

Lesson 49

Israel's Blessing

Israel blessed his sons before his death.

Studying God's Word

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

Introduction

Slide #3

Refer to Lesson 48 Theme Poster. In our last lesson we saw Joseph's brothers coming to Egypt to buy grain during the years of famine.

Who was in charge of selling grain in Egypt? Joseph.

Yes, Joseph's job as a ruler included selling grain to the people.

Did Joseph's brothers recognize him? No.
Why not? He looked and sounded Egyptian.

Instead of telling them who he was, Joseph decided to test them to see if they had changed from the jealous, angry men they had been when they sold him into slavery. First he accused them of being spies and put them into prison for three days. Then he kept Simeon in prison until the brothers brought someone else back with them.

Who was that? Benjamin.

Right. They had to bring their youngest brother, Benjamin, back to Egypt with them so Simeon could be freed.

When they brought Benjamin to Egypt, what did Joseph do to test his brothers when they left his house? He put his silver cup in Benjamin's sack and then accused him of stealing it.

Joseph wanted to see if his brothers would protect Benjamin or if they were still selfish and jealous.

Which brother said he would take Benjamin's punishment and become a slave? Judah.

After Judah took responsibility for Benjamin, Joseph told his brothers who he was. They were afraid that Joseph would want revenge for being sold into slavery, but Joseph forgave them. He understood that God was in control of everything that happened so he could save his family from the famine.

Jacob was thrilled to learn that his beloved son Joseph was alive.

Who remembers the new name God gave to Jacob after they wrestled? Israel.

God gave Jacob the name Israel. We're going to start using that name instead of Jacob.

Refer to the Genesis . We've seen how God allowed Joseph to be taken as a slave to Egypt then promoted to a high ruler of Egypt. Now he would finally be with his family again. Israel came to Egypt, and he and his son Joseph were reunited. Joseph made sure his family was taken care of. They settled in the land of Goshen, which had water and grass for all their animals. They also received grain for food from Joseph during the famine.

Today we're going to start our lesson by playing a describing game. We'll go around the room, and each of you will think of a good word that describes the person sitting beside you. Think about what that person is like: are they kind? Sweet? Joyful? Do they laugh a lot? Are they nice? If you want to be really tricky, you can think of a word that starts with their first initial. Have students take turns using one descriptive word or phrase for the person next to them. For example, "Kristen is kind, Jason is understanding, Lisa is nice."

Most people can be described many different ways, but we can usually find one or two great words that tell what someone is like most of the time. Today we'll learn about how Israel (or Jacob) blessed his sons. When Israel gave each son his blessing, he not only described them but he also told what their descendants would be like in the future! Let's take a look at a few of these blessings.

Israel Blesses His Sons

Pass out the [Class Notes \(PDF\)](#) to the students.

Israel and his family lived in Egypt and cared for their animals. His sons had children, and their families grew quickly. God was keeping the promise he had made to Israel, his father Isaac, and his grandfather Abraham that they would have many descendants.

After living in Egypt for 17 years, Israel turned 147 years old. He was getting sick and old, but he wanted to do something special for Joseph. So he called Joseph and his sons to visit.

Who remembers the names of Joseph's two sons? We talked about them a couple of lessons ago. Manasseh and Ephraim.

Back in those days, a father's blessing was special. It could give special privileges like money or land, and it sometimes gave a prophecy about what would happen in the future.

Israel blessed Joseph's sons. That means he was including them as his own sons. So they, along with Joseph and his brothers, would receive an inheritance when Israel died.

Slide #4

Refer to the Lesson Theme Posters. After blessing Joseph's sons, Israel knew he was going to die soon, so he called for all 12 of his sons. When they came, he gave each one a blessing. Israel's blessing included some prophecy about each son's descendants in the future. Years later, the descendants of each son would grow to be a tribe, or a large group. These 12 tribes later became known as the Israelites, named after their father. You'll hear that word more often as we learn more about them.

Now remember, part of God's promise to Abraham, Isaac, and Israel included the special descendant who would bless all nations—a Savior, the Messiah. So which of Israel's sons do you think would inherit that promise and have the Messiah as part of his family? Allow guesses.

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

Genesis 49:8–10

Slide #5

Slide #6

Let's go to God's Word to find out. Who will read Genesis 49:8–10?

Assign readers.

Which brother did we read about? Judah.

Judah's name means "praise," and verse 8 says that his brothers would praise him.

What do you think it means that his hand shall be on the neck of his enemies? Allow answers.

This was a way of saying that the people of the tribe of Judah would defeat their enemies.

What does verse 8 say Judah's father's children will do? Bow down to him.

"Father's children" means the descendants of Judah's brothers would bow down to Judah's descendants. This showed that Judah's tribe would be leaders. Usually the oldest son would be the leader, but Israel chose Judah over Reuben.

In verse 9, Israel describes Judah's descendants. What kind of animal does he use in that verse? A lion.

A lion is strong and determined. The tribe of Judah would become strong and powerful.

Then in verse 10, what does Israel say will not depart from Judah? The scepter.

Slide #7

Show Illustration #1. This is what a scepter looks like. It is a symbol of power and authority.

Who would use a scepter? Hint: it usually goes with a crown. Kings.

Right. When Israel talked about a scepter, he meant that kings would come from Judah's descendants. And because we have the whole Bible now, we can

see how this prophecy came true! The kings of Judah— including King David— came from Judah's family!

Then we read in verse 10 that "to him shall be the obedience of the peoples." Who is the one King who will come that everyone will obey and bow down to? Jesus.

Yes! At the Consummation, Jesus will return as the King and rule all people. So who is this prophecy about? Jesus.

Jesus is the Messiah, the special descendant promised to bless all nations. He is the Prince of Peace and the King of kings.

So, whose line did Israel say Jesus would come from? Judah's.

Slide #8

Show Illustration #2. Israel told his sons that the Messiah, Jesus, would come from Judah's descendants. When we follow the genealogy of Jesus, we can see how God fulfilled this prophecy. Jesus' mother and earthly father were both from the tribe of Judah. His earthly father, Joseph, was from the family line of King David's son Solomon, and Mary was from the family line of King David's son Nathan.

How many of you are surprised that Jesus came from Judah's descendants instead of from the descendants of Joseph? Show of hands.

God chose Judah's family line for the Messiah, but God used Joseph to save Judah and his brothers and all their children during the famine.

Genesis 49:22–24

Slide #9

Slide #10

Slide #11

Refer to the Lesson Theme Posters. Israel also gave Joseph a special blessing. Let's look at some of his blessing. Who will read Genesis 49:22–24? Assign readers.

What is Joseph called in verse 22? A fruitful bough.

A bough is a branch. By calling him fruitful, Israel was saying that Joseph would have many descendants. God fulfilled this promise later by making the tribes of Manasseh and Ephraim (Joseph's sons) become very big with lots of people.

In verse 23, Israel said that archers shot at Joseph and hated him. What is an archer? Someone who shoots with a bow and arrow.

Who do you think these archers were that he was talking about? Joseph's brothers.

Joseph's brothers hated him because he was his father's favorite. They tried to get rid of him. But who made Joseph's hands strong in verse 24? The Mighty One of Jacob.

Right. God protected Joseph from his brothers and blessed him in Egypt.

Israel gave a blessing to all his other sons, too, but Judah's and Joseph's were extra special. It's amazing that Israel told about things that wouldn't

happen until hundreds of years later. God gave Israel special vision into the future of his sons' family tribes, but not everything he said has come to pass yet. Some prophecies are still for the future.

Slide #12

Slide #13

Let's go to our Class Notes (PDF). You'll have to unscramble the answers at the bottom of the page. Then fill in the blank.

Who will read #1? Israel blessed others besides his 12 sons. Who were they? Choose a reader. Sons. Have students complete #1.

What did Israel's blessings tell about in #2? Choose a reader. Tribes. Complete #2.

Someone read #3. How was Judah described? Choose a reader. Lion. Complete #3.

And #4? What did the scepter mean? Choose a reader. Kings. Complete #4.

So, what tribe would Jesus come from in #5? Choose a reader. Judah. Complete #5.

Israel and Joseph Die

After blessing each of his sons, Israel made them promise to bury him back in Canaan in a cave where his family members were buried. When Israel died, his family and many Egyptians mourned for him many days and then took his body back to Canaan to bury him there. Joseph and his brothers returned to Egypt, and over the years, they had children, grandchildren, and great-grandchildren.

Joseph lived a long, blessed life. Just like his father had done, Joseph made his family promise something before he died. You see, Joseph believed that God would one day bring the Israelites out of Egypt and back to the land of Canaan just like he promised. When that happened, Joseph wanted his family to take his bones with them so he could be reburied with his father and other relatives in Canaan. Joseph died at age 110. He was put in a coffin in Egypt. And that's how the book of Genesis ends, with Joseph's death.

Wow! There is so much packed into the first book of the Bible! In Genesis, we see that God was pointing us to the Savior, Jesus, who he planned to send from the beginning. God promised Adam and Eve a Savior, and that same promise was passed on to Abraham and his family. Today we learned that this promise of the Messiah, the Savior, was passed down to Judah and his family.

Who can guess how many years we covered from Genesis 1 when God created the world to the end of the book of Genesis? Allow for guesses. About 2,300 years!

Slide #14

Let's complete a few more of our Class Notes (PDF). Who will read #6 and answer where Israel was buried? Choose a reader. Canaan. Have students complete #6.

And #7, what did Joseph want his family to take when they eventually left Egypt? Choose a reader. Bones. Complete #7.

The Israelites Multiply and Become Slaves

When Israel came down to Egypt, there were only about 70 people in his family. Joseph and all his brothers grew old and died. But their children married and had more children, and they had more children and so on until their number grew to the hundreds and then to the thousands. God was fulfilling his promise to make Abraham's family into a great nation. But something changed the lives of the Israelites in Egypt.

Exodus 1:8–11

Slide #15

Slide #16

Let's read what happened in the next book, Exodus 1:8–11. Assign readers.

Why was it a bad thing that the new king didn't know Joseph? He didn't know how Joseph saved Egypt from the famine, so he didn't care about protecting Joseph's family.

What was the new king afraid the Israelites would do if Egypt went to war? Look in verse 10. They might join Egypt's enemies and fight against them.

The Israelites had so many people that they outnumbered the Egyptians! This made the king of Egypt nervous because they could take over his country.

What did the king do to the Israelites? Look in verse 11. Set taskmasters over them to afflict them. Made them slaves.

Taskmasters were put in charge of the Israelites to make them work for Pharaoh. The Israelites built cities, made bricks, and worked in the fields. They were slaves of the Egyptians!

Slide #17

Let's finish our Class Notes (PDF). Who will answer #8 and tell us who the new king didn't know? Choose a reader. Joseph. Have students complete #8.

And #9, what happened to the Israelites under Egypt's new king? Choose a reader. Slaves. Complete #9.

The Israelites were slaves! They were in bondage to the Egyptians and couldn't escape! Things didn't look too good for them. But, remember how Joseph went through a lot of difficult things like being a slave, being falsely accused by Potiphar's wife, and being thrown into prison? God had a perfect plan for Joseph, but Joseph didn't know it until later. We'll see that the Israelites went through hard times just like Joseph, but God didn't forget about them either.

Application

Slide #18

Refer to the Lesson Theme Posters. God gave Israel special knowledge about his sons' tribes and what they would be and do. Many kings would come from Judah's tribe, including Jesus, the Messiah. And Joseph's tribe would be numerous with many people. Because we have the whole Bible, we know that these prophecies came true!

Israel died, and later his sons passed away. But God blessed their children, and their families grew in Egypt. Many years later, a new pharaoh came to power, but he didn't know about Joseph. All he knew was that there were more Israelites than Egyptians. He was afraid they would fight against his people, so he turned them all into slaves.

The promises God gave to Abraham, Isaac, Israel (Jacob), and Judah are important because he had a plan to save mankind from the curse of sin and death. God knew from the very beginning that he would send his Son to die on the cross to save people from their sin; he also knew that his Son would rise from the dead. The Messiah was promised to come through Judah's descendants, and we know that's Jesus.

Pass out the [Student Take Home Sheets \(PDF\)](#) and remind students to practice the memory verse this week.

In Revelation 5:5, Jesus is called "the Lion of the tribe of Judah, the Root of David." How do these names fit with Israel's prophecies about Judah that we read today? Judah is called a lion, and the scepter refers to kings. What king from the tribe of Judah was the ancestor of both Mary and Joseph (Jesus' earthly father)? King David.

That's right. Mary and Joseph were both descendants of King David's sons, making Jesus a king. Jesus was the Savior that God promised would someday come. Jesus took the punishment we deserve for our sins. Those who ask forgiveness for their sins and trust in Jesus will be saved. God promises this in the Bible! As children of God, we can look forward to the Consummation, when Jesus will bring true peace as the King of kings.

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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