

Nahor: The Search For Isaac's Wife

Genesis 24



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 24

MEMORY WORK:

“Trust in the Lord with all your heart, and lean not on your own understanding; in all your ways acknowledge Him, and He shall direct your paths” (Proverbs 3:5-6).

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.

- [“Proverbs 3:5-6”](#)
- [“God is so Good”](#)
- [“Three Wandering Jews”](#)

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)
- On the wall map, place a picture or drawing of a cave at Machpelah. At the city of Nahor, add a picture of wedding rings or a bride.
- Let “Rebekah” tell the story, dressed in a veil and long dress. Create a “wedding album” for her (from photographs you have staged or from coloring pages) which



she can use to illustrate her story.

- **Isaac and Rebekah images from freebibleimages.com (DISCLAIMER: some representations may be biblically inaccurate)**

PERSONAL APPLICATION:

Because marriage is part of God's plan for happy homes, I must be very careful whom I choose to marry.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

We have learned a lot from Abraham and how he obeyed God. Who was his son? (Isaac) Today, we are going to talk about Isaac finding a wife.

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

Marriage is one of the most important decisions you will make in your life. Why is it such an important decision? (Discuss, focusing on the importance of finding a mate to help you get to heaven.)

POINTS TO EMPHASIZE:

1. As we have talked about before, from the time of Adam and Eve, God planned for one man and one woman to be husband and wife for life. God planned for marriage so that we would not be lonely and so that we would have someone to help us get to heaven. Today, in our country, young people go out on dates and spend time together and make their own choices about whom they will marry. But in Bible times, parents chose a husband or wife for their children (Parents still make these choices for their children in some countries and cultures.). The parents were very careful about choosing the man or woman they thought was best for their daughter or son.
2. Sarah died at the age of 127, and Isaac missed his mother very much. Isaac was 37 years old when his mother died, and he still wasn't married (cf. Genesis 17:17; 23:1). His father, Abraham, was quite old (137) and was concerned that his son was so lonely. But Abraham didn't want Isaac to marry a woman from the idol-worshipping people around them. He wanted a wife for his son who would worship the one true God. So he sent his oldest and most trusted servant (probably Eliezer, cf. Genesis 15:2) back to the land he had left many years before to find Isaac a wife.
3. The servant asked God to help him find the right woman to be Isaac's wife. He asked God to give him a sign: if he asked a young woman for water and she also watered his camels, then the servant would know that young woman was the right one. After a very long journey, the servant finally arrived at the city of Nahor (Describe the servant's long trip and the scene at the well with Rebekah.). Rebekah was not only willing to help him; she was willing to do even more than she was asked (Rebekah was the granddaughter of Abraham's brother, Nahor.).
4. Rebekah's father, Bethuel, and her brother, Laban, gave permission for her to go with Abraham's servant and marry Isaac. The servant gave many gifts to Rebekah and her family, as was the custom at that time. She willingly left her family and traveled for months to a faraway country she had never seen, to marry a man she had never met.



HISTORICAL NOTE: During Bible times, a girl who was about to marry kept her face covered until after the wedding ceremony. Many times there was no formal ceremony, but a contract was made between the parents of the groom and the parents of the bride. There was a special wedding feast that usually lasted several days. The wealthier the parents were, the bigger the feast.

5. Finally the servant, Rebekah, and the servants who were with them came closer and closer to where Isaac was living. Isaac saw their camels in the distance. Rebekah saw Isaac too, and got down off her camel and covered her face with a veil. It seems that it was “love at first sight” for Isaac.



RECOMMENDED READING FOR TEACHERS: See the article “[Camels and the Composition of Genesis](#)” on the Apologetics Press Web site for a response to an alleged biblical discrepancy regarding Genesis 24:63.

6. Isaac and Rebekah were married about three years after Sarah died. Even though they did not know each other before their marriage, Isaac grew to love Rebekah. Just as Rebekah had been helpful to Abraham’s servant, she helped Isaac to overcome the loneliness he had felt since his mother died.
7. Abraham knew it was important for Isaac to have a wife who believed in God and worshipped Him in the same way. That is just as important today. You need to plan now to marry a strong Christian who can help you obey God and be the best possible person you can be (With older children, discuss the importance of also sharing the same values and ideals, such as the importance of family, integrity, good work ethic, etc.).
8. Marriage provides companionship (friendship) and love if a husband or wife is chosen carefully. A happy home depends on a good relationship between the husband and the wife—and on their relationships with God.
9. A couple who share a common faith in God can accomplish great things for the Lord; their faith can provide opportunities to serve together (Example: Priscilla and Aquila, Acts 18:1-3, 24-26).

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:

- [“The Search for Isaac’s Wife Coloring Sheet”](#) (provided in activity sheets)
- Provide some “dress up” clothes for the girls, including veils. Provide robes for the boys with a turban or head scarf. Take pictures of pairs of the children as “Isaac and Rebekah.” Make prints of the photos so that on Wednesday night the children can put them on a page labeled “Isaac married Rebekah.”
- **For two and three year olds:**
 - Make a well out of a small can (such as a tuna fish can or pet food can). Hot glue rocks on the sides of the can, and put water or crinkled blue tissue paper in it. If you have access to small plastic camels, let the children pretend to give the camels a drink from the well. If you do not have any plastic camels, you can print camel figures from computer clipart, glue them to cardstock, then laminate and cut them out.

- Show the children a picture of a well and help them make wells out of play dough or brown modeling clay around small tin cans.
- Using a set of plastic letters, trace important words or names from this unit onto half-sheets of cardstock. Laminate each sheet. Spread the plastic letters out on the table, and let the children find the letters to fill in the outlines of the words.
- **For four and five year olds:**
 - On a piece of copy paper, draw a smaller version of the “[Map of Abram’s Journeys](#)” used throughout this series of lessons (map provided in map section of curriculum Web site). Print one map for each child. Provide them with stickers (stickers you have purchased or smaller versions of the illustrations you have added to the wall map) to put on each of the significant locations discussed in this series.
 - Ask adults to act out the story. Then let the children act it out as reinforcement. Provide a veil for “Rebekah” and a robe for “Isaac.”

1st-2nd Graders:

- On a piece of copy paper, draw a smaller version of the “[Map of Abram’s Journeys](#)” used throughout this series of lessons (map provided in map section of curriculum Web site). Print one map for each child. Provide them with stickers (stickers you have purchased or smaller versions of the illustrations you have added to the wall map) to put on each of the significant locations discussed in this series.
- “Bible Alphabet Soup”: Provide a set of plastic letters for every two or three children, making sure that each team has exactly the same letters. As you ask questions about the lessons in this unit, the children must spell the answers with their plastic letters.
- “[Abraham Acronym](#)”: Using each letter of Abraham’s name, students come up with things they have learned about Abraham (example: **A**nswered God’s call, **B**elieved God, **R**eceived a great promise from God, **A** chosen father for a chosen nation, etc.) (provided in activity sheets).

3rd-4th Graders:

- Have the children read Genesis chapter 24 and chapters 21-23 if they have yet to do so this quarter. [This could be assigned Sunday, to be completed by Wednesday.]
- On a piece of copy paper, draw a smaller version of the “[Map of Abram’s Journeys](#)” used throughout this series of lessons (map provided in map section of the curriculum Web site). Print one map for each child. Draw a line beside each of the locations discussed. On each line, ask the students to write what happened at that particular location.
- “Bible Alphabet Soup”: Provide a set of plastic letters for every two or three children, making sure that each team has exactly the same letters. As you ask questions about the lessons in this unit, the children must spell the answers with their plastic letters.
- “[Abraham Acronym](#)”: Using each letter of Abraham’s name, students come up with things they have learned about Abraham (example: **A**nswered God’s call, **B**elieved God, **R**eceived a great promise from God, **A** chosen father for a chosen nation, etc.) (provided in activity sheets).
- Have the children read *Isaac’s Chosen Wife* (Arch book)
- Have the children read *The Story of Isaac and Rebekah* (an Alice in Bibleland Storybook)
- Have the children read pp. 48-51 of *Noah and the People of Faith*, Contemporary Bible Series, Scandinavia, Contemporary English Version (DISCLAIMERS: p. 8—change “give life to” to “bring forth”; p. 13—remove “before the day is over” from the last sentence; p.

20—change “destroy” to “rule over”; p. 24—change appropriate sentences to “every kind of land animal...” and “Noah took males and females of every...”).

SONGS:

“PROVERBS 3:5-6”

Author: Jeff Miller

(Tune: See “[Hidden in My Heart](#)” CD)

“GOD IS SO GOOD” ([Click to Hear](#))

Author: Traditional

God is so good.
God is so good.
God is so good,
He’s so good to me!

He cares for me.
He cares for me.
He cares for me,
He’s so good to me!

I love Him so.
I love Him so.
I love Him so,
He’s so good to me!

I praise His Name.
I praise His Name.
I praise His Name,
He’s so good to me!

“THREE WANDERING JEWS” ([Click to Hear](#))

Author: Unknown*

Once there were three wandering Jews.
Once there were three wandering Jews. (2X)
Wandering, wandering,
Jews, Jews, Jews.
Wandering, wandering,
Jews, Jews, Jews.
Once there were three wandering Jews.

The first one’s name was Abraham. (2X)
Abra-Abra,
Ham-ham-ham.
Abra-Abra,

Ham-ham-ham.

The first one's name was Abraham.

The second one's name was Isaac. (2X)

I-I,

Saac-saac-saac.

I-I,

Saac-saac-saac.

The second one's name was Isaac.

The third one's name was Jacob. (2X)

Ja-Ja,

Cob-cob-cob.

Ja-Ja,

Cob-cob-cob.

The third one's name was Jacob.

They all went down to Canaan land. (2X)

Canaan-canaan,

Land-land-land.

Canaan-canaan,

Land-land-land.

They all went down to Canaan land.

*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.



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Part 1: Abraham

WEDNESDAY EVENING

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MEMORY WORK:

“Trust in the Lord with all your heart, and lean not on your own understanding; in all your ways acknowledge Him, and He shall direct your paths” (Proverbs 3:5-6).

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

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PERSONAL APPLICATION:

Because marriage is part of God’s plan for happy homes, I must be very careful whom I choose to marry.

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:

Arrange to borrow wedding albums from children’s parents. Talk about the importance of marrying a Christian. With older students, read Ephesians 5:21ff.

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 lesson.
- **Ages 2-5:** Draw the names of several books of the Bible on cardstock, using dot-to-dot patterns. Laminate the cards so that the children can trace the words with dry-erase pens.
- Let each child, one at a time, hold a Bible and name two to four Bible books in order. The child then passes the Bible to the person sitting to his right. The person to his right should name two to four books in order, and so on through the Bible. With younger children, you may want to work on only the New Testament. But don’t be afraid to challenge the children!
- Play “[Bible Baseball](#)” with review questions about the lessons in this unit. To play, divide the class into two teams. Have a baseball diamond drawn on the board (or you can have a place in the room established for first, second, third, and home where the students will stand when a question is answered correctly). Group questions according to difficulty (i.e., easy questions would be “singles” and the most difficult would be “home runs”). Each person on the team takes his turn choosing the level of question he wants. If he answers correctly, his position (base) is marked on the board. (In the case of having “bases” on the classroom floor, the one who answers the question correctly will stand on the base appropriate for the difficulty level.) If the question is not answered correctly, that person is out. There are no fouls or strikes. When a team gets three outs, it’s the other team’s “at bat” (questions provided in activity sheets).

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