

UNIT #4

SLAVERY TO FREEDOM

UNIT DESCRIPTION

This unit covers the period of time from Joseph rejoining his family in the land of Egypt to Hebrew slavery in that same land. This unit will describe how "God broke into history to protect His Kingdom."¹

"This world was created by God and belongs to Him. He only Who made mankind can rule them. But He made man rational, moral, and responsive; able to submit to, and to rebel against, the Divine rule. In Eden Adam and Eve rebelled. After Eden the Human race rebelled, and all except a family were destroyed. This family grew into a second race, and it too rebelled, and was scattered over the earth.

"Then God called a man out of heathendom; revealed to him His redeeming purpose; and made a covenant with him. This man was Abraham, the first of *the* Patriarchs, the father of the Hebrews, and the founder of Israel. God confirmed to his son and grandson, Isaac and Jacob, the covenant which He had made. When this family grew to be seventy-five souls, **Divine providence led them from Canaan to Egypt (Gen. 46), and the Book of Exodus begins by stating this fact (Ex. 1:1-6).**

"They were in a strange land, as had been predicted (Gen. 15: 13, 14), but they were God's people, and He had promised that, after protracted suffering, He would deliver them from Egypt, and bring them back to Canaan, the land of their inheritance. They were as yet an unorganized and subject people, without kings, priests, or prophets, but they were God's people, and He was their Ruler

"...*Israel in Egypt*, is reckoned from the descent of the patriarchal family into Egypt (Gen. 46); and embraces 215 of the 430 years of Exodus 12: 40,41...from the descent into Egypt to the birth of Moses...The events of this comparatively short period are momentous, for by them the redeeming purpose of God takes a great leap forward"²

"Exodus lays a foundational theology in which God reveals His name, His attributes, His redemption, His law and how He is to be worshiped. It also reports the appointment and work of the **first covenant mediator (Moses)**...

"God is also the Lord of history, for there is not one like Him: 'majestic in holiness, awesome in glory, working wonders' (15:11). Neither the affliction of Israel nor the plagues in Egypt were outside His control. Pharaoh, the Egyptians and all Israel saw the power of God."³

¹ Martha McCallum, Jane Hamblin, *God's Incredible Plan*, p. 41.

² W. Graham Scroggie, *The Unfolding Drama of Redemption*, 1994, Kregel Publications, Grand Rapids, Michigan, pp. 149, 150.

UNIT 4#1

SLAVERY TO FREEDOM

2ND/3RD GRADE

WHY ME?

CONCEPT

God is always with His people as He unfolds His plan for redemption.

GOAL

Christian students will learn that as Christians we can play an important part in God's plan because He is always with us.

Non-Christian students will learn that throughout history God has always had a plan to save us through Jesus, and that even now He is working out His plan until Jesus comes back.

PASSAGE: EXODUS 1-4

Key Verse: "Certainly I will be with you." Exodus 3:12

PLANNING AHEAD*

Lesson Supplies

Lesson:

- *Grandpa's Box*, Starr Meade

Learning Activity #1:

- Charcoal lighter fluid
- 1-2 small bushes or plants
- Fireplace matches

Learning Activity #2:

- Why Me?! worksheet, 1/student

Craft Supplies

Activity Stations:

- Brown paper bags 1/student
- Tea candles, 1/student
- Brown construction paper
- Glue sticks
- Hackey sacks, 4/room

³ *The NIV Study Bible*, 1985, Zondervan Bible Publishers, Grand Rapids, Michigan, p. 85.

* **Teachers please note:** For clarity, the shaded areas in the Planning Ahead section indicate supplies that are in—and should be returned to—your classroom SHARED SUPPLY bag. **Items followed by an asterisk* are to be supplied by the teaching team.**

BACKGROUND INFORMATION / TEACHER HELPS

After Joseph rose to a position of power in Pharaoh's palace, he was able to bring his entire family (seventy people) into the land of Egypt. The original seventy prospered and multiplied. In fact, their numbers grew so much that the Egyptian government feared them. As a result, Pharaoh enslaved the Hebrews and commanded that all Hebrew male babies be killed.

At this point in history Moses was born. His mother attempted to conceal him. When she could no longer hide him, she wove a basket and set him afloat in the river to be found by Pharaoh's daughter. Pharaoh's daughter adopted the child and raised him as royalty. And thus began God's plan of rescue and relocation for the Hebrew nation.

"ISRAEL AND PHARAOH

In chapter 1 [Exodus], history is greatly compressed. In a score of verses we are told of the *national expansion* (vs. 1-7), the *cruel exaction* (vs. 8-14), and the *purposed extinction* of Israel (vs. 15-22).

Divine providence and human perverseness are in conflict: God multiplying the Israelites, and Pharaoh trying to exterminate them; just as in our time the Divine and the diabolical are bidding for the souls of men; but these powers are not commensurate, as the issue shows.

MOSES AND GOD

In chapters 2:1 - 4:28 is put on record two-thirds of the life of one of the greatest men of all time, MOSES, the Prince, the Shepherd, and the Deliverer.

Forty years in Egypt and forty years in Midian prepared him for forty years in the Wilderness. In the first period he saw his importance; in the second, he discovered his impotence; and in the third he witnessed God's omnipotence.

With the coming, preparation, discipline, and ministry of Moses the redemptive purpose was greatly advanced.

His call was as definite as Abraham's, 430 years before, but it was to a very different task. Abraham's *faith in God* distinguished him, but Moses's *distrust of himself* is outstanding. When God called him, he offered five excuses in an attempt to evade the task....

But God met him at every point, promising His *presence* (3:12), His *Name and covenant* (3:14-22), His *power* (4:2-9), His *enabling* (4:11, 12), and His *instruction* (4:14-16).

At 'the back of the wilderness' Moses received two great revelations of God: of *His Preserving Presence* (3:1-10), and of *His Eternal Being* (3:14); and both revelations are related to Israel His People.

The burning bush represents Israel, and the 'flame of fire' Egyptian persecution. The people were not consumed by the persecution (Ch. 1), because the '*Angel of the LORD*' was in their midst; not protecting them from suffering, but preserving them in it, and through it. This '*Angel of the LORD*' is the '*I Am That I Am*' of the second revelation. A critical moment had arrived both in history and theology.

'EHYEH 'ASHER 'EHYEH is the self-existent, unconditioned, eternal, changeless God; the *I Am Because I Am*, the *I Am Who Am*, and the *I Will Be That I Will Be*."⁵

As you prepare this lesson, consider God's unconditional, eternal changeless call. As He calls you, are you self- or God-focused? As you can see, in Moses' life, he was both. Do you offer God excuses for why you can't do what He is calling you to do? "Moses' objections to serving the Lord are all ultimately questions about God: (1) Will He be with me? (3:11,12); (2) What is He like? (3:13-25); (3) Is His power enough? (4:1-9); (4) Can He accommodate Himself to me? (4:10-17). God answers these underlying questions."⁶ Or do you say yes to God, with faith in Him to accomplish what He has called you to do? Your effectiveness in ministry will reflect your focus.

⁵ W. Graham Scroggie, *The Unfolding Drama of Redemption*, 1994, Kregel Publications, Grand Rapids, Michigan, pp. 152, 153.

⁶ *Children's Ministry Resource Bible*, 1993, by Child Evangelism Fellowship Inc., Nelson Publishers, note to 3:11-4:17, p. 73.

LESSON PLAN

SET UP	Instructions: Coordinate the time for the burning bush demonstration with the other 2nd & 3rd grade class/es. Decide which team will set up and lead the demonstration.
INCORPORATION 15-20 MIN 	Activity Stations: <ul style="list-style-type: none"> • Game – Hackesack Instructions: Ancient Egyptian children played games with soft balls much like our hackesacks. Divide the students into groups of 4 to make up rules to their own hackesack game. • Craft – Burning Bush Instructions: Give each student a brown paper bag and some brown construction paper. Cut the construction paper to look like the branches of a bush. Glue to one side of the paper bag. Have students write the memory verse on their bags. "<i>Certainly I will be with you.</i>" <i>Exodus 3:12.</i> Place a tea candle inside each bag. • Missions Prayer Instructions: Talk about and pray for Oasis Giving campaign and adopted missionary child.
LESSON -- LG GROUP 10 MIN	<p>Do you believe that even though we can't see God or how He plans to work, He is always there? It's true. He has a plan and is using His people in that plan to win others to His family.</p> <p>Instructions: Read <i>Grandpa's Box</i>, pp. 59-64, 66-67. Start with paragraph 5, "... you could say that's just what the Bible is:..." and read through to p. 64, "God's deliverance of his people was on its way." Skip to p. 66, paragraph 4, "The battle in Egypt..." and read through to p. 67, "It was a bush that was on fire, but it never burned up," Marc replied."</p> <p>In Exodus 2:23 it says the Hebrews, "cried out; and their cry for help because of their slavery rose up to God." Even though they thought God had forgotten about them, they were wrong. He remembered them and was listening to their cries. In fact, God was well aware of their situation and had a plan for changing it. He had a plan that changed the whole world for all time. God's plan was to move the Hebrew people out of Egypt and into their own land. Who remembers why they were living in Egypt? Moses isn't the only Hebrew who lived in the pharaoh's Egyptian palace. Who else did? (Joseph.)</p> <p>Who can find Egypt on our wall map? Who can find Israel? Who knows why Israel is important? (It's the Promised Land.) It was in Israel, more than one thousand five hundred years after Moses, that Jesus was born. What difference should it make to us that Jesus was born? (He lived a perfect life, was crucified on the cross to take the punishment we deserve for our sins, died and was raised back to life three days later. We can receive His forgiveness and be God's child.) When you become God's child, the Holy Spirit comes to live in you to teach you and guide you to a full life. Even though it took more than 2000 years for Jesus to come, God never changed the plan. Even now He is working out His plan until Jesus comes back.</p>
TRANSITION – 2 MIN	We're going outside to see a burning bush demonstration.
LEARNING ACTIVITY #1 – LG GROUP 15 MIN	DEMONSTRATION - Burning Bush – all 2nd & 3rd grade classes together Instructions: Lead the students to the nearest fire pit (Building X fire pit works well). (Take a shovel with you to put out the fire before leaving.) Be creative to make this impactful for the students! For example, "God" could be hiding in the woods, awaiting the arrival of the students. Someone dressed as Moses could lead the kids to the fire pit, with "God" lighting the fire just before they get there and speaking to them as they approach. Make it fun! Feel free to stay at the fire pit to do the lesson after the demonstration.
TRANSITION – 2 MIN	Let's go back to our classrooms and get into small groups. Grab a Bible on your way in.
LEARNING ACTIVITY	Instructions: Each student should have a bible. Have the Why Me?! sheets ready.

#2 – SM GROUP**15 MIN**

Rationale: to apply scripture to real life.

- What are some differences between our burning bush demonstration and Moses' experience with the burning bush?" (God didn't speak; it wasn't burned on sacred ground; our bush got completely burned up.)
- Whenever there is a fire, something is consumed (eaten up) in the flames, right? So, why would the fact that the bush did not burn up be evidence of God's presence as well as proof that the voice was God's? (Only God could perform a miracle like that.)

After Moses saw the burning bush, God spoke to him. Turn to **Exodus 3** and follow along as I read verses 1-10. Everyone take a **Why Me?!** sheet. Let's look at the excuses Moses came up with and find out how God answered. I'll read the verses that give Moses excuses and you can tell me what God said.

Our key verse is, "**Certainly I will be with you**" (**Exodus 3:12**).

- Why do you think God chose Moses? Why wouldn't God choose someone who was confident that the people would listen?
- In what situations do you have trouble believing that God is with you? What do you do when you're in those situations?
- Is there something you think God is asking you to do? (E.g., asking you to forgive someone who has been mean to you and to be nice to that person. Maybe He is asking you to say you're sorry to someone you have been mean to. Maybe He is asking you to say "hi" to a new child at school even though you're afraid. Maybe He's asking you to tell someone about Him.)
- Moses had a lot of worries. What are your worries?

God says, "**Certainly I will be with you**" (**Exodus 3:12**).

Let's **pray**.

Why Me?!



Moses' Excuse



God's Response

Exodus 3:11 Who am I that I should go to Pharaoh?

Exodus 3:12 "Certainly I will be with you." Key verse for this lesson

Exodus 3:13 The Israelites will want to know who sent me.

Exodus 3:14, 15 _____

Exodus 4:1 They may not believe me.

Exodus 4:4-9 _____

Exodus 4:10 Lord, I am not a good speaker.

Exodus 4:11, 12 _____

Exodus 4:13 Lord, please send someone else.

Exodus 4:14-16 _____
