

## Lesson 54

# God Sends the Final Plague

God sent the final plague on the firstborn of Egypt but protected the Israelites.

# Studying God's Word

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

## Introduction

### Slide #3

Refer to Lesson 53 Theme Poster. In the last lesson, Moses and Aaron obeyed God and went before Pharaoh. They delivered God's message to let the Israelites go. Did Pharaoh listen and let the people go? No.

Even after seeing signs of God's power, like Aaron's staff being turned into a snake, Pharaoh hardened his heart and refused to obey the Lord.

What is a hard heart? A stubborn, rebellious heart; a heart that refuses to obey God.

Refer to Attributes of God Poster. Sometimes Pharaoh hardened his heart, and sometimes God hardened it. God said he would harden Pharaoh's heart in order to show many signs and wonders in Egypt. Remember that God is just: he is fair according to who he is, but he must also punish sin.

God gave Pharaoh many warnings and opportunities to obey and let the Israelites go. But God had to judge Pharaoh's sin. Pharaoh had mistreated and killed the Israelites for years, and the plagues were judgment on him and his people.

### Slide #4

Refer to the Lesson Theme Posters. How many plagues can you remember? We talked about nine of them. Blood, frogs, gnats, flies, death of livestock, boils, hail, locusts, darkness.

After the ninth plague of darkness, Pharaoh got angry and threatened to kill Moses if he saw his face again! God would have to send a final, devastating plague before Pharaoh would listen.

## The Passover

Pass out the Class Notes to the students.

Remember that God protected the Israelites from many of the plagues so far. The Israelites didn't have flies, dead livestock, boils, hail, or darkness. In order to protect them from the tenth plague, God gave Moses and Aaron instructions for his people to escape the terrible judgment coming on Egypt.

Exodus 12:5-8

### Slide #5

### Slide #6

First God told each family to choose a lamb for their household. But it couldn't be just any lamb. Let's read what else God told them to do. Who will read Exodus 12:5–8 for us? Assign readers.  
What kind of lamb did God say they should use? A lamb without blemish, a male a year old, from the sheep or goats.

The lamb had to be young, no older than a year, and a male without blemish. "Without blemish" means it had to be a perfect lamb—one that wasn't hurt or crippled. The lamb couldn't have anything wrong with it.

What does verse 6 say the Israelites should do with their lambs at twilight? Kill them.

Yes, the lambs were a sacrifice. Then what were the people supposed to do with the blood of the lambs? Put it on the two doorposts and on the lintel of their houses.

What is the lintel of the house? Does anyone know? The top of the doorway. (Point out the doorposts and lintel on a door in your room.)

Then the people were to eat a special meal of the lamb. How were they supposed to cook it? Roasted on the fire.

What else would they eat with the lamb? Look in verse 8. Unleavened bread and bitter herbs.

What is unleavened bread? Allow answers.

Show example of matzah crackers, and let students try some. Be aware of any allergies. This is unleavened bread called matzah. Unleavened bread has no leaven, which is what makes dough rise. So unleavened bread is flat rather than puffy like a regular loaf or roll. Today, we use yeast or baking powders to leaven breads, cookies, and muffins. Back in Moses' day, when women baked their bread, they took out a pinch of dough to save for the next batch, and then they would add this bit of old dough into their new dough to make it rise.

After the tenth plague, the Israelites would leave Egypt in a hurry. They wouldn't have time for their dough to sit out and rise. So unleavened bread was a reminder to them of how quickly they would leave Egypt.

Anyone have a guess why they were supposed to eat bitter herbs with their meal? What would these herbs remind them of? Allow guesses.

Bitter herbs were a reminder of their bitter, difficult lives as slaves in Egypt.

Bring out horseradish sauce. Who is brave enough to try dipping a piece of matzah in this bitter horseradish sauce? Allow a few volunteers to try a small amount of horseradish sauce and describe how it tastes. Be careful, it can feel hot on the tongue!

Exodus 12:11

Slide #7

So God not only told them what to eat for this special meal, he told them how to eat it. Follow along in verse 11 as I read. Read Exodus 12:11.

How were they supposed to eat this meal? What are some things mentioned in verse 11? Belt fastened, sandals on, staff in hand, eat in haste.

This doesn't sound like they were sitting down for a long, relaxing meal, does it? They were supposed to be ready to go with their belts fastened, shoes on, and staff in hand. They were also told to eat quickly because they would be leaving Egypt very soon.

What was the name of this meal? The Lord's Passover.

God told the Israelites exactly what to eat for the Passover meal and what to do with the blood of the lambs to protect their homes from the last plague he was going to send on Egypt. God was about to save his people from Pharaoh and bring them out of slavery as he promised. Let's read what God was going to do.

## Exodus 12:12-13

### Slide #8

Who wants to read Exodus 12:12-13 for us? Assign readers.

This would be the tenth and final plague that God would send, the death of the firstborn of all families and animals in Egypt.

Tell me again what the Israelites were supposed to do with the lamb's blood? Put it on the lintel and doorposts of their homes.

Right. How would the blood from the perfect lambs protect the Israelites? What would God do when he saw the blood on the doorposts? Look in verse 13. When God saw the blood, he would pass over that house and not kill the firstborn there.

This is where the name Passover comes from because God "passed over" the houses protected by the blood of a lamb. God provided a way for his people to escape the plague of the death of the firstborn. But they had to be obedient and stay safe in their houses, and a perfect lamb had to die.

### Slide #9

### Slide #10

### Slide #11

Let's look at our Class Notes. You'll need to unscramble the answers and then write them in the blanks. Who will read #1 and give us another word for Pharaoh's stubborn heart? Choose a reader. Hard. Have students complete #1.

You may want to write the answers on the board for students to copy. And #2? God gave the Israelites instructions. Who will read what they did first? Choose a reader. Lamb. Have students complete #2.

Then what were they supposed to do? What is the answer to #3? Choose a reader. Doorposts. Have students complete #3.

God told them to eat the lamb for a meal. Who will read #4? Choose a reader. Passover. Have students complete #4.

There were other parts to this meal. Who will read and answer #5?

Choose a reader. Bread. Have students complete #5.

And #6? What else did they eat as a reminder? Choose a reader. Bitter. Have students complete #6.

## The Death of the Firstborn

Remember that in each of the plagues, God was showing his power over false Egyptian gods.

In Egypt, the people also worshipped Pharaoh as a god. Is that true? Was Pharaoh a god? No!

This last plague showed that Pharaoh was powerless against the true God. Let's read what happened when God sent the tenth plague.

Exodus 12:29–34

Slide #12

Slide #13

Slide #14

Skip down to verse 29 in chapter 12. Who will read Exodus 12:29–34?

Assign readers.

What time did this plague happen? Midnight.

Who died in this plague? All the firstborn children and livestock of Egypt.

Do you think firstborn means the oldest child in each family or the oldest son? Allow answers.

In other parts of the Bible, “firstborn” is a title given only to sons, so it appears that firstborn sons—and not daughters—died in this plague. It didn't matter if you were a prince or a prisoner; even Pharaoh's own son died. This plague was terrible!

Who did Pharaoh call? He called for Moses and Aaron.

What did Pharaoh tell them to do? Go—all the Israelites with their flocks and herds.

Pharaoh finally obeyed God and let the people go, but he paid a horrible price for his hardened heart.

What were the Egyptians afraid of in verse 33? They thought they would all be killed.

The Egyptians were terrified. They wanted the Israelites to leave as soon as possible.

What does Exodus 12:34 say about the Israelites' dough? They took it before it was leavened.

They had to leave in such a hurry that they wrapped up their dough before it had time to rise. The unleavened bread God wanted them to eat for their Passover meal was to remind them of this night.

Slide #15

Let's answer a couple more questions on our Class Notes. Who will read #7? Choose a reader. Pass over. Have students complete #7. And what happened to the Egyptians during the tenth plague? Who will answer #8? Choose a reader. Firstborn. Have students complete #8.

## The Lamb of God

The Passover feast was to be celebrated every year as a reminder of how God miraculously protected his people and brought them out of slavery in Egypt. But the Passover was also a picture of another perfect Lamb. Turn to the New Testament book of John. Refer to the Books of the Bible Poster to help students find John.

John 1:29

### Slide #16

Who will read John 1:29? Assign a reader.

Who is speaking in this verse? John the Baptist.

What did John say when he saw Jesus coming? Behold, the Lamb of God.

What did John say Jesus had come to do? Take away the sin of the world.

John called Jesus the Lamb of God. Jesus was perfect because he never sinned. Do you see the connection between Jesus and the Passover lamb? In the Old Testament, God provided a way to save his people, the Israelites, through the blood of the perfect lambs they sacrificed. Then in the New Testament, God told us that Jesus is the Lamb of God who came to take away sin.

The Israelites needed a way of escape from the plague of death. We also need an escape from the punishment of sin, which is eternal death. We need this because we are all sinners, and God must punish our sin just as he had to punish Pharaoh's hard heart. But God provided a plan of escape for the Israelites through the sacrifice of a perfect lamb. And he provided a way to save us through the blood of the Savior, Jesus Christ. Just as the lamb's blood was spread on the doorposts, Jesus' blood was shed on the cross. Jesus was the sacrifice for us. It was his death that provided a way for us to be forgiven of sin.

The Passover we studied from Exodus today is a picture of what God was already planning to do to save his children many years later and give them eternal life through Jesus Christ.

### Slide #17

Let's fill in the last two questions on the Class Notes. Who will read #9 for us? Choose a reader. Jesus. Have students complete #9.

And the last one, #10. What does Jesus have to do with a lamb? Choose a reader. Lamb, God. Have students complete #10.

## Application

### Slide #18

Refer to the [Lesson Theme Posters](#). Today we learned about the first Passover, which God created to protect the Israelites from the tenth plague. By sacrificing a perfect lamb and spreading its blood on their doorposts, the Israelites were saved from the punishment God brought on the Egyptians. God passed over their houses, and their firstborn did not die.

As part of the Passover meal, the people were supposed to remove all leaven from their homes. Do you remember what leaven does? Makes dough rise.

Leaven is something that spreads through dough and makes it rise and get puffy. We mentioned how the women would pinch off some old dough with leaven in it and when they added it to the new dough, it would spread and make the new dough rise. If you're making bread, that works fine. But because it spreads like that, leaven was also used in the Bible as a picture of what sin is like. Sin spreads and affects everything it touches. For instance, one lie leads to another lie, angry words can make others angry, and gossip can hurt others deeply.

That's why God's Word commands Christians to get rid of sin by confessing it and turning away from it. Once you're a child of God, you're like a new batch of dough. When we sin, it's like adding a piece of old dough, which doesn't belong. God wants us to quickly confess and get rid of sin before it spreads.

During our prayer time, if you have a sin that comes to mind, take a minute and confess it to God. Tell him you're sorry and ask for his help to keep from doing it again.

## Lesson Review

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

We encourage you to play a lesson review game.

## Bible Baseball

Students will answer questions and run the bases!

## Materials

Review Questions  
Three chairs set out for bases  
Optional: gift wrap tube and a large balloon

## Instructions

Print one copy of the Review Questions for your use. Set out chairs as bases. Have the students line up by the home base area facing you (at the pitcher's mound). Each student up to "bat" will have a chance to answer a review

question. If he can answer it correctly, let him run the bases. If he can't answer correctly, give the answer and ask him to go to the end of the line and try again.

You may want the students to sit on the chair at each base while they wait to run to the next base or have them run all the way around and return to the line. Repeat the questions until all the students have run around the bases.

For some added fun, you can use a gift wrap tube as a bat and toss a large balloon for students to hit after they answer each question.

## 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.

## Racetrack

Who will reach the checkered flag first? Teams will race to the finish by answering review questions.

### Materials

Review Questions  
White board or chalkboard  
Markers/chalk  
Optional: paper cutouts for each team (cars, animals, circles, etc.),  
tape/poster putty

### Instructions

Print one copy of the Review Questions for your use. Draw a racetrack on the board. It may be as simple as a straight horizontal path or a curvy circle. Label "Start" and "Finish" (with a checkered flag) at either end of the track. Add numbers along the track (e.g., 1–10) at equal intervals between Start and Finish. The numbers will be used as placement points for the racers as they progress along the track.

Divide the class into teams. You may draw a different symbol (e.g., stick figure, circle, X or O) to represent each team at the Start, or use paper cutouts as team markers and stick them to the board with tape/poster putty.

Ask the first team a review question. If they answer correctly, move their marker or redraw their symbol along the track at #1. If they answer incorrectly, give the next team a chance to answer and move to the first number. If they do not know, give the answer and ask that question again later. Continue to alternate asking review questions and moving teams' markers along the racetrack according to the numbers along the track. The first team to reach the Finish wins!

## 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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