Art Workshop:

Scripture: Joshua 1-6 and 23-24

Memory Verse: Joshua 24:14-15 (NIV)
“As for me and my house, we will serve the Lord.”

Bonus Verse: Be strong in the Lord and in his mighty power. Ephesians 6:10 (NIV)

PURPOSE: The children will make simple relief maps of the Middle East to help them understand the Bible story and how it is connected to this story and other stories from previous rotations.

Additional objectives for the art workshop
At the end of the session, the students will
* know the geography of the land where the Bible story takes place

Teacher preparation in advance:
• Read the scripture passages and lesson plan and attend the Bible Study, ...
• Learn the memory verse.
• Confer with the Shepherd on age level adjustments needed each week (those included in the lesson plan and your own). Consider the “Stretcher” you can use, especially with the youngest children.
• The design of this workshop is very intentional. The activities and discussion questions for this workshop were designed to meet the goals of the entire rotation. While we feel it is important to follow the serendipitous leading of the Holy Spirit, please do not change the lesson plan without consulting a Design Team member.
• Check out the room before your first Sunday workshop so that you know where everything is located.
• Prepare a sample map showing where specific landforms are in Israel and Egypt.
• Prepare index cards for memory verse activity.

• Pre-heat the oven so the rocks get warm . . . although you don’t want them too hot.

Gather other materials: crayons, smooth beach rocks, paper, maps, clay, sand, glue, toothpicks.

**Room set-up:**
Set up tables and chairs.

**Supply List**
• 11 x 17 copies of maps of The Holy Land
• 11 x 17 matt board
• Sand
• Moss
• Glue or Glue sticks
• Peanut shells* or something to represent mountains watching out for allegies…. Washed egg shells would work.
• Colored Pencils
• A copy of the Mustard Seed Ministries Joshua sample lesson plan, Art workshop.
  [http://www.mustardseedcm.com/Samples/Y2Unit9Joshua.doc](http://www.mustardseedcm.com/Samples/Y2Unit9Joshua.doc)  *(Source for Bible story and map instructions.)*
• Index cards
• Tape/CD player and music
• Cultural Atlas for Young People: The Bible by John Rogerson or other Holy Land picture atlas
• Overhead projector
• Transparency of map
• White board, markers, & eraser for memory verse activity
• Smooth beach or river rocks: one per child
• Crayons
• Hair Dryer
• Memento: stickers (stars or God loves you or whatever seems appropriate)  *(Optional)*
• Shepherd Time: no supplies needed
PRESENTATION:

OPEN:
Welcome and Introductions:
Greet the children and introduce yourself. Wear your name-tag. (Remember, you are interacting with a different group of students each week who may not know you.) Make sure the children are wearing name-tags.

Explain the purpose of this workshop: Today you are going to make a map! Making this map will help you understand where the important events we learned about during the few last rotations and the events of this rotation took place.

Scripture/Bible Story:
Tell the Bible story using the summary version found in a sample art lesson plan at: http://www.mustardseedcm.com/Samples/Y2Unit9Joshua.doc. This is a concise summary of the history of the Israelites from Abraham to Joshua.

After telling the story, tell the children you would like for them to see where the book of Joshua is located in the Bible and read a portion that describes the borders of The Promised Land. Pass out the Bibles and instruct the children to turn to Joshua 1:1-5 in their Bibles. Tell them that Joshua is the sixth book of the Bible and it is in the Old Testament. Joshua is between the books of Deuteronomy and Judges. [We restate information about Bible organization in each workshop to be sensitive to visitors and new children in the class who may not have any knowledge of the Bible. We never want a child to feel like they do not belong because they do not know this information before they come to class.]

Either read the passage aloud (for younger children) or ask a volunteer to read the passage (for older children). Tell them to listen for the description of the borders of The Promised Land. As the descriptions are read, point them out on a classroom map or a map shown on the overhead projector.

DIG:

Application:
Before they begin making their maps, show the children pictures of what the land looks like using photos from Cultural Atlas for Young People: The Bible by John Rogerson. Select pictures from pages 52-92 to show the landscape
of the area. Be sure to show them pictures of the deserts, the mountains, the Dead Sea, the Sea of Galilee, the Jordan River, and the farmlands, etc. (See the discussion in the sample art lesson plan at http://www.mustardseedcm.com/Samples/Y2Unit9Joshua.doc under the section titled “Examining the Land.”

Each child will color a simple map of Israel. Give each child a map. Using colored pencils, the children will first color in their map using blue for the water, brown for the deserts, green for the forests and farmland, etc. They can refer to an example that the workshop leader has completed before class. After coloring their map they can add texture to their maps by gluing sand to the deserts, peanut shells* for the mountains, and moss for the forests and farmlands.

The hairdryer can be used to help the glue dry more quickly so that the maps can safely be taken home today.

As the children work on their maps ask them:
How this land is alike or different from where we live?
I wonder why the Israelites wanted to live there? Would you like to live there?
What would be hard about living here? What would be easy about living here?

Read or tell the story in Joshua 3:1 - 4:24. The passage is about the Lord commanding Joshua to have each of the tribes pick up one stone from the Jordan River and place it on the banks so that people would remember that the Lord had dried up the Jordan River so the people could cross. Take the rocks out of the oven. They should be warm. Tell the kids that they can color on them with crayons and the crayons will melt. These will be their own “Remember Rocks” so they can remember and know what the Lord has done for them.

REFLECT:

Pulling it all together (closing discussion):
See questions in “Application” section above.
Review the memory verse.
For younger children: Print the words of the verse and its reference on the white board. Instruct the children to sit in a circle. Read the verse aloud together and then play a game of Hot Potato, passing the white board eraser or marker as music is played. When the music stops, the child with the eraser erases a word from the verse. The class says the verse together again, reciting the erased word from memory. Continue playing until all words are erased. [From The Big Book of Bible Skills.]

For older children: Before class print each word of the Bible verse on a separate index card, scrambling the letters of each word. Give each student one or two of the word cards. Instruct the children to unscramble the word and write it on the other side of the card. Tell the children to read the verse in the Bible if they need help. Then work with the rest of the students to put the verse in order. Read the verse together after putting the words in the correct order. [From The Big Book of Bible Skills.]

Shepherd Time:
In the Bible story the children heard about the Israelites going to a new land that God had led them to. Ask the children if they have had an experience of going to a new home, new school, new church, etc. Tell them you are going to ask them some questions and you want them to think for short time before they answer. Ask the following questions and wait about 30 seconds to a minute before you call on anyone to answer. If any of the children raise their hand quickly, tell them to put their hands down and use the time to think about their answers. You will let them know when you are ready to call on someone.

* What were some good things about the new place you were going?
* What were some things that didn’t seem so good about this new place?
* I wonder if God can help you when you are in a “new” place?

You may want to have on hand an extra activity or worksheet, such as coloring sheets, crossword puzzles, word searches, games. See the Teachers’ Background Notes, and rotation.org for ideas.
**Closing prayer:**
Father God, thank you for the incredible earth you created and all the different kinds of landforms. Thank you for the Bible and how it helps us understand who you are and what you want us to do. We are glad to be part of your family. Even when there are walls in our way, help us to know that with you we can overcome those obstacles. Let the rocks that we made today be our “Remember Rocks” to remind us that you are with us all the time. We pray in Jesus’ name, Amen.Amen.

**Tidy and Dismissal:**
Ask children to help tidy the room. Give any specific instructions for clearing the workshop room.

Make sure names and dates are on their maps. This is their Faith Journal page for this week.

**Additional Suggestions:**
For classes composed primarily of pre-readers, show the children how to find the passage in the Bible and then have them do it. After everyone has found the passage, have them close their Bibles and listen while you read.

See additional age-level suggestions in the lesson plan.

**Resources**
The Big Book of Bible Skills, Ventura, California: Gospel Light, 1999.


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ART MAPPING POINTS

All of this is the land of Canaan, which Joshua is claiming for the Israelites.

“The Canaanites worshipped Baal, god of weather and fertility, and Ash-toreth, his wife, goddess of love and war, with a host of other gods. El was the chief. Each town had its patron god or goddess. These god did not set laws (like the Ten Commandments), although they might make cruel demands like child sacrifice-so people could behave much as they pleased. This, and its close link with good crops and fertility, made Canaanite religion easy and attractive. This is why the Israelites were told to avoid all contact. Their failure to obey brought all kinds of trouble.” (Zondervan Handbook to the Bible, 231)

Water:
Mediterranean Sea
Dead Sea
Lake Galilee
Jordan River-water was stopped at Adam so Israelites could cross.

Cities:
Adam-where water of Jordan River stopped
Jericho-where walls came down after marching
Gilgal-base-camp for Israelites
Ai-the city that took 2 tries to defeat because one of the Israelites disobeyed God and took goods from Jericho.
Gibeon-the people who deceived Joshua into promising they couldn’t attack. Made an alliance. Because of this promise, the worst the Israelites could do to them was to make them slaves forever.

Tribe divisions:
From the story of Joseph (and the amazing technicolor dreamcoat) the 12 brothers:
Asher, Napthali, Zebulin, Issachar, Manasseh, Ephraim, Gad, Benjamin, Dan, Judah, Simeon, Reuben.

Other cities captured: (Just to emphasize the #)
Jericho  Ai  Jerusalem  Hebron  Eglon  Lachish
Makkedah  Debir  Gezer  Libnah  Hazor  Achshaph
Dor

Other notables:
Lebanon Mountains-the northernmost part set aside for the Israelites