

Isaac the Peacemaker

Genesis 26:12-35



Old Testament 2
Part 2: Israel

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 26:1-6,12-35; Romans 12:17-20; Proverbs 20:3

MEMORY WORK:

“Blessed are the peacemakers, for they shall be called sons of God” (Matthew 5:9).

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.

- [“The Beatitudes”](#)
- [“Isaac the Peacemaker”](#)

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 showing area of Hebron and Gerar
- A sandbox, plastic animals, a “well” (made from play dough or a small tin can), and plastic male figures (of Bible men if possible). If plastic figures are not available, poster board cutouts of the necessary figures which have been laminated will also work.
- [“Isaac Caricature”](#) (provided in activity sheets)



PERSONAL APPLICATION:

God is not pleased when I fight or quarrel with others. God wants me to be able to control my actions, my words, and my thoughts (i.e., to have self-control).

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Who can tell me the name of Abraham and Sarah’s baby boy? (Isaac) Isaac grew up, and in today’s story we will learn about how he was a peacemaker. Do you know what “peacemaker” means? (Discuss) He was kind to others, tried to get along with other people, and encouraged others to get along with each other. God wants us to try hard to get along with others and not fight with people. What are some things we could do to be a kind friend? (Give examples: e.g., let your friends go first, share your toys, etc.) Let’s listen to what Isaac did that was so kind!

INTRODUCTION: (OLDER CHILDREN)

Stage a quarrel between the teachers over where they will sit, and by whom they will or won’t sit. The teachers should move two or three times before they agree. Have students talk about what happened, and why it was wrong for the teachers to behave that way.

POINTS TO EMPHASIZE:

1. Discuss the meaning of “famine.” Another famine came to Canaan. To make sure his family and servants had food, Isaac moved to Gerar and lived among the Philistines. It seems that he was considering moving his family and herds to Egypt, as his father Abraham had done many years before because of a famine. But God spoke to Isaac and told him to not go to Egypt, but rather, stay where he was. God repeated the promises to Isaac that He had made to Abraham (Remind the children of those promises.). Isaac obeyed God and stayed in Gerar, about 30 miles southwest of Hebron, and about 10 miles southeast of Gaza.



RECOMMENDED READING FOR TEACHERS: See the article “[**Philistines in the Time of Abraham—Fallacy or Fact?**](#)” on the Apologetics Press Web site for a response to an alleged biblical discrepancy regarding the mention of the Philistines in Genesis 26.

2. Years earlier Abraham had dug wells for his livestock in this area. The Philistines had stopped up the wells after Abraham died. Because his animals, family, and servants needed water—especially during the famine—Isaac decided to clean out the wells. The herdsmen of Gerar did not want Isaac’s herds there. They wanted the water for their own animals. So they started arguments with Isaac’s herdsmen. God blessed Isaac, and the Philistines were jealous. Instead of fighting back, Isaac trusted God and moved on to another place.
3. By this time, Isaac was very wealthy. Abimelech, the leader of the Philistines, told Isaac that he realized that God had blessed him. Abimelech wanted to make a treaty with Isaac, an agreement that his people would not bother Isaac any more.
4. Isaac was a peacemaker, and it paid off. He believed that God would keep His promises and eventually give him and his descendants all the land of Palestine. He believed that it wasn’t necessary or important at this time to fight for the land or the water wells.

5. There is no need for you to argue or fight with other people when there is no danger of being hurt. There are times to stand up for what is right, but not every disagreement should lead to fighting. Fighting doesn't prove anything, and God is more pleased when we try to keep the peace with others. God wants us to make the right choices about what we say and the ways we react to others.

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](#) and [Answer Keys](#).

Ages 2-5:

- [“Isaac the Peacemaker Coloring Sheet”](#) (provided in activity sheets)
- [“Situation and Conflict Activity”](#) (provided in activity sheets)
- Remind the children what “wells” were and how important they were (and still are) to daily living in Bible lands (drinking water, water to bathe, water for animals). Make a model of a well using a small tin can (such as a tuna fish or pet food can). Put water in the can, and let the children take plastic animals to the well to “get a drink.”
- For four and five year olds: Cut out ten “wells” from brown construction paper. Write review questions on the wells then laminate them. Put magnetic tape on the back of each one. Cut out ten animal shapes (sheep, camels, and/or cattle) from construction paper. Write the answers to the review questions on the animals then laminate them. Put magnetic tape on the back of each one. Put the wells on a magnetic board, then give each child an animal. Help them read the answer on their animals and match their animals with the correct wells. ([“Camel, Sheep, and Cow Cutouts,”](#) as well as [Isaac cutouts](#) are provided in activity sheets)
- On sheets of cardstock or construction paper, write “Isaac tried to help people get along” (Genesis 26:1-6).

1st-2nd Graders:

- Put the memory verse on index cards or squares of paper (one word per card). Make enough sets of the cards so that every child in the class can take home a set at the end of class. Divide the students into groups of two or three, and give each group a set of the cards. Ask the children to put the words of the memory verse in the correct order.
- [“Isaac the Peacemaker”](#) crossword puzzle (provided in activity sheets)
- Have the children role play different situations where a fight or argument might occur. Discuss how the students felt and how they could handle the situation without fighting.
- [“Isaac the Peacemaker”](#) word search (provided in activity sheets)
- *The Berenstain Bears Get in a Fight*, by Stan and Jan Berenstain, Random House
- *The Berenstain Bears and the Trouble with Friends*, by Stan and Jan Berenstain, Random House

3rd-4th Graders:

- Have the children read Genesis chapter chapter 26. [This could be assigned Sunday, to be completed by Wednesday.]
- Put the memory verse on index cards or squares of paper (one word per card). Make enough sets of the cards so that every child in the class can take home a set at the end of class. Divide the students into groups of two or three, and give each group a set of the cards. Ask the children to put the words of the memory verse in the correct order.

- [“Isaac the Peacemaker”](#) crossword puzzle (provided in activity sheets)
- Type several Scriptures about peace. Put the references to those passages in a column on the same page (or in a textbox at the bottom of the page). Give the students a certain amount of time to match the references with the passages.
- Provide enough concordances so that the students can work in pairs or groups of three. Ask them to use the concordances to find five Scriptures which mention peace.
- [“Isaac the Peacemaker”](#) word search (provided in activity sheets)

SONGS:

“THE BEATITUDES”

Author: Jeff Miller

(Tune: See [“Kids Prep”](#) CD)

“ISAAC THE PEACEMAKER” ([Click to Hear](#))

Author: Unknown*

(Tune: “Battle Hymn of the Republic”)

Isaac was a man of peace; he did not like to fuss. (3X)
He always trusted God.

He dug a well for water, and the Philistines came along. (3X)
They made him go away.

He moved and dug another well, and the Philistines came again. (3X)
They made him go away.

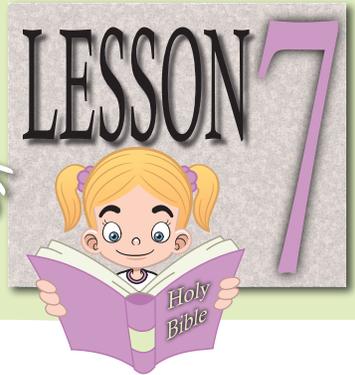
He dug another well, and then the Philistines went away. (3X)
God took care of him.

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PERSONAL APPLICATION:

God is not pleased when I fight or quarrel with others. God wants me to be able to control my actions, my words, and my thoughts (i.e., to have self-control).

INTRODUCTION:

[O.T. 2 Bible Facts Flashcards](#) (provided under “O.T. 2 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Review Sunday’s lesson (see [O.T. 2 Review Questions](#) for example questions)
2. Being a peacemaker doesn’t mean we are weak or cowardly. When you think of the word “meek,” what kind of animal comes to mind? A tiny mouse? A little puppy? Maybe a sheep? We usually think of weak, helpless creatures as being meek—perhaps something like the cowardly lion in “The Wizard of Oz.” When Jesus lived, people used the word “meek” to describe horses. Then, like now, people used horses for transportation. Sometimes horses would pull a chariot. At other times people would ride them. A horse that would obey its master was called “meek.” A meek horse was still very strong and powerful, but it allowed its rider to guide it. A powerful horse under control is a much different picture than the cowardly lion! Jesus said, “Blessed are the meek, for they shall inherit the earth” (Matthew 5:5). That doesn’t mean we are to be weak, cowardly people. It means that we are to submit and allow God to guide our lives and obey Him—something that takes a lot of courage! (Can also use information about horses to add to this lesson.)

3rd-4th graders:

Discuss the rhyme, “Sticks and stones may break my bones, but words will never hurt me.” Is that true? Why or why not? Discuss some names that people call each other that hurt (even if said in a “joking” way). How we talk to one another and what we call each other often causes arguments or bad feelings. We should never call anyone a name that we wouldn’t want to be called (Matthew 7:12). Read what Jesus said about others calling us bad names (Matthew 5:9-10).

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.

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