

## Lesson 45

# **Joseph Becomes a Slave**

Joseph's envious 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

Slide #6

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 it's true or make an X with your arms if it's false. Let's see how you do!

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. True or false? True.

Adults have more nightmares than kids do. True or false? False.

That's false. Nightmares happen more often to kids!

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

Listen to the next statement. Most of a dream is lost in the first few minutes after we wake 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.

Dreams are an interesting part of our everyday lives. But the dreams we'll be reading about in our lesson today were not normal dreams; they were dreams given by God about the future! God gave these dreams to Joseph, the eleventh son born to Jacob.

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. Jacob thought he was marrying Rachel, but Laban deceived him and gave him Leah for a wife. Jacob did marry Rachel one week later, but he had to work a total of 14 years for both wives.  
How many sons did Jacob have? Twelve.

Jacob's sons were Reuben, Simeon, Levi, Judah, Dan, Naphtali, Gad, Asher, Issachar, Zebulun, Joseph, and Benjamin.

Refer to Lesson 44 Theme Poster. We saw in our last lesson that when it was time for Jacob to return to the land of Canaan, God protected him from Laban and from his brother, Esau.

Remember, Jacob was afraid that Esau wanted to kill him for stealing the blessing 20 years earlier. 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 to Israel. The name Jacob means "the deceiver," and the name Israel means "one who struggles with God." Jacob met the Lord that night! The next day, Jacob faced his brother with humility, and Esau forgave him.

#### Slide #9

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

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

That's right! The brothers reconciled and Jacob went back to live in the land of Canaan.

### **Joseph's Dreams**

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

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

#### Slide #10

Refer to the Lesson Theme Posters. 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.

In this chapter, 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 Joseph was born to him

in his old age. Jacob showed Joseph special favor by giving him a coat with many beautiful colors. Usually this kind of honor was given to the oldest son. But Joseph was the second to youngest son! His older brothers didn't like the fact that Joseph got special treatment. The Bible says, "They hated him and could not speak peaceably to him." The situation was bad, but it was about to get worse.

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

Genesis 37:5–8

Slide #11

Slide #12

Slide #13

Let's find out why. Who will read Genesis 37:5–8? Assign readers.

In verse 5, who had a dream? Joseph.

Who did he tell his dream to? His brothers.

Refer to the Lesson Theme Posters. 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 stood up 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? 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 higher than theirs and their sheaves bowed down to it. They understood that this dream meant that Joseph would rule over them. But that's not all! Joseph had another dream.

Genesis 37:9–11

Slide #14

Slide #15

Slide #16

Let's read Joseph's second dream from Genesis 37:9–11. Assign readers.

Refer to the Lesson Theme Posters. What happened in his second dream?

The sun, moon, and 11 stars bowed down to Joseph.

This time, Joseph told his dream to his brothers and his father. Verse 10 says that Jacob rebuked, or scolded, Joseph. What did Jacob think this dream was about? Joseph's father, mother, and brothers would bow down to Joseph.

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

These dreams seemed to mean that one day Joseph would 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 #17

### Slide #18

Let's go to our Class Notes (PDF). Today, you'll need to fill in the boxes of the crossword puzzle. There are picture clues to help you, and you can use the Word Bank to spell the words. Who will read #1? Choose a reader.

Favorite. Have students fill in the boxes to complete #1.

Who will read #2? What was in the first dream? Choose a reader. Sheaf.

Complete #2.

And what is the answer to #3? Choose a reader. Dream. Complete #3.

And who will read #4? What did Joseph's brothers think of him and his dreams? Choose a reader. Jealous. Complete #4.

## **The Brothers' Revenge**

Not long after Joseph had these dreams, something terrible happened! Joseph's brothers were caring for the family's sheep and goats. 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 a different place called Dothan.

Meanwhile, as the brothers were shepherding 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 #19

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

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

Genesis 37:21-22

### Slide #20

Things were looking bad for Joseph! But his oldest brother came up with a different plan. Who will read verses 21-22? Assign readers.

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

Reuben secretly wanted to save Joseph and bring him back home. The brothers agreed not to kill Joseph, but when Joseph finally caught up to them, they ripped his colored coat off him in anger and jealousy and threw him into an empty pit.

After they trapped Joseph in the pit, which was probably a dried up well, the brothers sat down to eat a meal. While they were eating, they saw a group of traders passing by on their way to sell their goods in Egypt. This gave Judah a different idea of what to do with Joseph.

Genesis 37:27-28

### Slide #21

Let's read about Judah's idea in Genesis 37:27–28. Assign readers.

What was Judah's plan for Joseph? Sell him as a slave.  
How much money did they sell him for? 20 shekels of silver.  
Where did the Ishmaelite traders take Joseph? Egypt.

This is terrible! Reuben was going to try to rescue Joseph from the pit, but the other brothers pulled Joseph out and sold him for 20 shekels. When Reuben went back to get Joseph out of the pit, he was very upset that the brothers had sold him.

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

Poor Jacob! He cried for many days, thinking that his favorite son was dead. The rest of the family tried to help him feel better, but he couldn't be comforted. His heart was broken.

#### Slide #22

Let's go back to our Class Notes (PDF). Who will read #5? What did Joseph's brothers do to him? Choose a reader. Pit. Complete #5.  
Reuben planned to rescue Joseph from the pit, but he was too late. Who will read #6? What did the brothers do while Reuben was gone? Choose a reader. Slave. Complete #6.  
The brothers' next sin was to lie to their father and cover up their sin against Joseph. Will someone read #7? Choose a reader. Cried. Complete #7.

### **Joseph's Slavery**

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 brothers got rid of him! He was taken to Egypt as a slave. It didn't look like his dreams were ever going to happen.

Genesis 37:36

#### Slide #23

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 job? He was an officer of Pharaoh and captain of the guard.

Joseph became the slave of a powerful man named Potiphar. Even though things looked really bad for Joseph—being sold into slavery—we can trust

that God's plan would work out perfectly. God wanted Joseph to end up in Egypt—and guess what? He did!

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 in Egypt. But that was exactly what God wanted for Joseph. None of man's evil plans can stop God's plan. God is sovereign.

Do you remember what that means? Who will read the definition of sovereign from the Attributes of God Poster? Choose a volunteer. Sovereign: in complete control of everything; does all that he pleases.

Slide #24

Who will read #8 on the Class Notes (PDF)? Where did Joseph end up? Choose a reader. Egypt. Complete #8.

Even though Joseph's brothers 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 into good and does wonderful things for him and his family—and we'll see if Joseph's dreams are fulfilled.

## **Application**

Slide #25

Refer to the Lesson Theme Posters. Jacob's favorite son was Joseph. But Joseph's brothers didn't like him. In fact, they were jealous of him and hated him!

Then Joseph told them about some dreams he had. What did Joseph's dreams of bowing sheaves of grain and bowing stars seem to mean? Joseph would one day rule over his family.

This just made the brothers angrier. These sinful attitudes led to terrible actions. What evil plans did the brothers think of for Joseph? Kill him, throw him into a pit, and sell him as a slave.

Which plan did they end up doing? Threw him into a pit then sold him as a slave for 20 shekels.

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 can see that God is sovereign. What does that mean? God is in control of everything.

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 kids might go through? Allow discussion. Mention divorce, sickness, moving, bullying, losing people we love, switching schools, etc.

We know that things like this can be really difficult. When we are going through a rough time, it seems like no good could ever come from 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—he's in control of everything. And 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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