

The Land of Egypt: Its Prominence and Importance in the Ancient World and Its Religions



Old Testament 3
Part 1: Joseph

SUNDAY MORNING

Old Testament 3 [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:

Isaiah 40:18-20; 44:9-20; Jeremiah 10:9; Exodus 20:3-5

MEMORY WORK:

YOUNGER CHILDREN: "You shall have no other gods before Me" (Deuteronomy 5:7).

OLDER CHILDREN: "You shall not make for yourself a carved image—any likeness of anything that is in heaven above, or that is in the earth beneath, or that is in the water under the earth" (Deuteronomy 5:8).

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 Ten Commandments"](#)
- ["My God is So Big!"](#)

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.]
- [Joseph & Moses Bible fact cards](#) (provided under "O.T. 3 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
- Map or globe
- Pictures of idols
- [Pictures of pharaohs and pyramids](#) (examples provided in activity sheets)
- Play-doh or modeling clay: As you talk about idols being made by human hands, mold the clay or play-doh into a figure and talk about how silly it would be to worship it. (Possibly let children shape something with you.)
- A suitcase or mysterious-looking box filled with felt pieces, pictures, or objects



of different things that would have been part of everyday life in Egypt and part of Egyptian worship: snake, sand, Sun, crocodile, pyramid, cat, make-up, broken piece of clay pot with hieroglyphics on it, scroll, camel, basket (for food storage, carrying things, hiding baby Moses), things used in battle (chariot, bow and arrow, sword, etc).

- Exodus Wall Chart (<https://store.bibleclassworkshop.com/products/6296-exodus-wall-chart/>)
- M-O-S-E-S visual aid (<https://store.bibleclassworkshop.com/products/13782-m-o-s-e-s/>)

PERSONAL APPLICATION:

I must be careful not to worship anything or anyone except God.

LESSON STARTS HERE

INTRODUCTION:

Who can tell me something about Joseph? To what country did Jacob and his family move to be with Joseph? (Egypt) Today, we are going to study about Egypt. We are going to learn how important it is to worship the one true God in heaven!

POINTS TO EMPHASIZE:

1. Share with your students as much information about Egypt from the *Discovery* articles and the Bible encyclopedia article as is age appropriate. On a map or globe, show the students where Egypt is in relation to our country. Because of its location, Egypt has been an important country for centuries; it is still a very important country in the Middle East, politically and economically. (With younger children, draw a simple map on a large piece of bulletin board paper. Give children a paper airplane, and let them “fly” to Egypt from the USA. Tell them as they “fly” that the trip will take several hours, probably longer than any trip they have ever taken.)
2. The Egyptian climate is very hot and dry. To the west and east are enormous deserts. To the north is the Mediterranean Sea. The entire country of Egypt is desert except for the Nile River, which has helped the Egyptians maintain their way of life for thousands of years.
3. Emphasize to the children, no matter what their age, that the Egyptians worshipped idols of many kinds, instead of the one true God. Talk with the kids about why some people worship things they have made with their hands, or things in nature, instead of the Creator Himself. An idol is a likeness or symbol of a “being” or thing made or used as an object of worship. Idols were (are) made of wood, gold, silver, or other materials. Idols have been made in many different sizes, from the very small (Genesis 31:34; 35:1-4) to the enormous (Daniel 3:1). Worshipping anything other than God is always condemned in the Bible (Genesis 35:2; Exodus 20:3; 23:13,24; Deuteronomy 5:7; 7:26; 12:30; Matthew 4; etc).

HISTORICAL NOTE: “Religion was a very important part of the lives of ancient Egyptians. They worshipped hundreds of gods. Some, such as the Sun god Re, or Amun-Re, were honored by everyone throughout the land in a festival that lasted for a month in the flood season when farmers did no work in the fields. In addition, each of the 42 regions adopted a different god to look after its affairs. At home, people turned to lesser (cont.)





HISTORICAL NOTE (cont.): “gods for help with everyday problems. Many gods were depicted as animals—for example, Bastet the cat, goddess of love and joy—or as human figures with the heads of animals and birds, such as the ibis-headed Thoth, god of knowledge. The gods had families, too. Osiris and Isis were husband and wife with a son name Horus” (*Ancient Egypt*, Nature Company Discoveries Library, Time-Life Books, page 14).

4. More About Egyptian Gods:

Osiris: the god of the underworld; murdered by another god named Seth

Isis: wife of Osiris; used magic spells; viewed as one who could provide motherly protection in this life and the next

Hathor: often pictured as a cow; protector of fertility and childbirth

Thoth: god of writing and knowledge; sometimes pictured as a baboon, other times as a man with the head of an ibis bird

Anubis: pictured as a jackal; watched over mummification process by the priests

Bastet: cat goddess, daughter of the Sun god Re; goddess of love and joy; yearly festival held in her honor. (Because cats were held in such high esteem, they were honored pets in Egyptian homes. When the family cat died, the entire family went into mourning, even shaving their eyebrows as a sign of their great sorrow.)

HISTORICAL NOTE: “Ancient Egyptians believed that the spirits of the gods dwelt within the temples. Many people were employed to look after these enormous buildings, which were the focus of every community. An inner sanctuary in the heart of each temple protected the statue of the god. Only the pharaoh and the high priest were allowed to enter this sacred place. The people could leave written prayers outside the temples, but they never saw the statues of the god. Even in processions, portable shrines hid the figures from public view. Women played some part in temple ritual, but the high priests were men. They washed, dressed, and applied make-up to the statues as though they were alive. The priests lived by strict rules of cleanliness. They bathed four times a day, shave their heads and bodies and wore fine, white linen gowns” (*Ancient Egypt*, Nature Company Discoveries Library, Time-Life Books, page 16).



“The Egyptians believed that all pharaohs were god-kings. The god-kings took part in many ceremonies. They had to dress, eat, and even wash in a special way, and every day they went to the temple to offer food to their ancestors. People expected pharaohs to be physically strong, expert at hunting, and able to lead the army to victory in battle. Their subjects thought the god-kings controlled the flowing and flooding of the Nile and the growth of crops, as well as the country’s success in foreign trade. Everyone knelt and kissed the ground when they approached the royal person. The pharaohs continued to be worshipped even after they died and joined the god Osiris in the kingdom of the dead” (*Ancient Egypt*, Nature Company Discoveries Library, Time-Life Books, page 10).

5. One of the central elements of the religion of the ancient Egyptians was their strong belief in some kind of afterlife. What they believed about life after death is nothing like what the Bible teaches; their beliefs were based entirely on their beliefs in many idols. Because of their ideas about life after death, they prepared elaborately for it, having their bodies mummified, and preparing whatever possessions they could afford to take with them into the afterlife. The huge pyramids were built as

special tombs for the bodies of some of the pharaohs and all the treasures they thought they would need in the afterlife.

6. The Egyptian army was the most powerful in the world for centuries. There were millions of poor people, but the country as a whole was very wealthy. The greatest library in the world was in Alexandria, Egypt. But for all their wealth, power, and knowledge, they were not pleasing to God because they chose to worship idols and spend their time and money to please themselves instead of Him. Today we live in a country where wealth and power and knowledge make our nation great, too. But we will not be any more pleasing to God than the Egyptians if we choose to spend our time, money, and effort on things that are more important to us than Him, or if we worship anything or anyone other than God.

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 Key](#).

Ages 2-5:

- “[Pharaoh on His Throne Coloring Sheet](#)” (provided in activity sheets)
- Egyptian Suitcase game: “Open” the suitcase recommended visual (explained on the next page) and discuss the items within with the class. Then have a co-teacher bury some of the items from the suitcase (or box) in the sand. Let children dig for the objects and see if they can tell you something they remember about Egypt for the biblical characters who were in Egypt at one time or another. ([Suitcase cutouts](#) provided in activity sheets)
- Pretend you are on a safari as you talk about Egypt. For example, after they have “flown” to Egypt, they could put on safari hats and carry small canteens. Have different foods for them to taste, like onions, figs, dates, honey, bread, grapes, and cucumbers. Remind them these were the same kinds of food eaten by the different biblical characters that came to Egypt.
- Get large building blocks. Make several pyramid shapes out of construction paper. Write a review question on each pyramid. Have students pick a pyramid, read the question, and as they answer correctly, they can begin building a pyramid with the blocks. ([Pyramid cutouts](#) provided in activity sheets)
- Instead of using pyramid cards, make fish cut-outs and put questions on the cut-outs. Use/ make a crocodile hand puppet. The crocodile “eats” the fish as the children answer the questions correctly. ([Fish cutouts](#) provided in activity sheets)
- Make word recognition cards using words from the lesson. Let children copy words onto paper or small “marker boards” (laminated poster board).

1st-2nd Graders:

- “I Traveled to Egypt” suitcase: For each child, have a suitcase outline on a piece of paper with the words, “I traveled to Egypt” written on it. Have pictures of Egyptian things for children to glue on their suitcase. ([Suitcase cutouts](#) and “[Things in Egypt](#)” images provided in activity sheets)
- Egyptian Suitcase game: “Open” the suitcase recommended visual (explained on the next page) and discuss the items within with the class. Then have a co-teacher bury some of the items from the suitcase (or box) in the sand. Let children dig for the objects and see if they can tell you something they remember about Egypt for the biblical characters who were in Egypt at one time or another. ([Suitcase cutouts](#) provided in activity sheets)

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- Pyramid Match-up: Make several pyramid shapes out of construction paper. Write questions (about this and previous lessons) on the backs of some, answers on the backs of others. Place them with the writing-side down. Students choose two at a time, looking for a question and its correct answer. ([Pyramid cutouts](#) provided in activity sheets)
- Using the Egyptian hieroglyphics alphabet, help each child write his/her name in hieroglyphics. (You can look up Egyptian hieroglyphics on the Internet and find sites with the alphabet.)

3rd-4th Graders:

- Pyramid Match-up: Make several pyramid shapes out of construction paper. Write questions (about this and previous lessons) on the backs of some, answers on the backs of others. Place them with the writing-side down. Students choose two at a time, looking for a question and its correct answer. ([Pyramid cutouts](#) provided in activity sheets)
- Divide the class into teams or pairs. Give them a concordance. Let them use the concordance to look up three or four scriptures where Egypt is mentioned.
- Scramble words from this and previous lessons. Have students unscramble the words, then tell what their significance is.
- Play Hang Man with key words such as papyrus, pyramids, Nile River, cupbearer, Genesis, etc.
- Using the Egyptian hieroglyphics alphabet, help each child write his/her name in hieroglyphics. (You can look up Egyptian hieroglyphics on the Internet and find sites with the alphabet.)
- “[The Land of Egypt Word Search](#)” (provided in activity sheets)
- Have the children read the following:
 - *Discovery* articles: “Idolatry in the Old Testament ([February, 2001](#)); “Egyptian Magicians, Snakes, and Rods” ([November, 2006](#))
 - *The Living Bible Encyclopedia*, Volume 5

SONGS:

“THE TEN COMMANDMENTS”

Author: Jeff Miller

(Tune: See “[Kids Prep](#)” CD)

No other Gods before Me.
 No carved images to bow down and serve.
 Don’t take the name of the Lord your God in vain.
 Remember and keep the Sabbath holy.

Honor your father and your mother.
 No murder; no adultery; and you shall not steal.
 Don’t lie against your neighbor,
 Or covet what is his.

These are the Ten Commandments.

“MY GOD IS SO BIG!”
Author: Ruth Harms Calkin
[See Internet for words and tune]

***** 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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WEDNESDAY EVENING

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- A suitcase or mysterious-looking box filled with felt pieces, pictures, or objects of different things that would have been part of everyday life in Egypt and part of Egyptian worship: snake, sand, Sun, crocodile, pyramid, cat, make-up, broken piece of clay pot with hieroglyphics on it, scroll, camel, basket (for food storage, carrying things, hiding baby Moses), things used in battle (chariot, bow and arrow, sword, etc).

PERSONAL APPLICATION:

I must be careful not to worship anything or anyone except God.

INTRODUCTION:

Review [O.T. 3 Bible Facts Flashcards](#) (provided under “O.T. 3 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Review Sunday’s lesson. (see [O.T. 3 Review Questions](#) for example questions)
2. Let younger children dig in the sand again to find objects that remind them about Egypt.
3. Since the ancient Egyptians worshipped the Sun, spend some time talking about God creating the Sun and His special plan for it (i.e., how the Earth rotates around the Sun, how the Earth is just the right distance from the Sun, etc. The Sun is not something to be worshipped. It is not something in nature that created itself, or came into being by accident, from nothing).



HISTORICAL NOTE: “The ancient Egyptians traveled mainly by river boat. They believed that every 24 hours, the great Sun-god Amun-Re (or Re) made a voyage across the sky as though he were on the waters of the Nile. At night, he sailed through the underworld of the spirits and emerged from this dark place at sunrise each day.” (“The Sun God’s Daily Journey,” *Ancient Egypt*, Nature Company Discoveries Library, Time-Life Books, p. 15).

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

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