

Building on the Rock



A Biblical Christian Worldview and Bible Survey Curriculum for Grades 1-6

"The wise man built his house on rock." Matthew 7:24b

by
John F. Hay, Jr.
with
Jennifer Stellema

God's Good Plan

The Story of the Creation, the Fall, and God's Plan for Redemption

Teacher Manual

Grade 1



A Summit Ministries Curriculum
For more information please visit www.summit.org or call: 719.685.9103

CREDITS

Editors

Nancy Hay
Jennifer Stellema

Illustrators

Pat Edwards
Jeremy Grant
Justin Hotz
Vance Warwick

Design Layout

Joel Putnam
Chris White

Video

Todd Cothran
Joel Putnam

Worldview Model Design

Steven Myasato

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ISBN: 0-936163-52-6

Published by Summit Press, P.O. Box 207, Manitou Springs, CO 80829

Printed in Hong Kong

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FOREWORD

Opinions vary about Christian schools and the educational movement of which they are a part. From a negative perspective, Christian schools are regarded as reactionary institutions attempting to cocoon students from the perceived corrupting influences and problems of modern society. From a positive perspective, however, Christian schools can be models for educational excellence preparing students to enter society with a distinctively Christian worldview through which they can integrate their faith and academic knowledge. From this perspective of an integrated approach to education, students are enabled not only to remain firm in their faith, but also to make valuable contributions to society throughout their lives.

The goal of fusing students' Christian faith with a commitment to action in the marketplace of life is not easy to achieve, even for Christian schools committed to such an ideal. Three factors seem to inhibit students from developing an integrated Christian worldview. The first factor Christian schools are working against is the popular belief that both truth and the activities of life are either sacred or secular. This dichotomous view of truth and life is so culturally entrenched that students are unable to develop a holistic view **of** life and **for** life. They act out their daily routines in one or both of two distinct realms, the public secular arena and/or the private sacred arena rather than pursuing all activities with an understanding of the integrity of all dimensions of reality.

A second factor inhibiting students from developing an integrated Christian worldview comes from within the Christian school curriculum itself. It is a failure to develop a cohesive approach to the academic subjects and the religious subjects in the curriculum. The "spiritual dimensions" such as Bible study and chapel services are deemed sufficient in and of themselves to instill the right worldview and motivate students to Christian action. This lack of an integrated curriculum further entrenches dichotomous sacred/secular thinking.

A third factor inhibiting students from developing a distinctively Christian worldview results from the previous two: without an ability to think Christianly, students influenced by cultural and philosophical pluralism develop an eclectic worldview. Without a definitive worldview, students incorporate not only the predominate worldview of the culture but also elements of other views found in the global marketplace of ideas.

In his book *Subversive Christianity*, Brian Walsh confronts this inability to think Christianly when he writes that "our consciousness, our imagination, our vision have been captured by idolatrous perceptions and ways of life. The dominant worldview, the all-pervasive secular consciousness, has captured our lives."¹ Harry Blamires, a Christian apologist, echoes the same thought in his book *The Christian Mind* when he says that "except over a very narrow field of thinking, chiefly touching questions of strictly personal conduct, we Christians in the modern world accept, for the purpose of mental activity, a frame of reference constructed by the secular mind and a set of criteria reflecting secular evaluations."²

Regretfully, the observations of Walsh and Blamires are confirmed by the fact that many Christian school students and graduates cannot articulate or apply the Biblical Christian worldview in their daily lives. Many waver in their faith when confronted with the carefully articulated arguments for secular humanism, Marxism, pantheism, and other non-Christian views.³ Swayed by popular culture, they have been taken "captive through hollow and deceptive philosophy which depends on human tradition and the basic principles of this world rather than on Christ" (*Colossians 2:8*).

Aware of this intense spiritual warfare for the minds of children and youth, Summit Ministries is committed to developing curricula that can help students articulate and apply the Christian worldview to every aspect of reality. A key strategy in this battle for the mind is the development of *Building on the Rock*, a worldview and Bible survey curriculum for children ages 6 to 12 that cohesively presents the affirmations of the Christian worldview within the historic Biblical truths of creation, fall, and redemption. My prayer is that those who embark on this educational endeavor will find it not only rewarding, but will know that their investment in the children they teach will not return void, either in this world or in the world to come.

*John Hay
Summit Ministries
March 2004*

NOTES

1. Brian Walsh, *Subversive Christianity* (Bristol: Regis Press, 1992), p. 28.
2. Harry Blamires, *The Christian Mind* (1963, Ann Arbor, Servant Books, reprint ed., 1978), p. 4.
3. Gary Railsback, *An Exploratory Study of the Religiosity and Related Outcomes among College Students: A Ph.D. Dissertation* (Los Angeles: UCLA, 1994).

INTRODUCTION

SUMMIT MINISTRIES

Established in 1962, Summit Ministries exists to train Christian leaders to understand our times and to know what it means to think Christianly in every area of life. A key strategy for training has been the development of comparative worldview curriculum materials, including the centerpiece, *Understanding the Times*, by Dr. David Noebel. This comprehensive text for older teens and adults examines ten academic disciplines within a framework of four worldviews including Marxism, Secular Humanism, Cosmic Humanism, and Biblical Christianity. Curriculum materials for the 1-year course include the student text and study guide, a teacher's guide, and videotapes related to contemporary issues.

For younger teens, *The Lightbearer's Christian Worldview Curriculum* provides an introduction to comparative worldview studies using an abridged edition of *Understanding the Times*. This 1-year curriculum also includes videos and supplemental materials.

Building on the Rock is designed for students 6 to 12 years old. The purpose of this unique curriculum is to help children begin to formulate and apply a Biblical worldview at an early age. It lays the groundwork for later comparative worldview studies at the secondary and higher levels of education.

THE RATIONALE

Children form beliefs and values early in life and bring these to school and into the classroom. These foundational beliefs and values influence how students interpret knowledge and govern how they act. *Building on the Rock* is designed to help students interpret knowledge and build foundational beliefs and values from a Christian perspective. In an age of competing worldviews, this curriculum will help young students formulate a Biblical perspective of the world and then live accordingly.

THE GOALS

The goals for *Building on the Rock* are based on the understanding that no worldview curriculum can or should provide an exact model for Christian thinking and action. Rather, a worldview curriculum must present a framework of Biblical truth and values, encourage students to reflect upon it, and provide opportunities in various formats for them to apply what they have learned. Ultimately, students must individually embrace Biblical truth and act on it as they are enabled by the power of the Holy Spirit. Within these parameters, the goal of this curriculum is to help young students begin to develop a cohesive Christian worldview through which they can interpret the world around them and respond Biblically to it in their thinking and doing.

THE DESIGN

A Correlated Worldview and Bible Survey Curriculum

A common concern among many Christian school Bible teachers is that after several years of religious education or Biblical studies, students neither understand the relationships between the Bible facts they have memorized, nor can they link them with a clearly defined Christian worldview. Bible stories such as the exodus, David and Goliath, and Paul's missionary journeys remain unrelated and of little value to real-life issues. This disjointed perspective reinforces the sacred/secular dichotomy and inhibits the development of a Christian worldview. *Building on the Rock* is a correlated worldview and Bible survey curriculum that examines the major events and truths of the Bible holistically within the Christian worldview. As the framework for the Bible survey, the worldview component is designed to be taught in the first two-thirds of the school year and the Bible survey in the last third.

A correlated worldview and Bible survey accommodates the limited time slots Christian schools have for incorporating Bible or religious education studies into schedules already filled with state required subjects. Schools that already offer a Bible survey course and want to add specific worldview studies often encounter a time factor dilemma. The correlated approach of *Building on the Rock* which can be taught in a single time slot provides a workable solution.

GENERAL FORMAT FOR THE BIBLE SURVEY CURRICULUM

THE SIX SECTIONS OF THE CURRICULUM

The Bible Survey curriculum for Grades 1 through 6 is divided into six Sections designed to help students understand the essential themes of Bible history within a framework of the creation, fall, and redemption of the four relationships of creation--our relationship with God, with ourselves, with others, and with the earth.

Grade 1--*God's Good Plan: The Story of Creation, the Fall, and God's Plan for Redemption*

Key themes:

The creation

The fall

The plan of redemption

The flood and God's covenant with Noah

The calling of Abraham and God's covenant with the patriarchs

Grade 2--*God's Special People: The Calling and Forming of the Hebrew Nation*

Key themes:

The Egyptian captivity

Moses and the exodus

The wilderness wanderings

Joshua and entrance into the promised land

The period of the judges

Ruth

Grade 3--*God's Chosen Kings: The Kings of the Hebrew Nation*

Key themes:

The kings of the united kingdom

Selected kings of the divided kingdom

Grade 4--*God's Brave Messengers: The Prophets' Messages to the Divided Hebrew Nation*

Selected major prophets

Selected minor prophets

The Assyrian and Babylonian captivities

The return from exile

Grade 5--*God's Greatest Gift: The Life and Ministry of Jesus*

Key themes:

The birth of Christ

The ministry of Christ

The death and resurrection of Christ

Grade 6--*God's New Family: The Birth and Early History of the Church*

Key themes:

The founding of the church

The mission of the church

The writing of the New Testament

Christian values and character qualities as reflected in selected epistles

MATERIALS FOR THE BIBLE SURVEY CURRICULUM

THE TEACHER MANUAL

The Teacher Manual for *God's Good Plan* includes the following features:

LESSON PLANS

Detailed plans are included for every Lesson of *God's Good Plan*, the Bible Survey component of *Building on the Rock*. To achieve the goals of the curriculum, teachers should be familiar with the Lesson Plan format and content. Lesson Plans are not scripted; thus teachers need to internalize the concepts so that they can teach them in their own words. Lesson Plans include the following helpful features as a guide:

Lesson Number, Title, and Subtitle--includes an informal Title and a formal Subtitle

Preparing to Teach--includes the following preparatory information:

The Introduction--a very brief overview of the lesson

Memory Verse--a verse appropriate for each lesson

Background--information on historical context, setting, key characters, and themes to help the teacher communicate the story effectively

Objectives--goals specific to each lesson

Materials--an itemized list of teaching materials needed for each lesson, including the Worldview Model, Posters, Teaching Cards from the Visuals File Box, Blackline Masters to duplicate, and items for the teacher to collect or prepare

Developing the Comprehension--a list of relevant Activity Sheets in the Student Workbook and numerous suggestions for Group Activities described in the Lesson Plan designed to reinforce comprehension of lesson content

Making the Application--a list of relevant Activity Sheets in the Student Workbook and suggestions for Community Extension Activities described in the Lesson Plan designed to help students apply lesson concepts to real life

Teaching the Lesson--a carefully designed sequence of questions, visual presentations, discussion questions, and student activities to guide teachers in an orderly presentation of the lesson and its concepts. Although the plan is not a verbatim teacher script, the lesson sequences frequently include the following prompts:

Explain . . . allowing teachers to use their own words to bring understanding to a concept

Lead the discussion to focus on . . . allowing teachers to direct student responses toward an essential concept being presented

Ascertain students' understanding . . . allowing teachers to use certain activities and questions to determine students' readiness for learning a concept

Lesson presentation includes the following organizational features:

Review--a brief overview of the previous Lesson

Setting the Stage--questions, activities, and demonstrations to help students link prior experience to the unknown elements of the new lesson and to heighten curiosity and interest in the new concepts

Bible Story--a sequence of Topics designed to develop the story's essential themes through questions, discussions, Scripture readings, and activities

Worldview Links--a link for each story to key affirmations of the Biblical Christian worldview (Biblical Truths) and to creation, fall, and redemption through use of the Worldview Model and Symbol Cards; linking each story to concepts studied in the Worldview Curriculum helps students formulate and understand the "bigger picture" of the Christian worldview.

Summary--a recapitulation of the Lesson's highlights

Prayer--a suggested theme for prayer to conclude the Lesson

Character Response--a suggested character trait students can incorporate into their lives in response to their new understanding of Biblical Truths emphasized in each Bible story

THE STUDENT WORKBOOK

The Bible Survey Student Workbook includes three types of Activity Sheets created around the cartoon character Wise William for developing comprehension and applying the concepts emphasized in each Bible story. Each type of Activity Sheet listed below includes a key question for class discussion and directions for the student.

Picture It--Discussion and coloring activities to summarize the lesson concepts

Hiding God's Word--Bible memorization activities to reinforce key Scriptures and to encourage students to involve their parents in helping with memory work at home

The Main Points--Story sequencing, picture-word matches, and other activities to reinforce the main concepts of the lesson

THE VISUALS FILE BOX

A tab-indexed Visuals File Box for each grade level contains Visual Aid Cards numbered sequentially by Lesson in the upper left corner for easy access and filing. Visual Aid Cards for the Bible Survey include the following teaching materials:

Lesson Memory Verse Cards--one verse selected for each Lesson

Bible Story Cards--selected Scripture verses from the story that summarize key concepts; useful for review by matching with relevant Bible Picture Cards

Bible Story Picture Cards--key pictures from each story useful for retelling the story, for sequencing story events, for Time Line work, and for general review

Word Cards--key words and phrases related to each Lesson

Definition Cards--definitions of key words related to each Lesson

Blackline Masters--photocopying masters for creating visuals and hands on student activities

Note: For large classes, overhead transparencies may be created from the Visual Aid Cards.

THE WORLDVIEW MODEL

The basic framework of Biblical thought within the Christian worldview contends that God interacts personally with His creation. Based on this framework, *Building on the Rock* emphasizes the relationships expressed in the doctrines of God, creation, the fall, and redemption. The relational unity of the Godhead is reflected in the integrity of all aspects of creation. This unity is experienced personally in the harmonious relationships God ordained people to have with Him, with themselves, with others, and with nature. As a result of the fall, each of these personal relationships was marred. In redemption, each relationship is restored in harmony as God's shalom and healing is channeled through the atoning work of Christ.

The Worldview Model or House of Truth that accompanies *Building on the Rock* is designed to portray the essential tenets of Christian belief within the context of relationships. Specifically it is designed to illustrate God's creational intent for each relationship, the effects of the fall on each relationship, and the effects of redemption on each relationship. The Worldview Model, when used properly, will enable students to "see" representationally the essential affirmations of the Christian worldview.

The Worldview Model is designed like a house that students and teachers build together. Each component of the house represents one or more affirmations of the biblical Christian worldview. Students are encouraged to follow Wise William as he constructs his House of Truth upon the Rock of Truth, God and His Word. As each Section of the curriculum is taught, the building blocks of the house are put in place. The blocks are color coded to correspond to the color of each Section of the curriculum. Teachers are encouraged to allow students to work with Wise William's House of Truth not only during the lesson, but also at other times of the day when appropriate. The Teacher Manual and Curriculum Kit provide instructions for assembling the Worldview Model and caring for it.

The Worldview Model is constructed as the Worldview Curriculum is taught. Each Lesson in the Bible Survey Curriculum reinforces two or more of the Biblical Truths built into the House of Truth and links them to the events and themes of the Bible stories.

The Worldview Model includes the following building blocks:

The Rock of Truth Representing God and His Word--Gold (1 piece)
The Rock foundation upon which Wise William builds his house

The Foundation of Wisdom Representing the Nature and Character of God--Purple (5 blocks)
One block defines the Wisdom Section and four blocks representing Biblical Truths 1 through 4 display truths about God.

The Fellowship Wall Representing Our Relationship with God--Red (6 blocks)
The base block defines the Fellowship Section. Two pillars, representing Biblical Truths 5 and 6, display truths about God's design for our relationship with Him. The third pillar, representing Biblical Truth 7, describes the effects of the fall on fellowship. The fourth pillar, representing Biblical Truth 8, describes the effects of redemption. The header block includes the curriculum theme verse, *Matthew 7:24*.

The Image-Bearing Wall Representing Our Relationship with Ourselves--Orange (6 blocks)
The base block defines the Image-Bearing Section. Two pillars, representing Biblical Truths 9 and 10, display truths about God's design for our relationship with ourselves. The third pillar, representing Biblical Truth 11, describes the effects of the fall on image-bearing. The fourth pillar, representing Biblical Truth 12, describes the effects of redemption. The header block includes the curriculum theme verse, *Matthew 7:24*.

The Servanthood Wall Representing Our Relationships with Others--Blue (6 blocks)
The base block defines the Servanthood Section. Two pillars, representing Biblical Truths 13 and 14, display truths about God's design for our relationship with others. The third pillar, representing Biblical Truth 15, describes the effects of the fall on servanthood. The fourth pillar, representing Biblical Truth 16, describes the effects of redemption. The header block includes the curriculum theme verse, *Matthew 7:24*.

The Stewardship Wall Representing Our Relationship with the Earth--Green (6 blocks)
The base block defines the Stewardship Section. Two pillars, representing Biblical Truths 17 and 18, display truths about God's design for our relationship with the earth. The third pillar, representing Biblical Truth 19, describes the effects of the fall on stewardship. The fourth pillar, representing Biblical Truth 20, describes the effects of redemption. The header block includes the curriculum theme verse, *Matthew 7:24*.

The Roof of Character--Gold (1 piece)
The roof bears the names of the 20 Character Traits learned in conjunction with the 20 Biblical Truths presented throughout *Building on the Rock*.

SYMBOL CARDS

Twenty laminated Symbol Cards represent the 20 Biblical Truths presented in *Building on the Rock*. The nature of God and truth and the concepts of harmony, disharmony, and the restoration of harmony within the four relationships of creation are depicted using the symbols of musical notes. The cards are color-coded to correlate with their respective sections of the curriculum.

- Section 1--Wisdom: Four purple bordered Symbol Cards representing Biblical Truths 1-4
- Section 2--Fellowship: Four red bordered Symbol Cards representing Biblical Truths 5-8
- Section 3--Image-Bearing: Four orange bordered Symbol Cards representing Biblical Truths 9-12
- Section 4--Servanthood: Four blue bordered Symbol Cards representing Biblical Truths 13-16
- Section 5--Stewardship: Four green bordered Symbol Cards representing Biblical Truths 17-20

Instructions for using the Symbol Cards are included in the Teacher Manual. As students construct the Worldview Model or House of Truth during the term, teachers are encouraged to allow them to match the Symbol Cards with the respective building blocks of the Model. Symbol Cards can be reproduced and mounted on the four walls of the classroom, corresponding to the four walls and foundation of the Model, thus creating a visual reminder of the essential affirmations of the Biblical Christian worldview. As students explore concepts from other subjects, they can begin to interpret and integrate them within the framework of the Christian worldview.

Symbol Cards are woven into each Lesson of the Bible Survey Curriculum to reinforce the Biblical Truths taught in the Worldview Curriculum and to link the truths to the events and themes of the Bible stories. Students are encouraged to link additional Biblical Truths to the stories as they are presented.

WORLDVIEW POSTERS

Four Worldview Posters help students visualize the relational dimensions of the Biblical Christian worldview. Posters 1 and 2 symbolically depict God's intent for our relationship with Him, with ourselves, with others, and with the earth. Poster 3 depicts the effects of the fall on each relationship. Poster 4 depicts the effects of redemption on each relationship. Woven throughout the Worldview Posters are musical staves and notes in various states of harmony and disharmony. The musical note motif depicting the concept of harmony and disharmony in our relationships is carried through the Symbol Cards and Days of Creations Posters as well as the Worldview Posters.

The Worldview Posters are symbolic. The Teacher Manual provides the interpretive framework for each one. Teachers are encouraged to allow students to look for and interpret the Biblical truths contained within each Poster.

DAYS OF CREATION POSTERS

Eleven Days of Creation Posters help students visualize the creation. The Teacher Manual provides instructions for their use.

BOOKS OF THE BIBLE POSTERS

Five Books of the Bible Posters help students visualize the names and distribution of the books of the Bible. As Bible Story Cards for each lesson are read, teachers can correlate the Scripture reference with its location in the Bible and on the Bible Posters.

CROSS AND CROWN POSTER

The Cross and Crown Poster symbolizes the redemptive and restorative work of Christ on the four relationships of creation. Teachers can use the Poster to visually link Christ's atoning work to key events and themes in applicable Bible stories. The symbolism and colors in the Cross and Crown Poster correlate with the symbolism and colors of the House of Truth.

TIME LINE

The Time Line of sequential Bible story pictures will help students understand the chronology of the Bible stories. By referring to the Time Line on the classroom wall, students can construct a floor time line with the larger Bible Story Picture Cards and Bible Story Cards.

INTERNATIONAL CHILDREN'S BIBLE

A copy of the *International Children's Bible* by Tommy Nelson Publishers is included in the curriculum package for teacher reference. Most Scripture passages in *Building on the Rock* are taken from this translation which was developed with young children in mind.

BIBLE SURVEY CURRICULUM 10 WEEK/50 DAY SYLLABUS

GOD'S GOOD PLAN Units 1-7 Lessons 1-20

DAY	UNIT	LESSON	TEACHER MANUAL	STUDENT WORKBOOK AND GROUP ACTIVITIES
1	1	1	Preparing to Teach: p. 1 Worldview Links 1: p. 4 Setting the Stage: p. 5 Bible Story: Topic 1, p. 5 Topic 2, p. 7 Topic 3, p. 7 Topic 4, p. 8	Picture It: p. 1 The Main Points: p. 2-3
2	1	1	Bible Story: Topic 5, p. 8 Topic 6, p. 9 Topic 7, p. 10 Topic 8, p. 10 Worldview Links 2: p. 11 Summary: p. 14 Character Response: p. 15	The Main Points: p. 4 Hiding God's Word: p. 5
3	1	2	Preparing to Teach: p. 17 Review of Lesson 1: p. 20 Setting the Stage: p. 21 Bible Story: Topic 1, p. 23 Topic 2, p. 25	Picture It: p. 6 Picture It: p. 7
4	1	2	Bible Story: Topic 3, p. 26 Worldview Links: p. 29 Summary: p. 30 Character Response: p. 32	Hiding God's Word: p. 8 The Main Points: p. 9
5	1	1-2	Enrichment for Lessons 1& 2 Selected Group Activities	Group Activity Lesson 1: p. 3 Group Activity Lesson 2: p. 19
6	1	3	Preparing to Teach: p. 33 Review of Lesson 2: p. 36 Setting the Stage: p. 38 Bible Story: Topic 1, p. 38 Bible Story: Topic 2, p. 40	Picture It: p. 10
7	1	3	Bible Story: Topic 3, p. 41 Topic 4, p. 42 Worldview Links: p. 44 Summary: p. 46 Character Response: p. 48	Picture It: p. 11 Hiding God's Word: p. 12 The Main Points: p. 13
8	2	4	Preparing to Teach: p. 49 Review of Lesson 2: p. 52	Picture It: p. 14

DAY	UNIT	LESSON	TEACHER MANUAL	STUDENT WORKBOOK AND GROUP ACTIVITIES
8	2	4	Setting the Stage: p. 53 Bible Story: Topic 1, p. 54 Topic 2, p. 55 Topic 3, p. 56	Picture It: p. 15
9	2	4	Bible Story: Topic 4, p. 57 Topic 5, p. 58 Worldview Links: p. 60 Summary: p. 62 Character Response: p. 63	Picture It: p. 16 Hiding God's Word: p. 17 The Main Points: p. 18
10	2	3-4	Enrichment for Lessons 3 & 4 Selected Group Activities	Group Activity Lesson 3: p. 35 Group Activity Lesson 4: p. 51
11	2	5	Preparing to Teach: p. 65 Review of Lesson 4: p. 68 Setting the Stage: p. 69 Bible Story: Topic 1, p. 70 Topic 2, p. 71	Picture It: p. 19
12	2	5	Disclosure: Topic 3, p. 72 Worldview Links: p. 74 Summary: p. 76 Character Response: p. 77	Hiding God's Word: p. 20 The Main Points: p. 21
13	3	6	Preparing to Teach: p. 79 Review of Lesson 5: p. 82 Setting the Stage: p. 83 Bible Story: Topic 1, p. 85 Topic 2, p. 86	Picture It: p. 22
14	3	6	Bible Story: Topic 3, p. 88 Worldview Links: p. 90 Summary: p. 91 Character Response: p. 93	Picture It: p. 23 Hiding God's Word: p. 24 The Main Points: p. 25
15	2-3	5-6	Enrichment for Lessons 5 & 6 Selected Group Activities	Group Activity Lesson 5: p. 67 Group Activity Lesson 6: p. 81
16	3	7	Preparing to Teach: p. 95 Review of Lesson 6: p. 98 Setting the Stage: p. 99 Bible Story: Topic 1, p. 100 Topic 2, p. 101	Picture It: p. 26
17	3	7	Bible Story: Topic 3, p. 102 Worldview Links: p. 103 Summary: p. 105 Character Response: p. 107	Picture It: p. 27 Hiding God's Word: p. 28 The Main Points: p. 29

DAY	UNIT	LESSON	TEACHER MANUAL	STUDENT WORKBOOK AND GROUP ACTIVITIES
18	4	8	Preparing to Teach: p. 109 Review of Lesson 7: p. 112 Setting the Stage: p. 113 Bible Story: Topic 1, p. 114 Topic 2, p. 117	Picture It: p. 30
19	4	8	Bible Story: Topic 3, p. 118 Topic 4, p. 119 Worldview Links: p. 120 Summary: p. 121 Character Response: p. 123	Picture It: p. 31 Hiding God's Word: p. 32 The Main Points: p. 33
20	4	7-8	Enrichment for Lessons 7 & 8 Selected Group Activities	Group Activity Lesson 7: p. 97 Group Activity Lesson 8: p. 111
21	4	9	Preparing to Teach: p. 125 Review of Lesson 8: p. 128 Setting the Stage: p. 129 Bible Story: Topic 1, p. 130	Picture It: p. 34 Picture It: p. 35
22	4	9	Bible Story: Topic 2, p. 131 Worldview Links: p. 136 Summary: p. 137 Character Response: p. 138	Hiding God's Word: p. 36 The Main Points: p. 37
23	5	10	Preparing to Teach: p. 141 Review of Lesson 9: p. 144 Setting the Stage: p. 145 Bible Story: Topic 1, p. 146 Topic 2, p. 148	Picture It: p. 38
24	5	10	Bible Story: Topic 3, p. 150 Topic 4, p. 151 Worldview Links: p. 153 Summary: p. 155 Character Response: p. 156	Picture It: p. 39 Hiding God's Word: p. 40 The Main Points: p. 41
25	4-5	9-10	Enrichment for Lessons 9 & 10 Selected Group Activities	Group Activity Lesson 9: p. 127 Group Activity Lesson 10: p. 143
26	5	11	Preparing to Teach: p. 159 Review of Lesson 10: p. 162 Setting the Stage: p. 163 Bible Story: Topic 1, p. 164 Topic 2, p. 165	Picture It: p. 42 Picture It: p. 43

DAY	UNIT	LESSON	TEACHER MANUAL	STUDENT WORKBOOK AND GROUP ACTIVITIES
27	5	11	Bible Story: Topic 3, p. 168 Worldview Links: p. 169 Summary: p. 170 Character Response: p. 171	Hiding God's Word: p. 44 The Main Points: p. 45
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LESSON 4

A STRANGE BOAT AND A TERRIBLE FLOOD

God Saves Noah but Destroys Every Living Thing on Earth Because of Sin

PREPARING TO TEACH

Teacher's Notes

INTRODUCTION

Lesson 3 explored the story of the first sin, the fall of Adam and Eve, and the subsequent consequences for all generations of people.

Lesson 4 introduces and develops the story of Noah and God's judgment of a flood upon the sinful earth.

MEMORY VERSE

Lesson 4

*It was by faith that Noah heard God's warnings about things he could not yet see. He obeyed God and built a large boat to save his family.
Hebrews 11:7*

BACKGROUND

The effects of the fall spread throughout the earth as people developed their rebellious and God hating cultures. Grieved at the sin of the human heart and the rampant evil it produced, God decided to destroy His creation. Noah, however, who loved God, found grace in His eyes. God saved him and his family from the flood through His love, provision, and direction. By faith, Noah obeyed God and built the ark as he was directed to do. The ark carried him and his family to safety. The ark also carried to safety the male and female of every bird, animal, and crawling thing on the earth.

It took Noah 120 years to construct the ark. It was a three-storied box, approximately 450 feet long, 75 feet wide, and 45 feet high. It contained nearly 100,000 square feet of space! It had no guidance or propelling systems, but was designed to float upon the flooded earth until the time God ordained for it to come to rest on Mount Ararat.

Through His chosen remnant from the first creation, God would refill the earth with life and continue His eternal plan for bringing His image-bearers into fellowship with Himself. His covenant with Noah reaffirmed this plan. Through the lineage of Noah's family the Messiah would eventually come.

OBJECTIVES

- Students will review the story of the first sin and the fall.
- Students will identify the major events in the story of Noah.

Teacher's Notes

- Students will understand that sin leads to God's judgment and to death.
- Students will identify faith and obedience in their lives as essential for receiving God's blessings.
- Students will describe God's covenant with Noah as part of His plan to restore harmony in creation.
- Students will review the Christian worldview affirmations of Biblical Truths 2, 7, and 8 and link them with the story of Noah.
- Students will be challenged to demonstrate trust as an appropriate character response to God's faithfulness to those who love Him and keep His commands.

MATERIALS

Worldview Model

Worldview Posters

- 1 *The Creation*
- 2 *The Creation in Harmony*
- 3 *The Creation in Disharmony*
- 4 *The Creation Restored in Harmony*

Bible Poster

Time Line

Cross and Crown Poster

Symbol Cards 2, 7, 8, 11, 15, 19

Bible Lesson Memory Verse Cards

- 3 *Romans 5:12*
- 4 *Hebrews 11:7*

Bible Story Cards

- 3a *Genesis 3:1*
- 3b *Genesis 3:21, 23*
- 4a *Genesis 6:5, 9*
- 4b *Genesis 7:1, 6*
- 4c *Genesis 9:8, 11, 13*

Bible Story Picture Cards

- 3a *The Temptation of Adam and Eve*
- 3b *The Punishment of Adam and Eve*
- 4a *Sinful People and Righteous Noah*
- 4b *Noah and the Flood*
- 4c *God's Promise to Noah*

Bible Word Cards

- 4a *Noah*

Character Trait Word Cards

- 6 *Trust*

You may wish to color the *Bible Story Picture Cards*. If so, make a photocopy for coloring, saving the original for future copies.

For large classes feel free to prepare overhead transparencies of all visual aid cards provided with this curriculum.

Character Trait Definition Cards

6 Trust: A strong belief in my heart that God will always do what He says

Teacher Made or Procured

Pictures of flooding. (Many web sites have photos. Search under <photos of flooding> or <pictures of flooding>.)

A model of inhabited land. Use a small dishpan or aquarium to create a miniature inhabited land area. Place miniature plastic plants, animals, people, houses, cars, etc., inside the dishpan or aquarium.

Small plastic boat

Large watering can with a showering head

DEVELOPING THE COMPREHENSION

Student Workbook Activity

Picture It: Sinful People and Righteous Noah, p. 14

Picture It: Noah and the Flood, p. 15

Picture It: God's Promise to Noah, p. 16

Hiding God's Word: Hebrews 11:7, p. 17

The Main Points: Noah and the Flood, p. 18

MAKING THE APPLICATION

Group Activity

Art: Have students construct Noah's Ark from shoe boxes. Have them place plastic animals and people (or cutout pictures of animals and people) inside the box. This project could be done at home.

Drama: Enact the story of Noah. Have students bring stuffed animals from home. Create the outline of an imaginary ark with chairs or desks. Have students color a rainbow on butcher paper.

Music: Play children's sing-along songs of Noah and the ark.

Story-telling: Read children's books about Noah and the ark.

Display: Have children or parents bring pictures or miniature models of Noah and the ark for display.

Match up: Distribute the Bible Story and Bible Story Picture Cards for the lesson (and for previous lessons if desired) to students. Have students match and sequence the cards. Encourage students to tell the story in chronological order using their own words. Suggest that they refer to the Time Line if they need help.

Worldview Links: Using the Symbol Cards, have students match and explain relationships they see between the Biblical Truths and the story of Noah.

Community Extension

Encourage students to retell or enact the Bible stories for their families. Encourage parents and children to take time each day to pray and to read the Word of God.

Teacher's Notes

You may wish to refer students to *My Bible Dictionary* at the end of the *Student Workbook* to reinforce the definitions of important vocabulary words in the Bible survey curriculum.

TEACHING THE LESSON

REVIEW OF LESSON 3

Before beginning the review, distribute **Bible Story Cards 3a** and **3b** to students who can read.

Have them read their cards when called on.

- Review the harmony of creation before the fall.

Focus: All relationships of creation were made in perfect harmony.

Display **Worldview Posters 1**, *The Creation* and **2**, *The Creation in Harmony*.

Discuss:

What was creation like before Satan tempted Adam and Eve and they disobeyed God?

What four relationships were in perfect harmony before Adam and Eve sinned?

- Review the story of the temptation of Adam and Eve and the fall.

Focus: As people with wills, Adam and Eve were free to choose to obey or to disobey God. When Satan tempted them, they disobeyed.

Locate the story on the **Time Line**.

Display **Bible Story Picture Card 3a**, *The Temptation of Adam and Eve*.

Discuss:

Who tempted Adam and Eve to sin?

What is a temptation?

Did Adam and Eve do what Satan tempted them to do?

Who has a Story Card that tells this part of the story?

Display **Bible Story Picture Card 3b**, *The Punishment of Adam and Eve*.

Discuss:

What was the punishment Adam and Eve received because they disobeyed God?

Who has a Story Card that tells this part of the story?

- Review the consequences all people must suffer because of Adam and Eve's sin.

Focus: Death and disharmony in all relationships of creation are the consequences of disobeying God.

Refer to **Worldview Poster 3**, *The Creation in Disharmony*.

Discuss:

Who has sinned since the time of Adam and Eve?

What has sin caused in all four relationships of creation?

- Review the memory verse for Lesson 3.

Focus: The consequence for sin is death and separation from God.

Display and read **Lesson 3 Memory Verse Card**, *Romans 5:12*, as formatted below.

Have students recite it with you.

Romans 5

[12] Sin came into the world because of what one man did. And with sin came death.

Discuss:

How did the first sin come into the world?

What does sin cause in our world?

Does sin cause harmony or disharmony in the world?

Does sin cause harmony or disharmony in our lives?

- Review the worldview links.

Focus: Biblical Truths 7, 11, 15, and 19 are intricately related to the story of the first sin and the fall of Adam and Eve.

Display the **Worldview Model**.

Display and discuss **Symbol Cards 7, 11, 15, and 19** in the order below.

Correlate the Symbol Cards to the Worldview Model during the discussion.

Symbol Card 7

What Biblical Truth does this Symbol Card help us remember?

What did sin do to the fellowship between Adam and Eve and God?

What does sin do to the fellowship and harmony between all people and God?

Symbol Card 11

What Biblical Truth does this Symbol Card help us remember?

What did sin do to the peace and harmony within Adam's and Eve's hearts?

What does sin do to the peace and harmony within each of our hearts?

Symbol Card 15

What Biblical Truth does this Symbol Card help us remember?

What did sin do to the harmony between Adam and Eve?

What does sin do to the harmony among all people?

Symbol Card 19

What Biblical Truth does this Symbol Card help us remember?

What did sin do to the harmony between Adam and Eve and the earth?

What does sin do to the harmony between all people and the earth?

SETTING THE STAGE

- Introduce the concept of *flooding*.

Focus: A flood is a covering of water over normally dry land forms.

Display **Pictures of flooding**.

Discuss:

What do these picture show us?

What causes a flood?

What happens to buildings and cars in a flood?

What can happen to people and animals in a flood?

- Illustrate flooding.

Focus: Serious flooding destroys property and life.

Display the **Model** of inhabited land.

Have students identify things typically found in an inhabited community.

Discuss:

Is rain good for the earth?

Why do we need rain?

What happens if it rains too much?

Demonstrate flooding by pouring water from the **Watering can** over the display.

Note: Although light plastic objects will probably float, emphasize the destructive nature of flooding.

Discuss:

What can a flood do to land, plants, animals, people, and buildings?

What could people do to keep themselves safe during a flood?

Place the **Plastic boat** on the water in the flooded inhabited land.

- Introduce the Bible story.

Focus: Through the flood, God brought judgment on sinful people. God graciously saved only righteous Noah and his family by providing them an ark.

Discuss:

Has anyone heard a Bible story about a great flood that covered the earth a long time ago?

Explain that today's Bible story explores the greatest flood that ever happened on the earth and how God saved one man and his family from death during the flood.

BIBLE STORY

TOPIC 1. SINFUL PEOPLE FILL THE EARTH

- Review the effects of the fall.

Focus: Adam and Eve's disobedience ushered sin into creation, causing disharmony in all dimensions of the created order.

Display **Bible Story Picture Card 3a**, *The Temptation of Adam and Eve* and **Worldview Poster 3**, *The Creation in Disharmony*.

Locate the story on the **Time Line**.

Discuss:

Why is there sin and disharmony in God's beautiful creation?

After Adam and Eve sinned by disobeying God, how do you think their children acted toward God?

*How do you think the grandchildren of Adam and Eve acted toward God?
How have all people ever born on the earth behaved toward God?
What do we call disobeying God's commands?*

- Prepare to read the story.

Focus: The story of Noah was recorded by Moses in the book of Genesis.

Explain that you are going to read a story about how wicked the people of the earth became after Adam and Eve disobeyed God.

Read:

Genesis 6

[1] The number of people on earth began to grow. [5] The Lord saw that the human beings on the earth were very wicked. He also saw that their thoughts were only about evil all the time. [6] The Lord was sorry he had made human beings on the earth. His heart was filled with pain. [7] So the Lord said, "I will destroy all human beings that I made on the earth. And I will destroy every animal and everything that crawls on the earth. I will also destroy the birds of the air. This is because I am sorry that I have made them."

Refer to **Worldview Poster 3**, *The Creation in Disharmony*.
Point out the tearful eyes of God.

Discuss:

*What did the Lord see about all the people on the earth?
What kinds of thoughts did the people have all the time?
How did God feel about everyone He made?
Why was God sad about all the evil he saw people doing?
What did God decide to do to the wicked people and to everything on the earth?*

TOPIC 2. GOD CHOOSES TO SAVE NOAH

- Contrast the righteousness of Noah with the evil of the other people on the earth.

Focus: Noah was the only righteous man among all the earth's sinful people.

Display **Bible Story Picture 4a**, *Sinful People and Righteous Noah*.
Locate the story on the **Time Line**.

Discuss:

*What are most of the people doing in this picture?
What is one man doing?
Who is the man who is worshipping God?*

Display **Word Card 4a**, *Noah*.
Have students recite it with you.

Discuss:

*Do you think God was sorry because He had made Noah? Why or why not?
What do you think is going to happen to Noah when God destroys all the wicked people on the earth.*

Teacher's Notes

Some verses are presented in this lesson in an order different than that in Scripture for the sake of story continuity.

Explain that you will continue reading the story to find out what happens.

Read:

Genesis 6

[11] People on earth did what God said was evil. Violence was everywhere. [8] But Noah pleased the Lord. [9] . . . Noah was a good man. He was the most innocent man of his time. He walked with God. [10] He had three sons: Shem, Ham, and Japheth.

[13] God said to Noah, "People have made the earth full of violence. So I will destroy all people from the earth. [14] Build a boat of cypress wood for yourself. Make rooms in it and cover it inside and outside with tar. [17] I will bring a flood of water on the earth. I will destroy all living things that live under the sky. This includes everything that has the breath of life. Everything on earth will die.

[18] But I will make an agreement with you. You, your sons, your wife and your sons' wives will all go into the boat. [19] Also, you must bring into the boat two of every living thing, male and female. Keep them alive with you. [20] There will be two of every kind of bird, animal and crawling thing. They will come to you to be kept alive. [21] Also gather some of every kind of food. Store it on the boat as food for you and the animals." [22] Noah did everything that God commanded him.

Discuss:

What did God see all the people on earth doing?

What did God decide to do to punish all the evil people on earth?

Who was the only good man among all the evil people on earth?

Because Noah was a good man, what plan did God have for him and his family so they would not die in the flood?

Besides his family, what else did God tell Noah to bring into the ark? Why do you think God told Noah to bring a male and female of every kind of bird and animal into the ark?

Did Noah obey or disobey God's commands?

What do you think the wicked people thought about Noah and his sons as they built the ark on the land where there was no water?

TOPIC 3. THE FLOOD

- Contrast God's blessing of life for Noah because of his obedience and His punishment of death for evil doers because of their disobedience.

Focus: God extends his grace to those who walk in righteousness and obedience.

Explain that you will continue reading the story of Noah.

Display **Bible Story Picture Card 4b**, *Noah and the Flood*.

Locate the story on the **Time Line**.

Read:

Genesis 7

[1] Then the Lord said to Noah, "I have seen that you are the best man among the people of this time. So you and your family go into the boat.

[4] Seven days from now I will send rain on the earth. It will rain 40 days and 40 nights. I will wipe off from the earth every living thing that I made."

[5] Noah did everything that the Lord commanded him.

[6] Noah was 600 years old when the flood came. [7] He and his wife and his sons and their wives went into the boat. They went in to escape the waters of the flood. [8] The clean animals, the unclean animals, the birds, and everything that crawls on the ground [9] came to Noah. They went into the boat in groups of two, male and female. This was just as God had commanded Noah.

[16] . . . Then the Lord closed the door (of the boat) behind them. [17] Water flooded the earth for 40 days. As it rose it lifted the boat off the ground. [12] The rain fell on the earth for 40 days and 40 nights. [18] The water continued to rise, and the boat floated on the water above the earth. [19] The water rose so much that even the highest mountains under the sky were covered by it. [20] The water continued to rise until it was more than twenty feet above the mountains.

[21] All living things that moved on the earth died. This included all the birds, tame animals, wild animals, and creatures that swarm on the earth. And all human beings died. [22] So everything on dry land died. This means everything that had the breath of life in its nose. [23] God destroyed from the earth every living thing that was on the land. This was every man, animal, crawling thing and bird of the sky. All that was left was Noah and what was with him in the boat. [24] And the waters continued to cover the earth for 150 days.

Discuss:

After the boat was finished, what did God tell Noah and his family to do?

After God closed the door of the boat, what began to happen?

How long did it rain on the earth?

How deep were the flood waters?

What happened to all living things on the earth?

Why did God send such a terrible flood to cover the earth?

What happened to Noah and every living thing that was with him in the boat?

Why did God save Noah's life?

What would have happened to Noah and his family if he had not trusted God and built the ark like God commanded?

TOPIC 4. DRY LAND AND A NEW BEGINNING

- Develop the concept of God's faithful care for Noah, his family, and the animals.

Focus: By God's grace, Noah and his family were saved from death during the flood. Noah's family and their offspring began refilling the earth with people. The animals from the ark also began reproducing and refilling the earth.

Discuss:

How long do you think Noah and his family and the animals were in the ark?

How did they know when it was safe to come out?

When everyone came out of the ark, what work do you think they had to start doing?

Explain that you will continue reading the story to find the answers to these questions.

Read:

Genesis 8

[1] But God remembered Noah and all the wild animals and tame animals with him in the boat. God made a wind blow over the earth. And the water went down. [3-4] . . . after 150 days the water had gone down so much that the boat touched land again. It came to rest on one of the mountains of Ararat. [5] The water continued to go down.

[6] Forty days later Noah opened the window he had made in the boat. [7] He sent out a raven. It flew here and there until the water had dried up from the earth. [8] Then Noah sent out a dove to find out if the water had dried up from the ground. [9] The dove could not find a place to land because water still covered the earth. So it came back to the boat. Noah reached out his hand and took the bird. And he brought it back into the boat.

[10] After seven days Noah again sent out the dove from the boat. [11] And that evening it came back to him with a fresh olive leaf in its mouth. Then Noah knew that the ground was almost dry. [12] Seven days later he sent the dove out again. But this time it did not come back.

[13] Noah was now six hundred and one years old. . . . The water was dried up from the land. Noah removed the covering of the boat and saw that the land was dry.

Genesis 8

[18] So Noah went out with his sons, his wife and his sons' wives. [19] Every animal, everything that crawls on the earth and every bird went out of the boat. They left by families.

Genesis 9

[1] Then God blessed Noah and his sons. He said to them, "Have many children. Grow in number and fill the earth. [2] Every animal on earth and every bird in the sky will respect and fear you. . . . I have given them to you. [3] Everything that moves, everything that is alive, is yours for food. Earlier I gave you the green plants. And now I give you everything for food.

- Discuss:

*How long was Noah in the ark before it landed on the mountain top?
How did God make the flood waters dry up from the earth?
How did Noah know when it was dry enough to open the door of the ark and go outside?
What did God command Noah and his sons and their wives to begin doing?
When Adam and Eve were created, what did God give them for food?
What did God tell Noah and his family they could now eat?*

TOPIC 5. SPECIAL PROMISE

- Develop the concept of God's faithfulness to His word and covenants.

Focus: God's plan for creation was not thwarted by Satan's attack in Eden or by God's destruction of every living thing on the earth except Noah, his family, and two of every kind of animal. Through His covenant with Noah and creation never again to destroy life on earth by a flood and through His command to Noah to fill the earth again with people, God's eternal purposes for creation would eventually be fulfilled.

Display **Bible Story Picture Card 4c**, *God's Promise to Noah*.
Locate the story on the **Time Line**.

Explain that after Noah and his family came out of the ark, God made a special promise to them.

Have students listen for the promise as you continue reading the story.

Read:

Genesis 9

[8] Then God said to Noah and his sons, [9] "Now I am making my agreement with you and your people who will live after you. [10] And I also make it with every living thing that is with you. [11] I make this agreement with you: "I will never again destroy all living things by floodwaters. A flood will never again destroy the earth."

[12] And God said, "I am making an agreement between me and you and every living creature that is with you. It will continue from now on. This is the sign: [13] I am putting my rainbow in the clouds. It is the sign of the agreement between me and the earth. [14] When I bring clouds over the earth, a rainbow appears in the clouds. [15] Then I will remember my agreement between me and you and every living thing. Floodwaters will never again destroy all life on the earth."

Discuss:

What agreement did God make with the people and animals after the flood?

What was the sign God gave the people and animals that He would never again destroy the earth with a flood?

How do we know God will never again destroy the earth with a flood?

- Introduce the memory verse for Lesson 4.

Focus: God rewarded Noah's righteousness by sparing his life and the lives of his family.

Discuss:

Why did God destroy all the people on the earth?

Why did God save the lives of Noah and his family?

Display and read the **Lesson 4 Memory Verse**, *Hebrews 11:7*, as formatted below. Have students recite it with you.

Discuss the verse briefly in relation to faith, obedience, and blessings.

Hebrews 11

[7] It was by faith that Noah heard God's warnings about things he could not yet see. He obeyed God and built a large boat to save his family.

Discuss:

Did Noah see any rain or flood before he obeyed God and built the ark?

Because Noah obeyed God even though he didn't see rain, what happened

to him and his family?

What happens to us when we believe what God says and obey Him?

You may wish to link other Biblical Truths to each lesson as you deem appropriate and as time allows. Encourage students to see and suggest other links.

WORLDVIEW LINKS

- Link Biblical Truth 7 to the story of Noah.

Focus: Sin causes separation from God and disharmony in our relationship with Him.

Refer to the **Worldview Model**.

Point to *Biblical Truth 7: Sin causes separation and disharmony between people and God.*

Review its position as the third pillar of truth about our relationship with God in the *Fellowship Wall*.

Discuss:

How many pillars of truth did we build in our Fellowship Wall?

What does Biblical Truth 7 tell us?

Why does sin separate us from God? (God is holy and cannot abide in the presence of sin.)

Why did God decide to destroy all the people in the world during the time Noah was living?

Why could God not have fellowship with wicked people?

Why was Noah God's friend?

Why did God save Noah and his family?

How did God save Noah and his family from death during the flood?

Display **Symbol Card 7**, *Sin causes separation and disharmony between people and God.*

Review its parts and their meaning in relation to **Biblical Truth 7**.

Discuss:

What Biblical Truth in our Fellowship Wall does this Symbol Card remind us of?

What parts of the symbol help us remember that sin causes disharmony between God and His image-bearers?

- Link Biblical Truth 2 to the story of Noah.

Focus: Because God is holy, He cannot have fellowship with sinful people. He knows the hearts of all people (omniscience), and He has the authority and power to bring judgment on His image-bearers who disobey His laws.

Refer to the **Worldview Model**.

Point to *Biblical Truth 2: God is the only true and almighty God.*

Review its position as the second stone of truth about God in the *Foundation of Wisdom*.

Discuss:

How many stones of truth did we lay in our Foundation of Wisdom?

What does Biblical Truth 2 tell us?

How do we know the story of Noah is true?

Why was God able to know that the hearts of all people on earth were evil?

Why was God able to know that the heart of Noah was good?

*Why was God able to send a flood to cover the whole earth?
Why did God have to destroy all the wicked people on the earth?*

Display **Symbol Card 7**, *Sin causes separation and disharmony between people and God.*

Review its parts and their meaning in relation to **Biblical Truth 7**.

Discuss:

What Biblical Truth in our Fellowship Wall does this Symbol Card remind us of?

What part of the symbol helps us remember that God is holy?

What part of the symbol helps us remember that God is omniscient?

What part of the symbol helps us remember that God is omnipotent?

What part of the symbol helps us remember that God always speaks unchanging truth to us?

- Link Biblical Truth 8 to the story of Noah.

Focus: God's eternal plan is to save those who put their faith in His Son, Jesus. Christ is our "ark," saving those who trust and obey Him from God's wrath to come.

Refer to the **Worldview Model**.

Point to *Biblical Truth 8: Jesus died to restore fellowship and harmony between people and God.*

Review its position as the fourth pillar of truth about our relationship with God in the *Fellowship Wall*.

Discuss:

How many pillars of truth did we build in our Fellowship Wall?

What does Biblical Truth 8 tell us?

How does God save people today from the punishment they deserve for their sins?

Does He ask people today to build an ark?

Display **Symbol Card 8**, *Jesus died to restore fellowship and harmony between people and God.*

Review its parts and their meaning in relation to **Biblical Truth 8**.

Discuss:

What Biblical Truth in our Fellowship Wall does this Symbol Card remind us of?

What parts of the symbol help us remember that Jesus died on the cross and took the punishment for our sins so our fellowship with God could be restored?

Display the **Cross and Crown Poster**.

Remove the roof from the **Worldview Model**.

Help students correlate the meaning of the cross on the poster with the cross in the center of the model.

Have them notice how the cross "touches" and redeems each relationship of creation.

Note: The cross in the Cross and Crown Poster touches each color representing the four relationships of creation just as the cross in the roof of the model touches each color representing each relationship.

Discuss:

Which arm of the cross in the poster and in the roof of the House of Truth reminds us that Jesus died to restore fellowship and harmony between people and God?

SUMMARY

Before beginning the summary, distribute **Bible Story Cards 4a, 4b, and 4c** to students who can read.

Have them read their cards when called on.

- Review the story of Noah.

Focus: Sin brought separation between God and the people of the earth. Only Noah found favor with God because of his integrity. God's justice requires that sin be punished. However, through His mercy and grace, He blesses those who believe Him and obey His commands.

Display **Bible Story Picture Card 4a**, *Sinful People and Righteous Noah*.
Locate the story of Noah on the **Time Line**.

Discuss:

*How was Noah different from the rest of the people living on the earth?
Who has a Story Card that tells this part of the story?*

Display **Bible Story Picture Card 4b**, *Noah and the Flood*.

Discuss:

*Why did God send a flood to destroy the earth and every living thing on it?
Why did God save Noah and his family?
Who has a Story Card that tells this part of the story?*

Display **Bible Story Picture Card 4c**, *God's Promise to Noah*.

Discuss:

*What promise did God make to Noah after the flood?
What sign did God give Noah and the others that He would keep His word?
Who has a Story Card that tells this part of the story?*

- Review the memory verse for Lesson 4.

Focus: God rewarded Noah's righteousness by sparing his life and the lives of his family during the flood.

Display and read **Lesson 4 Memory Verse Card**, *Hebrews 11:7*, as formatted below. Have students recite it with you.

Discuss the verse briefly in relation to obedience and blessing.

Hebrews 11

[7] It was by faith that Noah heard God's warnings about things he could not yet see. He obeyed God and built a large boat to save his family.

Discuss:

Did Noah believe what God said about sending a flood even before it began to rain?

*Why did God destroy all the people on the earth?
 Why did God save Noah and his family?
 If we love God and obey Him, what blessings does He promise us?*

- Review the worldview links.

Focus: Biblical Truths 7, 2, and 8 are intricately related to the story of Noah.

Display the **Worldview Model**.

Display and discuss **Symbol Cards 7, 2, and 8** in the order below.

Correlate the Symbol Cards to the Worldview Model during the discussion.

Symbol Card 7

*What Biblical Truth does this Symbol Card help us remember?
 Why did God destroy the earth and all its people with a flood?*

Symbol Card 2

*What Biblical Truth does this Symbol Card help us remember?
 How do we know the story of Noah is true?
 Why was God able to know the hearts of all people on the earth?
 Why was God able to destroy the evil people with a flood and save Noah and his family in the ark?*

Symbol Card 8

*What Biblical Truth does this Symbol Card help us remember?
 Instead of telling us to build an ark, how does God save us from the punishment we deserve for our sins?*

PRAYER

- Have students thank God for preserving His creation through Noah. Have them ask God to give them hearts that are willing to obey God as Noah obeyed.

CHARACTER RESPONSE--TRUST

- Review the character trait *trust* and link it to the story of Noah.

Focus: Trust is an appropriate response to God when we understand His character, especially His faithfulness to those who love Him and keep His commands.

Display **Character Trait Word Card 6, *Trust***.

Ascertain students' understanding of the meaning of *trust*.

Discuss:

What is trust?

Display **Character Trait Definition Card 6, *Trust*: A strong belief in my heart that God will always do what He says.**

Have students recite it with you.

Discuss:

Did Noah trust God when He said He would destroy the earth with a flood?

You may wish to relate other character traits to each lesson as you deem appropriate and as time allows. Encourage students to suggest additional character traits that apply to the story of Noah.

Teacher's Notes

*Did Noah demonstrate his trust in God by building a boat even though it was not raining and the land was dry?
Why should we trust God?
When we trust and obey God, what does He promise us?*

LESSON 13

SERVANT, PRISONER, AND INTERPRETER OF DREAMS

God Gives Joseph Success as a Servant and a Prisoner

PREPARING TO TEACH

Teacher's Notes

INTRODUCTION

Lesson 12 examined the sins of favoritism, jealousy, and hatred in Jacob's family. The lesson focused on the story of Joseph as his eleven brothers sold him into slavery because they hated him for being Jacob's favorite son.

Lesson 13 explores the story of Joseph's service in Potiphar's house, including his imprisonment following a false accusation by Potiphar's wife and his interpretation of two fellow prisoners' dreams. This lesson emphasizes God's faithfulness to Joseph as He made him "*successful in everything he did*" as both servant and prisoner.

MEMORY VERSE

Lesson 13

. . . the Lord was with Joseph and made him successful in everything he did.

Genesis 39:23

BACKGROUND

The Ishmaelites who bought Joseph from his brothers sold him to Potiphar in Egypt. Potiphar was the captain of the guard, one of Pharaoh's officials. While Joseph was serving in Potiphar's house, God made him successful in everything he did. Potiphar was so pleased with Joseph that he eventually placed him in charge of everything he owned. God even blessed the household of Potiphar because of Joseph's faithful stewardship.

Tragically, Potiphar's wife initiated another difficult trial in Joseph's life. She was physically attracted to the handsome Joseph, and after failing repeatedly to coerce him to commit adultery with her, she falsely accused him of attempted rape. Potiphar believed his wife and had Joseph imprisoned.

In prison, the Lord continued to be with Joseph. The Lord granted him favor in the eyes of the warden who placed Joseph in charge of the other prisoners. One night, two of the prisoners, the king's former cup bearer and baker, had dreams which God gave Joseph the wisdom to interpret. The baker's dream foretold of his own death, but the cup bearer's dream foretold of his reinstated service before Pharaoh. Knowing that the cup bearer would stand before the king, Joseph asked him to petition Pharaoh for his own release. However, once the cup bearer's dream had come true and he was released from prison and reinstated in his former position, he forgot about Joseph's request and Joseph remained in prison for two more years.

Through all Joseph's trials, God remained with him and blessed him. Although

Teacher's Notes

Joseph could never have imagined what lay before him, his imprisonment was designed by God to open the door into service to the king of Egypt, Pharaoh himself. What Joseph's brothers intended for evil when they sold him to Ishmaelites who would sell him as a slave in Egypt, God intended for good (*Genesis 50:20*) as He continued to fulfill His covenant with Abraham, Isaac, and Jacob.

OBJECTIVES

- Students will review the story of Joseph being sold into slavery by his brothers.
- Students will identify how God blessed Joseph even while he was a slave and a prisoner.
- Students will explain why God continued to bless Joseph in the midst of temptation and trials.
- Students will understand that all Joseph accomplished as a slave and as a prisoner was possible only because of God's power and blessing.
- Students will review the Christian worldview affirmations of Biblical Truths 15, 13, and 6 and link them with the story of Joseph as a slave and as a prisoner.
- Students will be encouraged to demonstrate joy even in difficult times, knowing that God is with them.

MATERIALS

Worldview Model

Bible Poster

Time Line

Symbol Cards 6, 9, 13, 14, 15

Bible Lesson Memory Verses

- 12 *Genesis 37:4*
- 13 *Genesis 39:23*

Bible Story Cards

- 12a *Genesis 37:5-7, 9*
- 12b *Genesis 37:18, 23-24*
- 12c *Genesis 37:25-28, 36*
- 13a *Genesis 39:3-4*
- 13b *Genesis 39:20-22*
- 13c *Genesis 40:12-13, 18-19*

Bible Story Picture Cards

- 12a *Joseph's Dreams*
- 12b *Joseph in the Well*
- 12c *Joseph Is Sold to Potiphar*
- 13a *Joseph Becomes Potiphar's Steward*
- 13b *Joseph in Prison*
- 13c *Joseph Explains the Dreams of the Baker and Wine Server*

You may wish to color the *Bible Story Picture Cards*. If so, make a photocopy for coloring, saving the original for future copies.

For large classes feel free to prepare overhead transparencies of all visual aid cards provided with this curriculum.

Bible Word Cards

- 12a *Joseph*
13a *Steward*

Bible Definition Cards

- 13a Steward: A person who takes care of something that belongs to someone else

Character Trait Word Cards

- 5 *Joy*

Character Trait Definition Cards

- 5 Joy: A happiness in my heart because I am in fellowship with God

Teacher Made or Procured

Blackline Masters (Photocopy only. Do not cut or use originals in class.)

- 12a *Joseph*
12b *The Robe of Joseph the Brother*
12c *The Robe of Joseph the Dreamer*
13a *The Robe of Joseph the Steward*
13b *The Robe of Joseph the Prisoner*

Suggestion: Enlarge as much as possible BLM 12a, 12b, 12c, 13a, and 13b on a photocopier. To make the image of Joseph sturdier, copy it on heavy card stock. Photocopy his robes on regular paper and color them.

*Fancy pitcher and goblet
Baker's or chef's hat
Small bread basket
Round loaf of bread
Cluster of grapes*

DEVELOPING THE COMPREHENSION

Student Workbook Activity

- Picture It: Joseph Becomes Potiphar's Steward, p. 51*
Picture It: Joseph in Prison, p. 52
Hiding God's Word: Genesis 39:23, p. 53
Picture It: Joseph Explains the Dreams of the Baker and Wine Server, p. 54
The Main Points: Joseph as a Servant and Prisoner, p. 55

Group Activity

Drama: Have students enact Joseph's interpretations of the baker's and wine server's dreams. Use the teacher procured props listed in the materials list for this lesson.

Discussion: Have students suggest the stewardship responsibilities Joseph may have carried out under Potiphar as a trusted servant and under the prison warden as a trusted prisoner.

Discussion: Talk about "unfair" situations that happen in various settings at home, school, play, etc. Discuss typical human responses and alternative Biblical responses.

Teacher's Notes

You may refer students to *My Bible Dictionary* at the end of the *Student Workbook* to reinforce the definitions of important vocabulary words in the Bible survey curriculum.

Art: Begin a mural or poster display entitled "Dreams." Assign students to work in groups to portray the different dreams of Bible characters they have studied thus far: Jacob and the Stairs; Joseph and the Sheaves; Joseph and the Sun, Moon, and Stars; Joseph and the Wine Server's and Baker's Dreams. Others may be added after students learn more Bible stories involving dreams.

Match up: Distribute the Bible Story Cards and Bible Story Picture Cards for the lesson (and previous lessons about Joseph if desired) to students. Have students match and sequence the cards. Encourage students to tell the story in chronological order using their own words.

Worldview Links: Using the Symbol Cards, have students match and explain relationships they see between the Biblical Truths and the story of Joseph's trials as a slave and as a prisoner.

Community Extension

Encourage students to retell or enact the Bible stories for their families. Encourage parents and children to take time each day to pray and to read the Word of God.

TEACHING THE LESSON

REVIEW OF LESSON 12

Before beginning the review, distribute **Bible Story Cards 12a, 12b, and 12c** to students who can read.
Have them read their cards when called on.

- Review the story of Jacob's favoritism for Joseph.

Focus: Jacob's favoritism for Joseph fueled the hatred of Joseph's brothers toward him.

Display **BLM 12a**, *Joseph*, dressed in **BLM 12b**, *The Robe of Joseph the Brother*.

Discuss:

Who was Jacob's favorite son?

What did Jacob do for Joseph that showed he was the favorite son?

How did Jacob's brothers feel about Joseph because he was the favorite son?

Why do you think Joseph's brothers hated him because he was the favorite son?

- Review the story of Joseph's dreams which foretold of his brothers' submission to him at a future time.

Focus: Joseph's dreams, which prophesied the time when his brothers and his father would bow before him as ruler of Egypt, fueled even further his brothers' hatred.

Display **BLM 12a**, *Joseph*, dressed in **BLM 12c**, *The Robe of Joseph the Dreamer*.

Display **Bible Story Picture Card 12a**, *Joseph's Dreams*.

Locate the story on the **Time Line**.

Discuss:

What two dreams did Joseph have?

What did Joseph's brothers think the dreams meant?

How did Joseph's brothers feel toward him after he told them his dreams?

Why do you think Joseph's brothers hated him so much?

Who has a Story Card that tells this part of the story?

- Review the story of Joseph's brothers throwing him in a well.

Focus: Out of hatred and jealousy, Joseph's brothers threw him in a well to die.

Display **Bible Story Picture Card 12b**, *Joseph in the Well*.

Locate the story on the **Time Line**.

Discuss:

What was the first thing Joseph's brothers did in their plot to kill him because of their jealousy and hatred?

Who has a Story Card that tells this part of the story?

Display **BLM 12a**, *Joseph*,

Display **Bible Story Picture Card 12c**, *Joseph Is Sold to Potiphar*.

Locate the story on the **Time Line**.

Discuss:

After Joseph's brothers decided not to let him die in the well, what did they do to him?

What did they show their father Jacob to cover up their sin of selling Joseph?

What did Jacob think happened to Joseph?

Who has a Story Card that tells this part of the story?

- Review the memory verse for Lesson 12.

Focus: Favoritism promotes jealousy and hatred among family and friends.

Display **Lesson 12 Memory Verse Card**, *Genesis 37:4*.

Read it as formatted below.

Have students recite it with you.

Genesis 37

[4] When Joseph's brothers saw that their father loved him more than he loved them, they hated their brother . . .

Discuss:

Why did Joseph's brothers hate him?

What do sins like showing favorites and hating a brother or sister do to harmony within a family?

- Review the worldview links.

Focus: Biblical Truths 9, 14, and 15 relate to the story of Joseph being sold as a slave by his brothers.

Display the **Worldview Model**.

Display and discuss **Symbol Cards 9, 14, and 15** in the order below.

Symbol Card 14

*What Biblical Truth does this Symbol Card remind us of?
Who created the families of Abraham, Isaac, and Jacob?
How was each family member supposed to treat each other?
How are we supposed to treat the people in our family?*

Symbol Card 15

*What Biblical Truth does this Symbol Card remind us of?
What did sin do to Jacob's family?
What sins did we learn about today in Jacob's family?
What kinds of sins cause disharmony in our families today?*

Symbol Card 9

*What Biblical Truth does this Symbol Card remind us of?
Why was it wrong for Jacob to love Joseph more than he loved his other sons?
Why was it wrong for Joseph's brothers to sell him as a slave?
Why are we supposed to treat others with kindness and love?*

SETTING THE STAGE

- Develop the concept of taking care of things that belong to others.

Focus: The earth and all that we “own” really belong to God. He has placed us as his image-bearers in charge of caring for the earth and for the material blessings He has given us.

Discuss:

*Who created the earth and everything in it?
What are people supposed to do with the earth?
What are people supposed to do with everything that God has given them?
What are some chores and responsibilities you have at home for taking care of your possessions?*

Explain that today's lesson tells the story of some things God gave Joseph to take care of while he was a slave in Egypt.

- Discuss the concept of unjust treatment by others.

Focus: False accusations, rejection, teasing, gossip, betrayal, and physical abuse are sins that characterize our broken relationships and disharmony with others.

Discuss:

How would you feel if you always did what was right, but someone told a lie about you and got you into trouble? What would you want to do?

How would you feel if you helped someone with a problem, but that person didn't remember to help you when you had a problem? What would you want to do?

*Why do people sometimes lie about others?
Why do people sometimes refuse (or forget) to help someone who once helped them out of a difficult situation?*

Explain that today's lesson also tells the story of two very difficult problems Joseph experienced as a slave in Egypt: (1) a lie someone told about him and (2) a time he was forgotten by someone when he needed help.

BIBLE STORY

TOPIC 1. JOSEPH SERVES AS POTIPHAR'S NEW STEWARD

- Develop the story of Joseph's faithful service in Potiphar's house.

Focus: God sovereignly chose Joseph to play an important role in the forming of the nation of Israel. Although Joseph may not have understood that role during the trials of his early life, he did experience and understand God's blessings in every problem he encountered. God honored Joseph's commitment and faithfulness and blessed him even under the hardships of slavery and imprisonment.

Display **BLM 12a**, *Joseph*.

Display **Bible Story Picture Card 12c**, *Joseph Is Sold to Potiphar*.

Remind students that Joseph's brothers sold him as a slave.

Read:

Genesis 39

[1] Now Joseph had been taken down to Egypt. An Egyptian named Potiphar was an officer to the king of Egypt. He was the captain of the palace guard. He bought Joseph from the Ishmaelites who had brought him down there.

[2] The Lord was with Joseph, and he became a successful man. He lived in the house of his master, Potiphar the Egyptian.

[3] Potiphar saw that the Lord was with Joseph. He saw that the Lord made Joseph successful in everything he did. [4] So Potiphar was very happy with Joseph. He allowed Joseph to be his personal servant (steward). He put Joseph in charge of the house. Joseph was trusted with everything Potiphar owned. [6] Potiphar was not concerned about anything, except the food he ate.

Display **BLM 12a**, *Joseph*

Place **BLM 13a**, *The Robe of Joseph the Steward*, on Joseph.

Identify the Egyptian collar, the money sac, and the scroll with instructions for his duties.

Display **Bible Story Picture Card 13a**, *Joseph Becomes Potiphar's Steward*.

Locate the story on the **Time Line**.

Display **Word Card 13a**, *Steward*.

Have students recite it with you.

Discuss:

What do you think a steward is?

Teacher's Notes

Display **Definition Card 13a**, *Steward*: A person who takes care of something that belongs to someone else.
Have students recite it with you.

Discuss:

*What did Potiphar put Joseph in charge of?
Why did Potiphar put Joseph in charge of everything in his house?
What jobs do you think Potiphar gave Joseph to do?*

Briefly explain the concept of being successful.

Discuss:

*What does it mean to be successful or to have success?
Why do you think God was with Joseph and made him successful in everything he did even when he was Potiphar's slave ?*

TOPIC 2. POTIPHAR'S WIFE DESIRES JOSEPH

- Develop the story of Joseph being tempted by Potiphar's wife.

Focus: Joseph faced temptations and trials as he attempted to walk with God. His understanding of right and wrong and his deep commitment to holiness helped him withstand the immoral approaches of Potiphar's wife.

Remind students about the question they discussed in Setting the Stage: *How would you feel and what would you do if someone told a lie about you even when you were doing the right thing?*

Explain that this part of the story is about someone telling a lie about Joseph.

Read:

Genesis 39

[6] Now Joseph was well built and handsome. [7] After some time the wife of Joseph's master began to desire Joseph.

[8] But Joseph refused. He said to her, "My master trusts me with everything in his house. He has put me in charge of everything he owns. [9] There is no one in his house greater than I. He has not kept anything from me, except you. And that is because you are his wife. How can I do such an evil thing? It is a sin against God."

[10] The woman talked to Joseph every day, but he refused to (go to bed with her) or even spend time with her.

[11] One day Joseph went into the house to do his work as usual. He was the only man in the house at that time. [12] His master's wife grabbed his coat. She said to him, ("Come to bed with me!")

But Joseph left his coat in her hand and ran out of the house.

Display **BLM 12a**, *Joseph*, covered with **BLM 13a**, *The Robe of Joseph the Steward*.

Remove the *Robe of Joseph the Steward*.

Continue reading the story:

[13] When she saw what Joseph had done and had run outside [14] she

In the story about Joseph and Potiphar's wife, the words within parentheses are taken from the NIV. Use your own discretion about reading this story from the ICB which uses the phrase "to have sexual relations."

called to the servants in her house and said "Look! This Hebrew slave was brought here to shame us. He came in and tried to (sleep with me), but I screamed. [15] My scream scared him, and he ran away. But he left his coat with me." [16] She kept his coat until her husband came home. [17] And she told her husband the same story.

She said, "This Hebrew slave you brought here came in to shame me! [18] When he came near me, I screamed. He ran away, but he left his coat."

Discuss:

What did Potiphar's wife want Joseph to do?

What did Joseph say to Potiphar's wife?

When Joseph ran out of the house to get away from Potiphar's wife, what did he leave in her hand?

Why did Joseph run out of the house?

What did Potiphar's wife tell the other servants in the house?

What did Potiphar's wife tell her husband?

Why do you think Potiphar's wife lied about Joseph?

TOPIC 3. JOSEPH IS THROWN INTO PRISON

- Develop the story of Joseph's imprisonment.

Focus: God's children often suffer persecution for standing against evil.

Discuss:

What do you think is going to happen to Joseph when Potiphar hears about the lie his wife told the servants?

Explain that the next part of the story answers this question.

Read:

Genesis 39

[19] When Joseph's master (Potiphar) heard what his wife said Joseph had done, he became very angry. [20] So Potiphar arrested Joseph and put him into prison. This prison was where the king's prisoners were put. And Joseph stayed there in the prison.

Display **BLM 12a**, *Joseph*.

Place **BLM 13b**, *The Robe of Joseph the Prisoner*, on Joseph.

Display **Bible Story Picture Card 13b**, *Joseph in Prison*

Locate the story on the **Time Line**.

Continue reading the story:

[21] But the Lord was with Joseph and showed him kindness. The Lord caused the prison warden (boss) to like Joseph. [22] The prison warden chose Joseph to take care of all the prisoners. He was responsible for whatever was done in the prison. [23] The warden paid no attention to anything that was in Joseph's care. This was because the Lord was with Joseph. The Lord made Joseph successful in everything he did.

Discuss:

What did Potiphar do to Joseph when he heard his wife's story?

Was Joseph treated fairly or unfairly? Why?

Who was with Joseph in the prison?

*Who blessed Joseph in the prison?
What did the prison boss (warden) decide to do with Joseph?
Why did the Lord make Joseph successful in the prison?*

Display **Word Card 13a**, Steward.
Have students recite it with you.

Discuss:

*What did God make Joseph a steward of in the prison?
Why did God make Joseph a steward even in the prison?
How do you think Joseph felt about being in prison?
What attitude do you think Joseph had in his heart even though he was being treated unfairly?
Why was Joseph able to love God and serve others even in prison?
How do you think Joseph treated the prisoners he was in charge of? Why?
Even though Joseph was treated unfairly, how did he treat others?*

- Introduce the memory verse for Lesson 13.

Focus: Even in adverse circumstances, God blessed Joseph and caused him to be successful in all that he did.

Display **Lesson 13 Memory Verse Card**, Genesis 39:23.
Read it as formatted below.
Have students recite it with you.

Genesis 39

[23] . . . the Lord was with Joseph and made him successful in everything he did.

Discuss:

*Why did Potiphar make Joseph the steward of everything he owned?
Why did the prison warden put Joseph in charge of the other prisoners?
Why was Joseph successful in everything he did as a slave and as a prisoner?
How can we be successful even when things are very difficult for us?*

TOPIC 4. THE BUTLER AND THE BAKER

- Develop the story of Joseph's interpretation of the butler's and the baker's dream.

Focus: In the midst of the trial of imprisonment, God continued to bless Joseph. By giving him the gift to interpret the dreams of the king's butler and baker, God was setting the stage for Joseph's later release from prison and elevation to second in command in Egypt.

Remind students of the question they discussed in Setting the Stage: *How would you feel if you helped someone with a problem, but that person didn't remember to help you when you had a problem?*

Explain that this part of the story tells about a person who forgot his promise to repay Joseph for helping him in a very difficult situation.

Remind students of Jacob's dream and Joseph's dreams that they learned about in earlier lessons.

Explain that while he was in prison, Joseph had another experience with dreams. Explain that this time Joseph helped two fellow prisoners understand

their dreams.

Read:

Genesis 40

[2] (One day) the king became angry with his officer who served him wine and his baker.

Display a **Pitcher** and a **Glass** to represent the wine server.

Put on or display the **Baker's or chef's hat** to represent the baker and then remove it until later in the story.

Continue reading the story.

[3] So he put them in the prison. This was the same prison where Joseph was kept. [4] The captain of the guard put the two prisoners in Joseph's care. They stayed in prison for some time.

[5] One night both the king's officer who served him wine and the baker had a dream. Each had his own dream with its own meaning. [6] When Joseph came to them the next morning, he saw they were worried.

[7] Joseph asked the king's officers who were with him, "Why do you look so unhappy today?"

[8] The two men answered, "We both had dreams last night. But no one can explain the meaning of them to us."

Joseph said to them, "God is the only One who can explain the meaning of dreams. So tell me your dreams."

Discuss:

Who did the king put in prison with Joseph?

What happened to the baker and the man who served wine to the king while they were sleeping?

When the baker and the man who served the King's wine told Joseph they did not know what the dreams meant, what did Joseph tell them?

Continue reading the story.

[9] So the man who served wine to the king told Joseph his dream. He said, "I dreamed I saw a vine. [10] On the vine there were three branches. I watched the branches bud and blossom, and then the grapes ripened. [11] I was holding the king's cup. So I took the grapes and squeezed the juice into the cup. Then I gave it to the king."

Display the **Bunch of grapes** and the **Cup**.

Display **Bible Story Picture Card 13c**, *Joseph Explains the Dreams of the Baker and Wine Server*.

Locate the story on the **Time Line**.

Continue reading the story.

[12] Then Joseph said, "I will explain the dream to you. The three branches stand for three days. [13] Before the end of three days the king will free you (from this prison). He will allow you to return to your work. You will serve the king his wine just as you did before.

[14] But when you are free, remember me. Be kind to me. Tell the king about me so that I can get out of this prison. [15] I was taken by force from the land of the Hebrews. And I have done nothing here to deserve being put in prison."

Discuss:

What did the man who served wine to the king dream?

What did Joseph say the wine server's dream meant?

Who gave Joseph the power to interpret the dream?

What did Joseph ask the king's wine server to do for him when he got out of prison?

Put on the **Chef's or baker's hat.**

Continue reading the story.

Genesis 40

[16] The baker saw that Joseph's explanation of the dream was good. So he said to Joseph, "I also had a dream. I dreamed there were three bread baskets on my head. [17] In the top basket there were all kinds of baked food for the king. But the birds were eating this food out of the basket on my head."

Display the **Basket with bread.**

Continue reading the story.

[18] Joseph answered, "I will tell you what the dream means. The three baskets stand for three days. [19] Before the end of three days, the king will cut off your head! He will hang your body on a pole. And the birds will eat your flesh."

Discuss:

What did the baker dream?

What did Joseph say the baker's dream meant?

Continue reading the story.

[20] Three days later it was the king's birthday. So he gave a feast for all his officers. (He) let the chief officer who served his wine and the chief baker out of prison. [21] The king gave his chief officer who served wine his old (job). Once again he put the king's cup of wine into the king's hand. [22] But the king hanged the baker on a pole. Everything happened just as Joseph had said it would.

[23] But the officer who served wine did not remember Joseph. He forgot all about him.

Discuss:

On the king's birthday, whom did he let out of prison?

On the king's birthday, what happened to the wine server?

On the king's birthday, what happened to the baker?

Did everything happen just as Joseph said it would happen?

Did the wine server remember to tell the king about Joseph who was still in prison?

How do you think Joseph felt when the wine server forgot to tell the king he was still in prison?

Do you think God forgot about Joseph?

How would you feel if you had helped someone and that person forgot about you when you needed help?

What do you think is going to happen to Joseph?

Explain that the next lesson continues the story about Joseph in prison and tells what happens to him.

WORLDVIEW LINKS

- Link Biblical Truth 15 to the story of Joseph's trials as a slave and as a prisoner.

Focus: Our sin nature separates us from God and is the source of our sins that adversely affect others.

Display the **Worldview Model**.

Point to *Biblical Truth 15: Sin causes disharmony among God's image-bearers*. Review its position as the third pillar of truth about our relationship with others in the *Servanthood Wall*.

Discuss:

Did Potiphar's wife have a relationship of harmony with God like Joseph did?

What sinful thing did Potiphar's wife try to get Joseph to do?

What sinful thing did Potiphar's wife do to Joseph when he would not love her like her husband?

Did Potiphar have a relationship of harmony with God like Joseph did? When Potiphar got angry at his wine server and baker, what did he do to them?

What did Potiphar finally do to the baker after he let him out of prison?

What do people who do not have a relationship of harmony with God do to other people?

What does sin do to the relationships we have with others?

Display **Symbol Card 15**, *Sin causes disharmony among God's image-bearers*. Review its parts and their meaning in relation to **Biblical Truth 15**

Discuss:

What Biblical Truth in our Servanthood Wall does this Symbol Card remind us of?

What parts of the symbol help us remember that sin causes disharmony among God's image-bearers?

- Link Biblical Truth 13 to the story of Joseph's trials as a servant and as a prisoner.

Focus: God created us to serve others. In serving others, we also serve God and His purposes for creation. We are to serve others even when our circumstances are very difficult.

Display the **Worldview Model**.

Point to *Biblical Truth 13: God created His image-bearers to love and serve one another*.

Review its position as the first pillar of truth about our relationship with others in the *Servanthood Wall*.

Discuss:

Was Joseph a servant to Potiphar, the Egyptian?

How did Joseph serve Potiphar?

Why was Joseph able to be such a good servant to Potiphar even though he was a slave?

Was Joseph a servant to the prisoners while he was in prison?

How did Joseph serve the prisoners?

Why was Joseph able to be such a good servant to the prisoners even

Teacher's Notes

You may wish to link other Biblical Truths to each lesson as you deem appropriate and as time allows. Encourage students to see and suggest other links.

*though he was a prisoner, too?
What are some ways we can be servants to others?*

Display **Symbol Card 13**, *God created His image-bearers to love and serve one another.*

Review its parts and their meaning in relation to **Biblical Truth 13**.

Discuss:

What Biblical Truth in our Servanthood Wall does this Symbol Card remind us of?

What parts of the symbol help us remember that we are to love and serve each other?

- Link Biblical Truth 6 to the story of Joseph's trials as a servant and as a prisoner.

Focus: God is faithful to provide for the needs of His children, especially during times of trials and difficulties.

Display the **Worldview Model**.

Point to *Biblical Truth 6: God created people to need Him for everything.*

Review its position as the second pillar of truth about our relationship with God in the *Fellowship Wall*.

Discuss:

After Joseph was sold as a slave to Potiphar, what things did he need in order to stay alive?

Who gave Joseph the ability to succeed as a good servant to Potiphar?

Why was Joseph able to be a good steward of everything in Potiphar's house?

*Did God provide for all of Joseph's needs after Potiphar put him in prison?
Who gave Joseph the ability to succeed as a good servant to the other prisoners?*

Why was Joseph able to be a good steward in charge of the other prisoners?

Who provides for all our needs even if we are having very difficult problems?

Display **Symbol Card 6**, *God created people to need Him for everything.*

Review its parts and their meaning in relation to **Biblical Truth 16**

Discuss:

What Biblical Truth in our Fellowship Wall does this Symbol Card remind us of?

What parts of the symbol help us remember that we must depend on God for everything?

SUMMARY

Before beginning the summary, distribute **Bible Story Cards 13a, 13b, and 13c** to students who can read.

Have them read their cards when called on.

- Review the story of Joseph as Potiphar's steward.

Focus: God granted Joseph favor and success even in difficult situations. He honored Joseph's faithful commitment and righteousness.

Display **Bible Story Picture Card 13a**, *Joseph Becomes Potiphar's Steward*.
Locate the story on the **Time Line**.

Discuss:

Who bought Joseph to be his slave in Egypt?

Why did Potiphar put Joseph in charge of everything in his house?

Who has a story card that tells this part of the story?

- Review the story of Joseph's imprisonment.

Focus: Although Joseph was unjustly imprisoned by Potiphar, God was with Him and orchestrated the circumstances of Joseph's imprisonment in order to bless Joseph and his family.

Display **Bible Story Picture Card 13b**, *Joseph in Prison*.
Locate the story on the **Time Line**.

Discuss:

What evil thing did Potiphar's wife try to get Joseph to do?

When Joseph would not love Potiphar's wife like she wanted him to, what did she do?

What did Potiphar do to Joseph after he listened to his wife's lie?

How did God take care of Joseph when he was in prison?

Who has a Story Card that tells this part of the story?

- Review the story of Joseph's interpreting the baker's and wine server's dreams.

Focus: Even in prison, God prospered Joseph. He gave him favor with the warden and enabled him to interpret the baker's and wine server's dreams.

Display **Bible Story Picture Card 13c**, *Joseph Explains the Dreams of the Baker and Wine Server*.
Locate the story on the **Time Line**.

Discuss:

Whose dreams did God help Joseph explain while he was in prison?

What did the wine server's dream mean?

What did the baker's dream mean?

Did the wine server remember to tell the king about Joseph still being in prison?

Do you think God forgot Joseph while he was in prison? Why Not?

Who has a Story Card that tells this part of the story?

- Review the memory verse for Lesson 13.

Focus: Even in adverse circumstances, God blessed Joseph and caused him to be successful in all that he did.

Display **Lesson 13 Memory Verse Card**, *Genesis 39:23*.

Read it as formatted below.

Have students recite it with you.

Genesis 39

[23] . . . the Lord was with Joseph and made him successful in everything he did.

Discuss:

Why was Joseph successful as Potiphar's slave and steward?

Why was Joseph successful even as a prisoner in the jail?

Why did God make Joseph successful in everything he did?

Even when we have hard problems, what will God do for us?

- Review the worldview links.

Focus: Biblical Truths 15, 13, and 6 relate to the story of Joseph's trials as a servant and as a prisoner.

Display the **Worldview Model**.

Display and discuss **Symbol Cards 15, 13, and 6** in the order below.

Symbol Card 15

What Biblical Truth does this Symbol Card remind us of?

How did Potiphar's wife treat Joseph?

How did Potiphar treat Joseph after he heard his wife's lie?

How did Potiphar treat his wine server and baker when he was angry with them?

How do people treat each other because of sin in their hearts?

Symbol Card 13

What Biblical Truth does this Symbol Card remind us of?

How did Joseph serve Potiphar?

How did Joseph serve the other prisoners while he was in prison?

What kind of attitude do you think Joseph had in his heart as he served Potiphar and the other prisoners?

Symbol Card 6

What Biblical Truth does this Symbol Card remind us of?

Who took care of Joseph when he was put in the well by his brothers?

Who took care of Joseph when he was Potiphar's slave?

Who took care of Joseph when he was put into prison?

Why did God take care of all Joseph's needs?

Who will take care of all our needs even when we have problems?

PRAYER

- Have students thank God for His wisdom, power, and care for their lives. Have students ask God to give them hearts of love and kindness towards others.

CHARACTER RESPONSE--JOY

- Review the character trait joy and link it to the story of Joseph's trials as a slave and as a prisoner.

Focus: Joy is an inner happiness and peace we have when we are in fellowship with God. We can experience joy even during times of extreme difficulty.

Display **Character Trait Word Card 5, Joy**
Ascertain students' understanding of the meaning of *joy*.

Discuss:
What is joy?

Display **Character Trait Definition Card 5, Joy**: *A happiness in my heart because I am in fellowship with God.*
Have students recite it with you.

Discuss:
Do you think Joseph had joy in his heart even though he was sold as a slave by his brothers and put in prison by Potiphar?
Why could Joseph have joy in his heart when he was having so many problems in his life?
Have you ever experienced joy because of your fellowship with God even in the middle of a difficult problem?
Why can we have joy even when we have problems?

Teacher's Notes

You may wish to relate other character traits to each lesson as you deem appropriate and as time allows. Encourage students to suggest additional character traits that apply to the story of Joseph's trials as a slave and prisoner.

Teacher's Notes