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INDUCTIVE STUDY CURRICULUM  
TEACHER'S GUIDE

OLD TESTAMENT/*Character Study*

**ABRAHAM**  
A Journey of Faith

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*Abraham*  
INDUCTIVE STUDY CURRICULUM

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1st edition  
Printed in the United States of America

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PRECEPT  
UPON  
PRECEPT®

*Abraham*

## BEFORE YOU BEGIN...

We're excited you have chosen to use our inductive Bible study curriculum. We believe God will speak to those you teach through His Word. The Teacher's Guide is designed to help you instruct your students to study inductively. It includes everything you need to lead your class including:

- Tips on using this Guide effectively
- An introductory lesson with an overview on inductive Bible study
- Unit and Lesson Objectives
- Assignment Directions and Helps
- Discussion Guides
- Quiz and Test Keys
- "Arsenal Verses" (Supplemental Verse Memory Project)
- Teacher's Help Packet - includes Observation Worksheets, maps, charts, tests, quizzes, and additional materials for making transparencies and copies

These materials are designed to encourage students to go beyond an academic approach to God's Word by encouraging them to apply its truths to their daily living. The goal is for students to know God more intimately so that they'll live a life worthy of the Lord (Colossians 1:9-12).

We want to encourage you to remember that your students will receive the greatest benefit from this study when you lead them from the overflow of what God is doing in your own life. Our prayer is that you and your students will grow together in your relationships with the Lord as you study God's Word. We strongly recommend that you work through the students' lessons on your own before consulting the Teacher's Guide. Your students will be more motivated to do their own study when they see your response to the truths God is revealing to you.

Please remember that we have training available that will help you become proficient in inductive Bible study and in teaching your students how to do it. The training includes hands-on demonstrations of how to use these materials in the most effective manner. For more information, contact Precept Ministries at 1.800.763.8280. Feel free to call us with questions or comments you have concerning these materials.





## HOW TO USE THE TEACHER'S GUIDE:

You will find a list of tools below included in each unit/lesson that will help you effectively navigate the Teacher's Guide.

## 1. UNIT OBJECTIVE

The Unit Objective details the goals to be achieved at the completion of the unit.

## 2. LESSON OBJECTIVE

The Lesson Objective details the goals to be achieved at the completion of each lesson.

## 3. LIST OF MATERIALS NEEDED



Each lesson begins with a list of the materials students need to complete the assignments. The wrench and hammer icon identifies this list.

## 4. ASSIGNMENT HELPS

Each page of the Teacher's Guide has a copy of the related student workbook page located in the bottom right-hand corner. The red, bolded font on the student workbook page corresponds with the instruction and helps for completing that assignment in the Teacher's Guide. Beside each assignment title an indicator specifies the component of inductive study the assignment focuses on (i.e. Observation, Interpretation, Application).

## INDUCTIVE STUDY TIPS



For some assignments, tips are given on how to reinforce the inductive study method or remind students of the purpose for the assignment. The plumbline icon identifies these tips.

## ANSWERS

Text in red italics provides the general answer students should discover. Inductive study can yield several answers to each question (i.e. Answers to application questions will especially vary by student.) Remember, while there is only one true interpretation for each Scripture there may be many applications. "Listing" assignments will occasionally have answers in the Teacher's Guide when necessary to help you determine how to help your students compile a

list or to help you determine the information essential to completing the assignment. Answers don't have to be exact; observation and interpretation questions should keep the integrity of the original text intact (avoid paraphrases or personal interpretation).

## ASSIGNMENT DIRECTIONS

Text in black provides tips on how to best explain the assignment and complete it in a timely manner (e.g. group versus individual work).

## 5. PROJECT HELPS

When a YOUR WORLD VIEW project is suggested, the Teacher's Guide suggests how best to direct students to complete and present (display) it.

YOUR WORLD VIEW projects help students take what they learn from biblical texts and apply it to current events, worldly philosophies and their own lives. They teach students how to view the world biblically.

## 6. DISCUSSION GUIDES

Regular discussion times are essential to the learning process, helping students assimilate and verbalize information they have accumulated in the lessons/unit. The Discussion Guides included in the Teacher's Guide are designed to help you lead effective discussions at appropriate times in the unit. You never want to preempt students' self-discovery by discussing or lecturing on a topic they have not yet studied for themselves.

When leading discussion, ask open-ended questions (the 5 Ws and H). Because this is inductive Bible study, you want to encourage your students to share what they have learned from their observation, interpretation and application of God's Word. Lecture will hinder students' experience of discovering truth for themselves. Remember, you effectively "teach" by asking questions. Asking questions to cause your students to think is advisable, but don't ask too many questions which will make the time seem more like a drill than a discussion. The questions should *stimulate* discussion, not *stifle* it.

It is helpful to relate scriptures to current times. Work in this application throughout your discussion at appropriate points.

## 7. TEACHER'S HELPS

### OBSERVATION WORKSHEETS

Biblical books being studied are printed out in the New American Standard Updated version, double spaced with wide margins. We call them "Observation Worksheets." They're provided for you to make transparencies, copies and multi-media presentations.

### MAPS

Copies of every map from the Student Guide are provided for you to make transparencies, copies and multi-media presentations. Maps are helpful visual aids for discussions and for explaining assignments.

### CHARTS

Charts used in lengthy listing assignments are provided for you to make transparencies, copies and multi-media presentations. Working through charts with your students will help them recognize how to effectively and efficiently compile lists.

### TESTS

Tests are provided for reproduction.

### QUIZZES

Quizzes are provided for reproduction.

### WORD STUDY DEFINITIONS

Word study definitions are provided in case your classroom is not equipped with word study tools. We highly recommend acquiring classroom sets of word study materials (concordances, Hebrew and Greek dictionaries, etc.) for teaching your students how to do word studies on their own. Many on-line resources are available as well.

### ARSENAL VERSES

If you decide to implement the Arsenal Verse program, verses specifically assigned to each unit are available for making copies, transparencies and multi-media presentations.



## INTRODUCTION TO COURSE SCOPE AND SEQUENCE

The *Course Scope and Sequence* outlines the course.

## LESSONS

Each lesson in the Student's Workbook is designed to be completed in 45 minutes. You may need to modify these lesson plans to comply with the time allotted for your class. Also, student familiarity with the inductive study method will affect how long it takes to complete these assignments. This *Course Scope and Sequence* was compiled based on an average time needed to complete each lesson.

## DISCUSSION

We strongly encourage you to utilize discussion times which are essential to helping students verbalize what they learned and share how God's Word has been impacting them. You can find out more about using the *Discussion Guides* in the "How To Use This Guide" section of the Introduction.

## UNIT QUIZZES

Student quizzes are in the Teacher's Helps packet included with this material, and a Quiz Key is found at the end of each unit in the Teacher's Guide. Quizzes are designed to test your students' understanding at pertinent points. Sometimes review questions will be included to ensure that your students are retaining the overall theme of the book. They will also help your students prepare for Unit Tests.

## UNIT TESTS

Student tests are in the Teacher's Helps packet included with this material, and a Test Key at the end of each unit in the Teacher's Guide. Tests are designed to evaluate your students' understanding of each unit. They cover "Enrichment Words" and the main points of each unit. Sometimes review questions are included.

## COURSE SCOPE AND SEQUENCE

UNIT ONE

*Lesson One*  
*Lesson Two*  
*Discussion Lesson 1 & 2*  
*Lesson Three*  
*Lesson Four*  
*Discussion Lesson 3 & 4*  
*Unit One Quiz*  
*Lesson Five*  
*Discussion Lesson 5*  
*Lesson Six*  
*Lesson Seven*  
*Discussion Lesson 6 & 7*  
*Unit One Test*

UNIT TWO

*Lesson One*  
*Lesson Two*  
*Discussion Lesson 1 & 2*  
*Lesson Three*  
*Discussion Lesson 3*  
*Unit Two Quiz Lesson Four*  
*Lesson Four*  
*Lesson Five*  
*Lesson Six*  
*Discussion Lesson 4, 5 & 6*  
*Lesson Seven*  
*Discussion Lesson 7*  
*Unit Two Test*

UNIT THREE

*Lesson One*  
*Lesson Two*  
*Discussion Lesson 1 & 2*  
*Lesson Three*

UNIT THREE CONT.

*Lesson Four*  
*Discussion Lesson 3 & 4*  
*Unit Two Quiz*  
*Lesson Five*  
*Discussion Lesson 5*  
*Lesson Six*  
*Lesson Seven*  
*Discussion Lesson 6 & 7*  
*Unit Three Test*

UNIT FOUR

*Lesson One*  
*Lesson Two*  
*Discussion Lesson 1 & 2*  
*Lesson Three*  
*Discussion Lesson 3*  
*Lesson Four*  
*Discussion Lesson 4*  
*Unit Four Quiz*  
*Lesson Five*  
*Lesson Six*  
*Discussion Lesson 5 & 6*  
*Lesson Seven*  
*Discussion Lesson 7*  
*Unit Four Test*

UNIT FIVE

*Lesson One*  
*Discussion Lesson 1*  
*Lesson Two*  
*Lesson Three*  
*Discussion Lesson 2 & 3*  
*Unit Four Quiz*  
*Lesson Four*

UNIT FIVE CONT.

*Lesson Five*  
*Discussion Lessons 4 & 5*  
*Lesson Six*  
*Discussion Lesson 6*  
*Unit Four Test*

UNIT SIX

*Lesson One*  
*Lesson Two*  
*Lesson Three*  
*Discussion 1, 2 & 3*  
*Unit Six Quiz*  
*Lesson Four*  
*Discussion Lesson 4*  
*Lesson Five*  
*Lesson Six*  
*Discussion Lesson 5 & 6*  
*Unit Six Test*





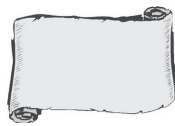
ICON KEY

**Bolded Words:** Words bolded in texts are defined in the Enrichment Words section at the end of each unit.

Icons below denote:



supplemental assignment



word-study assignment



prayer or encouragement



marking assignment



assignment utilizing the "At A Glance" chart



pull-out box with historical information, Scripture or study tip



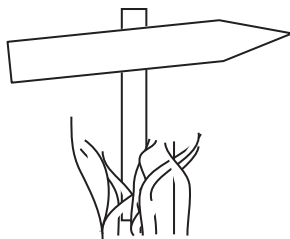
listing assignment



materials needed to complete lesson



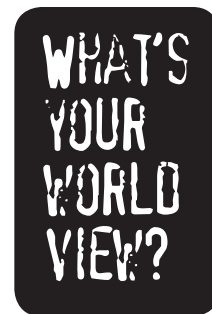
mapping assignment



cross-referencing assignment



inductive study tip



project idea



## ARSENAL OF TRUTH - DETAILS

In this course, students will study God's Word inductively to gain understanding and insight as to who God is and how they can live in light of this knowledge. In addition to the in-depth study they do each week in class, it will greatly benefit them to memorize scriptures they can use throughout their lives. They must know how to use the "Arsenal of Truth" God has given in His Word. You can add this supplemental program to your weekly schedule the following way:

## INTRODUCTION:

To introduce this program, show students from God's Word why hiding His Word in the heart is essential to spiritual life. You may want to use a format like the following:

Read Ephesians 6:10-17 and explain the believer's role in war. Our enemy lies and deceives to steal, kill, and destroy (John 10:10). As John 8:44 says, he is a liar, the father of lies, and the truth is not in him. Explain how he questioned what God said to Adam and Eve, leading her to believe a lie over God's truth. It is the same today; the enemy attacks with lies and deceit.

Ephesians 6 describes the armor God has given each believer to stand firm against these deceptive "schemes." Each piece of armor assists the only offensive weapon listed—the sword of the Spirit, God's Word. (Faith comes by hearing and hearing by the Word of the Lord.) The belt of truth, for example, keeps the warrior from stumbling in battle and becoming more vulnerable to attack. Students must know how to stand firm using the Word of God to destroy the arsenal of lies the enemy daily throws at them.

## MEMORIZATION:

In the Teacher's Materials you will find a suggested "Arsenal Verse" schedule. A copy of each verse can be found in the Teacher's Helps for making transparencies. Each unit will introduce a new "Arsenal Verse" to the class. Start each new unit by having the class discuss the details of the verse and write it on a 3x5 note card. Suggest they put this notecard in a place where they are likely to see it often (i.e. locker, mirror, etc.). Each day give students five minutes at the beginning of class to write out the "Arsenal Verse." Also, have the class say the verse aloud together at least once each day. Tell them they'll start remembering verses if they carry this notecard with them and say the verse aloud three times in a row at least three times each day. At the end of each unit give the students an "Arsenal Verse" quiz where they must write out the verse from memory.



ARSENAL VERSE SCHEDULE

UNIT ONE	GENESIS 12:1-2
UNIT TWO	GENESIS 15:5-6
UNIT THREE	GENESIS 18:14
UNIT FOUR	GENESIS 18:19-20
UNIT FIVE	HEBREWS 11:11-12
UNIT SIX	HEBREWS 11:17-19



## GLOSSARY OF FREQUENTLY USED TERMS

## OBSERVATION WORKSHEETS

These worksheets comprise the relevant portion of Genesis being studied, in the New American Standard Updated version, double spaced with wide margins to provide room for marking words, and making lists and notations.

## AT A GLANCE CHART

This chart is a helpful tool for future reference and gives a quick synopsis of the book being studied. It is designed for the student to record the main theme of each chapter beside the chapter number on the chart.

## CHAPTER THEMES

A chapter theme should answer two questions: first, what is the main subject dealt with in the chapter? Second, does the theme relate to the overall book theme?

## SEGMENT DIVISIONS

A segment division is a major division in a book, such as a group of verses or chapters that deal with the same subject, doctrine, person, place or event. You discover segment divisions from the text. Context determines a segment.

## 5WS AND H QUESTIONS

Who, What, When, Where, Why and How – These questions help students carefully observe texts and determine information that should be included in listing assignments.

## OBSERVATION

The component of inductive study that answers the question: What does the text say? Careful observation is the foundation for accurate interpretation and application. This component is accomplished by reading with a purpose, marking key words, people, places, events, and making lists.

## INTERPRETATION

The component of inductive study that answers the question: What is the meaning of the text? For Scripture, there is only one true interpretation: God's! This component involves cross-references, word studies, and most importantly, determining context.

**APPLICATION**

The component of inductive Bible study that answers the question: How does the meaning of the text apply to my life? Application is the goal of all Bible study. The goal of application is to know God and live a transformed life. This transformation includes changes in belief and behavior.

**KEY WORDS**

Words vital to understanding the meaning of a text. Like a key, they “unlock” the meaning of the text. A key word or phrase is one which, if removed, leaves the passage devoid of meaning. Often key words and phrases are repeated to convey the author’s point or purpose for writing.

**CONTEXT**

The information surrounding the verse, passage or chapter being studied; the environment or setting in which something is living or found.

**WORD STUDY**

The study of words in the original languages of the Old and New Testaments. The Bible was originally written in Hebrew, Greek, and some Aramaic, and then translated into English and other languages. As part of interpretation, going back to the original languages offers greater insight and clarification.



This lesson should be taught before students begin their work on Unit One. It will teach students unfamiliar with inductive study basic principles and tools they will use throughout this course. For those already familiar with the method, this lesson will reinforce their understanding of inductive study and review what they have already learned.

If you have never studied inductively or led an inductive Bible study, this lesson will prepare you to understand its principles. It will also give you tools to effectively teach the inductive method.

## INTRODUCTION TO INDUCTIVE STUDY

Begin by explaining the basics of inductive Bible study. You can draw points out from students already familiar with it.

### 1. Inductive Bible Study - using the Bible as your primary source.

Spend some time discussing what the word “primary” means. You want students to understand that the inductive method begins with and focuses on biblical texts before going to outside sources for understanding. Ask them how this method differs from how other people study the Bible. While devotionals, pastors, teachers, TV, radio, and books are good sources, the point of inductive study is what the Bible says before reading others’ interpretations.

1. Inductive Bible Study - *Using the Bible as your primary source.*

2. There are \_\_\_\_\_ of Inductive Bible Study:

a. \_\_\_\_\_ - \_\_\_\_\_ ?

b. \_\_\_\_\_ - \_\_\_\_\_ ?

c. \_\_\_\_\_ - \_\_\_\_\_ ?

3. Tools of Observation

a. The \_\_\_\_\_ questions

2. There are three components of Inductive Bible Study:
- a. Observation - What does the text say?
  - b. Interpretation - What does the text mean?
  - c. Application - How does the meaning apply to my life?

Explain that each of these components is used to answer the questions indicated (the point of Observation is to see what the text is saying). Then explain how to put each of these components into practice. To help your students remember these important components demonstrate them with body language.

Observation - Hold your hands up to your eyes like you are looking through binoculars.

Interpretation - Tap your finger to your head like you are thinking.

Application - March in place like you are walking it out.

1. Inductive Bible Study - Using the Bible as your primary source.

2. There are Three Components of Inductive Bible Study:

a. Observation - What does the text say? ?

b. Interpretation - What does the text mean? ?

c. Application - How does the meaning apply to my life? ?

3. Tools of Observation

a. The \_\_\_\_\_ questions

## 3. Tools of Observation

Begin by explaining that observation is reading the text, not scanning or skimming. Students should read with a purpose, carefully examining the text to see what it says so they can accurately interpret its meaning. They will learn to read with a purpose by training themselves to ask:

### a. The 5W and H questions

Who, what, when, where, why and how; for example: Who are the main characters? What is the main event? When do these things take place? Where do they take place?

1. Inductive Bible Study - Using the Bible as your primary source.

2. There are Three Components of Inductive Bible Study:

a. Observation - What does the text say? ?

b. Interpretation - What does the text mean? ?

c. Application - How does the meaning apply to my life? ?

3. Tools of Observation

a. The 5 W and H questions

Another tool that helps observation is:

b. *Marking key words and people*

Once you have discovered who the main characters are and identified key repeated words and phrases in a passage or chapter, you will want to mark them. Key words are words that are vital to understanding the meaning of the text. Like a key, they “unlock” the meaning of the text. If a key word or phrase is removed, the passage loses meaning. Often key words and phrases are repeated in order to emphasize the author’s point or purpose for writing.

Marking is choosing a color and/or symbol to distinguish words every time they’re used in the text. (You will be able to demonstrate this technique in the first unit of this course.) Explain that marking key words and people will help students slow down reading and focus attention on the important things in the text.

c. *Listing*

After marking, you will make a list of what you learned from key words and phrases and people present in the text. Listing will help you isolate information about a topic or person for closer examination and understanding.

b. Mark key words and people

c. Make lists

4. Tools of Interpretation

a. \_\_\_\_\_  
 \_\_\_\_\_ ! It rules interpretation.

b. \_\_\_\_\_

c. \_\_\_\_\_

4. Tools of Interpretation

Careful observation will lead to accurate interpretation. To accurately interpret the Bible, the most important thing to establish is:

a. Context

Context is KING! It rules interpretation. Establishing context through careful observation will ensure that you do not misinterpret a verse or passage. Context is the information surrounding the verse, passage or chapter selected. You can demonstrate this for your students with a word like TRUNK. Write the word on the board and ask students to define it. They will likely give several definitions. Explain that the definition of a word is dependent on words placed before and after it.

For example:

- The tire is in the TRUNK.
- The elephant’s TRUNK is very long.
- Use the TRUNK in the attic for the old clothes.

b. Cross-References

Cross-references aid interpretation because God rarely gives all information about a topic, doctrine, person or event in one place at a time. Cross-references provide additional insights and details that add broader context (meaning) to your primary study. Interpreting Scripture with Scripture unveils deeper meaning and therefore, greater understanding.

b. Mark key words and people

c. Make lists

4. Tools of Interpretation

a. Context  
Context is king ! It rules interpretation.

b. Cross-references

c. \_\_\_\_\_

## c. Word Studies

These are the study of words in the original languages of the Old and New Testaments. The Bible was originally written in Hebrew, Greek, and some Aramaic, and then translated into English and other languages. In the process of interpretation, it often helps to go back to the original languages to gain greater insight and clarification.

b. Mark key words and people

c. Make lists

## 4. Tools of Interpretation

a. *Context*

Context is king ! It rules interpretation.

b. Cross-references

c. Word studies

5. Application

Application is the goal of all Bible study. If all you do is observe the text you will only know what it says. If you stop at interpreting the text, you will only add to your knowledge. Application is living out what you have clearly seen and understood from God's Word. The goal of application is:

*To know God - resulting in a changed life*

When you understand who God is and what His commandments are, you choose what you will do with this information. Sometimes application is simply changing beliefs; other times it's changing behavior to match what God says is acceptable and right.

Emphasize to your students that they will understand each of these components more thoroughly with practice and use them throughout the course.

5. Application

To know God - resulting in a changed life





FIRST STEP OF FAITH

UNIT OBJECTIVES:

Students will learn the chronological setting of Abraham’s life in the context of Genesis. They will recognize God’s call to Abram through the observation of Genesis 11 and cross-references. They will also observe Genesis 12, noting the main events and identifying God’s promises to Abram. Students will observe Genesis 13 and 14, identifying Melchizedek. They will recognize his significance based on cross-references in Psalms and Hebrews.

UNIT ONE

*U-1, Chapters 11-14*

## First Step of Faith

Do you look at other people and wonder why they are so unique and you are so... **ordinary**? They are talented, beautiful, smart, and funny and you... well, you're just awkward, insecure, and unremarkable. Guess what? Everybody feels ordinary sometimes! The truth is that someone *will* always be more talented, more beautiful, smarter, or funnier than you. This can sound depressing but not if you know God and the story of His friend Abraham.

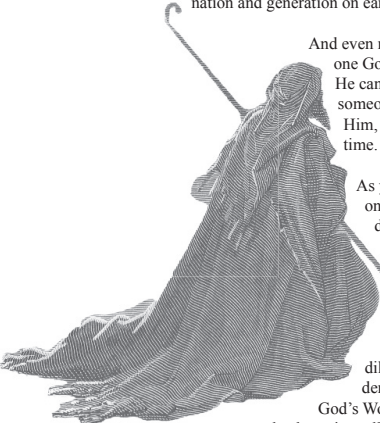
*You will discover how one small step of faith can become a gigantic leap when you follow God.*

Abraham was ordinary, but through God's promise, his life became **extraordinary**. God used Abraham's faith in Him to impact every nation and generation on earth – including YOU!

And even more amazing... Abraham isn't the only one God can take from ordinary to extraordinary! He can do it with you too! All He's looking for is someone who listens to what He says, believes Him, and then moves forward, one step at a time.

As you work through this study, you will go on a journey – a journey of faith. You will discover how one small step of faith can become a gigantic leap when you follow God. Like Abraham, you can be “a friend of God” – a friend of the Creator of heaven and earth! It will take work and time to discover these things, but **IT WILL BE WORTH IT!** Be diligent in your study. Put down some of the demands on your time and carefully examine God's Word. Most importantly, allow the Holy Spirit to lead you into all truth. You'll be awed at what you learn and the difference it will make in your life.

Don't let truth go in one ear and out the other! Practice what you learn and you too can be a man or woman of faith who changes the world for God's glory!



**Prayer Assignment**

Encourage your students to write a simple, sincere prayer. Remind them to make specific requests. You can have them do this on a sheet of paper, then seal it and turn it in to you. At the end of the semester you can hand back their prayers and ask them to record how God answered throughout the study.

U-1, Chapters 11-14

Begin this journey by asking God to guide you. The prayer below is an example for you to get started.

*Father, I ask for Your help because You are God and nothing is impossible for You. You know my schedule, the pressures and pulls of my life. You know that it is sometimes difficult for me to set aside time to study and learn about You and Your ways.*

*Father, I need Your wisdom, encouragement, strength, and direction. I need confidence to face life with all its twists, turns, and difficulties. I know all this comes only from You as a gift of grace. Please create in me the desire to know Your Word and help me take time to study effectively. Meet with me in personal and intimate ways – ways that equip and sustain me for all the future holds, ways that rebuke me or restrain me if I am going the wrong way, believing something untrue. Let my heart's desire, dear Lord, please You in every way. If I am off that path, I trust You will turn me about through Your Word and by Your Spirit given to me through the New Covenant.*

*I pledge to You my faithfulness to give this study all that I can, and ask You to change me as I choose the thing I need most— a real and intimate relationship with You.*

*In faith, I thank You for what You are going to do as I do my part. I pray this in the name of the One who is the Way, the Truth, and the Life, Jesus Christ.*

**Prayer Assignment**

**ONE ON ONE:**

Now, take a moment to write out a prayer of your own. Express to God anything you hope to discover about Him or yourself as you study Abraham's life. At the end of the study, look back at this prayer and record how God answered.



LESSON ONE:



Bible, Genesis 11:24-32 Observation Worksheets, 3x5 note card, colored pencils

OBJECTIVES:

Students will identify and mark the key repeated phrase, “*These are the records of the generations of \_\_\_\_\_*” and recognize its importance in establishing the context of Genesis. They will mark *Abraham* in these verses and record his ancestors on the “Abraham’s Family Tree” chart in the Appendix.

**Lesson 1/Assignment 1 - Observation/Interpretation**

Students will use their Bibles to look up cross-references in Genesis. They will underline the repeated phrase and write whose generations are recorded in the appropriate puzzle piece. They will use their Genesis 11:24-32 Observation Worksheet to find the answer for the final puzzle piece.



*Observation Worksheets* are located in the Appendix of the student workbook. They are double-spaced with wide margins to allow room for marking words and recording notes.

This assignment will help students understand the purpose of the book of Genesis. It is a record of generations. By looking at previous events in Genesis, students can identify where the story of Abraham fits chronologically.

LESSON ONE

*U-1, Lesson 1, Chapter 11*

Before you study a book or passage in the Bible, it's important to establish context to help you to understand it. This will ensure you don't misinterpret or misunderstand events or messages God recorded. So you will begin your study of Abraham by looking at the context, which is Genesis – the book that contains his story.

**Context** is the setting in which something is found. Look at what comes before and after a Scripture to determine how it fits into the chapter, book, and whole Bible.

Identifying key repeated words or phrases will also help you understand how his story fits in Genesis. Your first assignment is to identify and examine a key repeated phrase in Genesis.

The key repeated phrase used throughout the book of Genesis is “*These are the records of the generations of \_\_\_\_\_*”. The phrase is first used in Genesis 2:4, but it's difficult to recognize in the New American Standard Bible – the translation used in Inductive Study Curriculum courses. The marginal reference in the NASB is explained in the pull-out box.

Genesis 2:4 – This is the *account of the heavens and the earth* when they were created, in the day that the Lord God made earth and heaven.

It can be translated: *These are the generations of the heavens and the earth* when they were created, in the day the Lord God made earth and heaven.

The phrase is then repeated in Genesis 5:1; 6:9; 10:1; 11:10; and 11:27.

**Lesson 1/Assignment 1**

1. Look at Genesis 5:1; 6:9; 10:1; 11:10; and 11:27. Underline the phrase, “*These are the generations of \_\_\_\_\_*” in a distinctive way in your Bible. Then write whose generations are recorded in these verses in each of the puzzle pieces below.

Now, look at your Observation Worksheet for Genesis 11:24-32. Underline the same phrase in verse 27 and fill in the last puzzle piece.

GENESIS 2:4 <i>The heavens and the earth</i>	GENESIS 5:1	GENESIS 6:9
GENESIS 10:1	GENESIS 11:10	GENESIS 11:27

**Lesson 1/ Assignment 2 - Observation**

Students will read Genesis 11:24-32 and mark *Abram*. The Student Guide notes that Abram's name will be changed to Abraham.



Remind your students that observation is key to accurately handling the Word of God. Without the firm foundation of careful observation, accurate interpretation is impossible – before they can truly understand what the text means, they must know what it says!

*Marking* helps students slow down when reading and focus on what they learn about Abram. Remind them to ask the 5W and H questions as they read and mark. Practice with them by marking words together. Make an overhead copy of the Observation Worksheet and then read it aloud, marking as students mark their copies. When you mark references to Abram, ask questions like: “Who was Abram’s father?” “Who are his brothers?” “Where was Abram?” “Where did Abram go?” “Who went with him?” “Who was Abram’s wife?” “What did you learn about her?” etc.

**Lesson 1/Assignment 3 - Observation**

Students will make bookmarks to maintain a list of key words and marking symbols. This will help them mark consistently and remember words/phrases they are looking for in each chapter. An example is shown in the student workbook.

**Lesson 1/Assignment 4 - Observation/ Interpretation**

To complete “Abraham’s Family Tree,” students will fill in each name as they come to it in the text from left to right. For example, “Abram” will go in the first blank on the left, under “Terah” since he is the first son mentioned in the text. The completed family tree is in the *Teacher’s Helps*.

U-1, Lesson 1, Chapter 11

You’ve just determined where Abraham fits into the book of Genesis. Now you know who his **ancestors** are and what events took place before he was born. You know more from this simple exercise than many people who have been in church for decades. All it takes for anyone to understand the Bible is a little time and effort! Good job!

**Lesson 1/ Assignment 2**

- Now observe Genesis 11:24-32 by reading it and marking every occurrence of *Abram* with a blue box. (By the way, Abram’s name will be changed to Abraham later.)

**Observation** is looking at what the text says. First, read it. Then use observation tools like marking main people in the text to help you slow down and focus on what the text says about them.

**Lesson 1/Assignment 3**

- Using a 3x5 notecard, create a bookmark of key words and symbols you have used already. You will add to the card any new key words you discover in the course of the study.

EXAMPLE:

Abram	

**Lesson 1/Assignment 4**

- Now re-read Genesis 11:24-32 and record the names of Terah’s children and their spouses and children on the chart “Abraham’s Family Tree,” located in the Appendix.

LESSON TWO:



Bible, Observation Worksheets Genesis 11 and 12, "Abraham's Journey" maps

OBJECTIVES:

Students will observe cross-references to understand why Abram left Ur. They will identify Abraham's status as "one" when God called him and learn that he obeyed God by faith. They will also see how these truths apply their lives.

Lesson 2/Assignment 1 - Observation/Interpretation



Remind students that cross-references will help them interpret or understand the meaning of the text. Read the insight box in the student workbook next to this assignment out loud, then demonstrate with the first cross reference.

Read Isaiah 51:1-2 out loud and ask, "What was Abraham when God called him?" They should answer, "He was one." Then ask, "Then what did God do?" They should answer, "He blessed him and multiplied him." Tell students to record these answers in the space provided.

If you think your class needs more help, walk them through the other cross-references in the same way. Decide if you want to discuss the meaning of the cross-references as you work through them together. If you choose to wait, students will have more time to think about their study, creating a more productive discussion time later.

*a. Isaiah 51:1-2 – Abraham was "one" when God called him; then God blessed him and multiplied him.*

*b. Acts 7:1-5 – God appeared to Abraham when he was in Mesopotamia before he lived in Haran. God told him*

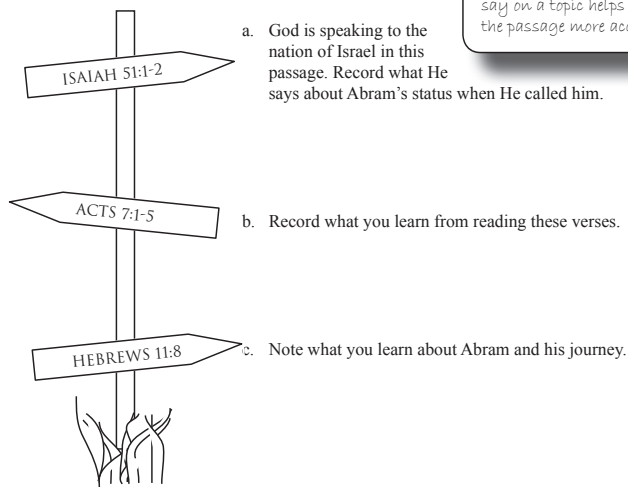
LESSON TWO

U-1, Lesson 2, Chapter 11

Lesson 2/Assignment 1

1. You know *what* Abram did in Genesis 11, now it's time to find out *why* he did it. Look at the following cross-references for insight into why Abram moved from Ur of the Chaldeans. (Sometimes God doesn't give all the facts at once; instead He reveals certain specifics in other books of the Bible – this is called progressive revelation.)

**Cross-references** are other places in Scripture that give more information about the passage you are observing. Looking at what the whole counsel of God's Word has to say on a topic helps you interpret the passage more accurately.



Lesson 2/Assignment 2

2. Look at the two maps located in the Appendix. The first map is a large-scale map of the countries and cities mentioned in Genesis 11 and 12. The second map is a smaller-scale map that gives a closer view of Canaan. Starting at Ur, trace Abram's journey based on your chapter 11 observations. Jot down the major events that occurred next to each location.



Lesson 2/Assignment 3

3. Now, think about what you learned from the cross-references. What did you learn about Abraham that you didn't know from observing Genesis 11?

*to leave his country and relatives, and come into the land that He would show him. Abraham left and settled in Haran. After his father died, God told him to move to Canaan/Israel. God gave Abraham no immediate inheritance in the land, but when he was still childless, God promised to give the land to him and his descendents.*

*c. Hebrews 11:8 – By faith, Abraham, when he was called, obeyed; he went out not knowing where he was going.*

### Lesson 2/Assignment 2 - Observation/Interpretation

The “Abraham’s Journey” map is located on page 179 in the Student Guide. Students will trace Abraham’s journey beginning in Ur found on the larger scale map. When he crosses into Canaan, students will continue tracing his journey on the smaller scale map. They will mark each stop on his journey and record major event(s) that occurred there.

### Lesson 2/Assignment 3 - Interpretation

Students will evaluate information gathered from cross-references and compare it with their observations of Genesis 11.

*Students should recognize that the cross-references reveal why Abram left Ur. God appeared to him there and told him to go. He obeyed although he didn’t know where he was going. According to Hebrews 11, he obeyed by faith.*

### Lesson 2/Assignment 4 - Application



Application questions are essential in the inductive study process. If students don’t think through the information they observe and interpret, then they will miss the goal of Bible study. It’s important that you encourage your students to think through these questions prayerfully! Sharing with them ways God is using the truths from this lesson in your life will help them see how God’s Word can impact their lives. Remind

#### Lesson 2/Assignment 4

U-1, Lesson 2, Chapter 11

4. Think about Abraham’s example.
  - a. What is your first response to God’s commands? How can you learn from Abraham’s example?
  - b. What do you learn about *faith* from Abraham? How can you follow his example?
  - c. List below some things God says to do in His Word that you don’t fully understand.
  - d. Now if you are going to be like Abraham, what should your response be to these things?
  - e. Take a moment alone with God. Ask, “God, do I walk in obedience? Do I walk in faith? Are there things in my life You have called me to, but I haven’t started doing them?” Wait for His answer and record your thoughts below.



*Abram didn't know where he was going...but by faith he obeyed.*

*You don't know where God will lead you today, tomorrow or 10 years from now...but you can decide now that you want to follow Him.*

them that studying God's Word is not just an academic exercise – it is a God-given opportunity to apply His will to their lives.

*Students will individually evaluate these questions and record their responses.*





## LESSONS ONE AND TWO DISCUSSION GUIDE:

Begin your discussion by reminding your group that they are studying the life of Abraham, a person just like them. God called an ordinary man.

Discuss the context of where and how the following chapters fit into Genesis. Genesis 11:27 states, "These are the records of the generations of Terah." This phrase ("These are the records of the generations of...") identifies the primary segments of Genesis. Ask your students what they learned from the scriptures that have it.

These are the records of the generations of:

- 2:4 The heavens and the earth
- 5:1 Adam
- 6:9 Noah
- 10:1 Shem, Ham, and Japheth
- 11:10 Shem
- 11:27 Terah

## GENESIS 11:27-32

Discuss the information in these verses using a transparency of "Abraham's Family Tree." You can quickly fill in the names of the family members in this passage as your class mentions them. Ask 5W and H questions to gather additional information about Abram's relatives such as: Lot's father Haran died in Ur; Sarai was barren; the family members that went from Ur together; and Terah died in Haran. These facts will be helpful for your students to remember as they continue this study.

*NOTE:* A completed copy of Abraham's Family Tree is located at the end of the Unit Six Teacher's Guide.

Ask your students to share additional insights they gained from observing cross-references in Isaiah, Hebrews, and Acts.

Abram was born in Ur of the Chaldeans. Isaiah 51:1, 2 says Abram "was one" when God called him. He had no descendants originally but later God multiplied him.

Hebrews 11:8 says that when God called him, by faith he obeyed by going though he did not know where he was going. Genesis 11 says that Abram and Sarai, along with Terah and Lot, left Ur and went as far as Haran.

Acts 7:1-5 was part of Stephen's sermon before the Council or Sanhedrin. These verses state that when Abram was still in Mesopotamia before he lived in Haran, the God of glory appeared to

him. God told him at that time to depart from his country, Ur, and his relatives, and go to the land that He would show him. Abraham departed from Ur and settled in Haran. After his father died, God removed him from there into Canaan or Israel as the land was called when Acts was written.

Help your students understand the event order given in the cross-references. Genesis does not tell everything that happened, but God inspired New Testament writers to give more information about certain things.

LESSON THREE:



Observation Worksheets Genesis 11:24-32 and 12, colored pencils, "Journal on God"

OBJECTIVES:

Students will observe Genesis 11:27- 12:9 and record what they learn about *Abram* and *God*. In Genesis 12:1-3, they will identify promises God gave Abram and apply the information about God to their lives.

Lesson 3/Assignment 1 - Observation/Interpretation

a. Students will read Genesis 11:27-12:9 and mark every reference to the *LORD* and *Abram*.



Students can mark their *NAS* Bibles or their Observation Worksheets. Unless you are opposed, either way is fine.

b. Students will record what they learn about the Lord and Abram on the chart provided.



Remind them to ask the 5W and H questions when gathering information for the chart. Demonstrate how to make a list by filling out this chart together. For example:

*"What did you learn about Abram in Genesis 11:27-32? Who was listed as part of his family? What did you learn about Sarai? Where was Abram living? Where did he go?"* etc.

Remind them to look for obvious facts and encourage them to use the words of the Bible as much as possible to avoid changing the meaning. Also, remind them to record the chapter and verse where they found each point they recorded on their chart. This will help them remember where they found the information when they review their list later.

LESSON THREE

Lesson 3/Assignment 1

U-1, Lesson 3, Chapters 11-12

1. Read Genesis 11:27-12:9 using your Observation Worksheets.

a. In this study you will focus on what you learn about Abram and the Lord. Marking these names will help you observe exactly what God tells you about Abraham and Himself in Genesis. Mark *Abram* the way you did on your bookmark. Add the *Lord* to it and mark these references with a purple triangle colored in yellow since God is Light. (If you have The New Inductive Study Bible, you might want to transfer your markings to it after you have worked through your Observation Worksheets.)

b. While you won't mark every reference to Abram in the study, you will find it helpful to mark them in this passage because it will train your eye to observe details about him. When you finish, list below anything you learn about the Lord and Abram that answers the 5 Ws and H: who, what, when, where, why, and how.

The goal of Bible study is to KNOW GOD! Always look at what the scriptures teach about Him.

For example, start your list by recording Terah as Abram's father since that helps describe who Abram is. Then note the chapter and verse that give you that information.

THE LORD	ABRAM
12:1 – Told Abram to leave country and go to land He would show him	11:27 – Terah's son, Nahor and Haran's brother, Lot's
12:2 – Make him a great nation, bless, make name great	11:29-30 – Sarai's husband, no children
12:3 – Bless those who bless Abram, curse those who curse him, will bless all families in Abram	11:31 – Went from Ur to Haran
12:7 – Appeared to Abram, give land to his descendents	12:4 – Went from Haran at 75
	12:7 – Built an altar to the Lord at Shechem
	12:8 – Built an altar between Bethel and Ai, called on the name of the Lord
	12:9 – Journeyed to the Nege

Lesson 3/Assignment 2 - Observation/Interpretation

- *God will make him a great nation*
- *God will bless him and make his name great*
- *Abram will be a blessing*
- *Those who bless him God will bless*
- *Those who curse him God will curse*
- *In Abram all the families of the earth will be blessed*

Lesson 3/Assignment 3 - Application

Students will record at least three things they learned about God and how they will apply them in their “Journal on God” located in the Appendix.

**Lesson 3/Assignment 2**

*U-1, Lesson 3, Chapters 11-12*

2. Read Genesis 12:1-3 again and summarize exactly what God promised Abram. List the main points of God's promise. This will help you remember exactly what God told Abram.

Take a few minutes to reflect on the Lord. What did you notice the Lord doing and what does this tell you about Him? When you watch what God does and says, you learn much about Him. While the Bible is progressive revelation, its roots of truth are found in Genesis - the book of beginnings. Genesis shows us how God first revealed Himself to those He created for His will and pleasure (Revelation 4:11).

**Lesson 3/Assignment 3**

3. Throughout your study of Abraham, you'll learn so much about God that it's a good idea to start a "Journal on God." In fact, it's good to continue this journal throughout your study of God's Word. You'll find pages for this journal in the Appendix.

Record at least three things you learned about God from this passage in your journal and how they apply to your life.


**Application** is simply asking "so what?" After you've seen what the text says and understood what it means, it's time to ask yourself "so what?" What difference will the truths you've learned make in your beliefs and behavior? If they make no difference, then you should ask why. If learning about God's character and His plan and purpose for your life doesn't impact you, then you are missing the point as well as the power and blessing of Bible study.

A CLOSER LOOK AT THE LORD:

When LORD is printed in all capital letters in the New American Standard text, it is indicating the most holy name for God, YHWH. God's special or proper name, YHWH, will always be indicated as LORD in the text unless you see Lord God. In that case, Adonai is printed Lord and YHWH is printed God. You see this in Genesis 15:2.

**THE MORE YOU KNOW...**

LESSON FOUR:

 Observation Worksheets Genesis 11:24-32 and 12, key word bookmark, colored pencils, “Abraham’s Journey” maps

OBJECTIVES:

Students will observe Genesis 11:27-12:9 and mark key words: *bless*, *land*, *altar*, references to *Lot*, time phrases, and geographical locations.

**Lesson 4/Assignments 1-4 - Observation**

Assignments 1-4 will walk students through the observation process of Genesis 11:27-12:9. They will mark key words given. They will also identify locations mentioned in the chapter on the “Abraham’s Journey” maps and list main events that took place at each location on the maps.

**LESSON FOUR**

**Lesson 4/Assignment 1**  
Today you will read Genesis 11:27-12:9 again, identifying and marking repeated key words. Review what you learned about God and Abram.

1. Mark the following key words in this passage:

- bless* (*blessing*, *blessed*) with a blue cloud ☁
- land* with a double underline in green
- altar* with a purple circle.

Continue to mark these three words throughout your study and add them to your key word bookmark.

- Also mark every reference to *Lot* since he will become a key figure in later chapters.

**Key Words** - These important words, if removed, would leave the text **void** of meaning. They are often repeated.

God repeated words for emphasis. Since the Bible was an **oral** book until the invention of the printing press in the 15th Century, this repetition aided in memorization.

Now, did you see any references to time? Paying attention to time is very important because it answers questions like “When?” “How long?” “How old?” etc. God has a purpose when He tells you the age of someone. References to Abram’s age will help you understand when various things happened in his life and how long he waited for God’s promise to come to pass.

**Lesson 4/Assignment 2**


2. Read through Genesis 11:27–12:9 and mark references to time. You might mark them with a green clock like this: 🕒. This makes it easy to see.

**Lesson 4/Assignment 3**

3. Pay attention also to geographical locations since they answer the question, “Where?” Read through Genesis 11:27-12:9 and double underline in green every reference to geographical locations – places where things happened and where people went.

**Lesson 4/Assignment 4**

4. Now look at the maps located in the Appendix. Continue tracing Abram’s journey through Genesis 12:9 and list below the main events (if there are any) that took place at each location.



*U-1, Lesson 4, Chapters 11-12*

Think of what has happened in Abram's life so far. God tells him to move, leave his home and family, all that is familiar, and go...basically, start walking. Meanwhile, he loses his father and brother, assumes responsibility for his nephew, and still has no child - not to mention he's still on a long, physically-demanding journey. In spite of these difficulties, does he get overwhelmed? Does he give up or ask God how He can expect obedience in the midst of hurting and hard times?

No! Abram obeys. Moreover, he worships! When hardship comes, he doesn't turn around and go home. Why not? What kept Abram going? Promises!

Your journey of faith may be similar! You may encounter deep valleys of sorrow and loss, and giant mountains of impossibilities and doubt. Do you have promises to cling to when the going gets tough? You do! Do you know them? You need to! If you know and believe them, you too can obey and worship regardless of your circumstances. God's promises are in His Word. Study and live by them!

## LESSONS THREE AND FOUR DISCUSSION GUIDE:

## GENESIS 12

In Genesis 12:1, both the King James and New International versions say that the Lord “had said” to Abram, indicating that this is what God had told him previously in Ur. Some editions of the Bible cross-reference this with the Acts 7:3 quote. There is also the reference in verse 1 that says he was to go from “your country,” which could have been Ur instead of Haran, although the NAS translation implies that this was spoken in Haran, and Abram did live there for a while before Terah died.

Since verse 4 says that he did depart from Haran “as the Lord had spoken to him,” this appears to be a reference to God speaking to him in Haran. It could be that God spoke verses 1-3 to him before in Ur, then reiterated in Haran as well.

Ask your class what God commanded and promised to Abram in this call in verses 1-3.

God told Abram to leave his country, relatives, and his father’s house and go to the land God would show him.

God promised to make him a great nation, bless him, and make his name great. Relate this to what you learned about Sarai in 11:30 (she was barren).

God said He will bless those who bless Abram; and curse those who curse him. Think of the countries down through history that have attacked the descendants of Abraham. Assyria, Babylon, Rome, and others cursed Israel. Today they either no longer exist, or are not strong nations.

The blessing of all families of the earth through Abram is a promise of the Messiah, Christ Jesus. Abraham was His forefather. God promised Abram much more than personal greatness.

Discuss the impact God’s Word had on Abram. Help students apply this to their lives. What impact does God’s Word have on them? Are they willing to follow?

Abram obeyed God by leaving Haran at the age of 75. He took with him Sarai and Lot and everything they accumulated in Haran.

Some people think Abram disobeyed because he took Lot with him. Others think he fulfilled the family responsibility of caring for his dead brother’s son (Lot’s father Haran had died in Ur; Gen. 11:28).

Abram went to Shechem in Canaan (modern-day Nablus, Israel) where God appeared to him. God added something to the promise He gave Abram. He said that He will give this land to Abram's descendants.

Ask your students what Abram's response was.

Verse 7 says he built an altar to the Lord. Other than following God from Ur to Canaan, this is the first act of worship recorded from Abram's life.

Abram moved on from Shechem to the mountain on the east of Bethel, between Bethel and Ai. He built an altar to the Lord there too and called upon the name of the Lord. This was his second altar and the first time the text says that he called on the name of the Lord.

Perhaps calling on the Lord's name meant recognizing of the character of God – what God is. God faithfully led Abram to the land to which He had called him. This could be the reason he built the altars and called on the Lord's name.

Spend a little time here helping your group reason how these principles relate to their lives today. In following God, do we worship Him? Do people today only want God's blessing on their lives, while not following, worshiping, and getting to know Him? A life of obedience is a life of worship.

Verse 9 says that Abram journeyed on toward the Negev. If possible, show students where Abram had come from and where he was at this point using a transparency of the map in the Teacher's Helps.



UNIT ONE - TEACHER'S GUIDE

LESSON FIVE:



Observation Worksheets Genesis 12, colored pencils, key word bookmark

OBJECTIVES:

Students will complete Genesis 12 observations, identify main events, and evaluate Abram's decisions. They will identify and discuss life applications.

**Lesson 5/Assignment 1 - Observation**

Students will read Genesis 12:10-20 and mark key words from their bookmarks and time phrases. Students will also mark *LORD*.

**Lesson 5/Assignment 2 - Observation**

Students will list main events from Genesis 12:10-20.



Listing main events in the Observation Worksheet margins will help students quickly find events in this chapter at a later time.

**Lesson 5/Assignment 3 - Interpretation**

Students will evaluate Abram's decisions against outcomes to determine if they were wise. Remind them to keep in mind God's promises to Abram in Genesis 12:1-3.

- *Problem in Genesis 12:10: Famine*
- *Abram's solution: Go to Egypt*

*Some students may conclude that Abram didn't need to go to Egypt to escape the famine. God promised to make a great nation of him and this couldn't happen if Abram died of hunger. They may also think that if God was able to make and keep the promises given in verses 1-3, He was certainly able to sustain him during the famine. Some may conclude the*

LESSON FIVE

*U-1, Lesson 5, Chapter 12*



**Lesson 5/Assignment 1**

1. Read Genesis 12:10-20. Mark key words from your bookmark along with references to time and geographical locations. Also mark references to the *Lord*.

**Lesson 5/Assignment 2**

2. List main events from Genesis 12:10-20 below or in the margin of your Observation Worksheets.



**Lesson 5/Assignment 3**

3. Do you think Abram found good solutions to the problems in verses 10 and 12? Note the problem, Abram's solution, and what you think about it. (*Hint: Think about what God told him in 12:1-3.*)

PROBLEM IN VERSE 10:

SOLUTION:

GOOD OR BAD? WHY?

PROBLEM IN VERSE 12:

SOLUTION:

GOOD OR BAD? WHY?

*outcome of his decision to go to Egypt proves he made an unwise choice. Discussion will help them see that Abram, like us, sometimes made choices that led to negative consequences.*

- *Problem in Genesis 12:12: Abram feared he would be killed in Egypt because of Sarah's beauty.*
- *Abram's solution: Sarah claimed she was his sister, not his wife.*

*Students may conclude that this poor decision resulted in God sending a plague on Pharaoh's house (for taking Sarah into his household). The text does not specifically say whether Abram's choice was a good one, only that God prospered him when he left Egypt.*

#### Lesson 5/Assignment 4 - Application

Students will evaluate each question and determine what they can apply to their lives based on Abram's example in these chapters.

#### Lesson 5/Assignment 5 - Interpretation

Students will record at least three things they learned about God from Genesis 12:10-20 in their "Journal on God" located in the Appendix.

#### Lesson 5/Assignment 6 - Application

Students will note how the truths listed in their "Journal on God" apply to their lives.

#### Lesson 5/Assignment 4

U-1, Lesson 5, Chapter 12

4. What has Abram's experience taught you? Think through the questions below.
  - a. When you encounter problems, how do you solve them?
  - b. Have your solutions ever backfired on you?
  - c. What did you learn from Abram's example that you can apply to your life? How will you imitate him? How will you learn from his mistakes?



#### Lesson 5/Assignment 5

5. What did you learn about God from this passage? Record it in your "Journal on God."

#### Lesson 5/Assignment 6

6. Does this help you in any way? Don't just answer yes or no; explain your answer.

LESSON FIVE DISCUSSION GUIDE:

GENESIS 12:10-20

Ask students for facts about Abraham's journey to Egypt.

He went because of a famine in the land of Canaan. He told Sarai, who was very beautiful, to say that she was his sister instead of his wife.

*NOTE:* Genesis 17:17 states that Sarai was 10 years younger than Abram, which made her 65 years old in Genesis 12, since Abram was 75. Genesis 20:12 says Terah was Sarai's father as well as Abram's, but the two had different mothers.

The Egyptians noticed that Sarai was beautiful. They put her in Pharaoh's house. Pharaoh treated Abram well and gave him animals and servants.

Pharaoh took her for his wife, which may mean that he took her physically. God protected Abram and he did not lose his wife to Pharaoh permanently.

God sent plagues on Pharaoh's house because of Sarai. Through these he discovered that she was Abram's wife and sent them away.

Discuss with your group what they learned about Abram from this account. Help them understand that he had fears like people today. Did God reject him because of this bad choice and say He would find someone else to bless?

This account shows that God is long-suffering. His patience is seen as Abram learned to trust Him more and more.



LESSON SIX:



Observation Worksheets Genesis 13, colored pencils, key word bookmark, "Profile of Lot" chart

OBJECTIVES:

Students will finish observing Genesis 13. They will identify the locations of Abraham's altars and why he built them. They will also identify God's promise to Abram after Lot separated from him and the significance of the timing.

**Lesson 6/Assignment 1 - Observation**

Students will read Genesis 13 and mark key words from their bookmark including references to *Lot* and *the land* promised to Abram.

**Lesson 6/Assignment 2 - Observation**

- *Abram built an altar at Shechem after the Lord appeared to him and promised the land of Canaan to his descendents (12:7).*
- *Abram built an altar between Bethel and Ai and called on the name of the Lord (12:8).*
- *Abram returned to the altar between Bethel and Ai after coming out of Egypt and called on the name of the Lord (13:3-4).*
- *Abram built an altar at Hebron after he separated from Lot and God promised all the land he saw to him and his descendents forever (13:14-18).*

**Lesson 6/Assignment 3 - Observation/ Interpretation**

Students will list their observations on Lot on the "Profile of Lot" chart located in the Appendix. The first few facts for this chart are listed on the chart key at the end of this unit.

LESSON SIX

*U-1, Lesson 6, Chapter 13*

**Lesson 6/Assignment 1**

1. Today read Genesis 13 and mark key words from your bookmark, time phrases, and geographical locations. Check these locations on your map to know exactly where Abram and Lot go and what occurs in these places.



Also, continue marking *Lot* and look carefully at references to the *land* God promised to Abram.

**Lesson 6/Assignment 2**

2. Go back to each place you marked *altar* and record its location. Note why it was built and what event happened there.



**Lesson 6/Assignment 3**

3. Now, list what you learn from marking references to *Lot* on the "Profile of Lot" chart in the Appendix.

**Lesson 6/Assignment 4**

4. Did you notice what God tells Abram *after* Lot separates from him? Record it below.

**Lesson 6/Assignment 5**

5. Think about Genesis 12:1 and Acts 7:2-5. Do you see a correlation with the timing of God's promise to Abram regarding the land and Lot's departure?

Lesson 6/Assignment 4 - Observation

*After Abram and Lot separate, God promises Abram all the land he can see to him and his descendents forever.*

Lesson 6/Assignment 5 - Interpretation

*God defines for Abram the promised land after he separates from Lot. According to Genesis 12:1 and Hebrews, God called Abram to leave his family and his relatives and go to the land God would show him. Students may see that God confirmed His promise after he separated from his relatives.*

Lesson 6/Assignment 6 - Interpretation

*a. Lot chose the well-watered land of the Jordan valley. It was like the garden of the Lord and Egypt. The men of Sodom, where Lot moved his tents, were exceedingly wicked and sinners against the Lord.*

*b. Abram settled in the land of Canaan.*

*c. Abram moved his tent by the Oaks of Mamre in Hebron and built an altar to the Lord.*


*U-1, Lesson 6, Chapter 13*

**Lesson 6/Assignment 6**

6. Now think about each man's land.

- a. What do you learn about the land that Lot chose and the people that lived there?
- b. Where did Abram settle?
- c. Where did Abram move his tent in verse 18 and what did he do there?

*Conflict and strife - it's frustrating, hurtful and even the "bigger" person can come out the loser. At first glance, Abram seems shortchanged in this conflict. However, when you look at what God tells him after he and Lot separated, do you see it differently? It seems God really can cause "all things to work together for good to those who love God, to those who are called according to His purpose." (Romans 8:28)*



LESSON SEVEN:

 Observation Worksheets Genesis 14, colored pencils, key word bookmark, Bible, “Journal on God,” “At a Glance” chart, “My Journal”

OBJECTIVES:

Students will finish observing Genesis 14 and identify the significance of Melchizedek in this chapter and other cross-references. They will spend time reflecting on what they learned in this unit and record their insights in their journals.

**Lesson 7/Assignment 1 - Observation**

Students will observe Genesis 14, marking key words including every reference to *Lot* and *Melchizedek*.

**Lesson 7/Assignment 2 - Observation**


Students will list main events in this chapter in the space provided or in the margin of their Observation Worksheets.

**Lesson 7/Assignment 3 - Observation/ Interpretation**

Students will list information from Genesis 14 about Melchizedek on the chart. See chart key at the end of this lesson.

**Lesson 7/Assignment 4 - Observation/ Interpretation**

Students will list information from cross-references on the chart. See chart key at the end of this lesson.

 Remind your students to record obvious facts only about Melchizedek from these passages.

**Lesson 7/Assignment 5 - Observation/ Interpretation**

Students will record what they learned

LESSON SEVEN

*U-1, Lesson 7, Chapter 14*

**Lesson 7/Assignment 1**

1. Read Genesis 14 and mark key words from your bookmark, references to time, geographical locations, and references to *Lot* and *Melchizedek*.

**Lesson 7/Assignment 2**

2. Record main events from chapter 14 below or in the margin of your Observation Worksheets. You have an example below to get you started.

v. 1-3 - Four kings vs. five kings  
v. 4-5 - Five kings served Chedorlaomer 12 years - rebelled in 13th year  
v. 5-7 - In 14th year, Chedorlaomer and the three kings with him came against them

**Lesson 7/Assignment 3**


3. Now read Genesis 14:17-24 again. Melchizedek isn't mentioned much in the Bible, but he is a very significant character as you will see. Record everything you learn about him from this passage on the chart at the end of this lesson.

**Lesson 7/Assignment 4**

4. Read Psalm 110:4; Hebrews 5:5-6; and 6:19-7:22. Record what you learn about Melchizedek on the chart at the end of this lesson.

**Lesson 7/Assignment 5**

5. Did you notice how the Lord is referred to in Genesis 14:17-24? God Most High is El Elyon in Hebrew, and this is the first time God is referred to in this way. El Elyon is the name connected with the sovereignty of God and is found prominently in the book of Daniel. In your “Journal on God,” note what you learn about the Lord from this.



about “El Elyon” – God Most High – in Genesis 14 in their “Journal on God.”

**Lesson 7/Assignment 6 - Application**

Students will evaluate how God’s possession of heaven and earth applies to their lives. Encourage them to think about how faith in this truth will impact how they live and think. Ask questions like: *“If this is true, can you trust God to meet your needs?” “How do you view your possessions? Who do they belong to? How does this impact how you use possessions?”*

**Lesson 7/Assignment 7 - Interpretation**

Students will fill in their chapter themes on the “At A Glance” chart in the Appendix for Genesis 11-14. Themes should focus on the main event(s) of each chapter. Possible themes are:

*Genesis 11 – Abraham’s family*

*Genesis 12 – God’s promise to Abram*

*Genesis 13 – Abram and Lot separate / Promise of the land*

*Genesis 14 – Abram rescues Lot / Is blessed by Melchizedek*

**Lesson 7/Assignment 8 - Application**

Students will record what they learned from Genesis 11-14 and how the truths apply to their lives in their “My Journal” in the Appendix.

**Lesson 7/Assignment 6**

*U-1, Lesson 7, Chapter 14*

6. God is the possessor of heaven and earth. What does this mean to you? How should you view the world or live your life in light of this truth?

**Lesson 7/Assignment 7**

7. Record the main event of each chapter in the appropriate place on the “Genesis 1-25 At A Glance” chart, located in the Appendix. As we continue our study of Abraham, you will add to this chart. At the end it will serve as a “table of contents” for these chapters.

**Lesson 7/Assignment 8**

8. You have just met Abram and watched him begin his walk with God. Take a few minutes to reflect on what you’ve seen about Abram and God. What have you learned that you can cling to or practice? Write your thoughts in the “My Journal” in the Appendix.



MELCHIZEDEK

INSIGHTS FROM  
GENESIS

*v.18 - King of Salem; brought bread and wine; high priest of God Most High*  
*v.19 - Blessed Abram*  
*v.20 - Blessed God Most High, "who delivered enemies into Abram's hand." Abram gave him a tenth of all.*

INSIGHTS FROM  
PSALMS & HEBREWS

*Psalm 110:4*  
*Prophecy of Jesus; called a priest forever according to the order of Melchizedek (Hebrews 5 reveals this as a prophetic statement if students did not know this already.)*

*Hebrews 5:5-6*  
*Christ was told, "You are a priest forever according to the order of Mechizedek."*

*Hebrews 6:19-20*  
*Jesus is a priest forever according to the order of Melchizedek*

*Hebrews 7*  
*v.1 - King of Salem, priest of the Most High God met Abraham as he was returning from the slaughter of the kings and blessed him*  
*v.2 - Abraham gave him a tenth part of all the spoils; name means "king of righteousness" and "king of peace"*  
*v. 3 - Without father, without mother, without genealogy, no beginning of days nor end of life; made like the Son of God; remains a priest perpetually*  
*v. 6 - genealogy not traced from Levites but still collected a tenth from Abraham*  
*v. 17 - Jesus is a priest forever according to the order of Melchizedek (he is not a Levite and is a priest forever)*



LESSONS FIVE, SIX, AND SEVEN DISCUSSION GUIDE:

GENESIS 13

Abram, Sarai, Lot, and company went back to the Negev, to Canaan, to the altar between Bethel and Ai. You can use a map as you discuss what happened there.

Abram again called on the name of the Lord. Abram was not killed as he feared. God promised to bless him. He sent a plague against Pharaoh when he took Sarai. God intended for His promise to come through her as well as Abram. When God promises, it comes to pass; nothing can thwart His plans.

Verses 5-13: Lot and Abram separate.

Abram and Lot had too many livestock to live together. Their herdsmen fought, so they separated.

Lot took the Jordan valley going eastward, and Abram settled in the land of Canaan.

*NOTE:* Don't spend too much time here on Lot. A later unit will cover all the material about him. It's easy for people to speculate about Lot, so don't give your group the opportunity.

According to Genesis 12:1 and Acts 7:3, God told Abram to depart from his country and relatives. Abram separated from the only relative he had left with him. Discuss what happened in verses 14-18 once this separation took place.

God told Abram to look at all the land around him. He promised to give this to him and his descendants.

God added something new to His promise – forever. Secondly, God added He will make Abram's descendants as numerous as the dust.

God told Abram to walk about the land.

Abram then moved his tent, dwelt by the oaks of Mamre in Hebron, and built an altar there to the Lord.

Ask if anyone has lately heard or read news of Hebron. To whom did God give this land forever?

Each time God spoke to Abram, he responded. Not always the right way, but Abram progressively followed God's lead.

GENESIS 14

Question your students about the main event in this chapter.

There was a war between some of the kings of the east and kings from Lot's area; Lot was taken captive but Abram and his allies rescued him.

Afterward, the new king of Sodom went out to meet Abram.

Melchizedek, king of Salem and a priest of God Most High, brought out bread and wine.

Melchizedek blessed Abram, and Abram gave him a tenth of all the spoil.

Some may question who this king of Salem was. Ask students what they learned about Melchizedek.

Melchizedek means "king of righteousness" according to Hebrews 7:2.

Salem means "peace," so he was the king of a city called "peace."

He was the priest of God Most High.

Psalm 110:4, Hebrews 5:5, 6, and 6:20 all speak of Jesus being a priest forever according to the order of Melchizedek.

Hebrews 7 also says that Melchizedek had no father, mother, genealogy, beginning of days, and end of life.

He was made like the Son of God, a priest perpetually.

Abram paid him a tithe, a tenth.

*NOTE:* Some scholars believe that Melchizedek may have been a theophany, a preincarnate appearance of Jesus. You don't need to mention this; just be aware that someone might bring it up. Be cautious about too much discussion as to whether or not he was, since your discussion could move from its point to a tangent.

Discuss what Melchizedek said to Abram.

In Genesis 14:19, 20, Melchizedek refers to God as "God Most High, possessor (or Creator) of heaven and earth." "God Most High" is El Elyon (transliterated from Hebrew), which names God's sovereignty. Abram saw over and over that God is sovereign, and His plans will not be thwarted.

Melchizedek reminds Abram that God delivered him from his enemies.

Verse 22 is the last mention of Abram speaking of God in these chapters.

Abram calls God “the Lord God Most High, possessor of heaven and earth.”

He recognizes that God gave him not only victory but also everything he has.

Verse 23 states that Abram would not take anything from the king of Sodom so the king could not say he had made Abram rich.

End your discussion with a review of the two main thoughts in this unit.

God called Abram to leave his country and relatives and go to a land He would show him.

Abram obeyed: first going to Haran, then to Canaan.

God promised to make him a great nation and bless all families of the earth in him. But at 75 years old, he had no children.

At Shechem, God further promised that He would give this land to his descendants. Abram still had no child, but he built an altar to the Lord.

Abram pitched his tent between Bethel and Ai, built another altar, and called upon the name of the Lord. God faithfully brought him to the land as He had promised.

After Abram saw God’s protection in Egypt and came back to Canaan, he and Lot separated.

Then God promised that the land would belong to Abram’s descendants forever and they would be as numerous as the dust of the earth. He was still childless, but he built an altar by the oaks of Mamre in Hebron.

God blessed Abram again through Melchizedek who revealed God as Lord God Most High, possessor (Creator) of heaven and earth, and the One who delivered Abram’s enemies into his hand. Abram still had no child, but he recognized that God had kept His promise. He spoke of God as the Most High and possessor of heaven and earth.

Surely the Creator of heaven and earth, God Most High, will keep the rest of His promise.

God told Abram what He wanted him to know... progressively.

We have the entire Word of God today. God has told us everything He wants us to know. But He leads us to discover truth from His Word progressively.

Encourage your students to continue studying God's Word and watch how He reveal truth through the Holy Spirit.

God He still calls people to Himself. It might take a long time for some to come to Him, but His timing is perfect.

Abram did not recognize all the truth about God at the beginning. He grew in his knowledge of God and in his faith to follow and believe what God said – what He promised.

Abram did not perfectly follow God, but he was not stagnant. He was progressive – he moved closer to God over time.

In weeks to come, your students will study God's ultimate test of his faith. God did not do this in the beginning; He gave Abram time to learn what He is and how He keeps His promises.

## A PROFILE ON LOT

*Genesis 13*

*v.1 - Abram left Egypt with Lot*

*v.2 - Lot had flocks, herds, and tents*

*v.6 - Land could not sustain Lot and Abram's herds while they dwelled together*

*v.7 - Strife between Abram's and Lot's herdsmen*







## ENRICHMENT WORDS:

**Ancestor** – one from whom a person is descended and usually more remote than a grandparent.

**El Elyon** – God Most High.

**Extraordinary** – exceptional.

**Oral** – related to the mouth or speaking.

**Void** – containing nothing or nothing significant.

