

Lesson 38

Abraham's Test

Abraham loved God more than he loved his promised child, Isaac.

Studying God's Word

Introduction

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

Today, we're going to do something a bit different to start. We're going to pretend that I had to stay home because I was sick. When a teacher can't make it, what do we call the person who fills in to teach the class? A substitute teacher.

Slide #3

Slide #4

Slide #5

Slide #6

Slide #7

Slide #8

Slide #9

That's right! I'm going to pick a student to be the substitute teacher for our review. That student will take the Unit 4 Lesson Theme Posters and review the lessons with the class. You can ask questions about the posters or the lessons or explain what the past lessons were about. The rest of the class must be respectful, listen carefully, and answer the questions.

Ready? Assign a student to be the substitute teacher and lead the review. Give him or her the Lesson 31 Theme Poster and the Lesson 37 Theme Poster. Take charge of class when the review is finished.

Wow! I'm impressed with how well you were able to substitute for me and review with the class. Having to lead the review without knowing ahead of time was kind of like a test, wasn't it? Most of us don't like surprise tests.

Slide #10

Show the Lesson Theme Poster. In our lesson today, we're going to read about a substitute sacrifice and a tough test God gave to Abraham. Let's see how he did!

Abraham's Test

Wait to pass out the Class Notes until the end of the lesson.

Turn in your Bibles to Genesis 22. Remember that Isaac was a special child—the fulfillment of God's promise. Abraham knew that the Lord would make his descendants as numerous as the stars and that the promised Savior would come through Isaac.

Genesis 22:1–13

Slide #11

Slide #12

Slide #13

Slide #14

Slide #15

Slide #16

Slide #17

Follow along in verses 1–13. For a change, I’m going to read the verses to you. Listen carefully to find out what Abraham’s test was! Read the verses dramatically as the students follow along in their Bibles.

This is one of the most dramatic scenes in the Bible! Let’s not miss how challenging this test was for Abraham. Look in your Bibles as we answer some questions from this passage.

Genesis 22:1 tells us that God was up to something. What was God about to do to Abraham? Test him.

Where did God tell Abraham to go in Genesis 22:2? The land of Moriah.

Who did God tell Abraham to bring with him? His son Isaac.

What was Abraham supposed to do with Isaac? Offer him as a burnt offering.

Do you understand what that means, to “offer” him? Allow answers.

It means Abraham was to put his son on the altar, kill him, and burn him.

What?! This was an unusual command for God to give. What did people usually offer as a sacrifice back in Abraham’s day? Animals like sheep, goats, and bulls.

That’s right. God set the example for people to offer animal sacrifices for sin. Why would God ask Abraham to offer his beloved son? The answer is in Genesis 22:1. Allow answers. It was a test of Abraham’s faith.

So WE know that God was testing Abraham, but Abraham didn’t know that.

How did Abraham respond? What did he do in verse 3? He obeyed!

Yes! Abraham didn’t question God or wait around for God to speak again. He obeyed immediately. He got up early, saddled his donkey, took two servants and Isaac, prepared wood for the offering, and set out.

When did they reach Mount Moriah? Genesis 22:4. Three days later.

What did Abraham tell his servants in verse 5? Genesis 22:5. Stay here. They would be back after worshipping.

Who did Abraham say was coming back? He and the boy (Isaac).

That’s interesting, isn’t it? Abraham talked as if he and Isaac would both return. Yet we’ll see that he continued with the preparations to sacrifice Isaac.

What did Abraham take with him to the mountain? Genesis 22:6. Abraham gave Isaac the wood to carry. He brought fire and a knife.

What did Isaac ask Abraham in verse 7? Genesis 22:7. Where is the lamb for a burnt offering?

And how did Abraham answer? Genesis 22:8. God will provide the lamb for the burnt offering.

Abraham was trusting that God would provide the sacrifice. Abraham had great faith, didn't he? They walked up the mountain to the place where he had probably sacrificed before. This time things were different. God was testing Abraham to see if he would obey even to the point of sacrificing his cherished son!

Now look in verses 9 and 10. What did Abraham do to Isaac? He built an altar, put wood on it, bound Isaac, laid him on the altar, and prepared to kill him!

Wow! This is intense! They both knew what would come next. The sacrifice would have to be killed and then the fire started, and the sacrifice would be burned. Abraham was standing over his son with the knife, ready to obey God and kill his son.

What happened next in verse 11? The angel of the Lord spoke. And in Genesis 22:12, what did the angel of the Lord say just as Abraham was about to kill Isaac? Do not lay your hand on the boy or do anything to him.

Phew! God stopped Abraham just before the knife came down. What did God say to Abraham? Genesis 22:12. Now I know that you fear God. What did God mean when he said that? Allow students to answer.

Abraham had passed the test! When God said he knew Abraham feared him, he meant that he knew that Abraham would obey him no matter what. Abraham showed that God was even more important to him than Isaac.

Then what happened? What did Abraham see when he lifted up his eyes? Genesis 22:13. A ram, caught in a thicket by his horns.

What's a ram? A ram is a male sheep.

So this male sheep was caught nearby. Talk about relief! Don't you think Abraham and Isaac were grateful—excited even—to see the ram? Yes! What did Abraham do with the ram? Genesis 22:13. He took it and offered it instead of his son Isaac.

Who provided the ram for Abraham to sacrifice as a substitute for Isaac? Look back in Genesis 22:8. What did Abraham say and believe? God would provide the lamb.

Once again, we see Abraham showing tremendous faith in God! From the time God told him what to do until the very moment of sacrificing his son, Abraham never doubted God. Abraham willingly obeyed God and took Isaac to be sacrificed. He continued to believe that God would keep his promise.

God's Substitute Sacrifice for Sinners

God did something here that is really important. He provided a substitute for the sacrifice. Isaac was the one who was supposed to die. God showed Abraham that death wasn't his plan for Isaac. But the Lord still required a sacrifice, so he provided it. God himself provided the ram so that Isaac didn't have to die.

God was giving us a picture of another sacrifice that would be a substitute for us, many years later. Do you know who that was? Allow discussion.

If you said Jesus, you're right! He was our sacrificial lamb. In the Gospel of John, Jesus is referred to as "the Lamb of God, who takes away the sin of the world" (John 1:29). Jesus lived a life without sin, and then he died a terrible death on the cross. He died so that we can live—just like the ram died so that Isaac could live. Jesus loves us that much. We all have sin, so only Jesus could be the perfect sacrifice. The new life we receive in Jesus Christ is eternal life. And it can be ours if we repent of our sins and trust in Jesus as our Savior.

Abraham's Faith

Refer to the Books of the Bible Poster. Now I want you to turn to the book of Hebrews. Who knows where Hebrews is? New Testament.

Hebrews 11:17–19

Slide #18

Let's read Hebrews 11:17–19 to get a better understanding of the relationship between Abraham and God. Choose a reader.

How was Abraham able to offer Isaac on Mount Moriah? Hebrews 11:17. By faith.

And what had God promised about this son Isaac? Hebrews 11:18. Through Isaac shall your offspring be named. What does that mean? Allow answers.

It means that the promise God made to Abraham that he would be the leader of a great nation could only be fulfilled in Isaac. And yet God had called Abraham to kill his son.

So what was Abraham thinking as he raised his arm to kill this promised son? That God was able even to raise Isaac up from the dead.

God had promised Abraham that he would have so many descendants they could not be counted. And because of that promise, Abraham knew he could trust in God. He remained faithful even to the point of offering his son in obedience to God's command. This passage in Hebrews makes it clear that Abraham's trust in God led him to believe that God could and would raise Isaac from the dead if necessary to fulfill his promise.

Pass out the Class Notes.

Slide #19

Slide #20

Slide #21

Slide #22

Slide #23

Slide #24

Slide #25

Let's go to our Class Notes and see how well you were listening! The Class Notes are set up like a test with multiple choice, true/false, fill-in-the-blank, and matching questions. Go ahead and complete #1–16 now, then we'll review them. Give students time to complete the Class Notes, and then review answers by selecting a reader for each one.

Application

Slide #26

Refer to the Lesson Theme Poster. We started our lesson today with a substitute teacher, who did a great job reviewing our past lessons. What did God provide as a substitute sacrifice for Isaac? A ram.

That's right. God wanted to see if Abraham was willing to sacrifice his son Isaac, the long-awaited child of promise. Abraham showed us just how much faith he had in God. He obeyed when God called him. And God saved Isaac just in time. He provided the sacrifice—a ram—to take Isaac's place.

This reminds us of what other substitute God provided years later? Jesus.

The Bible tells us that Jesus Christ is the Lamb of God who takes away the sin of the world. Jesus took our place on the cross just like the ram took Isaac's place on the altar. Only Jesus is able to offer hope and forgiveness to all who repent of their sins and turn to him in total trust and obedience.

The account of Abraham and Isaac is just one example of how God directs his people to fulfill his purposes. The purpose of God in the Bible is to bring people into a relationship with him through Jesus Christ.

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

You may hear that the Old Testament is not important because it is so old. I hope you realize that isn't true! The Old Testament is full of real historical people who knew God, and it provides many examples of how to live a life of faith. More importantly, the Bible tells us about Jesus from the very beginning—Genesis—to the very end—Revelation!

Lesson Review

We all learn best with review and repetition! We encourage you to play a 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

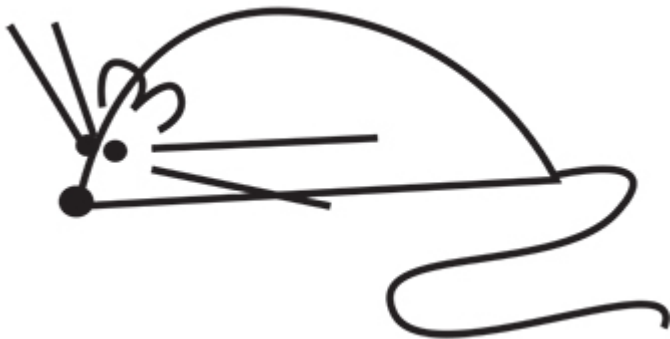
Review Questions
One drawing area for each team (paper, white board, etc.)
Pencils or white board markers
One die

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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