, 7. C, 8. A, 9. B, 10. B

Fill in the Blank

- 1. The second census was conducted to count the men able to serve in the _____.
- 2. _____ and Eleazar conducted the second census.
- 3. The second census was significant because it counted a new generation that would enter the _____ Land.
- 4. The tribe of _____ had the largest number of men counted.
- 5. The land was divided among the tribes based on the number of _____ in each tribe.

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6. The previous generation counted in the first census died in the _____.
7. A total of _____ men were counted in the second census.
8. The second census symbolizes the fulfillment of God's promise to bring a new _____ into the Promised Land.
9. The second census was necessary to determine the _____ of each tribe for the division of the land.
10. The second census marked the beginning of a new _____ for Israel.

Answers: 1. army, 2. Moses, 3. Promised, 4. Dan, 5. people, 6. wilderness, 7. 601,730, 8. generation, 9. size, 10. chapter

Vocabulary Words

1. **Census** - (מִפְקֵד, "mifkad"): An official count or survey, particularly of a population, as seen in the counting of the Israelites.
2. **Inheritance** - (נַחֲלָה, "nachalah"): Property or land passed down to descendants, often referring to the land each tribe would receive in the Promised Land.
3. **Generation** - (דּוֹר, "dor"): A group of people born and living at the same time, especially referring to the new generation of Israelites entering the Promised Land.
4. **Tribe** - (שֵׁבֶט, "shevet"): A division within the nation of Israel, each descended from one of the twelve sons of Jacob.
5. **Wilderness** - (מִדְבָּר, "midbar"): A barren or desolate area, where the Israelites wandered for forty years before entering the Promised Land.

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CHAPTER 27

Summary of Chapter

Chapter 27 of the Book of Numbers introduces the case of the daughters of Zelophehad, who petition Moses and the leaders of Israel for the right to inherit their father's land since he had no sons. God responds by granting their request, establishing a legal precedent for inheritance rights for daughters when there are no sons. The chapter also details God's instructions to Moses regarding his impending death and the need to appoint Joshua as his successor. Joshua is commissioned as the new leader of Israel, ensuring continuity as the Israelites prepare to enter the Promised Land.

Opening Question

1. Why was the request of the daughters of Zelophehad significant, and what does it teach us about justice and fairness in God's laws?
 2. How does the appointment of Joshua as Moses' successor demonstrate the importance of preparing new leaders?
-

Outline

1. **The Petition of the Daughters of Zelophehad** (Numbers 27:1-11)
 - Application Question 1: What does the granting of inheritance rights to daughters teach us about God's view of justice and equality?
 - Application Question 2: How can we advocate for fairness and justice in our own communities, following the example of Zelophehad's daughters?
2. **God's Instructions to Moses Regarding His Death** (Numbers 27:12-14)

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- Application Question 1: How does Moses' acceptance of God's will for his life inspire us to trust in God's timing and plans?
 - Application Question 2: What steps can we take to prepare for the transitions and changes that God brings into our lives?
3. **The Appointment of Joshua as Moses' Successor** (Numbers 27:15-23)
- Application Question 1: Why is it important to mentor and prepare future leaders, as Moses did with Joshua?
 - Application Question 2: How can we support and encourage those who are stepping into leadership roles in our communities?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 27:18, "So the Lord said to Moses, 'Take Joshua son of Nun, a man in whom is the spirit of leadership, and lay your hand on him.'" Recite it by the end of the week.
 2. **Role Playing Activity:** Have students reenact the scene where the daughters of Zelophehad present their case to Moses, discussing the significance of advocating for justice and fairness.
 3. **Discussion Activity:** Discuss the importance of leadership transition, focusing on how Moses prepared Joshua to lead the Israelites into the Promised Land and how we can prepare future leaders in our own lives.
-

Quiz

1. Who approached Moses with a request for inheritance rights?
 - A. The sons of Levi
 - B. The daughters of Zelophehad

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- C. The priests
- D. The elders of Israel
- 2. Why did the daughters of Zelophehad request an inheritance?
 - A. Their father had no sons
 - B. They wanted more land
 - C. They were wealthy
 - D. They were leaders of their tribe
- 3. How did God respond to the request of the daughters of Zelophehad?
 - A. He denied their request
 - B. He granted their request
 - C. He postponed the decision
 - D. He punished them
- 4. What legal precedent was established by God's decision regarding the daughters of Zelophehad?
 - A. Sons inherit everything
 - B. Daughters can inherit if there are no sons
 - C. Only the eldest child can inherit
 - D. The tribe leaders decide the inheritance
- 5. What did God instruct Moses to do before his death?
 - A. Build a new tabernacle
 - B. Lead the Israelites into the Promised Land
 - C. Appoint Joshua as his successor
 - D. Divide the land among the tribes
- 6. Who was chosen to succeed Moses as the leader of Israel?
 - A. Caleb
 - B. Aaron
 - C. Joshua
 - D. Eleazar
- 7. How was Joshua commissioned as the new leader?
 - A. He was anointed with oil

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- B. Moses laid his hands on him
 - C. He was crowned
 - D. He was given a special robe
8. What did God say about Joshua's leadership qualities?
- A. He was a man of great wealth
 - B. He was a man of strong will
 - C. He was a man in whom is the spirit of leadership
 - D. He was a man of few words
9. What does the appointment of Joshua symbolize for the Israelites?
- A. A new era of leadership
 - B. The end of the journey
 - C. The loss of God's favor
 - D. A return to Egypt
10. What lesson can we learn from Moses' preparation of Joshua as his successor?
- A. Leadership should never be passed on
 - B. Preparing and mentoring future leaders is crucial for continuity
 - C. Leaders should work alone
 - D. Change is always negative

Answers: 1. B, 2. A, 3. B, 4. B, 5. C, 6. C, 7. B, 8. C, 9. A, 10. B

Fill in the Blank

- 1. The daughters of _____ approached Moses with a request for inheritance rights.
- 2. They requested an inheritance because their father had no _____.
- 3. God _____ the request of the daughters of Zelophehad.
- 4. A legal precedent was established that daughters can inherit if there are no _____.
- 5. God instructed Moses to appoint _____ as his successor.

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6. Moses laid his _____ on Joshua to commission him as the new leader.
7. God said Joshua was a man in whom is the spirit of _____.
8. The appointment of Joshua symbolized a new _____ of leadership for Israel.
9. Moses' preparation of Joshua teaches us the importance of _____ future leaders.
10. The chapter emphasizes justice, fairness, and the importance of _____ in leadership transitions.

Answers: 1. Zelophehad, 2. sons, 3. granted, 4. sons, 5. Joshua, 6. hands, 7. leadership, 8. era, 9. mentoring, 10. continuity

Vocabulary Words

1. **Inheritance** - (נַחֲלָה, "nachalah"): Property or land passed down to descendants, as discussed in the case of the daughters of Zelophehad.
2. **Precedent** - (תַּקְדִּים, "takdim"): An earlier event or action that serves as an example or guide for future situations, like the inheritance rights for daughters.
3. **Successor** - (יֹרֵשׁ, "yoresh"): A person who succeeds another in a position or role, such as Joshua succeeding Moses as leader of Israel.
4. **Commission** - (הַסְמָכָה, "hasmakha"): The act of granting authority or assigning a role, as Moses did with Joshua.
5. **Leadership** - (מְנַהֲיגוּת, "manhigut"): The act of guiding or directing a group, a key theme in the appointment of Joshua as Moses' successor.

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CHAPTER 28

Summary of Chapter

Chapter 28 of the Book of Numbers details the offerings that the Israelites are to present to God at specific times, including daily offerings, Sabbath offerings, and monthly offerings. God instructs Moses to remind the people of the importance of these regular sacrifices as a way to maintain their relationship with Him. The chapter emphasizes the importance of obedience and consistency in worship, outlining the types of offerings, including burnt offerings, grain offerings, and drink offerings, that are to be made on a daily, weekly, and monthly basis, as well as during special festivals.

Opening Question

1. Why do you think God emphasized the importance of regular and consistent offerings, and how does this apply to our daily worship today?
 2. How can we ensure that our worship remains sincere and not just a ritualistic practice?
-

Outline

1. **Daily Offerings** (Numbers 28:1-8)
 - Application Question 1: What does the command for daily offerings teach us about the importance of consistent worship and dedication to God?
 - Application Question 2: How can we incorporate daily practices that honor God in our lives?
2. **Sabbath and Monthly Offerings** (Numbers 28:9-15)
 - Application Question 1: How do special times of worship, like the Sabbath, help us refocus on God and His blessings?

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- Application Question 2: In what ways can we make our times of worship meaningful and reflective of our relationship with God?
 - 3. **Offerings for Festivals** (Numbers 28:16-31)
 - Application Question 1: What is the significance of celebrating special festivals and occasions in our faith, and how can they strengthen our community and faith?
 - Application Question 2: How can we celebrate God's work in our lives through special moments and events?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 28:2, "Give this command to the Israelites and say to them: 'See that you present to me at the appointed time the food for my offerings made by fire, as an aroma pleasing to me.'" Recite it by the end of the week.
 2. **Role Playing Activity:** Have students role-play the process of presenting offerings to God, discussing the importance of doing so with a sincere heart and the symbolism of each type of offering.
 3. **Discussion Activity:** Discuss the role of regular worship and the importance of consistency in our spiritual lives, reflecting on how these practices help us maintain a close relationship with God.
-

Quiz

1. What kind of offerings were to be made daily?
 - A. Grain offerings
 - B. Burnt offerings
 - C. Drink offerings
 - D. All of the above

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2. On which day was a special offering required in addition to the daily offerings?
 - A. The first day of the month
 - B. The Sabbath
 - C. The Day of Atonement
 - D. The Feast of Tabernacles
3. What was included in the monthly offerings?
 - A. Two bulls, one ram, and seven male lambs
 - B. Three bulls, two rams, and five male lambs
 - C. One bull, two rams, and six male lambs
 - D. Four bulls, three rams, and eight male lambs
4. Which festival required the Israelites to present additional offerings?
 - A. Passover
 - B. The Feast of Unleavened Bread
 - C. The Feast of Weeks
 - D. All of the above
5. What type of offering was made with each of the animals sacrificed?
 - A. Grain offering
 - B. Burnt offering
 - C. Drink offering
 - D. All of the above
6. Why were these offerings important for the Israelites?
 - A. They ensured military victory
 - B. They maintained their relationship with God
 - C. They increased their wealth
 - D. They were a form of punishment
7. What did God say about the offerings made by fire?
 - A. They were to be done only on special occasions
 - B. They were an aroma pleasing to Him

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- C. They were optional
- D. They were temporary
- 8. How often were the Sabbath offerings to be made?
 - A. Weekly
 - B. Monthly
 - C. Daily
 - D. Annually
- 9. What was the purpose of the special festival offerings?
 - A. To celebrate God's deliverance and blessings
 - B. To gather wealth
 - C. To punish enemies
 - D. To replace daily offerings
- 10. What can we learn from the Israelites' practice of regular offerings?
 - A. Rituals are unimportant
 - B. Consistency in worship strengthens our relationship with God
 - C. Only special occasions matter
 - D. Offerings should be made only when convenient

Answers: 1. D, 2. B, 3. A, 4. D, 5. D, 6. B, 7. B, 8. A, 9. A, 10. B

Fill in the Blank

- 1. The Israelites were commanded to present daily offerings, including burnt, grain, and _____ offerings.
- 2. A special offering was required on the _____ in addition to the daily offerings.
- 3. The _____ offerings included two bulls, one ram, and seven male lambs.
- 4. Special offerings were also required during festivals such as Passover, the Feast of Unleavened Bread, and the Feast of _____.

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5. Each animal sacrifice was accompanied by a burnt offering, a grain offering, and a _____ offering.
6. These offerings were important because they maintained the Israelites' relationship with _____.
7. God said that offerings made by fire were an aroma _____ to Him.
8. Sabbath offerings were to be made _____.
9. The purpose of the special festival offerings was to celebrate God's _____ and blessings.
10. The Israelites' practice of regular offerings teaches us the importance of _____ in worship.

Answers: 1. drink, 2. Sabbath, 3. monthly, 4. Weeks, 5. drink, 6. God, 7. pleasing, 8. weekly, 9. deliverance, 10. consistency

Vocabulary Words

1. **Offering** - (קָרְבָּן, "korban"): A gift or sacrifice presented to God, especially in the form of animals, grain, or drink.
2. **Burnt Offering** - (עֹלָה, "olah"): A type of offering where an animal is completely burned on the altar, symbolizing total dedication to God.
3. **Sabbath** - (שַׁבָּת, "Shabbat"): The seventh day of the week, set apart by God for rest and worship, requiring special offerings.
4. **Festival** - (חַג, "chag"): A religious celebration or holiday, such as Passover, requiring additional offerings to God.
5. **Aroma** - (רֵיחַ, "reach"): A smell or scent, often used in the Bible to describe the pleasing effect of sacrifices offered to God.

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CHAPTER 29

Summary of Chapter

Chapter 29 of the Book of Numbers outlines the specific offerings required for the various holy days and festivals observed by the Israelites. These include the Feast of Trumpets, the Day of Atonement, and the Feast of Tabernacles. Each festival has its own set of sacrifices, including burnt offerings, grain offerings, and drink offerings. The chapter emphasizes the importance of these offerings in maintaining the Israelites' covenant relationship with God and ensuring that the community remains holy and obedient to God's commands throughout the year.

Opening Question

1. Why do you think each festival had specific offerings, and what does this teach us about the importance of worship in different seasons of life?
 2. How can we apply the principles of regular and intentional worship found in this chapter to our modern lives?
-

Outline

1. **The Offerings for the Feast of Trumpets** (Numbers 29:1-6)
 - Application Question 1: How does the Feast of Trumpets help us prepare for a new season or time in our lives?
 - Application Question 2: What practices can we implement to regularly acknowledge God's sovereignty in our lives?
2. **The Offerings for the Day of Atonement** (Numbers 29:7-11)

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- Application Question 1: Why is atonement important in our relationship with God, and how can we seek forgiveness today?
 - Application Question 2: How can we reflect on our own need for atonement and renewal in our spiritual journey?
3. **The Offerings for the Feast of Tabernacles** (Numbers 29:12-40)
- Application Question 1: How does the Feast of Tabernacles remind us of God's provision and faithfulness?
 - Application Question 2: In what ways can we celebrate and remember God's blessings in our own lives and communities?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 29:7, "On the tenth day of this seventh month hold a sacred assembly. You must deny yourselves and do no work." Recite it by the end of the week.
 2. **Role Playing Activity:** Have students role-play the observance of one of the festivals, discussing the significance of each offering and how it relates to their faith today.
 3. **Discussion Activity:** Discuss the importance of setting aside specific times for worship and reflection, and how the different festivals can inspire us to create meaningful worship practices in our lives.
-

Quiz

1. Which festival begins with the blowing of trumpets?
 - A. Day of Atonement
 - B. Feast of Tabernacles

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- C. Feast of Trumpets
 - D. Passover
2. What is required on the Day of Atonement?
 - A. A feast
 - B. A fast and offering sacrifices
 - C. Building a tabernacle
 - D. Traveling to Jerusalem
 3. How many days is the Feast of Tabernacles celebrated?
 - A. Three days
 - B. Five days
 - C. Seven days
 - D. Eight days
 4. What type of offerings were made during the Feast of Trumpets?
 - A. Only grain offerings
 - B. Burnt offerings, grain offerings, and drink offerings
 - C. Peace offerings
 - D. Sin offerings only
 5. What was the purpose of the sacrifices during the Day of Atonement?
 - A. To celebrate the harvest
 - B. To atone for the sins of the people
 - C. To give thanks for rain
 - D. To mark the end of the year
 6. What is another name for the Feast of Tabernacles?
 - A. Feast of Weeks
 - B. Feast of Ingathering
 - C. Feast of Lights
 - D. Feast of Unleavened Bread
 7. How often were the offerings for the festivals made during the Feast of Tabernacles?
 - A. Daily for seven days

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- B. Twice a day
 - C. Only on the first day
 - D. On the first and last days
8. What specific instruction is given for the Day of Atonement?
- A. To blow the trumpets
 - B. To deny yourselves and do no work
 - C. To feast with family
 - D. To gather crops
9. What does the Feast of Tabernacles commemorate?
- A. The exodus from Egypt
 - B. The giving of the Ten Commandments
 - C. The Israelites' wandering in the wilderness and God's provision
 - D. The first harvest in the Promised Land
10. What lesson can we learn from the observance of these festivals?
- A. Rituals have no meaning
 - B. Regular worship and reflection on God's goodness are vital to spiritual health
 - C. Only one festival is important
 - D. Worship should be sporadic and unplanned

Answers: 1. C, 2. B, 3. C, 4. B, 5. B, 6. B, 7. A, 8. B, 9. C, 10. B

Fill in the Blank

- 1. The Feast of _____ begins with the blowing of trumpets.
- 2. The Day of _____ requires the Israelites to deny themselves and offer sacrifices.
- 3. The Feast of Tabernacles is celebrated for _____ days.
- 4. During the Feast of Trumpets, burnt offerings, grain offerings, and _____ offerings were made.

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5. The sacrifices on the Day of Atonement were made to _____ for the sins of the people.
6. The Feast of Tabernacles is also known as the Feast of _____.
7. Offerings during the Feast of Tabernacles were made _____ for seven days.
8. On the Day of Atonement, the Israelites were instructed to deny themselves and do no _____.
9. The Feast of Tabernacles commemorates the Israelites' _____ in the wilderness and God's provision.
10. The observance of these festivals teaches us the importance of regular worship and reflecting on God's _____.

Answers: 1. Trumpets, 2. Atonement, 3. seven, 4. drink, 5. atone, 6. Ingathering, 7. daily, 8. work, 9. wandering, 10. goodness

Vocabulary Words

1. **Trumpet** - (שׁוֹפָר, "shofar"): A ram's horn used to signal the beginning of the Feast of Trumpets and other significant events in Israelite worship.
2. **Atonement** - (כִּפּוּר, "kippur"): The process of making amends or reparation for sin, particularly emphasized on the Day of Atonement.
3. **Tabernacle** - (סֻכָּה, "sukkah"): A temporary shelter or booth, commemorating the Israelites' dwelling in tents during their journey through the wilderness.
4. **Feast** - (חַג, "chag"): A religious celebration or festival, such as the Feast of Tabernacles, marked by special offerings and worship.
5. **Ingathering** - (אָסִיף, "asif"): Another name for the Feast of Tabernacles, referring to the harvest and gathering of crops, symbolizing God's provision.

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CHAPTER 30

Summary of Chapter

Chapter 30 of the Book of Numbers addresses the laws concerning vows made to God by individuals in the Israelite community. It emphasizes the seriousness of making vows and the conditions under which they can be annulled. A vow made by a man is binding, while a vow made by a woman can be nullified by her father if she is unmarried, or by her husband if she is married, provided they do so on the day they hear of it. The chapter highlights the importance of keeping one's word and the authority structures within the family regarding vows.

Opening Question

1. Why do you think the Bible places such importance on keeping vows, and how can we apply this principle to our commitments today?
 2. How do the provisions for annulment of vows in this chapter reflect the responsibilities and authority within family relationships?
-

Outline

1. **The Binding Nature of Vows** (Numbers 30:1-2)
 - Application Question 1: What can we learn from the seriousness with which vows are treated in this chapter about the importance of our words and promises?
 - Application Question 2: How can we ensure that we are making thoughtful and sincere commitments in our lives?
2. **Vows Made by Women and Their Annulment** (Numbers 30:3-8)

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- Application Question 1: What do these provisions teach us about the roles and responsibilities within a family?
 - Application Question 2: How can communication within a family help in making and understanding commitments?
3. **The Authority of Fathers and Husbands Regarding Vows** (Numbers 30:9-16)
- Application Question 1: How does this chapter reflect the authority structure within the family, and how should that influence our understanding of responsibility?
 - Application Question 2: What steps can we take to balance authority and mutual respect in our relationships today?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 30:2, "When a man makes a vow to the Lord or takes an oath to obligate himself by a pledge, he must not break his word but must do everything he said." Recite it by the end of the week.
 2. **Role Playing Activity:** Have students role-play scenarios where they make and keep or annul vows, discussing the importance of keeping promises and the family's role in decision-making.
 3. **Discussion Activity:** Discuss the significance of making commitments and how this chapter teaches us to be mindful and respectful of the promises we make to God and others.
-

Quiz

1. What is the key theme of Numbers 30?
 - A. Offerings
 - B. Vows and their binding nature
 - C. Warfare
 - D. Dietary laws

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2. Who must keep their vows according to Numbers 30?
 - A. Only men
 - B. Only priests
 - C. Both men and women
 - D. Only the elders
3. Under what condition can a woman's vow be annulled?
 - A. If it is financially burdensome
 - B. If her father or husband nullifies it on the day he hears of it
 - C. If she changes her mind
 - D. If it is not serious
4. What happens if a father or husband does not nullify a woman's vow on the day he hears it?
 - A. The vow is automatically nullified
 - B. The vow becomes binding
 - C. The woman must renew the vow
 - D. The priest decides
5. What does Numbers 30:2 emphasize about making vows?
 - A. Vows are optional
 - B. Vows should be made frequently
 - C. A vow must be kept once it is made
 - D. Vows should be avoided
6. What does this chapter suggest about the authority structure within a family?
 - A. It is non-existent
 - B. Fathers and husbands have the authority to annul vows
 - C. Only priests have authority
 - D. Children have the authority
7. Can a widow or divorced woman's vow be annulled by anyone?
 - A. Yes, by her former husband
 - B. No, it is binding

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- C. Yes, by her father
- D. Yes, by a priest
- 8. Why is the timing important when a father or husband hears of a vow?
 - A. They must decide immediately whether to annul it or let it stand
 - B. They have a week to decide
 - C. Timing is irrelevant
 - D. They must consult with elders first
- 9. How does this chapter reflect the importance of keeping one's word?
 - A. It shows that promises can be broken easily
 - B. It emphasizes that vows are serious and must be kept unless properly annulled
 - C. It suggests that vows are unimportant
 - D. It allows for breaking vows without consequences
- 10. What lesson can we learn about commitments from Numbers 30?
 - A. Commitments should be made lightly
 - B. Keeping our word is crucial, and we must consider our promises carefully
 - C. Vows are outdated
 - D. Promises can be made without thought

Answers: 1. B, 2. C, 3. B, 4. B, 5. C, 6. B, 7. B, 8. A, 9. B, 10. B

Fill in the Blank

- 1. Numbers 30 focuses on the laws concerning _____ made to God.
- 2. A vow made by a man is _____, and he must keep it.
- 3. A vow made by a woman can be nullified by her _____ or husband.
- 4. If a father or husband does not nullify a vow on the day he hears it, the vow becomes _____.
- 5. A vow is a serious commitment that must be kept unless properly _____.

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6. This chapter highlights the _____ structure within a family, where fathers and husbands have authority regarding vows.
7. A widow or divorced woman's vow is _____ and cannot be annulled by anyone.
8. Timing is important when a father or husband hears of a vow because they must decide immediately whether to _____ it or let it stand.
9. The chapter teaches us the importance of keeping our _____, and we must consider our promises carefully.
10. Numbers 30 emphasizes the _____ of making thoughtful and sincere commitments.

Answers: 1. vows, 2. binding, 3. father, 4. binding, 5. annulled, 6. authority, 7. binding, 8. annul, 9. word, 10. importance

Vocabulary Words

1. **Vow** - (נָדָר, "neder"): A solemn promise or pledge made to God, which must be kept unless annulled.
2. **Annul** - (הָפַר, "hafar"): To declare invalid, as in a father or husband nullifying a vow made by a daughter or wife.
3. **Binding** - (מְחַיָּב, "mechuyav"): Obligatory or enforceable, as in a vow that must be fulfilled.
4. **Authority** - (סְמֻכּוּת, "samchut"): The power or right to give orders, make decisions, and enforce obedience, especially within the family.
5. **Commitment** - (מְחַיָּבּוּת, "mechuyavut"): A promise or obligation that is taken seriously, emphasizing the importance of keeping one's word.

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CHAPTER 31

Summary of Chapter

Chapter 31 of the Book of Numbers describes the battle between the Israelites and the Midianites, commanded by God as retribution for leading Israel into idolatry and immorality at Peor. Moses instructs the Israelites to send 12,000 men to fight, and they achieve a decisive victory, killing all the Midianite men, including Balaam. They capture women, children, and livestock as spoils of war. Moses, however, orders the execution of all male children and non-virgin women, sparing only the virgin females. The chapter concludes with the distribution of the spoils, emphasizing the need for purification after the battle and the division of the plunder between the warriors, the community, and the Lord.

Opening Question

1. Why do you think God commanded the Israelites to wage war against the Midianites, and what does this teach us about the consequences of leading others into sin?
 2. How does the treatment of the spoils of war reflect the importance of purity and obedience to God's commands?
-

Outline

1. **God's Command to Avenge Israel Against the Midianites** (Numbers 31:1-6)
 - Application Question 1: What can we learn from God's instruction to hold accountable those who lead others into sin?
 - Application Question 2: How should we respond when we see others being led away from God's truth?
2. **The Battle and Victory Over the Midianites** (Numbers 31:7-12)

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- Application Question 1: How does this victory demonstrate God's power and justice?
 - Application Question 2: In what ways can we trust God to lead us to victory over challenges in our lives?
3. **Moses' Instructions Regarding the Captives and Plunder** (Numbers 31:13-24)
- Application Question 1: What does the purification process teach us about maintaining spiritual and moral cleanliness?
 - Application Question 2: How can we ensure that we are obedient to God's commands in all aspects of our lives?
4. **The Division of the Spoils of War** (Numbers 31:25-54)
- Application Question 1: Why is it important to recognize God's provision and share blessings within the community?
 - Application Question 2: How can we practice gratitude and generosity with the resources God has given us?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 31:49, "Your servants have counted the soldiers under our command, and not one is missing." Recite it by the end of the week.
 2. **Role Playing Activity:** Have students reenact the distribution of the spoils of war, discussing the significance of obedience to God's commands and the importance of sharing blessings.
 3. **Discussion Activity:** Discuss the concept of purification and how it applies to our spiritual lives today, especially in the context of how we handle the blessings and challenges God places in our lives.
-

Quiz

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1. Who commanded the Israelites to wage war against the Midianites?
 - A. Joshua
 - B. Aaron
 - C. Moses
 - D. God
2. How many men were sent to fight the Midianites?
 - A. 10,000
 - B. 12,000
 - C. 5,000
 - D. 15,000
3. Who was killed during the battle with the Midianites?
 - A. Only the soldiers
 - B. All Midianite men, including Balaam
 - C. Only the Midianite king
 - D. None of the Midianites
4. What did Moses command to be done with the captured male children and non-virgin women?
 - A. They were to be spared
 - B. They were to be taken as servants
 - C. They were to be executed
 - D. They were to be released
5. What was done with the spoils of war?
 - A. Kept by the soldiers
 - B. Given to the priests
 - C. Divided among the warriors, the community, and the Lord
 - D. Destroyed
6. Why did Moses order the purification of the soldiers and the plunder?
 - A. To prepare for a feast
 - B. To ensure they were clean before God

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- C. To avoid disease
 - D. To honor the Midianites
7. How was the plunder divided among the Israelites?
- A. Equally among all people
 - B. Half to the warriors and half to the community
 - C. Kept by the leaders
 - D. Given entirely to the priests
8. Who was Balaam, and what happened to him?
- A. A prophet who was spared
 - B. A Midianite king who escaped
 - C. A prophet killed by the Israelites
 - D. A soldier in the Israelite army
9. What was the significance of the soldiers being purified after the battle?
- A. It was a tradition
 - B. It demonstrated the importance of remaining holy before God
 - C. It was a form of punishment
 - D. It was done to appease the community
10. What does the chapter teach about obedience to God's commands?
- A. Obedience is optional
 - B. Obedience brings blessings and ensures purity before God
 - C. Obedience is outdated
 - D. Obedience leads to punishment

Answers: 1. D, 2. B, 3. B, 4. C, 5. C, 6. B, 7. B, 8. C, 9. B, 10. B

Fill in the Blank

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1. God commanded the Israelites to wage war against the _____ as retribution for leading Israel into sin.
2. _____ men were sent to fight the Midianites.
3. All Midianite men, including _____, were killed during the battle.
4. Moses ordered the execution of the captured male children and non-_____ women.
5. The spoils of war were divided among the warriors, the community, and the _____.
6. The soldiers and the plunder had to be _____ after the battle to ensure they were clean before God.
7. Balaam, the prophet who led Israel into sin, was _____ by the Israelites.
8. The plunder was divided so that half went to the warriors and half to the _____.
9. Purification was necessary to maintain _____ and cleanliness before God.
10. The chapter emphasizes the importance of _____ to God's commands.

Answers: 1. Midianites, 2. 12,000, 3. Balaam, 4. virgin, 5. Lord, 6. purified, 7. killed, 8. community, 9. holiness, 10. obedience

Vocabulary Words

1. **Retribution** - (נָקָם, "nakam"): Punishment inflicted in response to wrongdoing, as seen in God's command for the Israelites to avenge themselves against the Midianites.
2. **Plunder** - (שָׁלַל, "shalal"): Goods taken during war, which were divided among the Israelites after their victory over the Midianites.
3. **Purification** - (טָהָרָה, "taharah"): The process of becoming clean or pure, especially after battle, to maintain holiness before God.
4. **Avenge** - (נָקַם, "naqam"): To seek justice or revenge, as the Israelites did against the Midianites for leading them into idolatry.
5. **Obedience** - (צִיּוּת, "tsiyut"): The act of following commands or instructions, a key theme in the Israelites' actions during the battle and division of the spoils.

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CHAPTER 32

Summary of Chapter

Chapter 32 of the Book of Numbers describes the request of the tribes of Reuben and Gad to settle on the east side of the Jordan River, where the land was suitable for their large herds of livestock. Moses initially objects, fearing that their refusal to cross into the Promised Land will discourage the other Israelites. However, the tribes promise to help their fellow Israelites conquer the land west of the Jordan before returning to their chosen territory. Moses agrees, making a covenant that they must fulfill their promise to assist in the conquest before settling permanently.

Opening Question

1. Why do you think Moses was initially concerned about the request of the Reubenites and Gadites to settle east of the Jordan River, and how does this reflect the importance of unity?
 2. How can the agreement made between Moses and these tribes teach us about the importance of keeping our promises and commitments?
-

Outline

1. **The Request of the Tribes of Reuben and Gad** (Numbers 32:1-5)
 - Application Question 1: What does the request of these tribes teach us about seeking what is best for ourselves while considering the needs of others?
 - Application Question 2: How can we balance our personal desires with our responsibilities to our communities?
2. **Moses' Concern and Response** (Numbers 32:6-15)

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- Application Question 1: Why is it important to consider the impact of our decisions on others, especially in a community setting?
 - Application Question 2: How can we address concerns and potential conflicts when making significant decisions?
 - 3. **The Agreement and Covenant** (Numbers 32:16-24)
 - Application Question 1: How does making a commitment or covenant help ensure that we fulfill our responsibilities?
 - Application Question 2: What are the consequences of breaking a promise, and how can we avoid this in our relationships?
 - 4. **The Settlement of Reuben, Gad, and Half-Tribe of Manasseh** (Numbers 32:25-42)
 - Application Question 1: What can we learn from the obedience of these tribes in fulfilling their promise before settling?
 - Application Question 2: How can we demonstrate our commitment to God and others through our actions?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 32:23, "But if you fail to do this, you will be sinning against the Lord; and you may be sure that your sin will find you out." Recite it by the end of the week.
 2. **Role Playing Activity:** Have students role-play the negotiation between Moses and the tribes of Reuben and Gad, focusing on the importance of making and keeping promises.
 3. **Discussion Activity:** Discuss the significance of fulfilling commitments, especially when those commitments impact others, and how we can practice integrity in our daily lives.
-

Quiz

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1. Which tribes requested to settle on the east side of the Jordan River?
 - A. Judah and Benjamin
 - B. Reuben and Gad
 - C. Simeon and Levi
 - D. Ephraim and Manasseh
2. Why did the tribes of Reuben and Gad want to settle on the east side of the Jordan?
 - A. It was closer to Egypt
 - B. The land was good for livestock
 - C. They were afraid to cross the Jordan
 - D. It had fertile soil for crops
3. What was Moses' initial concern about their request?
 - A. They were rebelling against God
 - B. It would discourage the other Israelites from entering the Promised Land
 - C. They would be too far from the Tabernacle
 - D. They were acting selfishly
4. What did the tribes of Reuben and Gad promise to do before settling permanently?
 - A. Build a city
 - B. Fight alongside the other Israelites to conquer the land west of the Jordan
 - C. Offer sacrifices to God
 - D. Help the Levites
5. What covenant did Moses make with the tribes of Reuben and Gad?
 - A. They could settle east of the Jordan immediately
 - B. They had to return to Egypt if they did not help the Israelites
 - C. They could settle the land if they fulfilled their promise to assist in the conquest
 - D. They were forbidden from settling east of the Jordan
6. Which other tribe eventually joined Reuben and Gad in settling east of the Jordan?
 - A. Judah
 - B. Manasseh

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- C. Levi
 - D. Naphtali
7. How did Moses ensure that the tribes would keep their promise?
 - A. He trusted them without any conditions
 - B. He appointed leaders to oversee their actions
 - C. He made a formal covenant with them
 - D. He threatened them with punishment
 8. What was the consequence Moses warned of if the tribes did not keep their promise?
 - A. They would lose their land
 - B. They would face God's judgment and their sin would find them out
 - C. They would be banished from Israel
 - D. They would be enslaved by other nations
 9. What did the tribes of Reuben and Gad do after agreeing to the covenant?
 - A. Immediately settled in their chosen land
 - B. Built cities and fortified them
 - C. Fought alongside the other Israelites to conquer the Promised Land
 - D. Returned to Egypt
 10. What lesson can we learn from the agreement between Moses and the tribes of Reuben and Gad?
 - A. It's okay to break promises if it benefits us
 - B. Keeping our commitments is essential for maintaining trust and unity
 - C. It's better to avoid making promises
 - D. We should always prioritize our own needs over others

Answers: 1. B, 2. B, 3. B, 4. B, 5. C, 6. B, 7. C, 8. B, 9. C, 10. B

Fill in the Blank

1. The tribes of Reuben and Gad requested to settle on the _____ side of the Jordan River.

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2. They wanted to settle there because the land was good for their _____.
3. Moses was concerned that their request would discourage the other Israelites from entering the _____ Land.
4. The tribes of Reuben and Gad promised to help their fellow Israelites _____ the land west of the Jordan.
5. Moses made a _____ with them, allowing them to settle east of the Jordan if they fulfilled their promise.
6. The half-tribe of _____ eventually joined Reuben and Gad in settling east of the Jordan.
7. Moses ensured that the tribes would keep their promise by making a formal _____ with them.
8. If they did not keep their promise, Moses warned that their _____ would find them out.
9. After agreeing to the covenant, the tribes of Reuben and Gad fought alongside the other Israelites to _____ the Promised Land.
10. This chapter teaches us the importance of keeping our _____ and fulfilling our commitments.

Answers: 1. east, 2. livestock, 3. Promised, 4. conquer, 5. covenant, 6. Manasseh, 7. covenant, 8. sin, 9. conquer, 10. promises

Vocabulary Words

1. **Covenant** - (בְּרִית, "brit"): A formal agreement or promise, especially one made between God and His people or among individuals, as seen in the agreement between Moses and the tribes of Reuben and Gad.
2. **Livestock** - (מִקְנֶה, "mikneh"): Domesticated animals, such as cattle or sheep, which were important to the tribes of Reuben and Gad.
3. **Promised Land** - (אֶרֶץ הַבְּטָחָה, "Eretz Ha'btachah"): The land God promised to the descendants of Abraham, Isaac, and Jacob, where the Israelites would settle.
4. **Conquer** - (כָּבַשׁ, "kavash"): To defeat and take control of a place, as the Israelites did with the land west of the Jordan.

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5. **Unity** - (אֶחָדוּת, "achdut"): The state of being united or joined as a whole, an important theme in the Israelites' journey to the Promised Land.

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CHAPTER 33

Summary of Chapter

Chapter 33 of the Book of Numbers provides a detailed record of the Israelites' journey from Egypt to the plains of Moab, on the border of the Promised Land. It lists the stages of their journey, naming each place where they camped along the way. The chapter concludes with God's instructions to Moses regarding the conquest of Canaan. God commands the Israelites to drive out all the inhabitants of the land, destroy their idols, and take possession of the land. Failure to obey these commands, God warns, will result in the remaining inhabitants becoming a source of trouble for the Israelites.

Opening Question

1. Why do you think it was important for the Israelites to remember and document every stage of their journey from Egypt to the Promised Land?
 2. How can reflecting on past experiences, like the Israelites' journey, help us in our spiritual walk today?
-

Outline

1. **The Journey from Egypt to the Plains of Moab** (Numbers 33:1-49)
 - Application Question 1: What can we learn from the detailed recording of the Israelites' journey about the importance of remembering God's guidance in our lives?
 - Application Question 2: How can we keep track of and reflect on the milestones in our spiritual journey?
2. **God's Instructions for the Conquest of Canaan** (Numbers 33:50-56)

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- Application Question 1: Why is it important to obey God's commands fully, especially when entering a new phase in life?
 - Application Question 2: What consequences might we face if we do not fully follow God's instructions in our lives?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 33:53, "Take possession of the land and settle in it, for I have given you the land to possess." Recite it by the end of the week.
 2. **Role Playing Activity:** Have students reenact the Israelites' journey, focusing on the significance of each place they camped and how it represented a step in their faith journey.
 3. **Discussion Activity:** Discuss how reflecting on past experiences can strengthen our faith and help us trust in God's future plans for us.
-

Quiz

1. What does Numbers 33 mainly document?
 - A. The laws given to Israel
 - B. The Israelites' journey from Egypt to Moab
 - C. The building of the Tabernacle
 - D. The genealogies of the tribes
2. Where does the Israelites' journey in Numbers 33 begin?
 - A. Mount Sinai
 - B. Egypt
 - C. The Red Sea
 - D. The Jordan River

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3. Where does the journey described in Numbers 33 end?
 - A. The Red Sea
 - B. Mount Sinai
 - C. The plains of Moab
 - D. Jericho
4. What did God command the Israelites to do when they entered the Promised Land?
 - A. Make peace with the inhabitants
 - B. Drive out all the inhabitants and destroy their idols
 - C. Build a city immediately
 - D. Share the land with the Canaanites
5. What was the consequence of not driving out the inhabitants of Canaan?
 - A. The land would be divided among the inhabitants
 - B. The inhabitants would become a source of trouble for Israel
 - C. The Israelites would be punished immediately
 - D. The Israelites would lose the land
6. How many stages of the journey are listed in Numbers 33?
 - A. 20
 - B. 30
 - C. 42
 - D. 50
7. Why did God want the Israelites to destroy the idols in Canaan?
 - A. To prevent idolatry among the Israelites
 - B. To preserve the culture of the Canaanites
 - C. To collect them as spoils of war
 - D. To trade them with other nations
8. What does the detailed record of the journey symbolize for the Israelites?
 - A. A long and difficult path
 - B. A history of God's faithfulness and guidance

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- C. The failures of the Israelites
 - D. A random list of places
9. What is one lesson we can learn from this chapter about following God's commands?
- A. We should be selective about which commands to follow
 - B. Partial obedience is acceptable
 - C. Full obedience is crucial for receiving God's promises
 - D. Obedience is not necessary for blessings
10. How does the record of the Israelites' journey help us in our spiritual walk today?
- A. It shows us how to navigate in the wilderness
 - B. It reminds us to trust God's guidance in every stage of our lives
 - C. It provides a detailed map of the ancient Near East
 - D. It serves as a warning to avoid the wilderness

Answers: 1. B, 2. B, 3. C, 4. B, 5. B, 6. C, 7. A, 8. B, 9. C, 10. B

Fill in the Blank

- 1. Numbers 33 documents the Israelites' journey from _____ to the plains of Moab.
- 2. The chapter lists each place where the Israelites _____ along the way.
- 3. God commanded the Israelites to drive out all the inhabitants of _____, the Promised Land.
- 4. The Israelites were instructed to destroy the _____ of the Canaanites.
- 5. If the Israelites did not drive out the inhabitants, they would become a source of _____ for Israel.
- 6. There are _____ stages of the journey listed in Numbers 33.
- 7. God gave the land of Canaan to the Israelites to _____ and settle in.
- 8. The detailed record of the journey serves as a reminder of God's _____ and guidance.
- 9. Full _____ to God's commands is crucial for receiving His promises.
- 10. Reflecting on past experiences can strengthen our _____ and trust in God.

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Answers: 1. Egypt, 2. camped, 3. Canaan, 4. idols, 5. trouble, 6. 42, 7. possess, 8. faithfulness, 9. obedience, 10. faith

Vocabulary Words

1. **Journey** - (מַסָּע, "massa"): The act of traveling from one place to another, as seen in the Israelites' journey from Egypt to the Promised Land.
2. **Camp** - (מַחֲנֶה, "machaneh"): A temporary place of rest and shelter, such as where the Israelites stayed during their journey.
3. **Canaan** - (כְּנָעַן, "Canaan"): The land promised by God to the descendants of Abraham, Isaac, and Jacob.
4. **Idol** - (פֶּסֶל, "pesel"): An image or representation of a god used as an object of worship, which the Israelites were commanded to destroy in Canaan.
5. **Obedience** - (צִיּוּת, "tsiyut"): The act of following commands or instructions, a key theme in the Israelites' conquest of the Promised Land.

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CHAPTER 34

Summary of Chapter

Chapter 34 of the Book of Numbers details the boundaries of the Promised Land that God commanded the Israelites to inherit. God instructs Moses to outline the specific borders of Canaan, which the Israelites are to occupy after they cross the Jordan River. The chapter also lists the leaders from each tribe who are appointed to oversee the division of the land among the tribes. This chapter emphasizes God's precise plan for the land He promised to the Israelites, ensuring that each tribe receives its inheritance according to His commands.

Opening Question

1. Why do you think God provided such specific boundaries for the land that the Israelites were to inherit, and how does this reflect His attention to detail in our lives?
 2. How can the appointment of leaders to oversee the division of the land teach us about the importance of leadership and responsibility in fulfilling God's plans?
-

Outline

1. **God's Command to Define the Boundaries of Canaan** (Numbers 34:1-12)
 - Application Question 1: How does God's specific instruction about the land's boundaries teach us about His care and provision for His people?
 - Application Question 2: In what ways can we trust God to define the "boundaries" of our lives for our good?
2. **Appointment of Leaders for Dividing the Land** (Numbers 34:13-29)

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- Application Question 1: What does the selection of leaders from each tribe tell us about the importance of shared responsibility and collaboration?
 - Application Question 2: How can we apply the principle of responsible leadership in our communities and personal lives?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 34:13, "Moses commanded the Israelites: 'Assign this land by lot as an inheritance. The Lord has ordered that it be given to the nine and a half tribes.'" Recite it by the end of the week.
 2. **Role Playing Activity:** Have students role-play the process of dividing the land among the tribes, focusing on the responsibilities of the leaders and the importance of following God's instructions.
 3. **Discussion Activity:** Discuss how God's detailed plan for the land of Canaan can inspire us to trust in His specific plans for our lives, even when we don't see the full picture.
-

Quiz

1. What does Numbers 34 primarily describe?
 - A. The building of the Tabernacle
 - B. The boundaries of the Promised Land
 - C. The journey through the wilderness
 - D. The giving of the Ten Commandments
2. Who commanded Moses to define the boundaries of the land?
 - A. Aaron
 - B. Joshua

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- C. God
 - D. Caleb
3. What river marks the eastern boundary of the Promised Land?
 - A. The Nile
 - B. The Jordan
 - C. The Euphrates
 - D. The Tigris
 4. How many tribes were to receive their inheritance west of the Jordan River?
 - A. Twelve
 - B. Nine and a half
 - C. Ten
 - D. Eleven
 5. Who were appointed to oversee the division of the land among the tribes?
 - A. The priests only
 - B. Leaders from each tribe
 - C. Moses and Aaron
 - D. The elders of Egypt
 6. What does the specific outlining of the land's boundaries signify?
 - A. Random allocation
 - B. God's precise plan and provision
 - C. Human decision-making
 - D. Lack of organization
 7. Which sea marks the western boundary of the Promised Land?
 - A. The Red Sea
 - B. The Dead Sea
 - C. The Mediterranean Sea
 - D. The Sea of Galilee
 8. What was the southernmost point of the Promised Land?
 - A. Kadesh Barnea

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- B. Mount Sinai
 - C. Hebron
 - D. Jericho
9. How were the land's boundaries to be divided among the tribes?
- A. By lot
 - B. By battle
 - C. By wealth
 - D. By age
10. What lesson can we learn from God's detailed instructions for the land?
- A. God is unconcerned with details
 - B. God's plans are specific, purposeful, and designed for our good
 - C. Human planning is more important
 - D. Obedience is optional

Answers: 1. B, 2. C, 3. B, 4. B, 5. B, 6. B, 7. C, 8. A, 9. A, 10. B

Fill in the Blank

- 1. Numbers 34 describes the _____ of the Promised Land that the Israelites were to inherit.
- 2. God commanded Moses to define the _____ of Canaan, which the Israelites were to occupy.
- 3. The _____ River marks the eastern boundary of the Promised Land.
- 4. The land was to be divided among the tribes by _____.
- 5. Leaders from each _____ were appointed to oversee the division of the land.
- 6. The Mediterranean Sea marks the _____ boundary of the Promised Land.
- 7. The specific outlining of the land's boundaries signifies God's _____ plan and provision.
- 8. The southernmost point of the Promised Land was _____ Barnea.
- 9. God's detailed instructions for the land teach us that His plans are _____ and purposeful.
- 10. The Israelites were to _____ the land and settle in it according to God's commands.

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Answers: 1. boundaries, 2. borders, 3. Jordan, 4. lot, 5. tribe, 6. western, 7. precise, 8. Kadesh, 9. specific, 10. possess

Vocabulary Words

1. **Boundary** - (גְּבוּל, "gevul"): The limit or extent of an area, especially as defined by God for the Promised Land.
2. **Inheritance** - (נַחֲלָה, "nachalah"): Property or land that is passed down, specifically the land given to the Israelites.
3. **Jordan River** - (יַרְדֵּן, "Yarden"): The river that forms the eastern boundary of the Promised Land.
4. **Lot** - (גּוֹרָל, "goral"): A method of making decisions, often used in the Bible to distribute land or make other important decisions.
5. **Kadesh Barnea** - (קָדֵשׁ בְּרִנְעָה, "Kadesh Barnea"): A significant location marking the southernmost boundary of the Promised Land.

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CHAPTER 35

Summary of Chapter

Chapter 35 of the Book of Numbers outlines the provision of cities for the Levites and the establishment of cities of refuge in the Promised Land. The Levites are to receive 48 cities, scattered among the other tribes, including six cities of refuge. These cities of refuge are designated as safe havens for individuals who accidentally kill someone, providing them protection from the avenger of blood until they stand trial. The chapter emphasizes the importance of justice, distinguishing between accidental and intentional killings, and ensuring that the land is not defiled by innocent bloodshed.

Opening Question

1. Why do you think God commanded the establishment of cities of refuge, and how does this reflect His concern for justice and mercy?
 2. How can the concept of cities of refuge help us understand the importance of fairness and protection in our communities today?
-

Outline

1. **Provision of Cities for the Levites** (Numbers 35:1-8)
 - Application Question 1: What can we learn from the distribution of cities to the Levites about the importance of caring for those dedicated to serving God?
 - Application Question 2: How can we ensure that our communities support and respect those who lead and serve spiritually?
2. **The Establishment of Cities of Refuge** (Numbers 35:9-15)

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- Application Question 1: Why is it important to have places of safety and fairness in society, especially for those who may be wrongly accused?
 - Application Question 2: How can we create environments in our own communities that provide protection and fairness for all?
 - 3. **Distinguishing Between Accidental and Intentional Killing** (Numbers 35:16-28)
 - Application Question 1: How does the distinction between accidental and intentional actions inform our understanding of justice?
 - Application Question 2: In what ways can we practice discernment and fairness when addressing wrongs in our lives and communities?
 - 4. **The Consequences of Failing to Administer Justice** (Numbers 35:29-34)
 - Application Question 1: What are the dangers of allowing injustice to go unaddressed, and how can we ensure that our actions align with God's standards of justice?
 - Application Question 2: How can we strive to uphold justice and purity in our communities, avoiding the defilement of sin?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 35:33, "Do not pollute the land where you are. Bloodshed pollutes the land, and atonement cannot be made for the land on which blood has been shed, except by the blood of the one who shed it." Recite it by the end of the week.
 2. **Role Playing Activity:** Have students role-play a scenario involving the use of a city of refuge, discussing the importance of justice, mercy, and protection in such cases.
 3. **Discussion Activity:** Discuss how the concept of cities of refuge can be applied today in our communities, emphasizing the need for safe spaces and fair treatment for everyone.
-

Quiz

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1. How many cities were given to the Levites?
 - A. 12
 - B. 24
 - C. 36
 - D. 48
2. What was the purpose of the cities of refuge?
 - A. To serve as military outposts
 - B. To provide sanctuary for those who accidentally killed someone
 - C. To be a place of worship
 - D. To store the treasures of Israel
3. How many cities of refuge were established?
 - A. 4
 - B. 6
 - C. 8
 - D. 10
4. Who could seek refuge in these cities?
 - A. Only Levites
 - B. Anyone accused of intentional murder
 - C. Anyone who accidentally killed someone
 - D. Only the high priest
5. What happened if someone left a city of refuge before their trial?
 - A. They were free
 - B. They were safe
 - C. They could be killed by the avenger of blood
 - D. They were forgiven
6. What distinction is made between types of killing in Numbers 35?
 - A. Accidental and intentional
 - B. Legal and illegal

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- C. Daytime and nighttime
 - D. By sword and by arrow
7. What was the consequence of intentional murder according to this chapter?
- A. Exile
 - B. Imprisonment
 - C. Death
 - D. Forgiveness
8. Why was it important to prevent the land from being defiled by bloodshed?
- A. To maintain agricultural productivity
 - B. To avoid God's wrath and preserve the land's purity
 - C. To keep the land beautiful
 - D. To ensure peace with neighboring nations
9. Who determined whether a killing was accidental or intentional?
- A. The priest
 - B. The accused
 - C. A judge or the community
 - D. The victim's family
10. What can we learn from the cities of refuge about God's character?
- A. God values strict punishment
 - B. God's justice is tempered with mercy and provision for protection
 - C. God is indifferent to human suffering
 - D. God only cares about the innocent

Answers: 1. D, 2. B, 3. B, 4. C, 5. C, 6. A, 7. C, 8. B, 9. C, 10. B

Fill in the Blank

1. The Levites were given _____ cities in the Promised Land.

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2. Six of these cities were designated as cities of _____ for those who accidentally killed someone.
3. These cities provided protection from the _____ of blood until a trial could be held.
4. The distinction between accidental and intentional killing is important for ensuring _____ in the community.
5. Leaving a city of refuge before the trial could result in being killed by the _____ of blood.
6. Intentional murder was punishable by _____ according to this chapter.
7. The land could be _____ by the shedding of innocent blood.
8. The cities of refuge reflect God's concern for both _____ and mercy.
9. The _____ were responsible for determining whether a killing was accidental or intentional.
10. The concept of cities of refuge teaches us about the importance of _____ spaces and fair treatment for all.

Answers: 1. 48, 2. refuge, 3. avenger, 4. justice, 5. avenger, 6. death, 7. defiled, 8. justice, 9. judges, 10. safe

Vocabulary Words

1. **Refuge** - (מִקְלָט, "miklat"): A place of shelter or protection, especially for those seeking safety from retribution.
2. **Levite** - (לֵוִי, "Levi"): A member of the tribe of Levi, dedicated to serving God and given cities throughout Israel.
3. **Avenger of Blood** - (גֹּאֵל הַדָּם, "goel hadam"): A family member responsible for avenging the death of a relative, according to ancient customs.
4. **Accidental Killing** - (בִּשְׁגָגָה, "bishgagah"): The unintentional killing of a person, differentiated from intentional murder in biblical law.
5. **Justice** - (מִשְׁפָּט, "mishpat"): The fair and equitable application of laws, a central theme in the establishment of cities of refuge.

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CHAPTER 36

Summary of Chapter

Chapter 36 of the Book of Numbers addresses the inheritance rights of the daughters of Zelophehad, focusing on the concern that their inheritance could be lost to other tribes if they married outside their father's tribe. God commands through Moses that the daughters must marry within their own tribe, ensuring that their inheritance remains within their father's tribe and does not transfer to another. This chapter emphasizes the importance of preserving tribal inheritance and provides a resolution to the issue of land ownership among the tribes of Israel.

Opening Question

1. Why was it important for the daughters of Zelophehad to marry within their own tribe, and how does this reflect the significance of inheritance in Israelite society?
 2. How can the concept of preserving inheritance within a family teach us about the importance of maintaining our spiritual heritage?
-

Outline

1. **The Issue of Inheritance for Zelophehad's Daughters** (Numbers 36:1-4)
 - Application Question 1: What does the concern over inheritance teach us about the value of family and land in Israelite culture?
 - Application Question 2: How can we ensure that we honor and preserve our own family's heritage and values?
2. **God's Command Regarding Marriage Within the Tribe** (Numbers 36:5-9)

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- Application Question 1: How does God's instruction for the daughters to marry within their tribe emphasize the importance of unity and identity?
 - Application Question 2: In what ways can we maintain our identity and unity within our communities while respecting traditions?
3. **The Obedience of Zelophehad's Daughters** (Numbers 36:10-13)
- Application Question 1: How does the obedience of Zelophehad's daughters serve as an example of faithfulness to God's commands?
 - Application Question 2: What can we learn from their example about the importance of following God's guidance in our own decisions?
-

Possible Activities

1. **Memory Verse Challenge:** Memorize Numbers 36:7, "No inheritance in Israel is to pass from one tribe to another, for every Israelite shall keep the tribal inheritance of their ancestors." Recite it by the end of the week.
 2. **Role Playing Activity:** Have students role-play the discussion between the leaders of the tribes and Moses regarding the inheritance of Zelophehad's daughters, focusing on the importance of preserving family and tribal identity.
 3. **Discussion Activity:** Discuss how the principles of inheritance and preserving family traditions can be applied to maintaining our spiritual heritage in today's world.
-

Quiz

1. What concern is addressed in Numbers 36?
 - A. The inheritance rights of the sons of Israel
 - B. The inheritance rights of the daughters of Zelophehad

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- C. The division of the land
 - D. The leadership of Israel
2. Why were the daughters of Zelophehad required to marry within their tribe?
 - A. To ensure their inheritance stayed within their father's tribe
 - B. To prevent conflicts between tribes
 - C. To follow a new law given by Moses
 - D. To increase the wealth of their tribe
 3. What was the solution to the inheritance issue raised by the leaders?
 - A. The daughters could marry anyone
 - B. The daughters had to marry within their father's tribe
 - C. The inheritance would be given to the nearest male relative
 - D. The land would be redistributed
 4. How many daughters did Zelophehad have?
 - A. Two
 - B. Four
 - C. Five
 - D. Six
 5. Who gave the command that the daughters of Zelophehad must marry within their tribe?
 - A. Moses
 - B. Aaron
 - C. Joshua
 - D. The High Priest
 6. What was the main reason for the command to marry within the tribe?
 - A. To preserve the unity of Israel
 - B. To keep the inheritance within the tribe
 - C. To avoid disputes over land
 - D. To follow ancient customs
 7. What does this chapter teach us about the importance of inheritance in Israelite society?
 - A. It was only about wealth

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- B. It was crucial for maintaining tribal identity and stability
 - C. It was not important
 - D. It was primarily about political power
8. What did the daughters of Zelophehad do in response to God's command?
- A. They refused to marry
 - B. They married men from other tribes
 - C. They married within their father's tribe
 - D. They left their inheritance
9. Why is the obedience of Zelophehad's daughters significant?
- A. It shows their rebellion
 - B. It demonstrates their faithfulness to God's commands
 - C. It caused division among the tribes
 - D. It had no real impact
10. What broader lesson can we learn from the resolution of the inheritance issue?
- A. Obedience to God's commands brings harmony and preserves blessings
 - B. Inheritance laws are outdated
 - C. Family traditions are unimportant
 - D. Wealth should be the primary focus

Answers: 1. B, 2. A, 3. B, 4. C, 5. A, 6. B, 7. B, 8. C, 9. B, 10. A

Fill in the Blank

- 1. Numbers 36 addresses the _____ rights of the daughters of Zelophehad.
- 2. The daughters were required to marry within their _____ tribe to keep their inheritance within the family.
- 3. The command was given to ensure that the inheritance did not pass from one _____ to another.

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4. Zelophehad had _____ daughters who were concerned about their inheritance.
5. The leaders of Israel raised the issue to _____ to seek guidance.
6. The daughters of Zelophehad obeyed the command and married within their father's _____.
7. The preservation of inheritance was crucial for maintaining tribal _____ in Israel.
8. This chapter teaches us the importance of _____ to God's commands.
9. The issue of inheritance was resolved in a way that preserved _____ and unity within the tribes.
10. Obedience to God's instructions can lead to _____ and stability in our communities.

Answers: 1. inheritance, 2. father's, 3. tribe, 4. five, 5. Moses, 6. tribe, 7. identity, 8. obedience, 9. peace, 10. harmony

Vocabulary Words

1. **Inheritance** - (נַחֲלָה, "nachalah"): Property or land passed down within a family or tribe, especially in the context of the Promised Land.
2. **Tribe** - (שֵׁבֶט, "shevet"): A division of the Israelite nation, each descended from one of Jacob's sons, with its own inheritance.
3. **Unity** - (אַחְדוּת, "achdut"): The state of being united as a people, especially within the tribes of Israel.
4. **Obedience** - (צִיּוּת, "tsiyut"): The act of following God's commands, a key theme in the actions of Zelophehad's daughters.
5. **Marriage** - (נִשְׁוּאִין, "nissuin"): The legally or formally recognized union of two people, in this context within the same tribe to preserve inheritance.