

Lesson 51

God Protects Moses

God protected Moses from Pharaoh.

Studying God's Word

Introduction

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

At the end of the book of Genesis, Jacob moved his whole family down to Egypt to be with Joseph. Joseph was a ruler in Egypt, and he settled his family in the land of Goshen and gave them bread during the famine.

Does anyone know the other name that God gave to Jacob? Israel.

God said Jacob would be called Israel, and he promised to bring Jacob's family back to the land of Canaan. Israel died after blessing his sons, but Joseph and his brothers stayed in Egypt and had children and grandchildren.

Refer to the Exodus to Malachi . The book of Exodus continues the account of Israel's family in Egypt. The descendants of Israel, called Israelites, became very numerous. Many years later, long after Joseph and his brothers had died, a new king came to power in Egypt, and he didn't know Joseph or what he had done to save people during the famine. This new Pharaoh didn't like the Israelites because there were so many of them, so he decided to make them work for the Egyptians by forcing them into slavery. He thought this would stop them from growing, but God blessed the Israelites with even more children!

God Protects Moses

Pass out the Class Notes to the students.

Finally, Pharaoh, the king of Egypt, ordered that all the baby boys born to the Israelites must be thrown into the river.

This was terrible! Babies thrown into the river would die! Why do you think that Pharaoh commanded only the boys, and not the girls, to be killed? Allow answers.

Pharaoh was afraid that the baby boys would grow up to be soldiers and fight against his people. There were so many Israelites that they outnumbered the Egyptians.

Before I read, we're going to divide into two teams. Each team needs to listen very closely because I'm going to ask questions about the verses, and we'll keep score to see which team can answer the most questions correctly. Divide the class into two teams.

Exodus 2:1-10

Slide #3

Slide #4

Slide #5Slide #6Slide #7

Everyone turn to Exodus 2. Follow along as I read verses 1–10. These verses tell about a special baby born during this dangerous time in Egypt. God miraculously protected this baby boy. Read the passage.

I'm going to give each team a bell (or buzzer). When I ask a question, each team needs to figure out the answer and then ring the bell. Whoever rings the bell first and gives the correct answer will earn one point for their team. If you don't give me the correct answer right away, the other team will have a chance to answer. Give each team a bell or buzzer. Ask the following questions and allow teams to look for answers in the Bible passage. Record the scores for each team.

Are you ready? Here we go.

Moses' parents were from what house (son) of Israel? Exodus 2:1. Levi. Right! Now, how many months did Moses' mother hide him from the Egyptians? Exodus 2:2. Three.

This next question isn't in a specific verse. What do babies do a lot that makes them hard to hide? Cry.

Yes! If any Egyptian heard Moses crying, he would've been taken away from his family and thrown into the river.

Next question: what did Moses' mother make to put Moses in? Exodus 2:3. A basket made of bulrushes.

Where did Moses' mother set Moses' basket? Exodus 2:3. Among the reeds by the river bank.

Which family member watched over Moses as he was floating in the river in his basket? Exodus 2:4. His sister.

Moses' older sister watched over him at the river. Her name was Miriam.

Who came to the river to bathe? Exodus 2:5. Pharaoh's daughter.

Who was in control of Pharaoh's daughter coming to the river at just the right time to find Moses in his basket? God.

That's right. Nothing happened by accident! How did Pharaoh's daughter feel when she saw Moses and heard him crying? Exodus 2:6. She took pity on him; she felt compassion.

Yes. Pharaoh's daughter felt sorry for Moses even though she realized he was a Hebrew, or Israelite, baby. What were all the Egyptians supposed to do with Israelite baby boys? I mentioned this earlier; it's in Exodus 1:22. Throw them in the river. Kill them.

Back to Exodus 2. What did Miriam offer to do for Pharaoh's daughter in verse 7? Call a Hebrew woman to nurse the baby.

When Pharaoh's daughter agreed, who did Miriam go get to be Moses' nurse? Exodus 2:8. Moses' mother.

Here's the last question for this passage: look in verse 10. Why did the princess name her adopted son Moses? What does his name mean? Drawn

out (of the water).

The princess drew Moses out of the river, and that's what his name means: drawn out.

Good job answering all those questions! Let's see which team won this first round. Add up scores and announce the winning team.

We'll get to play another round after our next passage. But let's review the verses we just went over. First, we see God's protection of Moses. God helped Moses' parents hide him for the first three months. Then God protected Moses in his basket as it floated in the river.

Slide #8

Refer to the Lesson Theme Posters. Next, God saved Moses from Pharaoh's command for the boys to be killed by using Pharaoh's daughter to find the baby and feel sorry for him. Finally, God rewarded the faith of Moses' parents by giving him back to them for the first years of his life.

Slide #9

Slide #10

Slide #11

Let's look at our Class Notes. Each sentence has a blank to fill in and then asks the question, "Why?" You'll have to find the correct statement on the right that answers that question.

Let's do #1 together. Where did Pharaoh command that all the Israelite baby boys be thrown? Into the river. Write the word "river" in the blank. Now, let's answer why. What statement on the right tells us why Pharaoh wanted to kill the Israelite boys? C. He was afraid they would grow up to be soldiers. Go ahead and draw a line from #1 to letter C. Have students complete #1.

Who will read #2 and tell us what Moses' mother made for him? Choose a reader. Basket.

And why did she have to make the basket and put him in the river?

Choose a reader. F. She could not hide him anymore. Complete #2.

Who will answer #3? Who stayed by the river with Moses? Choose a reader. Sister.

Why did Miriam stay by the river? Choose a reader. A. She was watching to see what would happen to Moses. Complete #3.

And #4? Who decided to keep Moses? Choose a reader. Daughter.

Why did she do that? Choose a reader. G. She felt sorry for him. Complete #4.

Who will read #5? Choose a reader. Adopted.

Why did she choose that name? Choose a reader. B. She drew him out of the water. Complete #5.

Moses Becomes a Prince

Because Pharaoh's daughter, the princess, adopted Moses, Moses became a prince even though he was born to slaves! What do you think life was like for Moses growing up as a prince? What kinds of things would he learn and do? Allow discussion.

The Bible doesn't give us the details of Moses' childhood, but we know some things from studying Egyptian history. Moses would have received the best Egyptian education in subjects like math, politics, religion, writing, music, and poetry as well as military training like sword fighting, archery, and horseback riding. Do you suppose God knew that Moses would need this training for something? Let's keep that in mind.

Living as a prince may sound fun, but Moses knew he was an Israelite, not an Egyptian. His family would have taught him about the one true God—the God of Abraham, Isaac, and Jacob. But the Egyptians worshipped many false gods. They were also forcing Moses' people to work hard as slaves. The Israelites were making bricks, working in the fields, and doing whatever the Egyptians said. They weren't free to go where they wanted or to do the work they wanted for their own families.

How do you think Moses felt when he saw how the Egyptians treated his people? Allow discussion.

Moses Flees to Midian

The Bible tells us how Moses felt! I'll tell you what happened from Exodus 2, starting in verse 11. Listen carefully because we'll play another round of questions in our team challenge. You will be telling the students the history of Moses from Exodus 2:11–22.

Slide #12

Exodus 2:11–22

Refer to the Lesson Theme Posters. Moses lived in Pharaoh's palace for 40 years. One day he wanted to find out what was happening to his fellow Israelites. What he saw was an Egyptian beating an Israelite slave. Moses was so upset at the mistreatment of his people that he killed the Egyptian and hid him in the sand!

The next day he went out again to his people. This time he saw two Israelite men fighting. Moses asked the man who started the fight why he was hitting his fellow slave. The slave didn't like Moses' question. He asked who made Moses a prince or judge. Then he asked if Moses planned to kill him, too! When the slave said this, Moses was afraid because people knew about him killing the Egyptian. And Pharaoh did find out and wanted to kill Moses. Moses had to run for his life! So Moses fled to the land of Midian, where Pharaoh wouldn't chase him.

In Midian, Moses sat down by a well. Seven daughters of a priest of Midian came to the well to water their father's flock, but some mean shepherds drove them away. When Moses saw this, he stood up for the girls against the shepherds and helped them water their animals. The girls ran to their father and told him how Moses had helped them. Their father, Reuel, invited Moses to stay with him and his family. Moses agreed to stay with them and work as a shepherd. He eventually married one of Reuel's daughters, named Zipporah. Moses and Zipporah had a son named Gershom.

Moses' life changed a lot. He went from being a prince in a palace to being a shepherd in the wilderness! He probably thought he was never going back to Egypt or his people, the Israelites. But we'll see that God had a different plan for Moses. God was preparing Moses as a shepherd just as he had prepared him as a prince. Moses needed to learn to trust God rather than himself.

Let's see how well you were listening! Keep your Bibles open to Exodus 2 so you can look up verses. Remember that whoever rings the bell first and gives the correct answer will earn one point for their team. If you don't give the correct answer right away, the other team will have a chance to answer. Ask the following questions and allow teams to look for answers in the Bible passage. Record the scores for each team.

Let's begin! First question: what did Moses see an Egyptian doing to one of the Israelite slaves? Exodus 2:11. Beating him.
What did Moses do to the Egyptian? Exodus 2:12. Killed him and hid him in the sand.

Moses was so upset that his people were being mistreated that he killed an Egyptian, who was probably one of the taskmasters in charge of the slaves.

Who did Moses see fighting the day after he killed the Egyptian? Exodus 2:13. Two Hebrew/Israelite men (slaves).

Moses was probably surprised to see two slaves fighting. Wasn't it bad enough that they were mistreated by the Egyptians? He probably wondered why they were mistreating each other.

Next question from verse 13: what did Moses ask the Hebrew slave who started the fight? Why do you strike your companion?

The slave didn't like Moses getting involved. He asked who made Moses a what over them? A prince and a judge.

Why was Moses afraid when the slave asked if Moses planned to kill him? Moses realized that people knew about him killing the Egyptian.

Who wanted to kill Moses when he heard what Moses had done to the Egyptian? Exodus 2:15. Pharaoh.

Where did Moses run to get away from Pharaoh? It's the name of a land. Exodus 2:15. Midian.

Who did Moses help at the well by standing up to some mean shepherds? Exodus 2:16-17. Seven daughters of the priest of Midian (Reuel).

Moses chose to stay with Reuel's family. What was the name of the woman he married? Exodus 2:21. Zipporah.

Last question from verse 22. What was the name of Moses' son? Gershom.

Nice work finding the answers! Let's see which team won this round. Add up scores and announce the winning team.

Slide #13

Let's complete our Class Notes. Who will answer #6 and tell us what Moses did to the Egyptian? Choose a reader. Killed.

And why did Moses kill him? Choose a reader. D. He was upset that his people were being mistreated. Have students complete #6.
And #7, where did Moses flee? Choose a reader. Midian.
Why did he have to leave Egypt and his life as a prince? Choose a reader.
E. He knew that Pharaoh wanted to kill him. Complete #7.

Application

Slide #14

Refer to the Lesson Theme Posters. Today we saw how God protected Moses as a baby and as a grown man. God saved him from Pharaoh's order to kill all the baby boys by having the princess adopt him. After 40 years, Moses was forced to flee from Egypt because he killed the Egyptian who was beating a slave, one of his people.

What land did he go to? Midian.

In Midian, Moses helped the daughters of a priest, and he joined their family. God never left Moses, and he never leaves us, either. God is our protector. Even during scary situations, like Moses running for his life, God was watching over him.

We know that Moses was real and that these events happened because they are in God's Word. Some people don't believe the account about Moses; they think it's all made up. But God has allowed people called archaeologists to discover things that confirm what the Bible says.

Does anyone know what an archaeologist is? Allow answers.

Archaeologist: someone who studies things that happened in the past
Archaeologists study things that happened in the past. They often dig up things from the ground, and the things they find can tell them a lot about how people lived back then.

Slide #15

Since Moses was born in 1571 BC, the pharaoh over Egypt at this time was probably Amenemhet III. Archaeologists and historians have discovered that Pharaoh Amenemhet III didn't have any sons, but he had a daughter. His daughter could have been the princess who rescued Moses from the river and brought him to the palace to be her son.

We can see from the Bible and from history that God uses men and women, rulers, and even slaves to accomplish his plans. He was in control of keeping Moses safe during a dangerous time, and God is sovereign over every detail in our lives, too.

Refer to the Attributes of God Poster. Who will read the definition of sovereign from the Attributes of God Poster? Choose a reader. In complete control of everything; does all that he pleases.

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

If there is anything that is worrying you or scaring you, you can tell God. He knows and cares about everything we go through. He will be your comforter and protector, just as he was for Moses.

Lesson Review

We all learn best with review and repetition! 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.

Limited License to Reproduce

A limited, non-exclusive, non-transferable, nonsublicensable license is hereby granted to a single local church or organization to print copies of the PDF materials in the Teacher Digital Resources if 1) you are the original purchaser; 2) you are using the copies for noncommercial purposes (such as for teaching in class) exclusively within your single local church or organization (multi-campus churches, and national/regional denominations are not covered under this license); and 3) you follow the instructions provided in the curriculum pertaining to the printable materials.

This license is for the specific purchaser of the product and does not include affiliated groups or organizations, or other churches or groups in the same denomination as the purchaser, not identified as the actual purchaser. There is no limit to the number of printed copies for use within the single local church or organization which is the actual purchaser. None of the material in this curriculum may be reproduced for any commercial promotion, advertising, or sale of a product or service, or to share with any other persons, churches, groups, or organizations.

The media (audio/video) portions are copyrighted and duplication is prohibited. This license is for materials in the Teacher Digital Resources only and does NOT include reproduction rights for pre-printed teacher books, student guides, student take home sheets, or posters, except on an emergency basis when purchased quantities are not sufficient for a given week.

Bible Version

Scripture quotations are from the ESV® Bible (The Holy Bible, English Standard Version®), copyright © 2001 by Crossway, a publishing ministry of Good News Publishers. Used by permission. All rights reserved.