

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, Joseph invited his father, Jacob, to move his whole family down to Egypt. Joseph was a ruler in Egypt, and he settled his family in the land of Goshen and gave them grain during the famine.

Does anyone remember the other name God gave to Jacob after wrestling with him one night? 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.

The book of Exodus continues the account of Israel's family in Egypt. The descendants of Israel were called the Israelites, or Hebrews, and their families kept growing with children, grandchildren, great-grandchildren, and so on.

Years later, long after Joseph and his brothers had died, a new king came to power in Egypt, only 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 made a new law that said all the Israelite baby boys must be thrown into the river.

This was terrible! Babies thrown into the river would die! Why do you think Pharaoh only commanded that the boys be killed and not the girls? 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 #5

Slide #6

Slide #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. Whichever team rings the bell first and gives the correct answer will earn one point. 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, allowing the 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! Levi was one of Jacob's twelve sons. And Moses' parents were both descendants in that family.

Now, how many months did Moses' mother hide him from the Egyptians? Exodus 2:2. Three.

Does anyone know what 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. When his mother knew she couldn't hide him anymore, she came up with a plan.

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

This was a small basket that would protect the baby in the river. Where did Moses' mother set Moses' basket? Exodus 2:3. In the reeds by the river bank.

Who stood nearby and watched over Moses once he was in the river? Exodus 2:4. His sister.

Moses' sister's 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 opened the basket and saw baby Moses crying? Exodus 2:6. She took pity on him; felt sorry for him.

Pharaoh's daughter felt sorry for Moses even though she knew he was a Hebrew, or Israelite, baby. What were all the Egyptians supposed to do

with Israelite baby boys? I mentioned this earlier. Throw them in the river. Kill them.

Remember, Moses' sister, Miriam, was watching. 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.

Notice how God worked all this out. Moses' own mother got to take him back home and care for him. She didn't need to hide him anymore, AND she would be paid for taking care of him! Isn't that amazing?

Here's the last question in this section: 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 later on. But let's review the 10 verses we just went over. Think about how God was in control and worked things out in spite of Pharaoh's evil plan. First, we see that God protected 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. And then we saw how God rewarded the faith of Moses' parents by giving him back to them to take care of for the first years of his life. This is a really great example of God's sovereignty, isn't it?

Slide #9

Slide #10

Let's look at our Class Notes. You'll have to draw a line from the question on the left to the correct answer on the right.

Let's do #1 together. Why did Pharaoh command that all the Israelite baby boys be thrown into the river? What statement on the right tells us the answer? C. He was afraid they would grow up to be soldiers. Yes. Go ahead and draw a line from #1 to letter C. Have students complete #1. Who will read #2 and tell us why Moses' mother had to make the basket and put Moses in the river? Choose a reader. F. She could not hide him anymore. Complete #2.

Now who will answer #3? Why did Moses' sister, Miriam, stay by the river? Choose a reader. A. She was watching to see what would happen to Moses. Complete #3.

And #4? Why did Pharaoh's daughter decide to keep Moses? Choose a reader. G. She felt sorry for him. Complete #4.

Who will read #5? Why did she name him Moses? Choose a reader. B. She drew him out of the water. Complete #5.

Moses Becomes a Prince

Pharaoh's daughter was a princess. So when she adopted Moses, he 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 tell us about Moses' childhood, but we know some things from studying Egyptian history. Moses would have had the best Egyptian education in subjects like math, politics, religion, writing, music, and poetry. And he would also have had 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.

Slide #11

Refer to the Lesson Theme Posters. Living as a prince may sound fun, but Moses knew he was an Israelite, not an Egyptian. They were 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. 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.

Exodus 2:11-22

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 that his people were treated so badly that he killed the Egyptian and hid him in the sand!

The next day Moses 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 turned to Moses and said, "Who made you a prince and a judge over us?" Then he asked if Moses planned to kill him, too!

What?! Moses hoped no one else would know about that! When the slave said this, Moses was afraid because people knew that he had killed the Egyptian.

Then when Pharaoh found out, he wanted to kill Moses. Moses had to run for his life! So he 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 young women 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 married one of Reuel's daughters, named Zipporah, and they 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 training Moses as a shepherd just as he had trained him as a prince. But Moses wasn't quite ready yet for what God had in store for him. He needed to learn to trust God instead of trying to do things himself.

Slide #12

Slide #13

Slide #14

Slide #15

Slide #17

Let's see how well you were listening! Keep your Bibles open to Exodus 2 so you can look for the answers in verses 11–22. Remember to take turns ringing the bell and giving the answer. If you don't give me the correct answer right away, the other team will have a chance. Ask the following questions, allowing the 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 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 being so mean to 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? Exodus 2:14. A prince and a judge.

Why was Moses afraid when the slave asked if Moses planned to kill him, too? 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 #18

Take a look at your Class Notes again. Who will read and answer #6?

Choose a reader. D. He was upset that his people were being mistreated. Have students complete #6.

And #7, why did Moses leave Egypt? Choose a reader. E. He knew that Pharaoh wanted to kill him. Complete #7.

Moses was 40 years old when he fled to Midian. But God was still watching over him. He helped Moses escape from Pharaoh and led him to the family of Reuel. Moses became a shepherd, married Zipporah, and had a son. He may have thought he couldn't help his people anymore. But God was in control and had a plan for Moses. We'll learn more about what that plan was in our next lesson.

Application

Slide #19

Refer to the Lesson Theme Posters. Today we saw how God protected Moses as a baby and as a grown man. God helped Moses' parents hide him for the first three months of his life. Then God watched over Moses in the river, and he led Pharaoh's daughter to Moses' basket and gave her compassion for him. God even arranged for baby Moses to be taken care of by his own mother!

After 40 years in the palace, Moses had to flee from Egypt and his life as a prince. But God never left Moses, and he never leaves us, either. God is our protector. Even during scary situations, like when Moses had to run for his life, God was still watching over him.

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

Slide #20

Does anyone know what an archaeologist is? Allow answers.

Archaeologist: someone who studies things that happened in the past by digging up human remains and artifacts.

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

If 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. Because the pharaoh didn't have any sons, he may have really liked the idea of his daughter adopting a son.

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

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 dangerous times, and God is sovereign over every detail in our lives, too.

Refer to the Attributes of God Poster. What does sovereign mean? Someone read that from the poster, please. In complete control of everything.

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 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.