

Grade 5—Unit 3

God Creates a New People

Unit Three focuses on the world of the ancestral faith family and the biblical themes of promise and faithfulness. It encompasses the geographical, cultural, and faith stories of Abraham and Sarah, as well as their descendants: Isaac and Rebekah, Jacob, Leah, and Rachel, and Joseph. The First Fruits Celebration is explained and celebrated in this unit. This sharing of the harvest described in Deuteronomy helped the Israelites to remember God’s goodness and reminded them to keep the faith and trust in God.

LESSONS

1. The Culture of Abraham and Sarah
2. God Calls Abraham and Sarah
3. Abraham Worships a Covenant God
4. Isaac’s Peaceful Wells
5. Jacob and Esau Struggle
6. Jacob Wrestles with God
7. The Story of Joseph
8. Illustrating Joseph’s Story
9. First Fruits Celebration

Unit 3: God Creates a New People

Unit Information

SUMMARY

Unit Three invites students to fit the family stories of Abraham and Sarah, Isaac and Rebekah, and Jacob and Leah/Rachel into the larger story of salvation history. Also included is the story of Joseph.

These stories speak of promise and covenant relationship with one God, the Creator of the universe, who invites all wills to be submissive to the divine will. Students will discover that this covenant relationship called for trust and faithfulness and calls us even today to holy living. The unit reinforces the idea that God uses the choices of God's people for good, and is able to turn intended evil or wrong-doing into work for God's purpose.

The final lessons are a First Fruits Celebration, when students will reenact the Old Testament ritual of remembering God's gracious acts with gratitude and giving. Teachers are encouraged to plan a sharing project with their school and/or community. It could be titled "First Fruits Giving Project." Suggested activities are:

- Giving of time by working in a local shelter, environmental, or food program.
- Giving of talents by presenting a program of what students have learned about God's provision and sharing with others.
- Giving of talents by reading treasured stories from the Bible or other various stories the elderly or children might enjoy.
- Giving offering money to a person or organization in need of assistance. Students could earn this money with work projects.
- Giving material goods to a local food pantry or similar organization.
- Giving encouragement to someone who is working for peace or furthering God's work in other ways (*pastor, service worker, etc.*). Students could write letters or send cards or emails to them.

KEY BIBLE TEXTS

Genesis 12–50

Deuteronomy 26:1-22

BIBLICAL BACKGROUND

The God of Abraham and Sarah

The secular perspective understands the Hebrews to have developed monotheism. The Hebrew perspective assumes that humankind departed from worshipping and obeying the Creator of the universe.

There is no indication that Abraham went from worshipping many gods to worshipping one God. But certainly the LORD who called Abraham out of Haran contrasts sharply with what we know of Near Eastern religions.

Near Eastern religion promoted the power of the king, who was sometimes himself recognized as a god. Gods dwelt in temples. The image of the god/goddess provided proof of his/her presence. Many of the gods people worshipped corresponded with the natural world around them. The gods of the mountains, streams, sun, moon, etc., were part of a pantheon of gods, usually with one god as the

head. The gods fought among themselves for ascendancy. They demanded correct ceremony, exacting ritual and gifts in exchange for prosperity and protection against their anger. In addition, they were gods of a certain place, connected to a temple or sacred springs, trees, and the like.

In contrast, the God of Abraham and Sarah is a God seeking to bless humanity. The places where God encountered Abraham became holy sites to the man. They were places where God was revealed, not where God dwelt.

The God of Abraham and Sarah is a free God, not tied to any one thing in creation, but maker of it all; not controlled by ceremony and ritual, but being revealed when and where God would.

The God of Abraham and Sarah is a covenant God, who initiates relationships with humans and calls for trust and faithfulness in response. *Covenant* is a way of understanding relationships. In Genesis it is a key metaphor for God's relationship to humankind. Covenants served in Near Eastern cultures as treaties or agreements.

God's covenants with Abraham (Genesis 15, 17) emphasize God's unconditional commitment to be with and for God's people. Human response comes by trust in God and faith in God's promises. This is highlighted in Genesis 15, when only one party of the covenant, God, passes between the split offering on the altar. In Genesis 17, only God speaks and directs the action. Abraham and his descendants are to respond with the sign of circumcision.

God's commitment to be with and for God's people involved three specific promises to Abraham. Intrinsic to the covenant was the promise of relationship. Beyond that, God promised offspring, land, and blessing (Genesis 12:1-3, 15:1-6, and 17:1-8). The blessing was to flow out to all the families of the earth, not remain selfishly in the lives of Abraham's descendants.

On the Way

Although Abraham and Sarah were on their way, they did not see the promise of land fulfilled. The only land that Abraham owned at the end of his life was a burial ground for Sarah. They were sojourners in the land of Canaan. The places they went were marked by altars, showing God's presence with them at that particular place on the journey. Abraham and his descendants were not nomads so much as livestock herders who lived alongside the city-state culture as aliens. They were not permanent citizens.

The narratives do not depict Abraham and Sarah as having completely arrived in faithfulness. Too often we read sections of the story and do not see it as a whole. It begins with birth and ends with death. It is remarkably honest, not like a hero story such as Homer's *The Odyssey*.

Readers are allowed to draw their own conclusions about Abraham and Sarah's actions in Egypt and Gerar (Genesis 12 and 20), and about their attempt to produce offspring through Hagar (Genesis 16). Though they did not give up on God, nor God on them, Abraham and Sarah fell short of perfection. They offer, however, an example of a faith pilgrimage.

On this faith pilgrimage, there were tests. Abraham and Sarah waited 25 years for their first child. Then, after the promised son arrived, the unbelievable test came. God asked Abraham to sacrifice the son of promise (Genesis 22). Despite later injunctions against child sacrifice in Israelite law, this story remained in the narrative. Perhaps it is to show that God did not want child sacrifice. It is a disturbing story. Trusting God to provide, to make a way in the midst of this awful task, seems the thing to emphasize as we experience this story with the students.

Water in a Dry Land

North Americans have difficulty comprehending the importance of water in a dry land. The average annual precipitation in modern Israel varies from 40 inches in northern Galilee to one inch at the southern tip of the Negev region. Studies show this average actually is comprised of cycles of wet and dry years.

The Bible often mentions famine (*the dry cycle*). History shows a great struggle for control of wetter areas. The early faith families lived in the dry areas on the fringes of the civilizations of Canaan.

Water in this dry land became a sign of God's provision. Abraham trusted God to care for his household when Lot chose the well-watered plain. Isaac, man of peace, left many wells when quarreling began with the local herdsman. He trusted God to provide for his household and herds.

Any reference to water in the Bible should remind us of two things. Water is precious and life-giving. Scarcity of water demanded trust in God's ability to provide.

Jacob Wrestles with God

Deceit and fear had marked Jacob's life until this dark and fearsome night beside the Jabbok stream. In the game of life, Jacob had done fairly well. He had snatched the blessing away from his firstborn brother. Despite his father-in-law's lack of integrity, Jacob had managed to leave Paddan Aram with enough to form two camps as he awaited an attack from his brother Esau.

Alone in the dark, Jacob confessed his fears. He had run away before. This time he was coming home. All through the night, Jacob struggled. He wrestled with a man, who was later revealed as God. This is a symbol of Jacob's own inner struggles.

During his entire life, Jacob had worked to prevail. His name means "one who grasps the heel." This illustrates Jacob's actions well. After struggling with God all night, Jacob was blessed and his name changed to Israel.

This new name means "he struggles with God," a fitting name for a man who had come to know that his destiny lay in God's hands. Israel's descendants called themselves Israelites. In future lessons, we will learn of their own struggles with God and other people.

God Uses Joseph to Preserve His Community

The story of Joseph reads like a novel. Of all the ancestral stories, the story of Joseph is the closest to a hero story. In this fifth grade curriculum, we are most concerned with the acts of God in relation to God's people. God preserved Abraham's family in spite of formidable odds: family alienation, famine, etc. Furthermore, God preserved them by means of the world center, Egypt.

The sleek, linen-clad, clean-shaven Egyptians looked down on the bearded, wooly Hebrews who came to Egypt for food during dry cycles in Canaan. The descendants of Abraham were not the only ones who sought help from the neighboring kingdom. Other Semites came to Egypt as well.

In this setting, a Hebrew, sold by his own brothers, rose to a position next to Pharaoh. He married the daughter of a priest and preserved the entire family of Jacob. The Israelites, a rather insignificant bunch, went unnoticed in the ancient Egyptian records. The Genesis account shows the power of God as written from a Hebrew perspective.

The book of Genesis ends with the death of Jacob and Joseph. The only land they owned was a burial place for the clan, which was a sign of hope. It reflected their early belief in a God of creation and history, not merely a god of the seasons. The Israelites knew God, who preserved his people throughout the generations.

First Fruits Response

Through worship, ancient Israel kept alive the stories of the families of Abraham. Hundreds of years after the time of the ancestral families, the Israelites were finally about to enter the land promised to Abraham and his descendants. They were no longer to be wandering herders, but settlers in Canaan. These events will be studied further in Theme 2. Just before his death, Moses gave the people instructions on how to remember God's providence.

The conclusion of Theme 1 uses Deuteronomy 26:1-22 to introduce First Fruits giving in response to God's goodness. The act of sharing the harvest described in the Deuteronomy passage is what kept the story of Abraham's descendants alive. When the newly settled Israelites harvested their crops, their response was to be twofold: remember God's goodness, and respond by sharing with those who are not able to harvest a crop. The land and harvest were not theirs to keep, but to enjoy and share.

ESSENTIAL UNDERSTANDINGS

- The cultural context in which Abraham and Sarah lived shaped their worldview, view of and experience with God, and way of life. By studying these concepts, we can better understand Abraham's faith and God's work in his life and people.
- God's commitment to God's people involved three specific promises to Abraham. Intrinsic to the covenant was the promise of relationship. Beyond that, God promised land, offspring, and a blessing. Abraham and Sarah continued to believe in God even when God's promises were not immediately fulfilled.
- In contrast to the vile supernatural beings their neighbors worshipped, the God of Abraham and Sarah was holy and just.
- Students' names were given with meaning, and their stories are significant.
- Water was a precious commodity in the desert conditions of the Middle East. Isaac chose a peaceful resolution to conflict over water rights. Isaac chose to trust God to provide water.
- Jacob deceived Esau and Isaac in order to obtain a birthright and blessing from Isaac.
- God appeared to Jacob through a dream and promised him many descendants, just as God had promised descendants to his grandfather, Abraham.
- God changed Jacob's name to *Israel*, which means "one who struggles with God."
- A dynamic relationship with God sometimes involves questions and struggles. God is faithful to answer our questions in God's own way and in God's own time.
- God protected Joseph, and turned the evil intentions of his brothers into good. Joseph's story is an important part of biblical history, as it takes God's people and work into other parts of the land.
- The Israelites participated in rituals to remind them of God's gracious acts in their history, so that, in gratitude, they would share God's goodness with others.
- God calls us to live with gratitude, and to show this to God, ourselves, and others through worship and giving.

WORSHIP

Theme Hymns:

Listen, God is calling (*Sing the Journey* #42)
Obey my voice (*Hymnal: A Worship Book* #163)
Here I am, Lord (HWB #395)
Take my life (HWB 389)

1. Responding to God (*Focus: the call of Abraham*)

This worship has two parts, which can be used together or separately.

Part 1: Abraham heard the call of God

Open by singing SJ 42, "Listen, God is calling." Read/recite Hebrews 11:8-10. Read Genesis 12:1.

In the story of Abraham, God extended an invitation and Abraham heard and listened. God may have tried to call other people; we don't know. But we do know that if Abraham had not been willing to listen to that call, God could not have formed a relationship with him.

God calls all of us, too, but sometimes we forget to listen. Can you think of a time in your life when you knew that God was calling you? (*Help students understand that this doesn't mean hearing a voice, but can be as simple as knowing they should stand up for another who is being bullied.*) How can we try to hear what God is trying to say to us?

Close by singing HWB 395, "Here I am, Lord."

Part 2: Obedience and God's Promise

Open with HWB 163, "Obey my voice." Read/recite Hebrews 11:8-10. Read Genesis 12:1-4.

Abraham heard God calling him. God promised Abraham that he would receive many descendants and be a blessing to the world, but in order for this to happen, Abraham would have to obey God.

Have there been times that you have disobeyed God (*been mean to someone, not helped someone, etc.*)? God promises that we will belong to God and that God will take care of us. When we disobey God, our disobedience gets in the way of God keeping that promise. In what way is God calling you to be obedient?

Close by singing "Obey my voice."

2. Giving of Ourselves (*Focus: First Fruits*)

Open with HWB 389, "Take my life," verse one. Read Deuteronomy 26:1-2. For the Israelites, who were farmers, first fruits were usually the produce from their fields. For us, first fruits can be any talents or other gifts that God has given us.

Have students write lists of their gifts. Encourage them to think of a variety of things, from enough money and food to live comfortably, to sports abilities, music or writing talent, to a nice smile. Help them to think outside the box.

Now have them write down ways they can use each of those gifts to help others, to build relationships, and to worship God. Again, think outside the box. The gift of drawing can be used to make church bulletin covers or to draw sidewalk murals proclaiming God's creation or God's love. The gift of bike-riding can be used to run errands for people who have difficulty leaving their homes. Because these gifts belong to God, we use them to serve God and others. This is part of God's plan for healing the broken relationships talked about in Unit 2.

Once their lists are made, have students sing “Listen, God is calling” as they bring their lists to the front of the classroom or a worship space. Put the lists in the repaired pot from Units 1 and 2.

Close the worship time by again singing “Take my life,” this time with all six verses or a selection of these.

Look through the lists of ideas the students made. Share them with parents and pastors (*if possible*), and encourage those adults to help the children use these ideas. Keep a copy of the lists for yourself and revisit them later in the year.

ASSESSING TEACHING / LEARNING

Assessment is important throughout the unit, and teachers should use tools both to formally and informally assess student learning. Use the results of these assessments to modify lessons to further increase student understanding and mastery. Teachers should formally assess students using their own point system and grading scale on the various worksheets and activities in the lessons. In addition, the following tools are provided:

- Lesson 1 Activity Card Evaluation
- Lesson 8 Broadcast Evaluation, extend the lesson
- Lesson 10 Travel Log Evaluation
- Review #1, Lessons 1-3
- Review #2, Lessons 4-9

HOME EXTENSION IDEA

(To be shared with parents)

Your child is learning how God worked in the family of Abraham through the generations—Abraham and Sarah, Isaac and Rebekah, Jacob and Leah/Rachel, and Joseph. Share with your family the way that God has worked in the generations of your family. What hardships did your ancestors go through? When did your family come to North America, and why did they make that move? If the information is not readily available, find family history or genealogy books and explore your family history. Through all of the learning and story-telling, try to find the places where God was at work. Sometimes it’s amazing to see God’s work over hundreds of years.

MEMORY PASSAGES

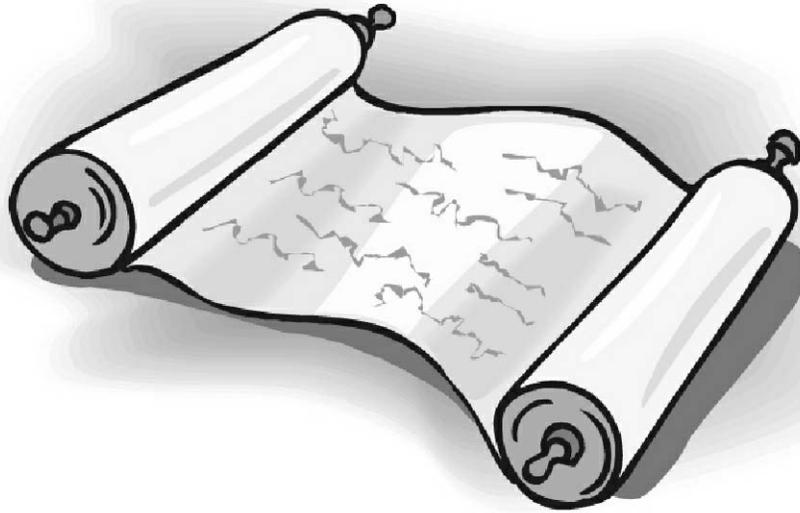
(Lessons 1-6) Psalm 32:8—main

(Lessons 1-6) Hebrews 11:8-10

(Lesson 11) Genesis 28:15

(Lesson 15) Genesis 50:19-20

These passages are provided in large format on pages 83-86, to be used as posters or overheads or to send home with students for memorizing.



I will surely instruct you
and teach you in the way
you should go;
I will counsel you and
watch over you.

Psalm 32:8

By faith, Abraham,
when called to go to a place
he would later receive as his
inheritance, obeyed and went,
even though he did not know
where he was going.

By faith he made his home
in the promised land
like a stranger in a foreign country;
he lived in tents, as did
Isaac and Jacob, who were heirs
with him of the same promise.

For he was looking forward
to the city with foundations,
whose architect and builder is God.

Hebrews 11:8-10



I am with you and will
watch over you
wherever you go, and I will
bring you back to this land.

I will not leave you
until I have done what
I have promised you.

Genesis 28:15



But Joseph said to them,
“Don’t be afraid. Am I
in the place of God?

You intended to harm me,
but God intended it for good
to accomplish what is now
being done, the saving
of many lives.”

Genesis 50:19-20

God Creates a New People

LESSON 1: THE CULTURE OF ABRAHAM AND SARAH

Objective

Students will understand the life and culture in the time of Abraham and Sarah (*circa 2000 BC*), by doing research and presenting individual projects.

Key Concepts

- The cultural context in which Abraham and Sarah lived shaped their worldview, view of and experience with God, and way of life.
- Historical documents and discoveries provide a framework of that culture.
- Through study of these concepts, we can better understand Abraham's faith and God's work in his life and people.

Text: Genesis 12:1-5

Estimated Lesson Time: 40 minutes (*More work time will be needed. Students will need extra class time, or the project could be assigned to be completed at home.*)

Materials

- Student Bibles
- Activity cards (pp. 90-91)
- Encyclopedias, Internet, research materials
- Poster paper (for several activities)
- "Research Notes" (p. 92)
- "Activity Card Evaluation" (p. 93)
- "Presentation Notes" (p. 94)

Teacher Preparation

- Read Genesis 12:1-5.
- Make copies of activity cards, enough for students to choose their activities.
- Locate specific websites or research materials to help in completing activity cards.
- Make copies of note and evaluation sheets for each student.

INTRODUCING THE LESSON

Abraham and Sarah web. Read Genesis 12:1-5 together. On the board or poster paper, create a web (*circle with lines around it like rays*) with "Abraham and Sarah" printed in the center. Ask students to contribute what they already know about Abraham and Sarah and their story. Write these at the ends of the rays coming from the center circle.

LESSON STEPS

1. The promise to Abraham. Looking at Genesis 12:1-5, note that God is clearly calling Abram to take a brave step and begin a difficult journey (verse 1). (*Explain that at this point, his name is not yet Abraham.*) God is also promising him incredible blessings and protection (verses 2-3). Abram, his nephew Lot, and wife Sarai sell their possessions and embark on this journey (verses 4-5). Explain that you will

study their journey to recognize and understand God’s protection and promise, as well as Abram’s faithfulness.

Add that, in order to understand, you will learn about the culture of the time, which influenced every area of Abram and Sarai’s life, and also their understanding of God. Students will each choose an activity that researches a specific area, and then share it with their classmates.

2. Introduce activity cards. Read each activity card and the expectations for completing that activity. Set guidelines that are appropriate for your students (*number of paragraphs in report, number of resources, note-taking practices, etc.*). Hand out Research Notes sheets for students to record their information.

3. Work on activities. Let students choose activities, making sure that at least one student is assigned to each of the seven cards, so all important information can be presented. It would be beneficial to allow students to work in pairs to complete their research, but then work individually to complete the projects. Allow four days for this—three for research and activity completion, and one for sharing. More may be appropriate, depending on class size and materials. *Note: If you only have class time for the first day, assign this as a project to be done at home. Fit in the sharing of projects as you have time.*

4. Second day of research:

- Introduce the evaluation sheet, to remind students of your expectations and let them know how they will be evaluated.
- Check in with students on progress in their research. Remind them of specific resources that provide helpful information.
- Give time to work on research. Remind students that they have this class session and one more to complete their activity cards and be ready to share with the class. (*This time frame should be modified to what is most appropriate for your students.*)

5. Third day of research:

- Check in with students on progress with their activities. Their research should be complete and they should be working on their presentation to the class.
- You may wish to sticker or check research notes for accuracy and completion before a student begins his/her project.
- Give time for students to work on activity presentations. Remind them that they have only this class session to complete their activity cards and be ready to share with the class. (*This time frame should be modified to what is most appropriate for your students.*)

6. Fourth day—presentations.

- Remind students that they will listen to each other’s presentations to better understand the culture in which Abram and Sarai lived.
- Ask students to fill out the scores they feel they have earned in the student section of the Activity Card Evaluation. You can then use the same sheet to grade each student’s work as the presentation is given.
- As students give their presentations, their classmates will note what they are learning on the Presentation Notes sheet.

7. Write in travel logs. When all students have had a chance to present, ask

them to write in their travel logs from the perspective of Abram or Sarai. Use this prompt: “Describe your everyday life.”

EXTEND THE LESSON

(This activity will extend the lesson to longer than 40 minutes.)

- **Create an article** for the Daily Living section of a Near East newspaper. Students could write about a day in the life of a tent dweller, scholar, military leader, or cook.

Activity Cards

1 CUNEIFORM TABLETS

Though Abraham probably did not read or write, he was a shepherd in a culture that had developed writing.

- Do a report on **cuneiform tablets**, using encyclopedias and other sources of information.
- Make a replica out of clay.
- Find a picture to share with the class.

Suggested words to look up: **cuneiform, writing** (history of), **epic of Gilgamesh** (sometimes has a picture), **Babylonian Genesis** (sometimes has a picture), **Sumer**



2 CODE OF HAMMURABI (OR HUMMURAPI)

This **law code** was typical of Abraham's time. Hammurabi's code is the most famous, but there were others much like it hundreds of years earlier.



Your report should tell why Hammurabi was famous and what his law code was about. Use a map of the ancient Near East to locate places.

Words to look up: **Hammurabi, law** (the development of law).

Make a poster or chart to help your classmates learn more about Hammurabi and his code.

3 SUMER



Do a report on **Sumerian culture**:

- What was the land like?
- What crops did the people grow?
- What were some of their hobbies?
- What did their houses, clothes, and animals look like?

Abraham came from somewhere in the Tigris Euphrates river area. It could have been Ur in Sumer, or it might have been another Ur that archeologist haven't yet discovered.

Either way, Abraham would have been influenced by the culture and developments in Sumer.

Write a report and locate points of interest on a map of the ancient Near East.

4 SARGON OF AKKAD



Except for the Bible, ancient records do not mention Abraham, because he wasn't a king or an important military figure. But we do know about Sargon of Akkad. Reading about him helps us understand the world and times of Abraham.

Words to look up: **Sargon of Akkad, World** (history of), **Ur**.

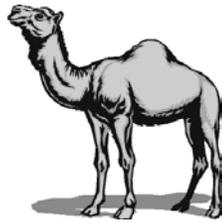
If Sargon and Abraham had been friends, what would they have said? What things would their families have done together?

Write a skit, story, or reader's theater showing an event in their lives.

Activity Cards, continued

5 ANIMALS OF ABRAHAM AND SARAH

Record the sounds of donkeys, sheep, and cattle. It would be wonderful to have a camel noise, too, if possible.



Make a poster with the animals on them. Learn about what they eat, and some of their interesting habits. Think about what life would have been like for Abraham and Sarah's animals as they made the long journeys with the family. Find where the Bible mentions these animals in Genesis 12-23. Put these references on the poster also.



6 ABRAHAM BREAD

Bread in the Bible is often called *cakes*, but it was not sweet. Loaves were flat and round, made from wheat, rye, and barley crushed with a grindstone.

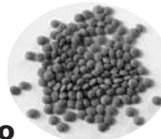


Bring samples of these grains or show pictures. If possible, grind the grain. **Look up the history of bread** in reference books. **Make bread to share** from the recipe below (*or make up a recipe using grain you ground*). You won't bake it on a hot stone like Sarah did, but you can lay a "cake" on a clean, flat stone to show.

Abraham Bread—(*Remember that their bread was coarser, and hard.*) Mix 3 cups Bisquick and 1 cup milk in large bowl. Grease hands and form small, very flat cakes. Fry on hot iron skillet or lightly greased hot electric skillet.

7 LENTILS

Some people call lentils the "world's oldest convenience food." **Do a brief report on lentils.** Words to look up in an encyclopedia: **lentils, foods** (history of).



Read about Abraham's grandsons in Genesis 25:29-34. **Make lentil soup** for your class to sample. Red lentils are hard to find, but using them in the soup would help your classmates think about this story.

Red Lentil Soup—Cook 1 cup red lentils and $\frac{1}{2}$ teaspoon cumin in 4 cups water till lentils are soft (30-45 minutes). Heat 1 tbsp. olive oil in skillet. Add 1 chopped onion and 1 clove minced garlic. Sauté till tender, add to lentils, and bring to a boil. When ready to serve, add 2 tbsp. lemon juice, salt and pepper.

Name: _____

Research Notes

Use this sheet to help you organize the information you find in your research!

QUESTION Use this space to note things you want to learn or find out.	INFORMATION What did you learn about it?	SOURCE Where did you find the information?

Activity Card Evaluation

Name: _____

STUDENT	COMPONENT	TEACHER
___/20	Instructions given on activity card were followed.	___/20
___/50	Information is accurate and appropriate.	___/50
___/50	Activity is neatly done and reflects understanding of the concept.	___/50
___/20	Time in class is spent wisely.	___/20
___/10	Activity is complete and handed in on time.	___/10
___/150	TOTAL	___/150

Name: _____

Presentation Notes

Use this sheet to help you remember what you learn!

PRESENTATION	INFORMATION

God Creates a New People

LESSON 2: GOD CALLS ABRAHAM AND SARAH

Objective

Students will learn the story of Abraham and Sarah and note God’s faithfulness and blessing.

Key Concepts

- God called Abraham and Sarah, and desired for them to trust in God.
- God’s commitment to God’s people involved three specific promises to Abraham. Intrinsic to the covenant was the promise of relationship. Beyond that, God promised land, offspring, and a blessing.
- Abraham and Sarah continued to believe in God even when God’s promises were not immediately fulfilled.
- We study their journey in order to recognize and understand God’s protection and promise, as well as Abraham and Sarah’s faithfulness.

Text: Genesis 12–23

Estimated Lesson Time: 40 minutes

Materials

- Student Bibles
- Timelines and travel logs
- “Abraham’s Story” script (p. 97)
- Costume for presenter: thin blanket or dark-colored sheet, string or twine, bow and arrow and/or staff (*optional*)
- “Abraham and Sarah’s Journey” worksheet (p. 98)
- If using Extend the Lesson, option two: “Choice” sheet (p.100), research materials, paper and pencils

Teacher Preparation

- Invite a visitor (*perhaps a pastor*) to study the story of Abraham and tell the story to students in first person during today’s lesson (*see script*). Give the presenter the list of Key Concepts for the lesson, to stress during the presentation. If a presenter is not available, you may substitute reading Genesis 12–23 as a class. (*You may summarize as necessary.*)
- Make copies of the “Abraham and Sarah’s Journey” sheet, one per student.
- For Extend the Lesson, option two, make copies of the “Choice” sheet for students, or make an overhead transparency. Locate Internet sites or other research materials for information on the gods Buto, Baal, and Isis.

INTRODUCING THE LESSON

Re-read Genesis 12:1-5 together. Invite students to recall experiences of feeling alone or strange in a new situation. Explain that Abraham and Sarah were immigrants living along-side the established culture they have researched. Discuss how Abraham and Sarah would feel unsettled and like strangers on their journey.

LESSON STEPS

- 1. Abraham's story.** Welcome the presenter as your special guest today, but let him introduce himself as Abraham. Encourage the students to listen carefully to your visitor's story. (*You might have a woman present the story as Sarah.*)
- 2. Read Psalm 32:8 together.** Briefly discuss how Abraham felt God in this way on his journey.
- 3. Work on timelines.** Have students note Abraham and Sarah on their timelines, along with God's work as they learned it today.
- 4. Write in travel logs.** Ask students to write in the voice of Abraham on this prompt: *How do you feel like a stranger? Be specific. How do you notice God's faithfulness in counseling you and watching over you?*
- 5. "Abraham and Sarah's Journey."** Assign this worksheet for homework or for an Extend the Lesson time.

EXTEND THE LESSON

(These activities will extend the lesson to longer than 40 minutes.)

- **Search for Psalms** that demonstrate the feelings Abraham and Sarah may have experienced—comfort, fear, alienation, wandering, faithfulness, etc.
- **The one true God.** Help students to understand how Abraham and Sarah were surrounded by polytheistic religions. In contrast to the supernatural beings worshipped by their neighbors, the God of Abraham and Sarah was holy and just. God is a covenant God, who is with and for God's people throughout their journeys.
 - Look at "The Choice" sheet. Read through each section, noting the contrast between God and the gods of Abraham and Sarah's day. Restate that our biblical faith does not depend on religious ceremonies we perform in order to be saved.
 - Give students time to choose and research one of the three gods pictured on the sheet—Isis, Baal, or Buto. *You may want to research these ahead of time and have information ready for students to read, OR have students find information themselves, using the Internet, encyclopedias, or other sources. Choose the method that is most appropriate and effective for your students.*
 - Students should use their research to list several specific characteristics of the gods they chose, such as specific physical forms, where they were located, who believed in them, and specific behaviors.
 - Students should use the information they listed to create a Venn diagram with the God of Abraham on one side and the god they chose on the other. They will likely find little in common to place in the center.
 - Place students in groups of three, with one student per god in each group. Have them share their Venn diagrams with each other.
 - Have students write in their travel logs in their own voice, using this prompt: *Who is your God? How have you recently experienced God teaching, counseling, or watching over you (Psalm 32:8)?* You could ask students to reread Psalm 23 and reflect on their experiences of that as well.
- **Take a nature walk.** Discuss how it would feel to believe that trees and other parts of nature are gods with supernatural power, but are not interested in human well-being.

Abraham's Story

Costume: *Drape a thin blanket or dark-colored sheet over one shoulder. Spread it out at the waist to form a skirt and tie a string around the waist. Carry a bow and arrow and/or staff (optional).*

Purpose: *To hear the whole life story of Abraham and Sarah told in an interesting way.*

INTRODUCTION

I am Abraham. I was born in Ur, but we moved our tents and herds to Haran. That was in the days of my father, Terah.

I am a herder of sheep, as my father was before me. We live our lives on the dry and windy steppes, a distance away from the cities. When our animals need new grazing areas, we move. Our animals provide us with what we need: goat's hair to weave a tent, wool for our clothes, milk and meat, skin bags and sheep's horn for storing things. The donkeys and camels carry our belongings.

Yes, in many ways my life is like that of the other herders, like that of my father before me.

Yet, nothing is the same, for when I became head of the clan, the Lord, the maker of heaven and earth, revealed himself to me. I am not speaking of the god some say lives in the trees, or even of the moon god they worship in Haran. I am not talking about the gods shepherds make and carry with them. I know you have heard of a thousand different gods. I am not speaking of those. I am talking about the Creator of all that exists—the one whose story had almost been forgotten in my time. Even if you don't understand, listen to my story.

TELLING THE STORY

To prepare, read Genesis 12–23. Get a feel for Abraham and Sarah's whole story. Each person who tells the story makes it come alive in a different way. The children have heard bits and pieces of the story, but may never have heard it as a whole. Please be sure to include the test of sacrificing Isaac. The Bible tells the story in a straight-forward, simple way. Don't worry about adding dramatic effects.

Abraham and Sarah's Journey

Name: _____

Use what you learned through our presentation today, along with Genesis 12–23 in your Bible, to help you answer the questions. Be sure to use complete sentences!



1. What were several (two or three) especially difficult times in Abraham's life?
2. What actions showed that Abraham or Sarah were afraid or weak in their faith?
3. What actions showed that they had great faith in God?
4. How was Psalm 32:8 true for Abraham and Sarah?

Abraham and Sarah's Journey—Answer Key

1. What were several (two or three) especially difficult times in Abraham's life?

Answers should describe one of the following events:

- Abram and Sarai in Egypt, Abram calling her his sister*
- Abram and Lot parting company*
- Abram rescuing Lot from the four kings*
- Abram asking for a child, God creating a covenant with him*
- Sarai giving Hagar to Abram to have a child*
- Abram agreeing to the covenant of circumcision*
- God promising Abram a son*

These will vary depending on what has been emphasized the class studies and what was presented in the Abraham monologue.

2. What actions showed that Abraham or Sarah were afraid or weak in their faith?

- Twice Abraham proclaimed Sarah to be his sister.*
- They used Hagar rather than trusting in God.*
- Both Abraham and Sarah laughed when God said they would have a child (Genesis 17:17, Genesis 18:12).*

3. What actions showed that they had great faith in God?

- They were willing to leave their country, their people, and the father's household to go to the land God would show them (Genesis 12:1).*
- Lot was allowed to choose the best land on which to settle. Abraham knew God would be with them wherever they went.*
- All the males in Abraham's household were circumcised as a sign of the covenant between God and Abraham and Sarah's family.*

4. How was Psalm 32:8 true for Abraham and Sarah?

- God clearly instructed them in where they should go and God watched over them as they followed God's leading.*

THE CHOICE

	THE GOD OF ABRAHAM	RELIGIONS IN THE ANCIENT NEAR EAST
How many?	One	Sumerians—thousands Egyptians—thousands Semites—many portable idols
Where?	With humankind in the created world, but above and beyond the material world	At a temple. The sun, moon, clouds, trees, stars, lightning, rivers, seas, mountains, and raised stones were all gods.
Physical Appearance	Sometimes appeared to humans as a human being.	Idols showed how the gods looked. Many different partly human forms.
Actions	Holy, loving, provided for humans, judged oppression	Think of the worst in human behavior—killing, cheating, drunkenness, fighting among themselves. All these are part of the ancient stories of the gods.
Reason to Worship	This God is Lord of heaven and earth, with and for those who trust in God.	To prevent the gods from harming them.
Who believed this?	Only a few people. This God was almost unheard of.	Almost everyone.



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God Creates a New People

LESSON 3: ABRAHAM WORSHIPS A COVENANT GOD

Objective

Students will understand that God created covenants with Abraham and was faithful to fulfill them. Abraham recognized God's faithfulness and built altars to God.

Key Concepts

- God's commitment to be with and for God's people involved three specific promises to Abraham. Intrinsic to the covenant was the promise of relationship. Beyond that, God promised land, offspring, and a blessing.
- Abraham and Sarah continued to believe in God even when God's promises were not immediately fulfilled.
- God is a covenant God, who is with and for God's people throughout their journeys.

Texts: Genesis 17:2; Genesis 23:17; Hebrews 11:8-10

Estimated Lesson Time: 40 minutes

Materials

- Student Bibles
- "The Covenant God of Abraham" worksheet (p. 103)
- For Extend the Lesson, option two: markers, crayons, or colored pencils
- For Extend the Lesson, option three: "Abraham Builds Altars to God" worksheet (p. 105)

Teacher Preparation

- Make copies of "The Covenant God of Abraham" worksheet, one per student.
- Make a copy of the covenant chart from the worksheet on poster paper, the board, or an overhead transparency.
- If using Extend the Lesson, option three, make copies of the altars worksheet, one per student.

INTRODUCING THE LESSON

The Covenant God of Abraham. Read Genesis 17:2 aloud. Ask students to brainstorm on what the word *covenant* means, based on the passage. Hand out the "Covenant God of Abraham" worksheet, and point students to the definition of *covenant*. Read it and note that God's covenant with Abraham promised three things: descendants, land, and an ongoing relationship of blessing.

LESSON STEPS

1. Fill in the covenant chart. Give students time to fill in the charts on their worksheets, using their Bibles to help them. Then, as the students share their answers, fill in the master overhead/poster paper/board chart for them to copy.

2. Look back at the "Order" and "Chaos" murals. Do any of the things on this covenant chart seem to fit into Chaos (*halved animals, smoking fire pot, flaming*

torch, etc.)? How did God’s presence in these events help Abraham to feel them as order or a calm reminder of God’s promises instead?

3. Read Hebrews 11:8-10. Note that Abraham and Sarah did not see the promise of land fulfilled—they remained wanderers and travelers. The only land that Abraham owned at the end of his life was a burial ground for Sarah (Genesis 23:17). They found comfort in this—read Hebrews 11:13-16.

EXTEND THE LESSON

- **Memorize Hebrews 11:8-10** and/or Hebrews 11:13-16.
- **Create a classroom covenant.** Explain that in your classroom there is already an unspoken covenant. You maintain a relationship with one another by following promises you have made. Have students brainstorm either on paper or through discussion, answers to the following questions:
 1. Who are the people included in our covenant?
 2. What are the spoken promises we keep and follow?
 3. What are the unspoken promises?
 4. Describe why it is important to keep healthy relationships with each other.
 5. Do we always agree with one another? How does our covenant help us to keep a good relationship when we don’t agree?
 6. How is God present in our covenant?

Spend time listing components of the classroom covenant. Ideas will vary from class to class, but could include: *Respect each other’s ideas; Share our experiences of God; Seek to understand God’s work and Bible stories; Complete work with our best effort; etc.* Remind students that, just as with Abraham and Sarah, God is faithful to help us fulfill our promises, even when it might not feel that way.

Create a classroom poster listing the covenant components. Have students illustrate themselves or others demonstrating a component on blank paper. Hang the poster in the classroom for the remainder of the school year. Students’ illustrations may be hung around it. *OR*, hang them as mobiles from the ceiling.

- **Learn about Abraham’s altars to God.** Abraham wanted to symbolize God’s presence on the journey, and to worship and thank God for God’s continued counsel. To do this, he built altars to God. Read Genesis 12:1-8. Note verse 8, where Abraham built an altar to the Lord following God’s promise (verses 2-3).

Hand out “Abraham Builds Altars to God” worksheets. Ask students to think of a time when God fulfilled a promise to them (*protection, love of family, shelter, healing, etc.*). Ask them to write several sentences or a paragraph describing the promise, and then illustrate or decorate their sheets. Their work is meant to be a praise offering to God for God’s faithfulness—encourage them to be colorful and creative, even using three-dimensional objects to decorate their altars if they wish. Creating this work of art is a time to quietly reflect on God’s faithfulness and worship God.

Create a space on a large bulletin board or the wall for students to place their completed stones—building one large altar. Above the altar, place a poster or sheet with this verse: “Psalm 32:8—I will instruct you and teach you in the way you should go; I will counsel you and watch over you.”

Invite students to share their stones with the class as they bring them forward to place on the wall.

THE COVENANT GOD OF ABRAHAM

Covenant: *A treaty in ancient Near Eastern society that established a relationship between two parties.*

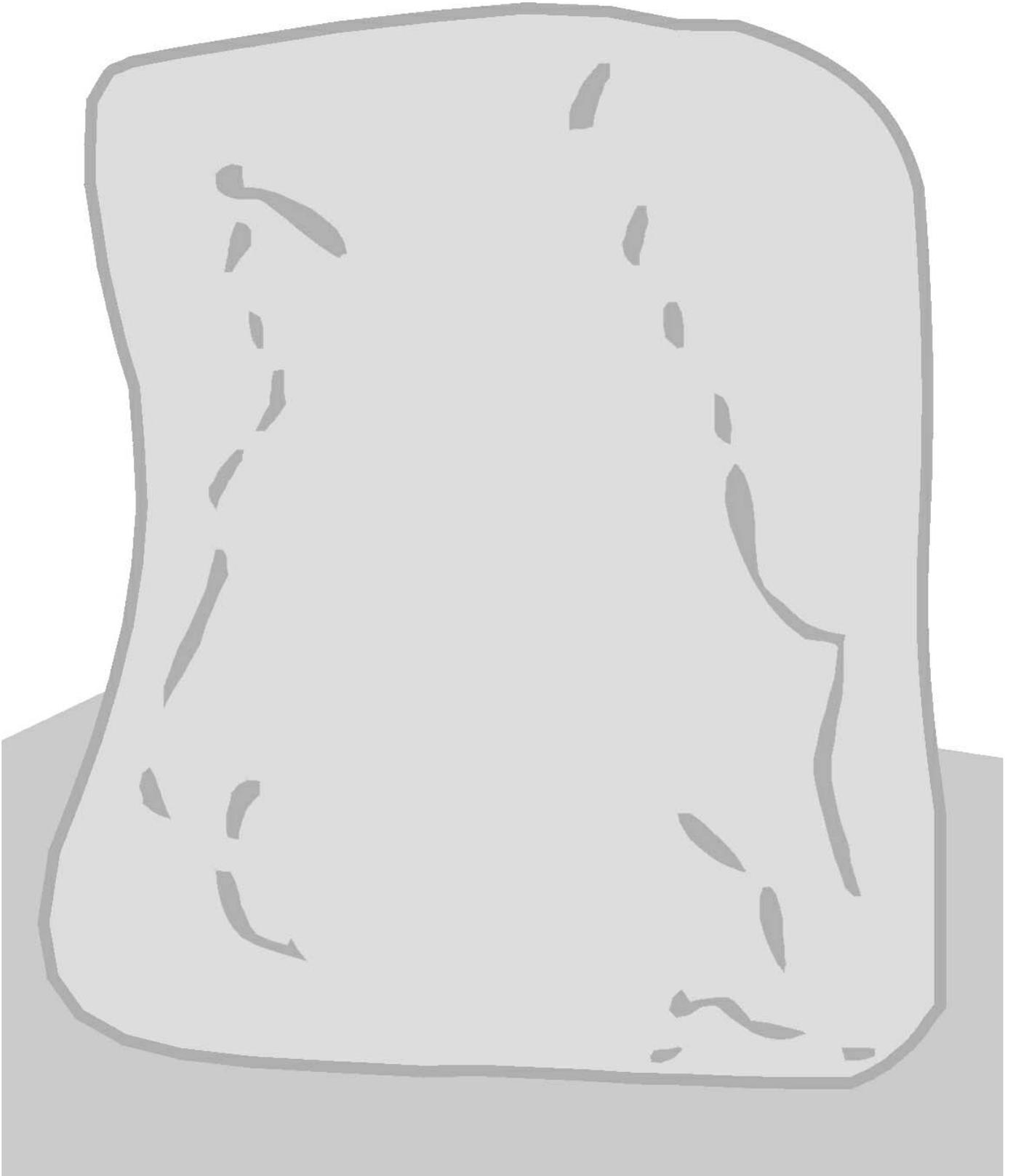
Read each scripture passage and list on the chart God's promises (What God Will Do) and signs of fulfillment of those promises (Special Signs). Place a * next to each promise that had to do with descendants. Underline each promise that had to do with the land. Circle the promises that had to do with an ongoing relationship.

	WHAT GOD WILL DO	SPECIAL SIGNS
Genesis 12:1-7		
Genesis 15		
Genesis 17		

The Covenant God of Abraham—Answer Key

	WHAT GOD WILL DO	SPECIAL SIGNS
Genesis 12:1-7	<p><i>Make a great nation *</i></p> <p><i>Bless</i></p> <p><i>All peoples of the earth will be blessed by Abraham.</i></p>	<p><i>The LORD appeared to Abraham at Shechem.</i></p>
Genesis 15	<p><i>Descendants as numerous as the stars of heaven*</i></p> <p><i>God as shield and reward</i></p> <p><u><i>Give land to descendants</i></u></p>	<p><i>Covenant ceremony with halved animals</i></p> <p><i>Smoking fire pot</i></p> <p><i>Flaming torch</i></p>
Genesis 17	<p><i>Keep the covenant</i></p> <p><i>Make Abraham the father of nations*</i></p> <p><i>Establish an everlasting covenant</i></p> <p><u><i>Give the land to Abraham's descendants*</i></u></p>	<p><i>Name change for Abraham</i></p> <p><i>Circumcision</i></p> <p><i>Birth of Isaac</i></p>

ABRAHAM BUILDS ALTARS TO GOD



Name: _____

Unit 3 Review #1

1. Through our Activity Cards, we learned about Abraham and Sarah's culture. Draw a web below, with "Abraham and Sarah's Culture" written in the center. Draw at least 5 lines coming from the center. On each line, note different important parts of their culture.

2. How was Abraham and Sarah's daily life different from your life now?

3. Describe the Activity Card that you completed. What did you learn from it? How do you think that part of his culture affected Abraham's experience of God?

4. What was an especially difficult time in Abraham's life? Describe it in detail.

5. Psalm 32:8 says: "I will instruct you and teach you in the way you should go; I will counsel you and watch over you." How did God do this for Abraham and Sarah?

Unit 3 Review #1, p. 2

6. Define the word **covenant**.

7. Create a VENN diagram below. Write **GOD** on one side and **NEAR EAST GODS** on the other. Compare and contrast the two, using what you have learned.

8. What is an altar? How did Abraham use altars?

9. What do you have in common with Abraham and Sarah? How are you different?

10. List one part of our classroom covenant. Why is it important? What does it mean to you?

Unit 3 Review #1—Answer Key

1. Through our Activity Cards, we learned about Abraham and Sarah’s culture. Draw a web below, with “Abraham and Sarah’s Culture” written in the center. Draw at least 5 lines coming from the center. On each line, note different important parts of their culture.

Answers should include concepts related to Activity Cards: cuneiform tablets and writing; Sumerian culture; the law code of Hammurabi; Sargon of Akkad, animals—donkeys, sheep, cattle, camels; bread/grains—wheat, rye, barley; food—lentils

2. How was Abraham and Sarah’s daily life different from your life now?

Answers should include comparing their daily living with the concepts listed above. They should touch on the aspects of food, shelter, communication (writing), laws, and animal uses.

3. Describe the Activity Card that you completed. What did you learn from it? How do you think that part of his culture affected Abraham’s experience of God?

Answers will vary.

4. What was an especially difficult time in Abraham’s life? Describe it in detail.

Answers should describe one of the following events: Abram and Sarai in Egypt—Abraham calling her his sister; Abram and Lot parting company; Abram rescuing Lot from the four kings; Abram asking for a child—God creating a covenant with him; Sarai giving Hagar to Abram to have a child; Abram agreeing to the covenant of circumcision; God promising Abram a son. Answers will vary depending on your class studies and what was presented in the Abraham monologue in Lesson 2.

5. Psalm 32:8 says: “I will instruct you and teach you in the way you should go; I will counsel you and watch over you.” How did God do this for Abraham and Sarah?

Answers should include that God clearly instructed them in where they should go and God watched over them as they followed God’s leading.

6. Define the word **covenant**.

A covenant is a treaty in ancient Near East society that established a relationship between two parties. There is a commitment between the two parties to fulfill a promise.

7. Create a VENN diagram below. Write **GOD** on one side and **NEAR EAST GODS** on the other. Compare and contrast the two, using what you have learned.

For answers, see “The Choice” sheet from Lesson 2. Could include the following ideas: Most religions had thousands of gods; the stories told of these gods depicted the worst in human behavior; people made idols and statues of these gods.

8. What is an altar? How did Abraham use altars?

(This is from Extend the Lesson in Lesson 3). An altar is a physical form built to worship and honor God. Abraham built altars from stone and used them to honor God’s continued presence and fulfillment of promises.

9. What do you have in common with Abraham and Sarah? How are you different?

Answers will vary.

10. List one part of our classroom covenant. Why is it important? What does it mean to you?

Answers will vary.

God Creates a New People

LESSON 4: ISAAC’S PEACEFUL WELLS

Objective

Students will review the story of Isaac’s birth and recognize the fulfillment of God’s promises. They will understand the significance of water in the Middle East and that the adult Isaac modeled peaceful solutions to conflict over water.

Key Concepts

- God was gracious to Abraham and Sarah and granted them a son, whom they named “Laughter.”
- Water was a precious commodity in the desert conditions of the Middle East.
- Isaac chose a peaceful resolution to conflict over water rights.

Text: Genesis 25:19-20

Estimated Lesson Time: 40 minutes

Materials

- Student Bibles
- Travel logs
- 2 boxes of cereal—1 empty and 1 almost empty
- 2 cereal bowls
- “Isaac at the Wells” worksheet (pp. 111-112)
- “Problems with the Johnsons” story (pp. 114-115)

Teacher Preparation

- Make copies of the “Isaac at the Well” worksheet, one per student.
- Make one copy for each student of the “Problems with the Johnsons” story.

INTRODUCING THE LESSON

Isaac, one of God’s blessings. Discuss God’s blessing to Abraham and Sarah with the gift of their son, Isaac. Isaac means “laughter.” Abraham and Sarah were likely expressing joy, mixed with a bit of relief at such an obvious sign of the fulfillment of God’s covenant.

Have students note Isaac’s birth to Abraham and Sarah on their travel log timelines, along with God’s fulfillment of the covenant.

LESSON STEPS

1. Read Genesis 25:19-20. This introduces the concept that now Isaac is grown and has married Rebekah. If you wish, allow students to read the story of Isaac and Rebekah’s meeting and marriage in Genesis 24.

2. Sharing cereal. Display the cereal boxes and two bowls. Say, “Let’s pretend that you and your brother or sister are sitting down for breakfast, and when you pour out the cereal (*pour contents of the almost empty box into one bowl and note the emptiness of the box as you try to fill the second bowl*), you find out you have

barely enough for one of you. What could you do? Let students give suggestions—*skip breakfast, eat toast instead, eat another cereal, etc.* Choose the “eat another cereal” option, and attempt to pour the other cereal into the second bowl, only to find it is empty.

3. Discuss scarcity and demand. Explain that in the Middle East desert where Isaac lived, water was scarce. There often wasn’t enough water for everyone, and water was much more essential than breakfast cereal. There were no other options, either. People need to have water.

4. Isaac and the wells. Ask, “How would it feel if your brother or sister just took the bowl of cereal, leaving nothing for you? How would you react?” Explain that today you will learn about Isaac dealing with a similar situation, only on a much larger scale—and with water. Divide students into pairs to complete the first eight questions on the “Isaac at the Wells” worksheet, using Genesis 26 in their Bibles.

5. “Problems with the Johnsons.” Pass out the story sheets and assign students to read the parts of Becky, David, Anna, Patrick, Luke, and Grandpa. They should highlight the words in quotes spoken by their characters. (*To save time, you may want to do this before class begins, or assign the roles to students who finish lesson step #4 first.*) Read the story aloud, or assign a student to read. Pause during highlighted parts, allowing the student playing that character to read what is written in quotes.

6. Have students respond to questions #9-12 on the “Isaac at the Wells” sheet, using the story to help them.

EXTEND THE LESSON

(This activity will extend the lesson to longer than 40 minutes.)

- **Write conflict resolution stories.** Have students write a story of a time they experienced a peaceful resolution to conflict. They could choose to write the story in script form. If time allows, invite students to share or act out their stories.
- **Invite a local farmer** to the class to share about times he or she has experienced drought. The farmer could stress the importance of water for survival and his or her reliance on God through this difficult time.
- **Sing “Peace Like a River.”** Note the similes: peace—river; love—ocean; joy—fountain.

Name: _____

Isaac at the Wells

First, read Genesis 26:1-33. Then use what you find in these verses to help you answer the questions. Be sure to use complete sentences!

1. What did God do for Isaac?
2. How did the Philistines feel about Isaac?
3. What did the Philistines do to hurt Isaac?
4. How many new wells did Isaac dig before he finally had water he could enjoy?
5. Name the wells that Isaac and his servants dug.
6. What does Isaac's peaceful response tell us about him?
7. What would you do if you were treated the way that Isaac was treated?
8. How did God help Isaac?

Isaac at the Wells, continued

Read "The Problems with the Johnsons" story. Use the story sheet to help you answer the questions below.

9. What was the problem?

10. What was Grandpa's advice?

11. How were the Philistines and the Johnsons alike?

12. How can you relate to this story?



Isaac at the Wells—Answer Key

1. What did God do for Isaac?
God continued to be with Isaac as God was with Abraham. God blessed Isaac.
2. How did the Philistines feel about Isaac?
They envied Isaac and asked him to leave. He had become too powerful for them.
3. What did the Philistines do to hurt Isaac?
They filled up all the wells dug by Abraham. When Isaac dug new wells, the Philistines claimed each of those wells for their own.
4. How many new wells did Isaac dig before he finally had water he could enjoy?
The Bible mentions at least 2 wells.
5. Name the wells that Isaac and his servants dug.
Esek, Sitnah, Rehoboth
6. What does Isaac's peaceful response tell us about him?
Isaac must have had a lot of self-restraint, and was able to calmly find peaceful solutions to a conflict.
7. What would you do if you were treated the way that Isaac was treated?
Answers will vary.
8. How did God help Isaac?
God provided water for Isaac. God continued the covenant with Isaac that had been made between Abraham and God.

From "The Problems with the Johnsons" story:

9. What was the problem?
The cousins built a snow fort by the pond. The Johnson children tore it down. The cousins built a new fort and the Johnsons tore it down again.
10. What was Grandpa's advice?
He told the story of Isaac's peaceful wells. He seemed to be suggesting that the children should build another fort, but possibly on Grandpa's property and not on the property line.
11. How were the Philistines and the Johnsons alike?
Both destroyed someone else's hard work.
12. How can you relate to this story?
Answers will vary.

Problems with the Johnsons

David, Becky, and Patrick Sanders straddled their bikes as they faced their cousins, Luke and Anna Henderson. Luke's challenge to the others rang across the valley. "Last one to Grandpa's farm is a rotten egg!"

In a flash, five pairs of feet pumped quickly down the country road. The early March breeze nipped at their grinning faces as they pedaled.

The twins, David and Becky, were both 11, and so was cousin Luke. Though Anna was a year younger than Becky, they were best friends. The four older kids usually didn't mind six-year-old Patrick tagging along, although they all agreed he was a real pest sometimes.

"Look! Grandpa's taking the sap from the buckets!" Luke's pointed to a bulky form huddled beside a tree.

"I wonder if he's made any maple sugar yet." Becky licked her lips.

The kids splashed through the puddles and stood their bikes on the lawn. They raced over to Grandpa, who was pouring the sweet sap from a metal pail into a larger container fastened to a small wagon.

"Grandpa, did you make any maple sugar yet?" asked the kids. Their eyes roved toward the sugar house, where they could see smoke coming from the chimney.

Grandpa Sanders stood up and grinned down at them. "Well, we'll just have to see about that." The kids looked at each other knowingly. "I'm surprised to see you all out on your bikes so early. It's still pretty cold, isn't it?"

"Oh, Grandpa," giggled Anna. "We don't want them to get too rusty!"

Grandpa invited the kids to go with him on his rounds. He let them take turns pouring the sap and pulling the wagon as they moved noisily from tree to tree.

"Come on! It's my turn! Patrick was tired of getting the last turn at everything. Grandpa gave Becky a look, and she decided maybe it was time to give Patrick a turn.

As Grandpa and Patrick were trying to steady the bucket, Reed the dog began barking ferociously. He ran to the road and snarled as some children walked in front of the house.

"Oh, it's just those Johnson kids," sneered David.

"I hope Reed scares them silly," added Luke.

Grandpa, who was returning a pail to one of the trees, looked up at them. "What brought this on?" he asked.

Becky spoke first. "Grandpa, you should see what they did to our snow forts."

"Yeah," agreed David. "We worked like crazy to make those forts, and they just came and took them over!"

"Yeah," mimicked Patrick.

Soon Grandpa put up his hand. "Whoa! One at a time! Let me take this over to the sugar house. If I know Grandma, she put cocoa on the stove as soon as she heard you come into the yard. You can tell me all about it when we get into the house."

After the first satisfying sips of hot cocoa, Grandpa put his mug on the table. "So what's this business with the Johnson kids? And don't all talk at once!"

David began the tale of woe. "See, Grandpa, we built a really big snow fort down by the edge of Minnow Pond. It had a roof and everything."

Luke continued the story. "Those Johnson brats came down one day when we weren't there and wrecked it!"

"Yeah," said Anna. "So we had to build a new snow fort, and the next day when we came down . . ."

"It was wrecked by those Johnsons. Just smashed to smithereens!" whined Patrick.

"Hmmm . . ." Grandpa thought aloud. "Just where were these forts?"

"Oh, that flat spot. You know, right where the sandy ground is," answered Luke.

"I thought that might be the spot," said Grandpa. "Did you know that the sandy spot is right on the line between the Johnson's property and mine?"

David burst out, "But Grandpa, we built those forts! They had no right to even be *inside* them, let alone ruin them!"

Grandpa stroked his chin thoughtfully. The children looked at each other expectantly. They could see Grandpa was warming up for one of his stories.

Slowly, Grandpa rocked back in his chair and began. "This reminds me of something that happened to Isaac in the Bible. Do you remember Isaac?"

Problems with the Johnsons, continued

Even Patrick nodded. Grandpa went on, “Did you know that when Isaac and Rebekah were young, there was no food in their land?”

The children looked at each other. Had they ever heard this story?

“Well,” Grandpa continued, “things got so bad that everyone decided to see if the leaders in Egypt could give them some food. But God told Isaac to go to the land where the Philistines lived and make a home there.”

“This sounds kind of like Joseph’s story, Grandpa.” Luke looked confused.

Grandpa grinned. “There were lots of famines in those days, just like in that part of the world today. But this is a different famine from the one Joseph’s family experienced.

“Isaac packed up his family and servants and a few animals and went straight to the king of the Philistines. The king welcomed them and gave Isaac permission to settle in the land. I’m not sure if the Philistines knew that this was the same land where Abraham and his family had once lived. But Isaac knew. And he worked hard. He planted crops and tended his flocks and became wealthy. In fact, he was so rich that the Philistines saw him as a threat.”

The children listened intently as Grandpa continued. “Isaac had more flocks, more herds, and even more servants than any of his Philistine neighbors, and they became jealous of him. They were so jealous that they closed up all the wells that Isaac’s father Abraham had once dug in the valley!”

Patrick looked confused. “How do you close up a well?”

“You just fill it up with dirt or sand,” answered Grandpa.

“That must have taken forever!” exclaimed Anna.

Grandpa’s eyes twinkled. “After they filled in Isaac’s wells, the Philistines told him to move to another place.

“Is this for real, Grandpa?” asked David. He had never heard this story before.

“It sure is, and that was just the beginning. Do you know what happened next?”

Isaac took his family, his servants, and his hundreds of animals to the Valley of Gerar to live. His servants dug a new well, and they had fresh water for the people and the animals.”

Grandpa’s voice got softer. He leaned toward the children and whispered, “Everything was looking good, until . . .”

“Yeah?” Becky was anxious to hear more.

“Until the herdsman of the valley came along. They told Isaac that his family was trespassing on their land. They told him that no one would be allowed to drink any water from the well. They said the well belonged to them.”

“What a rip-off!” Anna could hardly contain herself.

Grandpa chuckled as he finished the story. “Isaac and his servants simply moved a little farther away and dug themselves another well. And everything was fine until . . .”

The kids groaned.

“. . . the herdsman came along again and claimed Isaac’s new well.” Grandpa paused while the kids chattered among themselves. Then he spoke again. “So Isaac knew what he had to do. He moved to yet another place and dug another well! When no one came to argue with him, Isaac was relieved. He built an altar near the well and worshipped the Lord. He built another, larger well that was soon filled with wonderful water. You can imagine his surprise when the king of the Philistines appeared on the horizon!”

The kids gasped, but Grandpa said, “The king just wanted to tell Isaac that his actions had shown that God was clearly with him. They had been watching him closely since he left their valley, and they were so impressed by what they saw that they wanted to make a treaty with Isaac and his family. They wanted to establish a friendly agreement for as long as the king and Isaac lived.

“Isaac ordered his servants to prepare a feast in honor of the treaty, and the Philistine king left the next morning refreshed by water from the newest well.”

“Good story, Grandpa!” said Patrick. “But what’s it got to do with our fort and those bratty Johnson kids?”

Grandpa’s face softened as he rose from his chair. “I’ll leave that for you to discover. You kids talk about it while I go to the sugar house. Something tells me there’s some maple candy there with your names on it!”

God Creates a New People

LESSON 5: JACOB AND ESAU STRUGGLE

Objective

Students will understand the struggles that Jacob and Esau experienced with one another. They will recognize the ways they deceived one another, their father Isaac, and God. They will learn about Jacob's dream when he ran away.

Key Concepts

- Before her twin sons were born, God told Rebekah of the struggles they would endure (Genesis 15:23).
- Jacob deceived Esau and Isaac in order to obtain a birthright and blessing from Isaac.
- When Jacob went away for protection, God appeared to him in a dream and promised him many descendants.
- Jacob found great comfort in God's presence and words. We can find comfort in God's presence as well.

Text: Genesis 25:21-23; Genesis 25:24-34; Genesis 27:1-39

Estimated Lesson Time: 40 minutes

Materials

- Student Bibles
- Blank sheets of paper (1 per student)
- Travel logs
- For Extend the Lesson, option two: construction paper (2 sheets per student), glue, crayons/markers/colored pencils

Teacher Preparation

- Read Genesis 25, 27, and 28:10-22.
- Gather materials needed.

INTRODUCING THE LESSON

Thinking about betrayal. Hand out blank sheets of paper. Then ask students to divide them into three parts and spend a few minutes silently brainstorming about a time they felt betrayed (*someone told a secret they had asked them to keep; someone broke a promise; took away a friendship; stole a toy, etc.*). Students should jot notes about the incident on one section of the paper. Next, they should think of a time they betrayed someone else, and put notes on this in the second section. The third section remains blank for now.

Explain that today you will be talking this sort of situation that happened with twin brothers. Let students guess who the two might be and recall what they already know about the story.

LESSON STEPS

1. Read Genesis 25:21-23 aloud and give students time to predict what this will mean for the twins.

2. Read Genesis 25:24-34 and Genesis 27:1-39 together. (*You may prefer that students read the story alone or in partners, and should choose whatever is most appropriate. This story really lends itself to being read aloud.*) Point out how Jacob and Esau's names both have special meanings—Genesis 25:25, 26.

3. Discuss the story, noting the different betrayals. Invite students to identify with both Jacob and Esau, based on their own experiences they noted earlier.

Ask them to identify how God was present in their experiences, brainstorming and writing these thoughts on the third section of their sheets. *Examples: God brought them comfort; protected them; guided them to new friends; inspired them to act peacefully, etc.*

Brainstorm ways that God was present even in this story of betrayal between two brothers and a husband and wife. How did their actions probably make God feel? *Note: It is intended for students to have to work to find evidence of God's work—sometimes we must wait upon God's real presence and answer.*

4. Timelines and travel logs. Have students read Genesis 27:41-45 and Genesis 28:10-22 silently. After reading the passages, they should note Jacob's dream at Bethel on their timelines and note God's promise as well. In their travel logs, students should write in the voice of Jacob, on this prompt: *What did you see in your dream? What does it mean to you?*

EXTEND THE LESSON

(These activities will extend the lesson to longer than 40 minutes.)

- **Isaac's peaceful responses.** Refer back to lesson 4 to discuss Isaac's peaceful response to conflict. Look for evidence of Isaac's peaceful responses even in today's story, despite his great sadness.

- **Make "Jacob's ladder."** Have students create sets of stairs from construction paper by folding one-inch sections back and forth, like a fan. On alternate sections, they should copy Genesis 28:15—"I am with you and will watch over you wherever you go, and I will bring you back to this land. I will not leave you until I have done what I have promised you." Write the verse on the sections from bottom to top, so that a portion of the verse appears on each section.

Glue the stairs to another piece of construction paper, placing glue only on the creases. Students may title and illustrate the scene depicted in the text from today's lesson.

- **Memorize Genesis 28:15**, using a set of stairs. Each student stands on a step. Beginning at the bottom or top, each student says a word of the verse. Then they shuffle places and try it again.

God Creates a New People

LESSON 6: JACOB WRESTLES WITH GOD

Objective

Students will understand God’s presence with Jacob and Esau as they worked to heal their relationship. They will also learn that questioning God is healthy, even though sometimes our questions take awhile to be answered.

Key Concepts

- God’s covenant with Abraham was extended to Jacob.
- A dynamic relationship with God sometimes involves questions and struggles.
- God changed Jacob’s name to Israel, which means “one who struggles with God.”
- God is faithful to answer our questions in God’s own way and in God’s own time.
- Jacob and Esau reconciled with one another peacefully and graciously.

Text: Genesis 32 and 33

Estimated Lesson Time: 40 minutes

Materials

- Student Bibles
- Poster paper
- Travel logs

Teacher Preparation

- Gather materials needed.
- Take time to preview the story from Genesis 32 and 33

INTRODUCING THE LESSON

Set the scene for today’s story by explaining that many years after Jacob fled from Esau’s anger, he returned home again. He heard that his brother Esau was coming to meet him and was very afraid.

LESSON STEPS

1. Read Genesis 32 silently, then assign paragraphs to students and reread the story aloud as a class. Readers should focus on fluency and expression as they tell the story.

Explain that God’s people then called themselves “Israelites,” because they were the descendants of Jacob/Israel. They kept the belief that it was right and acceptable to struggle with God for answers to tough questions.

2. Read Psalm 13 aloud as an example of lament and praise of struggling with God. Give students time to brainstorm tough questions they have for God or are currently struggling with. Invite them to share their questions aloud and write them on a poster to be displayed in the classroom. Probe for the emotion that accompanies the question or struggle, writing it as: I’m troubled . . . , I’m curious . . . ,

I'm angry about . . . , It would be fun to know . . . , etc. When finished with the poster, write Psalm 13:5-6 at the bottom. Reread the verses aloud as a reminder of God's promise and our faith that God will eventually provide answers.

3. As a class, predict what will happen when Jacob and Esau encounter each other again. Have students read Genesis 33 in pairs to discover the story of the twins' reuniting.

4. Travel logs. Ask students to write in their travel logs in their own voices on this prompt: *Choose a question you're struggling with. Write a letter to God describing your question.*

EXTEND THE LESSON

(This activity will extend the lesson to longer than 40 minutes.)

• **Find Paddan Aram and the Jabbok River.** Jacob was traveling from Paddan Aram. The place where he wrestled was at the Jabbok River. Use Bible atlases to find these two places on the map.

God Creates a New People

LESSON 7: THE STORY OF JOSEPH

Objective

Students will understand that God preserved the family of Jacob in time of famine, and maintained the promise of descendants to Abraham through Joseph. God is able to turn intended evil into good.

Key Concepts

- Though the Egyptians did not recognize God, God was still working in the events in Egypt.
- God protected Joseph, and turned the evil intentions of his brothers into good.
- Joseph’s story is an important part of biblical history, as it takes God’s people and work into other parts of the land.

Text: Genesis 35:21-26; Genesis 37; Genesis 39-50

Estimated Lesson Time: 40 minutes

Materials

- Student Bibles
- “Outlining the Story of Joseph” worksheet (p. 122)
- Travel logs
- For Extend the Lesson, option two: note cards, “Broadcast Evaluation” (p. 124)

Teacher Preparation

- Gather materials needed.
- Make copies of the “Outlining the Story of Joseph” worksheet, one per student.
- If using Extend the Lesson, option two, make one copy per student of the “Broadcast Evaluation” sheet.

INTRODUCING THE LESSON

Introduce Joseph and his brothers by reading Genesis 35:21-26 aloud.

LESSON STEPS

1. “Outlining the Story of Joseph.” Distribute the handouts, one per student. Introduce the concept of headings and sub-headings—how to find them by skimming and how to write them.

Instruct students to use their Bibles and the sheet to outline Genesis 37 and Genesis 39-50 by main events.

2. Share your findings. Go over the sheet together as a class.

3. Work on timelines. Students should note Joseph’s story, as well as God’s work, on the timelines in their travel logs.

EXTEND THE LESSON

(These activities will extend the lesson to longer than 40 minutes.)

- **Retell Joseph's story.** Have students retell a favorite passage from the Joseph story in their own words, in small groups or to the whole class.
- **Broadcast from Egypt.** If students need more time to understand the story of Joseph, have them prepare a radio or TV broadcast from Joseph's Egypt. You may divide them into groups, with each group preparing a broadcast about an important event in Joseph's story. Broadcasts should include illustrations, interviews, and on-the-scene coverage. Students should make an effort to note God's presence and powerful work, as discussed in lesson step #1.

Possible events to broadcast *(eliminate some if class size is small)*:

- Joseph's Arrival in Egypt (Genesis 37)
- The Cupbearer and Baker's Dreams Interpreted (Genesis 40)
- Joseph's Sudden Rise to Power (Genesis 41)
- Famine Report (Genesis 41:50-52; 47:13-26)
- Governor Finds Own Family Among Famine Refugees (Genesis 45)
- Death and Burial of Jacob, Father of Governor (Genesis 49:29-33; 50:1-12)
- Death of Egypt's Governor (as quick review of Joseph's career in Egypt, Genesis 41; 50:22-26)

Several days may be required to do this activity. On the last day, students may present their broadcasts. *Note: If this activity will be used for a grade, distribute the broadcast evaluation sheets to students. Students should fill out a personal evaluation of their work on the sheet and turn it in. Use the sheet to mark the teacher's evaluation as students present their broadcasts.*

OUTLINING THE STORY OF JOSEPH

Genesis 37, 39-50

Under each of these titles, fill in three or four subtitles.



IN HIS FATHER'S HOUSE

JOSEPH, A SLAVE IN EGYPT



JOSEPH, GOVERNOR OF EGYPT



OUTLINING THE STORY OF JOSEPH (ANSWER KEY)

Genesis 37, 39-50

Under each of these titles, fill in three or four subtitles. *Possible answers:*



IN HIS FATHER'S HOUSE

The favored son

Joseph the dreamer

The hated brother

Joseph is sold by his brothers

JOSEPH, A SLAVE IN EGYPT

In charge of Potiphar's household

Joseph is blameless and upright

Joseph is thrown in prison

The interpreter of dreams



JOSEPH, GOVERNOR OF EGYPT

Joseph is in charge

The wisdom of storing up grain

Seven years of abundance and seven years of famine

Joseph's brothers go to Egypt

Joseph makes himself known



Broadcast Evaluation

Name: _____

STUDENT	COMPONENT	TEACHER
___/10	Teacher's instructions were followed.	___/10
___/40	Information is accurate and appropriate.	___/40
___/30	Illustrations, interviews, and/or on-scene coverage are included.	___/30
___/30	God's presence and powerful work are noted and shown in the broadcast.	___/30
___/20	Broadcast is done in an organized way and reflects understanding of the concept.	___/20
___/10	Time in class is spent wisely.	___/10
___/10	Activity is complete and handed in on time.	___/10
___/150	TOTAL	___/150

God Creates a New People

LESSON 8: ILLUSTRATING JOSEPH'S STORY

Objective

Students will understand that God is able to turn intended evil into good. In order to internalize Joseph's story, students will further examine the characters in the story and their roles in bringing God's work to life.

Key Concepts

- The events in Joseph's story happened for a reason, and culminated in a lesson of God's protection, providence, and guidance.
- God protected Joseph, and turned the evil intentions of his brothers into good.
- Joseph's story is an important part of biblical history, as it takes God's people and work into other parts of the land.

Text: Genesis 50:19-20

Estimated Lesson Time: 40 minutes

Materials

- Soundtrack CD of Andrew Lloyd Weber's musical, *Joseph and the Amazing Technicolor Dreamcoat**
- CD player
- 10 x 13 sheet of white construction paper for each student
- "14 Events in Joseph's Life" (p. 127)
- Scratch paper for each student
- Crayons, markers, or colored pencils

* *Note: It is important to use a CD rather than a video of the musical, since students will be asked to create their own visual images based on the music.*

Teacher Preparation

- Gather materials needed.
- Prepare an overhead transparency of "14 Events in Joseph's Life."

INTRODUCING THE LESSON

Introducing the musical. Explain that today you will be hearing one artist's (*Andrew Lloyd Weber's*) interpretation of the story of Joseph. This musical was written by Weber at the start of his career, when he was in his late teens. He wrote it for the children in his church to perform for the congregation. Weber stayed close to the events as told in the Bible, and chose the ones he thought to be both the most entertaining and that best told the story of God's work.

LESSON STEPS

1. "14 Events in Joseph's Life." Hand out the sheets of white construction paper, one to each student. Ask them to draw lines to divide their papers into 14 equal parts. (*These will be small sections, so if you want to have larger sections,*

use larger sheets of paper.) Put up the overhead of the 14 events for students to copy into the sections. The 14 events are:

1. Jacob and his sons in Canaan
2. Jacob gives Joseph a multicolored coat
3. Joseph's dreams
4. Joseph sold by his brothers
5. Joseph and Potiphar's wife
6. Joseph alone in jail in Egypt
7. The baker and cupbearer's dreams
8. Pharaoh's dreams
9. Joseph in charge of Egypt
10. The brothers go to Egypt
11. Who has the cup?
12. Joseph reveals himself to his brothers
13. Joseph and Jacob together again
14. Joseph's color coat

2. Visualize the story. Pass out a blank piece of scratch paper to each student, again asking them to divide the paper into 14 sections. This time, they should just number the sections, not label them.

Play the CD of *Joseph and the Amazing Technicolor Dreamcoat*. Invite students to sketch on the scratch paper what they visualize for each section, as they listen to the music.

3. Illustrate the story. Give students time to create final art of the Joseph story on the 10 x 13 construction paper. This may take an extra class period. Play the CD again as they work. Students will want to use crayons, markers, or colored pencils. Display their finished artwork in the classroom or hallway.

4. Read Genesis 50:19-20 as a closing to the Joseph story: *But Joseph said to them, "Don't be afraid. I am in the place of God: You intended to harm me, but God intended it for good, to accomplish what is now being done, the saving of many lives."*

EXTEND THE LESSON

(These activities will extend the lesson to longer than 40 minutes.)

- **VENN diagrams.** Give students clean sheets of notebook or other paper. Ask them to create a VENN diagram that takes up the whole sheet of paper. One side should be labeled "Joseph of the Musical" and the other labeled "Joseph of the Bible." Have students note similarities and differences between the two stories on the diagram. Hopefully, they will recall events in the Bible learned in previous lessons that were left out of the musical version. Encourage students to think of ways people noticed God's work and worshipped God in the two versions.

- **Watch the Disney version of Joseph's story** on video, *Joseph, King of Egypt*.

14 EVENTS IN JOSEPH'S LIFE

- 1. Jacob and his sons in Canaan**
- 2. Jacob gives Joseph a multicolored coat**
- 3. Joseph's dreams**
- 4. Joseph sold by his brothers**
- 5. Joseph and Potiphar's wife**
- 6. Joseph alone in jail in Egypt**
- 7. The baker and cupbearer's dreams**
- 8. Pharaoh's dreams**
- 9. Joseph in charge of Egypt**
- 10. The brothers go to Egypt**
- 11. Who has the cup?**
- 12. Joseph reveals himself to his brothers**
- 13. Joseph and Jacob together again**
- 14. Joseph's color coat**

God Creates a New People

LESSON 9: FIRST FRUITS CELEBRATION

Objective

Students will recognize God’s hand in the lives and families of Abraham, Isaac, Jacob, and Joseph by participating in a First Fruits Celebration.

Key Concepts

- The Israelites participated in rituals to remind them of God’s gracious acts in their history, so that, in gratitude, they would share God’s goodness with others.
- Because of his gratitude for God’s provision and protection, Jacob chose to give God one-tenth of all that was given to him.
- Students have learned about God’s work and gracious acts as they studied the stories of Abraham, Isaac, Jacob, and Joseph.
- God calls us to live with gratitude, and to show this to God, ourselves, and others through both worship and giving.

Text: Genesis 28:16-22; Deuteronomy 26:1-17

Estimated Lesson Time: 40 minutes

Materials

- Student Bibles
- Travel logs
- “First Fruits Basket” instructions (p. 130)
- Scissors, glue
- Drawing and art materials—fabric, yarn, twigs, felt, beads, etc.
- Stems of wheat and/or barley (*optional*)

Teacher Preparation

- Gather materials needed.
- Make one copy of “First Fruits Basket” for each student, or make an overhead transparency.
- Create a space on the wall to display the First Fruits baskets.

INTRODUCING THE LESSON

Review the story of Jacob’s dream of a stairway to heaven. Read Genesis 28:16-22. Discuss that out of gratitude for God’s protection and provision, Jacob promised to give God one-tenth of everything he was given.

LESSON STEPS

1. Read Deuteronomy 26:1-15 aloud. Discuss the ideas in verse nine and relate them to the covenant God made with Abraham. God promised Abraham land and descendants, and fulfilled those promises through time. Explain, “In the next lessons we will be studying the difficulties those descendants experienced, but we can see clearly in this passage that God provided for them. Today we will be recognizing

how God provided for Abraham, Isaac, Jacob, and Joseph’s families, as well as recognizing God’s care for us.”

2. Read Deuteronomy 26:16-22 aloud. Discuss again that God doesn’t require us to perform specific rituals and acts in order to gain salvation. But God does ask that we respond to God’s goodness with gratitude. God delights in us when we respond as in verse 17.

Explain that you will reenact the First Fruits Celebration to experience what the Israelites may have done in Bible times, and to recognize and thank God for God’s work in the lives of Abraham, Isaac, Jacob, Joseph, and ourselves.

3. Make First Fruits baskets. Give students class time to make their own baskets. They may follow the instructions on the sheet or overhead, but should be encouraged to make their baskets creative, artistic, and unique.

4. Travel logs. Invite students to write in their own voices on this prompt: *How has God fulfilled God’s covenant with you? What specific things could you do to respond with gratitude?*

5. First Fruits celebration. *Note: This celebration may need to be done on a different day.* Invite students to come forward one at a time to place their First Fruits baskets in the display area. If they wish, they can share what they wrote in their Travel logs. If they prefer, they could simply place their basket quietly and reverently.

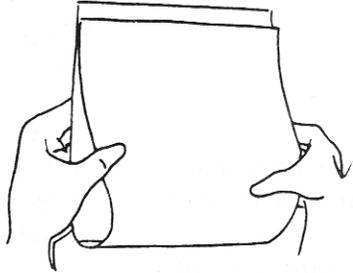
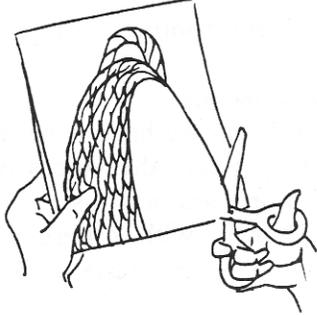
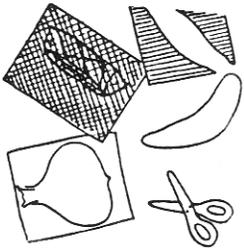
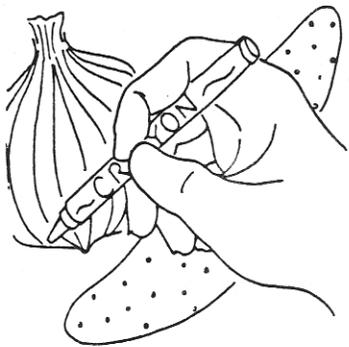
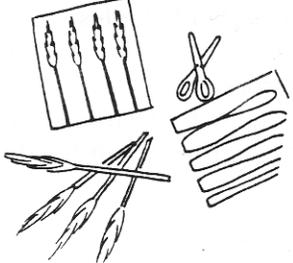
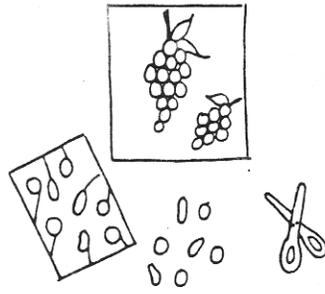
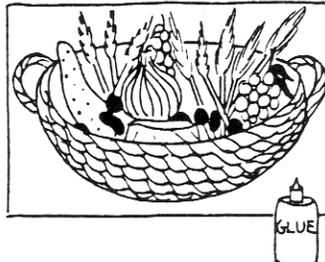
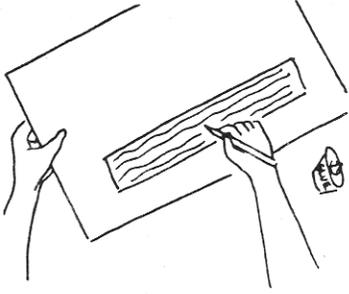
Brainstorm as a class ways students could give back to God with their time and/or talents. These ideas could come from things they thought of and wrote in their travel logs. See Unit Information, page 81. for specific suggestions. You might call the class’ chosen activity the First Fruits Giving Project.

EXTEND THE LESSON

(These activities will extend the lesson to longer than 40 minutes.)

- **Create posters, cards,** etc., that are needed for their First Fruits Giving Project.
- **Review/recite memory passages** from this theme: Psalm 32:8, Hebrews 11:8-10, Genesis 28:15, and Genesis 50:19-20. Note God’s protection, comfort, promise, provision, and grace. Also note the people’s praise to God for all of this.

First Fruits Basket

<p>YOU WILL NEED:</p> <ul style="list-style-type: none"> • Construction paper <ul style="list-style-type: none"> —White (9 x 12 inches) —Tan (6 x 9 inches) —Green (2 x 4 inches) —White (3 x 3 inches) —Brown (3 x 3 inches) —Dark green (3½ x 4 inches) —Purple (3½ x 4 inches) —2 yellow (1½ x 6 inches) • Crayons or markers • Glue, scissors • Art materials (fabric, yarn, etc.) 	<p>1. Fold the tan paper in half, matching the short edges.</p> 	<p>2. Hold the fold in your hand and cut half of a basket shape. Unfold. Draw lines for a woven basket look.</p> 
<p>3. Make a cucumber from dark green construction paper. Make an onion from the white construction paper. Make a fig from the brown paper.</p> 	<p>4. Use crayons to add details.</p> 	<p>5. Make the yellow construction paper into wheat and barley. Draw stems of grain on the paper and cut them so you have at least 4 stems of barley and 4 stems of wheat.</p> 
<p>6. Make olives from the green construction paper. Cut out bunches of grapes from the purple paper.</p> 	<p>7. Arrange the basket and fruit onto the large 9 x 12 sheet of construction paper. Then glue it down.</p> 	<p>8. Write Deuteronomy 26:8-10a on a piece of paper and glue it to the back of the paper.</p> 

Note: You may wish to use real stems of wheat and barley in place of paper ones.

Travel Log Evaluation

Name: _____

PROMPT	EVALUATION COMPONENT	POINTS
Voice: Abram or Sarai Prompt: Describe your daily life.	Writing is thoughtful and best effort is given.	___/10
	Writing reflects understanding of the concepts.	___/20
Voice: Jacob Prompt: What did you see in your dream? What does it mean to you?	Writing is thoughtful and best effort is given.	___/10
	Writing reflects understanding of the concepts.	___/20
Voice: Own Prompt: Choose a question you're struggling with. Write a letter to God describing your question.	Writing is thoughtful and best effort is given.	___/10
	Writing reflects understanding of the concepts.	___/20
Voice: Own Prompt: How has God fulfilled God's covenant with you? What specific things could you do to respond with gratitude?	Writing is thoughtful and best effort is given.	___/10
	Writing reflects understanding of the concepts.	___/20
	TOTAL	___/150

Name _____

Unit 3 Review #2

1. What does Isaac's name mean? Why did Abraham and Sarah give him that name?
2. Why was water important in the Middle East?
3. Why does the Bible often use "water" and "river" to describe God's life-giving care?
4. Describe the peaceful way Isaac responded to conflicts over water rights.
5. Remember the story of the Johnsons. Describe a time in your life when you chose a peaceful resolution to conflict.
6. What caused conflict between Jacob and Esau?
7. Genesis 28:15—"I am with you and will watch over you wherever you go, and I will bring you back to this land. I will not leave you until I have done what I have promised you." To whom did God speak these words? When did God speak them?

Unit 3 Review #2: Answer Key

1. What does Isaac's name mean? Why did Abraham and Sarah give him that name?
Isaac means "laughter." Abraham and Sarah were likely expressing joy, mixed with a bit of relief at such an obvious sign of God's covenant fulfilled. (Gen. 21:1-7)
2. Why was water important in the Middle East?
Water was a precious commodity in the desert conditions of the Middle East. Water became a sign of God's provision. It was because of the scarcity of water that Isaac experienced conflict with others. It was because of famine and a lack of water that Joseph's brothers came to Egypt.
3. Why does the Bible often use "water" and "river" to describe God's life-giving care?
Water is still essential for living today. Water was a sign of God's care in the stories of the Middle East in the Bible. Water, river, ocean, lake, stream, drink, bathe, etc., are powerful and emotional metaphors.
4. Describe the peaceful way Isaac responded to conflicts over water rights.
Isaac named each well and then calmly built a new well each time.
5. Remember the story of the Johnsons. Describe a time in your life when you chose a peaceful resolution to conflict.
Answers will vary.
6. What caused conflict between Jacob and Esau?
They were different from each other—Esau was an outdoorsman and a hunter. Jacob was quiet and liked to be at home. Esau was favored by Isaac, while Jacob was favored by Rebekah. Jacob wanted Esau's birthright and blessing. He cornered Esau into giving him his birthright when Esau desperately needed food. He deceived Isaac into giving him Esau's blessing.
7. Genesis 28:15—"I am with you and will watch over you wherever you go, and I will bring you back to this land. I will not leave you until I have done what I have promised you." To whom did God speak these words? When did God speak them?
God spoke these words to Jacob as he dreamed of a ladder reaching to heaven.
8. How did Jacob interpret his experience of wrestling with a man through the night?
He believed he had wrestled with God. Israelites understand from this story that it is all right and healthy to question and struggle with God on difficult issues. We understand that as we struggle with God, God continues to provide for us and watch over us. Sometimes we have to wait on God's answers.
9. List 5 important events in the story of Joseph in chronological order:
Following are the events students used in their illustrations. (If you prefer, you could require chronological events from the Bible, which would include Jacob's death, etc.) Answers could include:
 1. *Jacob and his sons in Canaan*
 2. *Jacob gives Joseph a multicolored coat*
 3. *Joseph's dreams*
 4. *Joseph sold by his brothers*

5. *Joseph and Potiphar's wife*
6. *Joseph alone in jail in Egypt*
7. *The baker and cupbearer's dreams*
8. *Pharaoh's dreams*
9. *Joseph in charge of Egypt*
10. *The brothers go to Egypt*
11. *Who has the cup?*
12. *Joseph reveals himself to his brothers*
13. *Joseph and Jacob together again*
14. *Joseph's color coat, OR Jacob's death (if using biblical account)*

10. How did God turn intended evil into good in the story of Joseph?

Joseph's brothers intended to harm him when they threw him in a pit, stole his coat, and then sold him into slavery. God gave Joseph dreams, the trust of Pharaoh, and the ability to interpret dreams. This led Joseph to rise in power and have the ability to help his brothers when he came back into contact with them. God also used Joseph to extend God's work into Egypt.

11. How did God fulfill the covenant with Abraham through the lives of Isaac, Jacob, and Joseph?

God promised Abraham an ongoing relationship with God, descendants, and land. God granted Abraham Isaac, Jacob, and Joseph—and others—as his descendants. God worked within the lives and choices of these three men to give them land and an ongoing relationship with God.

12. We often speak of these stories by referring to the men in them—Abraham, Isaac, Jacob, and Joseph. Choose one woman we studied in Unit 3. Describe how God worked in her life, and how she responded to God.

Students may choose Sarah, Rebekah, Leah, Rachel, or Potiphar's wife. Answers will vary.