

THEME 6

The Founding Family

This concluding theme for first grade focuses on family stories from Genesis. Abraham and Sarah, Isaac and Rebekah, Jacob and Esau, Joseph and his siblings. As students respond to stories of biblical families, they will look at their own family relationships. The concept of forgiveness as an essential element of harmonious living is emphasized throughout this theme.

This theme includes Unit 11: Are We There Yet?, Unit 12: Carrying Out God's Plan, Unit 13: A Tale of Two Brothers, and Unit 14: Faithful in a Strange Land.

Grade 1—Unit 11

Are We There Yet?

Abraham and Sarah chose to leave their life as urban dwellers in response to God's call to show them a new land. God promised Abraham descendants as many as the stars. God also assured Abraham that he would become a great nation. Even though they were childless, Sarah and Abraham stepped out in faith. They left their home and became nomads.

LESSONS

1. Moving Day
2. Walking with Abraham and Sarah
3. God Makes Promises to Abraham
4. Solving Problems Peacefully
5. Sarah Has a Baby

Unit 11: Are We There Yet?

Unit Information

SUMMARY

Abraham and Sarah were obedient to God and followed God where they were led. God made promises to Abraham and Sarah, and Abraham and Sarah were faithful to God. This unit will review simple conflict-mediation skills as presented in Unit 1, as students learn how Abraham and Sarah interacted with their own family.

KEY BIBLE TEXTS

Genesis 11:31-32

Genesis 12-21

Genesis 12:1-5*

Genesis 12:6-10*

Genesis 12:1-7*

Genesis 13:14-18*

Genesis 17:1-8*

Exodus 15:2 (main memory verse)

Psalms 37:3-4 (memory verse)

Psalms 37:5-6 (memory verse)

Hebrews 10:23 (memory verse)

**texts used in lessons*

BIBLICAL BACKGROUND

Abraham and Sarah Chose to Follow God

In the year 2000 B.C. (this is an approximate date), Abraham's family lived in Ur of the Chaldees. It was a well-developed, civilized city located in present-day Iraq. As archaeologists dug up Ur, they found wide streets and two-story houses with plumbing. The houses were built around an inner court that contained pools in the center. A religious people, the Sumerians worshiped many gods in their temple, called a *ziggurat*. The Sumerians also developed a system of writing.

For unknown reasons, Abraham's father Terah chose to leave this well-established city and move to Canaan. He never made it to Canaan, but instead settled in Haran, another prosperous city along major trade routes (Genesis 11:31).

God spoke to Abraham and offered him an opportunity for change in his life: the choice of adopting a new lifestyle and going to a new land where he would be blessed. So Abraham, along with Sarah and his nephew, Lot, continued the pilgrimage begun by his father. They must have made quite a caravan, taking all their possessions and all the people who worked for them in Haran (Genesis 12:5). Abraham, at age 75, was considered a wealthy man.

Life as Nomads

Haran, about 600 miles away from Ur, was in present-day Turkey. Haran was a cosmopolitan center where different races lived together in peace. It was a fertile

land. Figs, grapes, honey, olives, barley, wheat, and lots of cattle were grown there. Haran straddled a trade route. It was strategically located on the edge of the Balik River, one of the tributaries of the Euphrates River.

When Abraham began his nomadic travels, the world was already old. He did not go to virgin land, untouched by humanity. Major trade routes crossed through Canaan. Many people and cultures would have greatly influenced the people who lived in Canaan by the time Abraham traveled there.

Abraham and his group were semi-nomadic. They lived in tents and moved from place to place. However, there were towns and villages in the land through which they traveled. Early towns had ruling councils, temples, palaces, storehouses, marketplaces with fortified walls, and a source of water.

Even though the Bible omits specific details about Abraham and Sarah's way of life, through other historical sources we can imagine what their life would have been like. Their homes would have been tents, which probably looked like modern Bedouin tents. They were most likely long and almost flat, though slightly higher at the center to enable rain to run off the roof. Tents were probably made of animal skins, with leather loops fixed so that ropes could be tied to them.



Tents could be easily extended. Curtains were hung to divide the tent. In the heat of the day, the sides of the tent could be folded back or even taken down to ventilate the interior. Tents were portable; they could be bundled up and taken to a new site with relative ease.

From historical and archeological information, we can guess that men wore simple clothing made from wool, linen, or even animal skin. Longer homespun tunics would be worn as shelter from the sun and to provide warmth in cooler seasons. Both men and women wore headdresses of some kind.

Wells or sources of water were important. A wide range of jugs for storing water were available. Jugs were also used to store oil and other foodstuffs. Archaeologists have found remnants of flat-based bowls with gently rounded sides that would have been used during Abraham's time.

Donkeys and camels were important as beasts of burden. They carried the tents and household goods the tribe needed to move from location to location. Horses were not common until Joseph's time.

A large part of the land through which Abraham traveled was semi-arid. This region was called the Negeb. It was land best used for grazing sheep and goats. Because he needed food and water for his flocks, Abraham would have kept moving.

During his travels, Abraham made several treks to Egypt. Egypt was traditionally a refuge for nomads in hard times. It was a land of plenty. Because of the Nile delta, it was more insulated from times of drought and famine than the desert.

A distinct feature of nomadic life was family solidarity. Because of its distance from towns and other groups of people, the family unit became strong. Abraham led his family in many decisions. One of these decisions made a great impact on the rest of humanity. Abraham decided to worship the one true God.

Before he moved to Canaan, Abraham lived among Mesopotamian people who were polytheists. The Semitic people in Ur had many gods. Abraham became aware of the one true God, whom he knew as *El Shaddai*, God Almighty. Abraham and his descendants were always among other people who worshipped many gods. The tensions between those who were monotheists and those who worshipped many gods continued throughout history.

Promises Made, Promises Kept

Indeed, God keeps his promises. God has been ever-present in humankind, throughout history. Regardless of the circumstances, we can rest assured that God is there. When we act in faith, we have decided to follow God's call regardless of where it will take us. Abraham followed God's call because he trusted God. In *Discover the Covenant People*, Maynard Shelley writes:

The founding families stood at the beginning of the pilgrimage of faith. Their acceptance of the promise and their search for its fulfillment was their religion, a faith that continued to support those who followed after them. They took the experiences and encounters that came to them and made them both uniquely their own and a heritage for those of us who would follow them. (p. 34)

Lot and Abraham Separate

In the nomadic tradition, it was important that families hang together. As Abraham, Lot, and their families traveled through Canaan, their flocks grew in number. They both got richer and richer. The land could not support both families in one place. Abraham and Lot's herders fought with each other over grazing rights (Genesis 13:5-7).

Abraham desired a peaceful solution. He discussed the situation with Lot. Abraham suggested that they separate; the land was big enough for both of them, but not in the same place. Lot was given first choice. He decided to settle in the plain near the town of Sodom. Abraham was left with the rocky hill country.

At the end of this event, God again spoke to Abraham, reminding him of the promises which were not yet fulfilled. Again God said that all the land would be his, populated by descendants as numerous as the dust of the earth (Genesis 13:14-17).

Sarah, The Mother of God's Nation

The story of Abraham's journey of faithfulness would not be complete without Sarah's story. The promise of an heir figured prominently in the promises God gave to Abraham. Any son would not do; the promise was specifically that Sarah's son would be heir to the great nation (Genesis 17:15-19). When God talked to Abraham, God said that Sarah would be blessed: "I will bless her so that she will be the mother of nations; kings of peoples will come from her" (Genesis 17:16). Abraham and Sarah were on a joint pilgrimage.

Edith Deen, in *All of the Women of the Bible*, remarks on Sarah's prominence as the first First Lady:

In Hebrews 11:11, [Sarah] is mentioned with those whose faith was outstanding. It says of her: "Through faith also Sarah herself received strength to conceive seed, and was delivered of a child when she was past age, because she judged him faithful who had promised. . ." The fact that Sarah is mentioned in three other places in the New Testament, 1 Peter 3:6, Romans 4:19 and 9:9, as well as in Isaiah 51:2, is evidence of the revered place she held in Hebrew history. Today this "Mother of Nations" lives on, some four thousand years later, as the woman whose faith helped to achieve one of the miracle births of the Bible. (p. 16)

ESSENTIAL UNDERSTANDINGS

- Abraham and Sarah obeyed and followed God.
- God kept promises made to Abraham.
- Abraham and Lot solved a problem peacefully.

WORSHIP

1. The lessons in this unit make references to altars. Construct an altar in the corner of your classroom and use it as a worship site. Lesson 2 suggests that students call out things for which they are thankful as stones are placed together to build a simple altar. Spend time praying around the altar, remembering these responses.

2. Following God is a theme in this unit. What are ways that students follow God on a daily basis? Move to different areas of the school building (gym, music room, etc.) and talk about how God is with you in that space. Have students call out ways in which God helps them while in that space.

BULLETIN BOARD IDEAS

1. Make a paper “stone” altar for the bulletin board. Invite students to write or draw pictures on the stones that indicate the promises of God to Abraham and Sarah and to us.

2. As students prepare an item for their moving bag in each lesson, make an example to put on the bulletin board. Students may take turns telling the class the use of each item. Be sure to include a large moving bag on the bulletin board.

MEMORY PASSAGES

This unit offers the following verses for students to memorize. You may copy and clip the following verses for students to take home.

Let us hold unswervingly to the hope we profess,
for he who promised is faithful.

Hebrews 10:23

Trust in the Lord and do good; dwell in the land and enjoy safe pasture.
Delight yourself in the Lord and he will give you the desires of your heart.

Psalms 37:3-4

Commit your way to the Lord; trust in him and he will do this:
He will make your righteousness shine like the dawn, the justice
of your cause like the noonday sun.

Psalm 37:5-6

The Lord is my strength and my song; he has become my salvation. He is my
God, and I will praise him, my father's God and I will exalt him.

Exodus 15:2

MEMORY VERSE CONNECTIONS

Make this memory verse connection during any of the lessons:

Read Exodus 15:2, "The Lord is my strength and my song; he has become my salvation. He is my God, and I will praise him, my father's God and I will exalt him." Talk about how it took lots of courage and strength to move from place to place, yet Abraham and Sarah knew that it was God who was giving them what they needed. For this, Abraham and Sarah praised God.

ASSESSING TEACHING / LEARNING

Observing students and their interactions is one of the best ways to discover if students are practicing the lessons. Look to see if they cooperate with each other, if they use caring words, and if they practice peacemaking skills.

A quiz on the unit is also included, at the end of the unit.

Are We There Yet?

LESSON 1: MOVING DAY

Objective

Students will understand that Abraham obeyed God.

Key Concepts

- God told Abraham and his family to move.
- Abraham and Sarah obeyed God.

Text: Genesis 11:31-12:5

Estimated Lesson Time: 30 minutes

Materials

- Bible
- Brown lunch bag or manila envelope for each student
- Markers and crayons
- For Extend the Lesson, option two: “Abraham and Sarah Move” activity sheet (p. 270)

Teacher Preparation

- If using Extend the Lesson, option two, make copies of the activity sheet (1 per student)

INTRODUCING THE LESSON

Talk about moving. Ask the students if they have ever moved from one house to another, or know someone who has moved. What kinds of preparations have to go into moving day? Invite discussion about what it is like to move from one place to another. Explain that this lesson is about someone who obeyed God and followed God by moving to another place.

LESSON STEPS

1. Introducing Abraham. Tell the students that many years after Noah lived, there was a man named Abraham. Abraham loved God. Ask the children to listen as you read the story, to hear what God had to say to Abraham.

2. Read Genesis 12:1-5. Before reading the story, ask the students to listen for what God told Abraham to do. Did Abraham obey? Did Abraham follow God?

3. Discuss the story. Have the students suggest what it must have been like when Abraham moved. Were there moving companies or moving trucks? How did Abraham and his family get from one place to another?

Compare the way that Abraham must have moved with the moving that was described in Introducing the Lesson. Add that whether someone moved in Abraham’s day or whether someone moves today, all of their belongings need to be packed up.

4. Make “moving bags.” Give the students each a lunch bag or large envelope to be their moving bag, and give them time to decorate the bags with markers or crayons. Explain that as Abraham moves, they will receive items to pack in their bags. When the children are finished decorating their bags, collect them until the next lesson.

EXTEND THE LESSON

(These activities will extend the lesson to longer than 30 minutes.)

• **Do an echo pantomime.** Invite the children to copy your motions as you read each phrase.

Abraham and Sarah Move

Long, long ago *(swing arm back; point finger)*

In a land across the seas *(paddle, both hands at sides)*

Lived a man named Abraham. *(stroke imaginary beard)*

One day Abraham seemed to hear God say *(cock head to side; hand at ear)*

“Go from your house to a new *(arm and finger point ahead)*

Land I will show you. *(hands spread flat in front)*

Go with Sarah your wife. *(bend elbow for partner)*

I will give you a son. *(cradle baby in arms)*

Your children will make a great nation. *(stretch arms in circle as if to encompass all people)*

Everyone will know you.” *(stroke beard)*

So, Abraham and Sarah *(stroke beard, bend elbow)*

Gathered all their family and all their sheep *(alternate arms reaching out and gathering in toward body)*

They moved from place to place *(walk in place, carry bundle)*

To get to the new land *(stop walking, set bundle down)*

God promised. *(spread hands flat in front)*

They stopped at night to eat *(sit down, eat from cupped hand)*

And to sleep. *(lean to side, hands under head)*

Each morning they rose *(stand, yawn, stretch arms up)*

And moved again. *(pick up bundle; walk in place)*

When they came to Shechem,

Abraham heard God say: *(cock head to side; cup ear)*

“This is the land I promised.” *(spread hands flat in front)*

So Abraham built an altar *(pile stones up on ground)*

And thanked the one true God. *(kneel, bow head)*

Abraham and Sarah moved *(stroke beard, bend elbow)*

On again until they came *(walk in place, carry bundle)*

To a mountain near Bethel. *(hands form pyramid shape)*

Here Abraham and Sarah *(stroke beard, bend elbow)*

Moved on toward the Negeb. *(walk in place, leaning forward)*

Many years passed, *(roll hands away from body)*

And still there was no son. *(cradle baby in arms)*

Abraham and Sarah wondered. *(scratch head)*

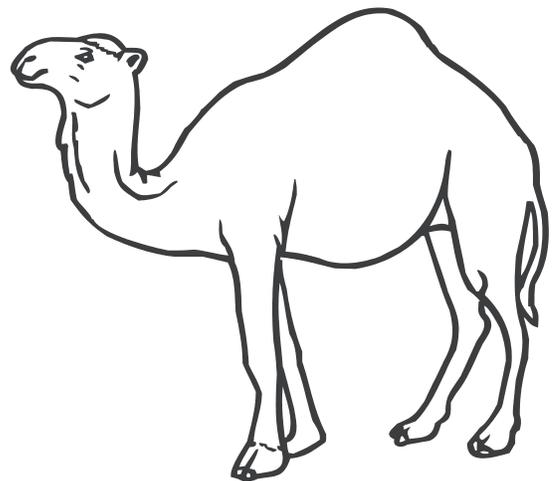
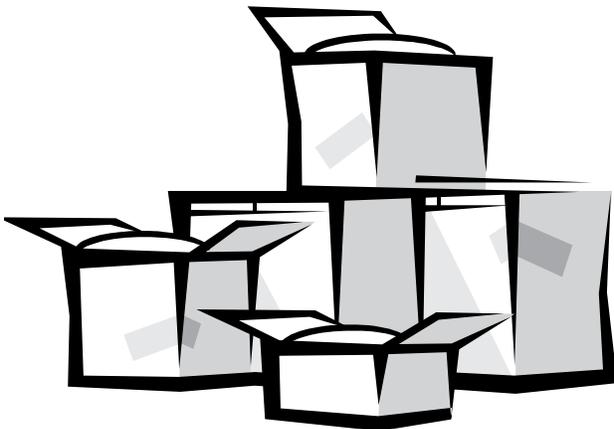
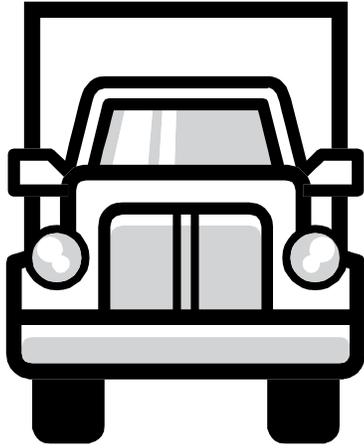
How can there be a nation *(stretch arms in circle)*
If we do not have a son? *(cradle baby in arms)*
But still they believed *(kneel, bow head)*
And trusted God's promise. *(still kneeling, stretch arms in circle)*

—*Mary Jo Osterman (based on Genesis 12:4-9 and Hebrews 11:8, 11)*

- **Complete the “Abraham and Sarah Move” activity sheet** (p. 270). Students may circle the items Abraham and Sarah would have used to move, and color the pictures.

Abraham and Sarah Move

Circle the items that Abraham and Sarah used to move. Color the pictures.



Are We There Yet?

LESSON 2: WALKING WITH ABRAHAM AND SARAH

Objective

Students will recognize that Abraham and Sarah followed God.

Key Concepts

- Abraham and Sarah traveled to new places.
- Abraham and Sarah followed God from place to place.

Text: Genesis 12:6-10

Estimated Lesson Time: 30 minutes

Materials

- Bible
- Classroom signs with city names: Haran, Canaan, Shechem
- Stones for a simple altar
- Construction paper (1 sheet per student), pencils, scissors
- Student “moving bags” from last lesson
- For Extend the Lesson: trail mix items, such as shaped cereal, raisins, chocolate chips, peanuts, and pretzels

Teacher Preparation

- Create city signs on construction paper. Hang at various places in the classroom.
- Practice telling the Bible story from Genesis 12:6-10 in your own words, or using the paraphrase from Lesson Steps 2, 3, and 4.
- If using Extend the Lesson, bring trail mix items in separate containers or bags, so that children can help make the trail mix.

INTRODUCING THE LESSON

Review the idea of moving, both what it is like to move today and what it must have been like to move when Abraham and Sarah lived. Explain that today you will be walking from place to place, just as Abraham and Sarah walked from place to place as they obeyed God.

LESSON STEPS

1. Walk around the classroom, with the students following you. You might want to walk around several times, just to give the students an idea of walking a distance. Stop at the sign that says Haran, to tell the Bible story.

2. Tell the Bible story, part 1. Opening your Bible to Genesis 12:6-10, begin telling the story in your own words, or use the following:

Abraham and Sarah and their family lived in the land of Haran. They enjoyed living there, where they could raise animals and spend time with their

family. One day, God spoke to Abraham and said that he was to leave Haran and go to another place. So Abraham and Sarah and Abraham’s nephew, Lot, began traveling. They started walking to a place that God would show them.

3. Tell the Bible story, part 2. Resume your walk around the classroom and stop at the sign that says Canaan. Here, tell the second part of the story:

When Abraham and Sarah and Lot left Haran, they left a comfortable way of living. Now they no longer had a home to go to each evening. Instead, they had to set up a tent each night to sleep in, or perhaps they slept outside and didn’t bother with tents. Sometimes they stayed in a place for only one month, or maybe six months, but they eventually always had to move again to wherever God told them to go.

People who move from place to place like this are called nomads. Sometimes they go to where there is food and water for their cattle. Sometimes they stay for the summer in one place where there is plenty of grass for the animals, and then need to move to another place in the winter. This is the kind of life that Abraham and Sarah now lived—a life of wandering. They had become nomads. One land they traveled through was the land of Canaan.

4. Tell the Bible story, part 3. Resume your walk around the classroom. Stop at the sign that says Shechem, and tell the third part of the story:

Abraham and Sarah followed God and wandered to the place called Shechem. God talked with Abraham and told him that this land would belong to Abraham’s children. Abraham was so thankful that he built an altar to thank God.

5. Make a simple altar at “Shechem” by piling stones on top of each other. As you do so, have the students call out things for which they are thankful. Explain that Abraham, Sarah, and Lot moved to many more places, including the towns and countries of Bethel, Ai, Negeb and Egypt.

6. Add to the moving bags. Have the students return to their seats and give each one a sheet of construction paper. They may trace their own feet on the paper or pair with another student to trace each other’s feet. Cut out the feet and place them in the moving bags, symbolizing all of the walking that Abraham and Sarah and their family had to do.

As the students do this, tell them that though Abraham and Sarah walked a lot, they followed wherever God told them to go.

EXTEND THE LESSON

(These activities will extend the lesson to longer than 30 minutes.)

- **Make trail mix** together as a reminder of Abraham and Sarah’s long journey. “Travel” around the room and sit next to a city name to eat the trail mix.
- **Talk about following God.** Abraham and Sarah followed God to many places. Where might the students need to follow God—today, next year, five years from now, twenty years from now? How will they feel knowing that they are following God? How will they make decisions if they want to follow God? What kinds of places might God lead the students?

Are We There Yet?

LESSON 3: GOD MAKES PROMISES TO ABRAHAM

Objective

Students will recognize that God makes and keeps promises.

Key Concepts

- God made promises to Abraham.
- It took a long time, but God kept the promises made to Abraham.
- God makes and keeps promises to us, too.

Text: Genesis 12:1-7; Genesis 13:14-18; Genesis 17:1-8

Estimated Lesson Time: 30 minutes

Materials

- Student “moving bags”
- Bible
- Small stone for each student, *OR* paper cutouts that look like stones
- Markers, crayons
- For Extend the Lesson: chart paper, stickers

Teacher Preparation

- If using Extend the Lesson, option two, look for stickers that remind the students of God’s promises (*rainbow, Christmas star, baby Jesus, etc.*).

INTRODUCING THE LESSON

Get out the moving bags and have the students take out their footprints. Ask why there are footprints in the bags. Allow time for various responses, as you remember the places you walked in the last lesson. Remind the children that Abraham and Sarah obeyed God and followed God to many places. Add that God took care of them and made promises to them about what God would do before they even left Haran.

LESSON STEPS

1. What is a promise? Review with the students what a promise means. Ask if they can remember any promises that God made (*Jesus’ birth, Noah and the rainbow*). Ask the children to listen carefully as you read some verses. Invite them to raise their hands when they hear a promise that God made to Abraham.

2. Read Genesis 12:1-5. The promises in these verses are:

Verse 2
I will make of you a great nation,
I will bless you, and
Make your name great.

Verse 3

I will bless those who bless you,
And the one who curses you I will curse, and
In you all the families of the earth will be blessed.

3. Read Genesis 13:14-18. Promises in these verses:

Verse 15

for all the land that you see I will give to you and to your offspring forever

Verse 16

I will make your offspring like the dust of the earth (as many as the dust of the earth); so that if one can count the dust of the earth, your offspring also can be counted.

4. Add to the moving bags. Note that in verse 18, Abraham built another altar. Remember the altar of thanks you made as a class yesterday. Tell the students that Abraham was thankful again, so he made another altar.

Give each student a stone or a piece of paper made to look like a stone. As they hold the stones, invite them to share one thing for which they are thankful. Then add the stones to the moving bags.

5. God keeps promises. Tell the students that God kept all of his promises to Abraham, though it took a long time for all of them to happen. You might want to refer to Genesis 17:1-8 as you talk about this with the students.

EXTEND THE LESSON

(These activities will extend the lesson to longer than 30 minutes.)

- **Talk about promises people make today**, such as promises made at a wedding. Have any of the students made promises to another person? Has someone made a promise to them? How long did they have to wait until the promise was fulfilled? Pair students to talk about these questions.
- **Make a promise chart** to emphasize the importance of keeping promises. For one day, have students add a sticker to the chart every time they make and keep a promise to a classmate. Discuss as a class what kinds of promises these could be (*play together at recess, read together, share a sandwich, etc.*).

Are We There Yet?

LESSON 4: SOLVING PROBLEMS PEACEFULLY

Objective

Students will learn ways to solve problems peacefully.

Key Concepts

- Abraham and Lot had a problem.
- Abraham and Lot solved their problem peacefully.
- We can learn to solve problems peacefully, too.

Text: Genesis 13

Estimated Lesson Time: 30 minutes

Materials

- “Steps to Solving Conflicts” chart from Unit 1 (p.77)
- Bible
- Construction paper sheep, 1 per child (pattern on p. 277)
- Cotton balls, glue
- For Extend the Lesson: “Some Ways to Resolve Conflict” sheet from Unit 1 (p.74)

Teacher Preparation

- Practice telling the Bible story from Genesis 13, using the text or paragraphs from lesson step 1.
- Ask a parent to help cut out paper sheep from the pattern provided.

INTRODUCING THE LESSON

Resolving arguments. Ask the students if they ever have arguments with their brothers and sisters and cousins. Invite a few to tell about these problems. Ask if they solved the problems peacefully.

Look together at the “Steps to Solving Conflicts” chart from Unit 1. Review the chart together. Remind the children that these are good steps to remember when they have a problem with someone. Add that the story today is about a problem between Abraham and Lot.

LESSON STEPS

1. Tell the Bible story. Opening the Bible to Genesis 13, tell the following in your own words, or read directly from the text:

Abraham and Lot lived near each other. After a while, both men became very rich. Abraham had lots of livestock and silver and gold. Lot also had herds of animals and tents. The men who worked for them began arguing about which sheep belonged to Abraham and which cows belonged to Lot. It was clear that they had too many things to be able to live so closely together.

Abraham spoke to Lot and said, “Let’s not have any quarreling between

you and me, or between your herdsmen and mine.” He said that if there wasn’t enough room there for both of their families, and their sheep and cows, and the men who worked for them, then he and Lot should separate.

Abraham allowed Lot to choose where he wanted to go. Lot chose to go east, toward the land of Jordan, where it was like a garden. Abraham settled in the land of Canaan.

After Abraham and Sarah were in the land of Canaan, God spoke to Abraham and told him that because he had obeyed God, he would have lots of descendants. In fact, Abraham would have so many descendants that there would be too many to count. Abraham was thankful, so he built an altar to God.

2. Abraham and Lot’s conflict. Ask the students what conflict they heard in the story. (*It was too crowded for both Abraham and Lot to live in the same place.*) How did they solve the conflict? (*Abraham spoke with Lot and allowed Lot to choose where to go.*)

Refer again to the “Steps to Solving Conflicts” chart. How did Abraham define the problem between him and Lot? What was the solution? Did they follow the solution? Afterwards, were things worse, better, or the same?

Refer to some of the conflicts the students mentioned during Introducing the Lesson. Did they follow the steps listed on the chart? If not, how do they think things would have turned out differently if the steps were followed?

4. Add to the moving bags. To review, hold up a footprint and ask why they each have a footprint in the bag (*to remind them of how Abraham, Sarah, and Lot moved—by walking*). Hold up a stone and ask why that is in their bag (*to remind them of things for which they are thankful—building an altar*).

Give each child a sheep cutout and demonstrate how to glue cotton on it. After the sheep are dry, add them to the moving bags. Explain that the sheep are a reminder that because things were crowded, Abraham and Lot could not live at the same place. And so they separated and moved their cattle and their sheep to different places. The problem was solved peacefully.

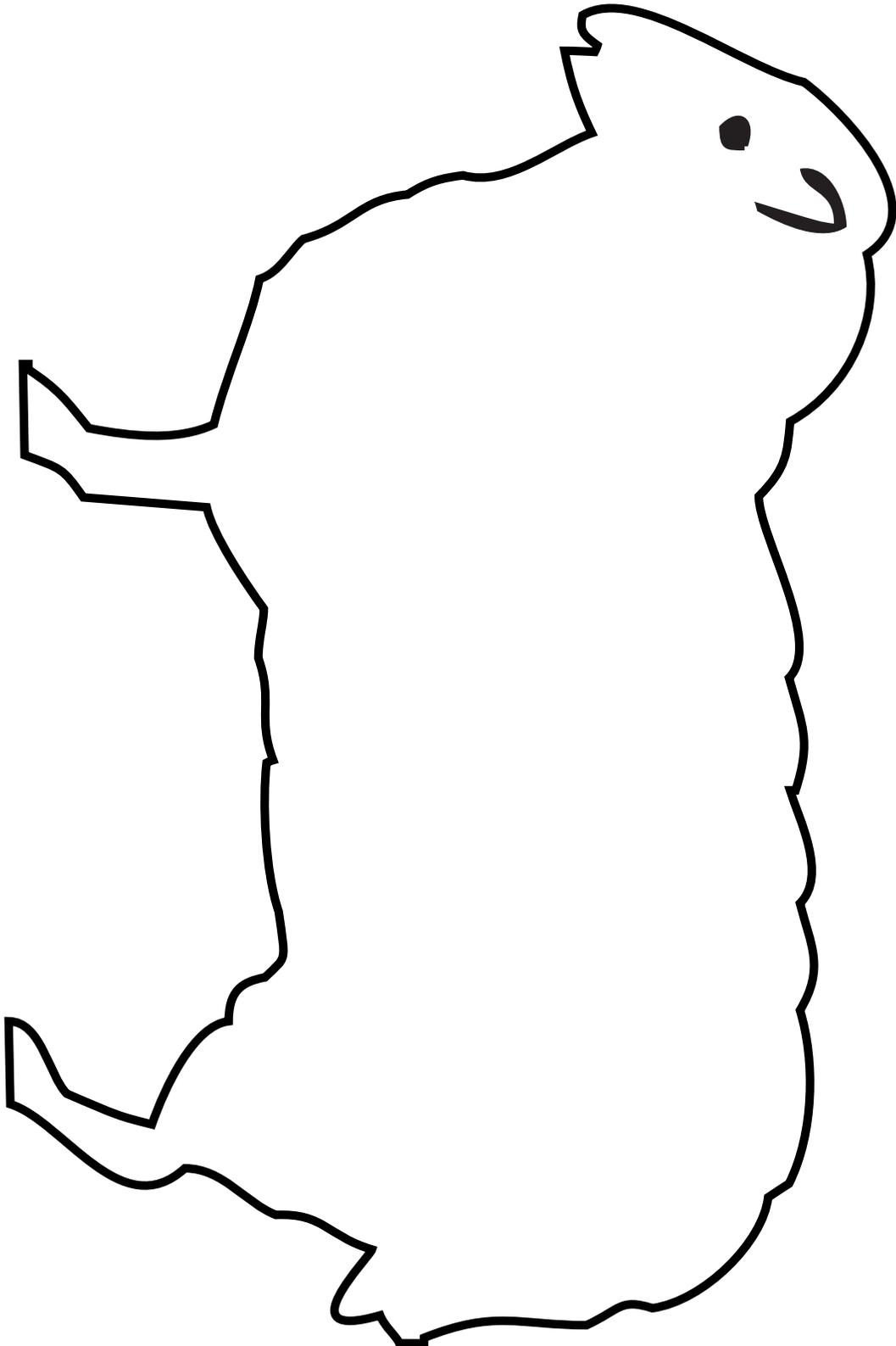
EXTEND THE LESSON

(These activities will extend the lesson to longer than 30 minutes.)

- **Review “Some Ways to Resolve Conflict”** from Unit 1. Again have students suggest conflicts that can be resolved by each of these steps. Role playing may be used.
- **Write a new story ending.** How could the story of Abraham and Lot have turned out differently? Have students think of an alternative ending and write a new story.

Sheep Pattern

Cut out 1 sheep for each child, for moving bag.



Are We There Yet?

LESSON 5: SARAH HAS A BABY

Objective

Students will recognize that God kept the promise to Abraham and Sarah and gave them a son.

Key Concepts

- Abraham and Sarah waited a long time to have a son.
- God kept the promise to Abraham and Sarah.

Text: Genesis 11-12, 16, 18, 20, and 21

Estimated Lesson Time: 30 minutes

Materials

- Sack with the following items: shepherd's crook or large stick, cardboard or metal star, rock, bow and arrow, flat bread on a plate, baby blanket
- "Sarah's Story" monologue (p. 280)
- Student moving bags
- Star patterns (p. 281)
- Construction paper, glue, glitter
- Scissors, paper punch
- String, hanger

Teacher Preparation

- Arrange for a woman guest (perhaps one student's mother) to present the monologue about Sarah.
- Make a copy of "Sarah's Story" for your guest and prepare the sack with the items listed above.
- Cut out several star patterns for children to use.

INTRODUCING THE LESSON

Talk about the promises God made to Abraham and Sarah (Lesson 3). Note that in order for God to fulfill these promises, Abraham and Sarah needed to have a child. Today's story will tell about God fulfilling yet another promise to Abraham and Sarah.

LESSON STEPS

- 1. Listen to the Bible story.** Welcome your guest and listen as she presents the monologue, "Sarah's Story," to the class.
- 2. Discuss and review the story** by holding up, one by one, the items that Sarah carried in her sack. What is significant about each item? How does each item fit in with the story of Abraham and Sarah?

3. Add to the moving bags. Make a star mobile as the final item for the moving bags. Provide star patterns for the children to cut stars out of construction paper, and glue and glitter to make the stars sparkle. Using a paper punch and string, hang the stars in different lengths from a hanger.

EXTEND THE LESSON

(This activity will extend the lesson to longer than 30 minutes.)

- **Retell Abraham and Sarah's story.** Invite the students to use the items in their moving bags to tell the story of Abraham and Sarah to each other.

Sarah's Story

(Sarah enters laughing, chuckling to herself. She leans heavily on a walking stick.)

Ho, ho, ho. I'm just chuckling to myself. I've been laughing and chuckling a lot lately, but it hasn't always been that way. I'm Sarah, and I have quite a story to tell. My husband is Abraham. He has a story to tell, too, but let me tell you mine.

Oh, there are many things in here *(looks in cloth sack)* that bring back memories for me. I'm kind of a pack rat—at least as much of a pack rat as a nomad can be, when you have to pack everything on a camel or donkey every time you move.

Let me tell you about these things *(starts digging in sack)*.

Abram and I lived in Ur of the Chaldees when we were young. God commanded us to leave Ur and move north to Haran in the land of Canaan. We did just that. We had no children, but we had lots of cattle and sheep. We were pretty rich, I guess. *(Picks up shepherd's crook.)* See this shepherd's stick? We were shepherders. We settled in Haran until Abraham's father, Terah, died. Then God told us to move on.

(Gets star from sack.) One time while we were traveling, God took Abram out to look at the sky one bright starry night. "See those stars, Abram?" God asked. "Your descendants will be as many as those stars someday." Well, Abram just gasped in awe! So many stars, twinkling brightly. *Millions* of stars! And we had no children. I was getting close to 80 years old. Abram and I just smiled to ourselves.

(Digs in bag for rock.) Oh! See this rock? Abram built an altar every once in a while, to give thanks to the Lord God. I kept this rock as a reminder of his faithfulness. My husband was a good man, you understand.

But then famine came to the land. No crops and no rain. We had to go down to Egypt, and then Abram did a bad thing. He had me pretend to be his sister so the Pharaoh wouldn't kill him. That wasn't right, but at the time it seemed like a pretty good idea. Well, Pharaoh was angry at Abram for deceiving him and sent us away.

Oh, I must tell you another story. It was the craziest thing. One day, three men came to visit Abraham. He was outside the tent and I was inside. Abraham greeted the strangers, and, as all good hosts did, he washed their hot and dusty feet. He hurried into the tent and said, "Sarah, quick, bake your best cakes. We have company." Here's some cake like I made for those visitors that day." *(She offers students pieces of flat bread.)*

Well, Abraham talked to the men. One of them said, "Sarah, your wife, will have a child one year from now." I was in the tent and couldn't help overhearing. The tent walls weren't very thick. I laughed to myself. I couldn't help it! I was 89 years old; Abraham was 99. Then the man asked Abraham, "Why did your wife laugh?" I came charging out of the tent and said I didn't laugh. "Oh, but you did, Sarah," the man said. At that moment I knew that the man was the Lord and knew my every thought.

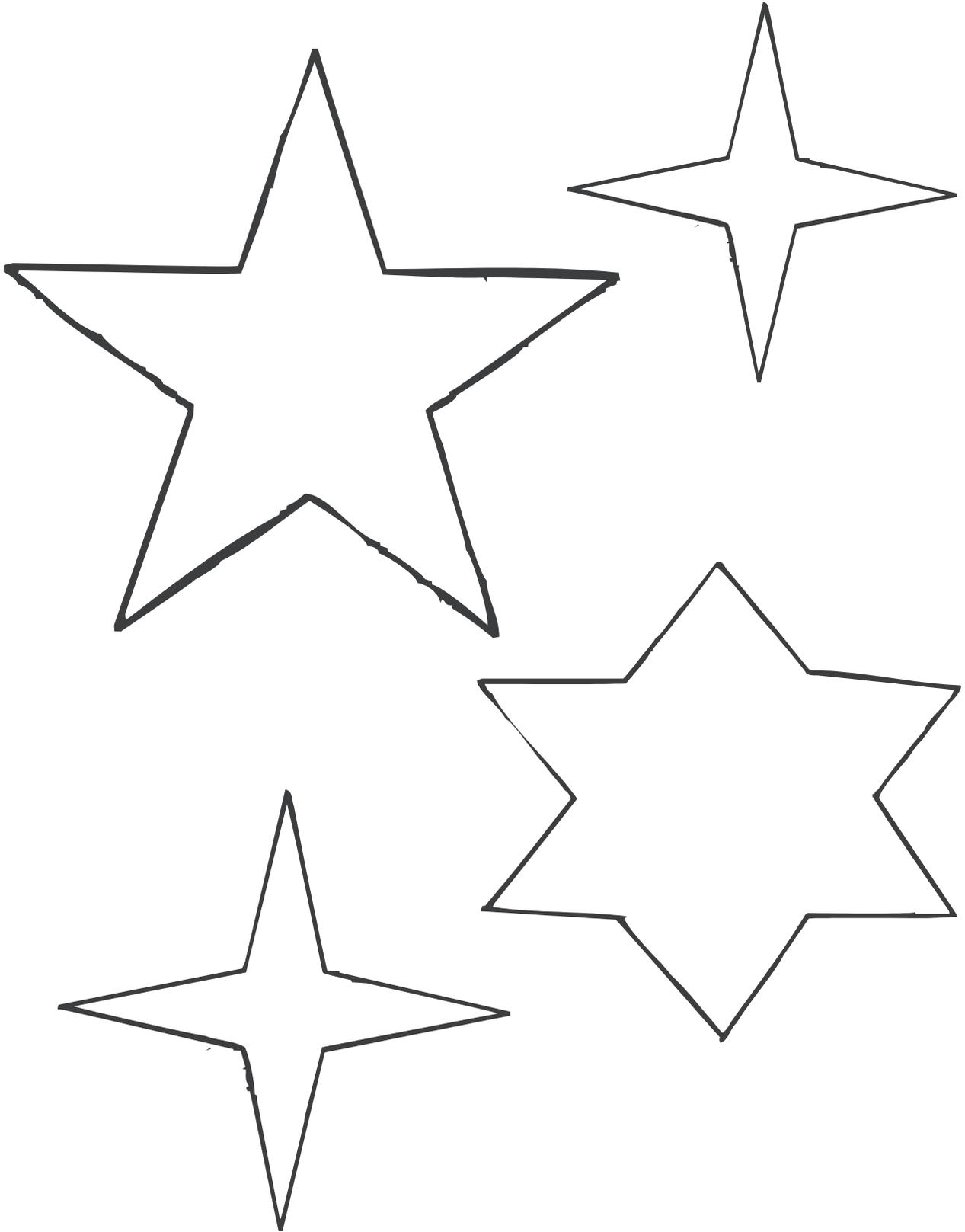
And believe it or not, I was soon pregnant. I was going to have a baby! Was I happy, surprised, and excited? You'd better believe it! And just about one year after those men visited us, I had a baby boy. We called him Isaac, which means "laughter." A good name for him, don't you think? *(Gets baby blanket and holds it in arms like a baby.)* Isaac did bring joy and laughter to our lives. He was a wonderful child, and we loved him dearly. At long last, laughter marked our days.

I hope you can see that God used us—human, sinful people—to fulfill God's promises. God did make Abraham a father of nations, and me a mother of nations. We had thousands of grandchildren and great-grandchildren.

If we can serve God, so can you.

Star Patterns

Children will use these to cut out stars for a mobile.



Unit 11 Quiz

Name _____

Circle the best answer:

1. What did God ask Abraham to do?
 - a. Build a house
 - b. Move
 - c. Own a business

2. People who wander and move from place to place, like Abraham and Sarah, are called
 - a. Nomads
 - b. Priests
 - c. Fisherfolk

3. Abraham worshipped God by building
 - a. Temples
 - b. Altars
 - c. Stores

4. Abraham peacefully settled a conflict with his nephew,
 - a. Jacob
 - b. Isaac
 - c. Lot

5. God promised that Abraham and Sarah would have
 - a. Many sheep
 - b. Many descendents
 - c. A large house

6. Abraham and Sarah named their baby
 - a. John
 - b. Daniel
 - c. Isaac

Write Yes or No:

7. God kept his promises. _____

8. Abraham and Sarah trusted God. _____

Answers to Unit 11 Quiz:

1. b. Move
2. a. Nomads
3. b. Altars
4. c. Lot
5. b. Many descendents
6. c. Isaac
7. Yes
8. Yes