

## Lesson 53

# God Displays His Power

God showed his power before Pharaoh through the plagues.

# Studying God's Word

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

## Introduction

We've been studying the book of Exodus, which began with the Israelites becoming slaves in Egypt to a Pharaoh who didn't know Joseph. The people were forced to work hard for the Egyptians. Then Pharaoh commanded that all the Israelite baby boys be killed.

Slide #3

Slide #4

Slide #5

Refer to Lesson 51 Theme Poster. But God protected Moses, who was found and adopted by Pharaoh's daughter. But Moses knew he was an Israelite, and he cared about his people's suffering. He killed an Egyptian who was mistreating an Israelite slave then had to flee to Midian.

Refer to Lesson 52 Theme Poster. After 40 years, Moses was caring for his father-in-law's flock on a mountain when he saw something amazing.

What did he see? A burning bush.

Who spoke to Moses from the burning bush? God.

God gave Moses his calling: to lead the Israelites out of slavery in Egypt to the Promised Land. But Moses was worried he wasn't the right man; he thought the people wouldn't believe him; and he thought he wasn't a good speaker. So God gave Moses signs to show the Israelites and promised to go with him and help him and Aaron.

What were the three signs God gave to Moses? His staff turning into a snake, his hand turning leprous, and water turning to blood.

The Israelite leaders believed Moses and Aaron when they saw the signs. They were glad to hear that God cared about them.

Refer to the Lesson Theme Posters. But now Moses and Aaron have to go before Pharaoh and deliver God's message to let his people go. Will Pharaoh listen and obey? Let's find out!

## Showdown in the Palace

Pass out the Class Notes to the students.

First, Moses and Aaron went to Pharaoh and delivered God's command for him to let the Israelites go. This was a different Pharaoh than the one who wanted to kill Moses 40 years earlier. But this Pharaoh said he didn't know the God of the Israelites and wouldn't obey. He got angry with Moses and Aaron and said

that they were stopping the people from working. Then he commanded that the Israelites not be given straw to make bricks. They had to go collect it themselves, but they still had to make the same number of bricks. The Israelites weren't able to make enough, so Pharaoh's taskmasters beat the Israelite leaders.

The Israelites blamed Moses and Aaron for what happened. Moses went to God and asked why things had gotten worse. God answered that he heard the groaning of the Israelites, and he would rescue them. When Moses told this to the Israelites, they would not listen because they were so discouraged by their bondage under the Egyptians.

## Exodus 7:2–5

### Slide #6

### Slide #7

But God was preparing to show his power. Let's read what he told Moses next. Who will read Exodus 7:2–5? Assign readers.

God encouraged Moses to speak what God commanded him to. What did God say he would do to Pharaoh's heart in verse 3? Harden his heart. What do you think it means to have a hard heart? Allow answers.

A hard heart is a stubborn, rebellious heart. A hard heart refuses to obey God.

Why did God say that he would harden Pharaoh's heart? Exodus 7:3. To multiply his signs and wonders in the land of Egypt.

God said that Pharaoh would not listen so that God would bring the Israelites out of the land by great acts of judgment. Then, when the Egyptians saw God's power, what would they know? Exodus 7:5. They would know that God is the Lord.

Like Pharaoh said to Moses, he didn't know God. He and the Egyptians worshipped many false gods. Pharaoh didn't fear the Lord and didn't want to obey him. Now God was going to show his power before Pharaoh and the Egyptians.

## Exodus 7:10–13

### Slide #8

### Slide #9

Let's look at the first sign of God's power. Who will read Exodus 7:10–13? Assign a reader.

### Slide #10

Refer to the Lesson Theme Posters. Can you picture this scene? This is a showdown between Moses and Aaron and Pharaoh's magicians. Aaron threw down his staff, and it became a serpent. But each of Pharaoh's magicians threw down their staffs—and their staffs also turned into serpents.

How did the magicians turn their staffs into snakes? Look at the end of verse 11. By their secret arts.

NOTE: This is the only place “secret arts” appears in Scripture, and it is related to the idea of “flaming.” It may refer to some type of illusion, like a puff of smoke or flame, to obscure the trick or distract those watching. It also may be that these magicians were tapping into the power of Satan to accomplish these tricks.

They may have done some type of illusion or sleight of hand—like a magic trick. Or it could be that these magicians were tapping into the power of Satan to accomplish this trick.

What did Aaron’s serpent do to the magicians’ serpents? Exodus 7:12. It swallowed them up!

So who was more powerful, God or these magicians? God.

When Pharaoh saw this, did he believe Moses and Aaron were sent by God and obey what God wanted him to do? No.

No. Pharaoh’s heart grew hard, just as God had said it would. Because Pharaoh’s magicians could do the same miracle as Moses and Aaron, he didn’t think God was more powerful than his gods. But God was going to show Pharaoh and the Egyptians that he was more powerful than their false gods. He did this by using ten judgments, or plagues.

A plague is sometimes used as another word for a disease, but here in Exodus, a plague means a severe judgment from God.

Refer to the Attributes of God Poster. What attribute of God means that he is all-powerful to do whatever he wants? Omnipotent.

The plagues God brought on Egypt showed his omnipotence over false gods and over creation.

### Slide #11

Let’s look at our Class Notes. Today you’ll be drawing pictures in the boxes using the picture bank at the bottom of the page. Who will read #1 and tell us what picture goes with it? Choose a reader. Snakes. Have students complete #1 drawing.

## **God’s Power Over False Gods**

Now find Exodus 7:19 in your Bibles.

Exodus 7:19–23

Slide #12

Slide #13

Slide #14

Slide #15

Listen and follow along as I read the first plague God sent in verses 19–23. Read the verses.

Moses and Aaron went to the river early in the morning where they knew Pharaoh would be. What happened to the water when Aaron struck it with his staff? It turned to blood.

Prepare items for the 1st plague experiment: glass of water, bowl of oil, red food coloring, and spoon.

Bring out items for first plague. Let's do an experiment to help us remember this first plague. I need a volunteer to come up and stir this red food coloring and oil. Choose a volunteer and have him stir several drops of food coloring into the bowl of oil. (Note: these will not mix together, but stirring will break the food coloring into smaller droplets.)

Now, let's pour this into our glass of water. Pour oil/food coloring mixture into the water. Drops of red food coloring should fall down into the water after a few moments.

It looks kind of like blood raining down in the water, doesn't it? This water with "blood" reminds us of God's power over the water supply in Egypt.

Have volunteer return to seat.

When the water turned to blood, what happened to the fish that were in the river? They died.

The fish died, and the river stank. The people couldn't fish or drink the water anymore. God deliberately showed his power over the Nile River because the Egyptians worshipped a false god called Hapi, who was god of the Nile River. God made the water undrinkable for seven days to show that he—not Hapi—was in control of the water supply.

But what did the magicians do in verse 22? They also turned water into blood using their enchantments.

Again, using some kind of trick or Satan's power, the magicians copied God's miracle! Pharaoh's heart was not changed, and he wouldn't let the Israelites go.

Seven days later, Moses and Aaron returned to Pharaoh again and commanded him to let the Israelites go or God would send another plague.

## Exodus 8:6–7

### Slide #16

Who will read the second plague in Exodus 8:6–7? Assign a reader. What was the second plague? Frogs came up and covered the land. Were the magicians able to copy this miracle? Yes.

The magicians were able to bring the frogs up on the land, but they couldn't get rid of them—only God could! Pharaoh had to call Moses and Aaron and ask them to ask God to take the frogs away. So God made all the frogs die that weren't in the river. There were so many dead frogs that the people gathered them in piles and the land stank!

But when Pharaoh saw that the frogs were gone, he changed his mind about letting the people go and said they would have to stay.

## Exodus 8:16–19

Slide #17Slide #18

Who will read the third plague in Exodus 8:16–19? Assign readers.

What was the third plague that God sent? Gnats.

What did Aaron strike with his staff that became gnats? Dust.

Gnats is a word that could mean several kinds of small flies, especially those that swarm. The Bible says the gnats covered everyone—people and animals. Yuck!

This time, the magicians were not able to copy the miracle. What did they say to Pharaoh in verse 19? “This is the finger of God.”

The magicians recognized that God was more powerful than their magic.

But did Pharaoh listen? No.

Slide #19Slide #20Slide #21

Let’s go back to our Class Notes. What was the first plague God sent on Egypt? Who will read #2 and tell us what picture to draw? Choose a reader. River with dead fish. Have students complete #2.

And what will you draw for the second plague in #3? Frog. Complete #3.

And #4, what was the third plague, which the magicians couldn’t copy?

Gnats. Have students complete #4 drawing of face with gnats around it.

These plagues are pretty terrible, aren’t they? But Pharaoh didn’t change his mind and let the Israelites go, so God sent swarms of flies on Egypt, but this time he protected the Israelites. In the land of Goshen, where the Israelites lived, God did not send any flies.

Slide #22

Go ahead and draw the fly for #5 in your Class Notes. Have students complete #5.

God did the same thing protecting his people from the next plague, which was a sickness on all the livestock animals. During this plague, horses, donkeys, camels, oxen, and sheep of the Egyptians died, but none of the Israelites’ animals got sick and died.

Slide #23

On your Class Notes, what picture goes with the fifth plague on the livestock? Sick cow. Have students complete #6.

Do you think this miracle made Pharaoh change his mind? No.

God sent another plague; this one was boils, or painful sores, that broke out on the Egyptian people and their animals. The Egyptians cared a lot about personal cleanliness, and having boils made them “unclean.” This plague was so bad that the magicians couldn’t even stand before Moses.

Slide #24

Look on your Class Notes. What picture goes with this sixth plague? Face with splotches. Have students complete #7.

For the seventh plague, God sent a warning to the Egyptians through Moses. He said he was going to send a terrible hailstorm, a storm worse than anything that had ever been seen.

Have any of you ever been in a hailstorm? Show of hands.

What is hail? Allow answers.

Hail is made up of balls of ice, called hailstones. It's different from sleet, which are ice pellets, or frozen rain. The hail would kill every man and animal left outside, so the hailstones were probably large. One of the biggest hailstones in the United States was about the size of a baseball! Imagine getting hit with a baseball-size chunk of ice, falling fast from the sky. Ouch! But smaller hailstones can be devastating, too.

Many Egyptians who feared the Lord kept their servants and animals inside. Those who heeded the warning showed that they believed God was more powerful than their gods.

The plague began. Thunder cracked; hail and fire poured down. The storm destroyed people, animals, crops, and trees in Egypt but not in Goshen where the Israelites lived. Pharaoh called for Moses and wanted him to pray and ask God to stop the storm. Moses agreed and prayed. But once again, Pharaoh sinned even more by hardening his heart and refusing to let the Israelites go.

#### Slide #25

What picture will you draw for the seventh plague of hail? Cloud with hail and lightning. Have students complete #8.

We'll cover two more plagues today from Exodus 10 and look at the tenth plague next week. Moses and Aaron came to Pharaoh and warned him to humble himself before God or locusts would come and eat all the crops and fill all the houses.

Locust is another name for grasshopper. When Pharaoh's servants heard the warning, they wanted Pharaoh to obey God before they were ruined by more plagues.

Pharaoh said the Israelites could go, but only the men. Because Pharaoh refused to obey the Lord, God commanded Moses to stretch out his staff over the land, and a great wind blew all day and night, bringing the locusts the next morning. The Bible says there were so many locusts in Egypt that they covered the face of the whole land. The locusts ate everything that was left after the hail. Nothing green remained on the trees or plants or crops in the field. All that was left of their food was destroyed!

The Egyptians' false gods couldn't stop any of these terrible judgments from happening.

Pharaoh asked Moses to pray to end the plague. But when God removed the locusts, once again Pharaoh refused to let the people go.

#### Slide #26

On your Class Notes, what picture goes with the eighth plague of the locust? Grasshopper. Have students complete #9.

## Exodus 10:21–23

Slide #27

Slide #28

Who will read the ninth plague from Exodus 10:21–23? Choose a reader. What was this plague? Darkness.

How long did it remain dark? How many days? Three days.

Can you imagine three days of complete darkness? Look at these verses again. What was strange about this darkness? It could be felt. It was pitch darkness.

Have you ever been in darkness like that? In a room or a tunnel where you couldn't even see your hand in front of your face? Allow discussion.

They didn't have flashlights or electric lights like we do now. During the three days of darkness, the Egyptians couldn't do their work outside. They had to stay in their houses!

Did this plague affect the Israelites? No. They had light.

Slide #29

So, what picture goes with the plague of darkness? Sun colored over. Have students complete #10.

Remember that in each of these plagues, God was demonstrating his power over false Egyptian gods. One of the most important Egyptian gods was the sun god, Ra. When God blocked the sun for three days and made it dark, he was showing that he was more powerful than Ra.

Even after the darkness, Pharaoh refused to obey God's command. He said that the Israelites could all go, but their animals would have to stay behind. Moses said that they needed the animals to offer sacrifices to God. Then Pharaoh changed his mind and wouldn't let them go at all. Then he threatened to kill Moses if he came before him again. So Moses left.

God spoke to Moses and told him that he was going to send one final plague on Pharaoh and Egypt. This plague would be so terrible that Pharaoh would drive the Israelites out. In our next lesson, we'll take a look at the final plague and how God protected his people from it.

## Application

Slide #30

Refer to the Lesson Theme Posters. This lesson has been a good reminder of God's power. The magicians using their "secret arts" were no match for God. God also showed his power over the false gods of Egypt, but Pharaoh's heart remained hard and disobedient.

Many people today are like Pharaoh; they have hard hearts toward God. They don't believe that God's Word is true and that his power is beyond what we can



understand. You may hear others try to explain the plagues of Egypt in different ways—not according to what God’s Word says.

Some say that the plagues were just natural events. For example, some say that the Nile River turned red because of red algae that mixed with the red dirt. They think that the red algae caused the fish to die and the frogs to leave the river.

Others have said that the darkness of the ninth plague was caused by clouds and smoke from a nearby volcano. These people try to look for natural explanations because they reject God’s omnipotence, including his miraculous signs. But we know that the God who created the entire universe has the power to do anything he wants. And we know that his Word is true and the most reliable book ever written. When we trust God and his Word, we have soft hearts.

## Lesson Review

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

We all learn best with review and repetition! 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.

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