

## Lesson 45

# Joseph Becomes a Slave

Joseph's jealous brothers sold him as a slave.

# Studying God's Word

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

## Introduction

Slide #3

Slide #4

Slide #5

Today we're going to start with a little quiz about dreams. I'll read a statement, and I want you to give me two thumbs up if you think it's true or make an X with your arms if you think it's false. Let's see how you do!

Humans spend about one-third of their lives sleeping. True or false? True.  
Nightmares happen more to adults than to kids. True or false? False.

That's false. Nightmares happen more to kids!

How many of you have had a nightmare, a scary dream that woke you up?  
Show of hands.

Next statement: 90% of a dream is lost within minutes after waking up.  
True or false? True.

Some people see only black and white in their dreams. True or false? True.

A small number of people only dream in black and white, but most people dream in color.

Blind people don't dream. True or false? False.

Blind people still dream. If they were born blind, their dreams include other senses like sound, touch, and taste.

Everyone dreams. True or false? True.

While it's true that everyone dreams, we don't all remember our dreams.  
Most people usually have several dreams a night.

The dreams we'll be reading about in our lesson were not normal dreams; they were dreams given by God about the future! God gave these dreams to Joseph, who was the eleventh son born to Jacob.

Slide #6

Slide #7

Slide #8

Refer to Lesson 43 Theme Poster. We've learned a lot about Jacob and his family. Jacob married the two daughters of Laban. What were their names? Leah and Rachel.

Yes. Laban deceived Jacob by giving him Leah as a wife when Jacob thought he was marrying Rachel. Jacob did marry Rachel one week after Leah, but he had to work 14 years for both wives. Which wife did Jacob love the most? Rachel.

Jacob loved Rachel more than he loved Leah, but God blessed Leah with more children than Rachel.

How many sons did Leah have? Six.

Leah's six sons were Reuben, Simeon, Levi, Judah, Issachar, and Zebulun. Leah's servant Zilpah had two sons with Jacob: Gad and Asher. Rachel's servant Bilhah had Dan and Naphtali. Finally, Rachel had a son, whom she named Joseph. So, Jacob had eleven sons when he left Laban because Benjamin wasn't born yet.

Refer to Lesson 44 Theme Poster. When it was time for Jacob to return to the land of Canaan, God protected him from Laban and Esau.

Remember that Jacob was afraid of Esau because he had wanted to kill him 20 years before when Jacob stole the blessing. Then Jacob's messengers told him that Esau was coming with 400 men! Jacob was terrified that his brother would kill him and his family. But while he was alone at night, God came and wrestled with him. God blessed him and gave him a new name.

What was Jacob's new name? Israel.

Yes. God changed Jacob's name from "the deceiver" to "one who strives with God"—Israel. Jacob met the Lord that night! The next day, Jacob faced his brother with humility, and Esau forgave him.

Does anyone remember the word that means two people become friends again after an argument or disagreement? Reconcile.

Reconcile: to make two people become friends again after an argument or disagreement

That's right! The brothers reconciled and parted as friends, and Jacob returned to the land of Canaan.

## **Joseph's Dreams**

Pass out the Class Notes (PDF) to the students.

Jacob eventually went to a place called Bethel and built an altar to God. At Bethel, God reminded Jacob that his new name would be Israel and that his descendants would become a great nation and inherit the land of Canaan. As Jacob's family traveled near the town of Bethlehem, Rachel died giving birth to Benjamin and was buried there.

Jacob lost his favorite wife, but he still had her sons: Joseph and Benjamin. Today, we'll be reading about Joseph's life from Genesis 37.

Slide #9

Refer to the Lesson Theme Posters. As the chapter begins, we learn that Joseph was 17 years old and living with his family in the land of Canaan, where they worked as shepherds. The Bible tells us that Jacob loved Joseph more than all his children because he was born to him in his old age and he was the son of Rachel. In fact, Jacob made Joseph a special robe or coat with many colors. Usually this kind of honor was given to the oldest son, who would one day inherit the father's estate. But Joseph was the second to youngest son. As you would expect, his older brothers didn't like that he got special treatment. The Bible says, "They hated him and could not speak peacefully to him." The situation was bad, but it was about to get worse.

Genesis 37:5–8

Slide #10

Slide #11

Let's find out why. Who will read Genesis 37:5–11? Assign readers.

In verse 5, who had a dream? Joseph.

Who did he tell his dream to? His brothers.

Right. His dream was about sheaves of grain. A sheaf of grain is just a bundle of grain tied together. What happened to the sheaves in this dream? Look in verse 7. Joseph's sheaf arose and stood upright while his brothers' sheaves bowed down to it.

What did the brothers think this dream meant? Joseph would rule over them.

How did this dream make them feel? Genesis 37:8. They hated him even more.

So, the brothers were already angry that Joseph was being treated as a firstborn son because Jacob gave him the special coat of many colors.

Then, Joseph dreamed that his sheaf of grain stood above theirs and their sheaves bowed down to it. They understood that this dream implied that Joseph would rule over them.

Genesis 37:9–11

Slide #12

Slide #13

Let's read Joseph's second dream from Genesis 37:9–11. Assign a reader. This time, Joseph told his dream to his brothers and his father. What happened in his second dream? The sun, moon, and 11 stars bowed down to Joseph.

Verse 10 says that Jacob rebuked, or scolded, Joseph. What did Jacob think this dream was describing? Joseph's father, mother, and brothers bowing down before Joseph.

What does verse 11 tell us about how Joseph's brothers and father felt about his dream? His brothers were jealous, but his father kept the dream in mind.

These dreams seemed to mean that Joseph would one day rule over his brothers because they would bow down to him. Even his mother and father would bow down to him. This seemed hard to believe since Joseph was the eleventh son—not the oldest.

Slide #14

Slide #15

Let's go to our Class Notes (PDF). Today, you'll fill in the blank and draw the picture that matches the answer. You will copy one of the pictures at the bottom of the page into the box. Who will read #1 and tell us the answer? Choose a reader. Coat. Have students fill in the blank and copy the picture of the coat into the box for #1. You may want to draw the pictures on the board, too.

And who will read #2? What did Joseph's brothers think of him and his dreams? Choose a reader. Jealous. Have students complete #2.

## **The Brothers' Revenge**

Not long after Joseph had these dreams, something terrible happened! Joseph's brothers were caring for the family's sheep. Jacob sent Joseph to go and see how they were doing. Joseph obeyed and headed to Shechem, where he expected to find his brothers. But they weren't there! A man found him wandering around and told him his brothers were in Dothan.

Meanwhile, as the brothers were caring for the flock away from home, they were also planning how to get rid of Joseph! They hated him so much and decided that they would do something about it.

Genesis 37:18–20

Slide #16

Let's see what evil plan they had in mind for Joseph. Who will read Genesis 37:18–20? Assign a reader.

The brothers saw Joseph coming. What were they planning to do to him? Kill him and throw him into a pit.

Genesis 37:21–24

Slide #17

Slide #18

Uh oh! Things were looking bad for Joseph! But his oldest brother came up with a different plan. Who will read verses 21–24? Assign a reader.

What was the next plan that Reuben came up with? Not to kill him but to put him in a pit.

What was Reuben hoping to do? He planned to rescue him and bring him back to his father.

Reuben, the oldest brother, wanted to save Joseph and bring him home. The brothers listened to Reuben's plan. In anger and jealousy, they ripped Joseph's colored robe off him and threw him into an empty pit. This pit was probably a well that had dried up, which is why verse 24 says that there was no water in it.

With Joseph trapped down a deep pit, the brothers sat down to eat a meal. Then they saw a company of slave traders passing by. This gave Judah a different idea of what to do with Joseph.

## Genesis 37:26–28

### Slide #19

### Slide #20

Who will read Genesis 37:26–28? Assign a reader.

What was Judah's plan for Joseph? Sell him as a slave to the Ishmaelites. How much money did they sell him for? Look in verse 28. 20 shekels of silver.

Where did the Ishmaelites take Joseph? Egypt.

This is terrible! Reuben was going to try to rescue Joseph from the pit, but the other brothers had already sold him for 20 shekels. When Reuben returned to the pit, he was very upset that Joseph was gone.

The brothers knew that their father would be devastated that Joseph was gone, so they decided to cover up their sin. They killed one of the goats from the flock and dipped Joseph's colorful coat in the blood. They took the coat and showed it to Jacob, pretending that they had just found it. Jacob recognized the special coat and thought that a wild beast had attacked and killed Joseph.

Thinking that Joseph was dead, Jacob cried for many days. The rest of the family tried to comfort him, but he couldn't be comforted. His heart was broken.

### Slide #21

### Slide #22

Let's go back to our Class Notes (PDF). Who will read #3 and tell us what Joseph's brothers did? Choose a reader. Pit. Have students complete #3. The brothers' next sin was to lie and cover up that they'd sold Joseph as a slave. Will someone read #4? Choose a reader. Cried. Have students complete #4.

## **Joseph's Slavery**

### Slide #23

Refer to the Lesson Theme Posters. Remember the dreams Joseph had about the sheaves of grain and the sun, moon, and stars bowing down to him? What did those dreams mean? Joseph would rule over his father, mother, and brothers.

But Joseph's jealous brothers got rid of him! He was taken to Egypt as a slave. It didn't look like his dreams would come to pass.

## Genesis 37:36

### Slide #24

Let's read about what happened when Joseph got to Egypt. Who will read Genesis 37:36? Assign a reader.

Who bought Joseph as a slave in Egypt? Potiphar.

And what was Potiphar's position? He was an officer of Pharaoh and captain of the guard.

Joseph became the slave of a powerful master, Potiphar. Even though things looked really bad for Joseph—being sold into slavery—we can be confident that God’s plan would work out perfectly. God wanted Joseph to end up in Egypt—and guess what? He did! It wasn’t quite the way you would want to go though, is it? You wouldn’t want to be sold as a slave by your own family because they are jealous of you.

The brothers had a lot of evil plans for Joseph. First, they wanted to kill him. Then they threw him in a pit where he was trapped and alone. Next, they decided to sell him as a slave. But that was exactly what God wanted for Joseph. All man’s evil plans could not stop God’s plan. God is sovereign. Who will read our definition of sovereign from the Attributes of God Poster? Choose a reader. Sovereign: in complete control of everything; does all that he pleases.

Slide #25

Slide #26

Who will read #5? Where did Joseph end up? Choose a reader. Egypt. Have students complete #5.

And #6? Who will read that? Choose a reader. Sinned. Have students complete #6.

The black heart represents the brothers’ sins. Even though they sinned, God brought Joseph to Egypt for a special purpose. In the weeks ahead, we are going to see how God turns all the evil done to Joseph to good and does wonderful things for Joseph and his family.

## **Application**

Slide #27

Refer to the Lesson Theme Posters. Jacob favored his son Joseph while Joseph’s brothers envied and hated him.

What did Joseph’s dreams of bowing sheaves of grain and bowing stars seem to mean? Joseph would one day rule over his family. However, Joseph’s brothers were jealous and angry. These sinful attitudes led to terrible actions. What evil plans did the brothers consider for Joseph? Kill him, throw him into a pit, and sell him as a slave. Which plan did they end up doing? Selling Joseph as a slave for 20 shekels.

That’s right. Then the brothers tried to cover up their sin by deceiving their father into believing that Joseph was killed by a wild animal.

In all these evil plans, we clearly see that man is sinful, but we also recognize something about God. What is that? God is sovereign.

Yes, God is sovereign. He is at work accomplishing his eternal, perfect purposes, in spite of man’s sin and deceit.

You know, a lot of kids have to live through things that are very hard, like Joseph did. Imagine how terrible Joseph felt when he was thrown into a pit and then sold as a slave by his own brothers!

Can you think of difficult times students might go through? Allow discussion. Mention divorce, sickness, moving, bullying, losing people we love, switching schools, etc.

We know that things like this are really difficult. When we are going through them, it doesn't seem like there could be anything good in it. Joseph may have felt that way, too. How could anything good come from being sold as a slave?

But we learned today that God is sovereign and in control of everything. Not only that—all of his plans are perfect. So when things get bad and we are hurting, we need to remember Joseph. God didn't let his brothers kill him, and God had a perfect plan for him. It sure didn't seem perfect at the time, but we'll see later that it really was!

## **Lesson Review**

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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