

Lesson 2.01 - Agriculture

(Covering chapter introduction.)

ACTIVITY:

Find a Bible map of Palestine. Use the map’s mile scale to measure:

- (A) the distance between the cities of Dan (north) and Beersheba (south)
150 miles
- (B) the distance between the cities of Nazareth and Jerusalem.
62 miles
- (C) the distance between the cities of Bethlehem and Jerusalem.
6 miles
- (D) the distance between the Sea of Galilee and the Mediterranean Sea.
28 miles
- (E) the distance between the Dead Sea and the Mediterranean Sea.
60 miles
- (F) the length and width of the Sea of Galilee
13 miles and 8 miles

MENTOR: *These mile measurements are approximate, and depend on the accuracy of the maps used. Allow for slight variations in the student’s answers.*

If you are able, assist the student in making overhead transparencies of your own region (city and state) reduced or enlarged to match the scale of the Bible land maps, and then to overlay your local map on the Bible map. This will help the student to better appreciate the actual size of the Bible lands.

This activity is in preparation for Lesson 2.02.

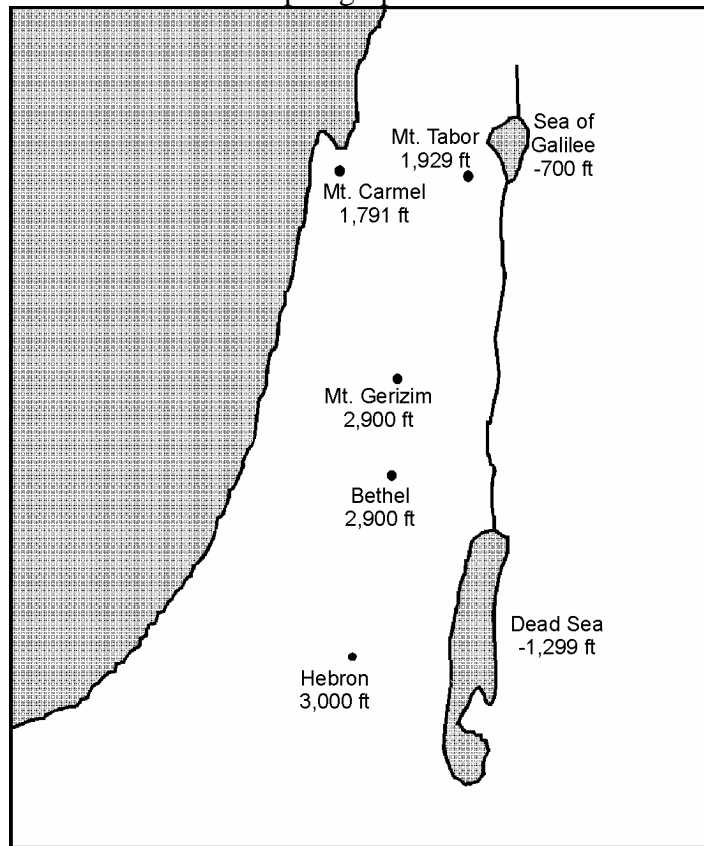
Lesson 2.02 - The Land

(Covering section titled: “Size, topography, and climate of Palestine,” pages 29 & 30.)

ACTIVITIES:

Find a map of Palestine that shows the height of mountains in Israel. If your Bible map does not have this information, look in an encyclopedia.

- (A) On this map, write the names and heights of the mountains.
- (B) By the Sea of Galilee, write “-700”.
- (C) By the Dead Sea write “-1,300”. (If your map gives a more accurate accurate elevation, write that number instead.)
- (D) Look in the book, *Daily Life in Bible Times*, page 24. Find the elevation for Hebron and Bethel in the first paragraph. Write those numbers on the map.



MENTOR: *The student may need help finding maps with mountain elevations. Numbers may vary, depending on the source. The point of this lesson is to illustrate the extreme changes in elevation, which create a rugged terrain, a challenge for agriculture. Find photos of the landscape of present day Israel.*

Lesson 2.03

(Continuing section titled: “Size, topography, and climate of Palestine,” page 30.)

This lesson is on the *climate* or weather in Palestine.

ACTIVITIES:

- (A) Read Isaiah 55:10, 11
- (B) God compares the rain to what? God’s Word
- (C) Why? God’s Word “will not return to me empty, but will accomplish what I desire and achieve the purpose for which I sent it.”

Lesson 2.04

(Covering section titled: “Palestine’s condition at the time of Joshua,” pages 30 & 31.)

Numbers 13:17-29 describes the land of Canaan (Palestine), the people already living there, and the fruitful farm lands, before Israel moved from Egypt.

In **Numbers 26:52-55**, Moses told the people of Israel that their land must be divided among the families of Israel. He said that the land must be for the family inheritance.

Leviticus 25:8-31 tells how the land can never be taken from a family’s inheritance. The family can never permanently sell the land. They can only lease (or rent) the land until the Year of Jubilee. Every 50 years, all the land goes back to the ownership of the original families.

Joshua 13 – 19 describes how the whole land of Palestine was divided to each of the tribes of Israel.

ACTIVITIES:

- (A) Read Numbers 26:52-55.
- (B) How did the people of Israel decide the way the land should be divided?

Land distribution was determined (1) “by lot” [MENTOR: explain what “by lot” means, similar to the English word “lottery”], and (2) by size of the each family; large families received large pieces of land and small families received small pieces of land.

MENTOR: Show the student a map of Canaan showing the distribution of land among the tribes of Israel at the time of Joshua-Judges. The 12 Sons of Jacob are listed in Genesis 36:23-26. Discuss reasons for the lack of land of allocation to the Tribe of Levi (Deut. 18:1; Joshua 21). Note the division of the descendants of Joseph as the tribes of Menasseh and Ephraim.

- (C) Read Leviticus 25:8-31.
- (D) How do the rules about inheritance apply differently to city houses and to country houses?

CITY HOUSES: Seller may buy back (“redeem”) the house within one year after the sale. Beyond one year, the sale is permanent. The house is not returned to the owner in the Year of Jubilee.

COUNTRY HOUSES: Seller may buy back the house (and land) any time; there is no time limit on the right of redemption. The house (and land) must be returned to the original owner (or his heirs) in the Year of Jubilee (scheduled for celebration every 50 years).

NOTE: There is evidence that Israel never fully obeyed the law of Jubilee (Lev. 26:32-35; 2 Chronicles 36:21; Jer 34:8-16).

- (E) Read 1 Kings 21:1-3
- (F) The king saw some land, wanted to buy it but couldn’t. Why?

The vineyard was Naboth’s family inheritance. He knew it must stay in the family.

LESSON 2.05

(Covering section titled: “Types of land; improvement by clearing and terracing,” pages 31-33)

ACTIVITIES:

- (A) Read Isaiah 51:3
- (B) God calls the land of Israel what? **“...He will make her deserts like Eden, her wastelands like the garden of the Lord...”**
- (C) That special name for a garden was first used where? (See Genesis 2:4-15) **The Garden of Eden was the perfect home of Adam and Eve, when God first created the world. It grew plenty of food.**

LESSON 2.06

(Covering the section titled: “The use of irrigation in Bible lands,” pages 33 and 34.)

ACTIVITY: Look in an encyclopedia or dictionary for “**Archimedes’ Screw.**” This is the name of the big tube used for bringing water out of the river, which we describe in this lesson. A picture of the Archimedes’ Screw is the book, on page 33.

LESSON 2.07

(Continuing the section on irrigation, page 34.)

ACTIVITIES:

(A) Read Ecclesiastes 12:1-7

(B) In verse 6, the water wheel is compared to what? **Death**

LESSON 2.08 - Plowing and Sowing

(Covering sections titled: “Primitive cultivation by hand” and “Harnessing animal power; the yoke,” pages 35 and 36.)

ACTIVITIES:

(A) What are the four different kinds of *yokes* used in Bible times?

MENTOR: Ask the student to describe these four kinds of yokes.

Horn yoke

Square yoke

Round yoke

Syrian yoke

(B) Read Matthew 11:28-30

(C) Jesus invites us to do what? **“Come to Me...Take My yoke upon you and learn from Me...”**

(D) What does it mean that we take Jesus’ yoke? **As two work animals were yoked together so they could share the load, when we are joined to Jesus, He helps carry our problems.**

(E) Read 2 Corinthians 6:14.

- (F) We should not become yoked (joined) in partnership and marriage with whom?
Unbelievers (non-Christians)

LESSON 2.09

(Covering section titled: “The plow and the goad,” pages 36-38.)

ACTIVITIES:

- (A) Read Luke 9:62
- (B) Jesus compares the plow to what? **Christian service: “No one who puts his and to the plow and looks back is fit for service in the kingdom of God.”**

Mentor: Discuss with the student the meaning of this verse: We cannot be effective in our service if we are always thinking about the past (either the sweet “good old days,” or past hurts, both which make us bitter over present circumstances). Our focus should be on Jesus, and the work ahead.

LESSON 2.10

(Covering section titled: “Preparing the plowed land for sowing,” page 38)

ACTIVITIES:

- (A) Read Matthew 13:3-8
- (B) Jesus talks about a farmer sowing seed, as compared to what? **Seed = God’s Word; sowing = telling people the Gospel**

[EDITOR: Check the video tape to see if the video editor split lesson 10 into two lessons, which would change our lesson numbering from here forward.]

Lesson 2.11 - Cutting and Binding the Grain

(Covering section title: “Sickles used in cutting the grain,” “Gathering and binding the grain; the gleaners,” “Drying and transporting the sheaves to the threshing floor,” pages 40-42.)

ACTIVITIES:

- (A) Read Matthew 9:37-38
- (B) Jesus compares harvesting to what? **Leading people to faith in Jesus, people becoming Christians.**
- (C) Read Matthew 13:24-30
- (D) Jesus compares harvesting to what? **Judgement Day, the End of the World.**

Lesson 2.12

(Covering more from section titled: “Gathering and binding the grain; the gleaners,” pages 41-42)

This lesson is about **gleaners**, the poor people who picked up grain left in the field after the harvest, and **travellers**, who could pick ripe fruit and grain to eat from any field along the road. The lesson also talks about things that ruin a harvest: **tares** (a weed that looks like wheat), **insects**, and **war**.

ACTIVITIES:

- (A) Read Leviticus 19:9-10 and Leviticus 23:22. This is the law about gleaning.
- (B) Read Ruth 2:1-23.
- (C) Ruth gleaned in whose field? **Boaz**
- (D) Read Deuteronomy 23:24-25. This is the law about travelers.
- (E) Read Matthew 12:1.
- (F) The travelers eating grain from another farmer’s field were who? **Jesus’ disciples**
- (G) Read Matthew 13:24-30
- (H) Jesus compares the wheat and tares (weeds) to what? **Wheat are true believers, and tares (weeds) are false Christians in the church.**
- (I) Read Judges 15:3-6
- (J) Who burned his enemies’ fields? **Samson**

Lesson 2.13 - Threshing and Winnowing

(Covering sections titled: “Preparing the threshing floor” and “Threshing by means of cattle,” pages 42 and 43.)

ACTIVITIES:

- (A) Read 1 Corinthians 9:9
- (B) Paul compares threshing to what? **The work of ministry (a pastor). The point that an ox should be able to eat the grain it is threshing is compared to a minister who should be paid for his work.**

Lesson 2.14

(Covering sections titled: “Threshing machines drawn by cattle,” “An Egyptian threshing device,” and “The use of the flail,” pages 43-45.)

There is no activity for this lesson.

Lesson 2.15

(Covering section titled: “Winnowing and cleansing the grain,” pages 45 and 46.)

- (A) Read Psalm 1:4
- (B) The psalmist compares *chaff* to what? **The Wicked**
- (C) Read Matthew 3:12
- (D) John the Baptizer compares *winnowing* to what? **The Final Judgement, when Jesus separates the wicked people and righteous.**
- (E) Who is doing the “winnowing”? **Jesus**
- (F) What will happen to the “chaff”? **burn**
- (G) John the Baptizer compares “gathering into his barn” to what? **Jesus taking His people to heaven.**

Lesson 2.16 - Measuring, Transportation, and Storage of Grain

(Covering the sections titled: “The measuring process” and “Transportation and storage of grain,” pages 46 and 47.)

There is no activity for this lesson.

Please read Chapter 3 in *Everyday Life in Bible Times*.