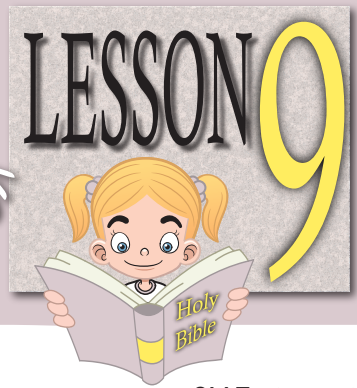


# Moses and Aaron

## Before Pharaoh: The Ten Plagues

Exodus 4:27-11:10



Old Testament 3  
Part 2: Moses

### 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:

Exodus 4:27-11:10; 12:29-32

#### MEMORY WORK:

YOUNGER CHILDREN: "For I am God, and there is no other" (Isaiah 45:22b).

OLDER CHILDREN: "And there is no other God besides Me, a just God and a Savior; there is none besides Me.... For I am God, and there is no other" (Isaiah 45:21b and 22b).

#### 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 Books of the Old Testament"](#)
- ["The Ten Plagues"](#)
- ["Slave Work in Egypt"](#)
- ["Moses Shows Miracles in Egypt"](#)
- ["Ten Plagues Song"](#)
- ["The Ten Plagues"](#)
- ["Moses Before Pharaoh"](#)

#### 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
- A Beka Flash-A-Card Series: Moses in Egypt (DISCLAIMER: use the cards, *not the lesson book*; remove card 5.2)
- Pictures of Moses at different ages (baby, in Egypt at age 40, at Mt. Sinai at age 80, before Pharaoh at age 80)
- Cut out large numbers (1-10) from poster board, cardboard, or foam. On each number, glue a picture of the appropriate plague.
- A large staff or rod, and plastic snakes



- **In a long, shallow plastic tub, create a sandbox scene to tell the story. At one end, use kids' blocks to build the columns of the palace. At the other end, add enough water to represent the Nile. (You may need to place clear plastic wrap in the box on the "Nile" side and then cover it with water so the water won't soak into the sand.) At the appropriate time, you can put a drop or two of red food coloring in the water to represent the water turning to blood. If you can find small plastic frogs and bags of insects to add to the scene, that would add even more to the story. (These bags of small animals and insects can often be found at dollar stores and the Oriental Trading Company.)**

### PERSONAL APPLICATION:

The miracles recorded in the Bible are there to prove that every word in the Bible is true and that the God I worship is an all-powerful God in Whom I can trust.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

Last week we talked about Moses seeing a burning bush. What was so special about that burning bush? (It was on fire, but didn't burn up; the angel of the Lord spoke to Moses from the bush.) What did God ask Moses to do? (Go to Egypt to lead the Israelites out of slavery.) Moses finally went to Egypt after making lots of excuses. Today we'll learn what happened to the Egyptians when Pharaoh didn't listen to Moses' message from God.

### INTRODUCTION: (OLDER CHILDREN)

Moses and his brother Aaron had a tough and scary job. Not only did they have to go before the powerful king of Egypt (Pharaoh) and tell him he had to let all his slaves go, but they also had to demonstrate to him the power of the one true God. Unfortunately for Pharaoh and his people, that meant that terrible things would happen to them.

### POINTS TO EMPHASIZE:

1. Moses did not want to go to Egypt, but he decided that he could and would do what God wanted him to do. So he went. God spoke to Moses' brother, Aaron, and told him to meet Moses. Aaron went all the way to Mount Sinai to meet Moses, whom he had not seen in 40 years. Moses told Aaron what the angel of the Lord had said from the burning bush, and together they made the long journey back to Egypt.
2. Prior to going before the great and powerful king of Egypt, Moses and Aaron went to all the leaders of the Hebrews/Israelites and told them that God had sent them to lead the people to freedom. To prove their message was from God, Moses and Aaron also showed the leaders the signs (miracles) God had given them. Moses threw his staff on the ground, and it became a snake, then picked it up by the tail to turn it back into a staff. Also, he put his hand in his cloak and took it out, and it became leprous. When he put it back in, his hand went back to normal. And finally, he could take water from the Nile River and pour it on the dry ground, and it would become blood before their eyes. The leaders of the people believed Moses and Aaron; they rejoiced that God had sent someone to help free them from slavery.

3. By this time, Moses was 80 years old and Aaron was 83. They went to **Pharaoh** and asked him to let the Hebrews go into the wilderness to offer special sacrifices to God. But Pharaoh worshipped many idols, and he did not believe there was one, all-powerful God whom he should obey. He thought he was more powerful than God. He was angry that Moses and Aaron wanted to take the people away from their building and making bricks. So, he made the Hebrews work harder than ever, not only making bricks, but also gathering their own straw for the bricks. Many of the slaves were treated even more harshly—beaten and accused of being lazy.



**NOTE:** This Pharaoh is **not** the same Pharaoh who tried to kill Moses as a child, and later as an adult after he killed the Egyptian.

4. Moses talked to the Lord and asked Him why things were getting worse and worse for His people, instead of getting better. God told him that things would get better when the time was right—and only He knew when that time would be. God was going to use some very powerful signs (miracles) to prove to the Egyptians, the Israelites, and the world that He was the only God to be worshipped. (Make sure to stress to students with each plague that **God** was the one who caused them to happen and Who took them away.)
5. The next time Moses and Aaron went before Pharaoh, Aaron threw his rod (or staff) down on the floor, and it turned into a snake. Pharaoh’s magicians turned their rods into snakes also, with magic tricks. But Aaron’s snake ate up the other snakes! And when he picked up the snake, it turned into his rod again. But still Pharaoh would not let the Hebrews go and would not believe in God.



**RECOMMENDED READING FOR TEACHERS:** See the article “[\*\*Egyptian Magicians, Snakes, and Rods\*\*](#)” on the Apologetics Press Web site for a discussion of the magicians’ apparent ability to mimic Moses’ miracle.

6. The next sign (the first plague) was the turning of all the water in Egypt into blood. The people could not drink the water, and all the fish in the **Nile River** died. But Pharaoh’s magicians used tricks to turn some water into blood (or what appeared to be blood), and again, Pharaoh refused to listen to Moses and Aaron. The waters of the Nile affected the entire water system of Egypt. So millions of people did not have clean water to cook or bathe with, or drink.

**HISTORICAL NOTE:** The Egyptians worshipped the Nile River because its yearly floods made possible the rich crops they could grow along its banks. The Nile River god was called Hapi (HAY-pee), and was depicted in their hieroglyphs as fat and jolly.


When Pharaoh’s daughter found baby Moses, she had gone to the Nile to bathe. That was, apparently, nothing out of the ordinary. But Pharaoh did not normally just “go to the Nile” to regularly bathe. Because he was worshipped as a god himself, Pharaoh’s traditional bath in the Nile was a sacred religious rite, a planned event related to his claim of divinity.



7. Seven days after turning the water to blood, Moses and Aaron went back to Pharaoh and asked him to let the Hebrew slaves go. When Pharaoh refused again, Aaron stretched out his hand over the waters of the Nile, and frogs came up from the water and completely covered the land. The Egyptians worshipped a goddess called Heket that they believed took the form of a frog. With this


plague, the creature they worshipped became a terrible, sickening problem for them. Things were so bad that Pharaoh agreed to let the Hebrews go and asked Moses and Aaron to get rid of the frogs. Note that Moses allowed Pharaoh to request a specific day for the frogs to be removed, helping to further prove that the plague was from God (Exodus 8:9-10). Pharaoh's magicians also copied this plague, but apparently on a much smaller scale, seeing as Pharaoh begged Moses and Aaron for relief, not the magicians.

8. Pharaoh changed his mind again. So God told Moses to throw dust into the air and it would become gnats, or lice, on all the people of Egypt. This plague would have been especially bothersome to the Egyptians, because they spent so much time keeping themselves clean. Many shaved their whole bodies every other day to keep anything impure away. (The Egyptian priests would have been ceremonially unclean and unable to serve their idols because they were covered in “uncleanness.”) The magicians told the king that this sign really was from God. They could not do anything to copy it, or to make a fake miracle.
9. The fourth plague—the first one listed that was said to only affect the Egyptians, and not the Israelites (Exodus 8:22-23)—consisted of God sending “swarms of insects” (or **flies**) that filled the houses of the Egyptians and covered the ground throughout the whole country. The Egyptians believed that one type of fly represented one of their gods.



**HISTORICAL NOTE:** Some scholars think that this insect (the “fly” or in some versions, just “insect”) may have been the Egyptian beetle that stood for daily rebirth of the Sun and the enduring human soul. So this plague would have turned their religious superstition into a terrible problem that made life miserable—more miserable than they could have ever imagined.

10. The fifth plague was a disease that came upon the livestock (donkeys, horses, cattle, sheep, and camels) of the Egyptians (Exodus 9:3). All of their livestock died, but none of the animals of the Hebrews died. The Egyptians worshipped some cattle. So this plague was a blow against not only part of their worship, but their livelihood. God, through Moses, promised a set time period for this plague (Exodus 9:5). Again, the Israelites were protected from the effects of the plague.
11. For the sixth plague, Moses and Aaron took handfuls of soot (ashes) from a furnace and threw them into the air. When the soot settled, it made the skin of the Egyptians break out in terrible **boils**. This plague would have affected the Egyptians' religious beliefs like the plague of lice; they would believe that they were suddenly “unclean.” In addition, the boils would have been terribly painful. They worshipped a lion-headed goddess whom they thought could create and stop diseases. Again, the Israelites were protected from the plague.



**BOILS:** Described as infection of hair follicles and the surrounding skin. Boils are reddish, hard places on the skin that swell, are full of pus, and are sore to the touch.

12. After all the Egyptians got boils all over their skin, God sent Moses again to tell Pharaoh to let His people go. He even told Moses to tell Pharaoh that God actually raised him up to be king so that the world would be able to see the power of God. Moses warned Pharaoh that the very next day, a hail storm would come and destroy the land, and that all Egypt should go inside and bring their livestock in as well. Sure enough, God told Moses to stretch his rod toward the heavens, and a very heavy hailstorm came over Egypt—so heavy that any animal or man that

was outside was killed by the hail and fire that came from the sky. Most of the crops and plants across the land were destroyed, but not in Goshen where the Israelites were. Any Egyptian that obeyed God and stayed under cover was safe, but any that disregarded Moses' message were killed by the hail. Pharaoh admitted that he had sinned—even calling himself and his people “wicked”—and begged Moses and Aaron to pray to God to stop the storm. So Moses said he would, and God stopped the hail, but Pharaoh changed his mind again and continued to say he would let the slaves go free.



**RECOMMENDED READING FOR TEACHERS:** See the article “[Who Hardened Pharaoh’s Heart?](#)” by Dave Miller and Kyle Butt on the Apologetics Press Web site for a response to the allegation that God is unjust because He hardened Pharaoh’s heart and then punished him with plagues for it.

13. For the eighth plague, Moses warned Pharaoh that the land would be plagued with locusts the following day. Pharaoh’s advisors begged Pharaoh to let the men go worship (Exodus 10:7), telling him, “Do you not yet know that Egypt is destroyed?” (Exodus 10:7). So Pharaoh called Moses and Aaron in again and asked who would be going to worship if he let them go. Moses said all of the Israelites—including the women, children, and even their animals. Pharaoh said that only the men could go and Moses and Aaron were driven out of the presence of Pharaoh.
14. So Moses held out his hands over the land and a great wind from the east blew across the land, bringing locusts that covered the entire country. The locusts ate every plant that had not been killed by the hail. The Egyptians had gods that were supposed to protect them and their crops from bad weather. But the plagues of locusts and hail showed that their idols gave them no protection at all. Pharaoh called Moses and Aaron to tell them that the Hebrews would be set free to go worship; he even said, “I have sinned against the Lord your God and against you” (Exodus 10:16). He begged them to pray to God Almighty so that the locusts would leave his country. Then God brought a strong west wind across Egypt to take every last locust out into the Red Sea.
15. But Pharaoh changed his mind again, and God sent the ninth plague: total darkness that lasted for three days. The darkness was so complete that it could even be felt (Exodus 10:21). But in Goshen, where the Hebrews lived, there was light. The Egyptians worshipped a Sun god called Re, whom they believed was king of all the gods and the “father of mankind.” They also believed that their pharaoh was the son of Re. So, when the Sun did not appear for three days, the Egyptians thought their god was dead and the world was coming to an end.
16. The tenth and most terrible plague of all was the death of the firstborn (human and animal) of every single family in Egypt. The firstborn in each family was a sign that that family and the nation of Egypt would live on. When their children died, they were afraid they would all die. And, since the son of Pharaoh also died, in their minds, their gods were completely humiliated. Pharaoh was supposed to be a god living in the body of a man. So the Egyptians believed his firstborn child would be a god as well. The Hebrews put blood all around their doors, as God commanded them, so that their firstborn children would not die. (NOTE: This will be discussed a more in detail in the following lesson on the Passover.)
17. Why did God send the ten plagues? Like all other miracles in the Bible (Mark 16:20), the plagues proved that the words spoken by God’s messengers (Moses and Aaron) were directly from God, and therefore, were the absolute truth. The plagues were signs to the idol-worshipping Egyptians that there is only one true, all-powerful God. The plagues were also God’s judgment/punishment on Egypt for its wickedness (Read Exodus 12:12.).
18. Moses and Aaron learned to trust God, even when they were afraid. They had great faith that He would do the things He had promised. We should trust God as they did.



**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:**

- “[Moses and Aaron Coloring Sheet](#)” (provided in activity sheets)
- Show the children pictures to represent the plagues, and index cards numbered 1-10. Spread out the pictures on the table, or put them on a magnetic board. Put the numbers with the pictures to show the order of the plagues. While the children have their eyes covered, remove two numbers. Then ask the children to tell you what numbers are missing and what plague those numbers match. Repeat until all ten numbers have been used at least once (example [plague pictures](#) and number cards provided in activity sheets)
- Show the children pictures of Moses at different ages (examples: baby in basket, leaving Egypt at age 40, at burning bush at age 80, before Pharaoh with Aaron at age 80), and ask the children to help you put them in chronological order. Talk with them about people they know at each age.
- Let the children role play the story.
- Have the children read *Moses and the King* by Kelly Pulley, Zonderkidz I Can Read! series

**1st–2nd Graders:**

- “[The Plagues Matching Game](#)”: Make a set of ten cards to play “memory” about the plagues. Put a picture of one plague on each of 10 cards, and put the numbers 1-10 on ten more cards. Mix all the cards up, turn them face down on the table, and then let the students turn over two cards at a time trying to match each plague card with its corresponding number (provided in activity sheets).
- Let the children role play the story.
- “[The Plagues](#)” word search (provided in activity sheets)

**3rd–4th Graders:**

- “[The Plagues](#)” word search (provided in activity sheets)
- “[The Plagues Matching Game](#)”: Make a set of ten cards to play “memory” about the plagues. Put a picture of one plague on each of 10 cards, and put the numbers 1-10 on ten more cards. Mix all the cards up, turn them face down on the table, and then let the students turn over two cards at a time trying to match each plague card with its corresponding number (provided in activity sheets).
- Advanced Bible Reader: Have the children read Exodus chapters 5-12, as well as chapters 1-4 if they have not done so this quarter. [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Exodus chapters 1-5 and 6-10 quizzes from AP’s [Advanced Bible Reader](#) (ABR) site. Have each of the children take the quiz if they have yet to do so. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Have the children read the following:
  - *Discovery Magazine* (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery Magazine*): [June, 2003](#) (see entire issue); “Egyptian Magicians, Snakes and Rods” ([November, 2006](#)); “What Is the Difference Between Miracles and Magic?” ([July, 2013](#))

- *The Ten Plagues* Arch book, Hartman
- *Moses and the Plagues*, Catherine Storr, Raintree Children’s Books
- *Let My People Go*, by Penny Frank, The Lion Story Bible (DISCLAIMER: p. 12—remove “did not like it now. They”)

## SONGS:

### “THE BOOKS OF THE OLD TESTAMENT”

Author: Jeff Miller  
(Tune: See “[Kids Prep](#)” CD)

### “THE TEN PLAGUES”

Author: Jeff Miller  
(Tune: See “[Kids Prep](#)” CD)

Water to blood, frogs, lice, flies;  
Death of livestock, boils, and hail;  
Locusts and darkness three days;  
Death of all Egypt’s firstborn.

### “SLAVE WORK IN EGYPT”

Author: Jewel Kendrick  
(Tune: “London Bridge”)  
(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

### “MOSES SHOWS MIRACLES IN EGYPT”

Author: Jewel Kendrick  
(Tune: “Pop! Goes the Weasel”—verse only)  
(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

### “TEN PLAGUES SONG” ([Click to Hear](#))

Author: Unknown\*  
(Tune: “Ten little Indians”)

God told Moses, “They will obey Me,” (3X)  
“I’ll send plagues on them.”

Turn the water into blood, (3X)  
Not a drop to drink.

Everywhere the frogs are hopping, (3X)  
Hippity, hippity, hop.

Let the lice crawl all over them, (3X)

Scratch, scratch, scratch, scratch, scratch.

Everywhere the flies are buzzing, (3X)  
Buzz, buzz, buzz, buzz, buzzzzzz.

All around the cattle are dying, (3X)  
Sheep, horses, cows, and camels.

Ouch! Ouch! Boils are all over them, (3X)  
Boils from head to toe.

Great big balls of hail are falling, (3X)  
Beat the crops down.

Locust, locust, eat up everything, (3X)  
Leave no food at all.

Darkness, darkness, all around is darkness, (3X)  
Not a ray of light.

Mommies and daddies all are crying, (3X)  
The firstborn child is dead.

The firstborn still alive in Goshen, (3X)  
Saved by the blood of the lamb.

### **“THE TEN PLAGUES”**

Author: Jewel Kendrick

(Tune: “The Farmer in the Dell”)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

### **“MOSES BEFORE PHARAOH”**

Author: Jewel Kendrick

(Tune: “Oh, Where Have You Been, Billy Boy?”)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

\*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.





# Moses and Aaron

## Before Pharaoh: The Ten Plagues

Exodus 4:27-11:10



Old Testament 3  
Part 2: Moses

### WEDNESDAY EVENING

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:

Exodus 4:27–11:10; 12:29-32

#### MEMORY WORK:

YOUNGER CHILDREN: “For I am God, and there is no other” (Isaiah 45:22b).

OLDER CHILDREN: “And there is no other God besides Me, a just God and a Savior; there is none besides Me... For I am God, and there is no other” (Isaiah 45:21b and 22b).

#### 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.

- [“The Books of the Old Testament”](#)
- [“The Ten Plagues”](#)
- [“Slave Work in Egypt”](#)
- [“Moses Shows Miracles in Egypt”](#)
- [“Ten Plagues Song”](#)
- [“The Ten Plagues”](#)
- [“Moses Before Pharaoh”](#)

#### 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
- A Beka Flash-A-Card Series: Moses in Egypt (DISCLAIMER: use the cards, *not the lesson book*; remove card 5.2)
- Pictures of Moses at different ages (baby, in Egypt at age 40, at Mt. Sinai at age 80, before Pharaoh at age 80)
- Cut out large numbers (1-10) from poster board, cardboard, or foam. On each



number, glue a picture of the appropriate plague.

- A large staff or rod, and plastic snakes
- In a long, shallow plastic tub, create a sandbox scene to tell the story. At one end, use kids' blocks to build the columns of the palace. At the other end, add enough water to represent the Nile. (You may need to place clear plastic wrap in the box on the "Nile" side and then cover it with water so the water won't soak into the sand.) At the appropriate time, you can put a drop or two of red food coloring in the water to represent the water turning to blood. If you can find small plastic frogs and bags of insects to add to the scene, that would add even more to the story. (These bags of small animals and insects can often be found at dollar stores and the Oriental Trading Company.)

### PERSONAL APPLICATION:

The miracles recorded in the Bible are there to prove that every word in the Bible is true and that the God I worship is an all-powerful God in Whom I can trust.

### 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 using Ten Plagues booklets, songs, etc. (see [O.T. 3 Review Questions](#) for example questions)
2. With older students, discuss what it means to have "free will," and what it meant for Pharaoh to have free will (Exodus 4:21; 7:3,13-14,22; 8:15,19,32; 9:7,12; 10:1,20,27; 11:10; 14:4, 8). The fact that Pharaoh could make his own choices is clearly demonstrated throughout Exodus 4–11. Each time God presented him with a challenge, Pharaoh had to make a choice (just as we do) when confronted with God's Word. Nothing God did forced Pharaoh to do anything (Jeremiah 17:9-10). See the article, "[Who Hardened Pharaoh's Heart?](#)" on the Apologetics Press Web site. Continue to work on the books of the Old Testament throughout this unit.

### 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.

