

## Lesson 39

# **A Bride for Isaac**

God led Abraham's servant to Rebekah, who became Isaac's wife.

# Studying God's Word

## Introduction

Don't forget! Review the Optional Supplements and determine where you can use them.

Slide #3

Slide #4

Show Lesson 38 Theme Poster. Last time, we read about Abraham's test. What did God ask Abraham to do? Sacrifice his son Isaac.

Even though Isaac was the son God promised him, Abraham obeyed and took Isaac to the mountain God showed him. He brought wood, fire, and a knife. But what did Isaac notice was missing for their burnt offering?  
A lamb.

Yes. We learned that Abraham believed God would provide the offering or bring Isaac back from the dead, if necessary. Abraham placed Isaac on the altar and prepared to kill him as a sacrifice. But God stopped him just in time! Abraham passed the test because he was willing to obey God even though he loved his son so much.

What was the sacrifice God provided as a substitute for Isaac? A ram. Right. God provided the ram for Abraham to sacrifice in place of his son. This sacrifice was pointing to what final sacrifice God would provide for sinners? Jesus.

Show the Lesson Theme Poster. In our lesson today, Isaac was 40 years old. God had promised that Abraham would be the father of many nations and have many descendants. But Isaac had no children. He didn't even have a wife! Abraham wanted Isaac's wife to be a relative rather than one of the Canaanite women nearby who didn't know God.

## The Servant's Journey

Pass out the Bride for Isaac Skits.

Pass out the Bride for Isaac Skits. Today we will be reading a skit based on Genesis 24, which gives the account of finding a bride for Isaac.

### Scene 1

Let's begin with Scene 1, which is a conversation between Abraham and his faithful servant. Who will read our first scene? Assign parts to two students.

Let's stop here for a few moments and ask a few questions.

Slide #5

Show the Map of Canaan and Mesopotamia. Abraham's relatives were back in Haran, the city where Abraham's relatives stayed after they left Ur.

Haran was about 500 miles north of Canaan. This was where Abraham's servant was headed.

What was the servant worried about in Scene 1? The woman may not be willing to return with him to Canaan.

Right. He wanted to know what to do if she wouldn't come with him. He asked Abraham if he should take Isaac to Haran if that happened. What was Abraham's answer? Don't take my son back there.

Why didn't Abraham want his son to return to the city where his relatives lived? What did God promise to give Abraham's descendants? The land of Canaan.

Notice that Abraham was confident that God would provide a wife for Isaac. He said that an angel would go before his servant and give him success. Abraham was a man known for believing God. He trusted that God would keep his promises.

## **The Servant's Prayer**

Refer to the Attributes of God Poster. We will see that Abraham also understood that God is sovereign. Will someone read what that means from the Attributes of God Poster? Assign a reader. God is sovereign—in complete control of everything; God does all that he pleases.

### **Scene 2**

Let's read Scene 2 to see what happens next. Assign parts to two students.

Where did this take place? Look at Scene 2. The well outside the city of Haran.

Did you know that the ancient city of Haran still exists today? Haran is also called the city of Nahor (like how Bethlehem is called the city of David). Nahor was the name of Abraham's grandfather and brother. This confirms that this was the land of Abraham's family. Abraham's servant had to make a long trip!

At the well outside the city, the servant made his 10 camels stop and kneel down to rest. Then he prayed.

He gave a pretty specific prayer, didn't he? What did he pray for first? He prayed for success and God's love for Abraham.

And what did he pray about the woman? He prayed that the woman who offered to water his camels when he asked for a drink would be the one God appointed for Isaac.

Yes. He prayed that he would meet a young woman at the well. And when he asked her for a drink, she would say, "Drink, and I will also give your camels a drink." The young woman who said those very words would be the woman he was looking for! This shows that the servant really trusted that God was in charge of everything—who would be at the well on this day at this time, what she would say, and what she would do.

This servant believed that God was sovereign. In fact, these words stand out in his prayer: “Let her be the one you have appointed for Isaac.” The sovereign God had a plan and a particular wife appointed for Isaac. The servant didn’t know who the right girl was for Isaac, but he trusted that God knew, so he asked God to guide him.

The next part is amazing! The servant was at the well praying that just the right woman would come. And guess what? The beautiful Rebekah arrived at the well before the servant even finished his prayer! She offered him a drink and then offered to water all 10 of his camels. She gave just the response he prayed for! This was no accident or coincidence; God arranged it.

Let’s think about how much work it took for Rebekah to get water from a well for 10 camels. A thirsty camel can drink more than 20 gallons of water in 10 minutes! That’s a lot! Getting enough water for even one camel would take time and effort, but Rebekah did it for all 10!

Next, the servant had to find out if she was related to Abraham, so he asked about her parents. Who was Rebekah’s father? Bethuel.

Who was Rebekah’s grandfather? Nahor.

#### Slide #6

Who was Nahor’s brother? Look in Genesis 24:15. Who can find it first? Abraham.

#### Slide #7

That’s right. Let’s go to our Class Notes and fill in Rebekah’s family

Pass out the Class Notes.

tree to help us see how everyone was related. The names are in the word bank. Write the family tree from the Class Notes answer key on the board for the students to copy or use slide #7. Nahor was Abraham’s grandfather, and Nahor’s son was Terah. Terah had three sons—Abraham, Haran (who died), and Nahor. Abraham had Isaac, and Haran had Lot. Bethuel was Nahor’s son, and Bethuel had a daughter, Rebekah, and a son, Laban.

Did you notice a name that was repeated? What was it? Nahor.

Yes! Abraham’s grandfather and brother had the same name. Abraham’s brother, Haran, died sometime after Lot was born, but his brother Nahor married and had a son named Bethuel. Bethuel had a son named Laban and a daughter named Rebekah. Rebekah was Abraham’s grandniece—his relative!

How did the servant respond to this amazing news that he’d found Abraham’s relatives? He blessed the Lord.

Why do you think the servant responded this way? Allow answers.

He was likely overwhelmed and grateful for God’s sovereignty and faithfulness. God guided him 500 miles right to Abraham’s relatives—and that is exactly what Abraham and the servant had prayed for.

Moving on in this account, we see that Rebekah’s brother, Laban, ran out to invite the servant home for dinner. The family was very hospitable to

the servant and all those with him. The servant was anxious to tell his story, and after telling Rebekah's family all that had happened at the well, he waited for their response.

### Scene 3

Let's see what the family said in Scene 3. There are four parts. Assign readers.

The servant was eager to hear the family's answer. Would they allow Rebekah to leave home to become Isaac's wife? What did they tell him? This is the Lord's doing; you can take Rebekah to be Isaac's wife.

### Genesis 24:52-53

#### Slide #8

Let's read in the Bible what the servant did when he heard that Rebekah could come with him. Who will read Genesis 24:52-53? Assign a reader. What did the servant do as soon as he heard their answer? He bowed himself to the earth before the Lord.

Yes! He bowed down and worshipped God because he was grateful. God directed Abraham, the servant, Rebekah, Rebekah's father, and Rebekah's brother in such a way that his plan would be fulfilled. God always accomplishes his purposes. God is sovereign.

What did the servant do in verse 53? He gave gifts to Rebekah, her brother, and her mother.

The servant gave precious gifts to Rebekah and her family and told them he was eager to leave. But as we read in Scene 3, Rebekah's family wanted her to stay a bit longer.

What did Rebekah say when her family asked if she was willing to leave right away? She said yes, she would go.

Even though events happened a bit more quickly than her family preferred, they sent her away with a blessing.

#### Slide #9

#### Slide #10

Let's review with our Class Notes. Who will read #2? Assign a reader. Well. Complete #2.

Who will read #3? What did Rebekah offer to water? Assign a reader. Camels. Complete #3.

And #4? How did Rebekah's family respond to the servant's account of what happened at the well? Assign a reader. Wife. Complete #4.

And in #5, how did the servant respond when God worked everything out perfectly? What did he do? Assign a reader. Worshipped. Complete #5.

What was Rebekah willing to give up to go with the servant? Who will read #6? Assign a reader. Family. Complete #6.

That would have been a hard decision for Rebekah to leave her home and family. She would be traveling so far away that she probably would never

see her family again.

## **The Bride and the Groom**

Now let's read the happy ending!

Genesis 24:63–67

Slide #11

Slide #12

Slide #13

Who will read Genesis 24:63–67? Assign readers.

Who is mentioned now? Genesis 24:63. Isaac.

That's right. Isaac was the groom, the man getting married. He had stayed in the land of Canaan while the servant went on his journey.

Where was Isaac when Rebekah arrived? Genesis 24:63. In the field.

How did Isaac feel about Rebekah? Genesis 24:67. He loved her and made her his wife.

Refer to the Genesis Timeline Poster. This is a true love story. God provided a specially chosen bride for Isaac—Rebekah. Rebekah was invited to leave her old life behind and belong to someone special—Isaac, who inherited the promises of God to his father Abraham.

Slide #14

Let's complete #7 in our Class Notes. Who will read that? Assign a reader. Sovereign. Complete #7.

God is sovereign and can be trusted to work all things together for good for those who belong to him. He is in complete control of our lives. Just like Abraham, the servant, and Rebekah, we can trust God to lead us, too.

## **Application**

Slide #15

Refer to the Lesson Theme Poster. God had promised Abraham that he would make a great nation from the descendants of Isaac. Although it seemed like a difficult task for Abraham's servant to travel 500 miles, find just the right woman from people he had never met, and expect her to leave her family to marry a stranger from another land—it was not too difficult for our sovereign God. He is in complete control of everything. God's plan for Isaac and Rebekah was perfect, and his plans for us are perfect, too. Abraham and his servant trusted that God would provide. God's Word showed us again today that God is faithful to keep his promises.

The next time you are worried and upset about things in your family or about problems with your friends, stop to think like Abraham: he remembered what God had already done for him and how God had kept his promises. He remembered what God said. He knew that God is sovereign.

Pass out the Student Take Home Sheets and remind students to practice the memory verse this week.

One thing God has promised to those who belong to him and love him is to work all things together for good. That doesn't mean we get everything we selfishly want, but that God's purposes for us will bring him glory and be good for us, too.

When we obey and trust the Lord, we can stop worrying and instead confidently trust that God will work out a good plan in our lives. If, on the other hand, you have been trying to ignore or fight against God, ask God today to change you and help you trust him.

## **Lesson Review**

We all learn best with review and repetition! We encourage you to play a lesson review game.

## **Board Game**

Teams will answer questions and make their way to the finish on the Game Board.

### **Materials**

Review Questions  
Game Board (provided in the Teacher Kit)  
Dice, numbered cards, or spinner  
Buttons or other small items as game pieces for each team

### **Instructions**

Print one copy of the Review Questions for your use. Divide the class into teams.

Team members will take turns answering the review questions. If they answer correctly, they will roll the dice, spin, or draw a numbered card and move that number of spaces on the Game Board. Follow the directions on the spaces to move ahead, fall back, or switch places with another team. If someone does not know or does not answer correctly, he may ask his teammates for help. Alternate between teams as long as time permits, repeating questions if necessary. The first team to make it all the way to the Finish wins.

## **Box Toss**

Students will answer review questions then toss the beanbag at the holes in the box to gain points for their team.

### **Materials**

Review Questions  
Medium-sized cardboard box  
Scissors or knife  
Four beanbags  
Masking tape

## Instructions

Print one copy of the Review Questions for your use. Use scissors or a knife to cut two or three holes in the bottom of the box. Make sure they are large enough for a beanbag to easily pass through. Label each hole with a point number: 5, 10, and 15. Use masking tape to make a tossing line several feet away from the box.

Divide the class into teams. Have the teams line up behind the line across from the box. Give each team two beanbags. Alternate asking each team a review question. Students who answer correctly will toss the beanbags at the target holes in the box to earn points for their team. If they answer incorrectly, they may toss the beanbags for fun without the points counting. Students will go to the end of the line after tossing the beanbags. Keep score for both teams. Continue play until all questions have been answered correctly and students have all had a chance to toss the beanbags.

## Draw Dice

Teams will answer questions and complete a simple drawing to win. Who will finish their drawing first?

## Materials

Review Questions  
One drawing area for each team (paper, white board, etc.)  
Pencils or white board markers  
One die

## Instructions

Print one copy of the Review Questions for your use. Divide the class into two teams. Give each team a sheet of paper and a pencil, or divide the white board in half. Draw a mouse on the board as an example.

Ask the first team a question from the lesson. If they answer correctly, have them roll the die.

To begin drawing their mouse, each team must wait until they get a six. They will then draw the mouse's body on their paper or the board. After they have drawn the body, as they give correct answers to the questions, they can continue to draw the other parts of the mouse according to the numbers they roll.





They can draw according to the numbers below:

6 = body

5 = nose

4 = whiskers

3 = eyes

2 = ears

1 = tail

Continue giving each team a turn to answer a question and roll the die. Repeat the questions as necessary. The first team to finish their mouse wins.

You may choose to draw a simple object from the lesson, such as a crown, an open Bible, a fish, etc. Be sure to assign numbers (as above) to each part of the object to be drawn before the game begins.

## Four in a Row

Students will answer questions and add a marker for their team onto the grid. Which team will be the first to get four in a row?

### Materials

Review Questions

Masking tape

Red and black paper circles or other markers for each team

### Instructions

Print one copy of the Review Questions for your use. Use masking tape to make a 16-section grid on the floor. The grid should be four sections wide by four sections long. Each section should be equal in size. Use eight red circles and eight black circles cut from construction paper or other markers for the two teams.

Divide the students into two teams. Give each team eight markers. They will take turns answering the questions. If they answer correctly, they can put a marker in a square on the grid. The first team to get four markers in a row wins the game.

## Goofy Golf

Hit the sock with the noodle? Teams must work together to answer the questions and putt to get a hole-in-one in this crazy golf game!

### Materials

- Review Questions
- Swimming noodles or rolled up newspapers
- Rolled up socks
- Masking tape
- Ten sheets of paper
- Markers

### Instructions

Print one copy of the Review Questions for your use. Use the markers to number sheets of paper 1–10 (use more or less depending on class size and time). Tape down the sheets of paper around the room in a random pattern to form a golf course. You may want to add chairs as obstacles in the path.

Divide the class into teams. Give each team a rolled up sock and a swimming noodle. Ask the first student a review question from the lesson. If he answers correctly, allow him to use the noodle to drive the rolled up sock toward the first sheet of paper labeled #1. Continue with the next team. Take turns allowing team members to answer questions and continue putting the socks along the course to each hole, continuing from where the last teammate left off. The sock must touch or roll over the sheet of paper to consider it in the hole. The first team to reach the tenth hole wins.

## Oh No

Not every roll of the dice will be good for the team. Answer the question, roll the dice, and be prepared to say, “Oh no!”

### Materials

- Review Questions
- Two dice

### Instructions

Print one copy of the Review Questions for your use. Divide the class into teams. Each team will take turns answering review questions. When a team

answers correctly, have them roll the dice to determine their points. If a team does not answer correctly, give the answer and repeat the question later. Keep track of team scores.

Numbers aren't always a winner! If students roll:

- 2 or 3 that team gives 5 points away to the other team
- 4 or 5 that team takes 5 points from the other team
- 6–10 face value
- 11 subtract 10 points from the team score
- 12 double the team score

(Note: no team can have less than 0 points.)

## Pick a Point

Answer the questions correctly to earn the right to pick a point.

### Materials

- Review Questions
- Small paper strips
- Cup or basket

### Instructions

Print one copy of the Review Questions for your use. Write various numbers in increments of 5 or 10 on strips of paper to use as point cards. Put the point cards into the cup or basket. Divide students into teams of 4–5 students each. Have each team take turns answering a review question. After each correct answer, let a member of the team draw a point card from the cup.

The number of points on the cards will vary, so the score will have nothing to do with how skilled one team might be. Keep track of each team's points. If time allows, repeat the questions!

## Toss for It

How many points? Toss for it! Students answer the questions and toss the beanbag to earn points for their team.

### Materials

- Review Questions
- A deck of numbered cards, or numbers and "wild" written on index cards
- One beanbag
- Masking tape
- Two baskets or containers for cards

### Instructions

Print one copy of the Review Questions for your use. Place several rows of numbered cards facedown with a few inches between them to form a grid pattern (make sure to put several wild cards or Jokers down, too). Use the masking tape to make a tossing line several feet from the cards.

Divide students into teams and have them line up behind the tossing line. Ask the first student a review question. If he gives the correct answer, have him toss the beanbag onto a card. Turn the card over to reveal the points he receives for his team. Face cards or word cards are 10 points each. Wild or Jokers are also 10—plus another turn. All other cards are face value.

Have the student pick up his card and put it in the team's basket to be counted at the end of the game. Next team's turn. If a student gives an incorrect answer, he should go to the end of the line. Give the answer and repeat that question later. Continue taking turns until all the questions have been answered. Add more cards to the grid if necessary.

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