

Joseph the Dreamer

Sold into Slavery

Genesis 35; 37



Old Testament 3
Part 1: Joseph

SUNDAY MORNING

Old Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Genesis 35 and 37

MEMORY WORK:

YOUNGER CHILDREN: "Love suffers long and is kind..." (1 Corinthians 13:4a).

OLDER CHILDREN: "Love suffers long and is kind; love does not envy; love does not parade itself, is not puffed up; does not behave rudely, does not seek its own, is not provoked, thinks no evil" (1 Corinthians 13:4-5).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["The Sons of Jacob"](#)
- ["Joseph's Song"](#)
- ["Three Wandering Jews"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Joseph & Moses Bible fact cards](#) (provided under "O.T. 3 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- "Genesis Chapter Summary" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- A Beka Flash-A-Card Series: Joseph (DISCLAIMER: use the cards, *not the lesson book*)
- 12 Sons of Jacob Strip visual aid (<https://store.bibleclassworkshop.com/products/156-12-sons-of-jacob-strip/>)
- Twelve Sons of Jacob Take-home (<https://store.bibleclassworkshop.com/>)



[products/12805-twelve-sons-of-jacob-take-home/](#)

- **Family Tree of Abraham Poster** (<https://store.bibleclassworkshop.com/products/162-family-tree-of-abraham-poster/>)

PERSONAL APPLICATION:

God wants me to show love and kindness to others, instead of being jealous or resentful.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Do you remember learning about a man named Jacob? How many children did Jacob have? (12 sons and one daughter)

How many of you have a brother or a sister? How should we treat our brothers and sisters? Today, we are going to learn about some brothers that did a very bad thing to their brother, Joseph.

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson [i.e., NT2 L13]

Discuss what it means to be jealous. Discuss times students have been jealous of someone else and the feelings they felt. Being jealous can make us have bad feelings inside and can make us do unkind things to other people. Today, we're going to learn about how jealousy caused Joseph's brothers to do a terrible thing to him.

POINTS TO EMPHASIZE:

1. After 20 years of working for his uncle Laban, Jacob (Israel) and his wives and 13 children (12 sons and one daughter) moved back to Canaan near the town of Hebron. Jacob had large flocks and herds, and his oldest sons were in charge of them.
2. Of all his sons, Jacob loved Joseph the most and showed him more attention than the others. He gave Joseph a **special coat** when he was 17 years old, and this made the other sons very jealous. One day, when Joseph went into the pastures with his older brothers, he went back home to his father and told him that his brothers were not doing what they were supposed to do. This made his brothers more angry and jealous of him.



NOTE: The KJV says that Jacob gave Joseph a “coat of many colors.” It is possible that the translation was supposed to be a “tunic with long sleeves,” as in the RSV, or a “full-length robe.” The NKJV, ASV, and ESV, however, all support the idea of a many colored garment.



NOTE: Since we know of Joseph's strong character, his “reports” were probably only the truth, not malicious or spiteful.

3. The older sons of Jacob became even more jealous of Joseph after he had two dreams that told about the future. The first dream was about sheaves (bundles) of grain. Joseph said that in his

dream they were all working in the field together, gathering grain into bundles, when suddenly, his bundle of grain stood straight up, and the bundles of his brothers all bowed down to his. The brothers understood that this dream meant that some day they would bow down to Joseph like slaves to a king. They were very angry at the thought of that!

4. In Joseph's second dream, the Moon, the Sun, and the eleven stars bowed down to him. He told his father about this dream and Jacob could hardly believe it. He knew that the Sun represented him, the Moon represented Joseph's mother, and the stars represented the brothers. He could not believe that one day he and the rest of his sons would bow down to Joseph, and Jacob was upset with him for his dream, but Jacob "kept the saying in his mind."
5. One day the older brothers left home to take the flock to Shechem. Jacob sent Joseph to check on them and bring him back a report of how they were doing. He finally found them at a place called Dothan (about 10 miles north of Shechem). When the brothers saw him coming in the distance, they began right away planning to get rid of this brother of whom they were so jealous. Most of the brothers wanted to kill Joseph, but Reuben stopped them. He persuaded them to put Joseph in a nearby, empty water pit. Reuben was planning to return later and rescue Joseph out of the pit and give him back to his father.
6. The brothers took the special coat away from Joseph and put him in the pit. Then they sat down to eat a meal! While they were eating, a caravan of Midianites (apparently, traveling in a group with Ishmaelites) traders came by, and Judah had an idea. He suggested to his brothers that they sell Joseph instead of leaving him in the pit or killing him. So, while Reuben was gone, the other brothers took Joseph out of the pit and sold him to the traders for 20 shekels of silver, the common price for a slave.



NOTE: Midianites were descendants of Abraham, as well as the Ishmaelites and the Israelites. The Midianites came through Keturah (Genesis 25:1-2), Abraham's second wife, and the Ishmaelites came through Hagar, Sarah's Egyptian maidservant.

7. Reuben came back to the pit and found that Joseph was not there. He was very upset and tore his clothes (a sign of great grief or trouble). As the oldest of all the brothers, he was responsible for the safety of the flocks and of his brothers. He knew how upset his father Jacob would be that Joseph was gone. Instead of telling Jacob what they had done, the brothers made another bad choice: they decided to lie and tell him that a wild animal had killed Joseph.
8. The brothers killed a goat and dipped Joseph's beautiful, special coat in the blood. They went back home and showed the coat to Jacob, asking him if he recognized it. They pretended that they had just found the coat and didn't know if it was Joseph's. They tricked Jacob into believing that his favorite son was dead. Jacob was so unbelievably hurt by the supposed death of Joseph that he said he would go to his grave miserable and unhappy ("would not be comforted").
9. What did the brothers gain by selling Joseph? They were so jealous of Joseph that they let their anger control their thinking. Not only did they make their aged father very unhappy, but they each had to bear the guilt of what they had done, and pay the consequences for their bad choices for many years to come.
10. Does it help to have bad feelings toward someone else, to be jealous of what they are or what they have? No! God wants us to show love and kindness toward others, and jealousy is certainly not loving or kind, is it?



RECOMMENDED READING FOR TEACHERS: See the article “[The Mosaic Authorship of the Joseph Story](#)” on the Apologetics Press Web site for a response to skeptics who claim that Moses did not author the story of Joseph.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- “[Joseph the Dreamer Coloring Sheet](#)” (provided in activity sheets)
- “Pin the Coat on Joseph” Game: Draw or copy a cutout of a man on half of a sheet of poster board. Copy coats of many colors to pass out to the children. Blindfold the children and see who can stick his coat closest to the body. ([Man](#) and [coat](#) cutouts provided in activity sheets.)
- Bring a “coat of many colors,” and let the children act out the story taking turns being Joseph.
- Make a game using a human cutout and colorful coats. Write questions on the men and the answers on the coats. Help the children read and match the right coat to the Joseph cutouts.
- Have children draw a picture of themselves and their brothers or sisters, and write or print the memory verse on the paper. (If they don’t have siblings, they can draw friends.)
- Print a picture of Joseph wearing his coat of many colors on cardstock, and have the children color Joseph. Then paint the coat with watercolors to make it colorful.
- Have the children read the following:
 - *Joseph*, by Jason Parish, Bible Friends series

1st-2nd Graders:

- Make a game using a human cutout and colorful coats. Write questions on the men and the answers on the coats. Have the children read and match the right coat to the Joseph cutouts. (Can be played like a “memory” game.) ([Man](#) and [coat](#) cutouts provided in activity sheets.)
- “[Joseph the Dreamer Crossword Puzzle](#)” (provided in activity sheets)
- Have the children read the following:
 - *Joseph and His Brothers*, by Kelly Pulley, Zonderkidz I Can Read! Series
 - *Joseph, Jacob’s Favorite Son*, Arch book, Eric C. Bohnet
- Make a coat of many colors for each child. Items needed: A standard/queen/king white pillowcase, colorful fabric markers or paint, fabric scissors.

What to do:

Teacher should cut out armholes and head hole before the children begin to decorate the coat. Have the children use their creativity to decorate their own coat.

3rd-4th Graders:

- “[Joseph the Dreamer Crossword Puzzle](#)” (provided in activity sheets)
- Make a game using a human cutout and colorful coats. Write questions on the men and the answers on the coats. Have the children read and match the right coat to the Joseph cutouts. (Can be played like a “memory” game.) ([Man](#) and [coat](#) cutouts provided in activity sheets.)
- Play “Hangman” with key words/phrases from the story.

- Have the children read the following:
 - Genesis chapters 35-37
 - AP's kids morality tracts: "[What God Says About Bragging](#)"; "[What God Says About Jealousy](#)"; "[What God Says About Lying](#)"; "[What God Says About How We Treat Others](#)"
 - *Joseph and the Coat of Many Colors*, A Chunky Book, by Mary Josephs (DISCLAIMER: note that Benjamin was the youngest; Joseph was the second to youngest)
 - *Joseph's Coat of Many Colors*, Children's Bible Stories, Publications International
 - *Joseph the Dreamer*, by Penny Frank, The Lion Story Bible

SONGS:

"THE SONS OF JACOB"

Author: Jeff Miller

(Tune: See "[Kids Prep](#)" CD)

Reuben, Simeon, Levi, Judah,
 Issachar, Zebulun, Naphtali;
 Dan, Gad, Asher,
 Joseph, and Benjamin.
 These are the sons of Jacob.

"JOSEPH'S SONG" ([Click to Hear](#))

Author: Unknown*

(Tune: "London Bridge")

Joseph's father had twelve sons,
 Had twelve sons, had twelve sons.
 Joseph's father had twelve sons,
 Oh, what a family.

Joseph's father loved him best,
 Loved him best, loved him best.
 Joseph's father loved him best,
 Oh, what a family.

A coat of many colors was his gift,
 Was his gift, was his gift.
 A coat of many colors was his gift,
 Oh, what a family.

All his brothers were jealous,
 Were jealous, were jealous.
 All his brothers were jealous,
 Oh, what a family.

His brothers threw him in a pit,
 In a pit, in a pit.
 His brothers threw him in a pit,
 Oh, what a family.

Egypt bought him as a slave,
As a slave, as a slave.
Egypt bought him as a slave,
Oh, what a family.

God caused famine in the land,
In the land, in the land.
God caused famine in the land,
Oh, what a family.

By then Joseph was a mighty man,
Mighty man, mighty man.
By then Joseph was a mighty man,
Oh, what a family.

His brothers came to him for food,
Him for food, him for food.
His brothers came to him for food,
Oh, what a family.

Joseph forgave and fed them all,
Fed them all, fed them all.
Joseph forgave and fed them all,
Oh, what a family.

“THREE WANDERING JEWS” ([Click to Hear](#))

Author: Unknown*

Once there were three wandering Jews.
Once there were three wandering Jews.
Wandering, wandering,
Jews, Jews, Jews.
Wandering, wandering,
Jews, Jews, Jews.
Once there were three wandering Jews.

The first one's name was Abraham.
The first one's name was Abraham.
Abra-Abra,
Ham-ham-ham.
Abra-Abra,
Ham-ham-ham.
The first one's name was Abraham.

The second one's name was Isaac.
The second one's name was Isaac.
I-I,
Saac-saac-saac.
I-I,
Saac-saac-saac.

The second one's name was Isaac.

The third one's name was Jacob.

The third one's name was Jacob.

Ja-Ja,

Cob-cob-cob.

Ja-Ja,

Cob-cob-cob.

The third one's name was Jacob.

They all went down to Canaan's land.

They all went down to Canaan's land.

Canaan-Canaan,

Land-land-land.

Canaan-Canaan

Land-land-land.

They all went down to Canaan's land.

[NOTE: Technically, the term “Jew” was not used at the time of Abraham, but later was used in the Bible to describe Israelites in general (which is the intended meaning here). See John 6:4; 7:2; Romans 1:16.]

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

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



Joseph the Dreamer

Sold into Slavery

Genesis 35; 37



Old Testament 3
Part 1: Joseph

WEDNESDAY EVENING

Old Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Genesis 35 and 37

MEMORY WORK:

YOUNGER CHILDREN: "Love suffers long and is kind..." (1 Corinthians 13:4a).

OLDER CHILDREN: "Love suffers long and is kind; love does not envy; love does not parade itself, is not puffed up; does not behave rudely, does not seek its own, is not provoked, thinks no evil" (1 Corinthians 13:4-5).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

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- ["The Sons of Jacob"](#)
- ["Joseph's Song"](#)
- ["Three Wandering Jews"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
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- Betty Lukens' felt pieces
- A Beka Flash-A-Card Series: Joseph (DISCLAIMER: use the cards, *not the lesson book*)



PERSONAL APPLICATION:

God wants me to show love and kindness to others, instead of being jealous or resentful.

INTRODUCTION:

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

POINTS TO EMPHASIZE:

1. Review Sunday’s lesson (see [O.T. 3 Review Questions](#) for example questions).
2. Discuss the idea that when we are jealous, it means that we are not being grateful/thankful for what we have. It’s like telling God that He has not given us enough—that He should have also given us what someone else has.
3. Object Lesson: Set two clear glasses on the table, half full of water. Set one clear glass on the table, half full of vinegar. Put green food coloring in one glass with water as you talk about the brothers being “green with envy.” Talk about being so mad you “boil over” inside; mix red food coloring and soda with vinegar. Jacob was so very sad (“blue”); mix blue food coloring in other glass of water. Can use attitude faces with each color.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning’s lesson

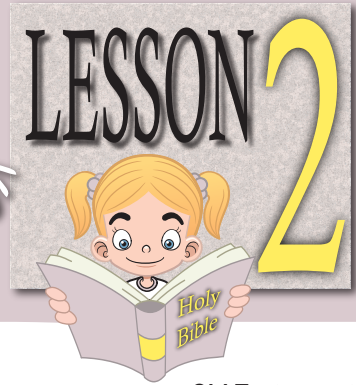
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Joseph in Egypt

Punished for Choosing to Do Right

Genesis 39



Old Testament 3
Part 1: Joseph

SUNDAY MORNING

Old Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Genesis 39

MEMORY WORK:

“Do not be overcome by evil, but overcome evil with good” (Romans 12:21).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

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- [“Faith, Obedience, and Authority”](#)
- [“Potiphar’s Wife Tempts Joseph”](#)

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- Betty Lukens’ felt pieces
- A Beka Flash-A-Card Series: Joseph (DISCLAIMER: use the cards, *not the lesson book*)
- Joseph images from [freebibleimages.com](#) (DISCLAIMER: some representations may be biblically inaccurate)

PERSONAL APPLICATION:

It is **never** right to do wrong, and it is **never** wrong to do right!



LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

We have been studying about Jacob and his 12 sons. Who was his favorite son? Do you remember what Joseph's brothers did to him? Today, we are going to study more about what happened to Joseph and how he did the right thing in a bad situation. Can you think of times when you have to do the right thing even when it is hard?

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

Discuss times in the students' lives when it was difficult to do the right thing. Ask if they ever wanted to give in and do the wrong thing. Can you imagine being sold to total strangers by your own brothers?! Joseph probably had no idea what was going to happen to him. Even though things seemed really bad, Joseph never "gave up on God," and that helped him as he was faced with a decision about whether to do right or wrong.

POINTS TO EMPHASIZE:

1. Briefly review the previous lesson about Joseph's brothers selling him to the Midianite (or Ishmaelite) traders.
2. The Midianites took Joseph all the way to the faraway country of Egypt. They sold him to Potiphar, the captain of the king's (Pharaoh's) bodyguard. Remember that Joseph was only 17 years old at this time.
3. Joseph must have been afraid at first, because he had never been so far from home, and he didn't know if he would ever see his family again. But God was with Joseph and helped him in everything he did in this strange new land. Potiphar could see that everything Joseph did turned out well; he knew that there was something very special about this young man. So Potiphar brought Joseph into his house to be his personal servant—to oversee all the other servants.
4. Joseph was a very good-looking man, and Potiphar's wife noticed him. Potiphar's wife came to Joseph one day and asked him to spend some time with her as though he were her husband while her actual husband was out of the house. Joseph knew that it would be wrong to treat her as if she were his wife. So he told her that he would not, because he did not want to sin against her, his master, or against God.
5. Potiphar's wife was angry that Joseph refused to be with her. She asked him day after day, encouraging Joseph to sin! He knew that to love another man's wife is wrong, and he did not want to do that and hurt, not only himself, but more important, hurt God. Finally, one day she and Joseph were in her house all alone. When she asked Joseph again to love her like her husband, Joseph ran away from her. As he tried to get away, she grabbed his outer clothing, leaving it in her hand. Potiphar's wife screamed for the other servants and lied—telling them that Joseph had tried to get her to do wrong.
6. When her husband came home, she told him the same lie, and he believed her. Potiphar was so angry that he had Joseph thrown into jail—a jail for special prisoners of the King.
7. Joseph knew that no matter what happened to him, it would never be right to do something wrong. He knew that if he made a wrong choice, he would not only be hurting himself, but

hurting God (making Him unhappy). [With older children, include important points about God’s instructions regarding adultery (Exodus 20:14; Matthew 5:27-30; etc.) Also compare Joseph’s choices to David’s choice with Bathsheba.]

8. Joseph chose to do what he knew to be right—even though no one in his family would ever know. As far as we know, he was the **only** person in all of Egypt that believed in the one true God. He chose to do right anyway because his heavenly Father would know. Like Joseph, we must choose to do right, no matter what. It is **never** right to do wrong! It is **never** wrong to do right!

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- “[Joseph in Egypt Coloring Sheet](#)” (provided in activity sheets)
- “Run from Sin” game: Make a track and laminate runners. Call on the children to answer review questions and have them move their runner closer to the finish. Each child has a turn until their runner gets to the finish line. Talk about Joseph running from sin. We need to stay away from it. ([Pieces of Track](#) and [Runners for the Track](#) are provided in activity sheets.)
- Make medals to wear around the childrens’ necks with running shoes on them that say, “Run away from sin.”
- Type on cardstock, “I want always to obey God” and the memory verse. Take the childrens’ pictures and glue the pictures on the paper like a frame. Let the children decorate around their pictures.

1st-2nd Graders:

- Joseph Bingo: Play bingo using questions from this and the last lesson.
- Tic-Tac-Toe with facts from this and previous lessons ([Instructions](#) and [Board](#) provided in activity section of website)
- “Run from Sin” game: Make a track and laminate runners. Call on the children to answer review questions and have them move their runner closer to the finish. Each child has a turn until their runner gets to the finish line. Talk about Joseph running from sin. We need to stay away from it. ([Pieces of Track](#) and [Runners for the Track](#) are provided in activity sheets.)
- “[Joseph in Egypt](#)” word search (provided in activity sheets)
- Have the children read *Joseph the Dreamer*, Harvest House Publishers (NOTE: on p. 9 change “Poor Joseph” to “Poor Jacob”)

3rd-4th Graders:

- Joseph Bingo: Play bingo using questions from this and the last lesson.
- Tic-Tac-Toe with facts from this and previous lessons ([Instructions](#) and [Board](#) provided in activity section of website)
- “Run from Sin” game: Make a track and laminate runners. Call on the children to answer review questions and have them move their runner closer to the finish. Each child has a turn until their runner gets to the finish line. Talk about Joseph running from sin. We need to stay away from it. ([Pieces of Track](#) and [Runners for the Track](#) are provided in activity sheets.)
- “[Joseph in Egypt](#)” word search (provided in activity sheets)

- Have the children read the following:
 - Genesis chapters 38 and 39 (as well as 36 and 37 if they did not do so last week)
 - *Joseph and His Brothers*, Zonderkidz I Can Read! Series, Kelly Pulley

SONGS:

“THE BEATITUDES”

Author: Jeff Miller

(Tune: See “[Kids Prep](#)” CD)

“FAITH, OBEDIENCE, AND AUTHORITY” ([Click to Hear](#))

Author: Sarah Richey

(Tune: “Farmer in the Dell”)

Believing in the Lord,
Believing in the Lord,
That’s what faith is,
Believing in the Lord.

Doing what He said,
Doing what He said,
That is obedience,
Doing what He said.

Telling what to do,
Telling what to do,
That is authority,
Telling what to do.

“POTIPHAR’S WIFE TEMPTS JOSEPH”

Author: Jewel Kendrick

(Tune: “There’s not a Friend Like the Lowly Jesus”)

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

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Joseph in Egypt

Punished for Choosing to Do Right

Genesis 39



Old Testament 3
Part 1: Joseph

WEDNESDAY EVENING

Old Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Genesis 39

MEMORY WORK:

“Do not be overcome by evil, but overcome evil with good” (Romans 12:21).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“The Beatitudes”](#)
- [“Faith, Obedience, and Authority”](#)
- [“Potiphar's Wife Tempts Joseph”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Joseph & Moses](#) Bible fact cards (provided under “O.T. 3 Bible Facts” on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
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- “Genesis Chapter Summary” from “[Kids Prep](#)” CD by Jeff Miller
- Betty Lukens' felt pieces
- A Beka Flash-A-Card Series: Joseph (DISCLAIMER: use the cards, *not the lesson book*)

PERSONAL APPLICATION:

If I try to do what God wants me to all the time, when times get rough I can be sure that God will help me get through them.



INTRODUCTION:

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

POINTS TO EMPHASIZE:

Review Sunday’s lesson (see [O.T. 3 Review Questions](#) for example questions)

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

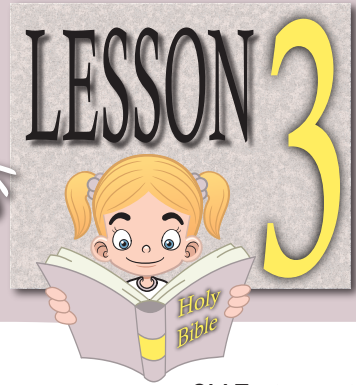
- See Sunday morning’s lesson

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Joseph Interprets Dreams for Baker, Butler, and Pharaoh

Genesis 40, 41



Old Testament 3
Part 1: Joseph

SUNDAY MORNING

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SCRIPTURE REFERENCES:

Genesis 40 and 41

MEMORY WORK:

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

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“Faith, Obedience, and Authority”](#)
- [“It Isn’t Any Trouble Just to S-M-I-L-E”](#)
- [“Pharaoh’s Dreams”](#)
- [“The Dreams of the Butler and Baker”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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- [Joseph & Moses Bible fact cards](#) (provided under “O.T. 3 Bible Facts” on curriculum Web site)
- Apologetics Press’ [Bible Timeline](#)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- “Genesis Chapter Summary” from [“Kids Prep”](#) CD by Jeff Miller
- Betty Lukens’ felt pieces
- A Beka Flash-A-Card Series: Joseph (DISCLAIMER: use the cards, *not the lesson book*)

PERSONAL APPLICATION:

If I try to do what God wants me to all the time, when times get rough I can be sure that God will help me get through them.



LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week we studied about Joseph and how he did the right thing. Can anyone tell me what happened to Joseph? Today, we are going to study about what happened to Joseph while he was in prison and how he got out! When we do right, God will be with us.

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson, asking questions about Joseph choosing to do what is right.

Sometimes we may get punished, even though we didn't do anything wrong. That's exactly what happened to Joseph. But, unlike most people, Joseph didn't sit around feeling sorry for himself. He did the best he could at what he was given to do, even though he was in prison. Joseph's attitude of doing right no matter what turned out good, just like it can for us.

POINTS TO EMPHASIZE:

1. Review briefly the previous lesson regarding Joseph being in jail for something he didn't do.
2. God blessed Joseph even in prison because he had chosen to do what is right. While in jail, Joseph impressed the chief jailor with how much he could do, and with what he was willing to do. Soon Joseph was in charge of all the other prisoners. He became friends with the king's baker and butler (or cupbearer, i.e., person in charge of delivering the king's drink to him and testing it to make sure it had not been poisoned), who had also been put into prison. They had angered the king.
3. One night the butler and the baker both had dreams that disturbed and upset them. Joseph offered to help them; he said that God would give them the meaning of their dreams.
4. The butler described his dream to Joseph: In his dream he saw a vine with three branches. As it was budding, its blossoms came out, and the clusters produced ripe grapes. Pharaoh's cup was in his hand and the butler squeezed the grapes into his cup. Joseph said that the three branches represented three days. In three days, the butler would have his old job back.
5. The baker described his dream to Joseph as well, hoping for just as good an interpretation. In his dream, he saw three baskets of bread on his head. In the top basket there were all sorts of baked food for the Pharaoh, and birds came down to eat the food from the basket. Joseph, sadly, told him that the three baskets represented three days. In three days, Pharaoh would "lift up his head" (hang him).
6. When Joseph finished explaining their dreams, he asked the butler to kindly remember him when he was finally released from prison. Joseph hoped that the butler would help him get out of prison. The dreams of the butler and baker came true exactly as Joseph had said, but the butler forgot all about Joseph and his kindness.
7. Two long years later, **Pharaoh** had a dream or vision while he was standing on the banks of the Nile River. In his dream, he saw seven fat cows come out of the river. Then seven other cows, ugly and thin, came out of the river. The thin cows ate the fat cows. Then Pharaoh woke up.



NOTE: This is possibly a different Pharaoh than in chapters 39 and 40. See Genesis 41:9-13.

8. He fell asleep again and dreamed a second time. This time he saw seven fat ears of grain growing on a single stalk. Then seven very thin ears of grain sprouted. The thin ears ate the fat ears of grain. Pharaoh woke up again and was very upset.
9. He called in all of his advisors and wise men, but none of them could tell him the meaning of his dreams or make him feel any better. The butler remembered how Joseph had interpreted his dreams, told the Pharaoh, and Pharaoh called for Joseph to be released from prison.
10. Joseph told Pharaoh that God would give him the meaning of the dreams. Joseph told Pharaoh that the fat cows and the plump ears of grain represented seven good, fruitful years, and the skinny cows and thin ears of grain represented a terrible famine that would come on the whole land. Because the dream was repeated twice, Joseph said that meant God would soon make the dreams reality.
11. Pharaoh was so impressed by Joseph's maturity and his obvious knowledge of things unknown, that he ordered that Joseph be immediately rewarded. He gave him gifts, a wife, and made Joseph his second-in-command, in charge of preparing the country for the coming famine.
12. At this time, Joseph was 30 years old; he had been in Egypt for 13 years. When he first arrived in Egypt, he was in a very bad situation. But Joseph didn't feel sorry for himself, or choose to do wrong just because other people had done wrong to him. He chose to live according to God's principles, even at one point being punished because he tried to live like God wanted.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- [“Joseph Interprets Dreams Coloring Sheet”](#) (provided in activity sheets)
- “Joseph’s Many Robes” Activity: Print a picture of Joseph on cardstock, let the children color him, and stick a piece of Velcro on him. Have five “robes” for each child and have the children color his many robes. (Colorful robe, Slave robe, Servant robe, Prison robe, and Leader robe.) They can change his clothes and review the different times in his life.
- Let the children act out the story.
- Type the memory verse on white cardstock four times so that the paper can be divided into fourths. Cut out the four squares. Give each child one square and have the children decorate around the verse. (Polk-a-dots, flowers, stripes, etc.) Then laminate and attach a magnet to them so the children can hang them on their refrigerator to remind the family of this good verse.

1st-2nd Graders:

- “Memory Verse Mix Up” review game: Write the memory verse on index cards, one word per card. Make several sets (enough for one per child, or divide class into teams and make enough for one per team). Give each child or team a set of cards, and have them put the words in the correct order to make the memory verse.
- [“Joseph Interprets Dreams”](#) crossword puzzle (provided in activity sheets)
- [“Joseph Interprets Dreams”](#) word search (provided in activity sheets)
- Write the memory verses from this lesson and the previous three lessons on poster board, leaving out key words from each verse. Write the missing words on index cards, and put them in a box or bag. Have the children take turns choosing a card and putting the word in the correct blank. (Can

do this with only two or three verses instead of all four. Can also play as teams, giving points as the words are placed in the correct blanks.)

- Have the children read *Joseph—God’s Dreamer*, by Carine MacKenzie, Bible Wise books

3rd-4th Graders:

- “Memory Verse Mix Up” review game: Write the memory verse on index cards, one word per card. Make several sets (enough for one per child, or divide class into teams and make enough for one per team). Give each child or team a set of cards, and have them put the words in the correct order to make the memory verse.
- “[Joseph Interprets Dreams](#)” crossword puzzle (provided in activity sheets)
- “[Joseph Interprets Dreams](#)” word search (provided in activity sheets)
- Write the memory verses from this lesson and the previous three lessons on poster board, leaving out key words from each verse. Write the missing words on index cards, and put them in a box or bag. Have the children take turns choosing a card and putting the word in the correct blank. (Can do this with only two or three verses instead of all four. Can also play as teams, giving points as the words are placed in the correct blanks.)
- Advanced Bible Reader: If they did not do so over the last two weeks, have the kids read Genesis chapters 36-39. Then, have the children read chapters 40-41. [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Genesis 36-40 quiz from AP’s [Advanced Bible Reader](#) (ABR) site. Have each of the children take the quiz if they have yet to do so. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Have the children read *Joseph and the Coat of Many Colors*, Tommy Nelson, Children’s Bible Classics

SONGS:

“FAITH, OBEDIENCE, AND AUTHORITY” ([Click to Hear](#))

Author: Sarah Richey
(Tune: “Farmer in the Dell”)

Believing in the Lord,
Believing in the Lord,
That’s what faith is,
Believing in the Lord.

Doing what He said,
Doing what He said,
That is obedience,
Doing what He said.

Telling what to do,
Telling what to do,
That is authority,
Telling what to do.

“IT ISN’T ANY TROUBLE JUST TO S-M-I-L-E” ([Click to Hear](#))

Author: Unknown*

It isn’t any trouble just to s-m-i-l-e.
It isn’t any trouble just to s-m-i-l-e.
Whenever you’re in trouble,
It will vanish like a bubble,
If you’ll only take the trouble just to s-m-i-l-e.

It isn’t any trouble just to p-r-a-y, pray.
It isn’t any trouble just to p-r-a-y, pray.
Whenever you’re in trouble,
It will vanish like a bubble,
If you’ll only take the trouble just to p-r-a-y, pray.

It isn’t any trouble just to s-i-n-g, sing.
It isn’t any trouble just to s-i-n-g, sing.
Whenever you’re in trouble,
It will vanish like a bubble,
If you’ll only take the trouble just to s-i-n-g, sing.

It isn’t any trouble just to s-m-i-l-e.
It isn’t any trouble just to p-r-a-y, pray.
Whenever you’re in trouble,
It will vanish like a bubble,
If you’ll only take the trouble just to s-i-n-g, sing.

“PHARAOH’S DREAMS”

Author: Jewel Kendrick

(Tune: “Oh, Susanna”)

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

“THE DREAMS OF THE BUTLER AND BAKER”

Author: Jewel Kendrick

(Tune: “Short’nin’ Bread”—Chorus Only)

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

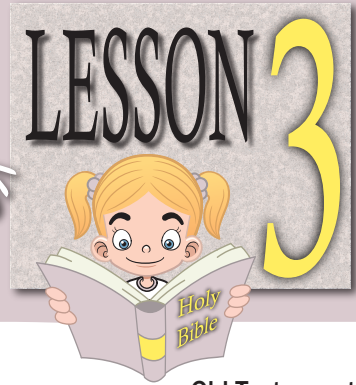
*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

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



Joseph Interprets Dreams for Baker, Butler, and Pharaoh

Genesis 40, 41



Old Testament 3
Part 1: Joseph

WEDNESDAY EVENING

Old Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Genesis 40 and 41

MEMORY WORK:

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

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“Faith, Obedience, and Authority”](#)
- [“It Isn't Any Trouble Just to S-M-I-L-E”](#)
- [“Pharaoh's Dreams”](#)
- [“The Dreams of the Butler and Baker”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Joseph & Moses Bible fact cards](#) (provided under “O.T. 3 Bible Facts” on curriculum Web site)
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- “Genesis Chapter Summary” from “[Kids Prep](#)” CD by Jeff Miller
- Betty Lukens' felt pieces
- A Beka Flash-A-Card Series: Joseph (DISCLAIMER: use the cards, *not the lesson book*)

PERSONAL APPLICATION:

If I try to do what God wants me to all the time, when times get rough I can be sure that God will help me get through them.



INTRODUCTION:

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

POINTS TO EMPHASIZE:

1. Review Sunday’s lesson. (see [O.T. 3 Review Questions](#) for example questions)
2. Object Lesson: (from *Object Lesson from Nature*, 1989, Baker Book House, p. 83)
 - a. Prepare a box with dirt spread on the bottom. On top of the dirt, put some dead leaves, a rotten apple, dead or plastic insects. (Put on the dirt anything that most people don’t like, that will eventually decompose. What you put in the box will determine what you say.) “This box is my ‘yuck box;’ I call it that because of the yucky things inside. Would you like to see what’s inside? (Show individual items and talk about how “yucky” they are.) The things inside this box aren’t really yucky; this is a good box. If I take this box and put it some place, just as it is now, all the things in it will become more and more rotten. Eventually they will all fall apart, or decay. What would happen then?
 - b. All the little bits of vitamins and minerals stored up in these yucky things will soak into the dirt at the bottom of the box. And that would make the dirt very rich and good for growing food. That’s the way God made the world. We may think there are some yucky things or not very good things, but when you take them all together, they turn out to be good.
 - c. Sometimes in life, things happen that you think are not good at all. When bad things happen, you may wonder why God lets them happen. But God has said that all things will work together for the good of those who love Him. When bad things happen, they can work together to make you a stronger, better person—more like God wants you to be.
 - d. So, when things happen to you that you think aren’t good, remember the yuck box. Nothing in here seems good, but everything’s going to work together to make a good, rich soil. In the same way, God will take what happens to you and make it work together for your good, if you will always try to live for Him and obey His Word.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning’s lesson

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Joseph Prepares Egypt for Famine

His Brothers Come to Buy Food

Genesis 41:50-47:26



Old Testament 3
Part 1: Joseph

SUNDAY MORNING

Old Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Genesis 41:50-47:26

MEMORY WORK:

YOUNGER CHILDREN: "Repay no one evil for evil" (Romans 12:17a).

OLDER CHILDREN: "Repay no one evil for evil. Have regard for good things in the sight of all men" (Romans 12:17).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["The Sons of Jacob"](#)
- ["Joseph's Brothers Bow Down"](#)
- ["Joseph Forgives"](#)
- ["Joseph Forgives His Brothers"](#)
- ["Jacob's Family Moves to Egypt"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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- "Genesis Chapter Summary" from ["Kids Prep"](#) CD by Jeff Miller
- Betty Lukens' felt pieces
- A Beka Flash-A-Card Series: Joseph (DISCLAIMER: use the cards, *not the lesson book*)
- Pictures showing Egyptian and Hebrew dress at the time
- [Map of Egypt and the Land of Canaan](#) (provided in map section of curriculum Web site)



PERSONAL APPLICATION:

God does not want me to “get back at” someone who has hurt me in some way. God wants me to be ready and willing to forgive.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week, we learned about how Joseph got out of prison. How did he get out? What did Pharaoh’s dream mean? Now, Pharaoh gave Joseph an important job and he had lots of power. He was to be in charge of all the food supplies of Egypt. Remember how Joseph’s brothers were mean to him and sold him? Today, we are going to learn about how Joseph forgave them for what they did to him. What does it mean to forgive someone? God wants us to forgive others.

INTRODUCTION: (OLDER CHILDREN)

Review last week’s lesson.

Discuss times when others were very mean to students. (Try to stay away from the “drama” of the event, but focus on how it made them feel when they were treated badly.) Think back over everything that happened to Joseph. How hard do you think it would be for him to forgive his brothers? Today, we’re going to learn what he did in response and if he forgave them.

POINTS TO EMPHASIZE:

1. Review briefly Pharaoh’s dream and Joseph’s interpretation. Joseph had told the king there would be seven years of plenty, followed by seven years of famine. Pharaoh rewarded Joseph by making him second-in-command, putting him in charge of all the food supplies of Egypt to prepare for the famine.
2. Joseph was 30 years old when Pharaoh put him in charge of all the food supplies of Egypt. He also gave Joseph a wife, Asenath. Joseph and Asenath had two sons, Manasseh and Ephraim.



NOTE: Even in his prosperity, Joseph did not forget God and how He helped him. When he named his first son, he said, “For God has made me forget all my toil and all my father’s house.” When he named Ephraim, he said, “For God has caused me to be fruitful in the land of my affliction” (Genesis 41:51-52).

3. Joseph spent the seven good years storing up all the grain he could throughout Egypt. (Genesis 41:49 says that the grain Joseph gathered was like the sand of the sea, and he stopped counting because it was without number.) When the famine did come, it spread to many other countries, too, so multitudes of people were starving. Many people from many different places came to Egypt to buy food when they heard that Egypt had stored grain. Joseph’s brothers were among those who came to Egypt to buy food.
4. Ten of his brothers made the long trip from Canaan to Egypt. They had to talk to Joseph, but they did not recognize him. They had not seen him in over 20 years. By this time, Joseph was 39 (Genesis 45:6). He wore the clothes of an Egyptian official, spoke the Egyptian language, and had an Egyptian name (Zaphenath-paneah). In addition, Egyptians, both men and women,

wore make-up. When his brothers bowed down before him, asking to buy food, Joseph remembered his dreams from many years before (bundles of grain bowed down to his bundle; the Sun, Moon, and stars bowed down to him.)

5. Joseph asked them about any family they had left behind in Canaan, so that he could find out if his father Jacob was still alive and if his brother Benjamin was all right.
6. Joseph accused his brothers of being spies and put all of them in prison for three days. Then he took Simeon and put him in jail while the nine returned to Canaan with the grain—and their money. Joseph told them that Simeon would be released from jail if they would return and bring their youngest brother.
7. When the nine brothers returned to Canaan to their aged father, Jacob, they told him they must take Benjamin back to Egypt in order to get Simeon out of jail. But Jacob said he wouldn't let them take Benjamin. He was still very sad (mourning) over Joseph after all that time and didn't want anything to happen to another son, especially the last remaining son of Rachel.
8. Finally, however, the brothers had to go back to Egypt to buy more food. They took twice the amount of money they had at first, and they took Benjamin after all. After a very long journey, they came to Joseph again. Joseph invited them to be his guests at a meal and released Simeon from prison (probably a year later; Genesis 43:23). They were surprised that he sat them in order of their ages, from oldest to youngest. He gave them all more than enough to eat, but he gave Benjamin five times as much as the others.
9. When the brothers started to return to Canaan, Joseph had one of his servants hide his own silver cup in one of the bags of grain. After the brothers had gone out of the city, Joseph sent his steward to accuse them of stealing his cup. He probably did this to test their character—to see if they would feel sorry for anything they did, to see if they had tender hearts willing to accept responsibility for hurting Joseph and their father so many years before. The steward found Joseph's cup in Benjamin's bag, and the brothers were horrified. They all returned to Egypt with Benjamin. (Note how different the brothers felt about Benjamin, even though he was now Jacob's favorite.)
10. When they were brought back to Joseph, he listened to Judah's defense ("God has found out the iniquity of your servants!"—Genesis 44:16) and to Judah begging Joseph to keep him instead of Benjamin. Joseph then realized his brothers truly had changed, and he broke down and cried, telling them in their own language that he was their long-lost brother Joseph.
11. His brothers were speechless at first; they were so surprised to find Joseph in such a position of power, exactly as his dreams had predicted. Then they were afraid, thinking Joseph might take revenge on them. Joseph reassured them that he was not interested in getting even with them, because he said God had used his situation for the good of many people. Then Joseph kissed his brothers and cried with joy over them.
12. When Pharaoh heard that Joseph's brothers had come from Canaan, he invited all of them and their father to live in Egypt, in an area called Goshen. The Bible says Pharaoh gave the Israelites Goshen because the Egyptians did not like to live near shepherds. (Living in Goshen kept the Israelites isolated from the Egyptians and helped preserve their heritage and identity as God's people.) Joseph sent them back to Jacob with many wagons full of food and gifts.
13. When his 11 sons returned to Canaan and told Jacob all that had happened in Egypt, the first thing he did was to offer sacrifices of praise and thanksgiving to God! God spoke to Jacob and told him that he should take his family to Egypt. (There were 66 men, not counting wives, who traveled to Egypt from Canaan—70 men counting Jacob, Joseph and his two sons. See Genesis 46:26-27)



RECOMMENDED READING FOR TEACHERS: Acts 7:14 says 75 people, which has caused some to say that the Bible contradicts itself. See the article “[Jacob’s Journey to Egypt](#)” by Eric Lyons on the Apologetics Press Web site for a defense of the Bible on that matter.

14. Joseph was in a position to punish his brothers but chose to forgive them instead. God expects us to forgive as well (Matthew 6:12-15). Jesus said that we should be willing to forgive as many times as we are asked for forgiveness (Matthew 18:21-35). Forgiveness means to “send away, cover, remove, or wipe away” something done wrong to us. It is not something we can do half-way or half-heartedly. In the same way that God forgives us over and over when we repent and try to make things right with Him, He expects us to have a forgiving spirit towards those that try to make things right with us as well (Luke 17:3-4).

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- “[Joseph Prepares Egypt for Famine Coloring Sheet](#)” (provided in activity sheets)
- Joseph and brothers puppets: Find Bible character puppets to make with paper sacks. Have children make a puppet and act out how Joseph forgave his brothers. The teacher could be Joseph and the children could be the brothers.
- Make heart necklaces: Have a heart cutout for each child with “I have a forgiving heart” written/typed on it. Punch a hole in the heart and thread through with yarn long enough to go around the student’s neck.
- Have the children sit in a circle on the floor and roll a ball to a child. Ask a review question. When he or she answers, have them roll it to someone else, and then ask that child a question. Continue until everyone gets a turn.
- Have a feast like Joseph did for his brothers. (See Wednesday night plans)
- Have the children read *Joseph and Moses*, Carolyn Larsen, Standard Bible Storybook Series

1st-2nd Graders:

- Have the children sit in a circle on the floor and roll a ball to a child. Ask a review question. When he or she answers, have them roll it to someone else and then ask that child a question. Continue until everyone gets a turn.
- Have a feast like Joseph did for his brothers. (See Wednesday night plans)
- Write key events from the story on strips of paper. [See activity sheets](#) for provided key points. Mix up the strips and have the students put them in the correct order. (Make one set per child or divide the class into teams and have one set per team.) Examples of events: “The king put his royal ring on Joseph’s finger and gave him fine clothes to wear.” “Joseph opened the storehouses and sold the grain to the Egyptians.” “For seven years there were big harvests of grain.” “The king made Joseph governor of all Egypt.” “The king told his officials that the Spirit of God was with Joseph.” “People from all over the world came to Egypt for food.”
- “[Joseph Forgives Fill in the Blank](#)” with corresponding word search (provided in activity sheets)
- “[Joseph Forgives Word Search](#)” (provided in activity sheets)

- Have the children read *Joseph Forgives His Brothers* Arch Book, by Robert Baden

3rd-4th Graders:

- Have the students look up “forgive” in Bible concordances and/or Bible dictionaries and discuss the verses.
- Have a feast like Joseph did for his brothers. (See Wednesday night plans)
- Write key events from the story on strips of paper. [See activity sheets](#) for provided key points. Mix up the strips and have the students put them in the correct order. (Make one set per child or divide the class into teams and have one set per team.) Examples of events: “The king put his royal ring on Joseph’s finger and gave him fine clothes to wear.” “Joseph opened the storehouses and sold the grain to the Egyptians.” “For seven years there were big harvests of grain.” “The king made Joseph governor of all Egypt.” “The king told his officials that the Spirit of God was with Joseph.” “People from all over the world came to Egypt for food.”
- “[Joseph Forgives Fill in the Blank](#)” with corresponding word search (provided in activity sheets)
- “[Joseph Forgives Word Search](#)” (provided in activity sheets)
- Advanced Bible Reader: If they did not do so last week, have the kids read Genesis 41 and then, Genesis 42-47. [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Genesis 41-45 quiz from AP’s [Advanced Bible Reader](#) (ABR) site. Have each of the children take the quiz if they have yet to do so. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.

SONGS:

“THE SONS OF JACOB”

Author: Jeff Miller

(Tune: See “[Kids Prep](#)” CD)

Reuben, Simeon, Levi, Judah,
Issachar, Zebulun, Naphtali;
Dan, Gad, Asher,
Joseph, and Benjamin.
These are the sons of Jacob.

“JOSEPH’S BROTHERS BOW DOWN”

Author: Jewel Kendrick

(Tune: “Row, Row, Row Your Boat”)

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

“JOSEPH FORGIVES”

Author: Jewel Kendrick

(Tune: “I’ll Never Forsake My Lord”)

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

“JOSEPH FORGIVES HIS BROTHERS”

Author: Jewel Kendrick

(Tune: “Three Blind Mice”)

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

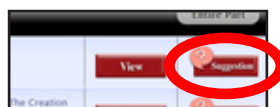
“JACOB’S FAMILY MOVES TO EGYPT” ([Click to Hear](#))

Author: Jewel Kendrick

(Tune: “Where the Soul Never Dies”)

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

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



Joseph Prepares Egypt for Famine His Brothers Come to Buy Food

Genesis 41:50-47:26



Old Testament 3
Part 1: Joseph

WEDNESDAY EVENING

Old Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Genesis 41:50-47:26

MEMORY WORK:

YOUNGER CHILDREN: "Repay no one evil for evil" (Romans 12:17a).

OLDER CHILDREN: "Repay no one evil for evil. Have regard for good things in the sight of all men" (Romans 12:17).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["The Sons of Jacob"](#)
- ["Joseph's Brothers Bow Down"](#)
- ["Joseph Forgives"](#)
- ["Joseph Forgives His Brothers"](#)
- ["Jacob's Family Moves to Egypt"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Joseph & Moses Bible fact cards](#) (provided under "O.T. 3 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- "Genesis Chapter Summary" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- A Beka Flash-A-Card Series: Joseph (DISCLAIMER: use the cards, *not the lesson book*)
- Pictures showing Egyptian and Hebrew dress at the time
- [Map of Egypt and the Land of Canaan](#) (provided in map section of curriculum Web site)



PERSONAL APPLICATION:

God does not want me to “get back at” someone who has hurt me in some way. God wants me to be ready and willing to forgive.

INTRODUCTION:

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

POINTS TO EMPHASIZE:

1. Review Sunday’s lesson (see [O.T. 3 Review Questions](#) for example questions).
2. Discuss with students times when their feelings have been hurt, or someone has done something to them. Discuss ways, both appropriate and inappropriate, to handle those situations. Discuss how worldly people would handle those situations, and then search the Scriptures to see how God tells us to handle them.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning’s lesson
- Using toy foods, have a “feast” like Joseph may have had for his brothers. Include foods common to Egypt at the time. Examples: wheat bread, fish, onions, leeks, lettuce, cabbage, figs, dates, honey, grapes, and grape juice.

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



Jacob's Family Moves to Egypt

Genesis 48-50



Old Testament 3
Part 1: Joseph

SUNDAY MORNING

Old Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Genesis 48-50

MEMORY WORK:

YOUNGER CHILDREN: "I will fear no evil; for You are with me" (Psalm 23:4).

OLDER CHILDREN: "Yea, though I walk through the valley of the shadow of death, I will fear no evil; for You are with me; Your rod and Your staff, they comfort me" (Psalm 23:4).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["The Sons of Jacob"](#)
- ["Heaven is a Wonderful Place"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Joseph & Moses Bible fact cards](#) (provided under "O.T. 3 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- "Genesis Chapter Summary" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- A Beka Flash-A-Card Series: Joseph (DISCLAIMER: use the cards, *not the lesson book*)
- [Map of Egypt and the Land of Canaan](#) (provided in map section of curriculum Web site)

PERSONAL APPLICATION:

I will obey God so that after death, my home will be with Him in heaven.



LESSON STARTS HERE

INTRODUCTION:

Last week, we studied about how Joseph forgave his brothers, and how the Pharaoh of Egypt wanted Joseph's family to move to Egypt to live. Today, we will talk about when they moved to live with Joseph. We will learn about what happened to Jacob and his son Joseph.

POINTS TO EMPHASIZE:

1. Jacob and his family moved from Canaan to Egypt. They raised many flocks and herds of animals. They raised their many children. Jacob was an old man (130 years old) when they moved to Egypt. After living there for 17 years, Jacob knew that he was about to die.
2. Joseph brought his two sons, Manasseh and Ephraim, to see their grandfather before he died. Jacob spoke to them about their futures. He also spoke to each of his other sons about their character (or lack of it) and what kinds of people their descendants would be.
3. Jacob died at the age of 147. Before he died, he made his sons promise to take his body back to Canaan, to the burial place of his ancestors (Abraham, Sarah, Isaac, Rebekah, and Leah). The burial place was the cave of Machpelah, near Hebron. For 70 days, the Egyptians mourned his death. When Joseph and his brothers took Jacob's body back to Canaan for burial, "a great company" (Genesis 50:9) of prominent Egyptians went with them, out of respect.



NOTE: Children are confronted by death frequently: the death of friends or family members, death of pets, death on TV (even in cartoons). Discuss with the children, as is age appropriate, different flowers, animals, etc. that die. Emphasize that death for Christians is the beginning of what will be an eternity with God in heaven.

4. After Jacob died, Joseph's brothers were afraid that he would then decide to seek revenge for what they had done to him many years before. Again, they asked for his forgiveness. Joseph assured them that he had no intention of harming them. KEY VERSE: Genesis 50:20.
5. Joseph would have been about 57 years old when his father died. He lived for 53 more years, before dying at the age of 110. Before he died, he reminded his family of God's promise to bring the descendants of Israel back to Canaan, and he told them to carry his bones with them when they returned.
6. Death has been part of God's plan—for Man and for living things in His creation—since the sin of Adam and Eve. When a Christian or a young child dies, that special part of him that will live forever, his soul, leaves his body and goes to live with God. Death is part of "the circle of life" and nothing to be feared for those who have a strong faith in God and obey Him. Jacob and Joseph were not afraid of dying. They knew that God would take care of them in the next life, just as He had taken care of them on Earth.
7. With older children, look up scriptures such as Ecclesiastes 3:2; Psalm 23:4; Psalm 116:15; 2 Corinthians 5:1,8; and 1 Thessalonians 4:13-14.



RECOMMENDED READING FOR TEACHERS: See the article “[Why Was Jacob Still Called Jacob After His Name Was Changed to Israel?](#)” by Eric Lyons and “[How Long Was the Israelites’ Egyptian Sojourn?](#)” on the Apologetics Press Web site for responses to alleged biblical discrepancies from this section of Scripture.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- “[Jacob Blesses Joseph’s Sons Coloring Sheet](#)” (provided in activity sheets)
- [Seasonal Matching Game](#) with questions about the life of Joseph to review. Make a seasonal review game depending on which season the teacher is teaching this lesson. For example, have several questions on a snowman drawing, and have the answers to each question on different drawings of children in snow clothes. If a child has the answer to the question on his drawing, he gets to put his with the snowman (cutouts of seasonal objects provided in activity sheets).
- Joseph Bowling Review Game: Write review questions on cards and put them in a box. Divide the class into two teams and let the teams take turns choosing a card. Read the question to the students and have them give the correct answer. Use 10 empty toilet paper rolls as bowling pins. When a child gets an answer correct, he gets to “bowl” a small ball at the pins. His team gets a point for each pin he knocks down.
- Have the children draw a picture of himself or herself and write, “I want to go to heaven” on the paper.
- Play a game of “Who am I?": Have the children guess which person you are describing. The people are Bible characters the class has studied during the lessons on Joseph. Example: “I was in prison with Joseph. I was let out to go back to work for the Pharaoh. Who am I?” (Butler) “I lied and got Joseph put into prison. Who am I?” (Potiphar’s wife) The child that guesses correctly gets a sticker, a skittle, or a small prize.

1st-2nd Graders:

- Joseph Bowling Review Game: Write review questions on cards and put them in a box. Divide the class into two teams and let the teams take turns choosing a card. Read the question to the students and have them give the correct answer. Use 10 empty toilet paper rolls as bowling pins. When a child gets an answer correct, he gets to “bowl” a small ball at the pins. His team gets a point for each pin he knocks down.
- Play a game of “Who am I?": Have the children guess which person you are describing. The people are Bible characters the class has studied during the lessons on Joseph. Example: “I was in prison with Joseph. I was let out to go back to work for the Pharaoh. Who am I?” (Butler) “I lied and got Joseph put into prison. Who am I?” (Potiphar’s wife) The child that guesses correctly gets a sticker, a skittle, or a small prize.
- “[Who am I? Crossword Puzzle](#)” (provided in activity sheets)

3rd-4th Graders:

- Joseph Bowling Review Game: Write review questions on cards and put them in a box. Divide the class into two teams and let the teams take turns choosing a card. Read the question to the students

and have them give the correct answer. Use 10 empty toilet paper rolls as bowling pins. When a child gets an answer correct, he gets to “bowl” a small ball at the pins. His team gets a point for each pin he knocks down.

- Play a game of “Who am I?”: Have the children guess which person you are describing. The people are Bible characters the class has studied during the lessons on Joseph. Example: “I was in prison with Joseph. I was let out to go back to work for the Pharaoh. Who am I?” (Butler) “I lied and got Joseph put into prison. Who am I?” (Potiphar’s wife) The child that guesses correctly gets a sticker, a skittle, or a small prize.
- “[Who am I? Crossword Puzzle](#)” (provided in activity sheets)
- Advanced Bible Reader: If they did not do so last week, have the kids read Genesis 46-47, and add on chapters 48-50 as well as . [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Genesis 46-50 quiz from AP’s [Advanced Bible Reader](#) (ABR) site. Have each of the children take the quiz if they have yet to do so. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Have the children read:
 - *Discovery* articles (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine): “Do Dogs Go to Heaven” ([June, 2010](#)), “Will We Recognize Each Other in Heaven?” ([May, 2005](#)), “Heaven” ([April, 2012](#))
 - *Joseph and the Hebrews in Egypt*, Scandinavia, Contemporary Bible Series, Contemporary English Version (DISCLAIMER: p. 18—change “Don’t you know” to “Why do you ask”)

SONGS:

“THE SONS OF JACOB”

Author: Jeff Miller

(Tune: See “[Kids Prep](#)” CD)

Reuben, Simeon, Levi, Judah,
Issachar, Zebulun, Naphtali;
Dan, Gad, Asher,
Joseph, and Benjamin.
These are the sons of Jacob.

“HEAVEN IS A WONDERFUL PLACE”

[See Internet for words and tune]

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Jacob's Family Moves to Egypt

Genesis 48-50



Old Testament 3
Part 1: Joseph

WEDNESDAY EVENING

Old Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Genesis 48-50

MEMORY WORK:

YOUNGER CHILDREN: "I will fear no evil; for You are with me" (Psalm 23:4).

OLDER CHILDREN: "Yea, though I walk through the valley of the shadow of death, I will fear no evil; for You are with me; Your rod and Your staff, they comfort me" (Psalm 23:4).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["The Sons of Jacob"](#)
- ["Heaven is a Wonderful Place"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Joseph & Moses Bible fact cards](#) (provided under "O.T. 3 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- "Genesis Chapter Summary" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- A Beka Flash-A-Card Series: Joseph (DISCLAIMER: use the cards, *not the lesson book*)
- [Map of Egypt and the Land of Canaan](#) (provided in map section of curriculum Web site)



PERSONAL APPLICATION:

I will obey God so that after death, my home will be with Him in heaven.

INTRODUCTION:

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

POINTS TO EMPHASIZE:

1. Review Sunday’s lesson. (see [O.T. 3 Review Questions](#) for example questions)
2. Spend more time talking about heaven. With older children, emphasize that we can be sure heaven will be our home by obeying God and becoming Christians.

Heaven is...

- where Jesus is.
- where the angels live.
- a specially prepared place.
- a perfect place, a perfect home.

3. With older children, talk about God’s revelation to the apostle John in Revelation 21 describing, in human terms, the spiritual home of the soul.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning’s lesson

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



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



Old Testament 3
Part 1: Joseph

SUNDAY MORNING

Old Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

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

MEMORY WORK:

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

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

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

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

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Joseph & Moses Bible fact cards](#) (provided under "O.T. 3 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- "Genesis Chapter Summary" from "[Kids Prep](#)" CD by Jeff Miller
- Map or globe
- Pictures of idols
- [Pictures of pharaohs and pyramids](#) (examples provided in activity sheets)
- Play-doh or modeling clay: As you talk about idols being made by human hands, mold the clay or play-doh into a figure and talk about how silly it would be to worship it. (Possibly let children shape something with you.)
- A suitcase or mysterious-looking box filled with felt pieces, pictures, or objects



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

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

PERSONAL APPLICATION:

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

LESSON STARTS HERE

INTRODUCTION:

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

POINTS TO EMPHASIZE:

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

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





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

4. More About Egyptian Gods:

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

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

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

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

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

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

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



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

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

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

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

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

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

1st-2nd Graders:

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

- Pretend you are on a safari as you talk about Egypt. For example, after they have “flown” to Egypt, they could put on safari hats and carry small canteens. Have different foods for them to taste, like onions, figs, dates, honey, bread, grapes, and cucumbers. Remind them these were the same kinds of food eaten by the different biblical characters that came to Egypt.
- Pyramid Match-up: Make several pyramid shapes out of construction paper. Write questions (about this and previous lessons) on the backs of some, answers on the backs of others. Place them with the writing-side down. Students choose two at a time, looking for a question and its correct answer. ([Pyramid cutouts](#) provided in activity sheets)
- Using the Egyptian hieroglyphics alphabet, help each child write his/her name in hieroglyphics. (You can look up Egyptian hieroglyphics on the Internet and find sites with the alphabet.)

3rd-4th Graders:

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

SONGS:

“THE TEN COMMANDMENTS”

Author: Jeff Miller

(Tune: See “[Kids Prep](#)” CD)

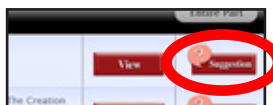
No other Gods before Me.
 No carved images to bow down and serve.
 Don’t take the name of the Lord your God in vain.
 Remember and keep the Sabbath holy.

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

These are the Ten Commandments.

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

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



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



Old Testament 3
Part 1: Joseph

WEDNESDAY EVENING

Old Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

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

MEMORY WORK:

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

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

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

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

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Joseph & Moses Bible fact cards](#) (provided under "O.T. 3 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- "Genesis Chapter Summary" from "[Kids Prep](#)" CD by Jeff Miller
- Map or globe
- Pictures of idols
- [Pictures of pharaohs and pyramids](#) (examples provided in activity sheets)
- Play-doh or modeling clay: As you talk about idols being made by human hands, mold the clay or play-doh into a figure and talk about how silly it would be to worship it. (Possibly let children shape something with you.)



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

PERSONAL APPLICATION:

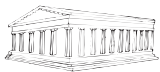
I must be careful not to worship anything or anyone except God.

INTRODUCTION:

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

POINTS TO EMPHASIZE:

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



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

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson

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

