

# Ur: God Calls Abram— God's Promises to Abram

Genesis 12:1-9



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 11:10-32; 12:1-9; 13:16; 17:1-8; Hebrews 11:1-10; Acts 7:2-5; Proverbs 3:5-6; Romans 4:3

### MEMORY WORK:

“I will bless those who bless you, and I will curse him who curses you; and in you all the families of the Earth shall be blessed” (Genesis 12:3).

### 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.

- [“Genesis 12:3”](#)
- [“Read Your Bible and Pray Everyday”](#)

### 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
- Decorate room as a “travelogue” for Abram's Journey of Faith. Include Ur, Haran, Shechem, Ai, Bethel, Mt. Moriah, the Jordan River, Sodom and Gomorrah, Egypt, etc. Tell this and each of the following stories from Abram's life as you move the children from place to place. Have cutouts of each of Abram's family and move them from place to place (Leave “Haran” at Ur and “Terah” at the city of Haran). Place cutouts of an altar at Shechem and between Ai and Bethel.).



- **“[Map of Abram’s Journeys](#)” (provided in the map section of the curriculum site)**
- **A Beka Flash-A-Card Series: Abraham and Isaac (DISCLAIMER: use the cards, *not the lesson book*)**
- **Abraham images from [freebibleimages.com](http://freebibleimages.com) (DISCLAIMER: some representations may be biblically inaccurate)**

## PERSONAL APPLICATION:

I may not always understand what God in His Word asks me to do, but if I study the Bible and try my hardest to obey, He has promised to bless me, just as He did Abram.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

Have you ever been on a trip? (Discuss) What did you pack? We are going to study about a man that moved to a new home just because God told him to! His name was Abram. (Later his name was changed to Abraham.) How does God talk to us? We can’t hear His voice like Abram, but we can study and obey the Bible just like Abram obeyed God.

### INTRODUCTION: (OLDER CHILDREN)

What is faith? How do we show we have faith in God? (We obey His commands.) We talk a lot about faith and obedience. Sometimes it’s hard to understand these words. To have faith in someone means to trust him. The best way to understand faith and obedience is to see them in action. This lesson teaches us about the meaning of these words by showing the actions of Abram who would later become Abraham. He is known as the “Father of the Faithful” because of his great faith in God.

### POINTS TO EMPHASIZE:

1. For younger children: The teacher should focus on God telling Abram to move to the land of Canaan. He and Sarai moved and obeyed God. Focus on the three promises made. It would be good to have an object to represent each promise (baby or child figurine, picture of land of Canaan, and picture of Jesus). Focus on how we can obey God like Abram.
2. Eight generations after the Flood (about 300 years), there was a man named Terah who lived in the land called “Chaldea” (later known as Babylon), between the Tigris and Euphrates Rivers. Terah had three sons: Abram, Nahor, and Haran (Haran died in Ur. Nahor married his niece, Milcah, had eight children, and remained in Mesopotamia).
3. From Stephen’s comments in Acts 7, and Moses’ account of these events in Genesis 11 and 12, we learn that God spoke to Abram while he was in Ur of the Chaldees and told him to leave his family and his country behind and to go to an unknown land—a land that God Himself would show Abram. Abram took his father Terah and his nephew Lot with him. They went as far as Haran, into another idol-worshipping civilization. Abram would have been considered a very unusual man to worship the one true God in that place, at that time.



**RECOMMENDED READING FOR TEACHERS:** See the articles “[How Old was Terah when Abraham was Born?](#)” and “[Terah Begot Abraham—When?](#)” by Eric Lyons on the Apologetics Press Web site for responses to alleged Bible contradictions regarding the birth of Abraham.

4. After some time, Terah died and Abram left Haran, continuing on his journey. He was 75 years old when he, his wife Sarai, his nephew Lot, and their servants left Haran. Abram and his family left a very civilized area of the world to move from place to place for almost 25 years (Discuss what it must have been like to leave a house to live in a tent, and to leave the conveniences of a “modern” city for deserted areas, etc.).
5. God made Abram three very special promises, which would be repeated by God to Abram at least three times, then later to his son Isaac and his grandson, Jacob. The three promises were:
  - A. God would give him many descendants (children, grandchildren, etc.).
  - B. God would give him a special land for his descendants (Canaan).
  - C. God would bless everyone in the world through one of Abram’s descendants: One who would be the Savior of the world.



**RECOMMENDED READING FOR TEACHERS:** See the article “[The Predicted Messiah](#)” by Kyle Butt on the Apologetics Press Web site for further study on O.T. predictions about the Messiah (i.e., Jesus).

6. Abram believed God’s promises and responded in faith, doing just as God asked him to do, even though it would be many, many years before the promises were fulfilled.
7. They journeyed southward to Shechem, then to a place between Bethel and Ai. At each place, Abram built an altar to worship the Lord.
8. There are some commands God has given us in the New Testament that we may not understand, but it is very important to obey, no matter what we think or feel. We must trust God. What is trust? Trust is having faith and confidence in someone else and what he says. Trust gives us a feeling of safety and security, without fear. If we believe and trust God, we will choose to obey (Example: baby birds or ducks following their mother).

**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:**

- “[The Story of Abram Coloring Sheet](#)” (provided in activity sheets)
- To illustrate trust, teacher leads blindfolded (or have them close their eyes) children around the room.
- Have adults come and act out the story (especially Genesis 11 and 15:1-21). Or let children act out story.
- Bring a suitcase and clothes or items you would take on a trip and let children pack the suitcase.

The teacher could ask simple review questions and each time a child answers correctly, he or she could put something in.

- Cut a [suitcase](#) out of construction paper and cut items out of magazines that you would take if you were moving like Abram. Have children pick items to put in their suitcase or glue on it. The four and five year olds could cut their own out of magazines. (suitcase provided in activity sheets)
- Laminate a donkey body cutout or glue it to a piece of cardboard, and let children color and attach clothespins to the donkey as legs so it will stand. Attach a paper to the donkey that says, “I am the donkey Abram rode the day when he listened to God and obeyed.” (Donkey cutouts provided in activity sheets: [Color](#), [Black and White](#))

### 1st-2nd Graders:

- To illustrate trust, teacher leads blindfolded children around the room.
- Have students act out the story, especially Genesis 11 and 15:1-21 (or ask adults to come do it).
- Have students lean back and fall into another’s arms (or something similar) to illustrate trust.
- “[Map of Abram’s Journeys](#)”: Let students put praying hands stickers on the map to indicate places Abram built altars. (map provided in map section of curriculum Web site)
- “[The Story of Abram Crossword Puzzle](#)” (provided in activity sheets)
- [Books of the Bible Bingo](#). Can give students a blank bingo board [5 squares across and 5 squares down for a total of 25 squares] and have them choose which books of the Bible they put in their blanks—this way everyone’s board is different. Then have each book of the Bible written on a slip of paper, put the slips in a container, and draw them one at a time for the bingo game (Can reduce number of choices by only using first half of OT or NT books only, etc.). (Bingo card provided in activity sheets)

### 3rd-4th Graders:

- Have the students read Genesis chapter 12 (and chapter 11, if they did not do so last week). [This could be assigned Sunday, to be completed by Wednesday.]
- Have the children read “Abraham Leaves a City to Go Camping” from *Discovery* magazine ([April, 2017](#)) [NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine]
- Have the children read pp. 32-35 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...”).
- Have the children read any of the following books:
  - *The Story of Abraham*, by Maxine Nodel, Great Bible Stories, Baronet Books
  - *Abraham: Friend of God*, by Penny Frank, The Lion Story Bible, Lion Publishing
- Have students act out the story, especially Genesis 11 and 15:1-21 (or ask adults to come do it).
- Have students lean back and fall into another’s arms (or something similar) to illustrate trust.
- “[Map of Abram’s Journeys](#)”: Make multiple-choice questions over Abram’s journey. (map provided in map section of curriculum Web site)
- Make flashcards with the following words: Terah, Abram, Nahor, Haran, Lot, Sarai, Ur, promises. Have students draw a card from a box/sack and tell what it had to do with the story.

- [“The Story of Abram Crossword Puzzle”](#) (provided in activity sheets)
- [Books of the Bible Bingo](#). Give students a blank bingo board (5 squares across and 5 squares down for a total of 25 squares) and have them choose which books of the Bible they put in their blanks—this way everyone’s board is different. Then have each book of the Bible written on a slip of paper, put the slips in a container, and draw them one at a time for the bingo game. (Can reduce number of choices, by only using first half of OT, NT books only, etc.). (Bingo card provided in activity sheets)

## SONGS:

### “GENESIS 12:3”

Author: Jeff Miller

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

### “READ YOUR BIBLE AND PRAY EVERYDAY” ([Click to Hear](#))

Author: Unknown\*

If you read your Bible and pray everyday, you’ll grow, grow, grow. (REPEAT)

Grow, grow, grow, grow,  
Grow, grow, grow.

If you read your Bible and pray everyday, you’ll grow, grow, grow.  
(Make hand movements as if reading, praying, and like a child growing.)

If you neglect your Bible and forget to pray, you’ll shrink, shrink, shrink.  
(Make hand movements as if closing Bible, head gesture saying “No,” and like a child shrinking.)  
(REPEAT)

Shrink, shrink, shrink, shrink,  
Shrink, shrink, shrink.

If you neglect your Bible and forget to pray, you’ll shrink, shrink, shrink.  
(Make hand movements as if closing Bible, head gesture saying “No,” and like a child shrinking.)

So read your Bible and pray everyday, and you’ll grow, grow, grow.  
(Make hand movements as if reading, praying, and like a child growing.) (REPEAT)

Grow, grow, grow, grow,  
Grow, grow, grow.

So read your Bible and pray everyday, and you’ll grow, grow, grow.  
(Make hand movements as if reading, praying, and like a child growing.)

\*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.







# Ur: God Calls Abram— God's Promises to Abram

Genesis 12:1-9



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 11:10-32; 12:1-9; 13:16; 17:1-8; Hebrews 11:1-10; Acts 7:2-5; Proverbs 3:5-6; Romans 4:3

### MEMORY WORK:

“I will bless those who bless you, and I will curse him who curses you; and in you all the families of the Earth shall be blessed” (Genesis 12:3).

### 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.

- [“Genesis 12:3”](#)
- [“Read Your Bible and Pray Everyday”](#)

### 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
- Decorate room as a “travelogue” for Abram's Journey of Faith. Include Ur, Haran, Shechem, Ai, Bethel, Mt. Moriah, the Jordan River, Sodom and Gomorrah, Egypt, etc. Tell this and each of the following stories from Abram's life as you move the children from place to place. Have cutouts of each of Abram's family and move them from place to place (Leave “Haran” at Ur and “Terah” at the city of Haran). Place cutouts of an altar at Shechem and between Ai and Bethel.).



- **“[Map of Abram’s Journeys](#)” (provided in the map section of the curriculum site)**
- **A Beka Flash-A-Card Series: Abraham and Isaac (DISCLAIMER: use the cards, *not the lesson book*)**
- **Abraham images from [freebibleimages.com](http://freebibleimages.com) (DISCLAIMER: some representations may be biblically inaccurate)**

### PERSONAL APPLICATION:

I may not always understand what God in His Word asks me to do, but if I study the Bible and try my hardest to obey, He has promised to bless me, just as He did Abram.

### INTRODUCTION/POINTS TO EMPHASIZE:

- [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)

### 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

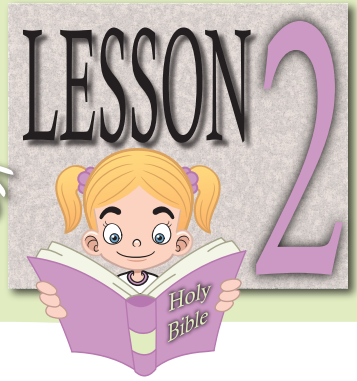
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# Jordan River Valley: Abram Is Unselfish Toward Lot

## 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.]
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- “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.

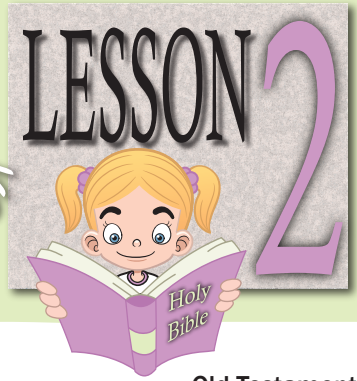
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# Jordan River Valley:

## 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.]
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- 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

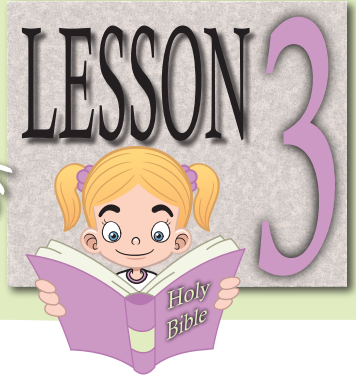
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# Sodom and Gomorrah: Lot is in Bad Company

## Genesis 18-19



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 13:11-13; 18:16-19:29; 2 Peter 2:6-8; Jude 7; 2 Peter 3:17

### MEMORY WORK:

YOUNGER CHILDREN: "Evil company corrupts good habits" (1 Corinthians 15:33).

OLDER CHILDREN: "Do not be deceived: 'Evil company corrupts good habits'" (1 Corinthians 15:33).

### 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)
- Use a magazine picture (or use one from clipart) of a lush, green landscape to describe the area around the southern and western sides of the Dead Sea. Draw a ball of fire to put over the cities at the appropriate time in the lesson. Cut a piece of brown paper the same size as the lush landscape; lightly brush it with white glue and sprinkle salt over the glue. Use the brown paper to show the complete





**destruction of the cities.**

- ***Does God Love Michael's Two Daddies?*** by Sheila Butt, Apologetics Press
- **Sodom and Gomorrah images from [freebibleimages.com](http://freebibleimages.com) (DISCLAIMER: some representations may be biblically inaccurate)**

## LESSON STARTS HERE

### TEACHING ALERTS:



- Note that angels when on Earth are consistently portrayed as having the appearance of a human male (i.e., without wings; e.g., Genesis 18-19; Hebrews 13:2; Judges 13), though sometimes glowing/shining (e.g., Luke 24:4; Daniel 3:25).

### PERSONAL APPLICATION:

People influence me for good or bad, so I need to make good choices about the friends and people I am around. I also need to remember that selfishness often leads to bigger problems.

### INTRODUCTION: (YOUNGER CHILDREN)

Last week, we studied about how Abram shared. Who did he share with? (Lot) What did he share? (Land that God promised him) He let Lot pick first and the best land. What can we share with our friends? When can we let others “go first”? Today, we are going to talk about Lot and about how he moved to a bad city.

### INTRODUCTION: (OLDER CHILDREN)

How do you choose your friends? Do you feel that the people who you spend time with have any influence on you? (Discuss) Our story today shows us how the choices we make about who our friends are and who we hang around with affects us. It is important for us to make decisions that will keep us around good people who are trying to obey God, too.

### POINTS TO EMPHASIZE:

1. For younger children: Focus on main points about Lot moving to a wicked city and about how God destroyed the city with fire. Discuss the importance of picking good friends to be around and the importance of putting good things in our mind (Not watching bad TV shows, etc.). We should think about good things and pick friends who also try to think about good things and do what's right.
2. When Abram gave Lot his choice of land, Lot moved toward the city of Sodom, which was most likely located on the southwestern coast of the Dead Sea. Genesis 13:10 says that this area was “like the garden of God” at this time. As time went by, Lot moved closer and closer to Sodom until he actually lived inside the city, which was already known for its great wickedness.



**NOTE:** In Genesis 17, God appeared to Abram again, renewed His covenant, and instructed Abram to circumcise the males in his household, and his descendants. This, too, was part of the covenant. At that time, God changed Abram's name to Abraham, and Sarai's name to Sarah.

3. The Lord (in the form of a man) and two angels appeared to Abraham and told him that Sodom and Gomorrah would be destroyed, because there were so many wicked people there. Remember that God destroyed the whole world by flood in Noah’s day because the people had become so wicked. God promised not to destroy the whole world again by flood, but He would punish different groups of people at different times because of their wickedness.
4. Since Lot and his family were in Sodom, Abraham asked God if He would spare the cities if there were even a few righteous people there. Abraham asked God if He would not destroy the cities if there were 50 good people there. Knowing how wicked the cities were, Abraham asked six more times to spare the cities for the sake of the righteous. He pleaded with God for 45 people, then 40, then 30, 25, 20, and finally only 10 people. God agreed to leave the cities alone if there were only 10 righteous people in the cities. (We don’t know how many people lived in the cities. But if they were the size of even a small U.S. city [give the name of a familiar city in your area] and there were not even 10 good people, imagine what a horrible place this would have been to live in!)



**RECOMMENDED READING FOR TEACHERS:** See the article “[\*\*“Righteous Lot?”\*\*](#)” by Eric Lyons on the Apologetics Press Web site for a response to a charge against the Bible regarding 2 Peter 2:7-8 and its depiction of Lot as “righteous.”

5. The two angels left Abraham and went on to Sodom. They arrived there in the evening. Lot was sitting at the city gate and saw them coming, not knowing they were angels (Lot sitting at the city gate meant he was a man of prominence.). He invited them to his home and prepared food for them. The two strangers said they would just spend the night in the city square, essentially sleeping on the street. But Lot knew that something terrible could happen to them if they stayed on the street, and he insisted that they spend the night in his house.
6. When the people of Sodom found out that two strangers had come to Lot’s house, they came from every part of the town to Lot’s house and tried to get the two strangers to come outside. Lot knew the huge mob would hurt his guests and treat them very badly. When Lot wouldn’t send his guests out to the mob, they tried to break down the door of the house. [Use discretion when discussing the sin of homosexuality with the class.]
7. The angels then struck blind all the people in the huge crowd, and the mob left Lot alone.
8. The angels told Lot that they were from the Lord and that the cities were about to be destroyed by Him. They told Lot to get every member of his family ready to leave town quickly.
9. Lot told his two sons-in-law that they had to leave quickly, but they thought Lot was joking and refused to leave town.
10. Early the next morning, the angels told Lot it was time to leave. When he hesitated, they took Lot, his wife, and his two daughters by the hand and led them out of the city, telling them not to look back.
11. Lot and his daughters hurried toward the city of Zoar, a few miles away. When they were at a safe distance, God sent fire and **brimstone** from the heavens and completely destroyed the cities. Lot’s wife did not listen to the warning of the angels and turned around to look at the city that had been her home for so long. Instantly, she turned into a pillar (large block) of salt.



**NOTE:** **Brimstone**, in the Old Testament, is translated from a Hebrew word which means bitumen or pitch, which is very flammable. “**Sulphur**” is often given as the meaning of brimstone. Whatever the meaning, the destruction of “the cities of the plain” was so complete that the area was uninhabitable for 2,500 years.



**NOTE:** The angels told Lot to go to the mountains, but he was given permission to go east to Zoar. After the destruction of Sodom and Gomorrah, Lot decided to go to the mountains and live in a cave (Genesis 19:30). For more information on the location of Sodom, Gomorrah, and the other “cities of the plain, see: [https://www.youtube.com/watch?v=Fz\\_EB5Igw1U](https://www.youtube.com/watch?v=Fz_EB5Igw1U).

12. From his tent, miles away in Hebron, Abraham looked toward the cities of Sodom and Gomorrah the next morning and could see great clouds of smoke from the destruction.
13. Lot had not intended for his family to be influenced in bad ways by choosing to live in Sodom. But his two daughters married very wicked men who had no respect for their father-in-law, and his wife became so attached to that wicked place that she willfully disobeyed God. (It is highly possible that Lot met and married his wife after he moved to Sodom. She was very likely leaving family and friends behind.)

**HISTORICAL NOTE:** Historical research suggests that there was no civilization of any kind on the plains around the Dead Sea from the Early Bronze Age (2,500 to 1,800 B.C., which covered the time of Abraham) until Byzantine times, 600 years after Christ. “The region was so destroyed, as the Bible says, that it took 2,500 years of climatic influence to bring it again to a condition fit for habitation.”

“The only correct description of the natural conditions of life on the plain ever given is that found in Genesis, ‘like the garden of the Lord’ ‘before the Lord destroyed Sodom and Gomorrah’ (Genesis 13:10). The climate is an ideal winter climate. With proper irrigation ten thousand acres could be turned into a tropical garden in which five crops a year could be raised, and this region would then be again a veritable ‘garden of the Lord.’” Geologists have uncovered evidence of the great catastrophe recorded in the Bible. “This is a burned-out region of oil and asphalt. It is 150 feet thick and exposed for six miles; how much may be under the ground no one knows. This stratum of salt is overlaid with a stratum of marl through which is mingled free sulphur in a very pure state.... The great smoke, like the smoke of a furnace, which Abraham saw from far-off Hebron, is explained when we remember the asphalt that is found in this region. What makes a greater smoke than boiling asphalt! Thus the remains in this region show that the catastrophe did take place exactly as narrated in Genesis” (*Living Bible Encyclopedia*, vol. 15).

**RECOMMENDED READING FOR TEACHERS:** See the book [\*Homosexuality: Scripture, Society, Science, & Psychology\*](#) by Jeff and Dave Miller, the media options on homosexuality (e.g., a [short](#) video and long [audio](#)), and the article “[The Unity of the Bible](#)” by Kyle Butt on the Apologetics Press Web site for relevant articles relating to the Sodom and Gomorrah narrative.



**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:**

- NOTE: See Wednesday’s Activities
- [“Lot is in Hot Water Coloring Sheet”](#) (provided in activity sheets)
- Draw a rough outline of an ancient city’s skyline. Draw a woman’s silhouette looking back at the city. Write the memory verse on the paper. For four and five year olds, write the verse in dotted lines so that the children can trace around each letter and “write” the verse on their own. Make enough copies for all the children in your class. For four and five year olds, die cut figures of a woman could be made; the children could glue onto their papers. Let the children brush a thin layer of white glue onto the silhouette, then sprinkle salt on it. They can also color flames over the cities.
- Have teachers (or students, as is age appropriate) act out a situation where one person is selfish and chooses a “better” toy or other appealing item. To show the proper behavior, one person demonstrates unselfishness, allowing the other to choose first.
- Cut out squares of various sizes from brown construction paper to serve as houses. Ask the children to draw windows and doors on the squares and then glue them onto a piece of white poster board or butcher paper to make a city. As the teacher introduces the lesson (or reviews the lesson), the children can color the background of the “city” orange and red to show that God destroyed Sodom and Gomorrah with fire from heaven.

**1st-2nd Graders:**

- NOTE: See Wednesday’s Activities
- Have teachers (or students, as is age appropriate) act out a situation where one person is selfish and chooses a “better” toy or other appealing item. To show the proper behavior, one person demonstrates unselfishness, allowing the other to choose first.
- [“Code Activity”](#) (provided in activity sheets)
- [“Lot is in Hot Water Word Search”](#) (provided in activity sheets)

**3rd-4th Graders:**

- Have the children read Genesis chapters 18-20.
- Print off copies of the following issue(s)/articles of *Discovery Magazine* from the Apologetics Press Web site, and have the students read the issues and do the activities in the activity section (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine): [September, 2006](#); “Entertaining Angels” ([April, 2017](#))
- [“What God Says about Homosexuality”](#) AP kids tract
- [“Code Activity”](#) (provided in activity sheets)
- [“Lot is in Hot Water Activity”](#) (provided in activity sheets)
- [“TV Violence and You”](#) article and crossword puzzle (provided in activity sheets)
- [“Lot is in Hot Water Activity”](#) (provided in activity sheets)—You can put the activities on a Power Point slide or transparency and project them onto the board to do as a whole class activity.
- Have the children read pp. 38-41 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:

### “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 where you go. (REPEAT)  
For the Father up above,  
Is looking down in love.  
So, be careful little feet where you go.

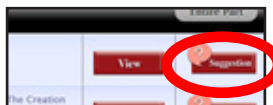
Oh, be careful little ears what you hear. (REPEAT)  
For the Father up above,  
Is looking down in love.  
So, be careful little ears what you hear.

Oh, be careful little mouth what you say. (REPEAT)  
For the Father up above,  
Is looking down in love.  
So, be careful little mouth what you say.

Oh, be careful little hands what you do. (REPEAT)  
For the Father up above,  
Is looking down in love.  
So, be careful little hands what you do.

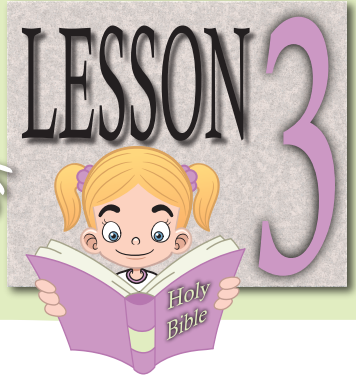
\*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

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



# Sodom and Gomorrah: Lot is in Bad Company

## Genesis 18-19



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 13:11-13; 18:16-19:29; 2 Peter 2:6-8; Jude 7; 2 Peter 3:17

### MEMORY WORK:

YOUNGER CHILDREN: "Evil company corrupts good habits" (1 Corinthians 15:33).

OLDER CHILDREN: "Do not be deceived, 'Evil company corrupts good habits'" (1 Corinthians 15:33).

### 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:

- **See Sunday morning lesson**

### PERSONAL APPLICATION:

People influence me for good or bad, so I need to make good choices about the friends and people I am around. I also need to remember that selfishness often leads to bigger problems.

### 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. With the appropriate discretion, discuss the fact that God set up marriage in Genesis 2 to be between one man and one woman—not two women and one man; not one woman and another woman; not one man with another man; and not a man and a plant or animal. Discuss the fact that many people today, just like in the days of Sodom and Gomorrah, have ignored God’s plan for the home regarding marriage. But if we neglect God’s will, we will not have the kind of homes that will make us happy. “Happy is he who keeps [God’s] law” (Proverbs 29:18).
2. As is age appropriate, and if the parents of your students give their approval, read Apologetics Press’ [\*Does God Love Michael’s Two Daddies?\*](#) to the students.

## 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
- On Sunday morning, take a picture of the class. Bring copies of the photo (one for each child) to class Wednesday night (Be sure to make extra copies for anyone who was not in Bible class on Sunday morning.). Help the children decorate a frame for their pictures. On the frame write, “Good friends help me do what’s right!” (Foam frames, purchased from a craft store, can be decorated with foam cutouts. Magnetic tape can be added to the back. Frames can also be made with craft sticks and decorated with stickers.)

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





# Mamre: Promise of a Son—A Son is Born

## Genesis 15:1-4



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 15:1-4; 17:1-22; 18:1-8,15-19; 21:1-8; Hebrews 6:13-15; 11:11-12; Romans 4:18-21

### MEMORY WORK:

“Is anything too hard for the Lord?” (Genesis 18:14).

### 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.

- [“Genesis 12:3”](#)
- [“My God is So Big”](#)
- [“Every Promise in The Book”](#)

### 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 tree, tent, figures of Abraham, Sarah, and the three visitors at Mamre.
- Have adults or teenagers come in and act out the story dressed up like Abraham and Sarah
- [“God Keeps His Promises Visual”](#) (provided in activity sheets)



## PERSONAL APPLICATION:

I can believe that God keeps His promises, because nothing is too hard for God.

## LESSON STARTS HERE

### TEACHING ALERTS:



- Note that angels when on Earth are consistently portrayed as having the appearance of a human male (i.e., without wings; e.g., Genesis 18-19; Hebrews 13:2; Judges 13), though sometimes glowing/shining (e.g., Luke 24:4; Daniel 3:25).

## INTRODUCTION: (YOUNGER CHILDREN)

Who have we been studying about? (Abraham and Sarah) Does anyone remember the three promises that God made to Abraham? God always does what He says He will do. We can always believe God! Today, we are going to talk about when God kept one of His promises to Abraham.

## INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

Review the three promises God made to Abram.

Is it important for us to do what we say we will do (Matthew 5:37)? What happens when we don't keep our word? (We lie and cause others to not trust us.) What would happen if God didn't do what He said He would? We never have to worry about that, because God always keeps His word (Titus 1:2). Today, we're going to learn about how Abraham and Sarah had a baby just like God said they would.

## POINTS TO EMPHASIZE:

1. Review the meaning of "promise." Discuss promises that children may have made in the past. Discuss the reason why it is not a good idea for humans to make promises (Matthew 5:33-37; James 4:13-16). Only God can make a promise and know that He will be able to keep it, since He knows everything, including what tomorrow will bring. Review the promises that God made to Abraham.
2. When Abraham was 75 years old, the Lord spoke to him and promised him a son. When he was 99 years old, the Lord and two angels (in the form of people looked like men) came to visit Abraham. Abraham likely did not know at first that they were angels. He welcomed them into his tent as guests. He prepared a meal for them, washed their feet, and offered them a place to rest (These two angels brought bad news as well: Sodom and Gomorrah would be destroyed.).



**HISTORICAL NOTE:** When a man greeted a traveler, he wouldn't shake hands. The visitor was greeted with a kiss. The host would place his right hand on the guest's left shoulder while he bowed his head over the right shoulder of the traveler. Then with his left hand placed on the visitor's right shoulder, and his head bowed over the traveler's left shoulder, he would speak his greeting (after touching his head and mouth):

The host would say, "Salaam, ala kaam" ("Peace be with you.").

The visitor would reply, "Wa alahaam essalaam" ("And peace be to you.").

Then the visitor would go inside the tent or house, leaving his shoes at the entrance. It was customary to wash a visitor's feet—often with perfumed water—because the roads were so dusty and dirty. In addition, bacteria on the roads and city streets would often get into blisters that formed on long journeys and lead to infections.

3. While the three strangers were eating, they told Abraham that in the following year Sarah would have a baby boy. Sarah was listening from inside the tent, and when she heard this news, she laughed to herself. The Lord knew she had laughed, and He knew what she was thinking. Sarah thought it would be impossible for her to have a child, because she was very old. But the Lord said to Abraham, "Why did Sarah laugh? Is anything too hard for the Lord?"



**RECOMMENDED READING FOR TEACHERS:** See the article "[Are We to Believe That a King Was Attracted to Sarah When She Was 90?](#)" on the Apologetics Press Web site for an article concerning the incident recorded in Genesis 20 concerning Abraham, Sarah, and Abimelech.

4. Sarah lied and denied that she laughed, but the Lord knew. He promised her that at that same time the following year she would have a son. He said they should name the baby, "Isaac," which means "laughter."
5. Just as the Lord promised Sarah and Abraham, the next year a baby boy was born to them. Abraham was 100 years old; he had waited 25 years for God's promise of a son to be fulfilled. They were so happy; God had given them the son they had wanted so desperately.
6. They learned that God always keeps His promises, because nothing is too hard for God.



**NOTE:** Sometimes God waits a long time before fulfilling His promises, but we can be certain that He will always do what He says He will do. Read 2 Peter 3:3-14.

7. God's promises to us: Jesus will return (judgment); heaven for those who obey Him (Revelation 2:10b; 1 John 2:25; 1 Kings 8:56; Hebrews 6:17-18; 2 Peter 3:9; 1 Peter 5:7; 2 Thessalonians 1:6-9); happiness to those who obey Him (Proverbs 29:18).
8. It is just as important for **me to keep my word**. When I give my word, I am committing myself to keeping it! A Christian's word is very important, because it reflects on the Church and God. We should be very careful about giving our word, since we cannot control the future, and we would not want to be found a liar and untrustworthy.

**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:**

- [“A Son is Born Coloring Sheet”](#) (provided in activity sheets)
- Provide a baby doll, blanket, etc. so that children can act out the story, taking turns being Abraham and Sarah with their baby son.
- Spread a tablecloth on the floor and as the children come into class, have them sit down on the tablecloth with you. Have small loaves of bread, tortillas, or dinner rolls, as well as cheese, olives, milk, and water. Tell the children that in today’s lesson, Abraham and Sarah treat some visitors very kindly, even preparing a meal for them.

**1st-2nd Graders:**

- [“Morse Code Activity”](#) worksheet (provided in activity sheets)
- On index cards write clues about the people and places in this and previous lessons (examples: Abraham, Sarah, angels, God, Egypt, etc.). Use the cards to play “Who’s Who,” Tic-Tac-Toe, or Jeopardy (with designated categories) ([Instructions](#) and [Board](#) provided in activity section of the site)
- [“A Son is Born”](#) crossword puzzle (provided in activity sheets)
- Memory Verse Review: Write scrambled verses on the chalkboard, one at a time, giving the children time to unscramble the letters and/or words for the memory verses of this and previous lessons (or have fill-in-the-blank verses). Then write the Scripture references on the board, and ask the children to match the unscrambled verses with the correct references. Examples:

srutt ni eht rold thiw lal oury eahrt nad eanl nto on ouyr won nuredantsdngi

Let each of you \_\_\_\_\_ not only for his \_\_\_\_\_, but also for the \_\_\_\_\_ of \_\_\_\_\_.

- Make a page of multiple-choice questions about the lesson.

**3rd-4th Graders:**

- Advanced Bible Reader: Have the kids read Genesis chapters 15-17 (and chapters 11-14 and 18-20 if they did not read those chapters this quarter). [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Genesis 11-15 and 16-20 quizzes from AP’s [Advanced Bible Reader](#) (ABR) site. Have each of the children take the quiz. 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 “Abraham, Sarah, and Two Confusing Questions” from *Discovery* magazine ([April, 2017](#)) [NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine]
- [“Morse Code Activity”](#) worksheet (provided in activity sheets)

- On index cards write clues about the people and places in this and previous lessons (examples: Abraham, Sarah, angels, God, Egypt, etc.). Use the cards to play “Who’s Who,” Tic-Tac-Toe, or Jeopardy (with designated categories) ([Instructions](#) and [Board](#) provided in activity section of the site)
- “[A Son is Born](#)” crossword puzzle (provided in activity sheets)
- Memory Verse Review: Write scrambled verses on the chalkboard, one at a time, giving the children time to unscramble the letters and/or words for the memory verses of this and previous lessons (or have fill-in-the-blank verses). Then write the Scripture references on the board, and ask the children to match the unscrambled verses with the correct references. Examples:

srutt ni eht rold thiw lal oury eahrt nad eanl nto on ouyr won nuredantsdngi

Let each of you \_\_\_\_\_ not only for his \_\_\_\_\_, but also for the \_\_\_\_\_ of \_\_\_\_\_.

- Make a page of multiple-choice questions about the lesson.
- Have the children read *Abraham, Sarah, & Isaac*, by Joanne Bader, Arch Books (DISCLAIMER: Skip the note to parents).
- Have the children read pp. 36-37,42-43 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:

### “GENESIS 12:3”

Author: Jeff Miller

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

### “MY GOD IS SO BIG!”

Author: Unknown\*

[See Internet for words and tune]

### “EVERY PROMISE IN THE BOOK”

[See Internet for words and tune]

\*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.





# Mamre: Promise of a Son—A Son is Born

## Genesis 15:1-4



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 15:1-4; 17:1-22; 18:1-8,15-19; 21:1-8; Hebrews 6:13-15; 11:11-12; Romans 4:18-21

### MEMORY WORK:

“Is anything too hard for the Lord?” (Genesis 18:14).

### 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.

- [“Genesis 12:3”](#)
- [“My God is So Big”](#)
- [“Every Promise in The Book”](#)

### 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 tree, tent, figures of Abraham, Sarah, and the three visitors at Mamre.
- Have adults or teenagers come in and act out the story dressed up like Abraham and Sarah





- [“God Keeps His Promises Visual”](#) (provided in activity sheets)

## PERSONAL APPLICATION:

I can believe that God keeps His promises, because nothing is too hard for God.

## 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)

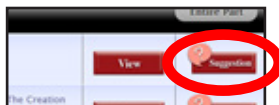
## POINTS TO EMPHASIZE:

1. With older students, briefly review Sunday’s lesson about the birth of Isaac (see OT2 Review Questions for example questions). Then discuss the account of the birth of Ishmael from Genesis 16.
2. Sarah blamed God for her childlessness and decided that she would “help” God to fulfill His promises to her husband (that he would have many descendants; that he would have a son; that all people would be blessed through one of his descendants). Sarah had an Egyptian servant girl named Hagar. [She may have been one of the “gifts” of Pharaoh when he forced Abraham to leave Egypt (Genesis 12:15-16).]
3. When Abraham was about 85 years old, he allowed his wife Sarah to persuade him to do something wrong. Sarah did not fully trust God’s promise to Abraham and convinced him that the only way he would have a son would be to treat Hagar as his wife. He was about 86 when Ishmael was born. (Ishmael’s name means, “God hears”).
4. When Isaac, the son of promise, was born, Sarah made Hagar and Ishmael leave, because she was jealous. She did not want Abraham to treat Ishmael as his firstborn son (Genesis 21:9ff). [Ishmael would have been about 14 years old when Isaac was born. Eventually, Ishmael had 12 sons (Genesis 25:13-15). His descendants have been enemies of the Jews for thousands of years.]
5. Galatians 4:21-31 compares the old and new covenants with Sarah and Hagar. Sarah was a free woman, but Hagar was a slave, bound by law to her owners. Christ makes us free from sin under the new covenant; the old law enslaved the Jews (Acts 15:10; Galatians 5:1ff.).

## 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

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



# Mount Moriah: Abraham Offers Isaac

## Genesis 22:1-19



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 22:1-19; Hebrews 11:17-19; James 2:21-24

### MEMORY WORK:

“Now faith is the substance of things hoped for, the evidence of things not seen” (Hebrews 11:1).

### 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.

- [“Have Patience”](#)
- [“Abraham Obeyed God”](#)

### 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)
- At the appropriate times, place an altar and a ram caught in a bush on Mount Moriah on the wall map.
- Abraham and Isaac images from [freebibleimages.com](#) (DISCLAIMER: some representations may be biblically inaccurate)



## PERSONAL APPLICATION:

When my faith is tested or I am tempted to do wrong, I must choose what **God** wants. We should obey God's commandments, even if we don't always understand them.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

We have been studying about Abraham and Sarah and how God always keeps His promises. What did the Lord give to Abraham and Sarah? (a baby) What did they name the baby? (Isaac) Today, we are going to talk about something that happened when Isaac was older. God gave Abraham a test to see if Abraham would love and obey Him more than anything or anyone else.

### INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

Our last lesson focused on how God always keeps His promises. Abraham did what God asked him to do, even when he didn't understand God's commands. If we want to be pleasing to God, like Abraham was, we will trust and obey, too.

### POINTS TO EMPHASIZE:

1. God had promised Abraham that he would have a son. Abraham waited 25 years for this promise to be fulfilled. He was 100 years old when Isaac was born. Because Isaac was the only son that Abraham and Sarah had together, he was very special to them.



**RECOMMENDED READING FOR TEACHERS:** See the article “[One Little Word](#)” by Kyle Butt on the Apologetics Press Web site for a response to a charge levied against the Bible concerning the words “only begotten” being applied to Isaac.

2. After several years, God spoke to Abraham again, only this time with a command and not a promise. He told Abraham to take his son, Isaac, and offer him as a sacrifice on a mountain called Moriah.



**RECOMMENDED READING FOR TEACHERS:** See the article “[How Old Was Isaac When Abraham Was Told to Offer Him?](#)” by Dave Miller on the Apologetics Press Web site for a study on that subject.

3. Even though Abraham knew Isaac was the son of promise, he did not question God's command at all, but got up early the next morning and made the preparations for the long journey. He took wood, burning coals (“the fire”), and a knife, but no animal for the sacrifice.
4. After three days of traveling, from Beersheba to Moriah, Abraham could see the mountain to which God had told him to go. He told his servants to stay behind while Isaac and he went on to the mountain to worship God. He told the servants that he and his son would return.

5. Isaac questioned his father about not having a lamb for the sacrifice. Abraham told him that God would provide one.
6. When they arrived at the top of the mountain, Abraham built an altar of rocks, arranged the wood on top, tied up Isaac, and laid him on top of the wood. Then Abraham raised the knife to kill Isaac, as he would have done with a lamb.
7. Suddenly, an angel of the Lord spoke to Abraham and told him to stop. Abraham’s willingness to offer his son showed that he loved **God** more than anyone or anything on Earth and that he was willing to obey God without question. Abraham saw a ram caught in a nearby bush, killed it, and offered it as a sacrifice to God.
8. The angel of the Lord spoke to Abraham again and repeated the promises that God had made to him, reminding Abraham that God would bless him because he had such obedient faith.
9. God was not being cruel to Abraham to ask him to sacrifice Isaac. Neither was God encouraging Abraham to do wrong. Human sacrifice did not please God. God was testing Abraham to see if he was willing to obey no matter what the cost.



**RECOMMENDED READING FOR TEACHERS:** See the video “[Is God Unloving for Drowning the World in the Flood?](#)” by Jeff Miller and the video “[Death of the Innocent](#)” and articles “[Is God Immoral for Killing Innocent Children?](#)” and “[Does God Accept Human Sacrifice?](#)” by Kyle Butt and “[Does God Tempt People?](#)” by Eric Lyons on the Apologetics Press Web site for responses to charges that have been levied against God/the Bible concerning the Abraham/Isaac sacrifice incident.

10. At least from the time of Cain and Abel (if not earlier), offering animal sacrifices was a way of worshipping God. The sacrifice was something important given to God out of love and respect. Abraham was willing to give to God the most important person in his life—his son Isaac. The writer of the N.T. book of Hebrews tells us that Abraham trusted God so completely that he believed God would bring Isaac back to life (Hebrews 11:17-19).
11. Sometimes our faith is tested, too, and we have to decide if we want to please God or ourselves. Temptations, hard times, and difficult choices are tests of our faith. Abraham was told to do something very hard—to offer his special son, Isaac, to God. Abraham had faith strong enough to believe that God knew what was best. So he was willing to obey. When we are tested, we must believe that God knows what is best for us and follow His instructions in the Bible, even if we don’t understand them.
12. As age appropriate, compare Abraham’s willingness to offer Isaac with God sending His Son as a sacrifice for us.

**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:**

- “[Abraham Offers Isaac Coloring Sheet](#)” (provided in activity sheets)
- Help the children make necklaces out of long shoestrings. Help them add heart shapes (girls) and altars (boys) you have cut from craft foam. On each shape write the caption, “I will love and obey

God.”

### 1st-2nd Graders:

- Cut out at least ten “altars” and ten pieces of “wood” from construction paper or card stock. Write review questions on the altars and the answers on the wood. Have students match the correct wood with each altar.
- Write sentences about the story in random order on the chalkboard or on a transparency to be projected onto a screen/wall. Ask the children to number the events in the order in which they took place. You can also put the sentences on strips of paper. Divide the children into pairs or groups of three and give them time to put the events in order.
- “[Abraham Offers Isaac](#)” word search (provided in activity sheets)
- “[Patience Word Search](#)” (provided in activity sheets)

### 3rd-4th Graders:

- Have the kids read Genesis chapters 21-23. [This could be assigned Sunday, to be completed by Wednesday.]
- Have the children read “Can’t Get Much Stronger Than That!” from *Discovery* magazine ([April, 2017](#)) [NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine]
- Write sentences about the story in random order on the chalkboard or on a transparency to be projected onto a screen/wall. Ask the children to number the events in the order in which they took place. You can also put the sentences on strips of paper. Divide the children into pairs or groups of three and give them time to put the events in order.
- “[Abraham Offers Isaac](#)” word search (provided in activity sheets)
- “[Patience Word Search](#)” (provided in activity sheets)
- Have the children read *Abraham, Sarah, & Isaac*, by Joanne Bader, Arch Books (DISCLAIMER: Skip the note to parents).
- Have the children read pp. 44-47 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:

### “ABRAHAM OBEYED GOD” ([Click to Hear](#))

Author: Unknown\*

(Tune: “Mary Had a Little Lamb”)

Abraham obeyed God,  
Obeyed God, obeyed God.  
Abraham obeyed God,  
He did what God commanded.

God asked for Abraham’s son,  
Abraham’s son, Abraham’s son.  
God asked for Abraham’s son,  
His only promised son.

Abraham took Isaac up,  
Isaac up, Isaac up.  
Abraham took Isaac up,  
Up to Mt. Moriah.

Abraham was going to sacrifice,  
Going to sacrifice, going to sacrifice.  
Abraham was going to sacrifice,  
His only promised Son.

An angel stopped Abraham,  
Abraham, Abraham.  
An angel stopped Abraham,  
From offering his son.

Abraham was blessed that day,  
Blessed that day, blessed that day.  
Abraham was blessed that day,  
Because he obeyed God.

All of us should obey God,  
Obey God, obey God.  
All of us should obey God,  
By keeping His commandments.

**“HAVE PATIENCE”**

[See Internet for words and tune]

\*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.







# Mount Moriah: Abraham Offers Isaac

## Genesis 22:1-19



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 22:1-19; Hebrews 11:17-19; James 2:21-24

### MEMORY WORK:

“Now faith is the substance of things hoped for, the evidence of things not seen” (Hebrews 11:1).

### 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.

- [“Have Patience”](#)
- [“Abraham Obeyed God”](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE DISCLAIMER):

- See Sunday morning lesson.
- Pictures and information about spiders and how they spin their webs

### PERSONAL APPLICATION:

When my faith is tested or I am tempted to do wrong, I must choose what **God** wants. We should obey God's commandments, even if we don't always understand them.

### 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. Talk about the importance of patience; faith requires that we wait for the Lord to answer



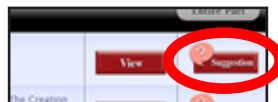
our prayers and keep His promises in His time—not ours (Psalm 27:13-14). Illustrate this with information and pictures about spiders and the patience it takes for them to spin their intricate, beautifully designed webs (Use *Discovery* article from [November 2011](#)).

2. Talk about planting a garden and the importance of patience. Talk about how we do not see the results from our planting immediately, as it takes time for things to grow (James 5:7). Possibly even plant some seeds in a pot and watch the plant as it takes time to grow. Discuss this with the children.

**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

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



# 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](http://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.

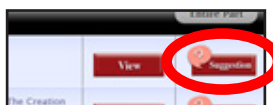
Canaan-canaan,

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.

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# Nahor: The Search For Isaac's Wife

## Genesis 24



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 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 SUNDAY'S 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](http://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.

### 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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