

# ABRAHAM-GOD'S BRAVE EVPLORER

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# ABRAHAM-GOD'S BRAVE EXPLORER

## TEACHER GUIDE

### Introduction

Thank you for selecting this Bible study for your child and/or class. Leading children to read, observe, interpret, and apply the Bible for themselves offers them a bridge from hearsay to real truth. As they learn to be comfortable with the idea that they can read the Bible, they will take the task seriously.

The Discover 4 Yourself series is designed to lead young students through the process of inductive study: question, question, question, search, think, understand, and apply. They will be comfortable with this process only after you prove that the possibility is within their reach.

**ABRAHAM—GOD'S BRAVE EXPLORER** is a study of Genesis 11–25. Students will begin with a review of Genesis 11:10–31 to trace Abraham's generations back to Shem, Noah's son. From there they will explore God's Word to discover Abraham's exploration adventures when God moved him out of Ur of the Chaldeans.

In preparation for leading **ABRAHAM—GOD'S BRAVE EXPLORER** please work through each "Day" on your own before consulting the Teacher Guide. Since this is an Inductive Bible Study, your teaching will be more effective if you do the work first and God reveals His truth to you.

Whether you're homeschooling a child, teaching a Sunday school class, teaching in a Christian school, or simply using these studies for your child's quiet time or family Bible study, this Teacher Guide will show you how to clearly and carefully lead each child through Inductive Bible study. We offer suggestions to guide you step-by-step. *Instructional Strategies* explains why certain activities are used throughout the book. Choose the activities that best fit your situation.

### Homeschooling Parents and Family Bible Study

We suggest you do one "Day" per day unless it's too much for your child's reading and/or writing skills. You can work with your child and discuss what you learn together or let him/her work independently, saving discussion times for later.

You may want to join or create a homeschool group that meets once a week to do these studies. The teacher will assign a week of homework in class. The following week the teacher will lead the students to discuss what they discovered, how to apply it, and to work on any creative elements included in the study or play a game to review what they have learned.

three times today!

(page 26)



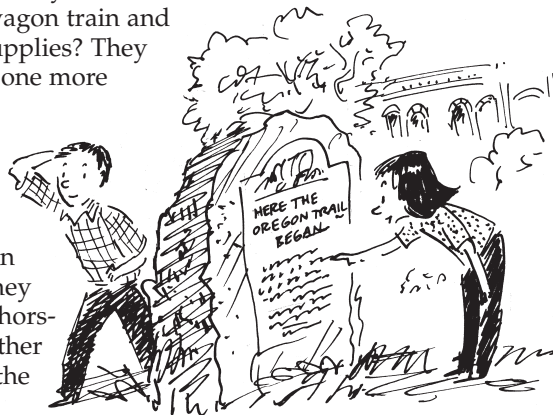
19

### CONFLICT AND CHOICES

As the SUV pulled into the National Frontier Trails Center in Independence, Max said, "Independence, Missouri—one of the three 'jumping-off' places for the pioneers. Did you know our guidebook says that just west of here is the place where the pioneers filled up their water barrels before heading west?"

"That's right, Max," said Max's Uncle Kyle, who is Molly's dad. "When the emigrants arrived here, the first thing they did was look for a wagon train they could join up with. Then they needed to get outfitted with the supplies, tools, and animals for the long, hard journey that was ahead of them. Do you know what they had to do after they joined a wagon train and packed their supplies? They had to wait on one more thing."

"I know, Dad," Molly said. "They had to wait for the grass to turn green so that they could feed the horses, oxen, and other animals along the trail."



Abraham's Brave Adventure

27

"You're right, Molly," replied her dad. "Now let's all go inside and learn how to pack our wagons just like the pioneers did for their trip out West."

As we head into the museum to learn how to pack our wagons, let's read God's map and find out what Abram does and where he goes after Pharaoh's men escort him out of the land of Egypt.

20 Turn to page 161. Read Genesis 13 and mark the following key words:

Abram (color it blue)

Lot (color it orange)

land (double-underline it in green and color it blue)

## Guided Instruction



Ask God to lead you through the study of this lesson. He has a special message just for you.

19 Turn to page 26 and read "Conflict and Choices."

Turn to page 161 and copy the key word markings above the Chapter 13 heading.

20 Have your students copy new key words on their book marks or index cards, or write them on the whiteboard in your classroom. Turn to page 161 and read Genesis 13 aloud using your visual aid as your students or child follow(s) along. Have your students call each key word out loud as you read it, then mark it together, you on your visual aid and they in their books

**Abram** (color it blue)

**Lot** (color it orange)


**land** (double-underline in green and shade blue)

**altar** (draw a red box around it)

## Guided Instruction

land (double-underline it in green and color it blue) (page 27)

altar (draw a red box around it)

Don't forget to mark anything that tells you WHERE by double-underlining the WHERE in green. And don't forget to mark anything that tells you WHEN by drawing a green clock like this: 

(page 161)

### Chapter 13

- 1 So Abram went up from Egypt to the Negev, he and his wife and all that belonged to him, and Lot with him.
- 2 Now Abram was very rich in livestock, in silver and in gold.
- 3 He went on his journeys from the Negev as far as Bethel, to the place where his tent had been at the beginning, between Bethel and Ai,
- 4 to the place of the altar which he had made there formerly; and there Abram called on the name of the LORD.
- 5 Now Lot, who went with Abram, also had flocks and herds and tents.
- 6 And the land could not sustain them while dwelling together, for their possessions were so great that they were not able to remain together.
- 7 And there was strife between the herdsmen of Abram's livestock and the herdsmen of Lot's livestock. Now the Canaanite and the Perizzite were dwelling then in the land.
- 8 So Abram said to Lot, "Please let there be no strife between you and me, nor between my herdsmen and your herdsmen, for we are brothers.

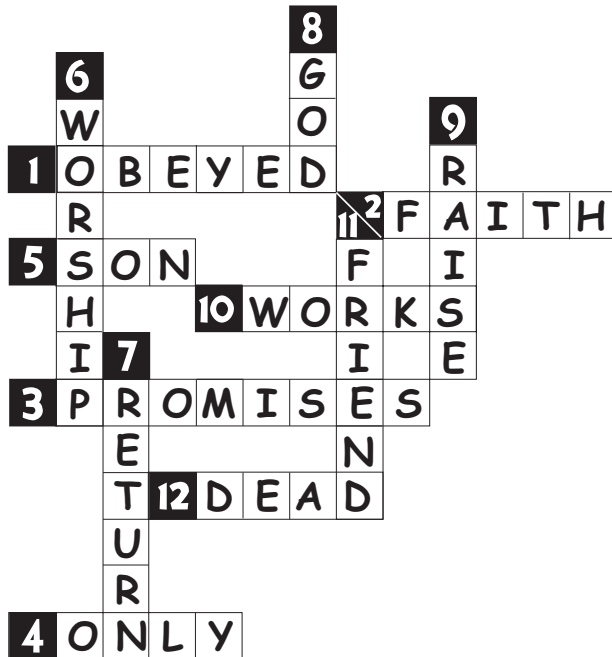
### 162 OBSERVATION WORKSHEETS

- 9 "Is not the whole land before you? Please separate from me; if to the left, then I will go to the right; or if to the right, then I will go to the left."
- 10 Lot lifted up his eyes and saw all the valley of the Jordan, that it was well watered everywhere—this was before the LORD destroyed Sodom and Gomorrah—like the garden of the LORD, like the land of Egypt as you go to Zoar.
- 11 So Lot chose for himself all the valley of the Jordan, and Lot journeyed eastward. Thus they separated from each other.
- 12 Abram went to the land of Canaan, while Lot settled in the

(page 138)

Now solve the crossword puzzle.

100



Abraham's Test of Faith

139

100

Hebrews 11:8 WHAT did Abraham do when he was called?

1. (Across) He obeyed.

Hebrews 11:17 HOW did Abraham offer up Isaac when he was tested?

2. (Across) By faith

Hebrews 11:17 WHAT had he received?

3. (Across) The promises

Hebrews 11:17 WHAT was he offering up?

4. (Across) His only begotten 5. (Across) son

Now take a look back at Genesis 22:5. WHAT did Abraham say to his young men? "Stay here with the donkey, and I and the lad will go over there; and we will

6. (Down) worship and

7. (Down) return to you."

This verse shows us that Abraham knew that Isaac was the son of the promise. Abraham would obey God by sacrificing his son, but he knew that he and Isaac would both return. HOW did he know this?

## Guided Instruction

**100** Reread the selected verses to answer the questions on pages 139-140. Then complete the crossword puzzle on page 138.

**Hebrews 11:8** WHAT did Abraham do when he was called?

1. (Across) He obeyed.

**Hebrews 11:17** HOW did Abraham offer up Isaac when he was tested?

2. (Across) By faith

**Hebrews 11:17** WHAT had he received?

3. (Across) The promises

**Hebrews 11:17** WHAT was he offering up?

4. (Across) His only begotten

5. (Across) son.

**Genesis 22:5** WHAT did Abraham say to his young men? "Stay here with the donkey, and I and the lad will go over there; and we will

6. (Down) worship and

7. (Down) return to you."

**D4Y “Abraham–God’s Brave Explorer” Quizzes****Week 1: Abraham’s Brave Adventure**

1. Who did Terah become the father of?
  - a. Abram, Nahor, and Haran
  - b. Isaac, Jacob, and Esau
  - c. Enoch, Noah, and Peleg
  - d. Moses, Aaron, and Joshua
2. Who did Haran become the father of?
  - a. Terah
  - b. Lot
  - c. Moses
  - d. Sarai
3. Who was Abram’s wife?
  - a. Maria
  - b. Milcah
  - c. Sarai
  - d. Iscah
4. Why did Abraham leave his country?
  - a. God told him to
  - b. Sarai wanted to
  - c. Nahor wanted to
  - d. Lot wanted to
5. Where did Abraham leave from?
  - a. Jerusalem
  - b. Ur
  - c. Bethel
  - d. Damascus
6. God promised Abraham that He would make him a great \_\_\_\_\_.
  - a. River
  - b. Sea
  - c. Nation
  - d. Altar
7. Who will be given this land?
  - a. Sarai
  - b. Isaac
  - c. Abel
  - d. Descendants
8. What did Abram tell Lot to do?
  - a. Separate from me
  - b. Go away
  - c. Stay with me
  - d. Build an altar
9. Where did Abram settle?
  - a. Negev
  - b. Canaan
  - c. Sodom
  - d. Egypt
10. Who delivered Abram from his enemies?
  - a. Lot
  - b. Sarai
  - c. God
  - d. Melchizedek

Memory Verse

Hebrews 11:8

“By faith Abraham, when he was called, obeyed by going out to a place which he was to receive for an inheritance; and he went out, not knowing where he was going.”

## Optional Games

### Drawing Game

To play the drawing game you will need to type out what you want the kids to draw such as the events in Genesis 11–15 of Abram leaving for the land of Canaan, building the altars and worshipping God, Abram and Lot separating, the war with the Kings, God making a covenant with Abram, etc. on pieces of paper and cut them out individually.

Fold each slip of paper and place it in a zip-loc bag or a bowl.

Divide your class into two teams.

Have a child from Team 1 come up to the front of the class and draw out a slip of paper out of the bag. After he or she has picked a slip of paper out of the bag he or she will draw a sketch to depict what they have chosen on the whiteboard. Both teams watch as the child draws their sketch. When a child from either team thinks they know what is being drawn they may raise their hand and you call on the child whose hand you see first to answer. It can be a child from either team. If the answer is not guessed continue letting them guess until someone guesses the correct answer.

When the answer is guessed correctly, the team who answered the question receives 100 points for their team. Then, the teacher asks the student who guessed the drawing correctly a question that goes with that drawing. For example, if they were drawing "God makes a covenant with Abram" the teacher might ask, "WHAT did God promise Abram?" If the student answers the question correctly they receive another 100 points for their team for a total of 200 points. If they answer incorrectly, someone from the other team gets a chance to answer the question and receive 100 points for their team, with each team receiving 100 points.

After the points are given, it's Team 2's turn to pick a slip of paper out of the bag and draw the next event. Go back and forth with each team until each paper is picked and drawn on the whiteboard. You may want to reward the winning team with a treat like a small piece of candy, or a privilege.