God Protects His People in Egypt and the Exodus

OLD TESTAMENT 2
Introduction

This Middle School level provides resources for teaching sixth through eighth graders.

Teacher Guide Features

- **Preparing the Lesson pages** give you background and theological information.
- **Four-step lessons** make preparation and teaching easy and effective.
- **Activity-based openings and activities** draw youth into the Scripture and topics.
- **Small-group/large-group activity options** dig into God's Word and share faith. Do activities in ways that make the most sense for your group.
- **YouTube videos** encourage critical thinking and discernment.
- **We Live activities** help young people identify personal life applications.
- **Liturgy Links** connect young people to the worship life of the Church.
- **Perforated pages** make team teaching or small-group/large-group teaching easier.

Teacher Tools Packet Contents

- **Timeline Poster and teaching posters** provide historical perspective and discussion.
- **Bible Words Puzzle Book** teaches Bible memory verses (reproducible).
- **Bible Review Cards** work for review games in extra time or as people arrive.
- **NEW Teacher CD** has hymns, select Bible Words/catechism songs, and printable lyrics.

Student Pack Essentials

Student Packs feature a four-page **Folio** for each lesson and a **Bible Exploration Guide** with expanded cultural and biblical insight. Students look up and read the primary Scripture each week. Extra verses are usually printed on the Folio to make it easier to use and discuss.

Your Role as Teacher

As a teacher, you challenge, coach, encourage creativity and curiosity, and nurture students’ faith in Jesus. Building positive relationships with and between youth is very important. Get to know your students and their families.

Young people may feel wary of trying new things, fearing embarrassment. Provide a safe space for everyone to participate by not allowing put-downs, hurtful jokes, name calling, or other improper suggestions. Model the behavior you want from students by participating yourself and enthusiastically introducing activities. Each time students participate, trust builds. Trust makes students more willing to read aloud, do activities and tasks, participate in small groups, pray together, and share opinions, feelings, and group work.

Make your classroom a place where students can talk openly. To foster trust, remind students to respect one another’s privacy. Say you will not share their stories outside of class. However, if a student shares something potentially dangerous to him- or herself or others, you have the responsibility to bring it to your pastor for guidance.

Other Supplies

Before class, do the tasks in the “Get Ready” section of your lesson. Collect “Materials Needed” This list always includes Bibles and YouTube videos. Many lessons use newsprint, markers, and masking tape. A few additional materials are used from time to time.

Find additional teaching helps, including curriculum updates, training, links to podcasts, and other resources at our Sunday School website, cph.org/sundayschool.
YouTube Resources for Old Testament 2

Go to the CPH Youth Sunday School Resources page at bit.ly/1knXwnU.

Choose “Playlists” from the links under the page title. Find “Old Testament 2 Middle School Videos.” Click the text link that says “View full playlist.”

To play a video, click its name. View or skip ads and cue the video. Channels may block or hinder play if you do not watch the ads.

YouTube settings change often. If a video is not available, check “Curriculum Updates” at cph.org/sundayschool.

Lesson 1: Joseph and His Brothers
“Twin Brothers Talking in a Laundry Basket,” Cranium243 channel (1:20)

Lesson 2: Joseph’s Troubles
“Thankful,” Igniter Media channel (2:54)

Lesson 3: Joseph Feeds Egypt
“Unlocked,” Concordia Publishing House channel (1:08)

Lesson 4: Joseph Forgives
“Two Sisters Raised in Separate Homes for 17 Years Accidentally Discover They’re Siblings at Track Meet,” New Watching Station channel (3:04; show 2:26; start 0:16, stop 2:42)

Lesson 5: The Birth of Moses
“Do You Pray?” Concordia Publishing House channel (2:02)

Lesson 6: Moses and the Burning Bush
“Jon Abel’s Story,” Igniter Media channel (4:43, stop 4:24)

Lesson 7: Moses and the Plagues
“The Tube of Mystery,” Quirkology channel (0:51)

Lesson 8: The Passover
“Smart,” Igniter Media channel (2:44)

Lesson 9: Crossing the Red Sea
“Do You Believe in Miracles?” Concordia Publishing House channel (1:40)

Lesson 10: God Provides Manna, Quail, and Water
“Real Life Speeder Bike,” Final Cut King channel (1:34)

Lesson 11: The Ten Commandments
“Sick,” Journey Box Media channel (1:48)

Lesson 12: Worship in the Tabernacle
“Reasons (why people don’t come to church),” Central Films channel (2:14; stop 2:00)

Lesson 13: The Bronze Snake
“#Lookup,” Journey Box Media channel (1:39)
Preparing the Lesson

The Birth of Moses

Exodus 1:1–2:10

Key Point

Through Moses, the Lord saved His people from slavery in Egypt. Through Christ, God saves all people from the bondage of sin and death.

Law/Gospel

In this world, I am enslaved by the demands of Satan. God’s Son, Jesus, was born to set me free from the slavery of sin, death, and the devil.

Context

God declared to Abraham that his descendants would “be sojourners in a land that is not theirs and will be servants there, and they will be afflicted for four hundred years” (Genesis 15:13).

Since Joseph had saved Egypt from famine, four hundred years of bondage to Egypt proved to be God’s true prophetic Word for His people. The birth of Moses is the beginning of the fulfillment of God’s promise to Abraham that afterward, Israel would “come out with great possessions” (Genesis 15:14).

Commentary

“I’m beat!” We all utter this expression from time to time. It is a simple way to say we are tired, busy, and overwhelmed by the forces of this fallen world and our own sinful flesh. Without relief, we easily become consumed by worry. Our despair at bitter tasks can lead us to unbelief.

Israel was “beat.” By the time of Moses’ birth, the fruition of God’s dire prediction of four hundred years of servitude is evident. God’s promise to Abraham of relief must have seemed small and remote compared with the sore backs and calloused hands that bricks, mortar, and forced labor produced. Pharaoh’s decree to have all of the sons of Israel killed at birth must have left Israel debilitated in their despair.

Into this world of pessimism, God delivers a son from the house of Levi. Through divine guidance, the midwives defy the death command, and the baby floats downriver to become a son of the household of Pharaoh himself. In this child, the Lord has now provided for His people hope of salvation from their servitude.

Likewise, God declares, “Out of Egypt I called My Son” (Matthew 2:15). In spite of a similar death sentence from Herod, a Hebrew maidservant delivered the Son of God, Jesus Christ. Under the watchful eyes of this new Miriam, Jesus would sail into the hands of the house of pharaoh, the devil himself, where He would suffer the bitterest toil for us. On His back, He would carry the rigors of our servitude to sin all the way to Golgotha. Our Savior would rescue more than the Hebrews. He would free all nations from the bitter toil of our sins and leave the world “beat.”

In His Word, Christ breathes healing back into our sin-enslaved souls. In His Word, He proclaims to us, “Come to Me, all who labor and are heavy laden, and I will give you rest” (Matthew 11:28). May we continue to hear the voice of our new and better Moses, the sweet Word of our gentle and lowly Servant, who gives rest for our weary souls.

To hear an in-depth discussion of this Bible account, visit cph.org/podcast and listen to our Seeds of Faith podcast each week.
Lesson 5
The Birth of Moses
Exodus 1:1–2:10

Connections

Bible Words
The Lord is not slow to fulfill His promise as some count slowness, but is patient toward you, not wishing that any should perish, but that all should reach repentance.
2 Peter 3:9

Catechism
Holy Baptism, Parts 1 & 2

Hymn
“Lord Jesus, Think on Me,” Track 6; LSB 610

Get Ready

Before class: Get supplies. Print lyrics sheets from Teacher CD if you use them.

For Opening, preview the Lesson 5 YouTube video in the Old Testament 2 Middle School playlist at bit.ly/1knXwnU. Set up equipment. Skip ads; cue video.

For We Live, copy Bible Words Puzzle 5.

1 Opening (10 minutes)

Do You Pray?

Welcome students. When ready, gather in an open area.

Say Let’s talk about talk. I’ll name a person and a subject. If you ever talked to that person about that subject, raise your hands above your head. If you haven’t, leave your arms at your side.

■ A friend / trouble with another friend
■ A teacher / conflict about an assignment
■ A parent / an activity you want to attend
■ Law enforcement official / a crime
■ Politician / an issue you feel strongly about
■ Social media / something you love
■ Social media / something you want
Repeat, using the same subjects but naming God as the person each time.

1 Opening
Other Supplies
YouTube video; tablet, computer, or screen; Internet connection (optional)

2 God Speaks
Teacher Tools
Timeline Poster A, Poster B
Student Pack
Lesson 5 Folios
Other Supplies
Bibles

3 We Live
Teacher Tools
Bible Words Puzzle 5 copies
Student Pack
Lesson 5 Folios
Bible Exploration Guides
Other Supplies
Pens or pencils

4 Closing
Teacher Tools
Lesson 5 Bible Review Cards (optional)
Teacher CD (optional)
Lyrics sheets, Teacher CD (optional)
Lesson 5

Key Point

Through Moses, the Lord saved His people from slavery in Egypt. Through Christ, God saves all people from the bondage of sin and death.

Ask  What is prayer? Simply, prayer is talking to God in thoughts or words, as He commands and invites us to do.

If you do not show the video, continue with the second question after it.

Introduce the video by asking students to listen carefully to the people to discern if they believe in the one true God and to be ready to say why.

Show the Lesson 5 YouTube video, “Do You Pray?” (2:01), in the Old Testament 2 Middle School playlist at bit.ly/1knXwnU.

Ask  Do you think anyone in the video believes in the true God? Who? And why? If students choose someone, ask them to say why. A few people said they pray to the Creator or Jesus.

Besides God, to whom do people pray? Encourage students to share their experiences. In the video, one person said she prays to “a god. I don’t know which one.” Another said the “universe” or “someone.”

Why do we pray? We pray to ask for God’s help, to praise and thank Him. We talk to God about spiritual and physical concerns of ourselves and our neighbor about anything related to His will or glory (Luther’s Small Catechism with Explanation, Question 197, p. 176).

Pray  Dear God, You love us and keep all of Your promises to us. Thank You for always giving us what we need at exactly the right time. Thank You for Your Son, Jesus. In His name we pray. Amen.

2 God Speaks  (32 minutes)

Rescued by Water

Ask  What images do you think of when I say the word rescue? Answers vary.

What about water rescue? Answers vary.

Say  Over three hundred years after Joseph moved seventy family members to Egypt, the Israelites needed rescue. Let’s see how God began to do that.

Show lesson context by using Timeline Poster A or Poster B.

Divide into groups of 2–5 students. Hand out Bibles and Folios. Read aloud directions on Folio page 2: Read Exodus 1:1–2:10 and discuss questions. Choose midwives, family, or Egyptians and write or draw how God used them to rescue Moses. Ask groups to pick which persons they will focus on.

If you have fewer students, work together and ask individuals or pairs to write or draw the women’s rescue actions on sheets of paper or newsprint.

Point out newsprint and markers for groups to use. Give students about twenty minutes to work. As they do, review questions so you can guide large-group discussion or help groups as needed.

1:1–7  What happened to the Israelite population after Joseph and his brothers died? They increased greatly and “grew exceedingly strong, so that the land was filled with them” (v. 7).

1:8–14  What did the Pharaoh say about the Israelites? Too many, too mighty

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Pronunciations

Puah: POO uh
Shiphrah: SHIF ruh
Jochebed: JAH kuh bed

Digs into God’s Word

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5/11/15   7:35 AM
Lesson 5

Key Point

Through Moses, the Lord saved His people from slavery in Egypt. Through Christ, God saves all people from the bondage of sin and death.

What did Pharaoh fear? That the Israelites would join Egypt’s enemies and fight against them and escape from Egypt.

What did Pharaoh do? Gave Israelites heavy labor and taskmasters.

How did Pharaoh’s plan work? The more he oppressed the Israelites, the more they multiplied and spread abroad. In other words, it backfired.

In fear of the Israelites, what did the Egyptians do then? Enslaved them, made their lives bitter with difficult building and agriculture work.

1:15–22 Still concerned, what did Pharaoh tell the Hebrew midwives to do? Kill all newborn male children, but let the girls live.

Midwives helped women during the birthing process. How did Shiprah and Puah show respect for life and the Lord? They refused to kill the Hebrew sons because of their faith in God.

What did the midwives tell Pharaoh? They were unable to be present at many births because Hebrew women had their babies so quickly.

How did God honor the midwives? He “dealt well with them” (v. 20) and gave them families of their own. They escaped punishment from Pharaoh.

Since that strategy failed, what did Pharaoh do next? Pharaoh decreed that people cast all male babies into the Nile River to drown.

2:1–3 How did one mother respect her baby’s life? Refusing to drown him, she hid him for three months. When he was too big to hide, she put him in a basket covered in pitch (sticky tree resin) and floated it in the river, hidden by reeds.

2:4–10 What were the names of the mom and sister? Read Numbers 26:59 (on Folio). The mother was named Jochebed, the sister Miriam.

What did Pharaoh’s daughter and her young servant women do? When Pharaoh’s daughter saw the basket, she sent her servants to fetch it. She found the crying baby, had pity on him, and realized he was Hebrew.

What did Miriam, the baby’s sister, do? Miriam watched over him. When Pharaoh’s daughter found him, Miriam asked her if she wanted a wet nurse to feed the baby.

How did Pharaoh’s daughter provide for the baby? She let him live with his family and paid his own mother to feed and care for him. When he was older, she adopted him as her own son and named him Moses.

How did Jochebed, the mother, save her son by giving him up? She knew her son would die if she kept him. Giving him up gave him life, an act of love.

What was ironic about Moses becoming part of Pharaoh’s family? Despite Pharaoh’s decree, his own daughter provided for Moses, a Hebrew, and raised him in her father’s house. Pharaoh feared the Israelites would rebel and leave. Moses ended up leading this exodus.

When time elapses, ask groups to hang up their newsprint. Have each tell about how God used their assigned women to rescue someone. As they do, ask, Are these the kind of actions you usually think of as rescue actions? Why or why not?

Then continue on the Folio.

Respect for Life

Ask How does respecting life also show respect for God? God created the world, everything, and everyone. We respect Him when we honor life as sacred.

Growing in Christ.
Lesson 5

How does God show respect for your life? God loves us, although we are born in sin and naturally rebel against Him. Our heavenly Father loves us so much that He gave His own Son, Jesus, to rescue us by paying for our sins on the cross and setting us free from slavery to sin. In Jesus, God gives us forgiveness of sins and new life, now and forever.

The Bible uses the Hebrew word tebah only twice, to name Noah’s boat and Moses’ basket. God saved eight members of Noah’s family in that ark. How did He save people through Moses’ “ark”? Moses became God’s appointed leader who led the Israelites out of slavery in Egypt.

3 We Live (15 minutes)

Rescued by Water and Word

Continue on Folio, page 4. Questions are not shown, but Scripture verses are.

Say Moses opened his eyes to people who were supposed to kill him, to a society that hated his race, to slavery and hopelessness. But God rescued Moses from this sinful place.

Ask How did God rescue us from the hopelessness of sin? Read Colossians 2:12–14. God made us alive with Christ. Through Baptism, God buried us with Jesus and raised us with Him to new life. Help students know that, in Baptism, the Holy Spirit gives faith, forgiveness of sin, the promise of eternal life, and many other spiritual gifts.

What did God do with our sins? God nailed our sins to the cross where Jesus paid for them with His death.

Give students a choice of doing Bible Words Puzzle 5 or reading “Papyrus” on pages 12–13 in the Bible Exploration Guide. You’ll use both in the discussion. If you want students to memorize the Bible Words, practice now.

When students are done, bring everyone back together.

Ask Whom did God use to save baby Moses’ life? The midwives, his mother and sister, and Pharaoh’s daughter and her servants

What physical item did God use to rescue baby Moses? A basket

What was papyrus and how might it have helped save Moses? Papyrus reeds grew along the Nile and probably hid the basket. The basket may have been made from papyrus.

Which physical items does God use to rescue us from sin? Jesus, true man and true God, paid for our sins on the cross. God uses water, combined with His Word in Holy Baptism, to connect us to Jesus’ death and resurrection. God rescues us, forgives us, and makes us His children in Baptism. He forgives sins and gives us strength to live as Christians in the bread and wine of Holy Communion.

Read Baptism Parts 1 and 2 together from Folio page 4 or sing them using page 4 for lyrics and tracks 18–19 on the CD for music. Discuss students’ questions.

Say With Moses’ birth, God started to save the Israelites from slavery, but it did not happen for many more years. Why did God delay? Let students share.

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Faith in Action

Ask your pastor or church secretary about the next Baptism. Make cards for the baptized person to welcome him or her into God’s family.

Ask students to find out their own Baptism dates. List these dates with birthdays on a bulletin board. Celebrate Baptism birthdays separately or all together one week.
Then ask puzzle solvers to read 2 Peter 3:9 aloud together: “The Lord is not slow to fulfill His promise as some count slowness, but is patient toward you, not wishing that any should perish, but that all should reach repentance.”

Say  We may wonder why God doesn’t act when we think He should. But God knows more than we do and His timing is perfect. His helicopter view shows the big picture. We have limited vision and knowledge.

But we can be sure that God loves us, provides for us, and works for our good. He made us His beloved children in Christ through Baptism.

4 Closing  (3 minutes)

The Value of Life

Briefly review the lesson using the Lesson 5 Bible Review Cards or ask, What did you learn about the value of life today? Thank students who share.

Close by speaking or singing "Lord Jesus, Think on Me" (LSB 610; CD: Track 6 and lyrics sheet) or praying the following closing prayer.

Pray  Visit, O Lord, the homes in which Your people dwell, and keep all harm and danger far from them. Grant that we may dwell together in peace under the protection of Your holy angels, sharing eternally in Your blessings, through Jesus Christ, our Lord (Prayer “For home and family,” LSB, p. 315).