

## **THEME 2**

# **The Exodus and Wilderness Wanderings**

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This theme demonstrates, through the story of the Israelites' Exodus from Egypt, that God provides for God's people, even in times of great distress. Parallels exist between the slavery experienced by the Israelites and hardships and bondage in today's world.

The stories of the plagues and Exodus tell again of how God came to a shepherd in the wilderness. By revealing a personal name, Yahweh, God shows a nature of compassion and desire for personal relationship. This is the same God who came to Abraham, Isaac, and Jacob. Here is cause for renewed faith and trust.

God provided for the Israelites in the wilderness and then established a new covenant with the people at Mount Sinai. As a covenant agreement, it undergirded Israel's bond with Yahweh and emphasized justice and equality. The Ten Commandments stand as a reminder that this is a God of compassion who requires faithful obedience and does not ignore injustice and oppression.

## Grade 5—Unit 4

# God Saves God's People

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The Lord God has acted on behalf of humans throughout history and continues to extend love and grace to us today. In this theme, students will revisit the Passover story and celebrate God's faithfulness through observance of a Passover Seder. They will explore events of the Exodus journey and learn more about the Ten Commandments, observance of the Sabbath, the Ark of the Covenant, and the tabernacle.

### LESSONS

1. Jacob's Descendants Are Enslaved in Egypt
2. God Calls Moses
3. Pharaoh Lets God's People Go
4. The Passover Seder
5. Crossing the Red Sea

# Unit 4: God Saves God's People

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## Unit Information

### SUMMARY

Through the story of the Israelites' Exodus from Egypt, this unit demonstrates that God provides for God's people, even in times of great distress. Students examine the slavery experienced by the Israelites and draw parallels to hardships and bondage in today's world. They study the childhood and call of Moses and the ten plagues on the Egyptians. They revisit the story of the Passover and celebrate a shortened Passover Seder. The crossing of the Red Sea leads students to learn through action, dramatic reading, and song. Through research and presentation, students learn about the historical backdrop of Egypt in which Moses acts courageously and makes God's requests known to Pharaoh. Through studying the revelation of God's personal name, I AM WHO I AM, students discover that God desires a real and personal relationship with them.

These stories tell again of how God came to a shepherd in the wilderness. In revealing the personal name, Yahweh, God shows a nature of compassion and desire for personal relationship. This is the same God who came to Abraham, Isaac, and Jacob. Here is cause for renewed faith and trust.

God told the people to remember the stories and promised to be with them. The Jewish faith continues to do this in the form of the Seder. God told Moses that he would return to worship on the same mountain on which he was called. Exodus 3 is a key passage in the Torah (*first five books of the Bible*). The story of the Exodus is an interpretive key to the Old Testament, and it shapes our understanding of the New Testament stories as well.

### KEY BIBLE TEXT

Exodus 1-15

### BIBLICAL BACKGROUND

#### God Reveals a Personal Name

The Hebrew people were enslaved in Egypt. Joseph was long forgotten. Moses, Hebrew by birth and adopted son of an Egyptian princess, had once thought himself to be rescuer of these slaves. Yet he had been forced to flee to Midian after killing an abusive Egyptian taskmaster. The once heralded young prince had become a shepherd.

While watching the flock on a mountainside one day, Moses saw a burning bush. He moved closer to it and saw that although it was not on fire, it was not burning up. As he investigated, he came face-to-face with God.

After hundreds of years of seeming silence, God spoke directly to Moses, saying, "I am the God of Abraham, Isaac, and Jacob." God was deeply concerned with the oppression and suffering of the Israelite people.

God said: "And now the cry of the Israelites has reached me, and I have seen the way the Egyptians are oppressing them. So now, go. I am sending you to Pharaoh to bring my people, the Israelites out of Egypt" (Exodus 3:9-10).

Moses had several questions for God. He asked, "Who am I that I should go to

Pharaoh?” (Exodus 3:11). God’s response was, “I will be with you” (Exodus 3:12).

Moses’ second concern had to do with the Israelites. He wasn’t sure that just saying “the God of your fathers has sent me to you” would convince them. At this point, God revealed a personal name, YHWH, a form of the verb “to be.” The *New International Version* translates it I AM WHO I AM or I AM (Exodus 3:14).

*Yahweh* is the accepted pronunciation of this Hebrew name. It was earlier thought to have been pronounced “Jehovah,” and that pronunciation is still found in hymns. The Jews felt the name *Yahweh* was so sacred that it should never be pronounced. In place of *Yahweh*, Jewish people said *Adonai*, meaning Lord. In respect for that tradition, the NIV translates *Yahweh* as LORD, designated with capital letters.

The name *Yahweh* expresses God’s character as a faithful God of compassion who is and will be with God’s people.

### **Pharaoh Versus Yahweh**

Most people know a great deal about ancient Egypt, because Egypt had a great civilization for thousands of years. The difficulty lies in understanding a world that unquestioningly assumed the things we now find so curious. The many gods, including cats, dogs, and crocodiles, are a case in point. The head of the Egyptian pantheon was the sun god named Re (*sometimes called Amun-Re, depending on the time period*).

The events of the oppression and the Exodus took place during the Late Bronze Age (ca. 1550-1200). It was during this time that Egypt entered her period of empire. She was unquestionably the dominant nation of the world.

With all this in mind, it was truly an awesome task for Moses to stand before Pharaoh making a demand in the name of an unheard of god. Pharaoh’s response was totally predictable: I do not know this god. I will not let these Hebrews go to worship in the desert. Get back to work on the glorious building projects of great Egypt.

But the God of Abraham, Isaac, and Jacob had heard the cry of a people in bondage. Even Pharaoh could not stop their liberation. After ten plagues and a miracle at the Red Sea, the Israelites were liberated. With the plagues, *Yahweh* brought judgment on the gods of the Egyptians. *Yahweh* rendered them powerless to deliver the people from disaster.

On the last night of the Israelites’ bondage, each Egyptian household suffered the death of the firstborn male. On that night, the death angel passed over all Israelite homes, exempting them from this plague. The Israelites had been instructed to kill a lamb or young goat, spread some of its blood on the top and sides of their doorframes, roast it, and eat it in haste with unleavened bread. This was the Passover. It was to be reenacted yearly, so that Israel would never forget who she was and who had delivered her. This event shaped Israel’s ethics, worldview, and concept of God.

The Passover Seder is now celebrated in remembrance. During the Passover meal in Jewish homes, the family says, “The Egyptians are children of God as are we all and we do not rejoice over their defeat.” This developed from a story that the ancient rabbis used to tell: “When the Jews crossed over the Red Sea into safety and the Egyptians were drowned, the angels wanted to sing. But God silenced them, saying, ‘What, human beings of my creating have drowned and you want to sing?’” (Chaikin, p. 52).

## ESSENTIAL UNDERSTANDINGS

- God cares about people and is present when they experience suffering and oppression.
- God promised to go with Moses when he talked with Pharaoh and led the Israelites.
- The God of Abraham, Isaac, and Jacob revealed God’s personal name as *Yahweh*, I AM WHO I AM.
- Despite Pharaoh’s position as foremost world ruler, it was God who was in charge of the Israelites’ history.
- The Lord’s love and deliverance are remembered and celebrated in the Passover Seder tradition.

## WORSHIP

### 1. **Yahweh—A Personal Calling** (*Focus: God calls each of us to do God’s work in a personal way*)

Have the students write down their full names (*first, middle, and last*) on a piece of paper. Then have them place these names in the ceramic pot.

Read or recite together Exodus 3:13-14. Before this event in the Bible, God had given other names, and other followers had named God. But this is the first time that God reveals a personal name. In ancient times, a name was sacred. Names were thought to shape who a person was (*think of Isaac—“laughter”*), and when a person experienced a major change, a new name was given (*Abram to Abraham, or Jacob to Israel*). When people told others their names, it was a sign of trust and commitment to each other.

Before this, God had called God’s people, and they responded. Now God is calling people again, but it gets more personal. This time, God gives a personal name—I AM. Before, the names of God were things like “El roi,” which means “God who sees” (*Hagar—Genesis 16:13, 14*), and other words that described God’s power. This time, the name is not of what God does, but of who God *is*. God is getting personal, and God is asking for a personal response to this new call.

To restore relationship, God continues to call in a personal way. When people say yes to that call, as Moses and others did, then God’s plan begins to take shape. God is calling each person by name to continue God’s work on earth.

Sing together “Listen, God is calling” (*Sing the Journey #42*).

Pass around the ceramic pot of names. Ask each student to draw a name and say, “    Name    , I AM calling you,” so that every student is called by name. Students may fidget or giggle when their full names are called. That’s okay; it demonstrates how personal a name is.

Sing together *Hymnal: A Worship Book* #504, “Have thine own way,” verses one and four.

### 2. **God our Lifesource** (*Focus: God provides*)

Gather in a circle, seated on the floor if possible. Read or recite together Exodus 3:13-14. Remind the students that the name translated as I AM WHO I AM is *Yahweh*. In Hebrew, this is written without any vowels, so the name is YHWH, which is not easy to pronounce. Have the students try to say YHWH—it will sound as if they are blowing out their breath. The sacred name of God, when said, sounds like a person taking a breath.

Now talk about what breath symbolizes—our life source. God is our breath. And that breath means I AM. It's permanent. In giving this name, God tells us that God will always and forever be our life source.

Have the students close their eyes and think of a time they needed to do something that seemed impossible. Prompt them with suggestions, such as: finishing a race when they felt they couldn't run any farther, studying for a test when it seemed like they couldn't possibly learn all the material in time, or being kind to someone when to do so might mean losing other friends. Ask the students to picture those times—where they were, who was around them, the details of what happened. Now ask them to remember how that time felt. Were they tired? Did they feel that God or another person was asking too much of them? Did they feel panicky? Helpless?

Now have the students open their eyes. Ask them to name times that the Israelites and Moses had to do things that seemed impossible (*Moses becoming a great leader when he did not speak well; the Israelites crossing the Red Sea; surviving each of the plagues*). In each of these cases, God made something good happen out of that difficulty. Each time, God provided for the needs of the people so that they could do the impossible.

God, our breath of life, provides for our needs. God is our life source.

Sing together *Sing the Journey* #29, "You are all we have."

## **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 this unit you may wish to evaluate using these tools:

- Presentation evaluation (an Extend the Lesson activity in Lesson 3)
- Travel log evaluation
- Unit review

## **HOME EXTENSION IDEA**

*(To be shared with parents)*

In the story of the Exodus, Moses and the Israelites must have courage to do what God is asking them to do. Tell your child about times in your life when you needed courage to follow God's calling. When has doing what is right been hard for you?

## **MEMORY PASSAGES**

The main memory passage for this unit is Psalm 70:4-5. Another memory passage is Exodus 3:13-14. These passages are provided in large format on pages 142-143, to be used as posters or overheads or to send home with students for memorizing.

# יהוה

But may all who seek you  
rejoice and be glad in you;  
may those who love your  
salvation always say,  
"Let God be exalted!"

Yet I am poor and needy;  
come quickly to me, O God.  
You are my help and  
my deliverer;  
O LORD, do not delay.

Psalm 70:4-5

# יהוה

Moses said to God,  
"Suppose I go to the Israelites  
and say to them,  
'The God of your fathers  
has sent me to you,'  
and they ask me,  
'What is his name?'  
Then what shall I tell them?"

God said to Moses,  
"I AM WHO I AM.  
This is what you are to say  
to the Israelites:  
'I AM has sent me to you.' "

Exodus 3:13-14

# God Saves God's People

## LESSON 1: JACOB'S DESCENDANTS ARE ENSLAVED IN EGYPT

### Objective

Students will trace the lives of Jacob's sons to the Israelites in slavery in Egypt. They will grasp the hardships endured by the Israelites at the hand of the new Pharaoh.

### Key Concepts

- The Israelites multiplied quickly and filled the land in Egypt.
- The king of Egypt did not know of Joseph and his relationship with the previous Pharaoh. He enslaved the Israelites out of fear that they were so numerous they could overpower the Egyptians in a time of war.
- God provided for and restored God's people through the midwives, who were obedient to God.
- God genuinely cares for those who are suffering and who are oppressed.

**Text:** Exodus 1

**Estimated Lesson Time:** 40 minutes

### Materials

- Student Bibles
- Newspapers
- Scissors

### Teacher Preparation

- Read Exodus 1.
- Gather materials needed.

### INTRODUCING THE LESSON

**Introduce the book of Exodus** by explaining that this book was most likely written mostly by Moses after the Exodus from Egypt (*about 1446 B.C.*), and before his death (*about 1406 B.C.*).

As you read and study this book, it is important to remember that most of what you read about Moses is from his own point of view, although it is written in third person. Discuss briefly how this will affect the stories and your interpretation of them.

### LESSON STEPS

**1. Read Exodus 1 together** pausing to discuss these key ideas:

- Jacob's descendants multiplied and became numerous in Egypt, thus fulfilling God's promise to Abraham of having many descendants.
- The new pharaoh in Egypt was a fearful king and did not know God. The people

of the time believed in many gods, including cats, dogs, crocodiles, and the sun god *Re*.

- The Israelites were enslaved and treated terribly by the Egyptians (*who were taking their orders from the pharaoh*).
- The pharaoh wanted to weed out the Israelites and stop their multiplying, so he ordered the midwives to kill the newborn males. (*You may need to explain the role of a midwife—to assist a woman in childbirth.*)
- The midwives were obedient to God and disobeyed the king, thus allowing the Israelites to continue to multiply.

**2. Hand out newspapers** and have students clip articles or pictures of situations in which people are suffering and powerless, as the Israelites were in Egypt. They could clip them independently, and then join together in small groups to share what they have found. (*They may initially seek articles of situations from abroad, but will likely find just as many locally and nationally.*)

**3. Discuss God’s presence during hard times.** Remind students that today, even when a situation seems hopeless and terrible, God is present as God was with the Israelite slaves. When people cry out to God, God answers them—although sometimes in unobvious ways. People also show tremendous strength in continuing to praise God despite their hardships.

**4. Ask a student to read Psalm 70:4-5** to support this discussion. Introduce this as a memory passage. Discuss how you could help God to deliver those who are poor and needy, and how students could make a difference in one or more of the situations they learned about in the newspapers.

## **EXTEND THE LESSON**

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

- **Write an essay.** Have students write an essay on how they personally could help a situation that they learned about today, *OR* write an essay on the situation itself and how it is similar to the powerlessness and persecution the Israelites faced in the time of slavery.

# God Saves God's People

## LESSON 2: GOD CALLS MOSES

### Objective

Students will learn about Moses' birth, hiding, marriage, and eventual call from God.

### Key Concepts

- Moses was born an Israelite and after being abandoned was rescued as an infant and raised as an Egyptian.
- Moses went into hiding because of his actions, and there found his wife.
- God appeared to Moses in a burning bush and reaffirmed Moses' call to bring the Israelites out of slavery.
- God revealed God's name to Moses: *Yahweh* or I AM WHO I AM.
- God's personal name reminds us that God desires a personal relationship with us.

**Text:** Exodus 3; Exodus 4:1-17

**Estimated Lesson Time:** 40 minutes

### Materials

- Candle, matches
- Student Bibles
- Travel logs and timelines

### Teacher Preparation

- Read Exodus 3 and 4:1-17.
- Gather materials.

## INTRODUCING THE LESSON

**Light a candle** at the center of the room and lower the lights. Ask students to look directly at the flame. After a brief time, they will need to look away because the flame will be too bright for their eyes. Explain that this experience will help them understand Moses' experience of seeing and hearing God in the burning bush.

## LESSON STEPS

**1. Have students read Exodus 3** with partners.

**2. Discuss Exodus 3:13-14 as a class.** In these verses, God reveals a personal name. In the Bible, there are many names for God. They function as titles and identify God's role and position. God's personal name, however, is revealed here as YHWH, a form of the verb "to be." The New International Version of the Bible translates this as I AM WHO I AM or I AM. The Jews thought the name *Yahweh* so sacred that it should never be pronounced. In place of it, they used *Adonai*, meaning "Lord." In respect for that tradition, the NIV always translates *Yahweh* as LORD.

What does this name mean to students? How can we interpret it? The name

expresses God's character as a faithful God of compassion who is and will be with God's people.

**3. Read Exodus 4:1-17 together.** Sometimes even when God is revealed in obvious ways, humans need a second affirmation of God's call. Moses did.

**4. Work on timelines.** Have students mark Moses on their timelines. They should note God's revelation of the name Yahweh, God's call to Moses from the burning bush, and the three signs that affirmed God's calling and presence.

**5. Write in travel logs.** Students should write in the voice of Moses on the following prompt: "What has God called you to do? How can you be sure of God's calling and presence with you in your new task?"

**6. Memory passage.** Encourage students to spend time memorizing Exodus 3:13-14. This is the second memory passage of the unit.

### **EXTEND THE LESSON**

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

- **Bible research.** Have students look for places in which the word LORD appears in the Bible. This is the NIV translation of God's personal name, YHWH or Yahweh.

# God Saves God's People

## LESSON 3: PHARAOH LETS GOD'S PEOPLE GO

### Objective

Students will learn about the plagues God used to convince Pharaoh and the Egyptians to let the Israelites go to worship their God. The ten plagues relate to the chaos experienced when one is absent from God. The Passover feast will also be introduced.

### Key Concepts

- Moses and Aaron faced great resistance from Pharaoh as they tried to convince him of God's plan to take the Israelites out of slavery.
- God protected the Israelites from harm during the plagues.
- The Passover was the final event that convinced Pharaoh to let the people go. God provided protection for the Israelites through this event.
- The Passover *Seder* is celebrated yearly to remember and rejoice in the Israelites' exodus from Egypt. Students will plan for their own Seder in this lesson.

**Texts:** Exodus 4:18–6:12; Exodus 7:1-13; Exodus 12:1-42

**Estimated Lesson Time:** 60 minutes (*20 minutes longer than usual*)

### Materials

- 10 sheets white chart paper
- Crayons, markers, other drawing supplies
- Travel logs
- Student Bibles
- "The 10 Plagues" (p. 151)
- "Seder Planner" (p. 152) and parent/caregiver letter (p. 153)
- For Extend the Lesson, option two: "10 Plagues and Passover" (pp. 154-155)
- For Extend the Lesson, option three: Internet research sites (p. 156), books and resources on Egypt (*see p. 42 for a list*); copies of "Research Notes" (p. 157), "Presentation Notes" (p. 158), and "Presentation Evaluation" (p. 159)

### Teacher Preparation

- Prepare an overhead transparency of "The 10 Plagues."
- Gather materials.
- Make 12 copies of the "Seder Planner" sheet and parent/caregiver letter, placing one on each side of the sheet.
- If using Extend the Lesson, option two, make one copy per student of "10 Plagues and Passover."
- If using Extend the Lesson, option three, find Internet research sites (*see list on p. 156*), books, and resources on Egypt. You will also need copies of "Research Notes" (*at least one per pair*), "Presentation Notes" (*one per student*) and "Presentation Evaluation" (*one per student*).

## INTRODUCING THE LESSON

**Travel logs.** Invite students to spend about ten minutes writing in their Travel logs, using their own voices on the prompt, “What does it mean to you that God’s personal name is I AM WHO I AM?” Allow time for students to share if they desire.

## LESSON STEPS

**1. Read Exodus 4:18–6:12 and Exodus 7:1-13.** It may be effective and more enjoyable to appoint students to read the following parts:

- speech by the Lord
- speech by Moses
- speech by Pharaoh
- all other text

**2. Illustrate the plagues.** Divide students into groups of ten, assigning a plague to each group (*see overhead list*). Give each group a sheet of white chart paper and drawing supplies. Ask them to first read the passage together and then illustrate the plague.

Students should finish in the time allowed. Drawings may be shared sometime during the day and posted on a bulletin board.

**3. Plagues and chaos.** Ask students to look at the “Chaos” poster from the start of Theme 1. How are the plagues posters and the chaos poster alike? What can we understand from this? Is God still present in chaos?

**4. Work on timelines.** Have students add the ten plagues to their timelines. Note God’s work in protecting the Israelites.

**5. Plan a Seder.** Read Exodus 12:1-42 aloud. Introduce the Seder meal to students, and pass out the “Seder Planner” sheet. Ask 12 students to volunteer to bring something. The parent letter should be printed on the back of the sheet so that parents may assist students in collecting the items they have been assigned.

## EXTEND THE LESSON

*(These activities will extend the lesson to longer than 60 minutes.)*

- **Listen to/sing spirituals.** Many spirituals, such as “Go Down, Moses,” tell Moses’ story. Many African-American slaves related to the situation of the Israelites, and composed songs and sang about it. Choirs routinely perform a number of these spirituals. Collect some of these songs, either in sheet music or on CDs, and share them with the students.
- **“10 Plagues and Passover.”** Have students use their Bibles, as well as the posters they just created, to fill out these sheets.
- **Research ancient Egypt.** Egypt was a world power and the greatest civilization during the time of the Exodus. To help students have a better understanding of the world at that time, assign students research projects. This activity will take several days to complete.

a. Introduce these concepts:

Egypt was unquestionably the leading world power of the Late Bronze Age (c.a. 1550-1200 BC). During this period, known in Egyptian studies as the time of the New Kingdom, the oppression of the Israelites and the Exodus took place.

Moses needed great courage to stand before the mighty Pharaoh, and God’s deliverance of the Israelites from the greatest military power in the ancient world was truly amazing. Understanding the details of ancient Egypt will help students better understand Moses’ bravery and God’s provision.

b. Assign students partners and have each pair pick a topic from this list:

Religion	Mummies
Papyrus	Pyramids
The New Kingdom period	Brickmaking
Tutankhamen	Agriculture
Hieroglyphics	Education
Family life and recreation	
Everyday life (food, clothing, and shelter)	

c. Hand out “Research Notes” sheets (1 per pair—students will take turns writing).

Introduce the project to students: They are to research their topics with their partners using the note-taking sheet, then plan a presentation for the class using the information they found. They should use note cards and a visual aid for their presentations.

d. Model and remind students of research skills such as using the table of contents and index, scanning the text for key ideas, using headers and footers, and summarizing instead of plagiarizing. If students are allowed to use the Internet, create a hotlist of sites and model how to navigate through them.

Recommended sites are listed on page 156.

e. Give students time to brainstorm questions for their projects. Approve these before students begin their research. *(This project will need to be continued for several days.)*

f. When students feel their research is complete, they may have you approve their “Research Notes” sheet and begin writing out their note cards for their presentation. Remind them that their presentation should tell about an aspect of ancient Egypt that shows the bravery it took for Moses to stand before Pharaoh with his requests. Their presentation should also tell a bit about what life was like for the enslaved Israelites. Above all, it should highlight God’s amazing action in delivering the Israelites from slavery.

g. When all students are ready to report their findings to the class, distribute the “Presentation Notes” sheets and direct students to take notes as they hear each presentation. The teacher should evaluate the presentations using the “Presentation Evaluation” form.

When all presentations are complete, ask students to write in their travel logs in the voice of Moses on this prompt: “Why did you have to use courage as you stood before Pharaoh?”

# THE 10 PLAGUES

## PLAGUE

## BIBLE PASSAGE

The Plague of Blood

Exodus 7:14-24

The Plague of Frogs

Exodus 8:1-15

The Plague of Gnats

Exodus 8:16-19

The Plague of Flies

Exodus 8:20-32

The Plague on Livestock

Exodus 9:1-7

The Plague of Boils

Exodus 9:8-12

The Plague of Hail

Exodus 9:13-35

The Plague of Locusts

Exodus 10:1-20

The Plague of Darkness

Exodus 10:21-29

The Plague on the Firstborn

Exodus 11:1-10



# Seder Planner

## ITEMS NEEDED FOR THE SEDER:

### **Charred Lamb Bone**

(Often the shank)

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### **Haroset**

Mix equal parts of grated apple and chopped nuts. Add a small amount of honey and cinnamon to taste. This represents the mortar used by the Israelites to make bricks. Its sweetness symbolizes the hope of freedom.

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### **Ground Horseradish**

This bitter taste symbolizes the bitter suffering of the Jewish people in Egypt.

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### **Parsley**

This symbolizes life.

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### **Salt Water**

This represents the tears shed by the Israelite slaves.

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### **Roasted Egg**

(Hard-cooked is fine.) This symbolizes the freewill offering brought to the temple at all festivals.

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### **Grape Juice**

Enough for the class (2 cups per child)

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### **Small Paper Cups**

Bathroom size, to serve grape juice

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### **Small Paper Plates**

Enough for class

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### **Box of Matzoh Bread**

Purchased from grocery store

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### **Nice China**

One place setting

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### **Flower Arrangements**

For tables

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*Dear parent/caregiver,*

*We have been studying about God's provision for the Israelites held in slavery in Egypt, and God's call to Moses to lead them out of captivity. We recently studied and illustrated the ten plagues and Passover feast.*

*On \_\_\_\_\_, we will celebrate the Passover Seder in our classroom, to help us understand and remember God's hand in the Exodus story.*

*Your child has agreed to bring the item listed on the front of this sheet for our Seder. Please assist your child in bringing the item by \_\_\_\_\_.*

*If you have questions or concerns, please feel free to contact me at*

*\_\_\_\_\_.*

*Thank you for helping us better understand this important part of our biblical history!*

*Sincerely,*

*Your child's fifth grade teacher*

# 10 Plagues and Passover

Name \_\_\_\_\_

*Notes: Use this sheet to jot down details about each plague.*

<b>Plague</b>	<b>Details</b> What was unique about the plague? Who did it affect?

<b>Plague</b>	<b>Details</b> What was unique about the plague? Who did it affect?

In the box below, illustrate what a **Passover feast** should look like. Use Exodus 12:1-12 to help you.

## Researching Ancient Egypt on the Internet

These sites are kid-friendly and recommended for the Ancient Egypt research project.

<http://www.ancientegypt.co.uk>

<http://www.discoveringegypt.com>

<http://www.si.umich.edu/chico/mummy>  
*(information about mummies)*

<http://www.carnegiemnh.org/exhibits/egypt>  
*(information about daily life and religion)*

<http://www.mnsu.edu/emuseum/prehistory/egypt>  
*(information about archaeology, government, religion, architecture, hieroglyphics)*

<http://ancienthistory.mrdonn.org/Egyptlife.html>  
*(information about daily life)*

Name: \_\_\_\_\_

Topic: \_\_\_\_\_

## Research Notes

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

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

Name: \_\_\_\_\_

## Presentation Notes

Use this sheet to help you remember what you learn!

<b>PRESENTATION</b>	<b>INFORMATION</b>

# Ancient Egypt Presentation Evaluation

Name \_\_\_\_\_

Student	Component	Teacher
___/20	Visual aid is colorful and creative.	___/20
___/50	Information on note cards is accurate and appropriate.	___/50
___/50	Presentation is carefully done and reflects understanding of the concept.	___/50
___/20	Time in class was spent wisely, and student worked well with partner.	___/20
___/10	Presentation and visual aid are complete and handed in on time.	___/10
<b>___/150</b>	<b>TOTAL</b>	<b>___/150</b>

# God Saves God's People

## LESSON 4: THE PASSOVER SEDER

### Objective

Students will celebrate a shortened Passover Seder as an act of worship and remembrance.

### Key Concepts

- God used Moses and Aaron to help free the Israelites from captivity.
- The Passover is the central worship event of the Old Testament, and is a celebration of Israel's liberation from slavery in Egypt.
- The Israelites were, and still are, faithful in remembering God's provision.
- The *Seder* is an important Jewish occasion to reflect on God's grace to God's people, which is part of our salvation history. It reminds us that God is compassionate and able to deliver us, no matter how difficult the circumstance.

**Text:** Exodus 12:1-42

**Estimated Lesson Time:** 40 minutes

### Materials

- Items for Passover Seder (see p. 152)
- "How to Set the Seder Table" (p. 162)
- "Order of the Passover Service (Haggadah)" script (p. 163)

### Teacher Preparation

- Make copies of the "Order of the Passover Service" for each student. Highlight parts for students to read—see Lesson Step #2
- Gather materials.

## INTRODUCING THE LESSON

**Review the events leading to the Exodus** from Egypt studied during this unit. Also discuss the points listed under "Key Concepts," above. Review the memory passages from this unit: Psalm 70:4-5 and Exodus 3:13-14.

## LESSON STEPS

- 1. Set the Seder table** using the guidelines on the "How to Set the Seder Table" sheet. Students should place the items they brought on the table.
- 2. Distribute the "Order of the Passover Service (Haggadah)"** script, one per student, with reading parts highlighted. Keep the same students reading the "Mother" and "Father" parts. Each "Child" line may be given to a different student, so that all can participate. Encourage students to follow along even when it isn't their part. Give students several minutes to look over their parts.
- 3. Celebrate the Seder** together, using the script. (*Be ready to sing "I Will Sing of the Mercies of the Lord," OR "Come Thou Fount," #521 in Hymnal: A Worship Book.*)

**4. Discuss the experience.** After allowing quiet time for prayer and reflection, highlight that this ritual is an important part of our salvation history. Jewish families still keep parts of the tradition. In this Old Testament story, God gave specific guidelines for worship and ritual. In the stories you will encounter in the New Testament, God is no longer concerned with rituals to gain salvation. It is important to recognize the continued recognition of the Passover as a way to remember and celebrate God's grace, not a way to achieve salvation.

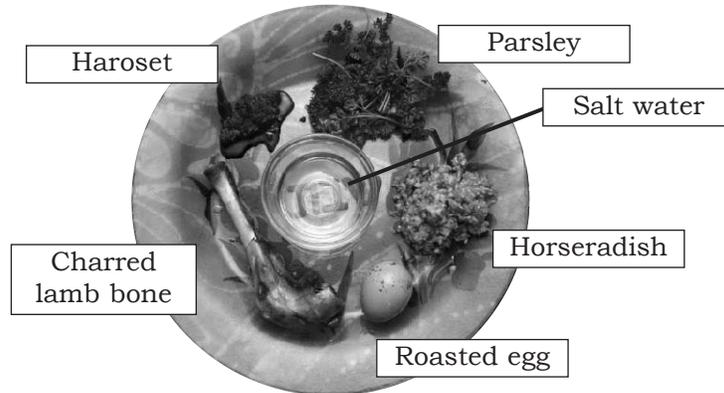
### **EXTEND THE LESSON**

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

- **Celebrate at home.** Send scripts and table directions home with the students, so they can celebrate the Seder with their families.

# How to Set the Seder Table

The ceremonial Seder plate, whose symbols are explained during the service, is arranged in the center of the table. It should look like this:



Also set on the table:

1. Two pitchers of grape juice
2. Small cups and plates at everyone's place
3. Extra bowls of horseradish, haroset, parsley, and salt water
4. Plate with three matzohs
5. An empty chair and empty cup, to signify the cup of Elijah, which is filled toward the end of the meal. This is in hope that the prophet Elijah may appear as a messenger of the Almighty, sent to announce the coming of the Messiah. *(Since Christians believe the Messiah has already come, we have substituted "Christ" for "Elijah" in the reading.)*
6. Candles and flowers as desired

# The Order of the Passover Service (Haggadah)

**Child:** Why do we eat only unleavened bread tonight?

**Father:** When Pharaoh let our mothers and fathers go from Egypt, they were forced to flee in great haste. They had no time to bake their bread. They could not wait for the yeast to rise. So the sun, beating down on the dough as they carried it along, baked it into a flat, unleavened bread called *matzoh*.

**Child:** Why do we eat bitter herbs tonight?

**Mother:** *(Everyone tastes the horseradish.)* We eat bitter herbs because our mothers and fathers were slaves in Egypt, and their lives were made bitter.

**Child:** Why do we dip the herb in salt water?

**Father:** *(Everyone dips parsley in salt water and eats.)* We dip parsley into salt water because salt water reminds us of the tears the Israelites shed while in slavery.

**Child:** Why do we mix the bitter herbs with the sweet *haroset*?

**Mother:** *(All mix a little horseradish and haroset on their own plates and eat.)* We eat the bitter herbs with the sweet *haroset* as a sign of hope. Our mothers and fathers were able to withstand the bitterness of slavery because it was sweetened by the hope of freedom.

**Child:** Why do we lie back and relax at the table?

**Father:** *(All visibly relax.)* In olden times, reclining at the table was a sign of a free person. Since our mothers and fathers were freed on this night, we recline at the table.

**Child:** What does the lamb bone on the plate symbolize?

**Mother:** The lamb bone reminds us of the lamb that was sacrificed, the blood on the door, and that the Lord passed over our and visited death upon the Egyptians.

**Child:** And the egg, what does that mean?

**Father:** The egg is a symbol of new life. It was brought as a freewill offering to the temple on all festivals.

We have been instructed well. Therefore, let us praise, glorify, exult, honor, bless, and adore God, who performed for our fathers and mothers, and for us, all of these wonders. God brought us forth from slavery to freedom, from anguish to joy, from darkness to great light, and from bondage to redemption. Let us sing, therefore, before God a new song.

*(Sing: "I Will Sing of the Mercies of the Lord" or "Come Thou Fount.")*

**All:** Let the name of the Lord be blessed from this time forth and forevermore. From the rising of the sun until the going down thereof, the Lord's name is to be praised. The Lord is high above all nations, and God's glory above the heavens. Who is like the Lord our God, that dwelleth so high, that looketh down so low upon the heavens and earth! God raiseth up the lowly out of the dust, and lifteth the needy from the dunghill, that God may set him with princes, even with the princes of the people. God maketh the barren woman to dwell in her house as a joyful mother of children. Praise ye the Lord.

*(All fill cups with juice and drink a second time. The sharing of a meal or snack then follows. After the snack, fill everyone's cup again.)*

**Child:** Why do we have an empty chair and an empty cup at the table?

**Mother:** Because we pray for Christ to enter this home and renew our hope. May war come to an end and all people live in peace. May our hearts be united in the Lord's service and our lives sanctified by God's will. *(Pour juice into the extra cup. All drink from their individual cups.)*

**All:** Blessed be our God. By the Lord's great goodness, we have been supplied in abundance.

**Father:** How can I repay unto the Lord all God's bountiful dealings toward me?

**All:** I will lift up the cup of salvation and call upon the name of the Lord.

*(All drink.)*

**Mother:** My vows I pay unto the Lord, yea, in the presence of all God's people.

**All:** Precious in the sight of the Lord is the death of God's saints.

**Father:** I beseech thee, O Lord, for I am thy servant. I am thy servant, the son of thy handmaid; thou hast loosed my bonds.

**All:** I will offer to thee the sacrifice of thanksgiving and will call upon the name of the Lord.

*(All drink.)*

**Mother:** I will pay my vows to the Lord, yea, in the presence of all God's people.

**All:** In the courts of the Lord's house, in the midst of thee, O Jerusalem.  
Hallelujah!

*(All drink.)*

**All:** O praise the Lord, all ye nations; laud God, all ye peoples. For God's mercy is great toward us, and the truth of the Lord endureth forever. Hallelujah!  
May the Lord bless us and keep us.  
May the Lord cause the light of God's face to shine upon us,  
And be gracious unto us.  
May the Lord lift up his countenance upon us and give us peace.  
Next year in Jerusalem! Amen.

*(Allow time for reflection and silent prayer.)*

# God Saves God's People

## LESSON 5: CROSSING THE RED SEA

### Objective

Students will learn about the Israelites crossing the Red Sea, God's provision for them, and their resulting faith in Moses and praise of God. They will review what they have learned during this unit.

### Key Concepts

- God used Moses and Aaron to help free the Israelites from captivity.
- God is compassionate, and able to deliver God's people, no matter what the circumstances.
- It is good to give praise and thanks to God.
- Reflecting on our learning allows us to internalize God's work and our response to it.

**Text:** Exodus 15:1-21

**Estimated Lesson Time:** 40 minutes

### Materials

- Student Bibles
- "Unit 4 Essay Response" (p. 167) and answer key (p. 168)

### Teacher Preparation

- Invite a faculty member or older student to read Exodus 15:1-18 dramatically for the class.
- Gather materials.
- Make copies of "Unit 4 Essay Response," one per student.
- Be ready to lead "I Will Sing of the Mercies of the Lord" or "Come Thou Fount" (#521, HWB), and "Miriam's Song" or "Wade in the Water" (#446, HWB)

### INTRODUCING THE LESSON

**Prepare for acting out the Bible story.** Assign students to the following roles (*each student should have a role*) to act out during the reading of Exodus 14:

The voice of the Lord  
Moses  
Pharaoh  
Pharaoh's officials  
Egyptian army  
Israelites  
Angel of God

## LESSON STEPS

**1. Read Exodus 14 aloud** very slowly, allowing each student to act out his or her roles as you read.

**2. Invite your visiting reader to dramatically read Exodus 15:1-18** for the class. Allow time for a brief discussion of the visual language used in the passage.

**3. Read Exodus 15:19-21.**

**4. Work on timelines.** Have students add the Israelites' Exodus from Egypt to their timelines. Note God's provision through the plagues, Passover, and parting of the Red Sea.

**5. Sing together** "Miriam's Song" or "Wade in the Water," and "I Will Sing of the Mercies of the Lord" or "Come Thou Fount."

**6. Distribute "Essay Response" sheets** and invite students to fill them out independently. They should spend the time in silence, using their Bibles to help them reflect and answer the questions. They may also want to look back in their travel logs. When all are finished, discuss the students' answers to the questions.

## EXTEND THE LESSON

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

- **Invite students to search Exodus 15:1-18** for a section of two or three verses that speak to them or that they find especially fascinating. Ask them to memorize the passage and present it to the class.



## Unit 4 Essay Response, p. 2

6. Write out one of our two memory passages from this unit. What does it mean for you personally?

## Unit 4 Essay Response: Answer Key

1. The Israelites, descendants of Abraham, were enslaved in Egypt. In our studies, we discovered others who are currently in powerless situations. Describe one of these.

*Answers will vary—see Lesson 1, step 2 (p. 145).*

2. What three signs did God give to Moses at the burning bush that God would protect him and be with him when he went to the Pharaoh?

*—Moses' staff became a snake when he threw it to the ground.*

*—His hand became leprous when he put it into his cloak.*

*—Water from the Nile river poured onto dry ground became blood.*

3. List at least 6 of the 10 plagues. (*Only 6 needed.*)

*The Plague of Blood*

*The Plague of Frogs*

*The Plague of Gnats*

*The Plague of Flies*

*The Plague on Livestock*

*The Plague of Boils*

*The Plague of Hail*

*The Plague of Locusts*

*The Plague of Darkness*

*The Plague on the Firstborn*

4. What was Pharaoh's response to the plagues?

*He still refused to let the Israelites go.*

5. Describe the Passover feast and its significance in the Exodus from Egypt.

*—See Exodus 12:1-20*

*—It was the final act of God in preparing Pharaoh to let the people go.*

*—God protected and sheltered God's people.*

*—In this Old Testament story, God gave specific guidelines to the people as to how to protect themselves and worship God. The God of the New Testament refrains from such demands.*

6. Write out one of our two memory passages from this unit. What does it mean for you personally?

*—Psalm 70:4-5 or Exodus 3:13-14*

*—Answers will vary*

Name \_\_\_\_\_

## Unit 4 Review

1. How did the Israelites become slaves in Egypt? Why did Pharaoh enslave them?
2. How did God appear to Moses?
3. God gave Moses three signs to reassure him and help convince the Egyptians that he was working on behalf of God. What were they?
4. How did the Israelites escape harm from the angel of death?
5. Describe what happened to the Egyptians during the Passover.
6. Describe what happened at the Red Sea.
7. Write out one of our two memory verses.

## Unit 4 Review: Answer Key

1. How did the Israelites become slaves in Egypt? Why did Pharaoh enslave them?

*After Joseph died, the Egyptian leaders forgot about him. As the Israelites (Jacob's descendants) multiplied, the Egyptians began to fear that they would become more powerful than themselves and would rise up against them in a time of war. To keep the Hebrew people powerless, the Pharaoh enslaved them.*

2. How did God appear to Moses?

*God called to Moses from a burning bush. God asked Moses to remove his sandals, because the place he was walking was holy ground. God told Moses God's personal name, YHWH or I AM WHO I AM.*

3. God gave Moses three signs to reassure him and help convince the Egyptians that he was working on behalf of God. What were they?

*—His staff became a snake when he threw it to the ground.*

*—His hand became leprous when he put it into his cloak.*

*—Water from the Nile river poured onto dry ground became blood.*

4. How did the Israelites escape harm from the angel of death?

*The Hebrews escaped harm if they followed God's command to roast a lamb and sprinkle the blood on the doorposts of their houses.*

5. Describe what happened to the Egyptians during the Passover.

*Because the Egyptians had no blood on the doorposts of their houses, they had no protection from the plague of death on the firstborn males. Every Egyptian household suffered the loss of a firstborn son.*

6. Describe what happened at the Red Sea.

*Pharaoh changed his mind and agreed with his officers to force the Israelites back into slavery. The Egyptian army chased after the camping Israelites and drove them toward the river. Moses called on God, and the Angel of the Lord parted the waters. The Israelites walked across on dry land, while the Egyptians were swallowed up and perished in the water. The Hebrew people sang a song of celebration when they realized how God had provided for them.*

7. Write out one of our two memory verses.

*Exodus 3:13-14—Moses said to God, "Suppose I go to the Israelites and say to them, 'The God of your fathers sent me to you,' and they ask me, 'What is his name?' Then what shall I tell them?" God said to Moses, "I AM WHO I AM. This is what you are to say to the Israelites: I AM has sent me to you."*

*Psalms 70:4-5—But may all who seek you rejoice and be glad in you; may those who love your salvation always say, "Let God be exalted!" Yet I am poor and needy; come quickly to me, O God. You are my help and my deliverer, O LORD, do not delay.*