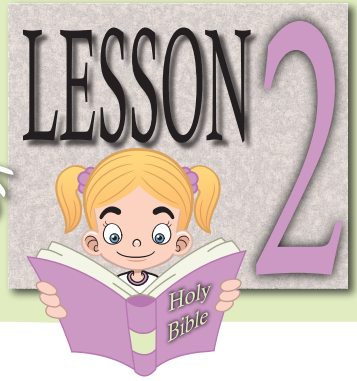


Jordan River Valley: Abram Is Unselfish Toward Lot

Genesis 13:1-14:16



Old Testament 2
Part 1: Abraham

SUNDAY MORNING

Old Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Genesis 13:1-14:16; 1 Peter 3:8-9; Romans 12

MEMORY WORK:

“Let each of you look out not only for his own interests, but also for the interests of others” (Philippians 2:4).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“Oh, Be Careful, Little Eyes, What You See”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Abraham & Israel Bible fact cards](#) (provided under “O.T. 2 Bible Facts” on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- “Genesis Chapter Summary” from “[Kids Prep](#)” CD by Jeff Miller
- Betty Lukens' felt pieces
- A Beka Flash-A-Card Series: Abraham and Isaac (DISCLAIMER: use the cards, *not the lesson book*)
- “[Map of Abram's Journeys](#)” (provided in the map section of the curriculum site)
- Figures glued or taped to popsicle sticks to stick in a large piece of Styrofoam as you tell the story, or Fisher-Price “Little People” and animals to use in a sandbox scene. (“[The Story of Abram Cutouts](#)” provided in activity sheets)
- Abraham images from [freebibleimages.com](#) (DISCLAIMER: some representations may be biblically inaccurate)



PERSONAL APPLICATION:

I cannot always have my own way or have the best for myself. I should always be willing to share what I have. I should also always consider the effect of my decisions from a spiritual, rather than earthly, perspective.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week, we talked about God telling a man to leave his home and move to a new place. Do you remember that man's name? (Abram) Abram was a very good man. Today, we are going to study about Abram making a good choice.

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

Last week we talked about faith and trust in God, and how important it is to obey Him. Today we are going to learn that Abram made a very good choice. He chose not to be selfish.

POINTS TO EMPHASIZE:

1. Review the meaning of the word "faith" and how Abram showed his faith.
2. In Bible times, a person's wealth was determined by how much livestock he had. Abram and Lot were both very wealthy men. Genesis 13 tells us that they each had so many animals that the area of land where they were living at that time could not provide enough food for all the animals.
3. Because there was not enough pasture for all the animals, the herdsmen of Abram and Lot (the servants who took care of all the animals in the fields) quarreled a lot. To keep the peace, Abram suggested that he and Lot no longer live in the same place. God had promised to give Abram all the land of Canaan, but he was willing to share with Lot.
4. Abram was Lot's uncle; he was the leader of the family. So, he had the right to choose the best land for himself and send Lot to whatever land was left.
5. Not only was Abram willing to share, but he let Lot choose the land he wanted. Lot chose the very beautiful, well-watered land around the Jordan River Valley and moved toward the cities of Sodom and Gomorrah, south of the Dead Sea.
6. Abram moved to the town of Hebron and built another altar to worship God. He did not complain or have bad feelings toward Lot because Lot chose the best land. Abram was a happier man because he was unselfish and because he trusted God to take care of him.
7. Lot did not make a wise choice about where he should live. The Bible says that when he left Abram, he moved "toward Sodom." Eventually he was living in Sodom. Sodom and Gomorrah were very wicked places. They were definitely not good places to raise a family. Sometimes what we think is the "best" thing to have or do is not really the best when we think about it spiritually!



NOTE: The Bible does not tell us for certain, but Lot could possibly have married and raised his children after moving toward Sodom. The text seems to indicate that he was there for several years before any trouble started. Genesis 14:12 and 14:16 both mention “Lot and his possessions,” **not** “Lot and his family.”

8. Talk about circumstances when we should let others go first (Romans 12:10, give “preference to one another”).

With younger children, use pictures to illustrate those situations and ask them, “What would you do?” and/or “What should you do?”

With older children: Write the memory verse on the board. Erase one word at a time until the verse is gone. Then, see if the children can remember the entire verse and/or write it out.



NOTE: Genesis 14:13 is the first mention of the word “Hebrew” in the Bible. Scholars believe this word is a derivation of the name “Eber” (Genesis 10:21-25; 11:14-17), which appears to be related to a verb meaning “to cross over” or “to pass through.”



RECOMMENDED READING FOR TEACHERS: See the article “[Oh Brother...or is it Nephew?](#)” by Eric Lyons on the Apologetics Press Web site for a response to an alleged contradiction regarding the identity of Lot.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#).

Ages 2-5:

- “[Abram Is Unselfish Toward Lot Coloring Sheet](#)” (provided in activity sheets)
- On half-sheets of cardstock or construction paper, glue simple drawings of characters in the story and/or write one-word facts from the lesson. As you show each card to the children, tell them the significance of the person or fact. Then show the children the cards again, asking them to repeat what you told them. (“[The Story of Abram Cutouts](#)” provided in activity sheets)
- Have children sit in a circle, and discuss what it means to share. Tell the children that you brought a ball to share, and they need to share the ball, too. Roll the ball to someone, and ask the child a review question; when he answers, ask him to roll the ball to someone else. Repeat until everyone has had one or more turns. ([O.T. 2 Review Questions](#) provided on curriculum Web site)
- Provide each child with a sheet of construction paper with the caption, “I can share like Abram shared with Lot.” Also provide them with pictures from magazines and catalogs of things they can share (toys, books, snacks, etc.).

1st-2nd Graders:

- On half-sheets of cardstock or construction paper, glue simple drawings of characters in the story and/or write one-word facts from the lesson. As you show each card to the children, tell them the significance of the person or fact. Then show the children the cards again, asking them to repeat what you told them. (“[The Story of Abram Cutouts](#)” provided in activity sheets)
- Write sentences about the lesson on large index cards or sentence strips. Ask the children to put

them in the order they occurred. After the children have mastered this activity, add sentences about previous lessons.

- Play Tic-Tac-Toe with review questions ([Instructions](#) and [Board](#) provided in activity section of the site)

3rd-4th Graders:

- Have the kids read Genesis chapters 13-14 (and chapters 11-12 if they did not read those chapters the last two weeks). [This could be assigned Sunday, to be completed by Wednesday.]
- Write sentences about the lesson on large index cards or sentence strips. Ask the children to put them in the order they occurred. After the children have mastered this activity, add sentences about previous lessons.
- Play Tic-Tac-Toe with review questions ([Instructions](#) and [Board](#) provided in activity section of the site)

SONGS:

“OH, BE CAREFUL LITTLE EYES WHAT YOU SEE” ([Click to Hear](#))

Author: Unknown*

(Tune: See Internet)

Oh, be careful little eyes what you see. (REPEAT)

For the Father up above,

Is looking down in love.

So, be careful little eyes what you see.

Oh, be careful little feet...

Oh, be careful little ears...

Oh, be careful little mouth...

Oh, be careful little hands...

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

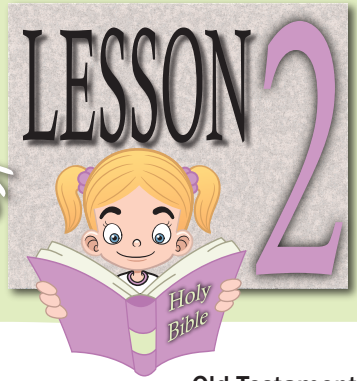
*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Jordan River Valley:

Abram Is Unselfish Toward Lot

Genesis 13:1-14:16



Old Testament 2
Part 1: Abraham

WEDNESDAY EVENING

Old Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Genesis 13:1-14:16; 1 Peter 3:8-9; Romans 12

MEMORY WORK:

“Let each of you look out not only for his own interests, but also for the interests of others” (Philippians 2:4).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- “[Oh, Be Careful, Little Eyes, What You See](#)”

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Abraham & Israel Bible fact cards](#) (provided under “O.T. 2 Bible Facts” on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- “Genesis Chapter Summary” from “[Kids Prep](#)” CD by Jeff Miller
- Betty Lukens' felt pieces
- A Beka Flash-A-Card Series: Abraham and Isaac (DISCLAIMER: use the cards, *not the lesson book*)
- “[Map of Abram's Journeys](#)” (provided in the map section of the curriculum site)
- Abraham images from [freebibleimages.com](#) (DISCLAIMER: some representations may be biblically inaccurate)

PERSONAL APPLICATION:

I cannot always have my own way or have the best for myself. I should always be willing to



share what I have.

INTRODUCTION:

- [Abraham & Israel](#) Bible fact cards (provided under “O.T. 2 Bible Facts” on curriculum Web site)
- Review Sunday’s lesson (see [O.T. 2 Review Questions](#) for example questions)

POINTS TO EMPHASIZE:

1. After some time, there was a war to the east and south of the Jordan River Valley. Four powerful kings from the eastern part of the world (including as far away as Babylon, or Shinar) came to fight against five kings of the cities near the southern part of the Dead Sea—including Sodom.
2. The kings of the East took control of cities on the eastern side of the Jordan River and Edom to the south. They turned northward to attack the cities in the Valley of Siddim, which included Sodom and Gomorrah. The kings of Sodom and Gomorrah tried to fight, but when they saw that they were losing the battle, they tried to run away. Some of the people running away died in and around the tar pits in the valley. (Pictures of the La Brea tar pits in Los Angeles will help explain what these natural formations were and how dangerous they were.)
3. With the armies of Sodom and Gomorrah defeated, the kings of the East went through the cities taking whatever they wanted. They also took many people as prisoners; among those prisoners was Lot.
4. A man was able to get away and tell Abram what had happened to his nephew Lot. Abram gathered 318 of his servants who were trained to fight, and they went from Hebron to Dan where the armies of the East were. Abram’s tiny group of soldiers divided into groups, attacked the enemy at night, and defeated them with God’s help. Abram rescued Lot and many others.
5. Abram was very unselfish to go after Lot. He could have complained or offered many excuses for why he should not help Lot. But he thought more about Lot’s safety and happiness than he did his own.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning’s lesson

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.

