

# Joshua & the Walls of Jericho | Lesson Plan

What does it mean to have courage when we face something difficult?

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Students will understand the story of Joshua and the Israelites and identify traits such as courage and faith.

## Learning Objectives:

- Recall the main events of the story, including the crossing of the Jordan River and the fall of Jericho's walls.
- Demonstrate the sequence of events by listing them in order.
- Assess the importance of faith and obedience in the story and discuss how these values apply to personal experiences.

## Key Vocabulary:

- **Faith:** Belief or trust in something, even if we can't see it.
- **Courage:** Being brave and facing something difficult without giving up.
- **Israelites:** The people who followed Joshua and trusted in God.
- **Ark of the Covenant:** A special golden chest that held important laws for the Israelites.
- **Miracle:** An amazing event that cannot be easily explained and is often seen as a sign of God's power.
- **Jericho:** The strong city with tall walls that Joshua and the Israelites wanted to enter.
- **Spy:** A person who goes to a place secretly to gather information.

**Educational Standards:** CCRA.R.1, CCRA.R.2, CCRA.R.3, CCRA.SL.1, CCRA.SL.2, CCRA.W.10, CCRA.L.1, CCRA.L.2

**Academic Subject Areas:** Life Lessons, Bible, Judeo-Christian Values

## What You'll Need

- Video: *Otto's Tales: Joshua & the Walls of Jericho* (Watch [Here](#))
- Worksheet: *Otto's Tales: Joshua & the Walls of Jericho* (Click [Here](#))
- Each vocabulary word printed on an index card or slide
- Optional: Map of Israel
- Optional Extension Activity Materials: Drawing paper, markers, crayons

## Lesson Plan (45 mins.)

Warm-Up: (15 mins.)

### 1. Personal Connection Activity:



- Discussion Prompt: “Can you think of a time when you felt brave or needed courage? Maybe it was something like trying a new sport, making a new friend, or trying something a little scary.”
- Student Sharing: Invite a few students to share their experiences with the class. For those who might not think of something right away, provide some relatable examples (e.g., learning to ride a bike, speaking in front of the class, going on a roller coaster, etc.).
- Connecting to the Lesson: Explain, “Today, we are going to hear a story about a brave leader named Joshua. He had to be very courageous and trust in God’s plan, even though it was difficult.”

## 2. Vocabulary Introduction:

- Introduce Key Vocabulary Words: Show visuals or flashcards for each word and give simple, kid-friendly definitions. Use motions or facial expressions to reinforce meanings, such as flexing muscles for “courage” or closing their eyes for “faith” (believing even without seeing).
- After explaining a word, ask students to give a thumbs-up or thumbs-down to indicate whether they’ve heard it before. This helps gauge familiarity and provides immediate feedback.

## 3. Story Background and Setting the Scene:

- Introduce Joshua and the Israelites: Explain briefly, “A long time ago, Joshua was chosen to lead his people, the Israelites. They had been traveling for a long, long time, and God promised them a new land. But, they had to be very brave and believe in God’s plan to get there.”
- If available, show a simple map or image pointing out the location of Jericho to help with context.
- Share that the Israelites were tired after traveling for so long, and they faced a big challenge: a strong city with high walls called Jericho.
- Explain that they would need a lot of faith and courage and that they had to trust that God would help them through this challenge.
- *Engagement Question:* “If you were Joshua and saw the big walls of Jericho, do you think you’d feel a little scared? Why might we need courage in times like that?”

### Watch and Discuss: (15 mins.)

1. **Setting Up the Video:** Explain, “Now that we’ve talked about courage and learned some new words, let’s watch a story about Joshua. Pay close attention to what Joshua does and how he and the Israelites show courage. After the video, we’ll talk about what happened and why it’s important.”
  - Focus Questions for Viewing (Introduce before the video to help students watch actively):
  - Who is the leader in this story?
  - What challenge does Joshua and the Israelites face?

- How does Joshua show courage, and how do the people work together?
2. **Watch the Video:** Show the class *Otto's Tales: Joshua & the Walls of Jericho*. Remind students to keep their thoughts on the focus questions as they watch.
  3. **Guided Discussion:** After the video, conduct a discussion for comprehension and oral language development. Use open-ended questions to encourage students to recall details, make inferences, and connect with the story's themes. Here are some suggestions:
    - Who can tell me something about what Joshua did in the story?
    - Why do you think Joshua trusted that the walls would fall if they followed God's plan?
    - How is Joshua's courage like a time when you were brave?
  4. **Summarize the Discussion:** Briefly restate the key points from students' answers to reinforce understanding, for instance: "So, Joshua was a courageous leader who trusted God's plan, even when things seemed impossible. The Israelites worked together, and they succeeded because they had faith and courage."

Wrap-Up: (15 mins.)

1. **Transition to Worksheet:** Explain, "Now that we've watched and discussed the story, it's time to put the main events in order. This will help us remember how Joshua led the Israelites and how they showed courage and faith."
2. **Pass Out the Story Sequencing Worksheet:** Explain that the worksheet shows pictures of the main events in the story, but they are all mixed up. Hold up a sample worksheet and briefly model how to look at each picture and think about the order of events.
  - Let students complete the worksheet independently as a formative assessment, providing support as needed. As students work, circulate the room to observe their sequencing. Note any students who may need additional support.
3. **Encouraging Close & Call to Action:** Summarize the key takeaways from today's lesson. For instance, "Today, we learned how Joshua led his people with courage and faith. Even though they faced a huge challenge, they trusted in God and worked together, following God's directions. Let's remember Joshua's courage and think about how we can be brave in our own lives. Maybe it's being kind to a new friend, trying something new, or standing up for what is right. Every time we show courage, we're a little bit like Joshua."

Extension Activity – Draw and Tell:

For students who finish the sequencing worksheet early, offer an opportunity to creatively express their understanding of the story with a Draw and Tell activity. Encourage students to draw a moment from the story that shows courage or faith, like Joshua leading the Israelites or the people marching around the walls of Jericho. After drawing, students can pair up with a classmate to share their pictures and explain how their illustration shows courage. This activity allows students to reinforce the story's themes and connect personally with the concept of courage.

**Don't have time for the complete lesson? Quick Activity (15-20 mins.)**

After watching the video, allow students to discuss their favorite character or part of the story. Hand out the story sequencing worksheet and allow students to finish it independently. After completing the worksheet, allow students to retell the story in their own words.