

Lesson 38

Abraham's Test

Abraham loved God more than he loved his promised child, Isaac.

Studying God's Word

Introduction

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

We've been talking a lot about Abraham. He was an important person in history.

Slide #3

Slide #4

Refer to the Lesson 36 Theme Poster. God made a covenant with Abraham. What did God say about the stars and Abraham's descendants? God would give him a son and descendants as numerous as the stars. That's right. But Abraham and his wife, Sarah, got impatient and tried to help God keep his promise. And Abraham had a son whose mother was Hagar. What was this son's name? Ishmael. Was Ishmael the son God had promised? No. Refer to Lesson 37 Theme Poster. Who was the promised son? Isaac.

Right! Isaac was the son God gave to Sarah and Abraham. He was the one who would carry on the covenant God had made with Abraham.

Today, we will continue talking about Abraham. But our lesson has to do with a test and a substitute. Now, I'm sure you all know what a test is. Can someone explain a test? Allow answers.

Slide #5

A test could simply be doing something to show how much you know or are able to do. For instance, you may take a spelling test to show that you know how to spell certain words. Or maybe you answer questions about a lesson to show how much you understand. What is a substitute? Allow answers.

A substitute is someone who takes the place of someone else. Maybe you've had a substitute teacher at school when your regular teacher was sick, or your coach put you in the game to substitute for another player on your team.

Now, we're going to do something a bit different to start our lesson. We're going to play a game of Simon Says. This game is kind of like a listening test. I will tell you to do an action, but you have to listen for me to say "Simon says" before you do it. If I don't say "Simon says" but you do it anyway, that shows you didn't listen very well, and you are out. Let's see who will pass the test. Have students line up and play a short round of Simon Says, then continue with the following instructions.

Now, I'm going to ask one of you to substitute for me. Choose a substitute to lead the game for a short time while you join in and play, too!

Slide #6

Show the Lesson Theme Poster. Good job subbing for me! Everyone can sit down now. In our lesson today, we're going to read about a tough test God gave to Abraham and a substitute that saved the day. Let's see how it all happened!

Abraham's Test

Pass out the Class Notes.

Turn in your Bibles to Genesis 22. Remember that Abraham's son, Isaac, was a special child—the son God promised. Abraham knew that the Lord would make his descendants as numerous as the stars and that the promised Savior would come through Isaac.

Genesis 22:1–13

Slide #7

Slide #8

Slide #9

Slide #10

Slide #11

Slide #12

Slide #13

I'm going to read verses 1–13 to you. Follow along and listen carefully to find out what Abraham's test was! Read the verses dramatically as the students follow along in their Bibles.

Encourage your students to bring their Bibles to class. If appropriate, have them read the lesson Scriptures.

This is one of the most dramatic scenes in the Bible! Think about it. After waiting all those years and trusting in God, now Abraham was told to do something that was the hardest thing ever! How could Abraham ever pass this test? Look in your Bibles as we answer some questions from this passage.

Genesis 22:1 tells us that God was about to do something to Abraham. What was that? Test him.

Where did God tell Abraham to go in Genesis 22:2? The land of Moriah.

Who did God tell Abraham to bring with him? His son, Isaac.

What was Abraham supposed to do with Isaac? Offer him as a burnt offering.

What?! Do you understand what that means, to "offer" him? Allow answers.

It means Abraham was to put his son on the altar and kill him just like he would do with a lamb or a bull sacrifice.

This was a strange command for God to give. Why would God ask Abraham to offer his beloved son? Look back at the answer in Genesis 22:1. What was going on? God was testing him. It was a test of Abraham's faith.

So WE know that God was testing Abraham, but Abraham probably didn't know that!

What did Abraham do? Look in verse 3. He obeyed!

Yes! Abraham didn't question God or wait around for God to speak again. He obeyed immediately. He got up early, saddled his donkey, took two servants and Isaac, prepared wood for the fire, and set out.

When did they reach Mount Moriah? Genesis 22:4. Three days later.

What did Abraham tell his servants in verse 5? Wait here. They would be back after worshipping.

Who did Abraham say was coming back? He and Isaac.

That's interesting, isn't it? Abraham talked as if he and Isaac would both return. But at the same time, he knew he was supposed to sacrifice Isaac.

What did Abraham take with him to the mountain? Genesis 22:6. Abraham gave Isaac the wood to carry. He brought fire (most likely a burning torch or oil lamp) and a knife.

What did Isaac ask Abraham in verse 7? Where is the lamb for the offering?

And how did Abraham answer? Genesis 22:8. God will provide the lamb for the burnt offering.

Wow! Abraham was trusting that God would provide the sacrifice.

Abraham had great faith, didn't he? They walked up the mountain to the place where he may have sacrificed before. This time, things were different. God was testing Abraham to see if he would obey—even to the point of sacrificing the son he had waited for so long!

Slide #14

Let's fill in some of the Class Notes now. Unscramble the letters to find the answers. Who will read #1 for us? What was God doing? Assign a reader. Son. Complete #1.

And how about #2? What did Isaac ask his father? Assign a reader. Offering. Complete #2.

Someone read #3, please. What did they take with them to make the sacrifice? Assign a reader. Knife. Complete #3.

Let's keep going. Look back at verse 9. What did Abraham build once they got to the mountain? An altar.

And what did Abraham do to Isaac? Look at verses 9 and 10. Laid wood in order, bound Isaac, laid him on the altar, took the knife and prepared to kill him!

Slide #15

Show the Lesson Theme Poster. This is intense! They both knew what would come next. The sacrifice would have to be killed and then the fire started, and the sacrifice would be burned. Abraham was standing over his son with the knife, ready to obey God and kill his son to offer him as a sacrifice.

What happened next in verse 11? The angel of the Lord called to him.

And in Genesis 22:12, what did the angel of the Lord say just as Abraham was about to kill his son? Do not lay your hand on the boy. Phew! God stopped Abraham just before the knife came down. Then what did God say to Abraham? Genesis 22:12. Now I know that you fear God. What did God mean when he said that? Allow discussion.

Abraham had passed the test! When God said he knew Abraham feared him, he meant that he knew Abraham would obey him no matter what. Abraham showed that God was more important to him than even his son, Isaac.

But we're not finished yet. Then what happened? What did Abraham see nearby? Genesis 22:13. A ram was caught in a thicket by its horns. What's a ram? A ram is a male sheep. So this male sheep was caught in a bush nearby. What could they do with the ram? Allow guesses.

They could substitute the ram for Isaac on the altar! Don't you think Abraham and Isaac were thankful—even excited—to see that ram? Verse 13 tells us that Abraham did sacrifice the ram, in Isaac's place, as an offering to God.

What perfect timing! Who provided the ram for Abraham to sacrifice as a substitute for Isaac? God. Right. Now look back in Genesis 22:8. What did Abraham say and believe before this even happened? God would provide the lamb.

Once again, Abraham showed that he had great faith in God! From the time God told him what to do until the very moment of offering his son, Abraham never doubted God. Abraham willingly obeyed God and took Isaac to be sacrificed. He kept on believing that God would keep his promise.

Slide #16

Slide #17

Look at #4 on the Class Notes now. Who will read that for us? Assign a reader. Altar. Complete #4.

How about #5? What did Abraham put on the altar? Assign a reader. Isaac. Complete #5.

Someone read #6 now. What did God do to stop Abraham? Assign a reader. Lord. Complete #6.

And #7. What did God provide as a substitute for Isaac? Assign a reader. Ram. Complete #7.

Abraham passed the test! Someone read #8 now. Assign a reader. Feared. Complete #8.

Jesus Is the Substitute for Sinners

God did something here that is really important to understand. God provided a substitute for Isaac, didn't he? In this test, Isaac was going to be the sacrifice. God showed Abraham that death wasn't his plan for Isaac, and he stopped him.

But a sacrifice still needed to be made, so God himself provided the ram so Isaac didn't have to die.

God was giving us a picture of another sacrifice many years later that would be a substitute for sinners like us. Do you know who that was? Jesus Christ.

Slide #18

Refer to the Lesson Theme Poster. If you said Jesus, you're right! Jesus was our sacrificial Lamb. In the Gospel of John, Jesus is called "the Lamb of God who takes away the sins of the world" (John 1:29). God came to earth as a person—like us. But he lived a life without any sin, and then he died a terrible death on the cross. He died so that we can live—just like the ram died so that Isaac could live. Jesus loves us that much. We all have sin, so only Jesus could be the perfect sacrifice without sin. The new life we receive in Jesus Christ is eternal life. And it can be ours if we repent of our sins by turning away from them and trusting Jesus as our Savior.

Slide #19

Let's add that to our Class Notes. Who will read #9? Who is the perfect sacrifice for sinners? Assign a reader. Lamb. Complete #9.

Abraham's Faith

Refer to the Books of the Bible Poster. Now I want you to turn to the book of Hebrews. Who knows where Hebrews is? New Testament.

Hebrews 11:17–19

Slide #20

Let's read Hebrews 11:17–19. These verses are talking about the same time that we just read about in Genesis when God tested Abraham. Assign readers.

How was Abraham able to offer Isaac? By what? By faith.

Yes. Abraham knew God would keep his promises about his son and all the descendants he would have in his family. He knew that Isaac was the one who would continue the family and the promise. But God told Abraham to kill his son.

So what do you suppose Abraham was thinking as he raised his arm to kill this promised son? Look at the beginning of verse 19. What did Abraham believe God was able to do? God was able to raise Isaac up even from the dead.

Right! God had promised Abraham that he would have so many descendants they could not be counted. And because of that promise, Abraham knew he could trust in God even if he didn't understand it all.

This passage in Hebrews makes it clear that Abraham's trust in God led him to believe that God could and would raise Isaac from the dead if that's what it took to fulfill his promise. Abraham trusted God and stayed faithful

to him even to the point of offering his son on the altar in obedience to God's command.

Slide #21

Let's finish the Class Notes. Who will read the last one for us? Assign a reader. Dead. Complete #10.

Good job! Now let's review and see how much you remember.

Application

Slide #22

Refer to the Lesson Theme Poster. We started our lesson today with a game of Simon Says. It was like a listening test. Then I called on one of you to substitute for me and lead the game.

What test did God give Abraham? Test to show how much he loved and feared God. Test of sacrificing his son.

What did God provide as a substitute sacrifice for Isaac? A ram.

That's right. God wanted to see if Abraham was willing to sacrifice his son Isaac, the child God promised. Abraham showed just how much faith he had in God. He was ready to obey God completely. Abraham never doubted God's promise but trusted him even more! And God saved Isaac just in time. He provided a substitute sacrifice—a ram—to take Isaac's place.

Who is the other substitute God provided years later for us? Jesus.

Yes. The Bible tells us that Jesus Christ is the Lamb of God who takes away the sins of the world. Jesus took our place on the cross just like the ram took Isaac's place on the altar. Only Jesus is able to give hope and forgiveness to all who will truly turn away from their sins and turn to him through faith.

We keep learning more and more about the faith Abraham had in God. But how can we learn to have faith like that? Any ideas? Allow discussion. The Bible, church, Sunday school, parents, etc.

You can learn about faith by listening at church and in Sunday school and talking to your mom and dad who love God, too.

But out of all those things, reading God's Word is the most important. The purpose of God in the whole Bible is to bring people to know him through Jesus Christ. He wants us to grow to love and obey him. And his Word tells us how.

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

This true account of Abraham and Isaac in the Old Testament is just one example of what having faith in God is like. Now, you may hear that the Old Testament is not important because it is so old. But I hope you understand that isn't true. The Old Testament is full of real historical

people who knew God, and it provides many examples of how to live a life of faith. More importantly, the Bible tells us about our Savior Jesus from the very beginning—in Genesis—to the very end—in Revelation!

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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