



## TEACHER NOTES FOR CHAPTER 6 RESEARCH PROJECT 1

<b>PAGE</b>	93
<b>THEME</b>	SOLOMON'S TEMPLE
<b>HOMEWORK BIBLE READING</b>	N/A
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### OVERVIEW/TIPS

This chapter has been designed as a project that students can undertake in preparation for the chapter on Solomon's life. The purpose of this task is not only to focus students on the building that Solomon constructed but also the function of the temple in the Bible's storyline.

There are a number of ways that you may choose to undertake the project including teaching it as a standard component of your course, running it as a group-work activity or setting it as work to be done outside of the classroom.

Because the chapter is quite comprehensive in what it covers, please feel free to set only a portion of the project as a student investigation if that suits your classroom needs better.

Students are asked to investigate the layout of the Tabernacle structure. There is a simple diagram they need to label. There are some websites listed below they can use or you may have a Bible atlas or dictionary you can direct the students to.

The page refers students to Exodus 25-30 where they can confirm their labeling of the diagram by the instructions that were given about the Tabernacle's construction.

Note: We want students to see that the Temple Solomon is building is based on the structure that God gave to Israel at Sinai. It is a continuation of the place of worship that was an integral part of the covenant.

Answers: p. 96 Diagram      Layout of the Tabernacle

- 1      Lampstand
- 2      Ark of the Covenant
- 3      Curtain
- 4      Altar of Incense
- 5      Bronze Basin
- 6      Altar of Burnt Offering

## Part 2: How it worked

This activity encourages students to find out what went on in the Tabernacle by looking at how each of its parts functioned. The challenge here is to help the students recognise the depth of worship, repentance and interaction between God and his people that occurred during their worship.

Note: God made a way that the broken and fallen Israelite people could come before him.

Answers:

<b>Item/Area</b>	<b>What it represented / How it was used</b>
Bronze Altar	Sacrifices were made on the altar. The first thing the Israelites saw as they entered the Tabernacle.
Molten Sea	Aaron and his sons washed their hands and feet here before entering the tent of meeting and before presenting an offering.
Lampstand	Held the lamps which were lit at twilight every night.
Incense Altar	Aaron was to burn incense on the altar each morning when tending the lamps and at twilight when lighting the lamps. Atonement offering was made on this altar once a year.
The Ark	Held the ten commandments / the testimony.
The Table	The bread of the Presence was placed on this table.
The Veil/Curtain	Separated the Holy Place from the Most Holy Place.

Page 98 has the facts about which sacrifices God instructed the Israelites to make on different occasions, while page 99 looks at what God required of the people making the offering.

Students may feel a burden as they discover what life was like for an ancient Israelite interacting with God. We want them to recognise the superiority of the New Covenant relationship that is enjoyed under Christ. The challenge here is to show them the grace of God in providing within the Law the means of allowing the ancient Israelites to approach him and find redemption.

Answers:

Sacrifices offered at the Tabernacle

Offering	Purpose
Burnt Offering	Voluntary
Grain Offering	Voluntary
Fellowship Offering	Voluntary
Sin Offering	Mandatory
Guilt Offering	Mandatory

#### **Part 4: How the temple site was acquired. Six scenes that tell the story.**

The research project now moves to the preparations that occurred prior to Solomon's building. From the previous chapter students know that David wanted to build the Temple but was told by God that his son would undertake the project. What is often missed is the incredible amount of preparation that David undertook including purchasing the site for the Temple.

The activity asks the students to get a little creative in the form of a comic strip that tells the story of how David acquired the site and the circumstances that led him to need it.

David had sinned by counting the fighting men of Israel, subsequently God sent a plague upon the nation in response, which David sought to stop by offering a sacrifice to God. The account in 2 Samuel 24 is quite compelling and worth reading with the students if they are working on the project in class.

#### **Part 5: David's preparations for the Temple**

Following on from the previous task, the students are now asked to find out exactly what David did. They are directed to the chapters in Chronicles where the information can be found and are challenged to make David a checklist of all the jobs he had to finish before Solomon could construct.

Students don't need to feel that every line in the checklist has to be filled. For example, when David is gathering materials for the building you can make a call about how much of the information can be summarised under one point.

#### **Part 6: The layout of the Temple**

The students can use the 3D Bible project website to view a model of Solomon's Temple to help with their own diagram of the floor plan. Encourage the students to include as much detail as they can, including the addition of store rooms around the outside of the building.

This part of the activity is the most important. We want to challenge students to see how this structure and theme of the Temple runs through the entire story of the Bible.

If you are concerned that students will find this difficult to grasp on their own you may choose to do this activity together as a class. When you see the building in the sweep of the Bible's account of God's redemption of the world, its significance and relevance becomes more paramount.

e.g. Why did God limit entrance into the Most Holy Place? Why did Jesus claim to be the Temple? Why do we have a record of the Temple curtain tearing upon the death of Jesus? Why do we not need to approach God with an animal that we are going to kill?

We need students to see that the highest calling any human can have is to know and worship their maker. The challenge is to find ways of exploring this in the classroom that are not cliché!

### **Part 8: The significance of the Temple site in the Bible**

The final part of the project allows students to see that the site of the Temple is of great interest in the Bible and through history.

a) Ezra/Nehemiah: After the destruction of Jerusalem the Israelites were eventually allowed to return to Israel and rebuild.

b) Herod the Great's Temple: By the time of Jesus' public ministry the Temple in Jerusalem had been substantially renovated/rebuilt by Herod the Great. It is worth looking for some of the animations of how grand this building was. The politics that motivated the build are less important here than the fact of its rebuilding and the recognition that what remains today of the Temple mount are not of Solomon's era but that of the first century.

c) The destruction of the Temple by the Romans in AD70 caused a great shift in Judaism as well as a confirmation to the early Christians that the Temple was no longer needed under the New Covenant. For those who were hoping for a restoration of the nation of Israel in the first century it was a devastating blow.

d) The Dome of the Rock. Again, the full history of the events that lead to the capturing of the Temple site and the building of the Dome of the Rock are less important in this overview than the fact that a Muslim place of worship now stands over the site where Solomon's temple stood. Another great opportunity to look at google earth or some pictures to show the students images of the site today. If you are well read in the area of modern Israelite/Palestinian history and Islam you may choose to elaborate on this with the students.

e) There is merit in showing the students pictures of the wall of the Temple mount that Jews still gather at to pray. This ancient event in the Bible has real and tangible implications for the Christian faith today as well as Jewish people who hope that the Temple will be rebuilt. A great chance to ask the students if they think it needs to be. If they answer yes you can direct them back to Part 7 and talk about the temporary function that the Temple played in the lead up to Christ's death and resurrection.

We would love to hear what you have learnt after teaching this chapter. If you have tips that you are happy for us to freely share with other teachers using this course please let us know by emailing them through to us at [admin@biblicalturningpoints.com.au](mailto:admin@biblicalturningpoints.com.au).

## RESOURCES TO HELP YOU TEACH THIS CHAPTER

- Students may find the following websites helpful for researching the Tabernacle and Temple structures:  
<http://www.3dbibleproject.com/en/default.htm>  
<http://www.bibleplaces.com/tabernaclemore.htm>
- Kings and Prophets Visual aid

*If you know of any websites or resources that would assist teachers with bringing this chapter to life please let us know at [admin@biblicalturningpoints.com.au](mailto:admin@biblicalturningpoints.com.au).*