

AMO[®]
TEACHER GUIDE
AND RESOURCES

THE BOOK
OF EXODUS

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AMO® Teacher Guide
and Resources
The Book of Exodus

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Graphic Organizers

Bookmark

Vocabulary Cards

Memory Verse Cards

Parent Prayer and Blessing Cards

The Book of Exodus

Reading for Reasoning Overview

Lesson	Reading	Principle	Vocabulary	Memory Verse	Record
1	Teacher: Exodus Overview; Acts 7:2-9 (NIV) Student: Acts 7:10-18 (NIV)	God is the Author of history and calls individuals and nations for His eternal purpose.	purpose	I know that You can do all things, and that no purpose of Yours can be thwarted. Job 42:2	Exodus title page Bookmark
2	Teacher: Exodus 1:1-22 Student: Exodus 2:1-10	The Lord is a refuge for those who are oppressed, a fortress in times of trouble.	refuge		Exodus Map Study
3	Teacher: Exodus 2:11-25 Student: Exodus 3:1-15	God revealed His nature in His memorial-name, I AM, which is to be revered.	revere	"I am the Alpha and the Omega," says the Lord God, "who is and who was and who is to come, the Almighty." Revelation 1:8	Exodus Map Study
4	Teacher: Exodus 3:16-4:23 Student: Exodus 4:29-5:16, 19-20	God's commission requires trust and faith in His power to accomplish it through us.	commission		Exodus Map Study
5	Student Exodus 7:1-13 Teacher: Exodus 7:14-25; 10:21-29	A heart set on hearing and obeying the Lord will never harden.	hard-hearted	Watch over your heart with all diligence, for from it flow the springs of life. Proverbs 4:23	Summary of the Ten Plagues graphic organizer
6	Student: Exodus 11:1-10 Teacher: Exodus 12:3-14, 20-36	The Lord's Passover foreshadowed the sacrifice of Jesus Christ, the Lamb of God, whose shed blood atones for the sin of mankind.	Lamb of God		Summary of the Ten Plagues and Types and Symbols in Exodus graphic organizers

Lesson	Reading	Principle	Vocabulary	Memory Verse	Record
7	Teacher: Exodus 13:11-22; 14:1-7 Student: Exodus 14:8-20	Wherever God leads, we should follow by faith and not rely on our own understanding.	faith	The LORD is my strength and song, and He has become my salvation. Exodus 15:2	Exodus Map Study
8	Student: Exodus 14:21-31 Teacher: Exodus 15:1-7, 19-27	Praising God is a natural response that flows from a heart of gratitude.	praise		Types and Symbols in Exodus graphic organizer
9	Student: Exodus 16:1-15 Teacher: Exodus 16:16-35	The things that are impossible with men are possible with God.	impossible	<i>Commandment 1:</i> "I am the LORD your God, ... You shall have no other gods before Me." Exodus 20:2-3	Ten Commandments graphic organizer
10	Student: Exodus 17:1-13 Teacher: Exodus 17:14-18:12	God supplies all our needs according to His riches in glory.	riches in glory		Types and Symbols in Exodus graphic organizer
11	Student: Exodus 18:13-20 Teacher: Exodus 18:21-27	The basis of self-government is to know God and His ways and to choose to obey Him.	choose	<i>Commandment 2:</i> You shall not make for yourself an idol. Exodus 20:4	Ten Commandments graphic organizer Exodus Map Study
12	Student: Exodus 19:1-14 Teacher: Exodus 19:16-25	God is holy and pure and unable to look upon sin.	holy		Themes in Exodus graphic organizer

The Book of Exodus

Reading for Reasoning Overview

Lesson	Reading	Principle	Vocabulary	Memory Verse	Record
13	Student: Exodus 20:1-12 Teacher: Exodus 20:13-26	God's Law is a picture of how to walk in loving relationship with Him and with others.	walk	<i>Commandment 3:</i> You shall not take the name of the LORD your God in vain. Exodus 20:7	Ten Commandments graphic organizer
14	Student: Exodus 24:1-12 Teacher: Exodus 24:13-18	God's promise to dwell among His people is the heart of His covenant.	dwell		Ten Commandments graphic organizer
15	Student: Exodus 25:1-9	The tabernacle is God's picture book of the Gospel in types.	Gospel	<i>Commandment 4:</i> Remember the sabbath day, to keep it holy. Exodus 20:8	The Tabernacle graphic organizer
16	Teacher: Exodus 25:9-22; Mercy soliloquy Student: Revelation 4:1-9	God's mercy is upon all those who fear Him from everlasting to everlasting.	mercy		The Tabernacle Furnishings graphic organizer
17	Student: Exodus 25:23-32 Teacher: Exodus 25:33-40; 30:1-6	All God's provision for His people is found in Jesus Christ.	provide	<i>Commandment 5:</i> Honor your father and your mother that your days may be prolonged. Exodus 20:12	The Tabernacle Furnishings graphic organizer
18	Student: Exodus 27:1-8; 30:17-21 Teacher: Exodus 27:9-21	Everyone who trusts Jesus as his or her personal Savior is a temple of God, and His Holy Spirit lives within.	temple		The Tabernacle Furnishings graphic organizer

Lesson	Reading	Principle	Vocabulary	Memory Verse	Record
19	Student: Exodus 28:1-14 Teacher: Exodus 28:15-22, 29-43	We are to cultivate a heart of gratitude and offer God our spiritual sacrifice of praise.	sacrifice of praise	<i>Commandments 6-8:</i> You shall not murder. You shall not commit adultery. You shall not steal. Exodus 20:13-15	The High Priest graphic organizer
20	Student: Exodus 31:1-11 Teacher: Exodus 31:12-18	God uniquely endows each individual with spiritual gifts and creative abilities.	endow		My Unique Individuality graphic organizer
21	Student: Exodus 32:1-10 Teacher: Exodus 32:11-30	We must guard our hearts from idols and make God our first love.	idol	<i>Commandments 9 and 10:</i> You shall not bear false witness against your neighbor. You shall not covet. Exodus 20:16-17	Ten Commandments graphic organizer
22	Student: Exodus 33:1-6, 12-17 Teacher: Exodus 33:18-34:10, 27-35	Repentance of sin leads to God's forgiveness and reconciliation.	reconciliation		Types and Symbols graphic organizer
23	Student: Exodus 35:4-21 Teacher: Exodus 35:22-36:7	The Lord delights in willing hearts and generous contributions.	contribution	Be strong and courageous, do not be afraid . . . , for the LORD your God is the one who goes with you. He will not fail you or forsake you. Deuteronomy 31:6	Types and Symbols graphic organizer
24	Student: Exodus 39:42-40:16 Teacher: Exodus 40:17-38	God's presence is always with us and gives us rest.	rest		Themes in Exodus graphic organizer

The Book of Exodus

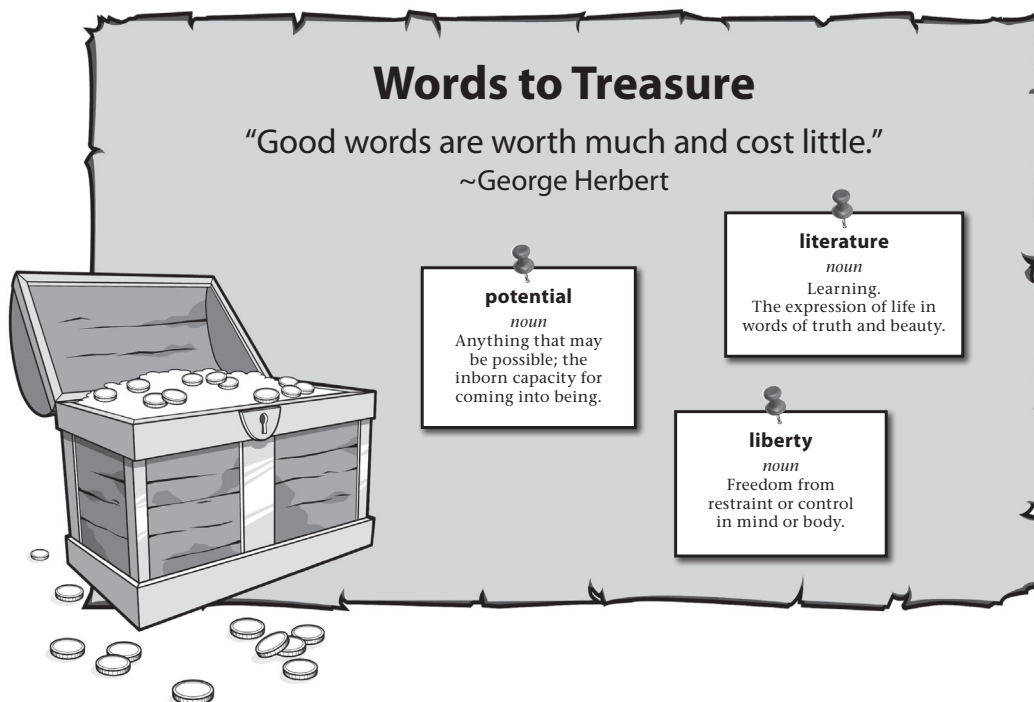
Treasure Chest of Words

Words are the keys that unlock the treasure chest of ideas!



Words are the building blocks of ideas. Man cannot think without words. As Christians, we need a noble and biblical vocabulary that will guide our reasoning and decision-making, as well as our ability to communicate in the marketplace and persuade others with our words of faith, just as Jesus and the apostle Paul did in the first century. Words are spirit, Jesus said (John 6:63). Words have the power to create or destroy (Proverbs 18:21). Through the study of the Word of God, a child's vocabulary is greatly enhanced as you, the teacher or reader, mediates the language and begins using the words to create new realities (Numbers 14:28).

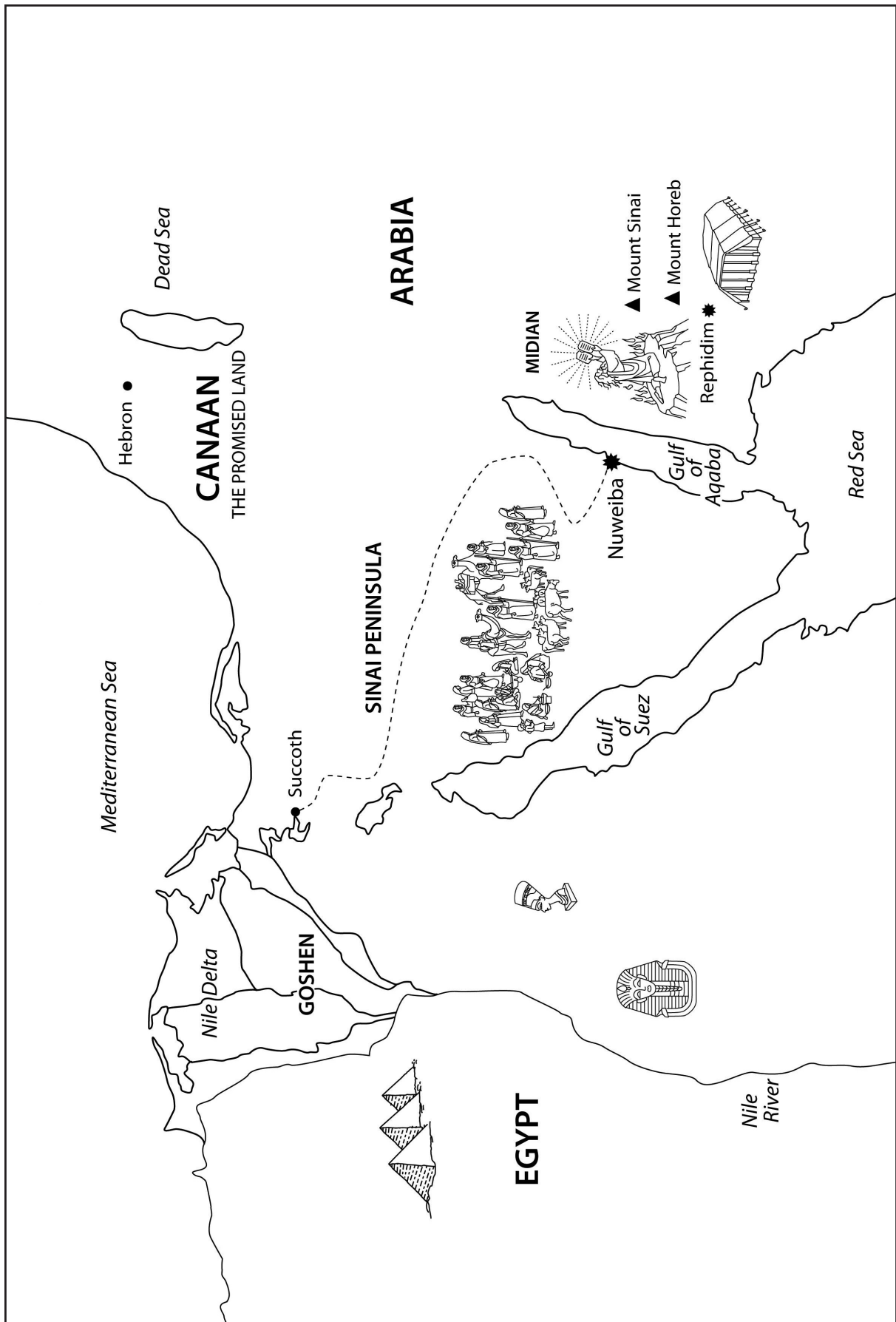
Following are the Key Student Vocabulary Words from the reading lessons of The Book of Exodus. Definitions are taken from many dictionaries. They are to be used in the curriculum by pinning the Key Word, that you have printed for each lesson, onto the Treasure Chest Bulletin Board. Leave all the words out on the bulletin board until the next lesson—the Bible reading word, the literature word, and the Christian history word. We have printed ours on cardstock, but plain paper works just as well. Use these words throughout the weeks as you speak to the children. Help build the children's thinking and reasoning skills by asking them to include these words in their conversation and as they answer questions.



Words to Treasure

-
1. **purpose** (n.) A plan; a design; a resolve.
 2. **refuge** (n.) A shelter or protection from danger or distress.
 3. **revere** (v.) To regard with fear mingled with respect and affection; to honor.
 4. **commission** (n.) The act of granting authority or power to carry out a command or task.
 5. **hard-hearted** (adj.) Insensitive, unyielding; incapable of seeing truth.
 6. **Lamb of God**, One of Jesus' names; the perfect sacrifice whose shed blood redeems us from God's penalty of sin.
 7. **faith** (n.) The agreement of the mind to the truth of what God has revealed.
 8. **praise** (v.) To extol in words or song the virtues and deeds of God as an act of worship.
 9. **impossible** (adj.) Not capable of having existence or being accomplished.
 10. **riches in glory**, An abundance of spiritual blessings such as wisdom, eternal life, mercy, joy, peace, and grace.
 11. **choose** (v.) To freely select after consideration.
 12. **holy** (adj.) (1) In a moral sense, whole, entire or perfect. (2) Set apart from that which is common for sacred use or service.
 13. **walk** (v.) In Scripture, how to live and act or behave; to pursue a particular course of life.
 14. **dwell** (v.) To abide; to live in a place.
 15. **Gospel** (n.) God's "good news" of salvation and redemption through the finished work of Jesus Christ.
 16. **mercy** (n.) The tenderness of heart that forgives an offense that requires punishment.
 17. **provide** (v.) (1) To procure beforehand; to make ready for future use. (2) To furnish or supply with.
 18. **temple** (n.) In Scripture: A place in which God's presence resides (1 Corinthians 3); the collective Body of Christ (Ephesians 2).
 19. **sacrifice of praise**, Praising God for who He is despite our circumstance.
 20. **endow** (v.) To enrich or to furnish with any gift, quality, or faculty.
 21. **idol** (n.) (1) An image consecrated as an object of worship; a pagan deity. (2) Anything on which we indulge an excessive attachment.
 22. **reconciliation** (n.) (1) The act of reuniting people after a disagreement. (2) The way sinners are restored to favor and friendship with God after an estrangement.
 23. **contribution** (n.) The act of giving voluntarily along with others to a common purpose.
 24. **rest** (n.) Inner peace; trust in God's never-failing providence and care.

Exodus Teacher Map Study



Summary of the Ten Plagues and God's Judgment on Egypt

"I will pass through the land of Egypt this night, and will smite all the firstborn in the land of Egypt, both man and beast; and against all the gods of Egypt I will execute judgment—I am the LORD." (Exodus 12:12, KJV)

Plague	Reference	Effect on Egyptians	Effect on Hebrews
1. Blood	Exodus 7:14-25	The Nile River turned to blood causing all the fish to die. All their stored water on land also turned to blood. A foul odor filled the air. The sorcerers were able to replicate this act.	They were also affected.
2. Frogs	Exodus 8:1-15	Frogs came out of the Nile and overran the country, even in their beds and kitchens. The sorcerers replicated this act. Pharaoh said he would let the people go, but he did not honor his word.	They were also affected.
3. Gnats	Exodus 8:16-19	All the dust of the earth turned to lice or gnats. This plague caused the sorcerers to credit God with the act.	They were also affected.
4. Flies	Exodus 8:20-32	Swarms of insects descended on the people outdoors and indoors. Pharaoh said the Hebrews could sacrifice their offerings. Moses prayed, the plague ceased, but Pharaoh changed his mind and would not set the people free.	God put a division between the Hebrews and the Egyptians. They were not affected
5. Livestock disease	Exodus 9:1-7	An infectious disease struck and killed all their livestock.	They were not affected.
6. Boils	Exodus 9:8-12	A skin disease hit both man and beast. The sorcerers could not stand before Moses because of the boils all over their skin.	They were not affected.
7. Hail and fire	Exodus 9:13-35	Heavy hail mixed with fire beat down on their homes, animals, and crops. Only those that remained outside were doomed.	They were not affected.
8. Locusts	Exodus 10:1-20	Pharaoh consented to let the men of Israel go, but not their women and children. A strong wind blew for a whole day, and then grasshoppers/locusts ate everything that the hail storm had not destroyed.	They were not affected.
9. Darkness	Exodus 10:21-29	There was thick darkness for three days. It was so dark the people could not see one another. Pharaoh agreed to let the people go, but not their livestock. Moses told him that this was unacceptable and that they would leave with all their livestock. Pharaoh threatened Moses with death should he ever see him again. Moses responded, "I shall never see your face again!"	They were not affected. They had light in their houses.
10. Death of all firstborn	Exodus 11:1-12:36	The Lord struck all the firstborn in the land of Egypt, from the Pharaoh to the slave girl, as well as the firstborn of their cattle, and they died.	They were victoriously delivered out of Egypt.

Types and Symbols in Exodus

*Biblical symbols foretell or reveal God's mysteries, eternal purposes, and spiritual reality to man.
Jesus said, "To you it has been granted to know the mysteries of the kingdom of heaven." (Matthew 13:11)*

Symbol	Foreshadows or Typifies	Scripture Reference
1. Egypt	Sin and worldliness	Joshua 24:14; Revelation 18:4
2. Pharaoh	Satan, the god of this world	2 Corinthians 4:4
3. Burning bush	Incarnation of the Word of life	Exodus 3:3-4; John 1:1, 14; 1 John 1:1
4. I AM WHO I AM	God's eternal name and nature	Exodus 3:14; John 8:58
5. Passover lamb	Jesus, the Lamb of God	Exodus 12:14; John 1:29; 1 Corinthians 5:7
6. Blood on the door posts	Finished work of Jesus on cross	John 19:30; Hebrews 4:3; 9:22
7. Passover meal	The Lord's Supper	Exodus 12:8; 1 Corinthians 5:7-8
8. Leaven	Sin and disobedience	Exodus 12:33-34; 1 Corinthians 5:6-8; Galatians 5:7-10
9. Pillar of cloud and fire	Visible presence of God	Psalms 105:39; John 8:12; 1 John 1:5; Revelation 1:12-16
10. Manna from heaven	Jesus Christ, the bread of life	Exodus 16:15; John 6:32, 35, 51; 1 Corinthians 10:3
11. The rock at Horeb	Jesus is the source of living water Jesus, the spiritual rock	Exodus 17:6; John 4:14; 1 Corinthians 10:1-4
12. Water from the rock	Jesus, the living water	Exodus 17:6; John 4:10-14; 7:37-38; 1 Corinthians 10:4
13. The Law	New Covenant written on man's heart	Jeremiah 31:31; Hebrews 7:19; 10:1-5; Galatians 4:6
14. Tabernacle	God's throne room in heaven God's eternal plan of salvation through Jesus God dwelling among His people God's presence with His people	Exodus 25:8; Revelation 21:3; Isaiah 7:14; Hebrews 8:1-2; 9:24
15. Ark of the covenant	The Person and saving work of Jesus Christ	Exodus 25:10; Hebrews 9:4; Revelation 11:19
16. Mercy seat	God's throne in heaven	Exodus 25:22; Hebrews 4:16
17. Aaron	Jesus, our High Priest in heaven	Exodus 28:1; Hebrews 4:14-15; 5:5; 8:1; 9:11-14
18. Moses	Jesus Christ, our Deliverer	Deuteronomy 18:18; Acts 7:35; Hebrews 3:1-5

The Ten Commandments

Exodus 20

"Teacher, which is the great commandment in the Law?" And [Jesus] said to him, "You shall love the Lord your God with all your heart, and with all your soul, and with all your mind.' This is the great and foremost commandment. The second is like it, 'You shall love your neighbor as yourself.' On these two commandments depend the whole Law and the Prophets." (Matthew 22:36-40)

Loving God

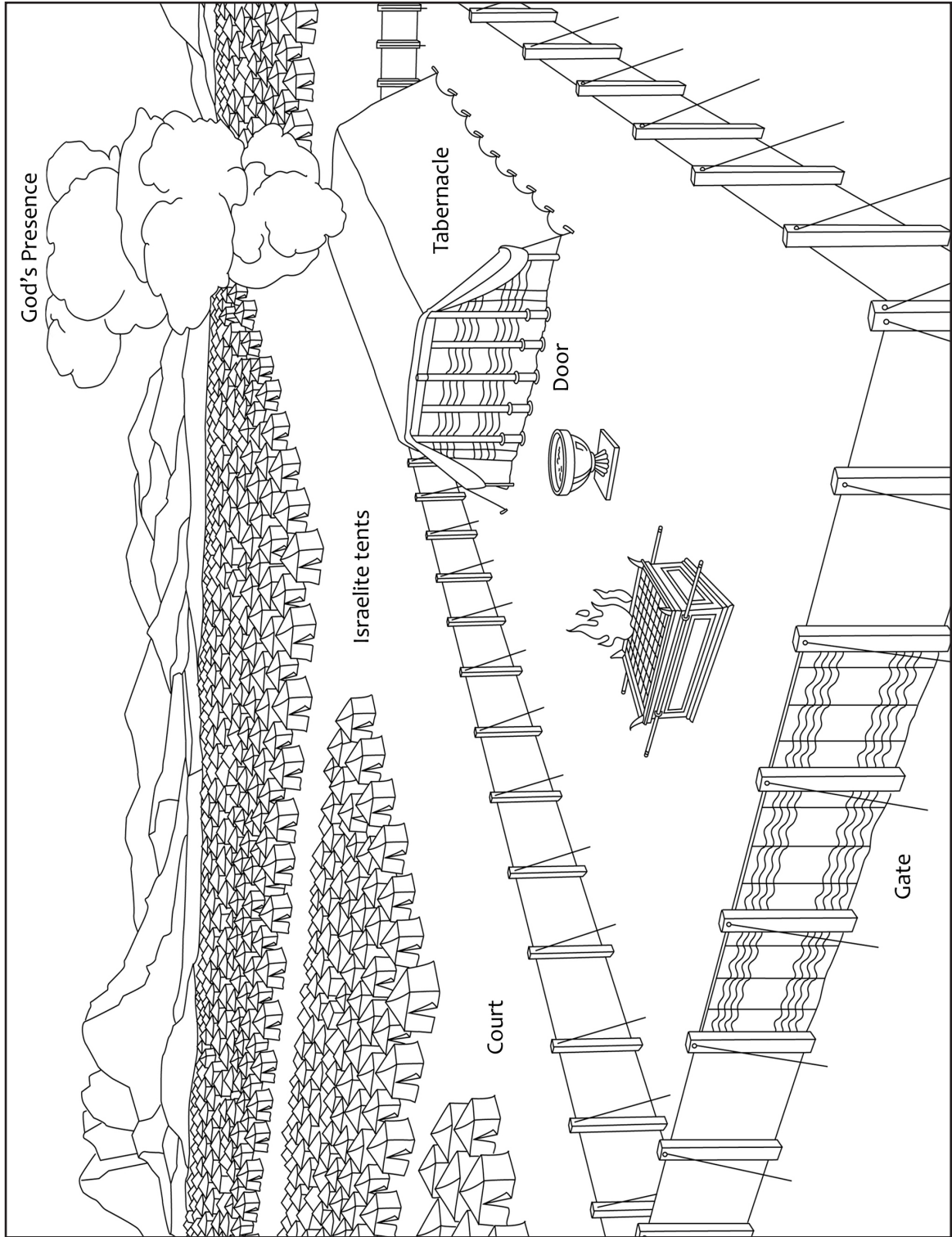
1. I am the LORD your God, . . . You shall have no other gods before Me. (vv. 2-3)
2. You shall not make for yourself an idol . . . You shall not worship them or serve them; for I, the LORD your God, am a jealous God. (vv. 4-5)
3. You shall not take the name of the LORD your God in vain. (v. 7)
4. Remember the sabbath day, to keep it holy. (v. 8)

Loving Others

5. Honor your father and your mother that your days may be prolonged in the land which the LORD your God gives you. (v. 12)
6. You shall not murder. (v. 13)
7. You shall not commit adultery. (v. 14)
8. You shall not steal. (v. 15)
9. You shall not bear false witness against your neighbor. (v. 16)
10. You shall not covet. (v. 17)

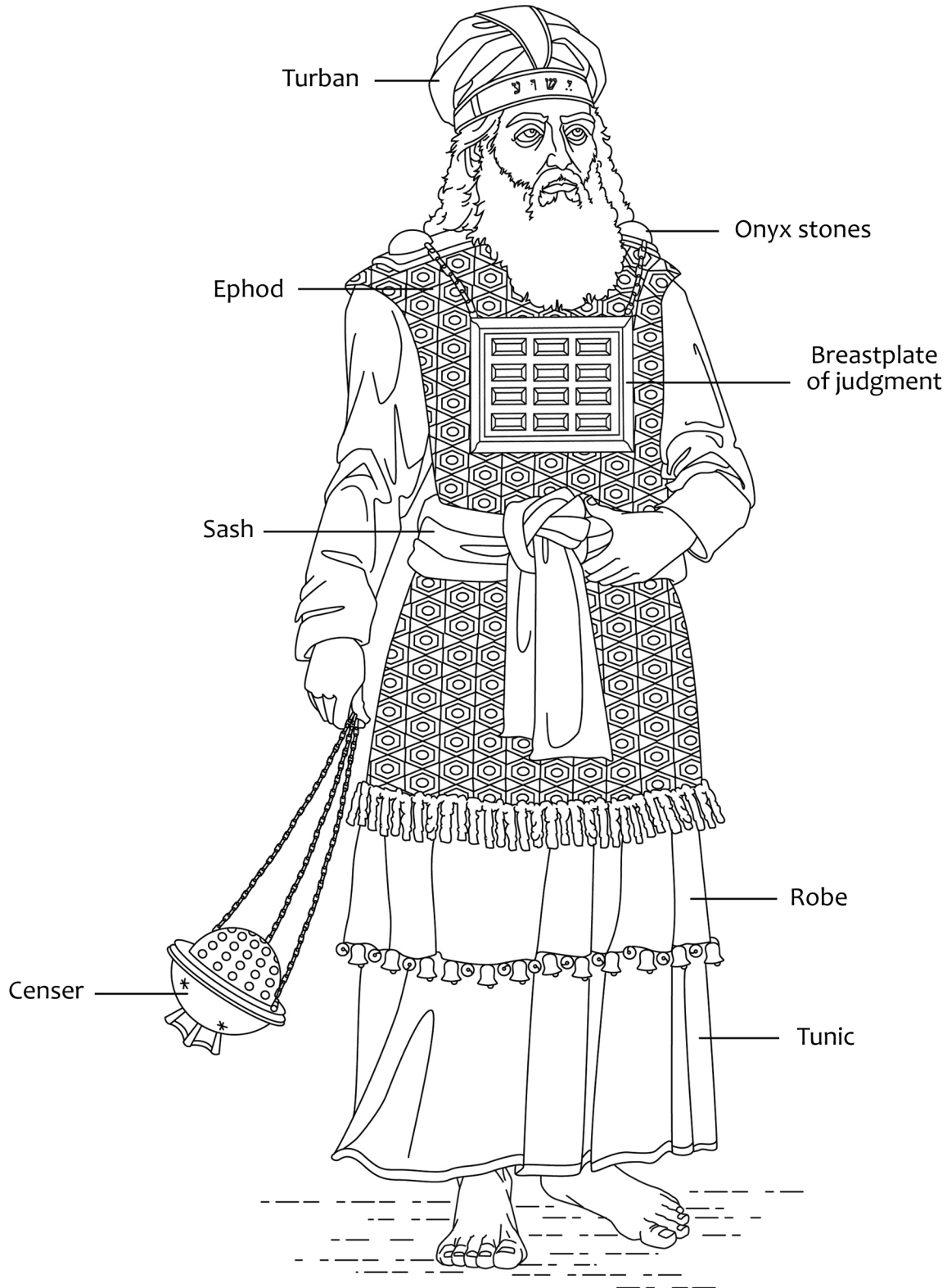
The Tabernacle

How lovely is Your tabernacle, O LORD of hosts! (Psalm 84:1)



The High Priest

*"Bring near to yourself Aaron your brother to minister as priest to Me
You shall make holy garments for Aaron your brother, for glory and for beauty." (Exodus 28:1-2)*



Using the Binder

Overview

The notebook approach,¹ developed by Rosalie Slater co-founder of the Foundation for American Christian Education, employs the four natural or biblical steps of learning: *research, reason, relate, and record*. This is an old method of reflective study, one used by many of the world's greatest thinkers and writers throughout history. It is as old as God instructing Moses to write in a book what He was saying to him and rehearse it in the ears of Joshua. (Exodus 17:14) God has always placed great value on the written word and written records, of which there are hundreds of references in the Bible.

The notebook approach is both a biblical tool for teaching and learning, as well as a method for guiding reflection and reasoning with truth. It introduces the teacher and student to the study of the subject through the nature and character of God as the author of that subject, and it lays the foundation for thinking and reasoning with the life and truth of God's Word. It opens the subject through its vocabulary and biblical principles and enlightens the pathway of thinking and reasoning to guide the student toward mastery of the subject. The notebook approach cultivates strong writers, Christian scholarship and character, and a permanent record of learning for teachers, students and parents to evaluate and reference over and over again. The student produces his own "book of remembrance" (Malachi 3:16). Over time, this method liberates the student to become an independent learner who is able to take responsibility for his own education and give an account.

In the AMO Program, both teacher and students need a ringed binder with four dividers marked:

- | | |
|---------------|-------------|
| 1. Literature | 3. Reading |
| 2. History | 4. The Arts |

A title page is made and filed in the front of the binder, and a title page is made for each component.

Instructions for how to use the Lesson Plan Format follow. They will enable both teacher and student to derive the greatest benefit of the notebook method.

Objectives

1. Introduce the notebook approach and the four steps of natural learning for a permanent record of study in the AMO Program.
2. Develop the lifelong habits of personal study, reflection, and recording principles and reasoning in both teacher and children.
3. Build Christian imaginations and consecrated minds for fresh vision, renewed thinking, and biblical reasoning.

AMO's Lesson Plan Components

The top portion of the Lesson Plan contains the following:




1. **Time:** This component indicates the length of time for the lesson. It is based on AMO's weekly schedule. You can alter this to suit your program.
2. **Reading:** This component relates the reading assignment. In the history and literature components, the teacher reads aloud. In literature, the whole classic is read aloud to the children. Do not let them read it. The teacher should read with animation and know the vocabulary before reading the classic. In the Bible Reading lessons, the children read aloud.
3. **Review:** All good lessons begin by reviewing the principle and the main idea or theme of the last lesson. Ask the children if they can remember the principle from the last lesson. If no one can remember, ask them to turn in their binders to the record of the last lesson or point to the





¹ Slater, R. (1965). *Teaching and Learning America's Christian History: The Principle Approach*. San Francisco, CA: Foundation for American Christian Education.

Key Vocabulary Word for that lesson located on the bulletin board to help them recall.


4. **Goal of the Lesson:** This is the primary target of the lesson and what the children should understand at its conclusion. The student vocabulary word, the principle and Scripture, as well as the reasoning questions are all directed toward the goal of the lesson.
5. **Principle:** Each lesson is governed and guided by a biblical principle, which lays truth as the foundation and provides structure for teaching the whole lesson. This is antithetical to most teaching methods, which either require children to memorize information and parrot back the “right” answer or “entertain” them.
6. **Scripture:** Each principle is undergirded with a biblical reference. The Word of God is alive. (Hebrews 4:12) It not only produces life in the teacher’s spirit and in the lesson plan, but it illumines and guides the children’s thinking, reasoning, and application of the principle to their own lives.

The remainder of the Lesson Plan is divided into two columns. The left column is for edifying the teacher, and the right column is for engaging the students.

1.  **Teacher Vocabulary:** Difficult words and key words are defined biblically for the teacher’s enlightenment and for use with older students and adult literacy programs.
2.  **Preparation to Teach:** These are the instructions for preparation as well as the tools and supplies teachers must gather before entering the classroom to teach.
3.  **Teaching Plan:** This is the subject content of the lesson to build the teacher’s confidence. Generally, everything he or she needs for teaching the lesson is provided and should be reviewed before teaching the lesson. It contains all the elements that he or she will need to teach the lesson to the children. **NOTE: Background information and often a great deal of content for the TEACHER’S EDIFICATION are provided.** The teacher is NOT to read all of this material to the children. It is there to provide information and enrichment to the teacher, as he or she works with the principle and the reasoning with the children.

4.  **Key Vocabulary Word:** Every lesson has a student vocabulary word that relates to the principle and the goal of the lesson. This word, which is printed on card stock and pinned to the “Treasury of Words” bulletin board each day, should be emphasized in each lesson. Use this word in your teaching and encourage the children to learn its meaning and use it in their conversation. Remove the vocabulary card from the board in the next class period and store it in the Treasure Chest. Pin up the new word from the lesson. Many teachers print out a copy of each word and have the children file it in their binders. If you are using this in an academic setting, you can have the students put a divider in their binders marked “Vocab” and they can copy the word and the definition into their binders. They can be tested on the vocabulary definitions and are certainly encouraged to use these words in their writing and in their verbal communication.
5.  **Reason Questions:** Reason questions are provided to guide biblical reasoning and oral discussions and to help children relate the principle or theme of the lesson to their own lives. In an academic setting, this can be assigned as written class work or as homework.
6.  **Notebook Record:** Everything the children copy onto their graphic organizers is found in the lesson plan. The teacher writes these phrases on the chalkboard, and the children copy them onto their graphic organizers. In literature the graphic organizers are based on the settings, characterizations, and themes in the classic. The phrases are the author’s words, which is why they have quotation marks around them. In other subjects, the notebook record contains the essence of the lesson so the children have a permanent record of what they are learning. For the academic setting, older children can find additional phrases to write on these graphic organizers. These phrases are helpful when assigning composition work. Have the children open their binders to the appropriate graphic organizer so they can use the phrases and vocabulary words to inspire and guide their descriptive or expository writing.
7.  **Oral Work:** This is a summary of the lesson that was taught to the children,

that the teacher says and the students repeat out loud before the close of the lesson. It reinforces the principle that undergirds the lesson.

8.  **Memory Verse:** There is one Scripture verse for the children to memorize every two lessons. Post the Memory Verse Card on the bulletin board and drill the verse with the children throughout the day. Keep a record of their ability to memorize each verse and acknowledge and reward those who do a good job at the end of the lessons.

Other components that accompany the Lesson Plan:

1. **Graphic Organizers:** These are designed to organize and limit the amount of writing children must do in an after school, Sunday school or literacy program. Some children are illiterate and unable to write. These children will still have a record of learning with the coloring pages provided. All the children will build their language skills. If you are using this program in an academic setting, you can assign more note taking by writing the content being taught on the chalkboard and having your students copy into their binders.

Graphic organizers for the literature units are designed to record these literary elements:

Characterizations: Four or five of the main characters in the classic are chosen to study in depth. They soon learn that God looks at the internal man (1 Samuel 16:7) and that the internal is causal, it gives rise to the external. *As he thinks within himself, so he is (Proverbs 23:7).* This helps children examine their own character.

- **Internal:** Record the internal qualities of the heart, mind, soul, attitudes, will, and spirit **using the words of the author.**

- **External:** Record the physical features of the literary character **using the words of the author.**

Setting: The main setting(s) of each classic has been chosen, and if actual geographic settings are in the classic, such as the Swiss Alps and Frankfurt, Germany settings found in *Heidi*, the children complete map work and study the culture of the settings.

Theme: This is the message the author conveys. Each classic is different. *Heidi* has many themes.

2. **Vocabulary Card:** The Key Vocabulary Word, which is defined biblically, is printed on this card and pinned onto the “Treasury of Words” bulletin board where it remains until the next lesson. All cards are stored in the Treasure Chest of Words, so the children will soon learn that words provide a treasury of wisdom and understanding.
3. **Coloring Pages:** Beautiful coloring pages have been created by talented illustrators for the delight and enrichment of the children. Have the children use colored pencils to color them. Pencils produce beautiful pages for the children to cherish. Many children are visual learners, so they will glean many details of the story from the coloring pages. These become part of their permanent record and are filed in their binders.
4. **Memory Verse Cards:** This card holds the weekly Bible verse from the Bible Reading lesson to be memorized by the children. It is printed and pinned onto the “Treasury of Words” bulletin board.
5. **Parent Prayer and Blessing Cards:** These cards are part of the Bible Reading lesson plans. One set is printed weekly for each child to take home to his parents so they can pray and bless their children every day.

Suggested Assignments for the Academic Setting

1. Write introductory facts and inspiring information from the lesson plans on the chalkboard and have the students copy into their binders on a sheet of paper labeled "Introduction" for each component studied (i.e.: historic and literary background of the book being studied; author of the book; literary background, genre, and elements of the classic being studied; timeline of key events, key individuals, and key documents in the Christian history units; etc.).

2. Have students create a divider labeled "Vocabulary" and insert it into their AMO® binders for each component studied. On a sheet of notebook paper, have them copy the daily "Key Vocabulary Word" and its definition. After they have copied the word, have them write a sentence using the new vocabulary word.

Hold students responsible for the correct spelling of the word, its definition, and the ability to use the word accurately in a sentence on quizzes and on the final examination.

3. Have students create a divider labeled "Principles" and insert it into their AMO® binders for each component studied. Have them write out the daily principle and then write a paraphrase as classroom work or as homework. Ask them to apply the principle to their own lives, as well. Be certain to read each one and make comments.

4. Have students create a divider labeled "Memory Verses" in the AMO® Bible reading component and insert it into their AMO® binders. On a sheet of notebook paper, have them copy the weekly memory verse. Ask them to paraphrase it and apply its truth to their own lives.

5. Have students create a divider labeled "Reason and Relate" and insert it into their AMO® binders for each component studied. Write the "Reason Questions" found on the lesson plan (and any you would like to add) on the chalkboard. Have students copy the questions onto a sheet of notebook paper and write out their answers in complete sentences either during class or for

homework. Correct, grade, and return them to the students to be filed in their binders. Discuss some of the inspired answers.

6. Create writing assignments from the literary phrases and information the students record on their graphic organizers, such as:

Write two paragraphs that describe the Swiss Alps. Use as many of Johanna Spyri's beautiful phrases as possible. You may use your notes from class.

Contrast life in the Swiss mountains with life in the German city, Frankfurt.

Describe the individuality of Switzerland.

Compare and contrast the internal and external characters of Heidi and Peter.

7. Prepare students for all final examinations by seeing that their binders are complete and in order and by reviewing the principles, historic events and individuals, and literary elements of the classic. Take class time to do this collectively.

8. After the final examination, collect and grade each student's binder, and average his binder grade with his other academic assignments. The binder grade reflects the student's character, not his academic achievement.

9. Sample Heidi Final Exam (3rd grade and above/ age 8+): Be certain to write in complete sentences.

Why is the Bible the highest model of language and literature?

Who was the author of Heidi? Write two sentences that describe her individuality.

Write the definition for each of these vocabulary words:

literature	friendship
conscience	providence
individuality	virtue
prudence	principle
repentant	reason (v.)

Label the map of Switzerland using the names found on the legend.

Write a descriptive paragraph about life in the Swiss Alps in the late 1800s. Tell why you would or would not have wanted to live there.

Compare and contrast the internal and external characters of Heidi and Peter.

What were Heidi's most distinctive character qualities? Why did everyone like her? How did Heidi overcome life as an orphan?

Why did the author describe Uncle Alm as the "Prodigal Son"? Tell what happened to him in the story.

Paraphrase this principle from chapter 10: "Being able to read brings great liberty to one's life."

Extra credit: Sketch your favorite scene from the classic Heidi in the space provided.

10. Sample Proverbs Final Exam (3rd grade and above/age 8+):

Using complete sentences, describe four attributes of God's Word, the Bible.

Write the definition for each of these vocabulary words:

gospel	integrity
proverb	honor
discern	character
wisdom	diligent
folly	leader

Who wrote the book of Proverbs? Tell why this book is so important for a young person to meditate upon.

Contrast the wise child and the foolish child in the following areas of daily life:

- Listening
- The words of one's mouth
- Making friends
- Making decisions
- Work habits

List three qualities of a godly leader.

List three qualities of a godly woman.

Paraphrase the following principle, "The conduct of a young child builds the man or woman."

Extra credit: Write out two of your favorite memory verses from the book of Proverbs.

As teachers work with our AMO® lesson plans, you will be inspired to create your own reflective writing assignments. **Remember, handling the noble vocabulary of the subject, reasoning with the principles, and daily writing assignments produce mastery of the subject.** The sooner children are taught the rudiments of composition (which should begin in kindergarten/first grade), they should be writing in every subject every day by the third grade.

Remember: You cannot ask children to write a descriptive paragraph if you haven't taught your students the rudiments of writing a descriptive paragraph. The same principle goes with comparing and contrasting two items or characters. The teacher has to teach the rudiments of all the various forms of composition and then have their students practice, practice, practice. Writing is not a gift from God that some are blessed to have and others are not blessed. Writing is a skill best learned as a young child in order to form lifelong manners and habits of excellence in Christian scholarship. Writing produces Christian thinkers and leaders in every field of endeavor. By employing the notebook method, teachers will eventually become confident to develop and write their own curriculum. This method produces writers and Christian thinkers among teachers, as well.

For additional help, email info@amoprogram.com.



**BIBLE READING FOR
REASONING LESSON PLANS**

Thy word is a lamp unto my feet

And a light unto my path.

~ PSALM 119:105, KJV ~

Overview of the Bible

All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the man of God may be thoroughly equipped for every good work (2 Timothy 3:16-17, NIV).

The Greatest Book Ever Written

The Bible is the greatest book in the world because it is God's living and eternal Word. It is the divinely inspired record or story of God's dealings with men and nations from the beginning of time through the planting of the first Christian churches in the Roman Empire. The main theme of the Bible is how people like you and me can come to know God in our everyday lives and worship Him. The Bible contains God's revelations, the principles of the Christian faith and God's rules of practice for everyday living. It is different than any other book ever written.

The word of God is living and active and sharper than any two-edged sword, and piercing as far as the division of soul and spirit, of both joints and marrow, and able to judge the thoughts and intentions of the heart. (Hebrews 4:12)

"All flesh is like grass, and all its glory like the flower of grass. The grass withers, and the flower falls off, but the word of the Lord endures forever." And this is the word which was preached to you. (1 Peter 1:23-25)

Two Great Collections of Books

God is the author of the Bible, and 40 writers, who were inspired by God's Holy Spirit, wrote it down over a period of 1,500 years. Yet, it is a book without contradictions in what it says. It is completely without error and contains the authority of God and the living words of Jesus Christ, His Son, the incarnate Word.

The Bible contains 66 books in two collections called the Old and New Testaments or the Old and New Covenants. The Old Testament was originally

written in Hebrew and Aramaic (Ezra and Daniel), the official language of the Persian Empire. The New Testament was written two thousand years ago in Greek. Even though the official language of the Roman Empire was Latin, government officials in Rome were the only ones who used it. Most people spoke Greek, and the new Christians wanted their books to be understood by as many people as possible, so they wrote in Greek.

These writings were placed on scrolls made of papyrus or vellum (animal hides). People in Israel often used skins for writing. Rectangles of skin were stitched together to make a long strip that was rolled into a "scroll" and stored in clay pots for safekeeping.

The Old Testament

The Old Testament contains the Hebrew Scriptures. The Old Testament books, of which there are 39, contain the account of creation, God's commandments, the covenants God made with His people, the history of the Jews and the founding of their nation Israel, poetic words of wisdom, and prophecies. The Old Testament Scriptures were canonized under the inspiration of the Holy Spirit long before the birth of Christ by the high priest Ezra and the men of the Great Synagogue. Although no original manuscripts of the Old Testament have been found (we have only copies of copies of copies), the Jewish scribes were always aware they were copying a holy text, and took great care not to make mistakes.

In A.D. 1947, Jewish shepherds found some stone jars in caves at Qumran on the Dead Sea. Inside the jars were tightly rolled pieces of parchment and bronze, and in the next few years many more were found in nearby caves. They became known as the

“Dead Sea Scrolls,” and belonged to the library of a Jewish religious sect, who lived at Qumran from the second century B.C. to about A.D. 70.

During the period of Israel’s history, when kings ruled Israel, each king was required to make a personal copy of the books of Moses (the Law) for his use in governing himself and the nation:

Now it shall come about when he [the king] sits on the throne of his kingdom, he shall write for himself a copy of this law on a scroll in the presence of the Levitical priests. It shall be with him and he shall read it all the days of his life, that he may learn to fear the LORD his God, by carefully observing all the words of this law and these statutes, that his heart may not be lifted up above his countrymen and that he may not turn aside from the commandment, to the right or the left, so that he and his sons may continue long in his kingdom in the midst of Israel. (Deuteronomy 17:18-20)

The New Testament

The Old Testament is the foundation of the Christian faith, whose doctrine is found in the writings of the New Testament. The New Testament (of which there are 27 books) contains the four Gospel accounts of the life of Jesus Christ, the gift of the Holy Spirit, the acts of the apostles after Christ’s death and resurrection, letters from the apostles to the New Testament churches, and the revelation of Jesus Christ to John. These books were compiled into one large book before A.D. 325, many years after the resurrection of Jesus Christ.

[Jesus] *“Heaven and earth will pass away, but My words shall not pass away.” (Matthew 24:35)*

Translating the Bible into Many Languages

Jerome, a learned monk and early church father, translated the Scriptures from the original languages into Latin by A.D. 405. This text became known as the “Vulgate,” which means “the common translation.” The Vulgate was the Bible of Europe for over one thousand years and the one that John Wycliffe used to translate the first English Bible. Many scribes and men of God carefully copied the books and preserved them through the ages so that we might have this precious book today.

The Bible has been translated into more languages than any other book in the world. Through the centuries, many men have been martyred for their faith and determination to translate God’s Word into the languages of the thousands of people groups around the world. Today, a portion of the Bible has been translated into more than 2,400 languages of the 6,900 languages. The Bible is available in whole or in part to 98 percent of the world’s population in a language in which they are fluent.

The Value of Reading the Bible

It is only as we are able to read and know God’s Word, that we can know truth! We have much for which to be thankful when we have a copy of the Bible. To study the Bible is the noblest of all pursuits and to understand it is the highest of all goals. God’s Word is nourishment for our inner man or spirit man. It is as sweet as honey to the taste. At the time of Christ, the teachers in the synagogue schools, which were called the “House of the Book,” made honey cakes for the children and often printed the Shema (“Hear O Israel, the Lord thy God is one.”) from the book of Deuteronomy on them. They drizzled honey on the top of the cakes and served them to the children. The children memorized the Shema and then ate the honey cakes, as they were reminded that God’s Word is as sweet as honey (Psalm 19; Psalm 119; Ezekiel 3). They soon learned that education came to involve the task of causing youth to enjoy the sweetness of studying God’s Law or truth.

Reading and meditating on God’s Word is a noble task. There are many promises in the Bible for those who diligently study the Word and apply its truths to their lives:

*How blessed is the man who does not walk
in the counsel of the wicked,
Nor stand in the path of sinners,
Nor sit in the seat of scoffers!
But his delight is in the law of the LORD,
And in His law he meditates day and night.
He will be like a tree firmly planted by
streams of water,
Which yields its fruit in its season
And its leaf does not wither;
And in whatever he does, he prospers.*

Psalms 1:1-3

Introduction to the Book of Exodus

The Book of Exodus

Exodus is the second book of the Holy Bible. It is known as the book of redemption! In Hebrew the name is Shemot, which means “names,” and is taken from the first verse. The name of the book in English comes from the Greek word *exodus* which was the name used in the Septuagint translation. It is taken from the primary event and means “a going out; a departure or mass emigration.”

In the third month after the sons of Israel had gone out of the land of Egypt, on that very day they came into the wilderness of Sinai. (Exodus 19:1)

The Septuagint is the oldest Greek version of the Old Testament. *Septuaginta* means “seventy” in Latin. It was translated from the Hebrew language in the third century B.C. by seventy Jewish scholars at the request of Ptolemy II, the son of one of Alexander’s ruling generals.

The book of Exodus is part of the greater work that Moses wrote called the Torah (Hebrew) or Pentateuch (Greek), which contains the first five books of the Old Testament or “the Law.” The word *torah* means “instruction” in Hebrew, and these books contain God’s instructions for how to walk with Him as His consecrated people. The Torah was originally written as a single, unbroken scroll. Prior to the second century B.C., the scroll was divided into the five books that we have today: Genesis, Exodus, Leviticus, Numbers, and Deuteronomy.

In Genesis, we meet patriarchs Abraham, Isaac, and Jacob. There the focus is on Israel as a family bound in relationship to God through His covenant with Abraham. In Exodus, we meet Moses. Here the emphasis is upon the family of Israel becoming a holy nation in covenant relationship with God and receiving His code of Law for administration.

Background of the Book of Exodus

Date Written:

1450-1406 B.C.

Author:

Moses, prophet, deliverer, lawgiver, and historian
Bible verses that substantiate his authorship:

Joshua 8:31-32; 1 Kings 2:3; 8:9; 2 Kings 14:6; 23:25; Ezra 3:2; 6:18; 7:6; Nehemiah 8:1; 13:1; Daniel 9:11, 13; Malachi 4:4; Mark 12:26; John 5:46; Romans 10:5

Bible verses that substantiate God’s instructions to Moses to record His words:

Exodus 17:14; 24:4, 7; 34:4, 27-29

Moses compiled and edited the historic records and oral stories that are found in Genesis, the book of Beginnings. As an eyewitness, he wrote about the events of the Hebrews’ bondage in Egypt and about their deliverance and exodus to the Promised Land. In this book, he also included a portion of the extraordinary revelation he received in his personal encounters with the living God.

When Moses finished writing the words of this law in a book . . . (Deuteronomy 31:24-26)

[Jesus] *“For if you believed Moses, you would believe Me, for he wrote about Me.” (John 5:46)*

Type of Literature

Exodus is historical narrative of epic proportion and is part of a greater whole. It relates facts of real events and real people and the most amazing miracles of the living God. It is written in such a way as to be understood as reliable history by an eyewitness (Moses) and spans a period of 81 years. Its supreme value is its revelation of the ways and mighty acts of the living God in human history concerning His eternal plan and purpose for all mankind.

God is revealed in Exodus as the eternal God-King through a new name, Yahweh—I AM WHO I

AM—who covenants with and tabernacles among His chosen people, as He births the nation Israel. Yahweh is the most sacred and precious name of God that is used among His people. It is generally signified in the Old Testament by the word “LORD” which is written in all capital letters.

Content

All narrative books in the Bible speak the language of Genesis. Throughout the Scriptures, language builds on itself. Therefore, one needs to read the book of Genesis in order to enter into the whole of God’s grand story and to understand the setting and the narrative of the book of Exodus.

The Exodus of the ancient Israelites from Egypt was the greatest of God’s acts of deliverance in the Old Testament. It took place through a dramatic series of events in which God set His people free from bondage, established a living relationship with them, and provided them a permanent land and a future as a nation. The Exodus is the greatest example in the Old Testament of God’s salvation and redemption! As such, it foreshadows God’s final work of redemption for all mankind through the sacrificial death and resurrection of His Son, Jesus Christ. Understanding the work of God in the Exodus helps us better comprehend Christ’s finished work on the cross, His resurrection from the dead, and His ascension to the right hand of God.

Exodus records the birth of Israel as a nation—a people separated unto Yahweh by covenant relationship. It narrates the events and miracles leading up to the deliverance of the Hebrews from Egypt, the event that marks the beginning of their identity as a nation. In fact, Exodus records more miracles than any other book in the Old Testament! The pre-Mosaic record in the book of Genesis relates the family history of Israel’s patriarchs—Abraham, Isaac, and Jacob—and concludes with the death of Joseph, whose leadership as governor of Egypt provided a refuge for his family during a time of great famine. After several hundred years of first enjoying royal favor in Egypt and then being enslaved for three generations by an unfriendly Egyptian dynasty, the hand of God delivered the Hebrews to fulfill the eternal purpose for which He had set them apart.

The riches in the account of Exodus relate the deliverance of the Hebrews from 220 years of enslavement, the birth of the nation Israel, the receiving of God’s Law, the design of the tabernacle, the origin of ceremonial worship, and the life and

deeds of Moses, Israel’s greatest leader. Throughout the book, the revelation of God as *Yahweh* remains paramount. In addition, Exodus contains more types of Jesus Christ than any other Old Testament book. Jesus said of Moses, “*For if you believed Moses, you would believe Me, for he wrote about Me*” (John 5:46).

A Portion of Matthew Henry’s Introduction to Exodus:

“Moses (*the servant of the Lord* in writing for Him as well as in acting for Him—with both the pen of God as well as with the rod of God in his hand) having, in the first book of his history, preserved and transmitted the records of the patriarchs while they existed in private families, comes in this second book to give us an account of their growth into a great nation. . . . The beginning of the former book shows us how God formed the world for Himself; the beginning of Exodus shows us how He formed Israel for Himself, and both were to show forth His praise (Isaiah 43:21). There we have the creation of the world in history, here the redemption of the world in type. . . . As the earth was in the beginning, first fetched from under water and then beautified and replenished, so Israel was first by an almighty power made to emerge out of Egyptian slavery, and then enriched with God’s law and tabernacle. . . . Moses, the penman, is himself the hero who gives us the history of those things of which he himself was an eye and ear witness, and in which he bore a conspicuous part.”¹

Overview of Our Study of the Book of Exodus

1. The need for deliverance: Egyptian enslavement and oppression of the Hebrews
2. The need for a deliverer: the preparation, call, and commission of Moses
3. The character of redemption: purchased by blood and liberated by Yahweh’s power
4. Birth of the nation Israel: kingdom of priests and a holy nation
5. The duty of the redeemed as revealed in the giving of the Law: obedience and submission

¹ Henry, M. (1708-10). *Matthew Henry’s Commentary on the Whole Bible*, Vol 1. Old Tappan, NY: Fleming H. Revell Company, p. 270.

6. The purpose of the redeemed to worship God: the design of the tabernacle as a picture of the glorious Redeemer to come

Primary Characters

Yahweh
Moses
Pharaoh
Jethro
Aaron

Settings

1. Goshen, Egypt
2. Mount Horeb, Arabia
3. Mount Sinai, Arabia
4. Sinai wilderness

Recently, God has revealed many evidences that support the book of Exodus and the geographic sites of its events. We are very blessed to have new scientific discoveries by Christians and artifacts that highlight many details of this great event of the Old Testament. Of particular interest is Dr. Lennart Möller's research and his book, *The Exodus Case:*

New Discoveries of the Historical Exodus (4th extended ed., 2012). Scandinavia Publishing House. See www.theexoduscase.org.

Themes of Exodus

Say, therefore, to the sons of Israel, "I am the LORD, and I will bring you out from under the burdens of the Egyptians, and I will deliver you from their bondage. I will also redeem you with an outstretched arm and with great judgments." (Exodus 6:6)

1. Yahweh delivers His people through great wonders and miracles.
2. Redemption comes through the blood of a lamb.
3. Israel is born as a theocratic nation through covenant relationship to Yahweh.
4. Israel becomes Yahweh's treasured possession, a holy nation.
5. Yahweh's Law is given as a standard of righteous conduct.
6. Yahweh tabernacles with His people as their God-King.
7. Yahweh foreshadows His eternal plan of salvation for man in the tabernacle design.

EXODUS 1

Time: 45 minutes

Teacher Reading: Exodus Overview and Acts 7:2-9

Student Reading: Acts 7:10-18

Principle: God is the Author of history and calls individuals and nations for His eternal purpose.

TEACHER



Vocabulary:

deliverance (n.) Release from captivity, slavery, oppression or any restraint.

epic (adj.) Having to do with a lengthy literary or dramatic composition that celebrates the feats of a legendary or traditional hero.

foreshadow (v.) To indicate, show or suggest in advance.

Hebrews (n.) Another name for the Israelites; the twelve tribes descended from Jacob, Abraham's grandson, whose name was changed to Israel.

primary source, In the study of history, an artifact, document, recording, or other source of information that was created at the time that is being studied.

redemption (n.) In theology, the purchase of God's favor by the death and sufferings of Christ; the ransom or deliverance of sinners from the bondage of sin and the penalties of God's violated Law by the atonement of Christ.

revelation (n.) The act of disclosing or discovering what was before unknown; the disclosure or communication of truth to men by God Himself or His authorized agents.

tabernacle (v.) [L., *tabernaculum*, a tent.] To dwell or live among; to be housed.

theocratic (adj.) [Gk. *theo*, God, and *kratia*, power.] Relating to a theocracy, in which the government of the nation or state is by the immediate direction of God.

thwart (v.) (1) To prevent the occurrence or attainment of. (2) To oppose and defeat the efforts, plans or ambitions of.

type (n.) A sign; a symbol; a figure of something to come; as Abraham's sacrifice and the paschal lamb were types of Christ.

STUDENT



Key Word:

purpose (n.) A plan; a design; a resolve.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. Define the word "history" and relate who its author is.
2. Who is the writer of the book of Exodus? Of what greater work is Exodus a part?
3. What does the word "exodus" mean?
4. Who is the focal point of all history? Is this person found in the book of Exodus? Explain your answer.
5. What is God's great eternal purpose for mankind?
6. What is God's great purpose or plan for you?



Preparation and Lesson Background:

1. It is recommended that you teach the children our AMO® Genesis 2 unit before teaching this Exodus unit.
2. Read the Overview of the Bible on pages 24-25.
3. Read the entire book of Exodus before teaching this unit. Study the Exodus Overview found in this lesson plan, which highlights the life and character of Moses.
4. NOTE: Background information and often a great deal of content for the **teacher's edification** are provided. Unless otherwise instructed in the lesson plans, the teacher is **NOT TO READ all of this information to the children**. It is there to provide resource and enrichment for the teacher, as he or she works with the principle and the reasoning with the children. However, in this Bible reading for reasoning unit, the teacher will be doing more instruction than in other units because of the nature of the book of Exodus.
5. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: God is the Author of history and calls individuals and nations for "His eternal purpose."

I know that You can do all things, and that no purpose of Yours can be thwarted. (Job 42:2)

The LORD has made everything for its own purpose, even the wicked for the day of evil. (Proverbs 16:4)

Remember the former things long past, for I am God, and there is no other; I am God, and there is no one like Me, declaring the end from the beginning, and from ancient times things which have not been done, saying, "My purpose will be established, and I will accomplish all My good pleasure." (Isaiah 46:9-10)

But He [Jesus] said to them, "I must preach the kingdom of God to the other cities also, for I was sent for this purpose." (Luke 4:43)

And we know that God causes all things to work together for good to those who love God, to those who are called according to His purpose. (Romans 8:28)

For God has allowed us to know the secret of his plan, and it is this: he purposes in his sovereign will that all human history shall be consummated in Christ. (Ephesians 1:9-10, Phillips)

*This was in accordance with the **eternal purpose** [emphasis added] which He carried out in Christ Jesus our Lord. (Ephesians 3:11)*

History is defined as the record of God's relationship to man from creation onward throughout time. It tells us the rea-



Notebook Record:

1. Write your name on your Exodus title page, and color the illustration with your colored pencils while the Exodus Overview is being read.
2. File your title page in your binder.
3. Write your name on the back of your Exodus bookmark, and store it in your Bible or binder pocket.



Memory Verse:

I know that You can do all things, and that no purpose of Yours can be thwarted. (Job 42:2)



Take prayer and blessing cards home to parents.

sons we are here and our purpose as individuals and as nations as they relate to God's "eternal purpose."

He makes the nations great, then destroys them; He enlarges the nations, then leads them away. (Job 12:23)

It is He who changes the times and the epochs; He removes kings and establishes kings; He gives wisdom to wise men and knowledge to men of understanding. (Daniel 2:21)

There is an appointed time for everything. And there is a time for every event under heaven. (Ecclesiastes 3:1)

God is the Author of history. History is His autobiography. God's story is a love story, because it relates His great love for mankind as demonstrated by His gift of His only Son, Jesus Christ, for all who believe. Therefore, Jesus Christ is the focal point of all history. All antiquity looked forward to the cross and all modernity looks back.

Although the name of Jesus is not found in the book of Exodus, He is there in a mighty and miraculous way! There are more types and foreshadows of Christ in the book of Exodus than in any other Old Testament book, which we will explain to the children.

*For I do not want you to be unaware, brethren, that our fathers were all under the cloud and all passed through the sea; and all were baptized into Moses in the cloud and in the sea; and all ate the same spiritual food; and all drank the same spiritual drink, for they were drinking from a spiritual rock which followed them; and **the rock was Christ** [emphasis added]. (1 Corinthians 10:1-4)*

6. The book of Exodus contains the epic story of the Hebrews' slavery, their exodus from Egypt under the leadership of Moses, and the forty years prior to their entering the Promised Land. Read the following brief accounts of the life of Moses in the Bible: (1) Nehemiah 9:7-23; (2) Acts 7:2-44; Hebrews 11:23-29, which all summarize his role as both deliverer and lawgiver.
7. Prepare your classroom by hanging your wall timeline cards from the AMO® Timeline of Promise unit and a map of ancient Bible lands.
8. Gather resources: Bible, Exodus title page graphic organizers, student vocabulary card, bookmarks, memory verse card, and parent cards.



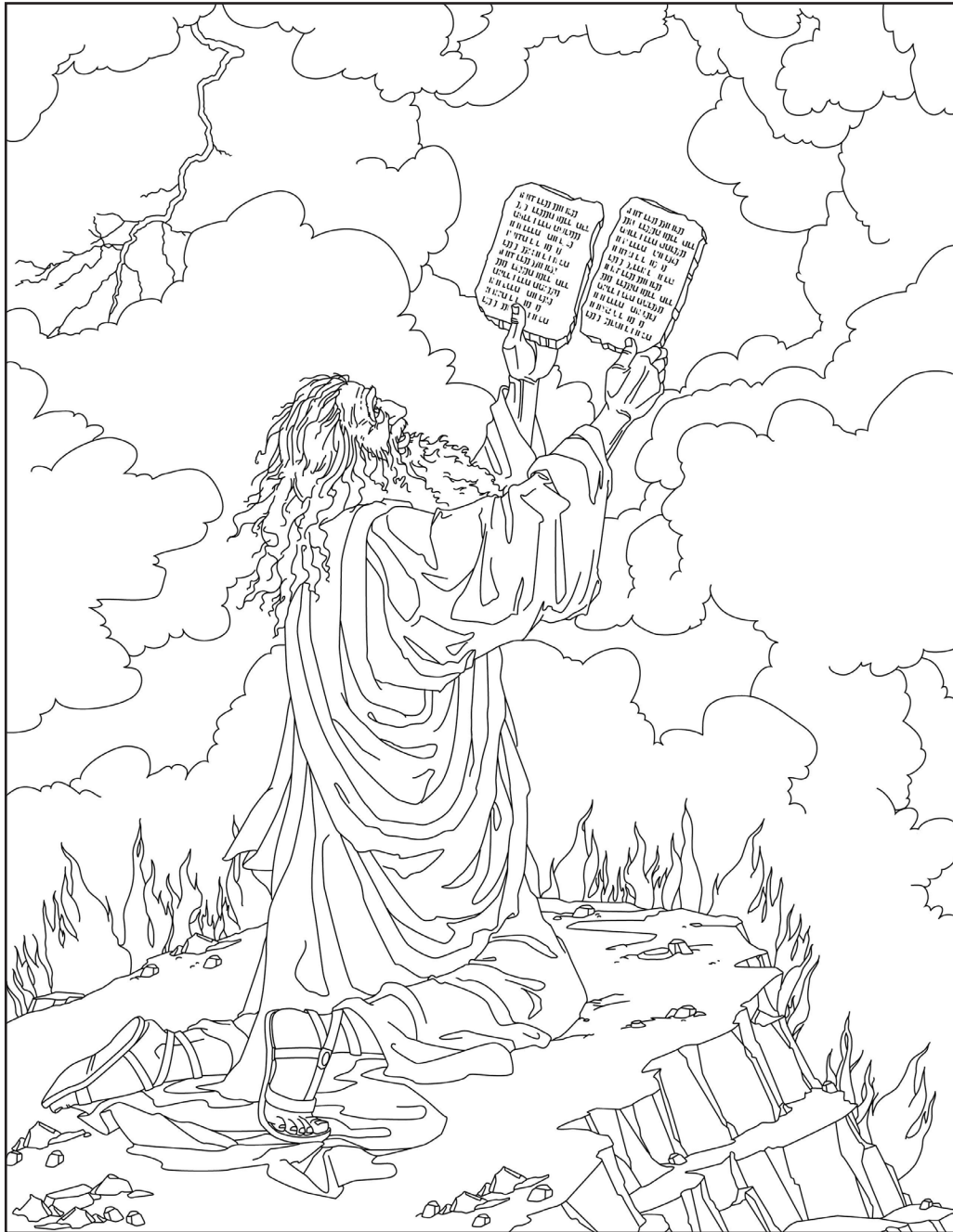
Teaching Plan:

1. Pray: *Dear Heavenly Father, we thank and praise You for this opportunity to study your Word and learn more about You and your eternal plan of deliverance and redemption for mankind. Come, tabernacle with us today, we pray. Pour out your Spirit upon us, and illumine our minds. Give us fresh revelation of Jesus*

Christ as our Deliverer and Redeemer. Direct our path as we learn to follow and abide in Jesus Christ. Amen.

2. Introduce the book of Exodus to the children as a history book that relates the account of real people, who lived in a real geographic setting, and whom God chose and set apart to be His people and a very special nation. Teach that it is part of a larger work called the Torah or the Law that was written by Moses around 1450 B.C. Point to the appropriate timeline card that is displayed on your wall. Teach them the central theme of Exodus.
3. Distribute student binders and the Exodus title page. Have the children write their name and color the illustration while you read aloud the appropriate portions (depending on the age of your students) of the Exodus Overview to the children.
4. Pin the student vocabulary card onto your bulletin board, and define the key word “purpose.”
Connect the vocabulary word to the principle that our sovereign God ordains individuals and nations whom He chooses through which to fulfill His eternal purpose. Read aloud the Scriptures related to God’s purpose to the children.
5. Distribute a bookmark to each child. Have them write their name on the back. Teach them how to use a bookmark by placing it **ABOVE** the line of script they are reading. In this way, they will not lose their place.
6. Before reading the assigned teacher reading from Acts 7, teach the children that Exodus is a continuation of the account of the patriarchs in Genesis. Reading this portion of Scripture will refresh the children’s memory of this account and remind them of why the Hebrews were in Egypt. Ask the children to read silently as you read aloud.
7. Assign the Bible reading to the children and have them read orally.
8. Ask the reason questions and have the children respond orally.
9. Before completing the lesson, have the children repeat their weekly memory verse. Pin the memory verse card on your bulletin board.
10. Conclude with a short prayer and blessing for the children.
11. Send parent prayer and blessing cards home with the children for the week.

The Book of Exodus



*"I am the LORD your God, who brought you out of the land of Egypt,
out of the house of slavery. You shall have no other gods before Me."*

—Exodus 20:2-3

TEN COMMANDMENTS

1. You shall have no other gods before me.
Put God first.
2. You shall not make for yourself an idol.
Worship God only.
3. You shall not take the name of the Lord your God in vain.
Use God's holy name with respect.
4. Remember the sabbath day, to keep it holy.
Remember to keep God's sabbath.



5. Honor your father and your mother that it may go well with you all your days.
Respect and obey your parents.
 6. You shall not kill.
Do not hurt other people.
 7. You shall not commit adultery.
Be faithful in marriage.
 8. You shall not steal.
Do not steal.
 9. You shall not bear false witness against your neighbor.
Do not lie.
 10. You shall not covet.
Do not be envious of others.
- (Exodus 20)

TEN COMMANDMENTS

1. You shall have no other gods before me.
Put God first.
2. You shall not make for yourself an idol.
Worship God only.
3. You shall not take the name of the Lord your God in vain.
Use God's holy name with respect.
4. Remember the sabbath day, to keep it holy.
Remember to keep God's sabbath.



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Do not be envious of others.
- (Exodus 20)

EXODUS 2

Time: 45 minutes

Teacher Reading: Exodus 1:1-22

Student Reading: Exodus 2:1-10

Review: God is the Author of history and calls individuals and nations for His eternal purpose.

Principle: The Lord is a refuge for those who are oppressed, a fortress in times of trouble.

TEACHER



Vocabulary:

antiquity (n.) Ancient times, especially the times preceding the Middle Ages.

artifact (n.) An object made by man, especially a tool, weapon, or ornament of archaeological or historical interest.

deliverance (n.) The act of rescuing or liberating someone, or the state of being rescued or liberated.

delta (n.) A geographic term that describes a triangular plain formed where the mouth of a river empties into a larger body of water.

fortress (n.) A place of defense or security; a fort; a castle, a stronghold.

hieroglyphics (n.) Ancient Egyptian writing that uses pictures and symbols to represent sounds and words.

oppressed (adj.) Treated with unjust severity or hardship physically, mentally or spiritually.

pagan (n.) An unbeliever in Jesus Christ.

papyrus (n.) A tall aquatic reed of the Nile valley used to make baskets and paper by the ancient Egyptians.

polytheistic (adj.) Worshipping or believing in many gods.

prototype (n.) An original type, form, or model that serves as a standard.

slave (n.) A person who is wholly subject to the will of another; one whose person and services are entirely dominated by another person or influence.

STUDENT



Key Word:

refuge (n.) A shelter or protection from danger or distress.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. Why did the king or pharaoh of Egypt oppress the Israelites?
2. Why was God kind to the midwives? How did He bless them?
3. Who was Moses? How did the hand of God save his life?
4. Where did Moses grow up?
5. Relate the different ways God provided for Moses in the first forty years of his life.
6. Describe the various “refuges” you’ve learned about in today’s lesson.

stele (n.) An upright stone or slab with an inscribed or sculptured surface, used as a monument or a commemorative tablet on the face of a building.

tar and pitch (n.) Thick, black, sticky substances used to seal the seams of a boat or ark to prevent leaking.



Preparation and Lesson Background:

1. For this lesson, read “Egypt at the Time of Moses” and “Historical Background of Moses.”
2. Read and reflect upon the assigned Bible readings. Make certain that you understand the historical setting and details provided in the context of the Scripture and this lesson.
3. Study the completed Exodus map on page 10. Complete your personal map study using the Map Standard so you can display it for the children.

This map study reflects the scientific discoveries and research of Christian scholars and explorers during the last 25 years, which place the crossing of the Red Sea, Mount Sinai, and the wilderness wanderings at different geographic locations than are currently labeled on Bible atlas maps. For nearly two millennia, the location of Mount Sinai has been based on a tradition that began with Roman Emperor Constantine’s mother, Helena. After Constantine’s conversion to Christianity (c. A.D. 312), he sent his mother on a pilgrimage to locate various “holy sites” of interest in the Middle East. Helena proclaimed the location of Mount Sinai on the Sinai Peninsula where hermits were dwelling, who had identified the mountain with the ancient “mountain of God.” This was 1,700 years after the Exodus took place. Several hundred years later, a Catholic monastery, St. Catherine’s, was built on this site.

Today, scientific research and many artifacts, which match the descriptions in the Bible, provide a volume of evidence for an alternative geographic location. Recent explorations and discoveries place Mount Sinai in modern day northwest Saudi Arabia at Jebel al Lawz (Arabic for “Almond Mountain”). Our map study will reflect this latest research. For further study:

Möller, Lennart. (2012, 4th ed.). *The Exodus Case: New Discoveries of the Historical Exodus*. Strangas, Sweden: Scandinavia Publishing House 2000.

www.theexoduscase.org

4. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: The Lord is a refuge for those who are oppressed, a fortress in times of trouble.

7. Does God care about you the same way as He cared about Moses? Explain your answer.



Notebook Record:

1. Carefully label the following geographic sites on your Exodus map according to the map standard. Remember that a map study is a work of art and requires your best effort.
 - CANAAN
THE PROMISED LAND
 - EGYPT
 - GOSHEN
 - Mediterranean Sea
 - Nile River
 - Nile Delta
 - Red Sea
 - Succoth
 - Hebron
2. Begin to outline these bodies of water with your blue colored pencil:
 - Mediterranean Sea
 - Gulf of Aqaba
 - Nile River and its delta
 - Gulf of Suez
 - Red Sea
 - Dead Sea
3. File your Exodus map study in your binder.



Memory Verse:

I know that You can do all things,
and that no purpose of Yours can be
thwarted. (Job 42:2)

During the latter period of patriarch Jacob's life, a severe global famine (Genesis 41:57) drove his family from Canaan to seek a supply of grain in Egypt. Unbeknownst to them, Jacob's son Joseph, who had earlier been sold into Egyptian slavery by his jealous brothers (Genesis 37:18-28), had become the prime minister of Egypt through a series of providential events. Joseph had correctly interpreted the Pharaoh's prophetic dream about seven years of plenty and seven years of famine that was soon to affect them. Pharaoh put Joseph in charge of administering a national program to plant, harvest, and store grain for their survival (Genesis 41:41-49). Joseph had storage cities with large silos for storing grain built along the Nile River. During this time in history, grain was a form of currency, as well, and the silos functioned as a bank and a source of food. These storage cities also housed weapons and other supplies to be used in the event of an attack.



Egyptian silo, Tell Edfu excavation, Upper Egypt

The 2008 excavation of Tell Edfu in Upper Egypt by archaeologist, Dr. Nadine Moeller, and her University of Chicago team, revealed an administrative building and many silos, which were located at the center of a prosperous, ancient urban center. Dr. Moeller dates these storage silos to Dynasty XVII (the time of Joseph).

After a long series of events, the Pharaoh permitted Joseph to move his whole family to Egypt, which saved the lives of God's covenant people. Pharaoh looked with favor on Joseph's family and gave them good land in Goshen, which was located in the fertile Nile Delta. God used Egypt as a refuge for His people, and for many years, the Israelites enjoyed a happy, peaceful life as shepherds. *"The sons of Israel were fruitful and increased greatly, and multiplied, and became exceedingly mighty, so that the land was filled with them"* (Exodus 1:7).



Excavated grain storage facility, Dynasty XVII

There came a time when a new Pharaoh, who did not know Joseph, came to power. He was fearful of the multitude of Hebrews who now lived in Goshen, so he enslaved them and put them to hard labor to build new cities of fortification. When their numbers continued to increase, Pharaoh ordered all Hebrew baby boys to be killed. (In ancient history, there are two accounts in the Bible when evil kings decreed that all male Hebrew babies should be killed: (1) prior to the birth of Moses just before the birth of the nation Israel [c. 1406 B.C.]; and (2) after the birth of Jesus Christ (Matthew 2:16-18). Satan's efforts to thwart God's plan of deliverance and redemption for His people failed both times. In modern history, just before the modern birth of Israel in A.D. 1948, Adolph Hitler executed millions of European Jews.)

When we look at the Israelites at the time of Moses with the eternal plan of God in view, we see His overruling hand intervening in the affairs of men and nations. God provided the Israelites a refuge in Egypt to preserve their lives during a time of severe famine (Genesis 50:19-21). After they had multiplied greatly, He determined that it was time they take possession of the Promised Land as a nation of people that were consecrated to Him. (Jacob's family of 70 had increased to over two million people.) If they had remained in peace and happiness, they would never have left Egypt. Now, living under severe oppression, they cried for deliverance.

5. Gather resources: Bible, wall map of ancient Bible lands, your Exodus map study, Exodus map study graphic organizers, and student vocabulary card.



Teaching Plan:

1. Pray: *Dear Heavenly Father, we thank and praise You for this opportunity to study your Word and learn more about You and your eternal plan of deliverance and redemption for mankind. Come, tabernacle with us today, we pray. Pour out your Spirit upon us, and illumine our minds. Give us fresh revelation of Jesus Christ, as our Deliverer and Redeemer. Direct our path as we learn to follow and abide in Jesus Christ. Amen.*
2. Distribute student binders.
3. Review the principle that God is the Author of history and calls individuals and nations for His eternal purpose.
4. Pin the student vocabulary card on your bulletin board and define “refuge.”

Connect the vocabulary word to the principle that the Lord is a refuge for those who are oppressed, a stronghold in times of trouble.

The LORD is a refuge for the oppressed, a stronghold in times of trouble. (Psalm 9:9)

The LORD is my rock and my fortress and my deliverer, my God, my rock, in whom I take refuge; my shield and the horn of my salvation, my stronghold. (Psalm 18:2, NIV)

The LORD is good, a stronghold in the day of trouble, and He knows those who take refuge in Him. (Nahum 1:7)

Egypt had been a refuge for the Israelites in their day of near starvation. God will soon reveal Himself as their refuge, their fortress, and their stronghold in their deliverance from Egypt. He will also raise up a leader and prepare his character for the high calling of deliverer of God’s people.

From the above Scriptures, share all the metaphors for “refuge” with the children: stronghold, rock, fortress, deliverer, shield, and horn of salvation (“horn” represents strength and victory). Each word paints a picture of who God will be in the lives of the Israelites, as well as in our own lives when we put our trust in Him. He provides safety and shelter from every kind of oppression and trouble—physical, mental, emotional, and spiritual—when we seek Him. And from Nahum we learn that God knows those who take refuge in Him! God will soon demonstrate to the Hebrews that they can know and trust Him, and that He will be their refuge.

5. Read aloud or relate some of the information from “Egypt at the Time of Moses” on pages 42-43.
6. Read aloud the assigned teacher Bible reading.

7. Assign the Bible reading to the children and have them read orally.
8. Read “Periods One and Two” from the “Historical Background of Moses” on pages 45-46 to the children.
9. Ask the reason questions and have children respond orally. Reasoning for question #2: We’re told that the God-fearing midwives lied to the king (Exodus 1:19). God did not bless the midwives for their lying but for refusing to kill the baby boys (Exodus 1:20).
10. Distribute the Exodus Map Study to the children. Show them on your wall map that Egypt is located on the continent of Africa and Canaan is located on the continent of Asia. Teach them that Egypt is found in the Sahara Desert, the largest hot desert, and one of the harshest environments in the world. (Antarctica is the largest desert in the world, but it is a cold desert!)

Show them where the Nile River is located, and teach them about this unique body of water. The Nile is the longest river in the world and flows from south to north. It floods its banks every year and deposits the rich, volcanic topsoil that it gathers from the Ethiopian Highlands. It is so rich that it yields three cycles of crops per year! Ancient Egyptians relied upon this silt to fertilize their crops and feed their animals. This nutrient-rich land is where the Hebrews lived during the time of Moses. The river forms a fan-shaped delta at its mouth where it empties into the Mediterranean Sea. The Nile Delta area was a vital element in the development of the ancient Egyptian civilization and played an important part in its religion and culture. The Nile was Egypt’s major source of water and life and was worshipped by the Egyptians.

Review the map standard found on the first page of the Map Study. Display your completed map study. Have the children carefully label the following on their maps:

- CANAAN
- Nile River
- THE PROMISED LAND
- Nile Delta
- EGYPT
- Red Sea
- GOSHEN
- Succoth
- Mediterranean Sea
- Hebron

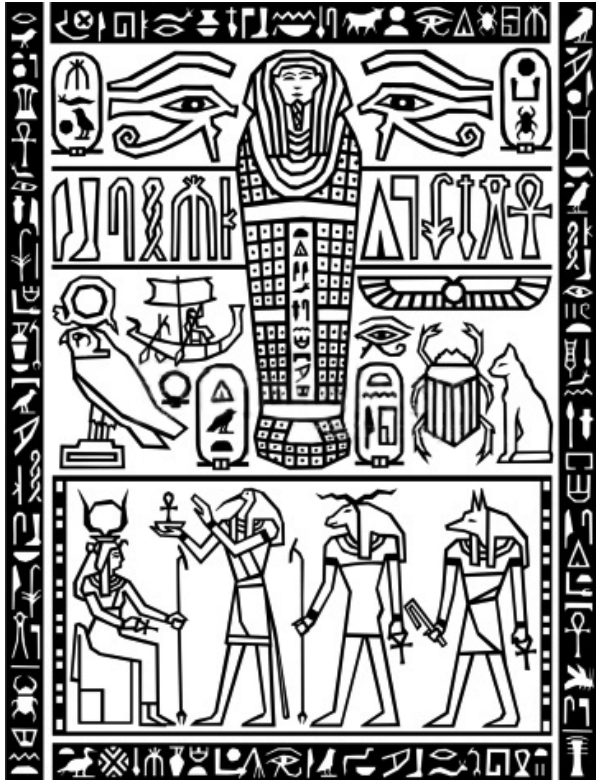
On the chalkboard, demonstrate how to outline the bodies of water. Have them begin to outline the following bodies of water with their blue colored pencils so the land areas will stand out:

- Mediterranean Sea
- Nile River and its delta
- Red Sea
- Gulf of Aqaba
- Gulf of Suez
- Dead Sea

Have the children file their Exodus maps in their binders.

11. Before completing the lesson, have children repeat their weekly memory verse.
12. Conclude with a short prayer and blessing for the children.

Egypt at the Time of Moses



In the days of Moses, Egypt was the most highly developed civilization in antiquity. Moses was born circa 1526 B.C.¹ Many contemporary Egyptian scholars correlate this date to Egypt's eighteenth dynasty (1543-1292 B.C.) during the reign of Ahmose I (1549-24 B.C.).² Much confusion and many complexities exist regarding the accuracy of the chronology of Egypt's ancient history, which is beyond the scope of our study to detail. Dynasty XVIII is the first of three dynasties of the Egyptian

¹ To calculate this date, see 1 Kings 6:1. The date of the building of King Solomon's Temple was approximately 1446 B.C. To that figure count back 480 years to the date 1446 B.C. Moses would have been approximately 80 years old at the time of the Exodus, which puts his birth at approximately 1526 B.C.

² Möller, L. (2012). *The Exodus Case: New Discoveries of the Historical Exodus*. 4th ed. Strangas, Sweden: Scandinavia Publishing House 2000, pp. 116-119.

New Kingdom, the period in which ancient Egypt reached her peak of power and influence. It boasts of several of Egypt's most famous pharaohs including: (1) Tutankhamen (King Tut), whose tomb in the Valley of the Kings was excavated in the twentieth century; (2) Hatshepsut, the longest reigning female pharaoh, whom many Christian scholars believe was the princess who found and adopted Moses; and (3) Akhenaten and his famous queen Nefertiti.

Egyptians were a very religious people with a polytheistic system composed of deities, priests, and magicians. The pharaohs of Egypt had absolute power as rulers. They believed their power came from their pagan gods, and so they, too, were worshipped. Their names contained the name of one of their gods, such as Ramses: "Ra" is the name of the Egyptian sun god, their chief object of worship. They also worshipped Osiris, the god of the Nile River, and his wife, Isis, the goddess of creation and fertility, whose original headdress was a throne. She is the origin of the cult that worships mother earth/the queen of heaven/holy mother Mary. Many in this cult believe that Mary, the mother of Jesus, was an incarnation of Isis. As a note, when the power of the living God was mightily revealed in the ten plagues that were manifested through the shepherd's staff of Moses, it proved that the false gods that both the Egyptians and the Hebrews worshipped were all impotent (Numbers 33:4), including the Pharaoh!

Ancient Egyptians believed in an afterlife much like life on earth, so they buried their dead with everything needed for a comfortable life. To give the soul use of its body, they perfected the skills of preserving the dead body called mummification. The bodies of both Hebrew



patriarchs, Jacob and Joseph, were mummified in Egypt after their deaths (Genesis 50:2-3, 26). Most pharaohs were buried in great tombs called pyramids that were furnished with riches and provisions to care for them in their afterlife. Many of the ancient pyramids can still be seen today in the Valley of the Kings. The Great Pyramid at Giza, Egypt (pictured) is one of the Seven Wonders of the Ancient World and the only one that remains today.



The Great Pyramid is the tallest in this photograph.

The family was the heart of Egyptian society, and family lineage was traced through both the mother and father's lines. Respect for one's parents was a cornerstone of morality, and the most important duty of the eldest son was to care for his parents in their last days and provide them a proper funeral. Husbands were generally faithful to their wives, and women were well respected in society. The birth of a child was a time of great joy, and fathers welcomed every child into the family as a blessing, unlike the customs of other contemporary cultures such as Greece and Roman. In addition, women enjoyed a greater freedom of choice and more equality under Egyptian social and civil laws. They inherited property, served on juries, and in the lower class worked side by side with men.

The ancient Egyptians had formal schools where children from wealthy families learned how to read, write, and cipher. They had a sophisticated form of writing called hieroglyphics, which was a pictorial script. They made scrolls from papyrus (the word from which "paper" is derived) and recorded their history, literature, mathematics, scientific knowledge, and government records with hieroglyphics. The Rosetta stone, an Egyptian artifact dating from 196 B.C., was found in the late nineteenth century A.D. It is a fragment of an Egyptian decree that was recorded in three languages including hieroglyphics.



Hieroglyphs found on a stele or commemorative monument

This enabled modern scholars to decode the hieroglyphs. The stone became an essential key for understanding ancient Egyptian literature and civilization.

Other contributions that ancient Egypt made to civilization:

- **Astronomy:** Created the first calendar that had 365 days in 4200 B.C.
- **Mathematics:** Developed a numbering system based on ten that is similar to our decimal system
- **Medicine and Dentistry:** Had a knowledge of the human body and treated diseases, performed surgeries, set broken bones, prescribed medicine, and wired teeth
- **Architecture:** Excelled in stonemasonry and built gigantic pyramids and temples; also built dams and complex irrigation systems and storage facilities
- **Art:** Produced beautiful stone sculptures, intricate metal jewelry, paintings, and pottery



Sphinx located in the Valley of the Kings near the Great Pyramid



Historical Background of Moses

1526-1406 B.C.

Historical Periods of Moses Life:

There are two primary source documents from antiquity that contain descriptions of the life of Moses: (1) the accounts found in the Holy Bible, and (2) the account of Flavius Josephus, first-century A.D. Jewish historian, called *Antiquities of the Jews*, Books 2-5.

Period One: 1526-1486 B.C.

Moses was a Hebrew born in Egypt circa 1526 B.C. to Levite parents, Amram (the grandson of Levi) and Jochebed. It was during the time of the Hebrews' great oppression and enslavement by Egypt's ruler, the Pharaoh (most likely Ahmose I, founder of

Historians divide Moses' life into three forty-year periods:

1. 1526-1486 B.C.	Prince of Egypt Acts 7:23; Hebrews 11:24-26	Born in Egypt Proud and well educated in the world's system
2. 1486-1446 B.C.	Shepherd in Midian Exodus 2:16-3:1; Acts 7:29-30	Humbled and disciplined by God for his calling
3. 1446-1406 B.C.	Servant-leader for Israel Acts 7:34-44; Hebrews 11:27-29	Deliverer, lawgiver, prophet, and historian Died in Moab (Deuteronomy 34:7)

Dynasty XVIII).¹ This was the time in history when Egypt reached her pinnacle of power and influence in antiquity. Prior to Moses' birth, the Pharaoh had ordered all newborn Hebrew males to be killed. In the first century A.D, Josephus recorded the traditional details that had been passed down through the generations. He wrote that Amram prayed to God about the Pharaoh's edict, and an angel appeared to him stating that the child Jochebed was carrying would deliver the Israelites from slavery. The angel also said that he would be raised in a surprising way and that his name would last as long as the world.² When Jochebed delivered Moses, she had very little pain, so few knew that she had delivered a baby!³

When Moses was born, his parents saw that "*he was no ordinary child*" (Acts 7:20, NIV); and because they were not afraid of the Pharaoh's edict, they hid their precious son for three months. When they could no longer conceal him, Jocabed gave Moses to the Lord as she placed him in a tiny ark among the bulrushes in the Nile River. God's hand of providence was upon this baby boy, for the Pharaoh's daughter (most likely the famous Hatshepsut, sister of Thutmose III and one of Egypt's few female pharaohs) found him and had compassion on him. Moses' sister, Miriam, who was standing watch nearby, offered to get a Hebrew wet nurse for the baby and fetched their mother.

Pharaoh's daughter adopted him as her son and named him "Moses." His royal name was "Senmut." Ancient Egyptian children were considered a blessing, and babies were often nursed for as long as five years. So it is very probable that every day for five years, Jocabed would tell young Moses Hebrew stories and sing him songs of their Hebrew heritage and faith as she nursed him. Most certainly she and Amram would have introduced him to the living God of their forefathers and taught him the history of God's covenant with their people. In hearing the oft repeated stories and songs, Moses would surely have memorized God's promise to Abraham and the prophetic blessings of Jacob, his great-grandfather. As an older boy, he would certainly have pondered his unique identity as a Hebrew in the Egyptian

court. When Moses was weaned, he was returned to the Egyptian princess.

Unlike the other Hebrews in Egypt who were enslaved as laborers, Moses lived a life of royal luxury and privilege. As a young prince, he was groomed to become a pharaoh. Therefore, he received the best of everything in the royal Egyptian court, including the best formal education of



the ancient world. He was "*learned in all the wisdom of the Egyptians*" (Acts 7:22, KJV). At that time, Egypt had two well-known universities. He was able to read and write in several languages, skills he would need much later in order to write the Torah (Deuteronomy 31:24-26). He would have studied hieroglyphics, Egyptian mysteries and religion, astrology, mathematics, engineering, history, and literature. As an Egyptian prince, Moses would also have learned the art of civil government and military science. According to Josephus,⁴ as a general in the Egyptian army, Moses gained renown as a skillful military leader when he conquered Ethiopia.

Moses was also a poet, as recorded in Exodus 15:1-18; Deuteronomy 32:1-35; and Psalm 90. He

¹ Möller, L. (2012). *The Exodus Case: New Discoveries of the Historical Exodus*. Copenhagen, Denmark: Scandinavia Publishing House 2000, p. 118.

² Josephus, F. (A.D. 93). *Antiquities of the Jews*, Book 2, 9:3.

³ *Ibid.*, 9:4.

⁴ *Ibid.*, 10:1.

also would have cultivated the power of storytelling, of which the ancient Egyptians were masters. Storytelling has incredible power to connect people, memorialize special events and deeds, and build a national identity. God was about to birth the nation Israel and have Moses memorialize in a book the history and founding as His chosen people, a holy nation (Exodus 17:14; 34:27).

As Moses matured into manhood and studied the knowledge of the world's system, it is apparent that he never forgot that he was a Hebrew. He later demonstrated that he held dearly his parents' spiritual teachings from early childhood (Hebrews 11:26). God ordained these years of preparation in order to equip Moses for his future mission as deliverer, lawgiver, and first historian of God's chosen people.

Period Two: 1486-1446 B.C.

At the age of forty, Moses came to the defense of a Hebrew laborer, whom an Egyptian taskmaster was harshly mistreating, and he killed him. This act reached the ears of the Pharaoh, who *"sought to slay Moses"* (Exodus 2:15). Moses feared for his life and fled Egypt across the Sinai Peninsula to the land of Midian in northwest Arabia. He found himself sitting near a well, when the seven daughters of Jethro, the priest of Midian, arrived to draw water for their father's flocks. Moses intervened when other shepherds pushed them away and watered the flocks himself. When the young women related to their father what had happened, Jethro extended his hospitality to Moses. Soon, Moses became a member of Jethro's extended household and a shepherd of his flocks. Jethro also gave Moses his daughter Zipporah as his wife, and they had two sons, Gershom (Exodus 2:22) and Eliezer (Exodus 18:4).

This harsh, mountainous desert is where Moses lived in obscurity from the Pharaoh for the next forty years. Midian, for whom this land was named, was one of the nomadic sons of Abraham and his third wife, Keturah (Genesis 25:2). Jethro knew the God of the Israelites and served Him as a priest among his tribal families (Exodus 18:1, 8-12).

So Jethro said, "Blessed be the LORD who delivered you from the hand of the Egyptians and from the hand of Pharaoh, and who delivered the people from under the hand of the Egyptians. Now I know that the LORD is greater than all the gods; indeed, it was proven when they dealt proudly against the

people." Then Jethro, Moses' father-in-law, took a burnt offering and sacrifices for God, and Aaron came with all the elders of Israel to eat a meal with Moses' father-in-law before God. (Exodus 18:10-12)

Moses went from living in the luxurious palaces of Egypt and leading a mighty army to living in the desert tents of the Beduins and leading flocks of sheep. Moses became what the Egyptians hated most, a shepherd! The Lord placed Jethro in his life as a mentor, a friend, and a father-in-law. Just as an Egyptian education and training to become a pharaoh were ordained of the Lord for his future role of **leadership**, so life as a nomadic shepherd was essential training for Moses, as well. During this period of his life, Moses learned to hear God's voice and to commune with Him. He had gleaned **worldly wisdom** while living in Egypt, but now God would teach him **godly wisdom** (James 3:17-18). God disciplined Moses and nurtured his spirit. He taught him patience, compassion, and humility. It was as a simple shepherd in the harsh, mountainous desert that his character was forged for selfless **servanthood** and the mighty acts of the living God that lay ahead.

Now the man Moses was very humble, more than any man who was on the face of the earth. (Numbers 12:3)

Period Three: 1446-1406 B.C.

After forty years passed, the pharaoh who sought to kill Moses died, and God remembered His covenant with Abraham, Isaac, and Jacob (Exodus 2:23-24). The Lord then revealed Himself to Moses in a burning bush as the I AM WHO I AM and called Moses to a position of leadership and servanthood. His mission was to bring the sons of Israel out of Egypt to worship God at *"Horeb, the mountain of God"* (Exodus 3:1-15).

Moses returned to Egypt and was reunited with his Hebrew brother Aaron and sister Miriam. Through a supernatural series of events, Moses delivered millions of Hebrews from the enslavement of Egypt. He led this multitude of adults, children, and animals to the sacred mountain of God, where he received God's Law and the heavenly design for building the tabernacle. He witnessed many miracles of God and taught the people how to worship the living God. He had the tabernacle constructed along with all its furnishings and utensils. He interceded



on behalf of the Israelites and cared for their every need. He listened to their constant grumbling and complaints and overcame their schemes to avoid his authority and wisdom. He spent forty years wandering in the harsh, desert wilderness until all those who had rebelled against God perished (Numbers 14:22-32).

It was during this latter period, that Moses wrote the Torah. Sadly, because of an act of disobedience, God denied Moses entrance into the Promised Land. Moses died in Moab and was buried opposite Bethpeor (Deuteronomy 34:5-6), and Joshua led the next generation of Israelites into Canaan.

Since that time no prophet has risen in Israel like Moses, whom the LORD knew face to face, for all the signs and wonders which the LORD sent him to perform in the land of Egypt against Pharaoh, all his servants, and all his land, and for all the mighty power and for all the great terror which Moses performed in the sight of all Israel. (Deuteronomy 34:10-12)

Summary:

Moses stands out as the preeminent figure of the **Old Testament**. He is clearly an Old Testament “type” of Jesus Christ our Deliverer and Redeemer.

[Moses] *“The LORD your God will raise up for you a prophet like me from among you, from your countrymen, you shall listen to him.” (Deuteronomy 18:15)*

Indeed, Moses is an awe-inspiring, epic figure who knew God face-to-face, and through whom many supernatural acts of God were performed (Acts 7:22).

However, his prayers, his poetry, and his historical accounts reveal his humanity, as well. He was a reluctant servant-leader who humbly walked by faith with God in the extraordinary mission that God called him to fulfill.

In the **New Testament**, Moses is referred to as the representative of the Law and as a type of Jesus Christ.

For the Law was given through Moses; grace and truth were realized through Jesus Christ. (John 1:17)

[Jesus] *“For if you believed Moses, you would believe Me, for he wrote about Me.” (John 5:46)*

Now Moses was faithful in all His house as a servant, for a testimony of those things which were to be spoken later; but Christ was faithful as a Son over His house—whose house we are, if we hold fast our confidence and the boast of our hope firm until the end. (Hebrews 3:5-6)



Michelangelo's statue of Moses with the Ten Commandments (1515)

Moses is the only character in the Old Testament to whom Christ likened Himself. He is listed as one of the heroes in the “Hall of Faith” found in Hebrews 11. There, he is described as a man who spoke with and saw the living God and who counted those things of

eternal value as treasure rather than the luxury of a pagan king and his palace.

By faith Moses, when he had grown up, refused to be called the son of Pharaoh's daughter, choosing rather to endure ill-treatment with the people of God than to enjoy the passing pleasures of sin, considering the reproach of Christ greater riches than the

treasures of Egypt; for he was looking to the reward. (Hebrews 11:24-26)

Moses' focus was on eternal treasure, not temporal riches. This was the legacy that his parents entrusted to him as a very young boy. He was willing to exchange his life as a prince of Egypt for his hope of eternal life with the Prince of Peace, Jesus Christ.

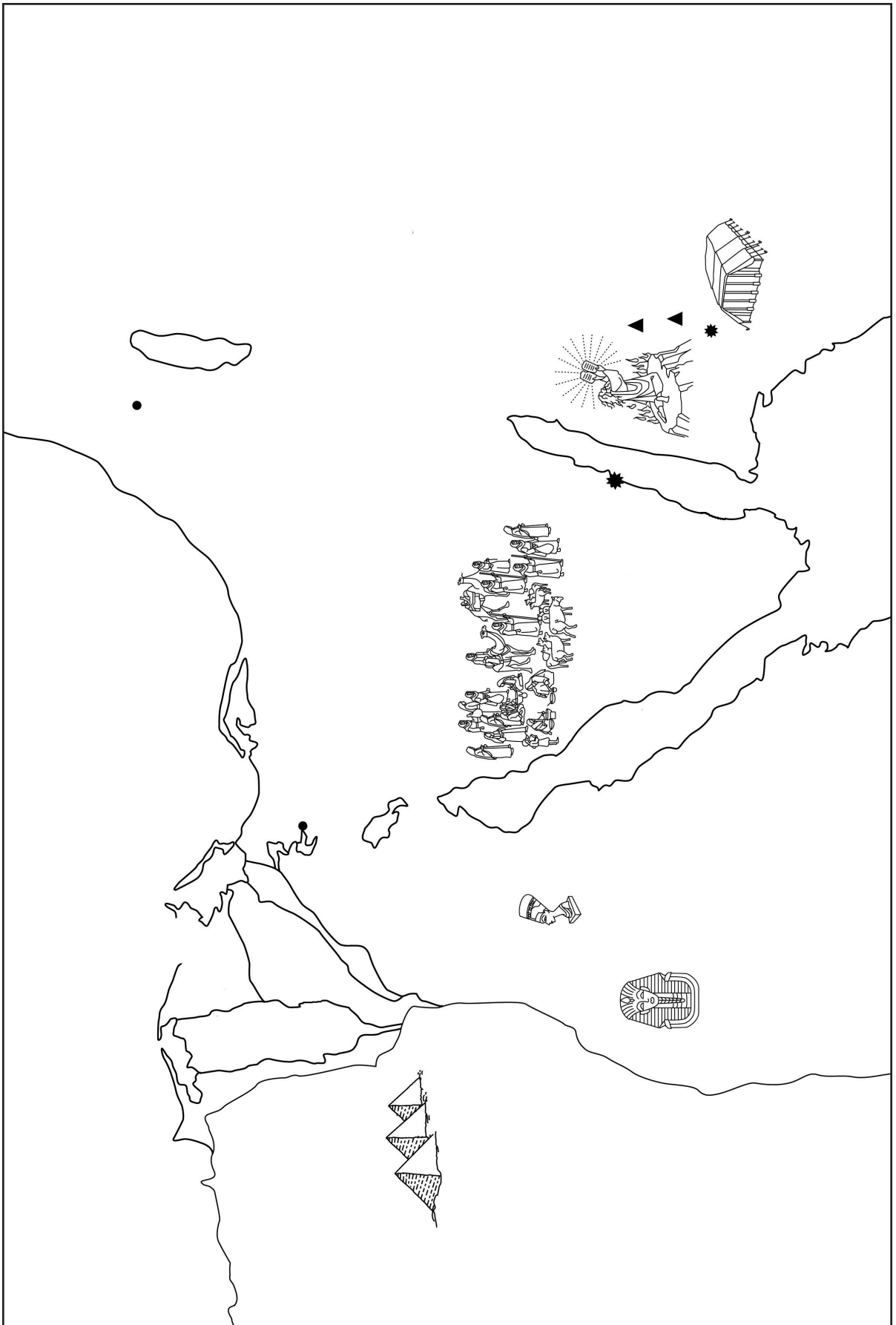
A Portion of the Song of Moses

*Give ear, O heavens, and let me speak;
And let the earth hear the words of my mouth.
Let my teaching drop as the rain,
My speech distill as the dew,
As the droplets on the fresh grass
And as the showers on the herb.*

*For I proclaim the name of the LORD;
Ascribe greatness to our God!
The Rock! His work is perfect,
For all His ways are just;
A God of faithfulness and without injustice,
Righteous and upright is He.*

Deuteronomy 32:1-4

Exodus Map Study



Exodus Map Study

A map study is a work of art. Carefully label and color your map according to the following instructions. Print your name in the lower right-hand corner of your map.

MAP STANDARD

1. Label in block print with a black, non-erasable pen.
2. Outline all bodies of water $\frac{1}{4}$ inch wide along their shorelines with a blue colored pencil.
3. Outline the borders of all the land with a red colored pencil.
4. Chart the Israelites' journey with a dotted line using a purple colored pencil.

LABELING

All uppercase letters:

- CANAAN
THE PROMISED LAND
- EGYPT
- ARABIA
- MIDIAN
- GOSHEN
- SINAI PENINSULA

Upper and lowercase:

- Nuweiba
- Rephidim

Bodies of water:

- Mediterranean Sea
- Nile River
- Nile Delta
- Red Sea
- Gulf of Aqaba
- Gulf of Suez
- Dead Sea

Mountains:

- Mount Sinai
- Mount Horeb

Cities:

- Hebron
- Succoth

EXODUS 3

Time: 45 minutes

Teacher Reading: Exodus 2:11-25

Student Reading: Exodus 3:1-15

Review: The Lord is a refuge for those who are oppressed, a fortress in times of trouble.

Principle: God revealed His nature in His memorial-name, I AM, which is to be revered.

TEACHER



Vocabulary:

alien (n.) One who is not a citizen of the country in which they are living.

Bedouin (n. pl.) [Arabic word that means “those in the desert”] Any of the nomadic tribes of the Arabian, Syrian, Nubian or Sahara Deserts.

familiar (adj.) Common; unconstrained; easy; unceremonious.

hospitality (n.) Friendly and generous behavior toward visitors and guests, intended to make them feel welcome.

I AM (n.) God’s memorial-name that reveals His active and dynamic self-existence; God’s covenant name.

memorial-name (n.) A name given to preserve throughout time the memory of one who is to be honored.

mentor (n.) A wise and experienced person who intentionally counsels and instructs one who has less wisdom and experience.

nomad (n.) A member of a group of people who have no permanent home and move from place to place to find food and water for their family and/or animals.

obscurity (n.) A state in which a person or thing is not well known or remembered.

servanthood (n.) The role of placing others first and serving their needs.

theophany (n.) [Gk. *theos*, God, and *phainein* to show.] A visible manifestation of God to man.

STUDENT



Key Word:

revere (v.) To regard with fear mingled with respect and affection; to honor.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. Explain what happened to Moses that caused him to hastily leave Egypt.
2. Where did Moses settle?
3. How did God provide for Moses’ every need?
4. What was Moses going to learn while shepherding another man’s flocks for forty years?
5. Describe the amazing experience Moses had on Mount Horeb.
6. Whom did Moses meet, and why did the fire of Holy God not consume him?



Preparation and Lesson Background:

1. For this lesson, read and reflect upon the assigned Bible readings. Make certain that you understand them in the context of this lesson.
2. Review Period Three from the “Historical Background of Moses” on pages 46-48.
3. Study the teacher vocabulary words, the principle, and the teacher background information.

Principle: God revealed His nature in His memorial-name, “I AM,” which is to be revered.

God has a name! He is not an unknowable, anonymous force. God revealed Himself and His nature to His chosen people by making His name known to them. He called it His “memorial-name to all generations” (Exodus 3:15). A name expresses one’s essential identity and the meaning of one’s life. To disclose one’s name is to make oneself known to others. In a way, it is becoming accessible to others and being capable of being known more intimately and addressed in a personal way.

God is described in Scripture by a variety of names, but the only time He revealed His personal name and explained it was to Moses in the midst of a burning bush (Exodus 3:14-15). He identified Himself as “I AM WHO I AM” or “I WILL BE WHAT I WILL BE.” He told Moses to tell the sons of Israel, “I AM has sent me to you.”

יהוה

Hebrew is read from right to left. In English we transliterate these Hebrew characters to *Y-H-W-H* or *Yahweh*. This name describes God’s fullness. It means the eternal, unchanging, self-existent God, and it signifies that God has no beginning and has no end. He is the same yesterday, today, and forever (Hebrews 13:8). When God revealed His personal name to Moses, it was a turning point in the relationship between God and His covenant people. He became a relational God whom they could know and trust.

In the fullness of time (1,300 years later), God sent forth His Son Jesus to Earth (Galatians 4:4), who revealed God’s nature in an even fuller and more personal way. During Jesus’ three-year ministry, He infuriated the Jewish authorities when He proclaimed that He was **I AM**. He said, “*He who has seen Me has seen the Father*” (John 14:9). To further authenticate His equality with the Father and clarify who He was, Jesus made various statements when He taught that supported His deity and explained His purpose for coming to Earth. We will find many of these “types” or “foreshadows” of Jesus as we read the book of Exodus:

7. What was the name God gave Moses to use with the Israelites? In your own words, explain what it means.
8. Describe how we are to reverence God’s name.



Notebook Record:

1. Copy the Hebrew characters for “I AM” onto your book of Exodus title page under the Scripture verse.

יהוה

2. Label the following geographic sites on your Exodus map according to the map standard.
 - SINAI PENINSULA
 - ARABIA
 - MIDIAN
 - Gulf of Suez
 - Gulf of Aqaba
 - Dead Sea
 - Nuweiba
 - Mount Horeb
 - Mount Sinai
 - Rephidim
3. Complete outlining the following bodies of water with your blue colored pencil:
 - Mediterranean Sea
 - Nile River and its delta
 - Dead Sea
 - Red Sea
 - Gulf of Suez
 - Gulf of Aqaba
4. File your Exodus map study in your binder.



Memory Verse:

“I am the Alpha and the Omega,” says the Lord God, “who is and who was and who is to come, the Almighty.” (Revelation 1:8)



Take prayer and blessing cards home to parents.

“I am the bread of life; he who comes to Me will not hunger, and he who believes in Me will never thirst.” (John 6:35)

“I am the door; if anyone enters through Me, he will be saved, and will go in and out and find pasture.” (John 10:9)

“I am the good shepherd, and I know My own and My own know Me, even as the Father knows Me and I know the Father; and I lay down My life for the sheep.” (John 10:14-15)

“I am the vine, you are the branches; he who abides in Me and I in him, he bears much fruit, for apart from Me you can do nothing.” (John 15:5)

“I am the Light of the world; he who follows Me will not walk in the darkness, but will have the Light of life.” (John 8:12)

“I am the way, and the truth, and the life; no one comes to the Father but through Me.” (John 14:6)

“I am the Alpha and the Omega,” says the Lord God, “who is and who was and who is to come, the Almighty.” (Revelation 1:8)

Just as Moses needed to know the name of the Lord to deliver the Israelites from Egypt, we also need to know the name of the Lord in order to share the good news of Jesus with others. For when we know His name, we better understand His nature and His character.

Some trust in chariots and some in horses, but we trust in the name of the LORD our God. (Psalm 20:7, KJV)

The name of the LORD is a strong tower; the righteous runs into it and is safe. (Proverbs 18:10)

God taught Moses that there is a barrier between a holy God and sinful man. *“Do not come near here; remove your sandals from your feet, for the place on which you are standing is holy ground” (Exodus 3:5).* In getting to know God, we are always to respect and honor Him. He is holy and we are not to become familiar and lose our reverence for Him.

4. Gather resources: Bible, wall map of ancient Bible lands, your completed Exodus map study, student vocabulary card, memory verse card, and parent cards.



Teaching Plan:

1. Pray: *Dear Heavenly Father, we thank and praise You for this opportunity to study your Word and learn more about You and your eternal plan of deliverance and redemption for mankind. Come, tabernacle with us today, we pray. Pour out your Spirit upon us and illumine our minds. Give us fresh revelation of Jesus Christ as our Deliverer and Redeemer. Direct our path as we learn to follow and abide in Jesus Christ. Amen.*

2. Distribute student binders.
3. Review the principle that the Lord is a refuge for those who are oppressed, a fortress in times of trouble.
4. Pin the student vocabulary card on your bulletin board and define “revere.”

Connect the vocabulary word to the principle that God revealed His nature in His memorial-name, I AM, which must be revered.

5. Read the assigned teacher reading to the children. Ask the children to read silently as you read aloud.
6. Read “Period Three” from the “Historical Background of Moses” on pages 46-48 to the children.
7. Assign the Bible reading to the children and have them read orally. This reading initiates “Period Three” in Moses’ life.

At the beginning of chapter three, Moses had a most amazing experience with God. He was moving Jethro’s flocks from the wilderness to Mount Horeb, the mountain of God, when an “angel of the Lord” appeared to him in a burning bush. The Scripture relates that the fire was not consuming the bush and that Moses was told to remove his sandals, because the ground where he was standing was holy. As Lord spoke to him, Moses hid his face out of fear and reverence.

Who was this “angel of the Lord,” and why did the fire of God not destroy Moses? This was no ordinary angel. He was a theophany, an appearance of invisible God, who spoke as God, not for Him. The term “angel of the Lord” is a reference to Jesus Christ throughout the Old Testament. We encountered Him several times in our study of the book of Genesis. There in the burning bush stood the pre-incarnate Jesus Christ, whose presence protected Moses from the all-consuming fire of Holy God. (Today, Jesus is our Mediator, as well, because He paid the price for our sins with His shed blood, which appeases the wrath of God.)

Many years later when Christ walked the earth, He proclaimed His deity to the Jewish religious authorities saying, “*Before Abraham was born, I am*” [emphasis added] (John 8:58). This infuriated the Jews and they wanted to kill him, for they understood that Jesus was saying He was the great I AM from generation to generation.

Moses heard Jesus proclaim the same name to him. It ignited his long-held passion to rescue his people from slavery! It was here that Moses received his life’s calling from God. Moses’ supernatural encounter with the triune God had a profound effect on him for the remainder of his life. Near his death, he blessed the children of Israel saying, “*May the favor of Him who dwelt in the bush . . . be with you*” (Deuteronomy 33:1, 16).

8. Ask the reason questions and have the children respond orally.

9. Copy the four Hebrew characters for “I AM” on the chalkboard and have the children copy them onto their book of Exodus title page. Teach them how to read it from right to left.
10. Write the following names on the chalkboard and have the children carefully label their Exodus maps:
 - SINAI PENINSULA
 - ARABIA
 - MIDIAN
 - Gulf of Suez
 - Gulf of Aqaba
 - Dead Sea
 - Mount Horeb
 - Mount Sinai
 - Rephidim
 - Nuweiba

Instruct them to complete outlining all the bodies of water in blue.

11. Before completing the lesson, have the children repeat their weekly memory verse. Pin the memory verse card on your bulletin board.
12. Conclude with a short prayer and blessing for the children.
13. Send parent prayer and blessing cards home with the children for the week.

EXODUS 4

Time: 45 minutes

Teacher Reading: Exodus 3:16-4:23

Student Reading: Exodus 4:29-5:16, 19-20

Review: God revealed His nature in His memorial-name, I AM, which is to be revered.

Principle: God's commission requires trust and faith in His power to accomplish it through us.

TEACHER



Vocabulary:

compel (v.) To drive or urge with force.

eloquent (adj.) Speaking with fluency, elegance, and persuasion; having the power of oratory.

leprosy (n.) A disease that affects the skin, nerves, and other organs and disfigures the person.

plunder (v.) To rob or seize wrongfully by force, especially in a time of war.

wonder (n.) A miracle; that which excites surprise; a strange thing.



Preparation and Lesson Background:

1. For this lesson, read and reflect upon the assigned Bible readings. Make certain that you understand them in the context of this lesson.
2. Review Period Three from the Historical Background of Moses on pages 46-48.
3. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: God's commission requires trust and faith in His power to accomplish it through us.

Approximately 475 years before Moses received God's commission to deliver his people from their bondage in Egypt, God had prophesied to Abraham concerning this event:

God said to Abram, "Know for certain that your descendants will be strangers in a land that is not theirs, where they will

STUDENT



Key Word:

commission (n.) The act of granting authority or power to carry out a command or task.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. Define the word "commission" in your own words.
2. Describe Moses' commission.
3. What was Moses' response to God's commission?
4. Why do you think Moses felt this way about God's commission?
5. What did God say He would do for Moses to enable his success? Be specific in your answer.
6. Relate what happened in Egypt when Moses asked Pharaoh to let the Hebrews have three days to worship God.
7. Have you ever been asked to complete a task that you thought

be enslaved and oppressed four hundred years. But I will also judge the nation whom they will serve, and afterward they will come out with many possessions. . . . Then in the fourth generation they will return here. . . .” (Genesis 15:13-14, 16)

Surely, Moses knew this prophecy and took very seriously God’s call to deliver his people, the Israelites, from bondage in Egypt. God had assured him that He would be with him every step of the way (Exodus 3:12). He then gave him His memorial-name, I AM, to use. But Moses grew more and more concerned and focused on all his inadequacies, rather than the empowerment and presence of the living God. He was reluctant because he feared that he would have no authority with the people or with Pharaoh. So God performed three miracles in his midst. Then Moses reminded the Lord that his speech was not eloquent. God’s response was “go, and He would be with his mouth and teach his mouth what to say!” Then, when Moses suggested that God send someone else, God became angry (Exodus 4:14) and suggested that his brother Aaron could be his mouth. Moses’ response to God’s call was indicative of the natural man, who puts his trust in human effort and skills. Moses will soon learn that if God calls and commissions a person to fulfill a task, His power and authority will flow through him to accomplish it.

The dynamic of God’s commission is one of divine origin through human agency. This is God’s providence in action! True leaders are not those who think they have the skills to lead. They are those who are reluctant to lead. They understand how inadequate they are for the task, yet are willing to depend upon God for guidance and empowerment. In the Bible’s accounts of leaders, those who were triumphant always attributed their success to God’s presence in their lives, not to their personal capabilities, wealth, or charisma.

I [Paul] was with you in weakness and in fear and in much trembling, and my message and my preaching were not in persuasive words of wisdom, but in demonstration of the Spirit and of power, so that your faith would not rest on the wisdom of men, but on the power of God. (1 Corinthians 2:3-5)

We have this treasure in earthen vessels, so that the surpassing greatness of the power will be of God and not from ourselves. (2 Corinthians 4:7)

I can do all things through Him who strengthens me. (Philippians 4:13)

4. Gather resources: Bible, wall map of ancient Bible lands, your Exodus map study, and student vocabulary card.



Teaching Plan:

1. Pray: *Dear Heavenly Father, we thank and praise You for this opportunity to study your Word and learn more about You and your eternal plan of deliverance and redemption for mankind.*

you were not going to accomplish with success? How did you respond?



Notebook Record:

1. On your Exodus map study, carefully outline the inside border of all the land with a red colored pencil.
2. File your Exodus map study in your binder.



Memory Verse:

“I am the Alpha and the Omega,” says the Lord God, “who is and who was and who is to come, the Almighty.” (Revelation 1:8)

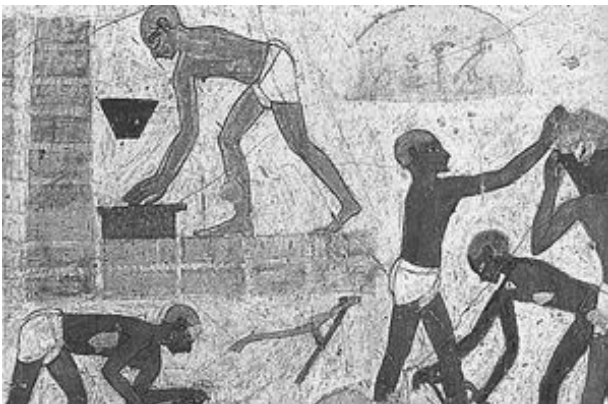
Come, tabernacle with us today, we pray. Pour out your Spirit upon us, and illumine our minds. Give us fresh revelation of Jesus Christ, as our Deliverer and Redeemer. Direct our path as we learn to follow and abide in Jesus Christ. Amen.

2. Distribute student binders.
3. Review the principle that God revealed His nature in His memorial-name, I AM, which is to always be revered.
4. Pin the student vocabulary card on your bulletin board and define “commission.”

Connect the vocabulary word to the principle that God’s commission requires trust and faith in His power to accomplish it through us.

5. Read aloud the assigned teacher Bible reading.
6. Assign the Bible reading to the children and have them read orally.

In this reading, we find Moses and Aaron’s first encounter with Pharaoh. They requested him to give permission for the Hebrews to have three days to worship their God in the wilderness. Not only would Pharaoh not give permission, but he also made their labor more difficult. Their job was to make the bricks that the Egyptians used for constructing their buildings. The Egyptians added straw to the clay to make their bricks stronger. Rather than provide the straw to the brick makers, Pharaoh made them gather their own straw and did not increase the amount of time for their required quota. He also had the Hebrew supervisors beaten, which set the people against Moses and Aaron.



*Hebrews making bricks
Tomb of Rekhmire, Luxor at time of Thutmose III*

7. Ask the reason questions and have children respond orally.
8. Have the children outline the borders of all the land with a red colored pencil according to the map standard.
9. Before completing the lesson, have children repeat their weekly memory verse.
10. Conclude with a short prayer and blessing for the children.

EXODUS 5

Time: 45 minutes

Student Reading: Exodus 7:1-13

Teacher Reading: Exodus 7:14-25; 10:21-29

Review: God's commission requires trust and faith in His power to accomplish it through us.

Principle: A heart set on hearing and obeying the Lord will never harden.

TEACHER



Vocabulary:

detestable (adj.) Disgusting, abhorrent, abominable.

judgment (n.) (1) A sentence of doom pronounced by a judge or court by which it is tried. (2) A remarkable punishment; an extraordinary calamity inflicted by God on sinners.

plague (n.) An infestation of disease, calamity, or natural evil of any kind that often results in death.

secret arts, Magic, especially involving fire.

signs and wonders, Supernatural events; miracles.

sorcerer (n.) One who practices witchcraft.

staff (n.) A rod, shaft, or branch, that often symbolizes authority.

teem (v.) To swarm in abundance.

wise men, Learned men, sometimes referring to those who know the secret arts.



Preparation and Lesson Background:

1. For this lesson, read and reflect upon the assigned Bible readings. Make certain that you understand them in the context of this lesson.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: A heart set on hearing and obeying the Lord will never harden.

STUDENT



Key Word:

hard-hearted (adj.) Insensitive, unyielding; incapable of seeing truth.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. Explain why God brought judgment upon Pharaoh and Egypt.
2. How did God bring judgment upon the people and the land?
3. Relate what was happening to the Israelites during these plagues.
4. How did Pharaoh react to the supernatural acts of God?
5. What caused Pharaoh's heart to harden?
6. Explain what prevents your heart from growing hard, cold, and insensitive.
7. How has this account affected your heart toward the Lord?

As he thinks within himself, so he is. (Proverbs 23:7)

In the Hebrew mindset, the heart directs all the faculties of the soul—our mind, our will, and our emotions. The heart is where the process of transformation begins, the mind is renewed, and choices are initiated. God designed the heart of man as the command center for governing all of life. **The condition of one's heart determines his behavior.**

Jesus taught the following about the heart of man,

*"For the mouth speaks out of that which fills the heart."
(Matthew 12:34)*

"The good man out of the good treasure of his heart brings forth what is good; and the evil man out of the evil treasure brings forth what is evil; for his mouth speaks from that which fills his heart." (Luke 6:45)

"That which proceeds out of the man, that is what defiles the man. For from within, out of the heart of men, proceed the evil thoughts, fornications, thefts, murders, adulteries, deeds of coveting and wickedness, as well as deceit, sensuality, envy, slander, pride and foolishness." (Mark 7:20-22)

Throughout this lesson's readings in Exodus, the Scripture states, "*Pharaoh hardened his heart*" (7:13, 22; 8:15, 19, 32, 9:7, 34, 35). With each ensuing supernatural act of God, Pharaoh grew more resistant and unyielding. You would think that seeing these wonders would cause Pharaoh's heart to soften and submit to God's will. However, when an individual intentionally resists God's will, his ability to see and understand spiritual truth becomes dull. The Scripture teaches that unbelief causes spiritual blindness and deafness. Our hearts are hardened by the deceitfulness of sin. Read Romans 1:18-32.

Jesus addressed this same issue with His disciples and their unbelief: During the day, He had divided a young boy's lunch of five loaves of bread and two fish and fed thousands. That night, His disciples were crossing the Sea of Galilee when a strong storm overtook them. Jesus, who was on land, walked onto the water to help them. "*But when they saw Him walking on the sea, they supposed that it was a ghost and cried out; for they all saw Him and were terrified. But immediately He spoke with them and said to them, 'Take courage; it is I, do not be afraid.'* Then He got into the boat with them, and the wind stopped; and they were utterly astonished, for they had not gained any insight from the incident of the loaves, but their **heart was hardened**" [emphasis added] (Mark 6:49-52). For another incident, read Mark 16:12-18.

What keeps our hearts soft and sensitive to God's truth and His wondrous deeds is submitting to the authority of His Word. What we spend our time meditating on affects our life for good or evil. Blessed is the man who meditates on God's Word day and night (Joshua 1:8; Psalm 1:1-3).

There are also verses in our reading that state, "*God*



Notebook Record:

1. On your Summary of the Ten Plagues graphic organizer, record the following in the boxes provided:
 1. Blood
 2. Frogs
 3. Gnats
 4. Flies
 5. Livestock disease
 6. Boils
 7. Hail and fire
 8. Locusts
 9. Darkness
2. File your graphic organizer in your binder.



Memory Verse:

Watch over your heart with all diligence, for from it flow the springs of life. (Proverbs 4:23)



Take prayer and blessing cards home to parents.

hardened Pharaoh's heart" (Exodus 9:12; 10:1, 20, 27; 11:10; 14:8). Lest you misunderstand, God hardened his heart in the sense that He arranged the circumstances that forced Pharaoh's decisions. Pharaoh was completely responsible for his own heart condition, as are each of us for our heart condition.

Set your heart and your soul to seek the LORD your God.

(1 Chronicles 22:19)

Watch over your heart with all diligence, for from it flow the springs of life. (Proverbs 4:23)

3. Gather resources: Bible, wall map of ancient Bible lands, Summary of the Ten Plagues graphic organizers, student vocabulary card, memory verse card, and parent cards.



Teaching Plan:

1. Pray: *Dear Heavenly Father, we thank and praise You for this opportunity to study your Word and learn more about You and your eternal plan of deliverance and redemption for mankind. Come, tabernacle with us today, we pray. Pour out your Spirit upon us, and illumine our minds. Give us fresh revelation of Jesus Christ as our Deliverer and Redeemer. Direct our path as we learn to follow and abide in Jesus Christ. Amen.*
2. Distribute student binders.
3. Review the principle that God's commission requires trust and faith in His power to accomplish it through us.
4. Pin the student vocabulary card on your bulletin board and define "hard-hearted."

Connect the vocabulary word to the principle that a heart set on hearing and obeying the Lord will never harden.

God had a plan to deliver the Hebrews out of slavery in Egypt (Exodus 6:1). He did not expect Pharaoh to set His people free (Exodus 7:4-5). So in order to convince him that he was dealing with the one and only true God, God released ten plagues on Egypt. With each plague, Pharaoh's heart grew harder and he resisted even more. He would not listen or obey God, until the tenth plague, when the first-born of each Egyptian family and their livestock were slain. In this lesson, we will learn about the first nine plagues and read about plague ten in the next lesson.

Each of the first nine plagues that God sent to Egypt was a supernatural act of God that pronounced judgment against one or more of their many gods. Egypt was a polytheistic society that worshipped over eighty gods. The Nile River, the source of Egypt's strong economy, and the sun both had many major deities associated with them. Even the pharaoh was a god, ruling not just by divine right but also by divine birth. In essence, God would demonstrate His sovereign power over all their false gods and judge them severely (Exodus 12:12).

5. Assign the Bible reading to the children and have them read orally.
6. Distribute the Summary of the Ten Plagues graphic organizers to the children.
7. The assigned teacher readings for the children are long. Read the first one in Exodus 7:14-25 to the children, then summarize plagues two through eight by telling the account in your own words. Finish the ninth plague by reading Exodus 10:21-29. With each of the nine plagues, stop and record on the chalkboard the name of the plague for the children to record on their Summary of the Ten Plagues graphic organizer:
 - 1: The Plague of Blood (Exodus 7:14-25); The Nile River was turned to blood and all the fish died.
 - 2: The Plague of Frogs (Exodus 8:1-15); A multitude of frogs found everywhere
 - 3: The Plague of Gnats (Exodus 8:16-19); A cloud of gnats or lice covered the people.
 - 4: The Plague of Flies (Exodus 8:20-32); Swarms of flies everywhere
 - 5: The Plague of Livestock Disease (Exodus 9:1-7); Infectious disease upon livestock
 - 6: The Plague of Boils (Exodus 9:8-12); Skin disease of boils on both Egyptians and animals
 - 7: The Plague of Hail and Fire (Exodus 9:13-35); Heavy hail and fire that destroyed crops and livestock.
 - 8: The Plague of Locusts (Exodus 10:1-20); Locusts (grasshoppers) that devoured all that was left
 - 9: The Plague of Darkness (Exodus 10:21-29); Three days of darkness
8. Ask the reason questions and have the children respond orally.
9. Before completing the lesson, have the children repeat their weekly memory verse. Pin the memory verse card on your bulletin board.
10. Conclude with a short prayer and blessing for the children.
11. Send parent prayer and blessing cards home with the children for the week.

Summary of the Ten Plagues and God's Judgment on Egypt



"I will pass through the land of Egypt this night, and will smite all the firstborn in the land of Egypt, both man and beast; and against all the gods of Egypt I will execute judgment—I am the LORD." (Exodus 12:12, KJV)



Plague	Reference	Effect on Egyptians	Effect on Hebrews
1.	Exodus 7:14-25	The Nile River turned to blood causing all the fish to die. All their stored water on land also turned to blood. A foul odor filled the air. The sorcerers were able to replicate this act.	They were also affected.
2.	Exodus 8:1-15	Frogs came out of the Nile and overran the country, even in their beds and kitchens. The sorcerers replicated this act. Pharaoh said he would let the people go, but he did not honor his word.	They were also affected.
3.	Exodus 8:16-19	All the dust of the earth turned to lice or gnats. This plague caused the sorcerers to credit God with the act.	They were also affected.
4.	Exodus 8:20-32	Swarms of insects descended on the people outdoors and indoors. Pharaoh said the Hebrews could sacrifice their offerings. Moses prayed, the plague ceased, but Pharaoh changed his mind and would not set the people free.	God put a division between the Hebrews and the Egyptians. They were not affected.
5.	Exodus 9:1-7	An infectious disease struck and killed all their livestock.	They were not affected.
6.	Exodus 9:8-12	A skin disease hit both man and beast. The sorcerers could not stand before Moses because of the boils all over their skin.	They were not affected.
7.	Exodus 9:13-35	Heavy hail mixed with fire beat down on their homes, animals, and crops. Only those that remained outside were doomed.	They were not affected.
8.	Exodus 10:1-20	Pharaoh consented to let the men of Israel go, but not their women and children. A strong wind blew for a whole day, and then grasshoppers/locusts ate everything that the hail storm had not destroyed.	They were not affected.
9.	Exodus 10:21-29	There was thick darkness for three days. It was so dark the people could not see one another. Pharaoh agreed to let the people go, but not their livestock. Moses told him that this was unacceptable and that they would leave with all their livestock. Pharaoh threatened Moses with death should he ever see him again. Moses responded, "I shall never see your face again!"	They were not affected. They had light in their houses.
10.	Exodus 11:1-12:36	The Lord struck all the firstborn in the land of Egypt, from the Pharaoh to the slave girl, as well as the firstborn of their cattle, and they died.	They were victoriously delivered out of Egypt.

EXODUS 6

Time: 45 minutes

Student Reading: Exodus 11:1-10

Teacher Reading: Exodus 12:3-14, 20-36

Review: A heart set on hearing and obeying the Lord will never harden.

Principle: The Lord's Passover foreshadowed the sacrifice of Jesus Christ, the Lamb of God, whose shed blood atones for the sin of mankind.

TEACHER



Vocabulary:

atone (v.) [L. *ad* and *unus*: to be at one.] (1) To agree; to be in one accord; to make compensation for. (2) To stand as an equivalent; to make reparation for an offense or a crime, by which reconciliation is procured between the offended and offending parties.

foreshadow (v.) To present a warning or indication of a future event.

nationhood (n.) The state of being a separate and independent nation united by common language, culture, or economic life.

Paschal (n.) [Heb. *pesah*; L. *pascha*: Passover.] Relating to Passover or Easter, as Paschal Lamb.

penalty (n.) A punishment for breaking a rule or not fulfilling a law.

redeem (v.) [L. *re* and *emo*: to purchase again.] To purchase back; to liberate or rescue from captivity or bondage by paying an equivalent.

sacrifice (n.) The offering up of something precious for a cause or reason.

symbol (n.) An object or sign that represents something else. A symbol points beyond itself, and in the Bible often represents a spiritual reality or an attribute of Jesus' nature or character, such as Lamb of God.



Preparation and Lesson Background:

1. For this lesson, read and reflect upon the assigned Bible readings. Make certain that you understand them in the context of this lesson.

STUDENT



Key Word:

Lamb of God, One of Jesus' names; the perfect sacrifice whose shed blood redeems us from God's penalty of sin.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. Describe God's plan of deliverance for His people, the Hebrews.
2. What was the most important instruction God gave them before He passed over Egypt?
3. Why did God ask the Hebrews to make Passover a memorial feast to all generations?
4. In your own words, define "Lamb of God."
5. Explain why Christians call Jesus Christ the Lamb of God.
6. Have you asked God to forgive you of your sins and received God's salvation and redemption in Jesus? Please explain.

2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: The Lord's Passover foreshadowed the sacrifice of Jesus Christ, the Lamb of God, whose shed blood atones for the sin of mankind.

God established His plan of salvation and redemption for mankind in eternity before the foundation of the world:

*If you address as Father the One who impartially judges according to each one's work, conduct yourselves in fear during the time of your stay on earth; knowing that you were not redeemed with perishable things like silver or gold from your futile way of life inherited from your forefathers, but with precious blood, as of **a lamb unblemished and spotless, the blood of Christ. For He was foreknown before the foundation of the world,** [emphasis added] but has appeared in these last times for the sake of you who through Him are believers in God, who raised Him from the dead and gave Him glory, so that your faith and hope are in God. (1 Peter 1:17-21)*

Slowly over time, God unveiled His plan of redemption to man. In His covenant with Abraham, God promised that Abraham would be the father of a great nation that would bless all the nations of the earth (Genesis 12:1-3). Now in Egypt, Abraham's small family had grown to more than two million people! Because Egypt's pharaoh feared their strength of numbers, he enslaved them. As their numbers continued to increase, Pharaoh decreed that all newborn Hebrew males should be put to death. After that decree, God spent eighty years providentially preparing a leader to deliver His people and lead them to the land that He had promised Abraham. Now, in God's perfect timing, His chosen people are about to become a nation. God is ready to set His people free from bondage by releasing the final and terrible plague upon the Egyptians and their livestock.

During the first nine plagues, Pharaoh hardened his heart against God and refused to set the Hebrews free. The tenth plague will cause him to beg the Hebrews to leave his land! At midnight, God will pass through the land and every firstborn male of man and beast will die immediately. God promised to spare His people and their animals, if they follow His instructions. They are to sprinkle the blood of a sacrificed lamb on the doorposts and lintels of their houses. Wherever God sees the blood, He will "pass over" that house and spare their firstborn males.

God called it "the Lord's Passover" (Exodus 12:11) and instructed His people to make this day's events a permanent memorial to be celebrated throughout the generations (Exodus 12:14). He wanted them to remember that the birth of their nation was rooted in their deliverance wrought by



Notebook Record:

1. On your Summary of the Ten Plagues graphic organizer, record the following in the last box:
 10. Death of all firstborn
2. On your Types and Symbols in Exodus graphic organizer, record the following phrases in the "Foreshadows or Typifies" column:
 - 1) Sin and worldliness
 - 2) Satan, the god of this world
 - 3) Incarnation of the Word of Life
 - 4) God's eternal name and nature
3. File your graphic organizers in your binder.



Memory Verse:

Watch over your heart with all diligence, for from it flow the springs of life. (Proverbs 4:23)

the great I AM through blood sacrifice. Also, He did not want their children or their children's children to forget His mighty and miraculous works of deliverance and redemption (Exodus 12:26-27). "It is significant that in connection with these feasts, we have a distinct statement of the true purpose for establishing them, namely, the instruction of the children [See Genesis 18:19 and Psalm 78:3-8]. This throws light on the **true value of symbolism**. It is ever intended to arouse interest in the minds of the young in order that, true to their instincts, they may ask for more information, which is to be supplied by their elders."¹

For your students, this is a very powerful lesson that contains the Gospel in biblical types and imagery. The Lord's Passover foreshadows the perfect sacrifice of Jesus Christ on the cross. Jesus' sacrifice fulfilled God's Law! As the perfect Lamb of God, He permanently removed the eternal penalty of our sin when He sacrificed Himself. Be prepared to lead some children to Christ after hearing this beautiful teaching. Here is a sample prayer that you can use with anyone to express his or her faith in trusting Jesus as their Savior:

Dear Lord God, I know that my sin has put a wall between You and me. Thank You for sending your Son, Jesus, to die in my place. I trust in Jesus alone to forgive my sins, and I accept His gift of eternal life. I ask Jesus to be my personal Savior and the Lord of my life. Thank You. In Jesus' name, Amen.

It would be another 1,500 years before God sent His Son to Earth and unveiled the fullness of His eternal plan of salvation and redemption for mankind through the shed blood of His only Son. The Old Testament prophet Isaiah foretold of the Messiah as a "lamb that is led to slaughter" (Isaiah 53:6-8). In the New Testament, this image is applied to the Son of God and to His death on the cross.

For Christ our Passover also has been sacrificed. (1 Corinthians 5:7)

And not through the blood of goats and calves, but through His own blood, [Jesus] entered the holy place once for all, having obtained eternal redemption. (Hebrews 9:12)

By this will we have been sanctified through the offering of the body of Jesus Christ once for all. . . . He then says, "And their sins and their lawless deeds, I will remember no more." (Hebrews 10:10, 16-17)

As was the annual custom of the Jews in the first century A.D., they traveled in families to Jerusalem every year for the celebration of Passover. Four days before the feast, each Jewish family secured a spotless lamb. In the year of Jesus' crucifixion, the day the Jews were selecting their lambs was

¹ Morgan, G. C. (1959). *Exposition of the Whole Bible*. Old Tappan, NJ: Fleming H. Revell Company, p. 39.

the same day that Jesus victoriously entered Jerusalem on a donkey. The multitude that had gathered from all over the Roman Empire proclaimed Him, *“the King, who comes in the name of the Lord”* (Luke 19:35-48). Five days later, as the Jews were killing their lambs for the Passover meal, Jesus, the perfect sacrificial Lamb, was crucified on a cross (Acts 2:23). As He uttered the words, *“It is finished,”* an earthquake shook the city of Jerusalem and the veil in the Temple was torn in half (Luke 23:45). This demonstrated to those who had ears to hear what the Spirit was saying that the finished work of Jesus on the cross had just established access for all believers to approach the throne of grace without a pope, a priest, or a pastor. For all those who receive Jesus as their Savior, His shed blood atones for the penalty of their sin. God’s eternal judgment *“passes over”* and sets them free from all penalty, condemnation, and guilt. His blood assures their eternal life and redemption. Praise God for the blood of His Lamb! John is the only apostle that ascribes the name *“Lamb of God”* to Jesus Christ:

Behold, the Lamb of God who takes away the sin of the world! (John 1:29)

When He had taken the book, the four living creatures and the twenty-four elders fell down before the Lamb, each one holding a harp and golden bowls full of incense, which are the prayers of the saints. (Revelation 5:8)

All who dwell on the earth will worship him, everyone whose name has not been written from the foundation of the world in the book of life of the Lamb who has been slain. (Revelation 13:8)

Worthy is the Lamb that was slain to receive power and riches and wisdom and might and honor and glory and blessing. (Revelation 5:12)

Jesus Christ is the eternal Lamb of God, the Lord’s Passover or Paschal Lamb. His shed blood is the perfect and final sacrifice that:

- redeems us from God’s eternal judgment (1 Peter 1:18-19)
- cleanses us from sin (Hebrews 9:22; 1 John 1:7)
- makes peace with God (the atonement) (Colossians 1:2)
- brings us into fellowship with God (Ephesians 2:13)
- gives us power over Satan (Revelation 12:11)

Just as the Hebrews had to apply the blood of the sacrificed lamb over their lintels and doorposts to avoid God’s judgment of death, so today we must individually ask for God’s forgiveness. Each individual must make the decision to receive Jesus as his personal Savior, if he is to have eternal life. No one else can do this for him.

This is the message we have heard from Him and announce to you, that God is Light, and in Him there is no darkness at

*all. If we say that we have fellowship with Him and yet walk in the darkness, we lie and do not practice the truth; but if we walk in the Light as He Himself is in the Light, we have fellowship with one another, and **the blood of Jesus His Son cleanses us from all sin** [emphasis added]. If we say that we have no sin, we are deceiving ourselves and the truth is not in us. If we confess our sins, He is faithful and righteous to forgive us our sins and to cleanse us from all unrighteousness. If we say that we have not sinned, we make Him a liar and His word is not in us. (1 John 1:5-10)*

While the Lord's Passover was to be held perpetually in remembrance by the Jews, so Christians are to memorialize the Lord's death through the partaking of the elements of communion until He returns.

For as often as you eat this bread and drink the cup, you proclaim the Lord's death until He comes. (1 Corinthians 11:26)

3. Background information for the **Feast of Unleavened Bread**:

In Exodus chapter 12, we are told that the Hebrews left Egypt so hastily, they did not have time for their bread dough to rise. They were forced to make their bread without leaven or yeast for the first Passover meal. God instructed them to memorialize this event by celebrating a seven-day Feast of Unleavened Bread every year at Passover.

"Do not eat it with bread made with yeast, but for seven days eat unleavened bread, the bread of affliction, because you left Egypt in haste—so that all the days of your life you may remember the time of your departure from Egypt." (Deuteronomy 16:3, NIV)

The phrase "unleavened bread" in Hebrew is the word *matzoh*, which means "to drain out or suck." Leaven in the Bible is generally symbolic of sin. Like leaven, which permeates the whole lump of dough over time, sin spreads in a person, a family, a church, or a nation (Galatians 5:9) and eventually enslaves them, leading to spiritual death (Romans 6:23). God instructed the Hebrews to put all leavened foods out of the home for the entire week. The feast was to remind God's people to become spiritually unleavened by removing sin from their lives. It became a type of redemption from sin and a release from the bondage of Satan.

In God's timetable, Jesus Christ was crucified, buried, and resurrected from the dead during this week of the Feast of Unleavened Bread! He took our sins upon Himself and paid the price in order that our sins might be forgiven and that we might have eternal life. His Spirit now abides within believers, empowering us to overcome "*the sin which so easily entangles us*" (Hebrews 12:1). The apostle Paul wrote,

"If Christ has not been raised, your faith is worthless; you are still in your sins." (1 Corinthians 15:17)

“I have been crucified with Christ; and it is no longer I who live, but Christ lives in me; and the life which I now live in the flesh I live by faith in the Son of God, who loved me and gave Himself up for me.” (Galatians 2:20)

4. An important word about **types, symbols, and shadows found throughout the Bible:**

The Bible is filled with symbolic language, imagery, archetypes, and metaphors. Types, symbols, and shadows are used by God as a code to point the reader to a spiritual reality or to foreshadow a future event. They are often visible representations of something invisible like an idea or a quality. In addition, the ancient Hebrew language was pictographic, written in picture-letters or glyphs that are picture symbols. This provides the language a richness of imagery and a base for multi-faceted definitions with implied meanings. God chose types, symbols, and Hebrew-language imagery throughout the Old Testament to mask the full spiritual reality of His mystery and eternal purpose for His Christ and for man (Ephesians 3:3-6; 1 Corinthians 2:6-14) until His fullness of time (Galatians 4:4). God also chose types, symbols, and imagery to hide His plan. Read Mark 4:1-12. The messages and meanings that the picture-letters contain can only be spiritually discerned and cannot be understood by the natural man. Read 1 Corinthians 2:6-14.

The Bible holds the keys for interpreting its symbols and types. Augustine wrote, “The Old is in the New revealed, and the New is in the Old concealed.” In general, the New Testament explains the Old Testament.

And He [Jesus] said to them, “O foolish men and slow of heart to believe in all that the prophets have spoken! Was it not necessary for the Christ to suffer these things and to enter into His glory?” Then beginning with Moses and with all the prophets, He explained to them the things concerning Himself in all the Scriptures. (Luke 24:25-27)

“Do not think that I [Jesus] came to abolish the Law or the Prophets; I did not come to abolish but to fulfill.” (Matthew 5:17)

“You search the Scriptures because you think that in them you have eternal life; it is these that testify about Me [Jesus]; and you are unwilling to come to Me so that you may have life.” (John 5:39-40)

Most of the symbols in the Old Testament Law foreshadow Jesus Christ’s redemptive work (Hebrews 9:8-9). The Old Testament prophets, who foretold of Jesus’ coming, used word symbols from their culture so the people could envision Messiah’s spiritual nature. For example, they called Him “Lamb of God,” the “Rock,” “bread from heaven,” and “shepherd.”

In the New Testament, Jesus Himself said, “I am the Light of the world” (John 8:12) and “I am the bread of life” (John 6:35,

48, 51). After Jesus' death and resurrection, the Holy Spirit enlightened His disciples about His teachings, and artists depicted the meanings through visual imagery. One great example is the cross, which symbolizes God's sacrificial love for mankind. Without biblical word symbols, there would be no visual symbolic imagery in Christian art. Throughout the ages, symbols and types have encouraged Christians to live out their faith with courage!

5. Gather resources: Bible, Types and Symbols in Exodus graphic organizers, and student vocabulary card.



Teaching Plan:

1. Pray: *Dear Heavenly Father, we thank and praise You for this opportunity to study your Word and learn more about You and your eternal plan of deliverance and redemption for mankind. Come, tabernacle with us today, we pray. Pour out your Spirit upon us, and illumine our minds. Give us fresh revelation of Jesus Christ, as our Deliverer and Redeemer. Direct our path as we learn to follow and abide in Jesus Christ. Amen.*
2. Distribute student binders.
3. Review the principle that a heart set on hearing and obeying the Lord will never harden.
4. Pin the student vocabulary card on your bulletin board and define "Lamb of God."
Connect the vocabulary word to the principle that the Lord's Passover foreshadowed the sacrifice of Jesus Christ, the Lamb of God, whose shed blood atones for the sin of mankind.
5. Assign the Bible reading to the children and have them read orally.
6. Read aloud the assigned teacher Bible readings. This is a long reading, but it's important that the children hear the account of Passover in its fullness.
7. Ask the reason questions and have children respond orally.
8. Write the tenth plague on the chalkboard and have the children copy them onto their Summary of the Ten Plagues graphic organizers.
9. Distribute the Types and Symbols in Exodus graphic organizers to the children. Write the phrases on the chalkboard and have the children copy them onto their graphic organizers.
10. Before completing the lesson, have children repeat their memory verse.
11. Conclude with a short prayer and blessing for the children.

Types and Symbols in Exodus

*Biblical symbols foretell or reveal God's mysteries, eternal purposes, and spiritual reality to man.
Jesus said, "To you it has been granted to know the mysteries of the kingdom of heaven." (Matthew 13:11)*

Symbol	Foreshadows or Typifies	Scripture Reference
1. Egypt		Joshua 24:14; Revelation 18:4
2. Pharaoh		2 Corinthians 4:4
3. Burning bush		Exodus 3:3-4; John 1:1, 14; 1 John 1:1
4. I AM WHO I AM		Exodus 3:14; John 8:58
5. Passover lamb		Exodus 12:14; John 1:29; 1 Corinthians 5:7
6. Blood on the door posts		John 19:30; Hebrews 4:3; 9:22
7. Passover meal		Exodus 12:8; 1 Corinthians 5:7-8
8. Leaven		Exodus 12:33-34; 1 Corinthians 5:6-8; Galatians 5:7-10
9. Pillar of cloud and fire		Psalms 105:39; John 8:12; 1 John 1:5; Revelation 1:12-16
10. Manna from heaven		Exodus 16:15; John 6:32, 35, 51; 1 Corinthians 10:3
11. The rock at Horeb		Exodus 17:6; John 4:14; 1 Corinthians 10:1-4
12. Water from the rock		Exodus 17:6; John 4:10-14; 7:37-38; 1 Corinthians 10:4
13. The Law		Jeremiah 31:31; Hebrews 7:19; 10:1-5; Galatians 4:6
14. Tabernacle		Exodus 25:8; Revelation 21:3; Isaiah 7:14; Hebrews 8:1-2; 9:24
15. Ark of the covenant		Exodus 25:10; Hebrews 9:4; Revelation 11:19
16. Mercy seat		Exodus 25:22; Hebrews 4:16
17. Aaron		Exodus 28:1; Hebrews 4:14-15; 5:5; 8:1; 9:11-14
18. Moses		Deuteronomy 18:18; Acts 7:35; Hebrews 3:1-5

EXODUS 7

Time: 45 minutes

Teacher Reading: Exodus 13:11-22; 14:1-7

Student Reading: Exodus 14:8-20

Review: The Lord's Passover foreshadowed the sacrifice of Jesus Christ, the Lamb of God, whose shed blood atones for the sin of mankind.

Principle: Wherever God leads, we should follow by faith and not rely on our own understanding.

TEACHER



Vocabulary:

gulf (n.) An arm of a sea or ocean that is partly enclosed by land; larger than a bay.

inerrancy (n.) Exempt from error.

peninsula (n.) A piece of land nearly surrounded by water and connected to a larger land area.

phenomenon (n.) Any state of process known through the senses rather than by intuition or reasoning; a remarkable development.

phylactery (n.) A small leather case containing texts from the Hebrew Scriptures traditionally worn on the forehead and the left arm by Jewish men during morning prayer.

rely (v.) To rest on something, as the mind when satisfied of the veracity, integrity, or certainty of the facts or evidence; to have confidence in; to trust in; to depend.

supernatural (adj.) Exceeding the powers or laws of nature; miraculous; produced only by the immediate agency of divine power.

symbolism (n.) The use of symbols to represent a thing, idea, or quality.



Preparation and Lesson Background:

1. For this lesson, read and reflect upon the assigned Bible readings. Make certain that you understand them in the context of this lesson.

STUDENT



Key Word:

faith (n.) The agreement of the mind to the truth of what God has revealed.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. Explain the various reasons that caused great fear among the Israelites after they left Egypt.
2. What did the Israelites accuse Moses of doing to them?
3. Describe the route the Lord directed them to take.
4. How did the Lord manifest His presence with them?
5. Why do you think the Israelites needed visual proof of God's presence?

2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: Wherever God leads, we should follow by faith and not rely on our own understanding.

God led the people. (Exodus 13:18)

And the LORD was going before them in a pillar of cloud by day to lead them on the way, and in a pillar of fire by night to give them light, that they might travel by day and by night. (Exodus 13:21)

And the city [the new Jerusalem] has no need of the sun or of the moon to shine on it, for the glory of God has illumined it, and its lamp is the Lamb. And the nations will walk by its light. (Revelation 21:22-24)

God's leading can seem unusual or even frightening at times, but He promises to be with us and to never leave us or forsake us. He desires that we trust Him to protect us and provide everything we will need to accomplish His will. He rewards our faith and trust in Him even when we do not fully understand.

Trust in the LORD with all your heart and do not lean on your own understanding. In all your ways acknowledge Him, and He will make your paths straight. (Proverbs 3:5-6)

The Israelites did not head east to Canaan along the Mediterranean coastal route called the Via Maris ("Sea Road" in Latin). Although it was the most direct route, it was well fortified by the Philistines who lived there. God was concerned that if they immediately faced a war with the Philistines, they would return to Egypt. He knew where He was directing them. He had a divine appointment with them at Mount Sinai, which was not located on this northern route. So He led them southeast most likely on the known trade route, which went east through the harsh wilderness of the Sinai Peninsula toward the Gulf of Aqaba. This gulf is the right arm or inlet of the Red Sea that divides Egypt from the Arabian Peninsula. This must have seemed strange to the Israelites, but God had a purpose in so doing. He knew what lay ahead and chose the route that best served His eternal plan of salvation and redemption!

The Lord also comforted them by going before them in a visible pillar of cloud by day and of fire by night. This was the way He guided and protected them and provided light for their travel at night in the desert, as well (Exodus 13:21). This supernatural pillar of cloud and fire was not just symbolism, but a real phenomenon! Throughout the Scriptures, God's presence and power is associated with light. The pillar guided the people and assured them of God's presence, which continued throughout the next forty years. It also protected them from the Egyptians and other enemies.

6. What happened to Pharaoh after the Israelites' departure? What action did he take?
7. How did Moses encourage the Israelites when they got trapped at the Red Sea?



Notebook Record:

1. Label the following on your Exodus map study:
 - Succoth
 - Nuweiba
2. Chart the route of the Israelites' Exodus from Succoth to Nuweiba with a dotted line using your purple colored pencil.
3. File your map study in your binder.



Memory Verse:

The LORD is my strength and song,
and He has become my salvation.
(Exodus 15:2)



Take prayer and blessing cards home to parents.

When Pharaoh changed his mind about letting the Israelites go and chased them with his mighty army, the pillar of cloud changed positions from the front of the Israelites to their rear, where it blocked the Egyptian army until God parted the sea. This supernatural pillar is a picture of God's divine leadership and faithfulness. It teaches us that God will never leave us or forsake us (Hebrews 13:5-6) and that we should put our trust in Him rather than in our own limited understanding.

The Israelites were trapped at the edge of a large body of water that was surrounded by high desert mountains as the Egyptian army was overtaking them (Exodus 14:3). When they saw the impossible circumstance they faced, they accused Moses of bringing them out of Egypt to die. Moses encouraged the people with these faith-filled words:

*"Do not fear! Stand by and see the salvation of the LORD which He will accomplish for you today; for the Egyptians whom you have seen today, you will never see them again forever. The LORD will fight for you while you keep silent."
(Exodus 14:13-14)*

3. Background information on the Exodus:

The Exodus is one of the most important events in all of Scripture. It is a powerful testimony to the fact that God intervenes in human history! The event is filled with the wondrous acts of God, as He delivered more than two million Hebrews, a mixed multitude, and their large number of livestock from Egypt, the mightiest dynasty on earth at the time. Not only did they all escape, while Pharaoh and his whole army perished, but they also plundered Egypt of her gold and silver (Genesis 15:13-14; Exodus 3:22; 12:35-36), from which she never fully regained her economic superiority. Every aspect of the Exodus revealed a unique facet of how God is providentially involved in the lives of individuals and nations—from the smallest detail to the grandest spectacle!

The Exodus marks the time in history when the Hebrews ceased to be twelve tribes and became the theocratic nation, Israel (Exodus 12:37; Dt 4:6-7). The Exodus is at the very heart of Israel's religion, literature, and identity as a people, and it helped shape the traditions of Judaism and Christianity.

*"By this [the Exodus] you shall know that I am the LORD."
(Exodus 7:17)*

*"I am the LORD your God, who brought you out of the land of Egypt, out of the house of slavery."
(Exodus 20:2)*

There has been an age-old debate regarding the date of the Exodus, which pharaoh was involved, the number of people that departed, the route taken, the location of Mount Sinai, as well as other details. Because none of these details are clear in Scripture, they are the basis for debating about

the inerrancy of Scripture or even dismissing the Exodus as a myth. One of the larger points of contention is the geographic location of the exit from Egypt and the route taken by the liberated slaves. Today, we have access to the research, field studies, and video records of many Christian explorers and scientists from the past 25 years. It seems that God has brought to light answers for this age-old debate in our lifetime.

The Number of Israelites:

The Scripture account states that there were 600,000 men who departed. A population census was taken one year after the Exodus (Numbers 1:17-50). That number represents only one-fourth of the total population. When wives, children under twenty years, and non-Hebrews who elected to accompany them are included, it is not unreasonable to arrive at a figure of more than two million people. Two million people is the total population of many modern-day countries.

Now the sons of Israel journeyed from Rameses to Succoth, about six hundred thousand men on foot, aside from children. A mixed multitude also went up with them, along with flocks and herds, a very large number of livestock. (Exodus 12:37-38)

The Red Sea:

The Red Sea is a saltwater inlet of the Indian Ocean that lies between Africa and Asia. It has two arms, which today are called the Gulf of Suez (left-hand inlet) and the Gulf of Aqaba (right-hand inlet). Naming the sea that the Israelites crossed in the Exodus the “Red Sea” was an unfortunate choice. “Red Sea” is not a translation from the Hebrew, but an historical interpretation from the Septuagint that has kept many serious Bible scholars from looking in the correct location for solid evidence of the Exodus. In fact, the Hebrew Old Testament text never associates the Exodus with the words “Red Sea.” It uses the reference “Yam Suph.” *Yam* is the Hebrew word for “sea,” and *suph* is the word for “reeds or rushes.” The research and discoveries of the past two decades provide us a historical basis for understanding this geographic setting.¹

The Exodus began in Rameses (Exodus 12:37), a city located in the Nile Delta in Lower Egypt. Then, the Israelites headed southeast to Succoth, a Hebrew name meaning “temporary shelters, tents, or booths.” From there, the Lord led them across the Sinai Peninsula, which was part of Egypt, most likely to a small peninsula called Nuweiba on the west coast of the Gulf of Aqaba (Yam Suph). (Locate on

¹ Accessed 4/26/16 online at BibleArchaeology.org: <http://www.biblearchaeology.org/post/2008/08/New-Evidence-from-Egypt-on-the-Location-of-the-Exodus-Sea-Crossing-Part-II.aspx>

your Exodus map on page 10.) Recent research and underwater dives by scientists to the floor of the gulf at Nuweiba have produced evidence of chariot parts and wheels, as well as horse, oxen, and human bones. There is also a natural land bridge at this location just under the water's surface that stretches across the gulf to the Arabian Peninsula. It is an ideal location where, if the waters were parted, millions of people could cross the eight-mile distance without difficulty (Exodus 14:22).



Nuweiba on the Gulf of Aqaba

Background of the Feast of First Fruits:

God instituted the Feast of First Fruits after the Passover when He instructed Moses to sanctify every firstborn son of man and beast. It was to be an ordinance celebrated every year, so that when the children asked, "What does the Feast of First Fruits mean," the fathers could explain, "*With a powerful hand, God delivered the Israelites from slavery and brought them out of the land of Egypt*" (Exodus 13:14).

The Feast of First Fruits became a day of thanksgiving in which the Israelites gave God the first of their barley harvest. In so doing, they had to trust that God would provide the fullness of grain that was yet to come forth. The feast, which followed the first sabbath after Passover, foreshadowed Jesus' resurrection, which conquered death (Matthew 28:1-10). In the New Covenant, the resurrection of Jesus anticipates the bodily resurrection of His people who were thus promised in the Old Covenant (Job 19:25-27). Our Redeemer, Jesus Christ, is the firstborn Son, among all those who follow throughout time, and who will rise into new life and receive a new body:

*"As for me, I know that my Redeemer lives, and at the last He will take His stand on the earth. Even after my skin is destroyed, yet from my flesh I shall see God; Whom I myself shall behold, and whom my eyes will see and not another.
(Job 19:25-27)*

But now Christ has been raised from the dead, the first fruits of those who are asleep. For since by a man came death, by a man also came the resurrection of the dead. For as in Adam all die, so also in Christ all will be made alive. But each in his own order: Christ the first fruits, after that those who are Christ's at His coming. (1 Corinthians 15:20-23)

For those whom He foreknew, He also predestined to become conformed to the image of His Son, so that He would be the firstborn among many brethren. (Romans 8:29)

4. Gather resources: Bible, wall map of ancient Bible lands, student vocabulary card, memory verse card, and parent cards.



Teaching Plan:

1. Pray: *Dear Heavenly Father, we thank and praise You for this opportunity to study your Word and learn more about You and your eternal plan of deliverance and redemption for mankind. Come, tabernacle with us today, we pray. Pour out your Spirit upon us, and illumine our minds. Give us fresh revelation of Jesus Christ as the Lamb of God—our Deliverer and Redeemer. Direct our path as we learn to follow and abide in Jesus Christ. Amen.*

2. Distribute student binders.

3. The Lord's Passover foreshadowed the sacrifice of Jesus Christ, the Lamb of God, whose shed blood atones for the sin of mankind.

4. Pin the student vocabulary card on your bulletin board and define "faith."

Connect the vocabulary word to the principle that wherever God leads, we should follow by faith and not rely on our own understanding.

God put the Israelites to their ultimate test of faith for His purposes when He brought them to a dangerous dead end. Moses recorded that God would be honored through Pharaoh and his army and that the proud Egyptians would know that He is the Lord (Exodus 14:4, 8, 17-18). In addition, Moses wrote that, *"When Israel saw the great power which the LORD had used against the Egyptians, the people feared the LORD, and they believed in the LORD and in His servant Moses" (Exodus 14:31)*. What we learn from this is that after 3,500 years, there are no obstacles that God cannot overcome. He is Sovereign!

5. Read the assigned teacher Bible reading aloud to the children.

Before reading, explain to the children that our lesson skipped the beginning of Exodus 13 in which the Lord directed Moses to sanctify every firstborn son to God, both of man and beast, who would now belong to Him (v. 2). This, too, would become an Old Covenant feast to memorialize God's mighty hand in the deliverance of Israel and

to foreshadow the fruit of Jesus' resurrection in the New Covenant.

6. Assign the Bible reading to the children and have them read orally.
7. Ask the reason questions and have the children respond orally.
8. Write the following names on the chalkboard and have the children carefully label their Exodus map study:
 - Succoth
 - Nuweiba

Assist the children in charting the route of the Israelites' Exodus from Succoth to Nuweiba with a dotted line using a purple colored pencil.

9. Before completing the lesson, have the children repeat their weekly memory verse. Pin the memory verse card on your bulletin board.
10. Conclude with a short prayer and blessing for the children.
11. Send parent prayer and blessing cards home with the children for the week.

EXODUS 8

Time: 45 minutes

Student Reading: Exodus 14:21-31

Teacher Reading: Exodus 15:1-7, 19-27

Review: Wherever God leads, we should follow by faith and not rely on our own understanding.

Principle: Praising God is a natural response that flows from a heart of gratitude.

TEACHER



Vocabulary:

cleft (n.) A split or indentation in the surface of something; a long narrow opening.

coral (n.) A rocklike deposit consisting of the calcareous skeletons secreted by various marine invertebrates, which attach themselves to submerged hard surfaces and form colonies.

extol (v.) To lift up or elevate; to praise; to exalt in commendation; to magnify.

gratitude (n.) An emotion accompanied with good will for a benefit or kindness received. A virtue of excellence that implies a sensitive and generous heart, and the proper sense of duty.

miracle (n.) An event that is impossible by natural law, but is brought about by the power of God.

supernatural (adj.) Exceeding the powers or laws of nature; miraculous.



Preparation and Lesson Background:

1. For this lesson, read and reflect upon the assigned Bible readings. Make certain that you understand them in the context of this lesson.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: Praising God is a natural response that flows from a heart of gratitude.

STUDENT



Key Word:

praise (v.) To extol in words or song the virtues and deeds of God as an act of worship.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. In your own words, describe the miracle of the Red Sea crossing.
2. How did God protect the Israelites?
3. Relate what happened to the Egyptian army.
4. Explain why we call this event a miracle.
5. Paraphrase today's principle.
6. Why is it important to develop the discipline of praising God?
7. Name three things in your life for which you can praise God today.

The LORD is my strength and song, and He has become my salvation; this is my God, and I will praise Him; my father's God, and I will extol Him. (Exodus 15:2)

God delivered the Israelites from Pharaoh and his mighty army in a very dramatic way! He parted the water of the Red Sea (Yam Suph) with a strong wind, so that the two million Israelites could cross the Sinai Peninsula to the Arabian Peninsula on dry land. Then, when they were all delivered out of Egypt, God returned the water to its normal state which drowned Pharaoh and his entire army (Exodus 14:28-30).

The Bible states that, *"When Israel saw the great power which the LORD had used against the Egyptians, the people feared the LORD, and they believed in the LORD and in His servant Moses" (Exodus 14:31).* This supernatural act of God was a miracle, which proved to both the Israelites and the Egyptians that the living God exists, and that He is the one true God. In addition, it would not be long before the news of their salvation spread to the peoples in other lands. The new nation of Israel walked from the threat of certain death into new life in the very presence and power of God Almighty!

*You saw the affliction of our fathers in Egypt,
And heard their cry by the Red Sea.
Then You performed signs and wonders against Pharaoh,
Against all his servants and all the people of his land;
For You knew that they acted arrogantly toward them,
And made a name for Yourself as it is this day.
You divided the sea before them,
So they passed through the midst of the sea on dry ground;
And their pursuers You hurled into the depths,
Like a stone into raging waters. (Nehemiah 9:9-11)*

When the Israelites reached the other side of the Red Sea, they sang a beautiful victory song unto Yahweh giving Him praise and adoration. The women played their timbrels and danced before the Lord. They were now liberated from the centuries of Egyptian bondage.

Praise is an act of worship. Praising God is the means by which an individual expresses his love for and thanksgiving to Him. Praising God can be in song or in prayer. It can be expressed either individually or collectively with others. As God's people, we are to praise Him for who He is and for what He does. **Praising God for who He is** we call "adoration." Adoration is magnifying the character of God, His being, and His attributes. **Praising God for what He does** is called "thanksgiving." Thanksgiving is an expression of indebtedness to God for His mercies and of gratitude for His abundant gifts.

There is great power in praise! The book of Psalms, the Bible's songbook of praises, teaches us that God inhabits the praises of His people. Praise is also a spiritual weapon that engages the power of God on our behalf. Praise is not an indicator of our feelings or a response to our current circumstances. Praise is a commitment of our will. We are exhorted to praise



Notebook Record:

1. On your Types and Symbols in Exodus graphic organizer, record the following phrases in the "Foreshadows or Typifies" column:
 - 5) Sin and disobedience
 - 6) Jesus, the Lamb of God
 - 7) Finished work of Jesus on cross
 - 8) The Lord's Supper
2. File your graphic organizer in your binder.



Singing:

"Some May Trust in Horses"

Written by Lynn Deshazo
Inspired by Psalm 20

Refrain x 2:

Some may trust in horses,
Some may trust in chariots,
But we will trust in the name of our
God.

Verse 1:

In the name of Jesus our salvation
lies.
He will hear from heaven to answer
every cry.

Refrain x 1

Verse 2:

By the blood of Jesus, sins are washed
away.
We sing for joy to God our strength,
His banner we wave.

Refrain x 2



Memory Verse:

The LORD is my strength and song,
and He has become my salvation.
(Exodus 15:2)

God even when we don't "feel like it" and especially when we are in the midst of great tribulation. Praising God is a discipline we should lead our children to practice every day.

For God is the King of all the earth; Sing praises with a skillful psalm. (Psalm 47:7)

Let the word of Christ richly dwell within you, with all wisdom teaching and admonishing one another with psalms and hymns and spiritual songs, singing with thankfulness in your hearts to God. (Colossians 3:16)

Let them praise His name with dancing; Let them sing praises to Him with timbrel and lyre. (Psalm 149:3)

Through Him then, let us continually offer up a sacrifice of praise to God, that is, the fruit of lips that give thanks to His name. (Hebrews 13:15)

You are holy, O You who are enthroned upon the praises of Israel. (Psalm 22:3)

Now when they began to sing and to praise, the LORD set ambushes against the people of Ammon, Moab, and Mount Seir, who had come against Judah; and they were defeated. (2 Chronicles 20:22)

3. Background information on the crossing of Yam Suph (the Red Sea):

The Gulf of Aqaba (the modern day name for the right-hand arm of the Red Sea) is part of the Rift Valley, a long rocky cleft that stretches from present day Israel down into Mozambique in Africa. It is where two continental plates of the Earth's surface meet and move in different directions. Therefore, the Gulf of Aqaba is very deep (6,300 feet/1,900 meters) and is surrounded by high mountains (6,600 feet/2,000 meters). This geological formation makes the Israelites' crossing even more astounding. With the parting of the water anywhere along the coastline except at Nuweiba, it would be impossible to cross. One thousand feet out from its shoreline, it drops suddenly into a subterranean canyon covered with jagged coral beds. However, in the providence of God, there is a natural, flat underwater bridge of land that spans this gulf from Nuweiba to the Arabian Peninsula.¹ Its width and smooth surface enabled the two million Israelites and their livestock to cross this eight-mile stretch to safety.

According to Josephus, the first century A.D. Jewish historian, the Egyptians rushed forward to pursue the Israelites with their entire army that consisted of 600 war chariots, 50,000 horsemen, and 200,000 infantry soldiers. He wrote, "but the Egyptians were not aware that they chose a way that had been made for the Hebrews and not for others, that this way was made for the liberation of those in danger and not for those

¹ Möller, L. (2012). *The Exodus Case: New Discoveries of the Historical Exodus*. Copenhagen, DK: Scandinavia Publishing House 2000, p. 213.

who wanted to use it to kill others.”¹ After the complete army was out in the middle of the dry land bridge, the Lord sent a spirit of confusion into their midst, and they understood they were fighting against the living God and not mere humans (Exodus 14:24-25). The Scripture states that the entire Egyptian army perished when God returned the gulf to its normal state. Many of their bodies washed up on shore, along with their weapons. Josephus relates that Moses had the Israelites collect their weapons, so they could defend themselves at any future moment. He noted that this, too, was by divine intervention.²



Recent research and scientific dives to the seabed of the Gulf of Aqaba at Nuweiba have produced evidence of pieces of chariots and chariot wheels, as well as horse, oxen, and human bones. The chariots have not survived 3,500 years under the sea, but the coral structures that grew on them are visible and highlight with accuracy the four- and six-spoke chariot wheels popular during the 18th Dynasty period. As believers, we can trust the inerrancy of God’s Word in every detail! For further study, view these inspiring videos:

- 1) Exodus from Israel from Egypt - REVEALED - Hard Evidence (2014): <https://www.youtube.com/watch?v=3BjBsPjh4SM>
- 2) An onsite tour of the Red Sea Crossing by Rood Awakening: http://www.theredseacrossing.com/watch-free.php?gclid=Cj0KEQIAu_GmBRDhtK-kzqKcuJwBEiQAJvB8n235KmU97qMeqvpApgUJUUVWC4phnTZSXWCe1UCrHAoaAgEN8P8HAQ
4. Gather resources: Bible, wall map of ancient Bible lands, and student vocabulary card.



Teaching Plan:

1. Pray: *Dear Heavenly Father, we thank and praise You for this opportunity to study your Word and learn more about You and your eternal plan of deliverance and redemption for mankind.*

¹ Josephus, F. (A.D. 93). *Antiquities of the Jews*, Book 2, 16:3.

² *Ibid.*, 16:6.

Come, tabernacle with us today, we pray. Pour out your Spirit upon us, and illumine our minds. Give us fresh revelation of Jesus Christ as the Lamb of God—our Deliverer and Redeemer. Direct our path as we learn to follow and abide in Jesus Christ. Amen.

2. Distribute student binders.
3. Review the principle that wherever God leads, we should follow by faith and not rely on our own understanding.
4. Pin the student vocabulary card on your bulletin board and define “praise.”

Connect the vocabulary word to the principle that praising God is a natural response that flows from a heart of gratitude. Read aloud to the children the Scriptures about the various kinds of praise that are found in the Preparation and Lesson Background.

5. Assign the Bible reading to the children and have them read orally.
6. Read aloud the assigned teacher Bible reading.

After the Israelites crossed the Red Sea, they found themselves in a desert wilderness searching for a source of water for three days. The water they found was bitter. The multitude grumbled at Moses, who looked to the Lord for a solution. It is interesting to note that the people had just sung praises to God for their deliverance, and now three days later are already grumbling about the lack of God’s providence. Here at the waters of Marah, God tested them (Exodus 15:25) and initiated the first of many of His supernatural provisions for their pilgrimage. Here He promised that if they obeyed His commandments and statutes, He would put none of the diseases (plagues) on them that He had put on the Egyptians. God said, “*for I, the LORD, am your healer*” or “Yahweh-Rapha” in Hebrew (Exodus 15:26).

7. Ask the reason questions and have children respond orally.
8. Write the representation for the symbols on the chalkboard and have the children copy them onto their Types and Symbols in Exodus graphic organizers.

Remind the children that God chose word symbols and imagery to reveal His mysteries, eternal purposes, and spiritual reality to man. A symbol is an object or sign that points to something else. It is a visible representation of something invisible, like an idea or a quality.

9. Let us honor and praise God in our study of the Exodus. Teach the children the first verse of the song, “Some May Trust in Horses.” You can find the melody online: <https://www.youtube.com/watch?v=PyJrpJBtYUk>.
10. Before completing the lesson, have children repeat their memory verse.
11. Conclude with a short prayer and blessing for the children.

EXODUS 9

Time: 45 minutes

Student Reading: Exodus 16:1-15

Teacher Reading: Exodus 16:16-35

Review: Praising God is a natural response that flows from a heart of gratitude.

Principle: The things that are impossible with men are possible with God.

TEACHER



Vocabulary:

amenity (n.) Something that contributes to one's physical or material comfort.

coriander (n.) The seed like fruit from an aromatic Eurasian herb, whose leaves are called cilantro.

grumbling (n.) A murmuring or complaining through discontent.

quail (n.) A small bird that is eaten as food.



Preparation and Lesson Background:

1. For this lesson, read and reflect upon the assigned Bible readings. Make certain that you understand them in the context of this lesson.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: The things that are impossible with men are possible with God.

"Behold, I am the LORD, the God of all flesh; is anything too difficult for Me?" (Jeremiah 32:27)

And looking at them Jesus said to them, "With people this is impossible, but with God all things are possible." (Matthew 19:26)

"For nothing will be impossible with God." (Luke 1:37)

And Jesus said to him, ". . . All things are possible to him who believes." (Mark 9:23)

STUDENT



Key Word:

impossible (adj.) Not capable of having existence or being accomplished.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. Describe the land on which the Israelites now find themselves in your reading.
2. Contrast the wilderness land and their living conditions to their homes in Egypt.
3. How does what you may grumble about at home compare to the life of the Israelites?
4. Explain how God provided food for over two million people.
5. What lesson is God teaching the Israelites for their pilgrimage to the Promised Land?

From Elim, the Israelites followed the pillar of cloud into the harsh, desert wilderness. They soon became aware of the scarcity of the many amenities to which they were accustomed in Egypt, despite the fact that they were in bondage. They were now living in tents in the middle of a harsh wilderness far away from city life. Soon, they craved the good food they had always enjoyed, and it blinded them to the spiritual blessings that God had made available. They began to grumble and complain to Moses and even said that they wished they had died in Egypt by the Lord's hand! Without any rebuke concerning their discontent and grumbings, the Lord supernaturally provided both meat and bread for them to eat—but it was bread unlike anything they had ever seen. As we look back in time from the twenty-first century, we can see that the manna from heaven was a foreshadow of Jesus Christ, our eternal bread of life. The physical manna would one day cease, but those who come to Christ will never hunger again. Jesus said,

“Our fathers ate the manna in the wilderness; as it is written, ‘He gave them bread out of heaven to eat.’” Jesus then said to them, “Truly, truly, I say to you, it is not Moses who has given you the bread out of heaven, but it is My Father who gives you the true bread out of heaven. For the bread of God is that which comes down out of heaven, and gives life to the world.” Then they said to Him, “Lord, always give us this bread.” Jesus said to them, “I am the bread of life; he who comes to Me will not hunger, and he who believes in Me will never thirst. (John 6:31-35)

It was God's intention to teach the Israelites how to rely upon Him to supply all their needs and to trust Him. His method of the gift of manna made it evident that their lives were to be daily dependent upon God and His provision. This is a lesson every believer must learn or else live a fruitless life. As we learn to hear God's voice and obey Him on our pilgrimage, we, too, will experience manifestations of His divine presence and overruling sovereignty in our lives every day. We will come to understand that “nothing is impossible with God!”

3. Gather resources: Bible, Ten Commandments graphic organizers, student vocabulary card, memory verse card, and parent cards.



Teaching Plan:

1. Pray: *Dear Heavenly Father, we thank and praise You for this opportunity to study your Word and learn more about You and your eternal plan of deliverance and redemption for mankind. Come, tabernacle with us today, we pray. Pour out your Spirit upon us, and illumine our minds. Give us fresh revelation of Jesus*

6. What did God ask Moses to do with a portion of manna? For what purpose was this?
7. Paraphrase today's principle and explain how it applies to our reading.



Notebook Record:

1. Record the first commandment on your Ten Commandments graphic organizer:
I am the LORD your God. . . . You shall have no other gods before Me. (vv. 2-3)
2. File your graphic organizer in your binder.



Singing:

“Some May Trust in Horses”

Written by Lynn Deshazo
Inspired by Psalm 20

Refrain x 2:

Some may trust in horses,
Some may trust in chariots,
But we will trust in the name of our
God.

Verse 1:

In the name of Jesus our salvation
lies.
He will hear from heaven to answer
every cry.

Refrain x 1

Verse 2:

By the blood of Jesus, sins are washed
away.
We sing for joy to God our strength,
His banner we wave.

Refrain x 2

Christ as the Lamb of God—our Deliverer and Redeemer. Direct our path as we learn to follow and abide in Jesus Christ. Amen.

2. Distribute student binders.
3. Review the principle that praising God is a natural response that flows from a heart of gratitude.
4. Pin the student vocabulary card on your bulletin board and define “impossible.”
Connect the vocabulary word to the principle that the things that are impossible with men are possible with God.
5. Assign the Bible reading to the children and have them read orally.
6. Read the assigned teacher Bible reading aloud to the children.
7. Ask the reason questions and have the children respond orally.
8. Distribute the Ten Commandments graphic organizers to the children. Explain that the Old Testament Commandments are fulfilled in Jesus’ commandment from Matthew chapter 22. Read it aloud to the children from the graphic organizer and explain how each of the Ten Commandments apply to either “loving God” or “loving others.” Write the first commandment on the chalkboard for the children to copy onto their Ten Commandments graphic organizers.
9. Continue teaching the children the first verse of the song, “Some May Trust in Horses.”
10. Before completing the lesson, have the children repeat their weekly memory verse. The children will now memorize the Ten Commandments for the remainder of the unit. Explain that these are the Ten Words of the Law that were written by the finger of God on two stone tablets at Mount Sinai (Exodus 31:18). Pin the memory verse card on your bulletin board and leave it up, along with those that follow, for the duration of this Bible reading unit.
11. Conclude with a short prayer and blessing for the children.
12. Send parent prayer and blessing cards home with the children for the week.



Memory Verse:

The Ten Commandments

Commandment 1:

I am the LORD your God. . . .

You shall have no other gods before Me. (Exodus 20:2-3)



Take prayer and blessing cards home to parents.

The Ten Commandments

Exodus 20

"Teacher, which is the great commandment in the Law?" And He [Jesus] said to him, "You shall love the Lord your God with all your heart, and with all your soul, and with all your mind.' This is the great and foremost commandment. The second is like it, 'You shall love your neighbor as yourself. On these two commandments depend the whole Law and the Prophets.'" (Matthew 22:36-40)

Loving God

1. _____
2. _____
3. _____
4. _____

Loving Others

5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

EXODUS 10

Time: 45 minutes

Student Reading: Exodus 17:1-13

Teacher Reading: Exodus 17:14-18:12

Review: The things that are impossible with men are possible with God.

Principle: God supplies all our needs according to His riches in glory.

TEACHER



Vocabulary:

banner (n.) A flag; a principal standard of a state or kingdom.

cleave (v.) To separate or cut.

cleft (n.) A space or opening made by splitting.

corroborate (v.) To strengthen or support with other evidence; to make more certain.

glory (n.) [L. *gloria*, bright, shining] (1) Brightness; luster; splendor. (2) In scripture, the divine presence. (3) Divine perfection or excellence (Psalm 19:1).



Preparation and Lesson Background:

1. For this lesson, read and reflect upon the assigned Bible readings. Make certain that you understand them in the context of this lesson.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: God supplies all our needs according to His riches in glory.

When most people think of riches, great material wealth comes to mind such as money, jewels, palatial homes, a lavish lifestyle, etc. When the Lord promises to supply all our needs according to “His riches in glory,” He is referring to spiritual blessings and knowledge, those things of great eternal worth that money cannot purchase and without which we cannot prosper and fully enjoy life! It isn’t that God does not want us to have lovely possessions, it is that He desires

STUDENT



Key Word:

riches in glory, An abundance of spiritual blessings such as wisdom, eternal life, mercy, joy, peace, and grace.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. How did the Israelites test God once again?
2. What was God’s response? Explain your answer.
3. How did God solve the problem of there being no water in the desert for over two million people and all their livestock?
4. Relate which of the symbols of Jesus Christ that we have identified from Exodus has the most meaning for you. Explain your answer.
5. Paraphrase today’s principle. In your own words, define “His riches in glory.”

us to seek first His kingdom and righteousness and to trust that He will add all those things that we need to fulfill His calling on our lives.

And my God will supply all your needs according to His riches in glory in Christ Jesus. (Philippians 4:19)

Jesus said . . . "You of little faith! Do not worry then, saying, 'What will we eat?' or 'What will we drink?' or 'What will we wear for clothing?' For the Gentiles eagerly seek all these things; for your heavenly Father knows that you need all these things. But seek first His kingdom and His righteousness, and all these things will be added to you." (Matthew 6:30-33)

"Truly, truly, I say to you, if you ask the Father for anything in My name, He will give it to you." (John 16:23)

[May He] grant you, according to the riches of His glory, to be strengthened with power through His Spirit in the inner man, so that Christ may dwell in your hearts through faith; and that you, being rooted and grounded in love, may be able to comprehend with all the saints what is the breadth and length and height and depth, and to know the love of Christ which surpasses knowledge, that you may be filled up to all the fullness of God. (Ephesians 3:16-19)

The Israelites that were delivered from Egypt were just learning how to walk by faith with God and to trust Him to provide all their needs in the hot, desolate wilderness of endless sand dunes and high, barren mountains. At Rephidim, they encountered another of God's tests. At this point, despite the amazing miracles they had witnessed, they were still uncertain if God was in their midst (Exodus 17:7). They responded in fear and unbelief to the lack of physical necessities in this harsh environment by grumbling, complaining, and arguing with their leader, Moses.

Yet again, God extended patience to them and performed another supernatural wonder by providing rivers of fresh water from the rock on top of Mount Horeb. God told Moses that He Himself would stand before him on the rock at Horeb and instructed him to strike the rock with his staff. When Moses struck the rock, it split and water flowed in such abundance that over two million people and all their livestock were immediately furnished with fresh water and were saved from dehydration in the heat of the Arabian Desert. This is a prophetic word picture of our Savior, Jesus Christ, who is our source of living, spiritual water.

*Then He led them with the cloud by day and all the night with a light of fire. **He split** [baqa' in Hebrew] **the rocks** in the wilderness and gave them abundant drink like the ocean depths. He brought forth streams also from the rock and **caused waters to run down like rivers** [emphasis added]. (Psalm 78:14-16)*

Jesus answered and said to her, "If you knew the gift of God, and who it is who says to you, 'Give Me a drink,' you would

6. Relate how God's supernatural supply of manna and water to the Israelites points to Jesus Christ.
7. What important revelation did Moses receive with regard to waging war with their enemies?
8. What was the name of the altar that Moses built at Mount Horeb? What does the name mean? What does it mean to you, a believer?



Notebook Record:

1. Record the following phrases in the "Foreshadows or Typifies" column on your Types and Symbols graphic organizer:
 - 9) Visible presence of God
 - 10) Jesus, the eternal bread of life
 - 11) Jesus, the spiritual rock
 - 12) Jesus, the living water
2. File your graphic organizer in your binder.



Singing:

"Some May Trust in Horses"

Written by Lynn Deshazo
Inspired by Psalm 20

Refrain x 2:

Some may trust in horses,
Some may trust in chariots,
But we will trust in the name of
our God.

have asked Him, and He would have given you living water." She said to Him, "Sir, You have nothing to draw with and the well is deep; where then do You get that living water? You are not greater than our father Jacob, are You, who gave us the well, and drank of it himself and his sons and his cattle?" Jesus answered and said to her, "Everyone who drinks of this water will thirst again; but whoever drinks of the water that I will give him shall never thirst; but the water that I will give him will become in him a well of water springing up to eternal life." (John 4:10-14)

Jesus stood and cried out, saying, "If anyone is thirsty, let him come to Me and drink. He who believes in Me, as the Scripture said, 'From his innermost being will flow rivers of living water.'" (John 7:37-38)

For I do not want you to be unaware, brethren, that our fathers were all under the cloud and all passed through the sea; and all were baptized into Moses in the cloud and in the sea; and all ate the same spiritual food; and all drank the same spiritual drink, **for they were drinking from a spiritual rock which followed them; and the rock was Christ** [emphasis added]. (1 Corinthians 10:1-4)

God also taught the Israelite leaders how to wage war against their enemies. While Joshua, the commander of Israel's army, led the men in battle, Moses, Aaron, and Hur interceded for them in prayer. It was the combination of fighting and faith, as well as the manifestation of loyalty to duty combined with dependence on God, that brought the victory. With this new revelation, Moses built an altar to worship God, which he named "Yahweh-Nissi" or "the LORD is our Banner!"

3. Background information on the rock at Mount Horeb and the river of flowing water:

You will remember that when Moses fled Egypt after killing an Egyptian taskmaster, he ended up in the land of Midian (Exodus 2:15). Forty years later when God spoke to Moses from the burning bush in Midian near "Horeb, the mountain of God," He said, "Certainly I will be with you, and this shall be the sign to you that it is I who have sent you: when you have brought the people out of Egypt, you shall worship God at this mountain" (Exodus 3:12).

In the recent research and discoveries of the probable geographic locations of the Exodus and 39 years of wandering in the wilderness, two mountains have been explored on the Arabian Peninsula in the geographic area of what is labeled "Madian"/"Midian" on seventeenth-century French maps. The first mountain has a split rock on the top, which many Christian researchers believe is Mount Horeb. The second mountain, which is located five miles from Horeb and may be geologically joined at the base, meets the Exodus description of Mount Sinai. Many artifacts, altars, petroglyphs,

Verse 1:

In the name of Jesus our salvation
lies.
He will hear from heaven to answer
every cry.

Refrain x 1

Verse 2:

By the blood of Jesus, sins are washed
away.
We sing for joy to God our strength,
His banner we wave.

Refrain x 2



Memory Verse:

The Ten Commandments

Commandment 1:

"I am the LORD your God. . . .
You shall have no other gods before
Me." (Exodus 20:2-3)

and unusual living plant and animal life on Mount Sinai corroborate the biblical descriptions. If you are interested in further study, see:

- 1) <https://www.youtube.com/watch?v=iL2Pi3CETXc>
- 2) Dr. Lennart Möller's book, *The Exodus Case: New Discoveries of the Historical Exodus*, available online at amazon.com. This book is filled with beautiful color photographs.



Split rock on Mount Horeb in Arabia This rock is as tall as a six-story building.

4. Gather resources: Bible, wall map of ancient Bible lands, and student vocabulary card.



Teaching Plan:

1. Pray: *Dear Heavenly Father, we thank and praise You for this opportunity to study your Word and learn more about You and your eternal plan of deliverance and redemption for mankind. Come, tabernacle with us today, we pray. Pour out your Spirit upon us, and illumine our minds. Give us fresh revelation of Jesus Christ as the Lamb of God—our Deliverer and Redeemer. Direct our path as we learn to follow and abide in Jesus Christ. Amen.*
2. Distribute student binders.
3. Review the principle that the things that are impossible with men are possible with God.
4. Pin the student vocabulary card on your bulletin board and define “riches in glory.”
Connect the vocabulary word to the principle that God supplies all our needs according to His riches in glory.
5. Assign the Bible reading to the children and have them read orally.
6. Read aloud the assigned teacher Bible reading.
7. Ask the reason questions and have children respond orally.
8. Write the representation for the symbols on the chalkboard and have the children copy them onto their Types and Symbols in Exodus graphic organizers.
9. Teach the children the second verse of the song, “Some May Trust in Horses.”
10. Before completing the lesson, have children repeat their memory verse.
11. Conclude with a short prayer and blessing for the children.

EXODUS 11

Time: 45 minutes

Student Reading: Exodus 18:13-20

Teacher Reading: Exodus 18:21-27

Review: God supplies all our needs according to His riches in glory.

Principle: The basis of self-government is to know God and His ways and to choose to obey Him.

TEACHER



Vocabulary:

adjudicate (v.) To try, judge, and sentence in a legal dispute.

decree (n.) (1) A law or a rule, usually imposing a duty. (2) In theology, the predetermined purpose of God.

dispute (n.) Strife or disagreement in words or by arguments.

govern (v.) (1) To direct and control, as the actions of men by laws or arbitrary will; to regulate by authority. (2) To restrain, as to govern one's passions or temper.

idol (n.) (1) An image, statue, or representation, usually of a man or animal, consecrated as an object of worship; a pagan deity. (2) Anything on which we set our affections; that to which we indulge in excessive and sinful attachment.

judge (v.) (1) To hear and form an opinion. (2) To try; to examine and pass sentence on; to determine justice.

moral (adj.) Relating to the conduct of men as social beings in relation to each other, and with reference to right and wrong. It is applicable to actions that are good or evil, virtuous or vicious, and has reference to the Law of God as the standard by which their character is to be determined.

priest (n.) One who ministers unto God on behalf of others. (Old Covenant definition)

representative (n.) One who stands in the place of another or acts on his behalf.

self-government (n.) The exercise of self-control or self-discipline; the exercise of liberty with responsibility. **Christian self-government** is the voluntary submission to the Lordship of Christ, wherein the laws of God's kingdom govern the believer's choices.

STUDENT



Key Word:

choose (v.) To freely select after consideration.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. Why was Jethro concerned about Moses?
2. Explain the leadership principle of governing people that Jethro taught Moses.
3. Explain why Moses listened to the advice of Jethro, who was not a Hebrew.
4. Name the character qualities of the men to be chosen as leaders.
5. Paraphrase today's principle.
6. Contrast the types of government the Israelites have experienced in their lifetime.
7. What is unique about Christian self-government?



Preparation and Lesson Background:

1. For this lesson, read and reflect upon the assigned Bible readings. Make certain that you understand them in the context of this lesson.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: The basis of self-government is to know God and His ways and to choose to obey Him.

It was the wisdom of Jethro, Moses' Midianite father-in-law, to suggest representative government to Moses at this time. He had observed that Moses was spending long hours every day adjudicating disputes that could have been delegated to other leaders. Jethro was a priest and a prince among his own people of Midian and a man of wisdom and common sense. He had declared his own faith in God and offered sacrifices to Him. God used Jethro in Moses' life to teach him an important principle of leadership. God often speaks to His people through others. So Moses listened to Jethro and applied his suggestions. He chose able men and delegated his authority to them. He made them heads over people: leaders of thousands, hundreds, fifties, and of tens. In this way, Moses would only be involved in executing justice in the most difficult cases. This freed up valuable time for Moses to concentrate on what God had called him to do, which was to be God's representative to the people. He was also to teach them God's laws and God's ways, so they could govern themselves wisely according to God's moral standard.

Teach them the statutes and the laws, and make known to them the way in which they are to walk and the work they are to do. (Exodus 18:20)

Who is the man who fears the LORD? He will instruct him in the way he should choose. (Psalm 25:12)

"If it is disagreeable in your sight to serve the LORD, choose for yourselves today whom you will serve: whether the gods which your fathers served which were beyond the River, or the gods of the Amorites in whose land you are living; but as for me and my house, we will serve the LORD." (Joshua 24:15)

3. Gather resources: Bible, student vocabulary card, memory verse card, and parent cards.



Teaching Plan:

1. Pray: *Dear Heavenly Father, we thank and praise You for this opportunity to study your Word and learn more about You and your eternal plan of deliverance and redemption for mankind. Come, tabernacle with us today, we pray. Pour out your Spirit*



Notebook Record:

1. Record the second commandment on your Ten Commandments graphic organizer:
You shall not make for yourself an idol. . . . You shall not worship them or serve them; for I, the LORD your God, am a jealous God. (vv. 4-5)
2. On your Exodus Map Study, label the following:
 - Rephidim
 - Mount Sinai
 Continue charting the route of the Israelites across the Gulf of Aqaba from Nuweiba to Rephidim, Mount Horeb, and then Mount Sinai with your purple colored pencil.
Complete outlining all the land borders and bodies of water.
3. File your graphic organizers in your binder.



Singing:

"Some May Trust in Horses"



Memory Verse:

Commandment 2:

You shall not make for yourself an idol. (Exodus 20:4)



Take prayer and blessing cards home to parents.

upon us, and illumine our minds. Give us fresh revelation of Jesus Christ as the Lamb of God—our Deliverer and Redeemer. Direct our path as we learn to follow and abide in Jesus Christ. Amen.

2. Distribute student binders.
3. Review the principle that God supplies all our needs according to His riches in glory.
4. Pin the student vocabulary card on your bulletin board and define “choose.”

Connect the vocabulary word to the principle that the basis of self-government is to know God and His ways and choose to obey Him.

5. Assign the Bible reading to the children and have them read orally.
6. Read the assigned teacher Bible reading aloud to the children.
7. Ask the reason questions and have the children respond orally.
8. Write the second commandment on the chalkboard for the children to copy onto their Ten Commandments graphic organizers.

Write the geographic locations on the chalkboard and have the children copy them onto their Exodus map studies. Have them continue charting the route of the Israelites from Nuweiba to Rephidim, Mount Horeb, and Mount Sinai with their purple colored pencils.

9. Continue singing the song, “Some May Trust in Horses.”
10. Before completing the lesson, have the children repeat their weekly memory verse and begin with the first commandment.
11. Conclude with a short prayer and blessing for the children.
12. Send parent prayer and blessing cards home with the children for the week.

EXODUS 12

Time: 45 minutes

Student Reading: Exodus 19:1-14

Teacher Reading: Exodus 19:16-25

Review: The basis of self-government is to know God and His ways and to choose to obey Him.

Principle: God is holy and pure and unable to look upon sin.

TEACHER



Vocabulary:

consecrate (v.) To set apart for God's service; to separate oneself from unclean things, especially that which would contaminate our relationship with a holy God.

covenant (n.) [Heb. *berith*: a treaty, an alliance of friendship.] A constitution; a binding compact; a pledge or agreement between two parties that is generally written and contains the conditions and promises.

holy (adj.) (1) Whole, entire, or perfect, in a moral sense. Free from sin and sinful affections. Applied to God, holy signifies perfectly pure, immaculate, and complete in moral character. (2) [Heb. *qadosh*] Consecrated or set apart for sacred use, or to the service or worship of God.

pure (adj.) Free from moral defilement; incorrupt.

ratify (v.) To approve and sanction; to make valid; to seal.

sin (n.) Any transgression or disobedience of God's will or Law; a wicked act in thought or deed; iniquity.



Preparation and Lesson Background:

1. For this lesson, read and reflect upon the assigned Bible readings. Make certain that you understand them in the context of this lesson.
2. Study the teacher vocabulary words, the principle, and teacher background information.

STUDENT



Key Word:

holy (adj.) (1) In a moral sense, whole, entire, or perfect. (2) Set apart from that which is common for sacred use or service.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. In this lesson's reading, for what is God preparing Israel?
2. What kind of relationship did God desire to have with Israel?
3. In your own words, define the word "covenant."
4. How have you come to know this word through the AMO® Program?
5. What did the Israelites have to do before God spoke to Moses?
6. How did Moses protect them from God's presence? Why did he have to do this?

Principle: God is holy and pure and unable to look upon sin.

The living God is holy. Only God is pure and without sin. His character is one of flawless, moral perfection. God's Word tells us that He is perfect in all that He is (Matthew 5:48). There is nothing morally lacking in His character. The main idea of holiness is separation. Because God is perfect and righteous, it separates Him from sin. Believers are commanded to be holy as God is holy. However, this is not something that man can achieve by his own works! It is only possible when his sins are covered by the blood of Jesus, which purifies and cleanses his inner man.

Who is like You among the gods, O LORD? Who is like You, majestic in holiness, awesome in praises, working wonders? (Exodus 15:11)

Your eyes are too pure to approve evil, and You can not look on wickedness with favor. (Habakkuk 1:13)

There is no one holy like the LORD, indeed, there is no one besides You, nor is there any rock like our God. (1 Samuel 2:2)

But your iniquities have made a separation between you and your God, and your sins have hidden His face from you so that He does not hear. (Isaiah 59:2)

But if we walk in the Light as He Himself is in the Light, we have fellowship with one another, and the blood of Jesus His Son cleanses us from all sin. (1 John 1:7)

Three months after leaving Egypt, God began to prepare the Israelites to walk in covenant relationship with Him. He was ready to establish them as a nation. There are three essentials needed for the foundation of a nation:

- 1) A common people
- 2) A common land
- 3) A common law or constitution

The Israelites were a common people. They all descended from Abraham, Isaac, and Jacob. They had God's promise to Abraham of a common land. Now God wanted to bind them together and to Himself through a common law or covenant. God led them from Rephidim to the wilderness area around Mount Sinai. He gave Moses a beautiful promise to take to the people:

"If you will indeed obey My voice and keep My covenant, then you shall be My own possession among all the peoples . . . a kingdom of priests and a holy nation." (Exodus 19:5-6)

God had made a covenant with their patriarch, Abraham, and now He wanted to walk with the whole nation, as He had promised him:

7. What endearing terms did God use to describe His love for Israel?
8. Explain how God sees you as His treasured possession.



Notebook Record:

1. On your Themes in Exodus graphic organizer, record the following phrases:
 - 1) Yahweh delivers His people through great wonders and miracles.
 - 2) Redemption comes through the blood of a Lamb.
 - 3) The nation Israel is born through a covenant relationship to Yahweh.
2. File your graphic organizer in your binder.



Singing:

"Holy, Holy, Holy"

Lyrics: Reginald Heber
from Revelation 4:1-11

Melody: John B. Dykes

Verse 1:

Holy, Holy Holy! Lord God Almighty!
Early in the morning our song shall
rise to Thee;

Holy, Holy, Holy! Merciful and
Mighty!

God in Three Persons, blessed Trinity!



Memory Verse:

Commandment 2:

You shall not make for yourself an idol. (Exodus 20:4)

“I will make you exceedingly fruitful, and I will make nations of you, and kings will come forth from you. I will establish My covenant between Me and you and your descendants after you throughout their generations for an everlasting covenant, to be God to you and to your descendants after you.”
(Genesis 17:6-7)

A **covenant** is a binding contract between two or more parties. Covenant is an important part of biblical history and God’s relationship to man and, therefore, theology. There is a flow to God’s covenants in the Bible that began in eternity when God the Father made a covenant with His Son with regard to the elect. It was made before the foundation of the world and consisted of the Father’s promise to bring to the Son all whom the Father had given Him (John 6:39; 17:9, 24). God manifested the fullness of their covenant through a series of covenants on earth beginning in time with Adam (Genesis 2:15-17), then Noah (Genesis 9:12-16), Abraham (Genesis 17), Moses and the Israelites (Exodus 34:28), and king David (2 Samuel 7:12-16). These are all found in the Old Testament (a word that literally means “covenant”) and were ratified with the blood of sacrificed animals (Exodus 24:6-8). Many theologians call them collectively the Covenant of Grace, because God promised to redeem the sinner. In the New Testament, God sent and sacrificed His only Son, whose shed blood on the cross, once and forever, sealed it. “For without shedding of blood there is no forgiveness” of sin (Hebrews 9:22-28). This is called the New Covenant or the Covenant of Redemption, which is based upon faith in Christ.

A covenant between God and man is a very special relationship accompanied by signs, promises, and in some cases by blood sacrifices that ratify the agreement with blessings, if the covenant is honored, or with curses, if the covenant is broken. The Mosaic covenant became the basis for Israel’s relationship as a holy nation to Yahweh as their King. It also served as the social structure and basis for government for their society.

Israel was now designated as God’s treasured possession or as His special property. He had called them out of darkness (Egypt) to be a light among the pagan nations. God had an eternal plan for man that He desired to fulfill through the nation Israel. He would be their God and they would be His people.

In this lesson’s reading, the people were required by God to consecrate themselves before they could accept His invitation to be in covenant relationship with Him.

“Consecrate yourselves, for tomorrow the LORD will do wonders among you.” (Joshua 3:5)

*Your way, O God, is holy; What god is great like our God?
You are the God who works wonders; You have made known
Your strength among the peoples.* (Psalm 77:13-14)

When the people heard what God said, they quickly agreed to obey Him, but they did not yet know what it meant for a holy nation to serve a holy God. They wanted to be pure and clean in their spirit, so they washed their clothes as a sign; however, this did not cleanse their sinful hearts. Therefore, because the mountain was holy when God was present on it, Moses put boundaries around it so that no one would approach it or touch it and surely die. God was teaching His people how to revere Him and why they should obey Him. Some people do not like to follow orders, so God warned them a second time. When we sin, we deserve God's judgment and discipline.

In the New Covenant, the Holy Spirit indwells believers and empowers us to confess and turn from our sinful ways and impure habits. When we ask God to forgive our sins, *"He is faithful and righteous to forgive us our sins and to cleanse us from all unrighteousness"* (1 John 1:9). We are to separate ourselves from the world and its defilement and present our bodies as a living sacrifice that we might be transformed by the renewing of our minds each day (Romans 12:1-2). This helps us live out our lives as a "holy" and "royal" priesthood to the glory of God.

But you are a chosen race, a royal priesthood, a holy nation, a people for God's own possession, so that you may proclaim the excellencies of Him who has called you out of darkness into His marvelous light. (1 Peter 2:9)

Therefore, prepare your minds for action, keep sober in spirit, fix your hope completely on the grace to be brought to you at the revelation of Jesus Christ. As obedient children, do not be conformed to the former lusts which were yours in your ignorance, but like the Holy One who called you, be holy yourselves also in all your behavior; because it is written, "You shall be holy, for I am holy." (1 Peter 1:13-16)

3. Background information:

God used physical signs on Mount Sinai to indicate His presence, such as a dense cloud, fire, smoke at the top of the mountain, and the sound of a trumpet. Fire and smoke were also present when God made a special promise to Abraham (Genesis 15:17-18). Fire is a symbol used in Scripture that reminds us of God's purity. Moses did not go near the burning bush (Exodus 3:2-5). Throughout the Scriptures, the sound of a trumpet is a symbol of God speaking (1 Corinthians 15:52; 1 Thessalonians 4:16; Revelation 1:10; the seven trumpets in Revelation).

4. Gather resources: Bible, Themes in Exodus graphic organizers, and student vocabulary card.



Teaching Plan:

1. Pray: *Dear Heavenly Father, we thank and praise You for this opportunity to study your Word and learn more about You and your eternal plan of deliverance and redemption for mankind. Come, tabernacle with us today, we pray. Pour out your Spirit upon us, and illumine our minds. Give us fresh revelation of Jesus Christ as the Lamb of God—our Deliverer and Redeemer. Direct our path as we learn to follow and abide in Jesus Christ. Amen.*
2. Distribute student binders.
3. Review the principle that the basis of self-government is to know God and His ways and to choose to obey Him.
4. Pin the student vocabulary card on your bulletin board and define “holy.”
Connect the vocabulary word to the principle that God is holy and pure and unable to look upon sin.
5. Assign the Bible reading to the children and have them read orally.
6. Read aloud the assigned teacher Bible reading.
7. Ask the reason questions and have children respond orally.
8. Distribute the Themes in Exodus graphic organizers to the children. Write the phrases on the chalkboard for the children to copy onto their Exodus Themes graphic organizers.
9. Teach the children a new song, which is one of the great hymns of the church, “Holy, Holy, Holy.” You can find the melody online: <https://www.hymnal.net/en/hymn/h/6>
10. Before completing the lesson, have children repeat their memory verse and begin with the first commandment.
11. Conclude with a short prayer and blessing for the children.

EXODUS 13

Time: 45 minutes

Student Reading: Exodus 20:1-12

Teacher Reading: Exodus 20:13-26

Review: God is holy and pure and unable to look upon sin.

Principle: God's Law is a picture of how to walk in loving relationship with Him and with others.

TEACHER



Vocabulary:

iniquity (n.) (1) Injustice; unrighteousness; a deviation from rectitude. (2) A sin or crime; wickedness. (3) Depravity or original want of holiness (Psalm 51).

jealous (adj.) (1) Suspicious that another has withdrawn the affections of a person he loves. (2) Concerned for the character of; solicitous to defend the honor of.

sabbath (n.) God's appointed day of rest from secular labor.

vain (adj.) (1) Empty; worthless; having no substance. (2) False; deceitful; not genuine.



Preparation and Lesson Background:

1. For this lesson, read and reflect upon the assigned Bible readings. Make certain that you understand them in the context of this lesson.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: God's Law is a picture of how to walk in loving relationship with Him and with others.

God gave the Ten Commandments to Israel by addressing them from atop Mount Sinai in the midst of fire and smoke. The people were very conscious of His holiness. In fact, the Israelites were so terrified by His presence they asked Moses to speak with God alone, lest they die. God then delivered the remainder of the laws and ordinances to Moses alone.

STUDENT



Key Word:

walk (v.) In Scripture, how to live and act or behave; to pursue a particular course of life.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. In your own words, explain what the Ten Commandments are.
2. How did God initiate the Mosaic covenant with Israel?
3. Describe God's appearance on top of Mount Sinai.
4. Why do you think God appeared this way? What was He teaching the Israelites?
5. Name the commandment that has a special promise attached to it. Relate what that promise is.
6. Did God expect the Israelites to be able to perfectly follow His Law? Explain your answer.

The complete Mosaic covenant consists of 613 points of law:

- 1) The “Written Law” or the Ten Commandments given on two tablets of stone
- 2) The “Oral Law” consisting of 603 additional commandments and ordinances

God then revealed the way they were to approach Him. It was the way of priesthood, altar, and blood sacrifice. The altar was to be assembled of simple and unmade components, lest the heart of man become proud and boastful. Moses built an altar of uncut, natural rocks. He sacrificed young bulls and ratified or sealed the covenant by sprinkling the blood upon the altar and upon the twelve pillars that represented the twelve tribes of Israel. With this system of animal sacrifices, God promised to forgive their iniquity, transgression, and sin (Exodus 34:7).

God’s divine promises in the Mosaic covenant are that:

- 1) Israel would be God’s treasured possession (Exodus 19:5).
- 2) Israel would have access to God as a kingdom of priests (Exodus 19:6).
- 3) Israel would be a holy nation among the pagan nations (Exodus 19:6).
- 4) God would fight for Israel and overcome all her enemies (Exodus 23:22).
- 5) God would treat Israel with compassion and grace and forgive her sins (Exodus 34:6-7).

The covenant laid the foundation for the relationship between God and His chosen people, Israel. It is a picture of righteous conduct, so while it shows man how to live a morally, upright life, it also convicts man of his wicked passions and sins by showing him his deceitful heart (Jeremiah 17:9). Since we are ALL born with Adam’s fallen nature (1 Corinthians 15:22), we cannot perfectly keep the Law and are all guilty (Isaiah 53:6; Romans 3:23). The Law reveals man’s need for the Gospel, or as the apostle Paul wrote, “*The Law has become our tutor to lead us to Christ*” (Galatians 3:24).

In general, the terms of a covenant are written, ratified, and then executed in order to be effectual. The terms or conditions that were to be met by the Israelites in order to enjoy the covenant blessings were as follows:

- 1) Israel was to love God and trust Him to care for her.
- 2) Israel was to believe and obey His word.

Nowhere does it say that God’s people must be perfect by keeping the Law. Man looks at the outward appearance, but God always looks at the condition of the heart (1 Samuel 16:7; Sermon on the Mount, Matthew 5:3-12). The Mosaic covenant is not a covenant of external works and legalism. Man can never earn salvation or God’s blessings through works or by keeping the Law, and God knew this.

7. What does the Mosaic covenant symbolize or foreshadow?



Notebook Record:

1. Record the third, fourth, and fifth commandments on your Ten Commandments graphic organizer:

You shall not take the name of the LORD your God in vain. (v. 7)

Remember the sabbath day, to keep it holy. (v. 8)

Honor your father and your mother . . . that your days may be prolonged. (v. 12)

2. File your graphic organizer in your binder.



Singing:

“Holy, Holy, Holy”

Verse 1:

Holy, Holy, Holy! Lord God Almighty!

Early in the morning our song shall rise to Thee;

Holy, Holy, Holy! Merciful and Mighty!

God in Three Persons, blessed Trinity!



Memory Verse:

Commandment 3:

You shall not take the name of the LORD your God in vain. (Exodus 20:7)



Take prayer and blessing cards home to parents.

Today, looking back beyond the finished work of Christ on the cross to the Old Covenant system, we realize that the sacrifice of animals did not fully satisfy our holy God, and that the covenants in the Old Testament foreshadowed the “New Covenant” (Jeremiah 31:31; Hebrews 8:7). God would institute the New Covenant “*in the fullness of the time*” (Galatians 4:4) based upon His eternal plan and the Lamb slain from the foundation of the world (John 1:29; Hebrews 9:26; 1 Peter 1:18-20; Revelation 5:6; 13:8). There could be no covenant with Adam, Noah, Abraham, or Moses without the promise of Jesus Christ. For in the perfect, eternal purpose of God, what was freely given in the Mosaic covenant had already been purchased by Christ!

Conduct yourselves in fear during the time of your stay on earth; knowing that you were not redeemed with perishable things like silver or gold from your futile way of life inherited from your forefathers, but with precious blood, as of a lamb unblemished and spotless, the blood of Christ. For He was foreknown before the foundation of the world, but has appeared in these last times for the sake of you who through Him are believers in God, who raised Him from the dead and gave Him glory, so that your faith and hope are in God. (1 Peter 1:17-21)

The first four of the Ten Commandments show us how to love and walk with God, while the last six commandments show us how to love and walk with others. “This constitutes a philosophy of life as well as a law. Man’s first duty is with God and every other relationship depends on that and, indeed, is created by it.”¹ *When Jesus was asked, “Which is the great commandment in the Law?” He said, “You shall love the Lord your God with all your heart, and with all your soul, and with all your mind. This is the great and foremost commandment. The second is like it, You shall love your neighbor as yourself. On these two commandments depend the whole Law and the Prophets” (Matthew 22:36-40).* Our graphic organizer is designed to record the Ten Commandments in these two categories.

3. Gather resources: Bible, student vocabulary card, memory verse card, and parent cards.



Teaching Plan:

1. Pray: *Dear Heavenly Father, we thank and praise You for this opportunity to study your Word and learn more about You and your eternal plan of deliverance and redemption for mankind. Come, tabernacle with us today, we pray. Pour out your Spirit upon us, and illumine our minds. Give us fresh revelation of Jesus*

¹ Morgan, J. C. (1959). *An Exposition of the Whole Bible*. Old Tappan, NJ: Fleming H. Revell Co., p. 42.

Christ as the Lamb of God—our Deliverer and Redeemer. Direct our path as we learn to follow and abide in Jesus Christ. Amen.

2. Distribute student binders.
3. Review the principle that God is holy and pure and unable to look upon sin.
4. Pin the student vocabulary card on your bulletin board and define “walk.”

Connect the vocabulary word to the principle that God’s Law is a picture of how to walk in loving relationship with Him and with others.

5. Assign the Bible reading to the children and have them read orally.

Teach the children that the fifth commandment—Honor your father and mother—is the only commandment of the ten with a special promise. Honoring our parents is a key to the social stability within our nations. Children who honor their parents and submit to their authority grow up to honor God and submit to His authority! They become respectful youth and productive adults, moral leaders among their peers.

6. Read the assigned teacher Bible reading aloud to the children.
7. Ask the reason questions and have the children respond orally.
8. Write the third, fourth, and fifth commandments on the chalkboard for the children to copy onto their Ten Commandments graphic organizers.
9. Continue teaching the children the first verse of the hymn, “Holy, Holy Holy.”
10. Before completing the lesson, have the children repeat their weekly memory verse and begin with the first commandment.
11. Conclude with a short prayer and blessing for the children.
12. Send parent prayer and blessing cards home with the children for the week.

EXODUS 14

Time: 45 minutes

Student Reading: Exodus 24:1-12

Teacher Reading: Exodus 24:13-18

Review: God's Law is a picture of how to walk in loving relationship with Him and with others.

Principle: God's promise to dwell among His people is the heart of His covenant.

TEACHER



Vocabulary:

atone (v.) To make compensation for an offense or a sin and reconcile.

basalt (n.) A black rock formed when hot liquid rock becomes solid.

corral (n.) A pen for holding cattle.

dwelling (n.) In the Greek language "a tabernacle." In Hebrew the word is *miqdash*, which means a "consecrated place."

paradise (n.) [Gk. The garden of Eden.] (1) A place of great beauty. (2) Heaven. (3) A state of delight or happiness.

petroglyph (n.) A rock carving or inscription, especially one made by ancient people.

sanctuary (n.) A sacred place consecrated to the worship of God.

tabernacle (n.) (1) A tent. (2) A place of worship. (3) Our body.

tabernacle (v.) To dwell.



Preparation and Lesson Background:

1. For this lesson, read Exodus chapters 21 through 23. The children will not be reading these chapters that pertain to the remaining commandments and ordinances in the Mosaic covenant.
2. Read and reflect upon the assigned Bible readings. Make certain that you understand them in the context of this lesson.
3. Study the teacher vocabulary words, the principle, and teacher background information.

STUDENT



Key Word:

dwell (v.) To abide; to live in a place.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. How was the Mosaic covenant ratified?
2. Do you think that the Israelites understood all the terms of the covenant? Explain your answer.
3. Have you ever agreed to participate in someone else's plan before you understood all that was involved? What is the danger of doing that?
4. Describe what the Israelite leaders who accompanied Moses up Mount Sinai experienced and saw.
5. How did the glory of the Lord appear to them?

Principle: God's promise to dwell among His people is the heart of His covenant.

After Moses received God's law, he returned to the people and recounted all God had spoken. The Israelites ratified the covenant when they all agreed to obey the terms of the covenant (Exodus 24:3, 7). Moses then wrote down all the words in a book (Exodus 24:4). He then built a large altar at the foot of Mount Sinai and erected twelve pillars to represent the twelve tribes of Israel. The blood of sacrificed young bulls was sprinkled first on the altar to atone for their sins. This was a sign of reconciliation and peace between a holy God and a sinful people and shows that the covenant embodied God's grace as well as law. Then the blood was sprinkled on the Israelites (the twelve pillars which represented the twelve tribes of Israel), which had the effect of cleansing them from sin and of consecrating them to God's service.

A central promise of God to His people is that of dwelling among them! God's eternal dwelling place is heaven. The garden of Eden was the first dwelling place on Earth that God provided His people to live in fellowship with Him. He placed within the center of the garden the tree of life from which man could freely partake its visual beauty and its fruit and be eternally sustained. God walked and talked with Adam and Eve and imparted divine revelation and instructions for their lives in the beauty and glory of this paradise on Earth. They enjoyed perfect unity and communion with the living Logos, the Word, the Son of God who was their perfect provision for all of life until they disobeyed God's instructions.

The LORD God planted a garden toward the east, in Eden; and there He placed the man whom He had formed. Out of the ground the LORD God caused to grow every tree that is pleasing to the sight and good for food; the tree of life also in the midst of the garden, and the tree of the knowledge of good and evil. (Genesis 2:8-9)

They heard the sound of the LORD God walking in the garden in the cool of the day, and the man and his wife hid themselves from the presence of the LORD God among the trees of the garden. Then the LORD God called to the man, and said to him, "Where are you?" (Genesis 3:8-9)

After man was evicted from the garden lest he eat of the tree of life and live eternally in spiritual death, God made a covenant with Noah, Abraham, and eventually His people, Israel, at Mount Sinai. God's covenants in the Old Testament were accompanied with the blood of sacrificed animals and the eating of the covenant meal. God instituted the portable tabernacle or tent of meeting as it is also called, as His residence among His people at this time. Hundreds of years later, after Israel took possession of the Promised Land, God ordained that a permanent temple be built by king Solomon as His dwelling place among them.

6. Why has God placed such a great emphasis upon dwelling in the midst of His people?



Notebook Record:

1. Record the sixth, seventh, and eighth commandments on your Ten Commandments graphic organizer:
You shall not murder. (v. 13)
You shall not commit adultery. (v. 14)
You shall not steal. (v. 15)
2. File your graphic organizer in your binder.



Singing:

"Holy, Holy, Holy"

Verse 1:

Holy, Holy Holy! Lord God Almighty!
Early in the morning our song shall
rise to Thee;
Holy, Holy, Holy! Merciful and
Mighty!
God in Three Persons, blessed Trinity!



Memory Verse:

Commandment 3:

You shall not take the name of the
LORD your God in vain. (Exodus 20:7)

Let them construct a sanctuary for Me, that I may dwell among them. (Exodus 25:8)

I will dwell among the sons of Israel and will be their God. (Exodus 29:45)

I will make My dwelling among you, and . . . I will also walk among you and be your God, and you shall be My people. (Leviticus 26:11-12)

Now it came about . . . after the sons of Israel came out of the land of Egypt, in the fourth year of Solomon's reign over Israel . . . that he began to build the house of the LORD. (1 Kings 6:1)

In the New Covenant, God sent His only Son to Earth to dwell among men. When Jesus was born, they called Him *Immanuel* or "God with us." "[He] dwelt among us, and we saw His glory, glory as of the only begotten from the Father, full of grace and truth" (John 1:14). After Jesus' crucifixion, resurrection and ascension, on the day of Pentecost He sent the Promise, the Holy Spirit, to dwell within His people (John 14:16-17; Acts 2:4; 2:33; 2 Corinthians 6:16). When His Spirit takes up residence within us, we become a "new creature" (1 Corinthians 5:17) and the temple of the Holy Spirit (2 Corinthians 3:16).

"Behold, the virgin shall be with child and shall bear a Son, and they shall call His name Immanuel," which translated means, "God with us." (Matthew 1:23)

In the beginning was the Word, and the Word was with God, and the Word was God. . . . And the Word became flesh, and dwelt among us, and we saw His glory, glory as of the only begotten from the Father, full of grace and truth. (John 1:1, 14)

*I will ask the Father, and He will give you another Helper, that He may be with you forever; that is the Spirit of truth, whom the world cannot receive, because it does not see Him or know Him, but **you know Him because He abides with you and will be in you** [emphasis added]. (John 14:16-17)*

Do you not know that you are a temple of God and that the Spirit of God dwells in you? (1 Corinthians 3:16)

At the end of the book of Revelation, this age old theme of God dwelling with man comes to fruition in New Jerusalem. It echoes the heavenly beauty of the garden of Eden and the tree of life, the glory-filled Mosaic tabernacle, the splendor of Solomon's temple, and the very presence of the Holy Spirit within the temple of man. The final dwelling place or temple for God is the Lamb. (Revelation 21:22)

He who has an ear, let him hear what the Spirit says to the churches. To him who overcomes, I will grant to eat of the tree of life which is in the Paradise of God. (Revelation 2:7)

Behold the tabernacle of God is among men, and He will dwell among them, they shall be His people, and God Himself will be among them. (Revelation 21:3)

*The Lord God the Almighty and the Lamb are its temple.
(Revelation 21:22)*

In this lesson's reading of Exodus, God's covenant with the nation Israel has just been executed and ratified. Now God purposes to establish a visual dwelling place in her midst. His plan is for Israel to have a sanctuary, a place of sacred beauty in the harsh, barren desert where He can manifest His glorious presence and fellowship with His chosen people. The presence of God with His people imparts beauty, hope, and new life to that which is dead! **God's presence with His people is the heart of both His Old and New Covenants and the ultimate goal of His redemptive plan.**

The remaining chapters of the book of Exodus relate the details of the pattern and the construction of the tabernacle that Moses administers, so that God could dwell among His people. It is an interesting fact that more space is devoted to the account of the tabernacle in the Scriptures than any other single object. The tabernacle brought God to Earth in the midst of His people so they could worship Him and be a light to the pagan nations.

4. Background information:

Recent explorations by many Christians and scientists identify Mount Sinai on Jabal al-Lawz or "Mountain of Almonds" in Arabic, which is located on the east coast of the Gulf of Aqaba in northwest Saudi Arabia. It rises 7,631 feet above sea level and is the highest peak in the area. The Mount Sinai peak, called Jabal Maqla or "Burnt Mountain" in Arabic, has two different types of rock. One is very dark blue, glassy granite and the other is black basalt (Exodus 24:10). It is positioned four miles south-southeast of the Mount Horeb peak, which is a salmon-colored granite.

Now Mount Sinai was all in smoke because the LORD descended upon it in fire; and its smoke ascended like the smoke of a furnace, and the whole mountain quaked violently. (Exodus 19:18)

The mountains melted from before the LORD, even that Sinai from before the LORD God of Israel. (Judges 5:5, KJV)

Today, at the base of the mountain, there is a large altar of uncut stone and circular pieces of white marble lying about, most likely remnants from the twelve columns that Moses erected to represent the twelve tribes of Israel. An excavation three feet under the altar dug by the Saudis produced black ash and animal bone. There is a remnant corral most likely used for the sacrifice of bulls. There are two veins of white marble located in the ridge of the mountain and many petroglyphs depicting bulls and cattle carved on the rocks. There is sufficient land around the mountain base for two million or more people to encamp for one year. (Information gleaned from the following resources.)



Mount Sinai viewed from Mount Horeb

Resources:

Caldwell, Jim & Penny. (2015.) *Exploring Arabia's Sinai: A Multi-Media Presentation*. Diamondhead, MS: Splitrock Research.

Whittaker, C. A. (2003.) "A Dissertation Presented to the Faculty of Louisiana Baptist University." Accessed online March 16, 2016, at <http://www.british-israel.ca/Lawz.pdf>.

5. Gather resources: Bible and student vocabulary card.



Teaching Plan:

1. Pray: *Dear Heavenly Father, we thank and praise You for this opportunity to study your Word and learn more about You and your eternal plan of deliverance and redemption for mankind. Come, tabernacle with us today, we pray. Pour out your Spirit upon us, and illumine our minds. Give us fresh revelation of Jesus Christ as the Lamb of God—our Deliverer and Redeemer. Direct our path as we learn to follow and abide in Jesus Christ. Amen.*
2. Distribute student binders.
3. Review the principle that God's Law is a picture of how to walk in loving relationship with Him and with others.
4. Pin the student vocabulary card on your bulletin board and define "dwell."

Connect the vocabulary word to the principle that God's promise to dwell among His people is the heart of His covenant.
5. Assign the Bible reading to the children and have them read orally.
6. Read aloud the assigned teacher Bible reading.
7. Ask the reason questions and have children respond orally.
8. Write the sixth, seventh, and eighth commandments on the chalkboard for the children to copy onto their Ten Commandments graphic organizers.
9. Continue singing the first verse of "Holy, Holy, Holy."
10. Before completing the lesson, have children repeat their memory verse and begin with the first commandment.
11. Conclude with a short prayer and blessing for the children.

EXODUS 15

Time: 45 minutes

Student Reading: Exodus 25:1-9

Review: God's promise to dwell among His people is the heart of His covenant.

Principle: The tabernacle is God's picture book of the Gospel in types.

TEACHER



Vocabulary:

acacia (n.) A tree, sometimes called the shittah tree, which grows in the desert around Sinai; its wood is very hard, heavy, and indestructible by insects.

Gospel (n.) (1) God's "good news" of salvation and redemption through the finished work of Jesus Christ. (2) The history of the birth, life, actions, death, resurrection, ascension, and doctrines of Jesus Christ. (3) The revelation of God's grace to fallen man through Christ.

laver (n.) A large vessel for washing.

linen (n.) A light, white cloth woven from the fibers of the flax plant.

pilgrimage (n.) A long journey, especially one of exalted purpose or moral significance.

porpoise (n.) A large sea mammal, similar to a dolphin.

shekinah (n.) The visible, glorious presence of the eternal Word of God.

tabernacle (n.) (1) A tent. (2) A place of worship. (3) Our body.

type (n.) A sign; a symbol; a figure of something to come.

typology (n.) The study or systematic classification of types in the Scripture.



Preparation and Lesson Background:

1. Most of the remaining lessons in this Bible reading unit focus on the description and construction of the tabernacle. For this reason, most readings are shorter so the teacher can use the additional time to teach and reason with the children.

STUDENT



Key Word:

Gospel (n.) God's "good news" of salvation and redemption through the finished work of Jesus Christ.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. What was the tabernacle? Who was its architect?
2. Name two of God's purposes for the tabernacle.
3. Describe in your own words what God designed the tabernacle to illustrate.
4. How did Moses receive the pattern to build the tabernacle?
5. What happens to any project you are making if you modify the pattern or do not follow the instructions you were provided? (This could be a craft, a science experiment, a sewing project, or a baked item in the kitchen, etc.)
6. From where did the materials come to build the tabernacle and its furniture?

2. Even though there are graphic organizers provided for this teaching, you may want to construct a simple, model tabernacle and court for the children to see. The study of the tabernacle requires much more study time and reflection than is available in this Bible reading unit. The remaining lessons will serve only as an overview. Therefore, having a visual aid for the children will illuminate the spiritual riches and eternal realities that are not easily discerned from just reading portions of the Word. There are many patterns available online.

3. Background information:

The tabernacle is one of the most inspiring and profitable subjects for the Christian to study, which is made even richer because of the messianic significance of its many types, symbols, and shadows. You may want to review our teaching on types and symbols found on page 12. The tabernacle is the clearest illustration that God provided in the Old Testament of the Person and work of Jesus Christ. Its teachings cover in type almost all New Testament truth (Romans 15:4). There are 50 chapters in the Bible that relate to the construction of the tabernacle, the sacrifices, ceremonial rituals, the priesthood, and the carrying of the ark of the covenant. Also many other Bible references speak in figurative or symbolic language of the tabernacle. Understanding the language of the tabernacle decodes much of the New Testament for the believer and opens hidden treasures in God's Word (Proverbs 2:4; Isaiah 45:3; Matthew 13:44).

Introduction to the Tabernacle

The tabernacle is a type of Jesus Christ and portrays God's eternal plan of salvation and redemption for man through the shed blood of Jesus on the cross. Each and every detail about the tabernacle has spiritual significance! There is great symbolism and typology found in the court, the structure of the tabernacle, and each of its furnishings. God even specified where each tribe was to camp around the tabernacle and where in the procession they should march as they traveled to the Promised Land. The colors, numbers, and materials that were used all have spiritual significance. All were fashioned by God's design and instructions and nothing was left to chance. However, each component was but a shadow of something better that was to come in the future New Covenant.

God had told Moses in His encounter with him at the burning bush, *"Certainly I will be with you, and this shall be the sign to you that it is I who have sent you: when you have brought the people out of Egypt, you shall worship God at this mountain"* (Exodus 3:12). It is now three months after the Passover and their miraculous deliverance from slavery in Egypt. God has now established the Hebrews as the nation Israel, led them safely to Mount Sinai, and made a covenant

7. Who contributed the materials? Why did God arrange it this way?
8. Have you ever sacrificially given to a project that was raising money for your school, church, or community? If so, what feeling did you have after you made your donation?



Notebook Record:

1. Label the following on your Tabernacle graphic organizer:
 - Court
 - Gate
 - Tabernacle
 - Door
 - God's presence
 - Israelite tents
2. Color your Tabernacle graphic organizer with your colored pencils.
3. File your graphic organizer in your binder.



Singing:

"Holy, Holy, Holy"

Verse 1:

Holy, Holy, Holy! Lord God Almighty!
 Early in the morning our song shall rise to Thee;
 Holy, Holy, Holy! Merciful and Mighty!
 God in Three Persons, blessed Trinity!



Memory Verse:

Commandment 4:

Remember the sabbath day, to keep it holy. (Exodus 20:8)



Take prayer and blessing cards home to parents.

with them. He is now ready to impart to Moses the heavenly pattern for the institution of the tabernacle, so He can dwell in their midst and they can worship God.

The word “tabernacle” means “tent, place of dwelling, or sanctuary.” The tabernacle was to be an earthly dwelling place for God among His people and a place of divine worship for them during the time they were on pilgrimage to the Promised Land. Therefore, the tabernacle had to be portable. The priests had to be able to easily assemble and disassemble the structure and all its components and furnishings and transport them when God decided it was time to pack up and travel.

The Pattern

In the midst of God’s shekinah glory on top of Mount Sinai, Moses received the pattern of the tabernacle and all its furniture (Exodus 25:9). It is patterned after God’s throne room in heaven (Hebrews 8:4-5). The pattern he received is recorded in detail in Exodus 25–30, and the basic layout is found in Exodus 26:1-30; 27:9-19. The measurements are recorded in ancient units, so a conversion chart is provided:

- 1 cubit is approximately 18 inches
- 1 handbreadth is approximately 3 inches
- 1 omer is approximately 2 quarts
- 1 talent is 75-95 pounds

The Layout

The area of the entire tabernacle compound was approximately 150 x 75 feet. It consisted of a **tent** that measured 45 x 15 feet that was encircled by a **court** that was 7½ feet high. The court separated the worship center from the outside world. It had one **gate** that faced east where those who came to sacrifice could pass through (Exodus 40:33). It was open for all to enter, which is a picture of Jesus on Earth living among men. The courtyard contained:

- **a brass altar** for animal sacrifices and
- **a laver** for the priests to wash their hands and feet before entering the tabernacle.

Structure of the Tabernacle

The **frame** was constructed of acacia wood overlaid with gold and assembled with **sockets** of silver and brass. The **roof** was made of three curtains or layers of fabric and animal skins. The outer curtain was made of porpoise skins that waterproofed the roof. The **interior walls** of the tabernacle were white linen curtains embroidered with gold angels. All four curtains were pinned to the ground with loops and clasps.

The tabernacle had one entrance **door**. The interior space was divided into two beautiful rooms or chambers by

a thick **veil** through which only the high priest could enter once a year on the Day of Atonement. The rooms were called:

- **The holy place** (30 x 15 feet)
Housed the **golden lampstand, table of showbread,** and the **altar of incense**
- **The Holy of Holies** (15 x 15 feet)
Housed the **ark of the covenant** (45 x 27 x 27 inches), which was a chest that stored the Ten Commandments, Aaron's rod, and a jar of manna; the chest's lid was the gold **mercy seat**, above which God's glorious presence rested

Materials Used

Most of the fabrics, skins, jewels, and metals that were used were brought out of Egypt during the Exodus and were donated by the Israelites for the construction of the tabernacle (Exodus 25:1-9). The **colors** that God chose were important, because each one represents a quality of His nature:

blue or indigo: heaven, God's dwelling (the dye was derived from a plant in India; considered rare and was imported by Egyptians)

purple: royalty, the kingship of Christ (the dye came from the secretions of sea mollusks, which made it the most expensive color in antiquity)

scarlet: sacrifice and death, the shed blood of the Lamb of God (the dye was made by crushing cochineal insects)

white: purity, holiness, and perfection

gold: deity

silver: redemption

The Pillar of Cloud and Pillar of Fire

The pillar of cloud by day and the pillar of fire by night were the visual evidence that God was with the Israelites. When the pillar moved, the Israelites broke camp and followed it. This procedure continued for thirty-nine years until the Israelites entered the Promised Land.

4. For this lesson, read and reflect upon the assigned Bible reading. Make certain that you understand it in the context of the whole construction of the tabernacle and its furnishings. Our lesson provides an overview of the tabernacle, so the children can better comprehend what they will be reading in the remainder of Exodus.
5. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: The tabernacle is God's picture book of the Gospel in types.

The tabernacle was more than God's dwelling place among His people. Its pattern foreshadowed the Gospel and illustrated the Person and work of Jesus Christ in types! Each of the components was part of an intricate visual aid that God used to illustrate His eternal, redemptive plan and the way He would relate with His chosen people. One aspect of this relationship was God's requirement of complete obedience to His commandments and precepts. God told Moses to create the tabernacle exactly the way He had shown him. Moses was not to deviate from God's blueprint. God warned Moses several times to "make all according to the pattern." The word "pattern" in Hebrew means a view; appearance; to see a vision. The pattern of the tabernacle was God's throne room in heaven:

According to all that I am going to show you, that is, as the pattern of the tabernacle and the pattern of all its furniture, just so you shall construct it. (Exodus 25:9)

See that you make them after the pattern for them, which was shown to you on the mountain. (Exodus 25:40)

We have such a high priest, who has taken His seat at the right hand of the throne of the Majesty in the heavens, a minister in the sanctuary and in the true tabernacle, which the Lord pitched, not man . . . [There are those on earth] who serve a copy and shadow of the heavenly things, just as Moses was warned by God when he was about to erect the tabernacle. For He says, "See that you make all things according to the pattern which was shown you on the mountain." (Hebrews 8:1-2, 5)

There are many instances in the Old Testament when God's people chose to do things their own way where it pertained to sacrifices, worship, and even the transportation of the ark of the covenant. Unfortunately, they suffered God's judgment and even death. God instructed them not to add to His Word or take away from it (Leviticus 10:1-3; Deuteronomy 4:2; Joshua 1:7; Matthew 15:3, 9; 2 John 9; Revelation 22:18-19). Too often today, believers handle the Word of God and their approach to God in worship very loosely and disrespectfully. As teachers and parents, we should take every opportunity to teach and model reverence for and obedience to our holy God and His Holy Word to our children while they are young.

6. Gather resources: Bible, tabernacle model (if you made one), the Tabernacle graphic organizers, student vocabulary card, memory verse card, and parent cards.



Teaching Plan:

1. Pray: *Dear Heavenly Father, we thank and praise You for this opportunity to study your Word and learn more about You and your eternal plan of deliverance and redemption for mankind.*

Come, tabernacle with us today, we pray. Pour out your Spirit upon us, and illumine our minds. Give us fresh revelation of Jesus Christ as the Lamb of God—our Deliverer and Redeemer. Direct our path as we learn to follow and abide in Jesus Christ. Amen.

2. Distribute student binders.
3. Review the principle that God's promise to dwell among His people is the heart of His covenant.
4. Assign the Bible reading to the children and have them read orally.
5. Pin the student vocabulary card on your bulletin board and define "Gospel."

Connect the vocabulary word to the principle that the tabernacle is God's picture book of the Gospel in types.

6. Distribute the Tabernacle graphic organizers to the children. Introduce the tabernacle and its heavenly pattern to the children. Explain that before we continue reading the book of Exodus, we're going to overview the complete model of the tabernacle. This will help them better understand the details of the design as recorded in Exodus and receive the spiritual riches contained in God's beautiful pattern and types.

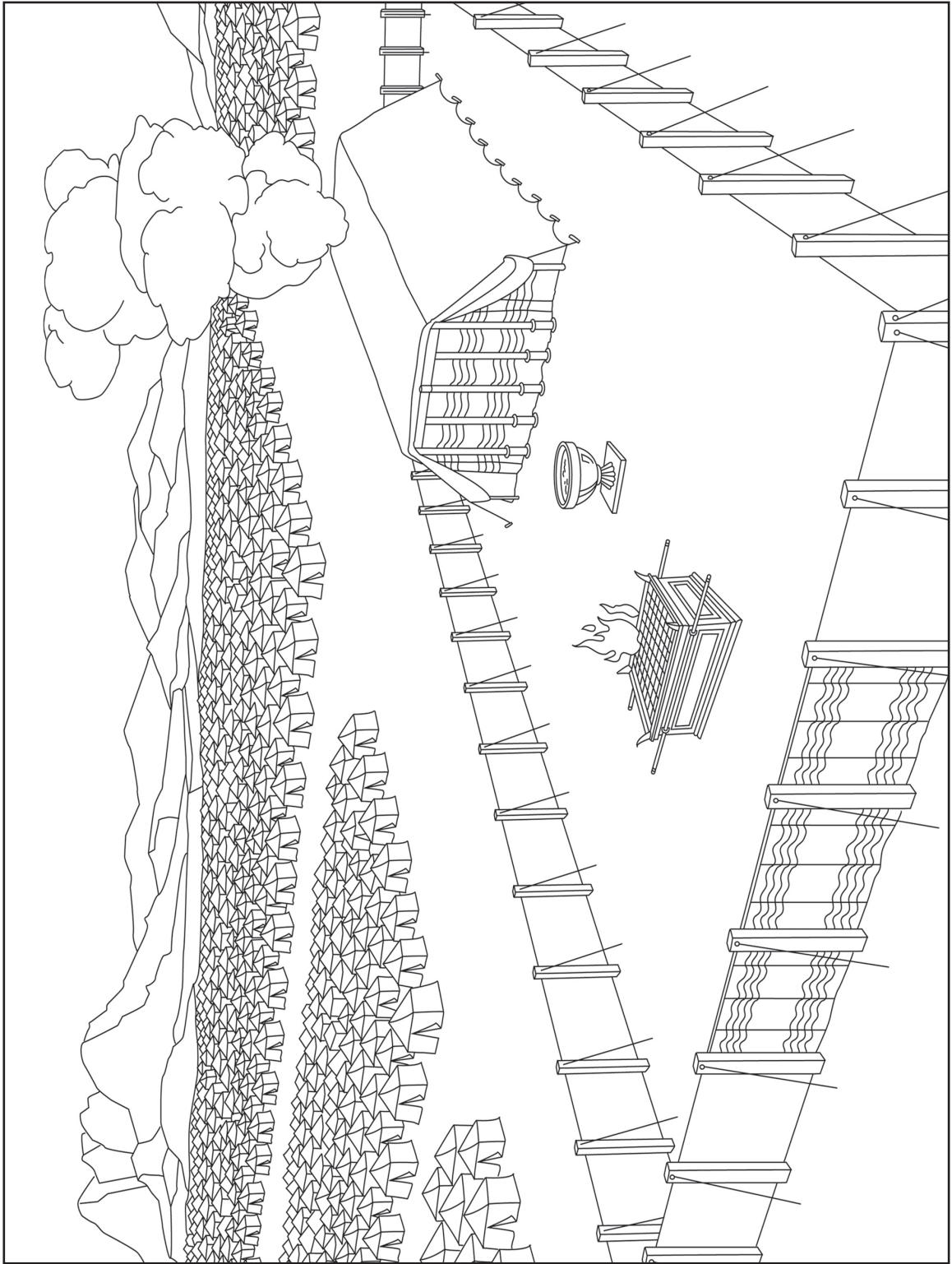
Using the background information provided in this lesson and the Tabernacle graphic organizer, overview the tabernacle and the outdoor furnishings. Write the names of the basic components on the chalkboard as you share and have the children label their Tabernacle graphic organizers.

Have them color this illustration with their colored pencils. Explain that the gate into the courtyard and the veil at the entrance to the tabernacle were made of fabric dyed crimson red, purple, and dark blue.

7. Ask the reason questions and have the children respond orally.
8. Continue singing the first verse of the hymn, "Holy, Holy, Holy."
9. Before completing the lesson, have the children repeat their weekly memory verse and begin with the first commandment.
10. Conclude with a short prayer and blessing for the children.
11. Send parent prayer and blessing cards home with the children for the week.

The Tabernacle

How lovely are Your dwelling places, O LORD of hosts! (Psalm 84:1)



EXODUS 16

Time: 45 minutes

Teacher Readings: Exodus 25:9-22; Mercy soliloquy

Student Reading: Revelation 4:1-9

Review: The tabernacle is God's picture book of the Gospel in types.

Principle: God's mercy is upon all those who fear Him from everlasting to everlasting.

TEACHER



Vocabulary:

atone (v.) [L. *ad* and *unus*, at one.] (1) To agree. (2) To make compensation or amends for an offense or a crime by which reconciliation is procured between the offended and offending parties.

bard (n.) A poet; one whose occupation was to compose and sing verses in honor of the heroic.

cherubim (n. pl.) Winged celestial beings.

fear (n.) (1) A holy awe and reverence for God and His Law, which springs from a just view and deep love of His divine nature (Jeremiah 32:39; Romans 8:15). (2) The worship of God (Psalm 34:7).

justice (n.) (1) The virtue of giving everyone what is his due; practical conformity to the laws and to principles of rectitude in our dealings with one another. (2) Equity.

propitiation (n.) (1) The act of appeasing wrath and conciliating the favor of an offended person. (2) In theology, the atoning sacrifice offered to God to assuage His wrath and render Him conciliatory to sinners.

Shekinah (n.) The visible majesty or manifestation of God.

soliloquy (n.) A monologue in a play in which a character talks to himself or reveals his thoughts when alone or unaware of the presence of other characters.

testimony (n.) (1) A declaration. (2) Witness; evidence; proof of some fact.

STUDENT



Key Word:

mercy (n.) The tenderness of heart that forgives an offense that requires punishment.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

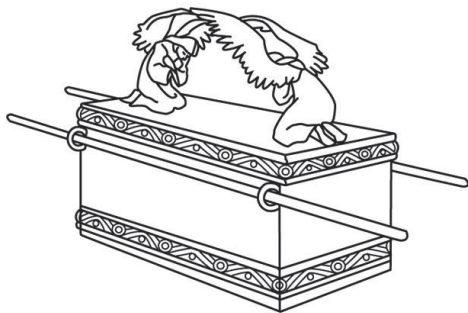
1. Describe the ark of the covenant and where it was located in the tabernacle.
2. What does the ark represent?
3. Describe the mercy seat.
4. What does the mercy seat represent in heaven?
5. Explain why the ark of the covenant was the most sacred and central component of the whole tabernacle.
6. Define mercy in your own words.
7. Why does each of us need the mercy of God?



Preparation and Lesson Background:

1. Read and reflect upon the assigned Bible reading. Make certain that you understand it in the context of this lesson. Read Hebrews chapters 9 and 10. Also read Numbers 16:1-17:10 to understand why Aaron's rod was placed in the ark of the covenant. Read and meditate upon Shakespeare's beautiful description of mercy from his play, *The Merchant of Venice*.
2. God began His instructions for creating the tabernacle, not with a general overview as we might do, but with the most holy furnishing, the **ark of the covenant** or the **ark of testimony**, as it is sometimes called in the Bible. Remember that all of the components of the earthly tabernacle were patterned after beings or things in God's throne room in heaven. The ark was the most significant object in Old Covenant worship! When God descended from heaven to dwell among His people, His shekinah glory rested above the mercy seat of the ark between the two cherubim. The ark is a picture of the Person and saving work of Christ.

The size of the ark was 4.5 feet long by 2.5 feet wide by 2.5 feet high. It was made of acacia wood overlaid with gold inside and out. God instructed Moses to attach four gold rings to the ark through which two long poles were placed, so that the ark could be transported without touching it when moving the tabernacle from one location to another. The ark of the covenant was a very sacred object. It was central to the tabernacle and yet only visible once a year on the Day of Atonement by the high priest. If anyone else looked upon it or touched the ark, they were struck dead immediately (Leviticus 16:2; 2 Samuel 6:1-7).



The ark had a lid called the **mercy seat** that was made from a solid sheet of pure gold upon which sat two gold cherubim with outstretched wings facing inward. The mercy seat represented God's great throne in heaven and symbolized His presence in their earthly worship. God manifested His physical presence among His people just above the mercy seat. This is where His shekinah glory rested in the tabernacle and where He communed with Moses (Exodus 25:22).



Notebook Record:

1. Label the following on your Tabernacle Furnishings graphic organizer:
 - Holy of Holies
 - Ark of the covenant
 - Mercy seat
 - Stone tablets
 - Aaron's rod
 - Pot of manna
2. Begin coloring this illustration with your colored pencils.
3. File your graphic organizer in your binder.



Singing:

"Holy, Holy, Holy"

Verse 2:

Holy, Holy, Holy! Though the
darkness hide Thee,
Though the eye of sinful man Thy
glory may not see;
Only Thou art holy; there is none
beside Thee,
Perfect in power, in love, and purity.



Memory Verse:

Commandment 4:

Remember the sabbath day, to keep it
holy. (Exodus 20:8)

Oh, give ear, Shepherd of Israel, You who lead Joseph like a flock; You who are enthroned above the cherubim, shine forth! (Psalm 80:1)

The mercy seat was the central point at which Israel, through the high priest, could come into the presence of the living God (Hebrews 4:16). Once a year, on the Day of Atonement, the sins of the Israelites were confessed and the high priest entered the Holy of Holies to sprinkle the blood of sacrificed animals onto the mercy seat for the covering of their sins (Hebrews 9:1-11). When the blood of the sacrifice was sprinkled, the glory of God appeared. This was a picture of the heavenly glory of God, where angels stand before His throne and praise Him day and night (Revelation 4:1-9). It was also a picture of the restored presence of God through the resurrection of Christ. When Mary Magdalene came to the tomb seeking the body of Jesus, she saw two angels—one at the head and the other at the feet of where the body of Jesus had been lying (John 20:11-13).

This yearly event foreshadowed what Jesus Christ, the perfect Lamb of God, did on the cross. Read Hebrews chapters 9 and 10. When He shed His blood for the atonement of our sins, it ended the system of animal sacrifices forever. On the day of Jesus' crucifixion, He uttered the words, "It is finished!" (John 19:30). Immediately there was an earthquake, and the veil of the Holy of Holies in the Jerusalem Temple was split in two from top to bottom (Matthew 27:51). Now, by faith in the atoning blood of Jesus Christ, the believer can approach God's throne of grace without the assistance of a pope, a priest, or a pastor.

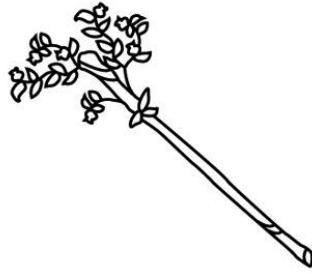
Therefore let us draw near with confidence to the throne of grace, so that we may receive mercy and find grace to help in time of need. (Hebrews 4:16)

The ark of the covenant held three items that testified of how much the Israelites needed God's mercy and daily provision (Exodus 25:21). The three items, which are not recorded in the book of Exodus, were as follows:

- 1) The **two stone tablets**, upon which God wrote the Ten Commandments with His finger, which showed that the moral Law of God would stand forever before His presence. They also represented that the Law would be kept in Christ, who, as the Son of Man, would fully obey all God's commands for His people (Matthew 5:17).



- 2) The **budding rod of Aaron**, the high priest, which pointed to Jesus as our great High Priest in heaven, chosen by His Father from the foundation of the world (Isaiah 42:1; Hebrews 5:4).



- 3) The **gold jar of manna**, which represented the life-sustaining food that God provides His people in Christ (John 6:33).



Behind the second veil there was . . . the ark of the covenant covered on all sides with gold, in which was a golden jar holding the manna, and Aaron's rod which budded, and the tables of the covenant; and above it were the cherubim of glory overshadowing the mercy seat. (Hebrews 9:3-5)

3. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: God's mercy is upon all those who fear Him from everlasting to everlasting.

It is important for children to comprehend the mercy of Almighty God! The Israelites' sins formed a barrier between God and them, and so our sins separate us from God, as well. Because God is holy, He must look at man through the lens of His Law (Habakkuk 1:13). We are all sons and daughters of Adam and are born with this fallen, sinful nature (Psalm 51:5-9; Romans 3:23). Therefore, we are unable to keep the Law and need God's mercy and forgiveness of our sins.

Because of your stubbornness and unrepentant heart you are storing up wrath for yourself in the day of wrath and revelation of the righteous judgment of God, who will render to each person according to his deeds. (Romans 2:5-6)

And according to the Law, one may almost say, all things are cleansed with blood, and without the shedding of blood there is no forgiveness. (Hebrews 9:22)

So how can unrighteous man stand before the presence of a righteous God? God instituted a system of animal sacrifice. The blood of animals was sprinkled by the high priest on the mercy seat of the ark of the covenant, which stood between the Law of God (in the ark) and the presence of God (above the angels). The problem with this system was that **the blood of animals could not atone for the sins of man; it could only cover his sins.**

For the Law, since it has only a shadow of the good things to come and not the very form of things, can never, by the same sacrifices which they offer continually year by year, make perfect those who draw near. Otherwise, would they not have ceased to be offered, because the worshipers, having once been cleansed, would no longer have had consciousness of sins? But in those sacrifices there is a reminder of sins year by year. For it is impossible for the blood of bulls and goats to take away sins. (Hebrews 10:1-4)

This system of animal sacrifice foreshadowed the perfect sacrifice that God would provide in His fullness of time (Galatians 4:4)—the shed blood of Jesus Christ on the cross. The atoning blood of Jesus now stands between God's Law and His presence in the lives of believers. As sinners, we deserve His judgment and eternal death. As born-again believers, we receive His forgiveness and eternal life. This is the definition of mercy and grace.

Having now been justified by His blood, we shall be saved from the wrath of God through Him. (Romans 5:9)

For God so loved the world, that He gave His only begotten Son, that whoever believes in Him shall not perish, but have eternal life. (John 3:16)

The mercy seat on the ark of the covenant symbolizes the amazing grace of God that was visited upon mankind when Christ, the perfect sacrificial Lamb, shed His blood on the cross. God is merciful to the worst offenders, sinners, and law-breakers. This means that even though He knows our guilt and we deserve His judgment, He does not issue the punishment deserved when we seek His forgiveness of our sins through His Son. Through His mercy and grace, He has provided a way for our sins to be forgiven, even though we don't merit it. He sees us as perfect, because He is looking at us through the blood of His Son, the Lamb of God. Praise His Name forever!

For all have sinned and fall short of the glory of God, being justified as a gift by His grace through the redemption which is in Christ Jesus; whom God displayed publicly as a propitiation in His blood through faith. This was to demonstrate His righteousness, because in the forbearance of God He passed over the sins previously committed. (Romans 3:23-25)

The mercy of the LORD is from everlasting to everlasting upon them that fear him. (Psalm 103:17, KJV)

William Shakespeare, the seventeenth-century English bard of the Bible, described mercy best in his play, *The Merchant of Venice*:

The quality of mercy is not strain'd,
It droppeth as the gentle rain from heaven
Upon the place beneath: it is twice blest;
It blesseth him that gives and him that takes:
'Tis mightiest in the mightiest: it becomes
The thronéd monarch better than his crown;
His sceptre shows the force of temporal power,
The attribute to awe and majesty,
Wherein doth sit the dread and fear of kings;
But mercy is above this sceptred sway;
It is enthronéd in the hearts of kings,
It is an attribute of God himself;
And earthly power doth then show likest God's
When mercy seasons justice. Therefore, Jew,
Though justice be thy plea, consider this,
That, in the course of justice, none of us
Should see salvation: we do pray for mercy;
And that same prayer doth teach us all to render
The deeds of mercy. [Portia, Act 4, Scene 1]

4. Gather resources: Bible, Tabernacle Furnishings graphic organizers, and student vocabulary card.



Teaching Plan:

1. Pray: *Dear Heavenly Father, we thank and praise You for this opportunity to study your Word and learn more about You and your eternal plan of deliverance and redemption for mankind. Come, tabernacle with us today, we pray. Pour out your Spirit upon us, and illumine our minds. Give us fresh revelation of Jesus Christ as the Lamb of God—our Deliverer and Redeemer. Direct our path as we learn to follow and abide in Jesus Christ. Amen.*
2. Distribute student binders.
3. Review the principle that the tabernacle is God's picture book of the Gospel in types.
4. Pin the student vocabulary card on your bulletin board and define "mercy."

Connect the vocabulary word to the principle that God's mercy is upon all those who fear Him from everlasting to everlasting.

Teach the children about how the ark of the covenant and its mercy seat all foreshadow the Person and work of Jesus Christ on the cross.

5. Read the teacher reading aloud. Explain that this portion of Scripture is part of a vision the apostle John received from God in which he saw into heaven like Moses did.
6. Assign the Bible reading to the children and have them read orally.
7. Read aloud Portia's soliloquy about mercy from Shakespeare's *Merchant of Venice* to the children.
8. Ask the reason questions and have children respond orally.
9. Distribute the Tabernacle Furnishings graphic organizers to the children. Write the phrases of the furnishings on the chalkboard for the children to label their Tabernacle Furnishings graphic organizers. Have them begin coloring this illustration.
10. Teach the children the second verse of "Holy, Holy, Holy."
11. Before completing the lesson, have children repeat their memory verse and begin with the first commandment.
12. Conclude with a short prayer and blessing for the children.

EXODUS 17

Time: 45 minutes

Student Reading: Exodus 25:23-32

Teacher Reading: Exodus 25:33-40; 30:1-6

Review: God's mercy is upon all those who fear Him from everlasting to everlasting.

Principle: All God's provision for His people is found in Jesus Christ.

TEACHER



Vocabulary:

bounty (n.) Liberality in bestowing gifts and favors; generosity accompanied with kindness of disposition.

incense (n.) (1) The odors of spices and gums burnt in religious rites. The incense used in the Israelite offerings was a mixture of sweet spices, liquid myrrh, galbanum, and the gum of the frankincense tree. (2) Acceptable prayers and praises (Malachi 1).

provide (v.) [L. *pro*, before and *video*, to see; literally, to see before.] (1) To procure beforehand; to make ready for future use. (2) To furnish or supply with. (3) To procure supplies or means of defense; to take measures for escaping an evil.

sanctification (n.) (1) The act of making holy. The act of God's grace by which the affections of men are purified from sin and the world and exalted to a supreme love of God. (2) The act of consecrating or of setting apart for a sacred purpose.



Preparation and Lesson Background:

1. For this lesson, read and reflect upon the assigned Bible readings. Make certain that you understand them in the context of the tabernacle and its furnishings.
2. Like an exquisitely cut diamond that reflects light from its many facets, so God's tabernacle design and furnishings contain many facets for each of the types and symbols of Jesus Christ. In our reading for this lesson, God is giving Moses instructions for the design of the three pieces of furniture in the holy place: the golden lampstand, the table of showbread, and the altar of incense. Collectively, they

STUDENT



Key Word:

provide (v.) (1) To procure beforehand; to make ready for future use. (2) To furnish or supply with.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. Describe the holy place in the tabernacle.
2. Who was permitted to enter the holy place?
3. Describe the design of the golden lampstand and explain its symbolism.
4. Describe the design of the table of showbread and explain its symbolism.
5. Describe the design of the altar of incense and explain its symbolism.
6. As a grouping of furniture, what do these three pieces represent?

foreshadow God's provision for the spiritual growth and sanctification of His people through His Son, Jesus.

As we discern God's provision for His people, we are struck by how insignificant earthly treasures are in comparison to the immeasurable, spiritual riches of His glory. The three pieces of furniture in the holy place illustrate this principle. God's provision for mankind was made available before the foundation of the world according to His heavenly riches in Christ Jesus. His glorious provision was freely available in the garden of Eden for Adam and Eve through their daily communion with Him and the sustenance they received from eating the tree of life. After Adam's fall, God removed them from the garden and guarded the path to the tree of life from sinful man, lest they live eternally in their fallen state.

Now, in the pattern of the earthly tabernacle, God illustrates this concept for His chosen people through symbols and types. Today, as we meditate on the symbolism of the tabernacle furnishings, we comprehend that the eternal spiritual provisions that God made available are for those who believe in the Person and work of Jesus, His Son. Receiving His provision is based upon having a personal relationship with Jesus, meditating on His Word (Joshua 1:8; Ephesians 3:16-17), and approaching the throne of God through His atoning work on the cross. The table of showbread is a symbol of fellowship and communion and the loaves of bread point to Christ, the Bread of Life, and His Body.

Your words were found and I ate them, and Your words became for me a joy and the delight of my heart; for I have been called by Your name, O LORD God of hosts. (Jeremiah 15:16)

His divine power has granted to us everything pertaining to life and godliness, through the true knowledge of Him who called us by His own glory and excellence. (2 Peter 1:3)

Tabernacle worship was formal, solemn, and holy. The holy place was the larger outer chamber of the tabernacle, a room where the priests conducted rituals to serve and honor God. The rituals were designed for drama and drew attention to God's holiness and redemptive work. Only priests were permitted to enter the holy place. The table of showbread was on the right side of the room, the lampstand was on the left, and the table of incense was placed in front of the veil that opened into the Holy of Holies' chamber.

While all the furnishings in the courtyard were made of common bronze, all of the furnishings inside the tabernacle were covered with gold, which symbolized deity. The tabernacle had no windows, which made it very dark and smoky inside. The seven-branched, **golden lampstand** provided the only light and made the priests' service to the Lord possible. Seven is the number of perfection and completion in the Bible and is a picture of the perfect light and presence

7. In your own words, explain the provision you have in Jesus Christ.



Notebook Record:

1. Label the following on your Tabernacle Furnishings graphic organizer:
 - Holy place
 - Table of showbread
 - Lampstand
 - Altar of incense
2. Continue coloring this graphic organizer with your colored pencils.
3. File your graphic organizer in your binder.



Singing:

"Holy, Holy, Holy"

Verse 2:

Holy, Holy, Holy! Though the
darkness hide Thee,
Though the eye of sinful man Thy
glory may not see;
Only Thou art holy; there is none
beside Thee,
Perfect in power, in love, and purity.



Memory Verse:

Commandment 5:

Honor your father and your mother
that your days may be prolonged.
(Exodus 20:12)



Take prayer and blessing cards home to parents.

of God. The lampstand illustrates the truth that, “*God is Light, and in Him there is no darkness at all*” (1 John 1:5). Jesus taught His disciples that He is the Light of the world:

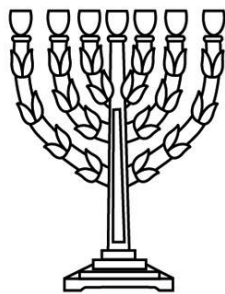
“I am the Light of the world; he who follows Me will not walk in the darkness, but will have the Light of life.”(John 8:12)

“While you have the Light, believe in the Light, so that you may become sons of Light.” (John 12:36)

The lampstand also symbolizes our need for the light of Christ to serve a holy God in a dark world. Jesus has called us, the church, to be that light in our families, communities, and nations to draw all people unto Him.

“You are the light of the world. A city set on a hill cannot be hidden; nor does anyone light a lamp and put it under a basket, but on the lampstand, and it gives light to all who are in the house. Let your light shine before men in such a way that they may see your good works, and glorify your Father who is in heaven.” (Matthew 5:14-16)

The golden lampstand, like the mercy seat, was made of pure gold and weighed 75 pounds. Its ornate design resembled an almond tree with two sets of three branches with buds and flowers on either side of the main column. The almond tree was the first to blossom in spring. It represented new life. Many scholars believe that God chose the floral design as a reminder of the tree of life in the garden of Eden (Genesis 2:9). It highlights the truth that life is found in the Lord’s presence. The details of flowers and buds were to be hammered into the gold. Like ancient clay oil lamps, the seven flower-shaped cups held a measure of olive oil and a cloth wick that gave off a small flame. It was the responsibility of the priests to keep the lamps burning continually (Leviticus 24:1-3). The oil symbolized the indwelling of the Holy Spirit.

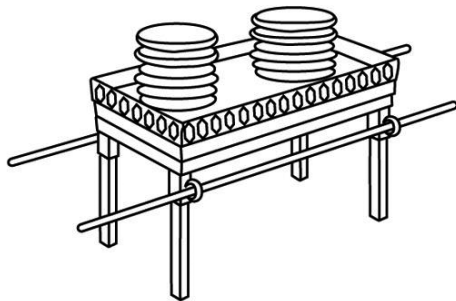


The **table of showbread** or **bread of presence** was constructed of wood and covered with gold. Twelve loaves of bread (flat cakes), each representing one of the tribes of Israel, were placed on top as a memorial food offering to God every sabbath. The bread was replaced every week, and the priests consumed the retired loaves. The bread provides a wonderful picture of Jesus, the Bread of Life! Jesus taught His disciples:

*"Our fathers ate the manna in the wilderness; as it is written, 'He gave them bread out of heaven to eat.' . . . Truly, truly, I say to you, it is not Moses who has given you the bread out of heaven, but it is My Father who gives you the **true bread out of heaven**. For the bread of God is that which comes down out of heaven, and **gives life to the world**." Then they said to Him, "Lord, always give us this bread." Jesus said to them, "I am the bread of life; **he who comes to Me will not hunger, and he who believes in Me will never thirst** [emphases added]." (John 6:31-35)*

*"**I am the living bread** [emphasis added] that came down out of heaven; if anyone eats of this bread, he will live forever; and the bread also which I will give for the life of the world is My flesh." (John 6:51)*

The word "showbread," or *lechem ha'panim* in Hebrew, comes from two Hebrew words: (1) *lechem* from the root *la-cham* meaning "to feed on, to consume, and by implication, to battle"; and (2) *panim* meaning "faces"; the face of God, or the presence of God, which is always upon the believer to provide for his spiritual growth. The underlying meaning implies that of consuming spiritual manna that nourishes the believer's spirit man and helps him overcome his spiritual battles. Bread for battle is faith in God's Word, and His face is always turned to the believer to provide for all his needs.



For the eyes of the LORD move to and fro throughout the earth that He may strongly support those whose heart is completely His. (2 Chronicles 16:9)

Therefore, the loaves of bread that stood before the presence of God, are in type the Lord Jesus Christ identifying Himself with His covenant people. The twelve loaves are one people.

Is not the cup of blessing which we bless a sharing in the blood of Christ? Is not the bread which we break a sharing in the body of Christ? Since there is one bread, we who are many are one body; for we all partake of the one bread. (1 Corinthians 10:16-17)

He made Him who knew no sin to be sin on our behalf, so that we might become the righteousness of God in Him. (2 Corinthians 5:21)

A table is a symbol of fellowship around a shared meal.

There are many examples in the Bible where the Lord compares our fellowship with Him in this way. The table of showbread symbolizes God's desire for covenant fellowship with His people. The night before Christ was crucified, after he celebrated the Passover meal with His disciples, He shared a meal to memorialize the New Covenant. Today, we call this meal the Lord's Supper, the Eucharist, or Communion:

While they were eating, Jesus took some bread, and after a blessing, He broke it and gave it to the disciples, and said, "Take, eat; this is My body." And when He had taken a cup and given thanks, He gave it to them, saying, "Drink from it, all of you; for this is My blood of the covenant, which is poured out for many for forgiveness of sins. (Matthew 26:26-28)

The **altar of incense** was the third piece of furniture located in the holy place and was positioned just before the veil that opened into the Holy of Holies. Like the golden lampstand and table of showbread, it was made with materials fit for a king! Unlike the first two furnishings, which illustrated God's provision for His people, the altar of incense represented the thoughts, praises, and prayers of the people. Scripture often likens incense to the prayers of God's people:

May my prayer be counted as incense before You; the lifting up of my hands as the evening offering. (Psalm 141:2)

Another angel came and stood at the altar, holding a golden censer; and much incense was given to him, so that he might add it to the prayers of all the saints on the golden altar which was before the throne. And the smoke of the incense, with the prayers of the saints, went up before God out of the angel's hand. (Revelation 8:3-4)

The Hebrew word for **incense** is *qetoreth*. It is derived from the root word *qatar*, which means to turn into a sweet fragrance by fire as an act of worship. It was the high priest's responsibility to mix the fine spices together and allow them to smolder on the altar day and night (Exodus 30:1-8). The ascending smoke penetrated the fabric wall and veil leading into the Holy of Holies and reached the presence of God over the mercy seat. This is a picture of our prayers that ascend to Him in heaven. The altar of incense reminded Israel to pray and assured them that their prayers were sweet smelling to the Lord. In addition, the fragrant incense helped mask the objectionable odors that emanated from the courtyard where animals were slaughtered and burnt on the brass altar.



The LORD is far from the wicked, but He hears the prayer of the righteous. (Proverbs 15:29)

Rejoice always; pray without ceasing; in everything give thanks; for this is God's will for you in Christ Jesus. (1 Thessalonians 5:16-18)

Just as the brass altar and laver in the courtyard pointed to Christ's atoning work, so the furnishings in the holy place foreshadowed God's richest provisions in Christ for the spiritual growth of His people. Today, Jesus is our High Priest in heaven. As such, He is our heavenly intercessor who always lives to make intercession on our behalf every day.

Christ Jesus is He who died, yes, rather who was raised, who is at the right hand of God, who also intercedes for us. (Romans 8:34)

Therefore He is able also to save forever those who draw near to God through Him, since He always lives to make intercession for them. (Hebrews 7:25)

He who searches the hearts knows what the mind of the Spirit is, because He intercedes for the saints according to the will of God. (Romans 8:27)

3. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: All God's provision for His people is found in Jesus Christ.

One of God's names in the Old Testament is *Jehovah-Jireh*, the Lord will provide. It is the name memorialized by Abraham when God provided the ram to be sacrificed in place of his son, Isaac (Genesis 22:8-14). God is our Provider, our Source for everything, both spiritually and physically. This is one of the key truths that is embedded in the typology of the tabernacle. Every furnishing in the tabernacle foreshadows God's provision for His people in Jesus Christ, the Lamb slain from the foundation of the world (Revelation 13:8). God's tabernacle illustrations foretell His eternal plan of redemption and abundant provision for His people in Jesus Christ, to which we have access today through our personal relationship with Him.

Abraham called the name of that place The LORD Will Provide [Jehoveh Jireh], as it is said to this day, "In the mount of the LORD it will be provided." (Genesis 22:14)

For God so loved the world, that He gave His only begotten Son, that whoever believes in Him shall not perish, but have eternal life. (John 3:16)

His divine power has granted to us everything pertaining to life and godliness, through the true knowledge of Him who called us by His own glory and excellence. (2 Peter 1:3)

4. Gather resources: Bible, tabernacle model (if you made one), vocabulary card, memory verse card, and parent cards.



Teaching Plan:

1. Pray: *Dear Heavenly Father, we thank and praise You for this opportunity to study your Word and learn more about You and your eternal plan of deliverance and redemption for mankind. Come, tabernacle with us today, we pray. Pour out your Spirit upon us, and illumine our minds. Give us fresh revelation of Jesus Christ as the Lamb of God—our Deliverer and Redeemer. Direct our path as we learn to follow and abide in Jesus Christ. Amen.*
2. Distribute student binders.
3. Review the principle that God’s mercy is upon all those who fear Him from everlasting to everlasting.
4. Pin the student vocabulary card on your bulletin board and define “provision.”
Connect the vocabulary word to the principle that all God’s provision for His people is found in Jesus Christ.
5. Assign the Bible reading to the children and have them read orally.
6. Read aloud the assigned teacher Bible readings.
7. Write the phrases of the tabernacle furnishings on the chalkboard for the children to label their Tabernacle Furnishings graphic organizers. Have them continue coloring this graphic organizer with their colored pencils.
8. Ask the reason questions and have the children respond orally.
9. Continue teaching verse two of the hymn, “Holy, Holy, Holy.”
10. Before completing the lesson, have the children repeat their weekly memory verse and begin with the first commandment. Teach them that the fifth commandment is the only commandment that contains a promise from God.
11. Conclude with a short prayer and blessing for the children.
12. Send parent prayer and blessing cards home with the children for the week.

EXODUS 18

Time: 45 minutes

Student Reading: Exodus 27:1-8; 30:17-21

Teacher Reading: Exodus 27:9-21

Review: All God's provision for His people is found in Jesus Christ.

Principle: Everyone who trusts Jesus as his or her personal Savior is a temple of God, and His Holy Spirit lives within.

TEACHER



Vocabulary:

altar (n.) [L. *alta*, high; a high place for sacrifice.] A place where a sacrifice is made or incense is burned during worship.

bronze (n.) A yellow-colored metal alloy made of copper and tin at the time of Moses. It was lighter in weight for transporting and yet fireproof.

courtyard (n.) An unroofed area that is enclosed by a wall or a building; the area surrounding the tabernacle.

cubit (n.) A Hebrew unit of measure that equals approximately 18 inches or 1.5 meters.

entrails (n.) The internal organs of an animal, particularly the intestines and bowels.

laver (n.) A large basin or vessel for washing.

linen (n.) Thread made from fibers of the flax plant, woven into cloth, and bleached white. The Egyptians produced a very high quality of linen at the time the tabernacle was built.

ritual (n.) Pertaining to rites or a customary practice prescribed by a religion.

sanctify (v.) (1) To cleanse, purify, or make holy. (2) To prepare for divine service. (3) To separate, ordain, and appoint to the work of redemption and the government of the church.



Preparation and Lesson Background:

1. Read Exodus chapter 26 and be prepared to summarize God's instructions for making the wooden boards for the

STUDENT



Key Word:

temple (n.) In Scripture, a place in which God's presence resides (1 Corinthians 3); the collective Body of Christ (Ephesians 2).



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. Describe the design of the outer court. Tell what compass point the gate faced.
2. When entering the court of the tabernacle, what was the significance of seeing the bronze altar first?
3. What did the bronze altar represent?
4. Describe the purpose of the laver in the courtyard.
5. What does the laver symbolize in your walk with God?

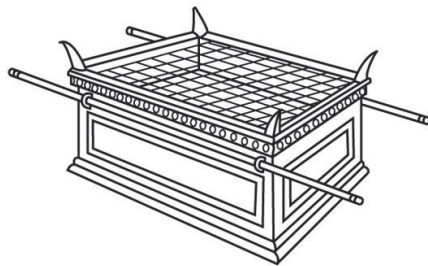
tabernacle frame, curtains (walls), and veils (doors). These items are what supplied form and definition to the portable tabernacle.

2. Read and reflect upon the assigned Bible readings. Make certain that you understand them in the context of this lesson.
3. Background information follows for the court, the eastern gate, the outdoor furnishings, the way they were laid out, and where the Israelites camped outside the fence.

It was one year after the Israelites were liberated from slavery in Egypt that God instituted the system of ritual sacrifices (Jeremiah 7:22-26). Rather than submit to God's Law, the people chose to worship the idols and false gods of the surrounding Egyptian culture. Sacrifices were added by an all-wise God to teach them the habit of obedience and lead them to Himself. Sacrifices were "a shadow of the good things to come" (Hebrews 10:1-4). God intended that animal sacrifice be a practice imposed until "a time of reformation" (Hebrews 9:10), when Christ became the ultimate and true sacrifice for the sins of mankind. In the many laws that God gave Israel through Moses, there is one that provides us an understanding of God's perspective of the use of blood for the atonement of sin:

*"The **life of the flesh is in the blood**, and I have given it to you on the altar to make atonement for your souls; for **it is the blood by reason of the life that makes atonement** [emphases added]." (Leviticus 17:11)*

The **bronze altar** was designed for making animal sacrifices. It was located in the courtyard just inside the court gate. It symbolized the cross of Christ. The priests maintained a perpetual fire that symbolized God's judgment against sin. The altar had a grating that held the animal to be sacrificed. Four horns protruded at the corners and were used to tie down the animal. Horns are a symbol of power and strength in the Bible. They were sprinkled with the blood of the sacrificed animals that was collected by the priest. As the priest laid his hands on the animal being sacrificed, he prayed for all the sins of the people to be placed on the animal. This process foreshadowed the role of Jesus as the Lamb of God.



But when Christ appeared as a high priest of the good things to come, He entered through the greater and more perfect tabernacle, not made with hands, that is to say, not of this

6. In your own words, describe the total layout of the tabernacle, court, and tents of the tribes of Israel.
7. Why is the body of a born-again believer called the temple of God?
8. Have you put your faith in Jesus Christ? Explain your answer.



Notebook Record:

1. Label the following on your Tabernacle Furnishings graphic organizer:
 - Brass altar
 - Laver
2. Complete coloring this graphic organizer with your colored pencils.
3. File your graphic organizer in your binder.



Singing:

"Holy, Holy, Holy"

Verse 2:

Holy, Holy, Holy! Though the
darkness hide Thee,
Though the eye of sinful man Thy
glory may not see;
Only Thou art holy; there is none
beside Thee,
Perfect in power, in love, and purity.



Memory Verse:

Commandment 5:

Honor your father and your mother
that your days may be prolonged and
that it may go well with you. (Exodus
20:12)

creation; and not through the blood of goats and calves, but through His own blood, He entered the holy place once for all, having obtained eternal redemption. For if the blood of goats and bulls and the ashes of a heifer sprinkling those who have been defiled sanctify for the cleansing of the flesh, how much more will the blood of Christ, who through the eternal Spirit offered Himself without blemish to God, cleanse your conscience from dead works to serve the living God? (Hebrews 9:11-14)

The next piece of furniture in the courtyard was the **laver**, which was a large bronze bowl that held water for cleansing. It represents the forgiveness and cleansing of sin. The laver was made from the bronze mirrors of the women (Exodus 30:17-21). It was positioned halfway between the brass altar and the holy place where the priests could wash their hands and feet, as well as the entrails from the sacrificed animals. Water typifies the cleansing of the Word of God.



[Jesus] *"You are already clean because of the word which I have spoken to you."* (John 15:3)

[Jesus] *"Sanctify them in the truth; Your word is truth."* (John 17:17)

Husbands, love your wives, just as Christ also loved the church and gave Himself up for her, so that He might sanctify her, having cleansed her by the washing of water with the word, that He might present to Himself the church in all her glory, having no spot or wrinkle or any such thing; but that she would be holy and blameless. (Ephesians 5:25-27)

And since we have a great priest over the house of God, let us draw near with a sincere heart in full assurance of faith, having our hearts sprinkled clean from an evil conscience and our bodies washed with pure water. (Hebrews 10:21-22)

The **court** was made of white linen fabric, which formed a 7-foot high wall around the entire tabernacle. It measured 150 feet by 75 feet. It provided a courtyard around the tabernacle and was where the priests performed their animal sacrifices. The entrance into the court was through a 30-foot wide red, purple, and blue embroidered fabric **gate** that faced east. In Genesis 3, when God cast Adam and Eve out of the garden of Eden, He placed cherubim with flaming swords to guard the entrance which was on the east. Nothing more is said in the book of Genesis about a place of fellowship with God from their expulsion to the construction

of the tabernacle. It is consistent with the teaching of the Word that the entrance to the presence of God in the tabernacle would be oriented on the east—the **gate** into the courtyard, the **door** into the holy place, and the **veil** into the Holy of Holies where the presence of God rested above the mercy seat. God’s design for this veil, through which the high priest entered once a year, had cherubim embroidered on the beautiful fabric made of blue, red, and purple twisted linen. This entrance represented the flesh of Jesus Christ, which was pierced, cut, and torn during His crucifixion. The gate into the court was always open for anyone to enter. There was only one entrance into the court, as there is only one approach to heaven, which is through Jesus Christ the door.

[Jesus] *“I am the door; if anyone enters through Me, he will be saved, and will go in and out and find pasture.”*
(John 10:9)

Jesus said to him, “I am the way, and the truth, and the life; no one comes to the Father but through Me.” (John 14:6)

God entrusted the sons of Israel with the responsibility to provide the priests with olive oil, so they could make the **anointing oil** and use it to burn in the golden lampstand. They were instructed to beat the olives rather than crush them. Oil from beaten olives burns more brightly and with less smoke than from crushed olives.

Read Numbers chapter 2 for God’s specific instructions for the **location of the Israelite tents in the camp**. The layout resembled the shape of a cross with the tabernacle at its center. This signified that God’s dwelling was always in the midst of His people. See the Tabernacle graphic organizer on page 140. The Levites were chosen by God to become the priesthood. We will soon find out the reason in Exodus 32:26. The Levites were the only tribe that was not numbered in the book of Numbers because they did not wage war. Their tents were placed at a distance around the tabernacle outside the court to prevent His wrath descending upon the rest of the nation Israel (Numbers 1:47-53). Moses, Aaron, and his sons were Levites, and their family tents were positioned in front of the eastern gate.

There was a square mile of open territory between the Levites and the camp of Israel. God divided the large tribe of Joseph into two camps based on Joseph’s two sons—Ephraim and Manasseh. He then selected four out of the twelve tribes as leaders over two tribes, who were positioned on each side of the camp. Their banners were:

- East Judah Lion
- South Reuben Man
- West Ephraim Ox
- North Dan Eagle

These are the same as the four faces of the living creatures in Ezekiel's vision, which speaks of the four characteristics of Christ. These are also seen in the four Gospels:

- Matthew King Lion
- Mark Servant Ox
- Luke Humanity Man
- John Son of God Eagle

After the court, tabernacle, and all its furnishings and vessels were made and erected, the presence of God descended from heaven and His shekinah glory filled the tabernacle (Exodus 40:34-38). An aerial view would show the hundreds of thousands of family tents encamped around the court in the shape of a cross with the pillar of cloud by day or the pillar of fire by night in the center resting above the mercy seat in the tabernacle. This foreshadows the Body of Christ (the church) in heaven gathered around the throne of God and the Lamb:

After these things I looked, and behold, a great multitude which no one could count, from every nation and all tribes and peoples and tongues, standing before the throne and before the Lamb, clothed in white robes, and palm branches were in their hands. (Revelation 7:9)

And they sang a new song, saying, "Worthy are You to take the book and to break its seals; for You were slain, and purchased for God with Your blood men from every tribe and tongue and people and nation. You have made them to be a kingdom and priests to our God; and they will reign upon the earth." (Revelation 5:9-10)

4. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: Everyone who trusts Jesus as his or her personal Savior is a temple of God, and His Holy Spirit lives within.

It is interesting to note that more space is devoted to the tabernacle in the Scriptures than to any other single object. Please review the components of the tabernacle in Lesson 14. God's desire has always been to dwell amidst His chosen people and fellowship with them: first in the garden of Eden, next in the tabernacle that was constructed according to the pattern in heaven, then in the Jerusalem Temple. Isaiah prophesied of the coming of the Messiah and called His name Immanuel, "God with us" (see Isaiah 7:14). After Jesus' crucifixion, resurrection, and ascension into heaven, He sent the promised Holy Spirit to live within the believer, whose body is called the "temple of the Holy Spirit" in the New Covenant:

[Jesus] *"I will ask the Father, and He will give you another Helper, that He may be with you forever; that is the Spirit of truth, whom the world cannot receive, because it does not see Him or know Him, but you know Him because He abides with you and will be in you."* (John 14:16-17)

Do you not know that you are a temple of God and that the Spirit of God dwells in you? If any man destroys the temple of God, God will destroy him, for the temple of God is holy, and that is what you are. (1 Corinthians 3:16-17)

Do you not know that your body is a temple of the Holy Spirit who is in you, whom you have from God, and that you are not your own? For you have been bought with a price: therefore glorify God in your body. (1 Corinthians 6:19-20)

That is, the mystery which has been hidden from the past ages and generations, but has now been manifested to His saints, to whom God willed to make known what is the riches of the glory of this mystery among the Gentiles, which is Christ in you, the hope of glory. (Colossians 1:26-27)

That He would grant you, according to the riches of His glory, to be strengthened with power through His Spirit in the inner man, so that Christ may dwell in your hearts through faith; and that you, being rooted and grounded in love, may be able to comprehend with all the saints what is the breadth and length and height and depth, and to know the love of Christ which surpasses knowledge, that you may be filled up to all the fullness of God. (Ephesians 3:16-19)

However, you are not in the flesh but in the Spirit, if indeed the Spirit of God dwells in you. But if anyone does not have the Spirit of Christ, he does not belong to Him. (Romans 8:9)

Each believer will have an eternal dwelling that will never be corrupted by death:

For we know that if the earthly tent which is our house is torn down, we have a building from God, a house not made with hands, eternal in the heavens. (2 Corinthians 5:1)

[Jesus] *"In My Father's house are many dwelling places; if it were not so, I would have told you; for I go to prepare a place for you."* (John 14:2)

In addition, the apostle Paul teaches us that the Body of Christ, both Jew and Gentile, is growing into a holy temple in the Lord:

So then you [the Gentiles] are no longer strangers and aliens, but you are fellow citizens with the saints [the Jews], and are of God's household, having been built on the foundation of the apostles and prophets, Christ Jesus Himself being the corner stone, in whom the whole building, being fitted together, is growing into a holy temple in the Lord, in whom you also are being built together into a dwelling of God in the Spirit. (Ephesians 2:19-22)

Finally, the apostle John was given a revelation of Jesus Christ in heaven and in the New Jerusalem:

And I heard a loud voice from the throne, saying, "Behold, the tabernacle of God is among men, and He will dwell among them, and they shall be His people, and God Himself will be among them." (Revelation 21:3)

I saw no temple in it [the New Jerusalem], for the Lord God the Almighty and the Lamb are its temple. (Revelation 21:22)

From the moment an individual puts his faith and trust in Jesus Christ as his personal Savior, Jesus moves by His Holy Spirit to indwell his heart. He makes Himself at home "through His Spirit in the inner man" (Ephesians 3:14-19). The spirit of the believer is reborn (John 3:3-8) by the presence of the Holy Spirit. This new birth occurs when the Holy Spirit regenerates the "old man." Then the physical body of the believer becomes the temple of the Holy Spirit where Christ dwells. The believer belongs to Christ, as He purchased us with the price of His own blood (1 Corinthians 6:19-20).

5. Gather resources: Bible and student vocabulary card.



Teaching Plan:

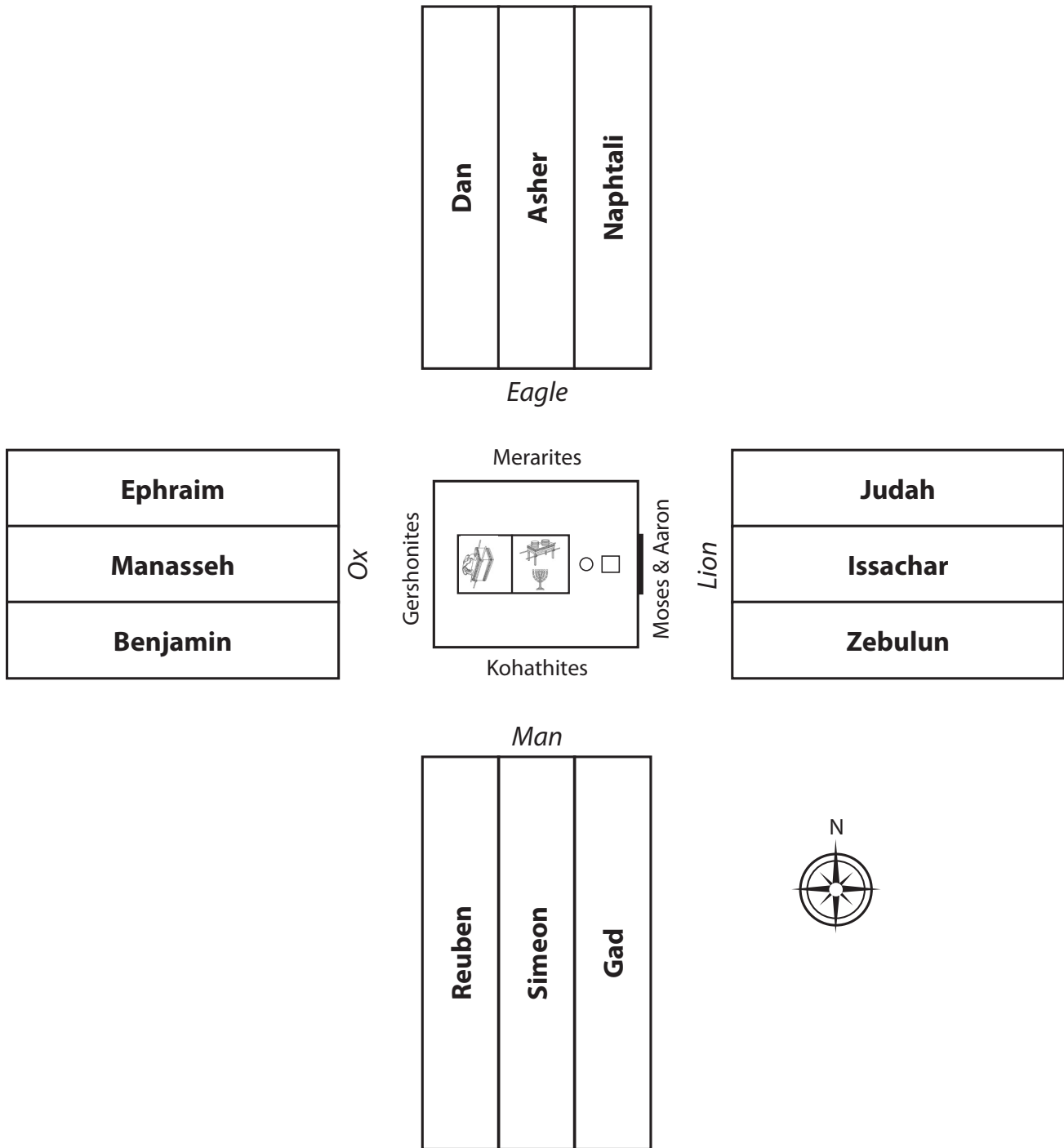
1. Pray: *Dear Heavenly Father, we thank and praise You for this opportunity to study your Word and learn more about You and your eternal plan of deliverance and redemption for mankind. Come, tabernacle with us today, we pray. Pour out your Spirit upon us, and illumine our minds. Give us fresh revelation of Jesus Christ as the Lamb of God—our Deliverer and Redeemer. Direct our path as we learn to follow and abide in Jesus Christ. Amen.*
2. Distribute student binders.
3. Review the principle that all God's provision for His people is found in Jesus Christ.
4. Pin the student vocabulary card on your bulletin board and define "temple."

Connect the vocabulary word to the principle that everyone who trusts Jesus as his or her personal Savior is a temple of God, and His Holy Spirit lives within. This lesson lays the foundation for offering the opportunity for the children in class who have never invited Jesus into their hearts to pray with you.
5. Summarize for the children God's instructions in Exodus 26 for making the walls of the tabernacle from fabric dyed crimson red, dark blue, and purple with embroidered cherubim and the three layers of the outer tent from (1) goats' hair, (2) rams' skins dyed red, and (3) the outer covering of porpoise skins, which waterproofed the tabernacle. The frame was constructed of planks of acacia wood overlaid with gold and set up in a trellis-like design to allow the beauty of the linen curtain to be visible from the inside.

God also gave directions for creating the two veils (doors) of the tabernacle. The inner veil represented the flesh of Jesus' body on the cross (Matthew 27:51).

6. Assign the Bible readings to the children and have them read orally.
7. Read the teacher reading aloud.
8. Ask the reason questions and have children respond orally.
9. Write the names of the tabernacle furnishings on the chalkboard for the children to label their Tabernacle Furnishings graphic organizers. Have them complete coloring this graphic organizer with their colored pencils.
10. Continue singing the first two verses of "Holy, Holy, Holy."
11. Before completing the lesson, have children repeat their memory verse and begin with the first commandment.
12. Conclude with a short prayer and blessing for the children.

Encampment of the Twelve Tribes around the Tabernacle



EXODUS 19

Time: 45 minutes

Student Reading: Exodus 28:1-14

Teacher Reading: Exodus 28:15-22, 29-43

Review: Everyone who trusts Jesus as his or her personal Savior is a temple of God, and His Holy Spirit lives within.

Principle: We are to cultivate a heart of gratitude and offer God our spiritual sacrifice of praise.

TEACHER



Vocabulary:

adultery (n.) A sinful act in which a husband or a wife does not keep his or her marriage promises. (This definition is for use with young children.)

anointing oil, Oil is a symbol of the Holy Spirit in Scripture. Used to pour on the head of the high priest (Psalm 133:2) and sprinkled on the tabernacle and its furnishings to mark them as holy and set them apart for the Lord.

censer (n.) A dome-covered vessel made of gold and suspended by a chain, which is used for burning incense.

gratitude (n.) An emotion of the heart; a virtue of the highest excellence, as it implies a sensitive and generous heart, and a proper sense of duty to return the good will.

iniquity (n.) A deviation from rectitude; a sin or a crime; wickedness; any act of injustice.

Melchizedek (n.) King of Salem and priest of the Most High God, whose name means “king of righteousness.” He briefly interacted with Abraham (Genesis 14:18-20). Scripture states he was without genealogy and had no beginning or ending (Hebrews 7:3). He is a type of Jesus Christ, our High Priest and King in heaven.

priest (n.) In the days of Moses, a man ordained to offer God both gifts and sacrifices for the sins of man.

saint (n.) (1) A sanctified or holy person; in the New Testament, a believer in Jesus Christ (Acts 9:32; Romans 12:13; 2 Corinthians 9:12; Hebrews 13:24; Revelation 5:8). (2) One of the blessed in heaven (Matthew 27:52; Revelation 11:18).

STUDENT



Key Word:

sacrifice of praise, Praising God for who He is despite our circumstance.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. Tell what a priest is and what his role is.
2. What did the priests do in the system of sacrifice and worship? Who did they foreshadow in the New Covenant?
3. Who was the first high priest? What was his role in the worship and service to the Lord?
4. Who did the high priest foreshadow in the New Covenant?
5. Why don't we sacrifice animals today as a way of approaching and appeasing God?



Preparation and Lesson Background:

1. For this lesson, read and reflect upon the assigned Bible readings. Make certain that you understand them in the context of the tabernacle and its furnishings.
2. For additional background information on the priests and Levites' responsibilities and their garments, read Leviticus 8 and Numbers 3, 4, 16 and 17.

When the Law was instituted, God called the new nation of Israel to be a *"kingdom of priests and a holy nation."* This privilege, however, was conditional: *"If you will indeed obey My voice and keep My covenant . . ." (Exodus 19:5-6).* Israel failed to obey God's voice and forfeited God's promise. At this time in Israel's history, God instituted the Aaronic priesthood and an animal sacrificial system, which He patterned after the glorious reality in heaven (Hebrews 8:5). The office was restricted to the tribe of Levi and the priesthood consisted of three orders: the high priest, the priests, and the Levites. God made the office hereditary in the family of Aaron.

Moses' brother, Aaron, and his four sons were divinely appointed and consecrated as priests (Exodus 28:1). Aaron was set apart as the high priest to minister unto the Lord and offer Him both gifts and sacrifices (Hebrews 8:3). He was Israel's chief spiritual leader and was given the tribe of Levi to serve him and the tabernacle (Numbers 3:5-13). The priests and Levites were the only ones permitted to minister to the Lord and perform any service in the tabernacle. Any layman attempting to do so was to be put to death. The Levites later became judges (Deuteronomy 17:8-13) in the judicial system and teachers of the Torah (Deuteronomy 33:10).

The priests had to enter the holy place each day as part of their service unto the Lord in order to maintain oil in the golden lampstand, provide an offering of incense every morning and evening, and replace the bread on the table of showbread weekly. They were the only ones who could touch and transport the ark of the covenant when Israel traveled. They also had the responsibility to keep the fire burning in the brass altar. Only the high priest could enter the Holy of Holies and stand in the presence of God. This he did once a year on the Day of Atonement to sprinkle the blood of a goat on the mercy seat. This was such a solemn and holy moment, that in the design of the high priest's garments, the Lord had small golden bells sewn on the hem of his robe that would ring when the high priest moved. This way the priests in the outer chamber would know that he was still alive, since they could not enter the Holy of Holies themselves.

The priests had special garments they wore which set them apart from the laymen. As the representative of Israel before the Lord, the high priest wore a breastplate with a

6. In your own words, define "sacrifice of praise."
7. Why is it important to offer praise and thanksgiving to the Lord even when we don't feel like doing it?



Notebook Record:

1. Color your High Priest graphic organizer with your colored pencils and label the parts of his garment with your teacher's help:
 - Turban: white with a blue strap and gold crown in front
 - Onyx stones: black
 - Ephod: scarlet, blue, purple, and gold
 - Breastplate of judgment: gold with 12 different colored gemstones
 - Sash: scarlet, blue, purple, and gold
 - Robe: blue (garment under ephod)
 - Censer: gold
 - Tunic: white (sleeves and inner garment)
2. File your graphic organizer in your binder.



Singing:

"Holy, Holy, Holy"

Verse 3:

Holy, Holy, Holy! All the saints adore
Thee,
Casting down their golden crowns
around the glassy sea;
Cherubim and seraphim falling down
before Thee,
Who was, and is, and evermore
shall be.

jewel that represented each of the twelve tribes. His ephod also had two large onyx stones on the shoulders with the names of six of the sons of Israel engraved on each. He also wore a gold band on his turban with a seal engraved, "Holy to the Lord." The purpose for this was to remove the iniquity of the gifts offered by Israel. The high priest became the national educator of Israel, and it was his responsibility to teach the priests and Levites the Torah.

Today, Jesus is our "high priest, who has taken His seat at the right hand of the throne of the Majesty in the heavens" (Hebrews 8:1). He is not high priest after the order of the Aaronic priesthood, who had to first offer sacrifices for their own sins, but according to the order of the priest, Melchizedek, a type of Christ (Genesis 14:18-20; Psalm 110:4; Hebrews 5:10; 7:1-3). Jesus, the Son of God, came to earth clothed in human flesh to fulfill and put an end to the sacrificial system. After He ascended into heaven, He "offered Himself without blemish" and "obtained eternal redemption" for us (Hebrews 9:11-14). He "put away sin" once and for all time "by the sacrifice of Himself" (Hebrews 9:26). He now ministers and intercedes for us as our high priest in heaven. The Old Covenant tabernacle with its priests and sacrifices were shadows. Now in the New Covenant, the reality has come and the shadows have passed away!

Therefore, since we have a great high priest who has passed through the heavens, Jesus the Son of God, let us hold fast our confession. For we do not have a high priest who cannot sympathize with our weaknesses, but One who has been tempted in all things as we are, yet without sin. Therefore let us draw near with confidence to the throne of grace, so that we may receive mercy and find grace to help in time of need. (Hebrews 4:14-16)

Exodus 29 relates the ceremonial installation and consecration of the priests, which included: washing (v. 4), anointing (v. 7), special clothing (vv. 8-9), and the offering of sacrifices (vv. 10-28). The priests' ears, which symbolized obedience to God (Exodus 21:6) and their thumbs and toes, which symbolized their work for God, were specifically dedicated to God (Exodus 29:20). The ceremony lasted seven days (v. 35).

3. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: We are to cultivate a heart of gratitude and offer God our spiritual sacrifice of praise.

Through Him then, let us continually offer up a sacrifice of praise to God, that is, the fruit of lips that give thanks to His name. And do not neglect doing good and sharing, for with such sacrifices God is pleased. (Hebrews 13:15-16)



Memory Verse:

Commandments 6, 7 and 8:

You shall not murder.

You shall not commit adultery.

You shall not steal. (Exodus 20:13-15)



Take prayer and blessing cards home to parents.

Why is praising God a sacrifice? The word “sacrifice” in Greek is *thusia*, which comes from the root *thuo*, a verb meaning “to kill or slaughter for a purpose.” Praise often requires that we “kill” those things that interfere with our worship of the Lord such as our pride, fear, fleshly desires, or laziness. The apostle Paul exhorts believers to

. . . present your bodies a living and holy sacrifice, acceptable to God, which is your spiritual service of worship. And do not be conformed to this world, but be transformed by the renewing of your mind, so that you may prove what the will of God is, that which is good and acceptable and perfect. (Romans 12:1-2)

We have learned in our study of Exodus that the basis for all our praise to God is the sacrifice that Jesus, the Son of God, made for us on the cross. It is by Him and for Him and to Him that we offer praise, even when we don't “feel like it.” Jesus' cross, His shed blood, His gift of eternal life all remind us to continually offer praise as a living sacrifice before the Lord! Praise is never difficult if we keep our focus on Him, the Author of our salvation.

The apostle Peter wrote his first letter to the diaspora (1:1) reminding them that as God's people they were now part of a believers' priesthood. Remember that for over 1,500 years, the Jews were under the Old Covenant system of priests and animal sacrifices. Now Peter is teaching them that Christ has made a way for the individual to access God's throne of grace without a priest and the need for animal sacrifices through the blood of Jesus:

*You also, as living stones, are being built up a spiritual house for **a holy priesthood** [emphasis added], to offer up spiritual sacrifices acceptable to God through Jesus Christ. . . . But you are a chosen generation, **a royal priesthood** [emphasis added], a holy nation, a people for God's own possession, so that you may proclaim the excellencies of Him who has called you out of darkness into His marvelous light; for you once were not a people, but now you are the people of God; you had not received mercy, but now you have received mercy. (1 Peter 2:5, 9-10)*

In the New Covenant, all born-again believers have direct access to the throne of God through Jesus, our great High Priest. No longer is there need for animal sacrifices. No longer do God's people need an earthly pope, priest, or pastor to access God! We are privileged to be able to seek God's forgiveness and fellowship with Him without an intermediary. As believers, we are each chosen for a divine purpose, which is to offer ourselves a living sacrifice and cultivate a heart of praise. We are to put self and carnal desires aside for the greater good of others by serving them and the Lord with joy and gratitude.

Let the word of Christ richly dwell within you, with all wisdom teaching and admonishing one another with psalms and hymns and spiritual songs, singing with thankfulness in your hearts to God. (Colossians 3:16)

4. Gather resources: Bible, High Priest graphic organizers, vocabulary card, memory verse card, and parent cards.

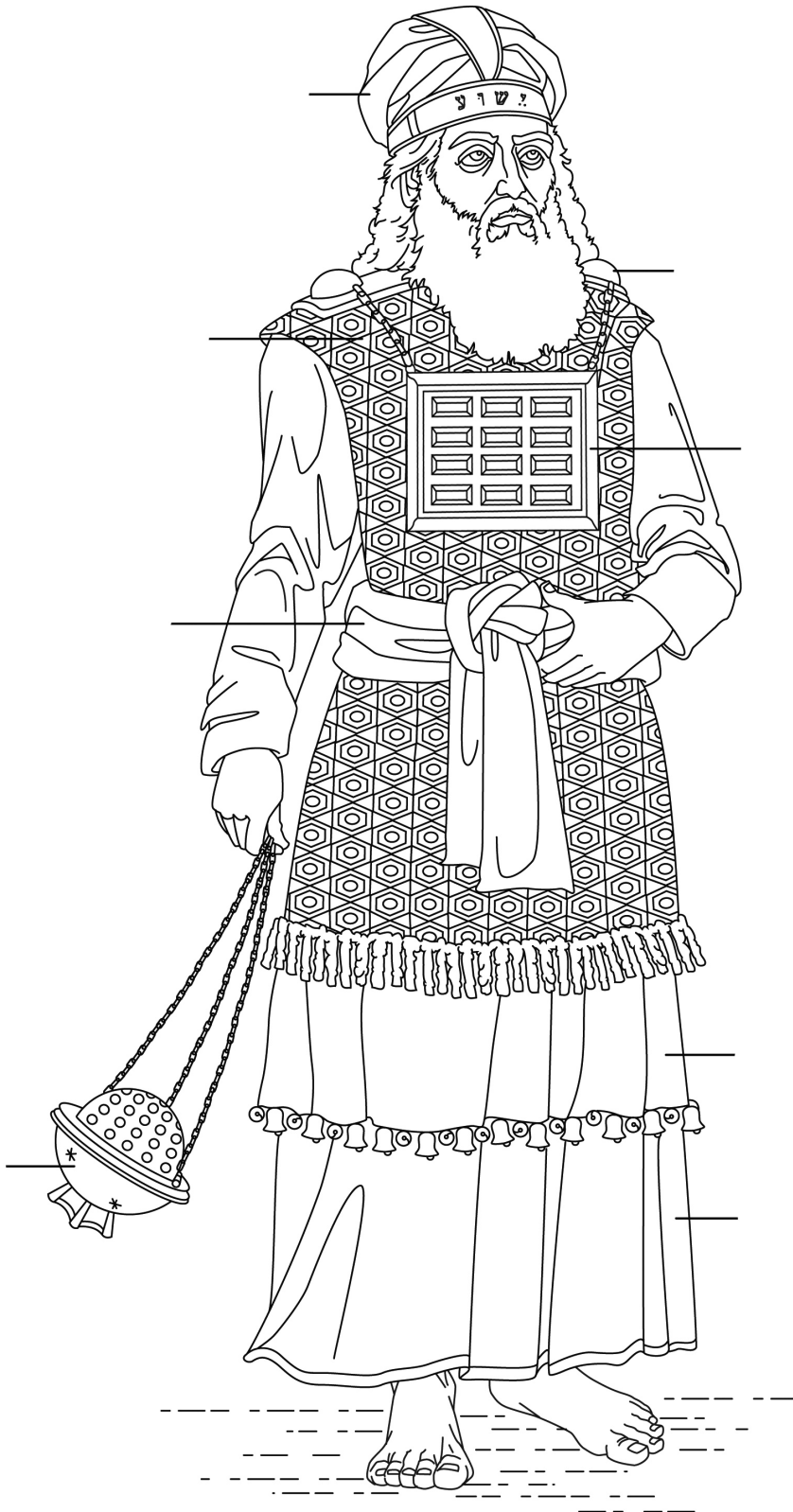


Teaching Plan:

1. Pray: *Dear Heavenly Father, we thank and praise You for this opportunity to study your Word and learn more about You and your eternal plan of deliverance and redemption for mankind. Come, tabernacle with us today, we pray. Pour out your Spirit upon us, and illumine our minds. Give us fresh revelation of Jesus Christ as the Lamb of God—our Deliverer and Redeemer. Direct our path as we learn to follow and abide in Jesus Christ. Amen.*
2. Distribute student binders.
3. Review the principle that everyone who trusts Jesus as his or her personal Savior is a temple of God, and His Holy Spirit lives within.
4. Assign the Bible reading to the children and have them read orally.
5. Pin the student vocabulary card on your bulletin board and define “praise.”
Connect the vocabulary word to the principle that we are to cultivate a heart of gratitude and offer God our spiritual sacrifice of praise.
6. Read the teacher reading aloud.
7. Distribute the High Priest graphic organizers to the children. Sketch the high priest and label the various parts of his ceremonial garment on the chalkboard for the children. Assist them in coloring the illustration accurately using the instructions provided.
8. Ask the reason questions and have the children respond orally.
9. Teach the children the third and final verse of the hymn, “Holy, Holy, Holy.” This verse was inspired by the third chapter of Revelation and refers to God on His throne in heaven. Teach the children who the saints are in the song.
10. Before completing the lesson, have the children repeat their weekly memory verse and begin with the first commandment.
11. Conclude with a short prayer and blessing for the children.
12. Send parent prayer and blessing cards home with the children for the week.

The High Priest

*"Bring near to yourself Aaron your brother to minister as priest to Me. . . .
You shall make holy garments for Aaron your brother for glory and for beauty." (Exodus 28:1-2)*



EXODUS 20

Time: 45 minutes

Student Reading: Exodus 31:1-11

Teacher Reading: Exodus 31:12-18

Review: We are to cultivate a heart of gratitude and offer God our spiritual sacrifice of praise.

Principle: God uniquely endows each individual with spiritual gifts and creative abilities.

TEACHER



Vocabulary:

creative (adj.) (1) Having the ability to create. (2) Characterized by originality and expressiveness; imaginative.

entrust (v.) To assign the responsibility for doing something to someone.

finger of God, Refers to the power of God or the Spirit of God (Exodus 8:19; 31:18).

individuality (n.) Separate or distinct existence; being one of a kind; unity with diversity.

potential (n.) Anything that may be possible; inborn capacity for coming into being.

providence (n.) [L. *pro*, before and *video*, to see.] The continual care and guidance God provides His creatures for the Gospel and His good purpose.

temperament (n.) The manner of thinking, behaving, or reacting characteristic of a specific person.



Preparation and Lesson Background:

1. Read and reflect upon the assigned Bible readings. Make certain that you understand them in the context of this lesson.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: God uniquely endows each individual with spiritual gifts and creative abilities.

STUDENT



Key Word:

endow (v.) To enrich or to furnish with any gift, quality, or faculty.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. What was God's command to Israel regarding the sabbath?
2. Explain upon what this commandment was based.
3. What was the consequence for disobedience?
4. What did Moses receive from God when He finished speaking with him on Mount Sinai?
5. Name all the attributes that God gave the artisan Bezalel.
6. How was Bezalel to invest these divine gifts?

In God's wondrous way, He endows each one of us with specific attributes, gifts, and providences, such as: the family and geographic setting into which we are born; the talents and abilities we will need for our divine calling; our intellectual capacity and learning style; our unique personality and temperament; the opportunities that open for us beginning in early childhood; the teachers and mentors who instruct and encourage us along the way; the people we meet and with whom we interact; and much more. These gifts and attributes are entrusted by His providential hand that helps equip and wholly prepare us for a life of service and benefit to others.

You formed my inward parts; You wove me in my mother's womb. I will give thanks to You, for I am fearfully and wonderfully made; wonderful are Your works, and my soul knows it very well. My frame was not hidden from You, when I was made in secret, and skillfully wrought in the depths of the earth; Your eyes have seen my unformed substance; and in Your book were all written, the days that were ordained for me, when as yet there was not one of them. (Psalm 139:13-16)

The example that undergirds this principle comes from our reading in Exodus in which God empowered Bezalel, Oholiab, and all the artisans who, by the inspiration of the Holy Spirit, constructed the tabernacle and fashioned its beautiful furnishings.

See, I have called by name Bezalel. . . . And I have filled him with the Spirit of God, in wisdom and ability, in understanding and intelligence, and in knowledge, and in all kinds of craftsmanship. (Exodus 31:2-3, AMPC)

. . . and in the hearts of all who are skillful I have put skill, that they may make all that I have commanded you. (Exodus 31:6)

God has put in Bezalel's heart that he may teach [others the same skills]. (Exodus 35:34, AMPC)

As we consider these gifted artisans and their creativity and craftsmanship, we are reminded that God gifts each one of us with a specific individuality. He endows us with creative talents and abilities that He desires be invested in His calling on our lives for the well-being of the community. He also entrusts us with a calling and spiritual gifts (1 Corinthians 14:1-12), which He does not revoke. Today, as believers, our potential in Christ is limitless because the Holy Spirit lives within us and provides us the mind of Christ.

Do you not know that you are a temple of God and that the Spirit of God dwells in you? (1 Corinthians 3:16)

For who has known the mind of the LORD, that he will instruct Him? But we have the mind of Christ. (1 Corinthians 2:16)

7. Paraphrase today's principle and describe what God has endowed to you.



Notebook Record:

1. Complete your My Unique Individuality graphic organizer by recording your special abilities, spiritual gifts, and creative talents. With the Lord's inspiration and guidance, record how God desires you to invest them.
2. File your graphic organizer in your binder.



Singing:

"Holy, Holy, Holy"

Verse 3:

Holy, Holy, Holy! All the saints adore
Thee,
Casting down their golden crowns
around the glassy sea;
Cherubim and seraphim falling down
before Thee,
Who was, and is, and evermore
shall be.



Memory Verse:

Commandments 6, 7 and 8:

You shall not murder.
You shall not commit adultery.
You shall not steal. (Exodus 20:13-15)

Guard, through the Holy Spirit who dwells in us, the treasure which has been entrusted to you. (2 Timothy 1:14)

Since we have gifts that differ according to the grace given to us, each of us is to exercise them accordingly. (Romans 12:6)

The gifts and the calling of God are irrevocable. (Romans 11:29)

Young children and youth need the encouragement and guidance of their parents, who have the responsibility to pray and inquire of the Lord about the giftings and calling of each of their children. This is what Manoah and his wife did for their baby, Samson. God had told them they would bear a son who would deliver Israel from the Philistines:

Then Manoah entreated the LORD and said, "O Lord, please let the man of God whom You have sent come to us again that he may teach us what to do for the boy who is to be born." . . . Manoah said, "Now when your words come to pass, what shall be the boy's mode of life and his vocation?" (Judges 13:8, 12)

Parents should also teach their children how to properly steward their individuality and invest their abilities and talents for God's glory and Gospel story. Teachers, tutors, and artisans also have a great responsibility to help their students develop and steward their God-given individuality and to encourage their productivity. (Read the Parable of the Talents in Matthew 25:14-30.) Their role is to inspire, teach, encourage, and call forth the full potential of Christ in every student.

Train up a child in the way he should go, even when he is old he will not depart from it. (Proverbs 2:6)

Now the God of peace, who brought up from the dead the great Shepherd of the sheep through the blood of the eternal covenant, even Jesus our Lord, equip you in every good thing to do His will, working in us that which is pleasing in His sight, through Jesus Christ, to whom be the glory forever and ever. Amen. (Hebrews 13:20-21)

3. Gather resources: Bible, My Unique Individuality graphic organizers, and student vocabulary card.



Teaching Plan:

1. Pray: *Dear Heavenly Father, we thank and praise You for this opportunity to study your Word and learn more about You and your eternal plan of deliverance and redemption for mankind. Come, tabernacle with us today, we pray. Pour out your Spirit upon us, and illumine our minds. Give us fresh revelation of Jesus Christ as the Lamb of God—our Deliverer and Redeemer. Direct our path as we learn to follow and abide in Jesus Christ. Amen.*
2. Distribute student binders.
3. Review the principle that we are to cultivate a heart of gratitude and offer God our spiritual sacrifice of praise.

4. Pin the student vocabulary card on your bulletin board and define “endow.”

Connect the vocabulary word to the principle that God uniquely endows each individual with spiritual gifts and creative abilities.

5. Assign the Bible reading to the children and have them read orally.
6. Read the teacher reading aloud.
7. Ask the reason questions and have children respond orally.
8. Distribute the My Unique Individuality graphic organizers.
Read Psalm 139:13-16 to the children. Pray with them and ask the Holy Spirit to inspire their responses, which are to be recorded on their Individuality graphic organizers.
9. Continue teaching the third verse of “Holy, Holy, Holy.”
10. Before completing the lesson, have children repeat their weekly memory verse and begin with the first commandment.
11. Conclude with a short prayer and blessing for the children.

EXODUS 21

Time: 45 minutes

Student Reading: Exodus 32:1-10

Teacher Reading: Exodus 32:11-30

Review: God uniquely endows each individual with spiritual gifts and creative abilities.

Principle: We must guard our hearts from idols and make God our first love.

TEACHER



Vocabulary:

adore (v.) [L. *ad* and *oro*, to pray to; Heb. to honor, reverence, or glorify.] (1) To worship with profound reverence; to address with exalted thoughts, by prayer and thanksgiving. (2) To love in the highest degree; to regard with the utmost esteem, affection, and respect.

bear false witness, To lie, slander, or spread false rumors about another person which will damage his or her reputation.

consciously (adv.) Having knowledge of something; aware of; sensitive to; in a deliberate way.

corrupt (v.) (1) To defile, pervert, or deprave. (2) To debase or render impure.

covet (v.) To wrongfully desire that which belongs to another.

idolatry (n.) (1) The worship of idols or images. (2) The excessive attachment to anything which borders on adoration.

obstinate (adj.) Stiffnecked, like an ox or a horse that will not respond to the reins.



Preparation and Lesson Background:

1. For this lesson, read and reflect upon the assigned Bible readings. Make certain that you understand them in the context of the tabernacle and its furnishings.
2. Study the teacher vocabulary words, the principle, and teacher background information.

STUDENT



Key Word:

idol (n.) (1) An image consecrated as an object of worship; a pagan deity. (2) Anything on which we indulge an excessive attachment.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. Define “idol” in your own words.
2. Why is idolatry considered a sin of the heart?
3. How long was Moses on Mount Sinai?
4. What did Moses’ long absence cause the Israelites to believe?
5. Relate the story of the golden calf.
6. Explain what Moses did when he descended Mount Sinai with the two stone tablets.

Principle: We must guard our hearts from idols and make God our first love.

The Bible contains many references to idolatry that pertain not only to the Gentile or pagan nations but also to Israel. No sooner had God delivered His people from the bondage of Egypt, than they had made an idol at the foot of the mountain to which He had brought them to worship!

"I am the LORD your God, who brought you out of the land of Egypt, out of the house of slavery. You shall have no other gods before Me." (Exodus 20:2-3)

Little children, guard yourselves from idols. (1 John 5:21)

I have this against you [Ephesus church], that you have left your first love. . . . Repent and do the deeds you did at first. (Revelation 2:4-5)

Beware lest you raise your eyes to heaven, and when you see the sun and the moon and the stars, all the host of heaven, you be drawn away and bow down to them. (Deuteronomy 4:19, ESV)

They exchanged the truth of God for a lie, and worshiped and served the creature rather than the Creator, who is blessed forever. (Romans 1:25)

Idolatry begins in the heart of man and is based upon our affections and those things or people that we love. French reformer, John Calvin, once described the heart of man as "an idol-making factory."

Watch over your heart with all diligence, for from it flow the springs of life. (Proverbs 4:23)

Where your treasure is, there your heart will be also. (Matthew 6:21)

Now set your mind and heart to seek the LORD your God. (1 Chronicles 22:19, ESV)

One of the hardest things for natural man and his five senses to do is to trust an invisible God. This was certainly true for the Israelites, who waited over a month for Moses to descend Mount Sinai. They had just been delivered from Egypt and the idolatrous cult of Apis, a bull cult that permeated the whole of Egyptian society. Believing that Moses had disappeared, they desired an image of the God who had brought them out of Egypt to worship. They convinced Aaron to make a golden calf from the earrings they most likely received from the Egyptians.

Since the beginning of time, fallen man has created statues and deities in order to have something he can see and touch to worship. Images move man at a basic level and often evoke worship within, the kind of worship or adoration that God abhors. The Israelites had an emotional, religious experience that was ignited by seeing a pagan god of gold.

7. How did Moses save the Israelites from God's intent to destroy them?

8. Name three things that you can do every day to assure that the Lord is your first love.



Notebook Record:

1. Record the last two commandments on your Ten Commandments graphic organizer:
You shall not bear false witness against your neighbor. (v. 16)
You shall not covet. (v. 17)
2. Complete coloring any unfinished graphic organizers in your binder.
3. File your graphic organizer in your binder.



Singing:

"Holy, Holy, Holy"



Memory Verse:

Commandments 9 and 10:

You shall not bear false witness against your neighbor.

You shall not covet. (Exodus 20:16-17)



Take prayer and blessing cards home to parents.

When Moses found them worshipping the golden calf on an altar at the foot of the mountain, his anger burned and he smashed the two stone tablets of the Law. This vividly symbolized the breach that Israel made in their covenant with God! Moses then *“took the calf which they had made and burned it in the fire, and ground it to powder.”* He then *“scattered it over the surface of the water and made the sons of Israel drink it”* (Exodus 32:20). The burning, crushing, and grinding of the idol represented God’s judgment against sin. This act of Moses became the model for Israel’s future kings to use when cleansing the land of idols.

Idolatry is a sin to which we are all quite susceptible and can begin quite subtly. We may not carve a deity out of a block of wood, but we often pursue things other than the glory of God as our central purpose of being—another person, our job, the love of money, our video games, a hobby, the list is endless. Anytime we put people or things before God in importance, it is idolatry and corrupts or defiles our soul. Even the Christian can fall into a religious or legalistic spirit and end up praising self or others more than God. Religiosity cannot take the place of worshipping God in spirit and in truth (John 4:23).

Martin Luther reminds us that even after a person is converted, his heart will often revert to operating on secular principles unless he consciously focuses on putting Jesus first in his life. This is one of many reasons why as teachers and parents, we must disciple new converts and get them in the Word. When we meditate on the Word every day, it helps us put the Lord first in thought, word, and deed.

I must take counsel of the gospel. I must hearken to the gospel, which teaches me, not what I ought to do, (for that is the proper office of the Law), but what Jesus Christ the Son of God has done for me: that He suffered and died to deliver me from sin and death. The gospel wills me to receive this, and to believe it . . . and to teach it to others.¹

3. In our reading today, we learn the importance of intercessory prayer. When God saw the people worshipping the golden calf, He called them an *“obstinate people.”* He then said to Moses, *“Let Me alone, that My anger may burn against them, and that I may destroy them, and I will make of you a great nation”* (Exodus 32:9-10). Moses immediately appealed to God for mercy and entreated Him to reconsider His decision based on three things: (1) God Himself had chosen Israel (v. 11); (2) God’s name and reputation must be vindicated (v. 12); and (3) God had made promises in His covenant with Abraham that could not be fulfilled if Israel were

¹ Luther, M. (1531). *A Commentary on St. Paul’s Epistle to the Galatians*, a lecture transcribed and published by George Rorer.

destroyed (v. 13). These three reasons are a model for our own approach to God in prayer.

Intercessory prayer is the act of praying selflessly and fervently on behalf of others. Moses understood that God had destroyed mankind once and began again with Noah and his family. He also knew about God's judgment of Sodom and Gomorrah. He had every reason to believe that God was quite serious, so he boldly appealed to God's character of mercy to change His mind and was successful! This is an amazing testimony and reveals the power of intercessory prayer. This prayer is one of two intercessions of Moses that is recorded in Scripture; the second one is found in Numbers 14:13-19. In both cases, Moses stated his case before God based on God's promises, God's character, God's righteousness, and precedents. When we pray this way, we are praying according to the will of God rather than contrary to it. Studying both of Moses' prayers of intercession provide valuable lessons for the prayer warrior. Nehemiah 9 and Daniel 9 also contain powerful model intercessory prayers. God calls all Christians to be intercessors. It is a privilege we have been given to come boldly before the throne of grace on behalf of the needs of others.

The effective prayer of a righteous man can accomplish much. (James 5:16)

4. Gather resources: Bible, vocabulary card, memory verse card, and parent cards.



Teaching Plan:

1. Pray: *Dear Heavenly Father, we thank and praise You for this opportunity to study your Word and learn more about You and your eternal plan of deliverance and redemption for mankind. Come, tabernacle with us today, we pray. Pour out your Spirit upon us, and illumine our minds. Give us fresh revelation of Jesus Christ as the Lamb of God—our Deliverer and Redeemer. Direct our path as we learn to follow and abide in Jesus Christ. Amen.*
2. Distribute student binders.
3. Review the principle that God uniquely endows each individual with spiritual gifts and creative abilities.
4. Pin the student vocabulary card on your bulletin board and define "idol."
Connect the vocabulary word to the principle that we must guard our hearts from idols and make God our first love.
5. Assign the Bible reading to the children and have them read orally.
6. Read the teacher reading aloud.
7. Ask the reason questions and have the children respond orally.

8. Write the ninth and tenth commandments on the chalkboard for the children to copy onto their Ten Commandments graphic organizers.
9. Sing all three verses of the hymn, "Holy, Holy, Holy."
10. Before completing the lesson, have the children repeat their weekly memory verses and then recite all Ten Commandments.
11. Conclude with a short prayer and blessing for the children.
12. Send parent prayer and blessing cards home with the children for the week.

EXODUS 22

Time: 45 minutes

Student Reading: Exodus 33:1-6, 12-17

Teacher Reading: Exodus 33:18-34:10, 27-35

Review: We must guard our hearts from idols and make God our first love.

Principle: Repentance of sin leads to God's forgiveness and reconciliation.

TEACHER



Vocabulary:

cleft (n.) A space or opening made by splitting; a crack; a crevice.

estrangement (n.) Separation resulting from hostility. The feeling of being alienated from others.

mediation (n.) [L. *medius*, middle] (1) Intervention with a view to reconcile two or more parties at variance. (2) Intercession; entreaty for another.

obstinate (adj.) Stubborn, like an ox or a horse that will not respond to the reins.

reconciliation (n.) (L. *re* and *concilio*, to call back into union.) In Scripture, the way sinners are brought into a state of favor with God after estrangement or enmity.

repentance (n.) A change of mind; a turning from sin to God; the relinquishment of any practice that has offended God.



Preparation and Lesson Background:

1. For this lesson, read and reflect upon the assigned Bible readings. Make certain that you understand them in the context of the tabernacle and its furnishings.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: Repentance of sin leads to God's forgiveness and reconciliation.

After six months of living in the wilderness at the foot of Mount Horeb, the Israelites' earthly existence nearly ended when they created and worshipped a golden calf. In anger,

STUDENT



Key Word:

reconciliation (n.) (1) The act of reuniting people after a disagreement. (2) The way sinners are restored to favor and friendship with God after an estrangement.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. Explain the process of repentance of sin. Tell how repentance is different than saying "I'm sorry."
2. When you truly repent of your sin, what does God do?
3. Why did God remove His presence from the Israelites?
4. Describe three different ways Moses interceded for his people with God.
5. What finally convinced God to lead His people into the Promised Land?

God withdrew His presence from their midst. The presence of a holy God in the midst of a sinful people is exceedingly dangerous: *“I might destroy you on the way”* (Exodus 33:3). When we come into God’s presence, we are on holy ground. God’s holiness is such that it cannot co-exist with sin. A solution was needed for the sins of the people, lest God destroy them.

The Lord instructed Moses to leave Mount Sinai and to lead Israel to the Promised Land without Him. He further explained that He would send an angel before Moses, but that He would remain at a distance. When the Israelites heard this, they repented and removed their gold ornaments.

Moses responded by interceding for the Israelites. He reminded the Lord of His love for His treasured people. He recounted to God His former promises and used them to present his case. His mediation moved the Creator and Ruler of the Universe to relent from His threatened extermination of the Israelites, which resulted in God’s commitment to guide them into the Promised Land of Canaan. It even minimized God’s remoteness to the point that He began to manifest Himself to the nation outside the camp.

Despite God’s recent interaction with the Israelites, Moses would not be content until God was intimately present in his own life and in their lives. He reminded God that if His favor was not visible, then Israel would not be distinguishable from all the other nations. Moses also said that if God’s presence did not accompany them, then he did not want God to lead them from their encampment. Moses would not give up until his personal relationship with God was fully restored and he had God’s assurance of His presence with the Israelites throughout their pilgrimage.

And [God] said, “My presence shall go with you, and I will give you rest.” (Exodus 33:14)

The LORD is near to all who call upon Him, to all who call upon Him in truth. (Psalm 145:18)

You make him joyful with gladness in Your presence. (Psalm 21:6)

Moses’ request to see God’s glory was denied. Moses had exceeded what God would do for him, because it was not possible for any man to look into God’s face and live! God did, however, place Moses in a cleft of a rock on the mountain. As His glory passed by Moses, God covered him with His hand so he could see God’s back!

Moses had been with God on Mount Sinai for forty days (Exodus 34:28). He had not eaten or drunk anything, and his face gloriously shone from having been with God! God spoke to him to write the words of His covenant, the Ten Commandments, on two stone tablets and return to the people. When Moses returned, the Israelites were very afraid, so he placed a veil over his face. The apostle Paul expounds the application of this phenomenon in the New Covenant

6. Name four character qualities Moses demonstrated in his prayers for Israel.
7. What did Moses ask God to do for him?
8. What was God’s response to Moses? How did God answer Moses’ request?



Notebook Record:

1. Record the following phrases in the “Foreshadows or Typifies” column on your Types and Symbols graphic organizer:
 - 13) New Covenant written on man’s heart
 - 14) God’s throne room in heaven
God’s eternal plan of salvation through Jesus
God’s dwelling among His people
2. File your graphic organizer in your binder.



Singing:

“Some May Trust in Horses”
“Holy, Holy, Holy”



Memory Verse:

Commandments 9 and 10:
You shall not bear false witness against your neighbor.
You shall not covet. (Exodus 20:16-17)

in 2 Corinthians 3, which concludes with the following beautiful teaching,

Therefore having such a hope, we . . . are not like Moses, who used to put a veil over his face so that the sons of Israel would not look intently at the end of what was fading away. But their minds were hardened; for until this very day at the reading of the old covenant the same veil remains unlifted, because it is removed in Christ. But to this day whenever Moses is read, a veil lies over their heart; but whenever a person turns to the Lord, the veil is taken away. Now the Lord is the Spirit, and where the Spirit of the Lord is, there is liberty. But we all, with unveiled face, beholding as in a mirror the glory of the Lord, are being transformed into the same image from glory to glory, just as from the Lord, the Spirit. (vv. 12-18)

3. Gather resources: Bible and vocabulary card.



Teaching Plan:

1. Pray: *Dear Heavenly Father, we thank and praise You for this opportunity to study your Word and learn more about You and your eternal plan of deliverance and redemption for mankind. Come, tabernacle with us today, we pray. Pour out your Spirit upon us, and illumine our minds. Give us fresh revelation of Jesus Christ as the Lamb of God—our Deliverer and Redeemer. Direct our path as we learn to follow and abide in Jesus Christ. Amen.*
2. Distribute student binders.
3. Review the principle that we must guard our hearts from idols and make God our first love.
4. Pin the student vocabulary card on your bulletin board and define “reconciliation.”
Connect the vocabulary word to the principle that repentance of sin leads to God’s forgiveness and reconciliation.
5. Assign the Bible reading to the children and have them read orally.
6. Read the teacher reading aloud.
7. Ask the reason questions and have the children respond orally.
8. Write the types and symbols phrases on the chalkboard and have the children copy them onto their Types and Symbols graphic organizers.
9. Sing both songs the children have learned in this unit: “Some May Trust in Horses” and “Holy, Holy, Holy.”
10. Before completing the lesson, have the children recite all Ten Commandments.
11. Conclude with a short prayer and blessing for the children.

EXODUS 23

Time: 45 minutes

Student Reading: Exodus 35:4-21

Teacher Reading: Exodus 35:22-36:7

Review: Repentance of sin leads to God's forgiveness and reconciliation.

Principle: The Lord delights in willing hearts and generous contributions.

TEACHER



Vocabulary:

freewill offering, (1) A spontaneous gift (Exodus 35:29); a voluntary sacrifice (Leviticus 22:23), as opposed to one in consequence of a vow (Ezra 3:5). (2) An offering freely given that exceeds what is budgeted to give.

generous (adj.) Full; overflowing; abundant; giving more than usual or expected.

steward (n.) One who maintains and cares for the property of another.

willing (adj.) (1) Ready to act gladly. (2) Self-moved; accepted ungrudgingly.



Preparation and Lesson Background:

1. For this lesson, read and reflect upon the assigned Bible readings. Make certain that you understand them in the context of the tabernacle and its furnishings.
2. Review the principle of property and stewardship in your *AMO® Teacher Manual*. Also read the Parable of the Talents in Matthew 25:14-30.
3. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: The Lord delights in willing hearts and generous contributions.

Our lesson's reading contains one of God's great principles for enjoying a fruitful and blessed life. It is found in His instructions to Moses on how to secure the materials and ser-

STUDENT



Key Word:

contribution (n.) The act of giving voluntarily along with others to a common purpose.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. What did Moses ask the Israelites to do in preparation for building the tabernacle?
2. What did Moses stress about the heart of the people over and over again? Explain why this was so.
3. List all the items that Moses requested.
4. Was Moses able to acquire all the materials and skilled craftsmen that were needed to build and furnish the tabernacle? Explain your answer.
5. If you had been among the Israelites at this time, what would your contribution have been?

vices needed to build and furnish the tabernacle. God told Moses to take an offering. He was not to impose a tax upon the people, but to make it clear that their contributions and services were only desired if they were given from a willing heart.

Take from among you a contribution to the LORD; whoever is of a willing heart, let him bring it as the LORD's contribution. (Exodus 35:5)

Everyone whose heart stirred him and everyone whose spirit moved him came and brought the LORD's contribution for the work of the tent of meeting and for all its service and for the holy garments. (Exodus 35:21)

All the women whose heart stirred with a skill spun the goats' hair. (Exodus 35:26)

The Israelites, all the men and women, whose heart moved them to bring material for all the work, which the LORD had commanded through Moses to be done, brought a freewill offering to the LORD. (Exodus 35:29)

God owns everything in the Universe. It all belongs to Him! He created Adam and Eve and placed them on the Earth as His stewards. He gave them authority to exercise dominion over what He had entrusted to them. He created mankind in His image. He endowed us with a free will to judge what is morally right and wrong and, thereby, wisely govern our decisions as His representatives. He also endows various kinds of gifts and talents to each individual in the womb to use for His divine purposes. He desires that each will give generously of these gifts and talents for the greater support of the Gospel and His kingdom.

It is possible to discern the character of a person when you observe how he invests and stewards what God has entrusted to him (see the Parable of the Talents). It is not only our finances, but our time, resources, talents, and spiritual gifts, as well, that God holds us accountable to steward properly.

Now concerning spiritual gifts, brethren, I do not want you to be unaware. . . . There are varieties of gifts, but the same Spirit. . . . But to each one is given the manifestation of the Spirit for the common good. . . . But one and the same Spirit works all these things, distributing to each one individually just as He wills. (1 Corinthians 12:1, 4, 7, 11)

The gifts and the calling of God are irrevocable. (Romans 11:29)

I remind you to kindle afresh the gift of God which is in you through the laying on of my hands. (2 Timothy 1:6)

Since the tabernacle was to be dedicated to the honor of God and used in His service, the materials and skills needed to build and furnish it were an offering to God Himself. Moses made an appeal for fabric, gold and silver, jewels,

6. What is the difference between a gift and a contribution?
7. Explain why today's principle is so very important to apply to your life.



Notebook Record:

1. Record the following phrases in the "Foreshadows or Typifies" column on your Types and Symbols graphic organizer:
 - 15) The Person and saving work of Jesus Christ
 - 16) God's throne in heaven
 - 17) Jesus Christ, our High Priest in heaven
 - 18) Jesus Christ, our Deliverer
2. File your graphic organizer in your binder.



Singing:

"Some May Trust in Horses"
"Holy, Holy, Holy"



Memory Verse:

Be strong and courageous, do not be afraid . . . , for the LORD your God is the one who goes with you. He will not fail you or forsake you. (Deuteronomy 31:6)



Take prayer and blessing cards home to parents.

skills, and craftsmanship of every kind. The response of the Israelites was so great, that Moses had to eventually restrain their giving. God loves a cheerful giver and is pleased to accept those freewill offerings and contributions that flow from a loving heart. This is a principle that should be inculcated in our children beginning at a very young age.

Watch over your heart with all diligence, for from it flow the springs of life. (Proverbs 4:23)

For as he thinks within himself, so he is. (Proverbs 23:7)

Each one must do just as he has purposed in his heart, not grudgingly or under compulsion, for God loves a cheerful giver. (2 Corinthians 9:7)

One of the greatest truths that flows from this teaching is that man can never outgive God. The more we give of what has been entrusted to us, the more God pours back into our lives. This principle is one in which God suggests that we test Him. The Lord Jesus' teaching on stewardship and blessing is to give beyond our tithe additional offerings, gifts, and contributions:

"Bring the whole tithe into the storehouse, so that there may be food in My house, and test Me now in this," says the LORD of hosts, "if I will not open for you the windows of heaven and pour out for you a blessing until it overflows." (Malachi 3:10)

[Jesus] *"Give, and it will be given to you. They will pour into your lap a good measure—pressed down, shaken together, and running over. For by your standard of measure it will be measured to you in return." (Luke 6:38)*

4. Gather resources: Bible, vocabulary card, and parent cards.



Teaching Plan:

1. Pray: *Dear Heavenly Father, we thank and praise You for this opportunity to study your Word and learn more about You and your eternal plan of deliverance and redemption for mankind. Come, tabernacle with us today, we pray. Pour out your Spirit upon us, and illumine our minds. Give us fresh revelation of Jesus Christ as the Lamb of God—our Deliverer and Redeemer. Direct our path as we learn to follow and abide in Jesus Christ. Amen.*
2. Distribute student binders.
3. Review the principle that repentance of sin leads to God's forgiveness and reconciliation.
4. Pin the student vocabulary card on your bulletin board and define "contribution."
Connect the vocabulary word to the principle that the Lord delights in willing hearts and generous contributions.
5. Assign the Bible reading to the children and have them read orally.

6. Read the teacher reading aloud.
7. Ask the reason questions and have the children respond orally.
8. Write the types and symbols phrases on the chalkboard and have the children copy them onto their Types and Symbols graphic organizers.
9. Sing both songs the children have learned in this unit: "Some May Trust in Horses" and "Holy, Holy, Holy."
10. Before completing the lesson, have children repeat their weekly memory verse. Also, have the children recite all Ten Commandments.
11. Conclude with a short prayer and blessing for the children.
12. Send parent prayer and blessing cards home with the children for the week.

EXODUS 24

Time: 45 minutes

Student Reading: Exodus 39:42-40:16

Teacher Reading: Exodus 40:17-38

Review: The Lord delights in willing hearts and generous contributions.

Principle: God's presence is always with us and gives us rest.

TEACHER



Vocabulary:

rebellious (adj.) Resisting or renouncing the lawful authority.

righteous (adj.) (1) Morally right without guilt of sin; virtuous. (2) According to the divine law; it denotes one who is holy in heart and observant of the divine commands in practice.

Shekinah (n.) The visible, glorious presence of the eternal Word of God.

unbelief (n.) Want of faith or belief; disbelief of divine revelation.



Preparation and Lesson Background:

1. For this lesson, reread Exodus chapters 36-39 in which the skilled craftsmen designed and made all the components of the tabernacle and court, as well as all the furnishings and instruments that were needed to minister unto the Lord in the tabernacle. The children will not be reading these chapters, so prepare a brief summary for them. Also, return to the Introduction to Exodus in our guide on pages 26-28) and reread it, as well.
2. Read and reflect upon the assigned Bible readings.
3. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: God's presence is always with us and gives us rest.

In the beginning of time, when God finished creating Earth, which He had designed as man's habitation, He made man

STUDENT



Key Word:

rest (n.) Inner peace; trust in God's never-failing providence and care.



Read the Bible Passage:

Read the Bible passage as assigned by your teacher.



Reason Questions:

1. How much time has elapsed since God delivered the Israelites from Egypt?
2. In what order did God instruct Moses to assemble the tabernacle?
3. Describe what happened after the tabernacle and the court were erected.
4. What do you think the Israelites did when they saw this?
5. The tabernacle became the portable worship center for the Israelites in which was housed the ark of the covenant and the testimony of the Old Covenant. Here God manifested His presence.

and placed him in possession of it. When Moses finished erecting the tabernacle, which God designed as His dwelling place among His chosen people, God took possession of it. The Shekinah, the divine eternal Word, came and dwelt among the Israelites. Although the Son had not yet clothed Himself in flesh, His glory completely filled the tabernacle and foreshadowed the coming event. The apostle Paul wrote, *“In [Christ] dwells all the fullness of the Godhead (Colossians 2:9, KJV).”*

In the beginning was the Word, and the Word was with God, and the Word was God. . . . All things came into being through Him. . . . In Him was life and the life was the Light of men. . . . And the Word became flesh and dwelt among us, and we saw His glory, glory as of the only begotten from the Father, full of grace and truth. (John 1:1, 3-4, 14)

God visibly manifested Himself throughout the account in Exodus beginning with His supernatural encounter with Moses in the burning bush. God led the Hebrews out of Egypt to Mount Sinai as the pillar of fire by night and the pillar of cloud by day. His guiding presence was visible day and night to all Israel. God’s presence descended to Mount Sinai in the two forty-day periods that He spent with Moses, and now He has come to rest between the cherubim on the mercy seat in the Holy of Holies. His splendor and visible shekinah glory completely filled the tabernacle. Such an awesome experience must have evoked a joyous spirit of worship among the Israelites. It was as God had foretold, while speaking with Moses from the burning bush:

*“Certainly I will be with you, and this shall be the sign to you that it is I who have sent you: when you have brought the people out of Egypt, **you shall worship God at this mountain** [emphasis added].” (Exodus 3:12)*

O LORD, I love the habitation of Your house and the place where Your glory dwells. (Psalm 26:8)

Moses concluded the account of the Exodus and the building of the tabernacle with his statement that, *“Throughout all their journeys, the cloud of the Lord was on the tabernacle by day, and there was fire in it by night, in the sight of all the house of Israel” (Exodus 40:38).*

It had been one year (less two weeks) since the Israelites’ departed Egypt. It would take another 39 years for them to complete the two-week journey to Canaan! This was not what God had planned, but the Israelites were hard-hearted, rebellious, faithless, and had little discipline. Because of their stubbornness and unbelief, they forfeited a life of liberty in the Promised Land that God had given them. It would be their children and Joshua and Caleb who entered Canaan. Not even Moses would enter the Promised Land.

Our lesson today is that with God’s abiding presence is the promise of internal rest in His plan, guidance, and

What does this symbolize in the New Covenant?

6. Compare the character of Moses with that of Jesus Christ. Relate how they were alike.
7. Name the principle or learned lesson from your reading of Exodus that inspired you the most. Explain your answer.



Notebook Record:

1. Record the following phrases on your Themes in Exodus graphic organizer:
 - 4) Israel becomes Yahweh’s treasured possession.
 - 5) Yahweh’s Law is given as a standard of righteous conduct.
 - 6) Yahweh tabernacles among His people as their God-King.
 - 7) Yahweh foreshadows His eternal plan for man’s salvation and redemption through His design of the Tabernacle.
2. File your graphic organizer in your binder.



Singing:

“Some May Trust in Horses”
“Holy, Holy, Holy”



Memory Verse:

Be strong and courageous, do not be afraid . . . , for the LORD your God is the one who goes with you. He will not fail you or forsake you. (Deuteronomy 31:6)

provisions. We must accept this promise by faith and learn to trust in His never-failing providence. Unlike the Israelites, who walked daily with God's visible presence and providence, we believers are blessed to walk with God's indwelling Holy Spirit. We must lay down our striving and dependence on our flesh and enter the spiritual rest His internal presence provides.

*"My presence shall go with you and I will give you rest."
(Exodus 33:14)*

*My peace I give to you; not as the world gives do I give to you. Do not let your heart be troubled, nor let it be fearful.
(John 14:27)*

4. Gather resources: Bible and vocabulary card.



Teaching Plan:

1. Pray: *Dear Heavenly Father, we thank and praise You for this opportunity to study your Word and learn more about You and your eternal plan of deliverance and redemption for mankind. Come, tabernacle with us today, we pray. Pour out your Spirit upon us and illumine our minds. Give us fresh revelation of Jesus Christ as the Lamb of God—our Deliverer and Redeemer. Direct our path as we learn to follow and abide in Jesus Christ. Amen.*
2. Distribute student binders.
3. Review the principle that the Lord delights in willing hearts and generous contributions.
4. Briefly summarize Exodus chapters 36 to 39 for the children.
5. Pin the student vocabulary card on your bulletin board and define "rest."
Connect the vocabulary word to the principle that God's presence is always with us and gives us rest.
6. Assign the Bible reading to the children and have them read orally.
7. Read the teacher reading aloud.
8. Ask the reason questions and have the children respond orally.
9. Write the remaining themes on the chalkboard and have the children copy them onto their Themes in Exodus graphic organizers.
10. Sing both songs the children have learned in this unit: "Some May Trust in Horses" and "Holy, Holy, Holy."
11. Before completing the lesson, have the children recite all Ten Commandments and remaining memory verses.
12. Conclude with a short prayer and blessing for the children.

