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Inductive Bible Study Curriculum  
Teacher's Guide

OLD TESTAMENT / *Book of*

# EXODUS

Set Free, Set Apart

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*Exodus*  
INDUCTIVE BIBLE STUDY CURRICULUM

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## 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 by the completion of the unit.

## 2. LESSON OBJECTIVE

The Lesson Objective details the goals to be achieved by 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 and/or remind students of the purpose for the assignment. The plumbline icon identifies these tips.

## ANSWERS

Text in red italics provides the general answer we believe students will discover. Inductive study can yield several answers to each question (answers to application questions will 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 and 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 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 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-discoveries 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' experiences 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 student 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 student 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*  
*Discussion Lesson 1*  
*Lesson Two*  
*Discussion 2*  
*Lesson Three*  
*Lesson Four*  
*Discussion Lesson 3 & 4*  
*Unit One Quiz*  
*Lesson Five*  
*Lesson Six*  
*Discussion Lessons 5 & 6*  
*Unit One Test*

UNIT TWO

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

UNIT THREE

*Lesson One*  
*Lesson Two*  
*Discussion Lessons 1 & 2*  
*Lesson Three*  
*Lesson Four*  
*Discussion Lessons 3 & 4*  
*Unit Three Quiz*  
*Lessons Five and Six*

UNIT THREE CONT.

*Discussion Lessons 5 & 6*  
*Unit Three Test*

UNIT FOUR

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

UNIT FIVE

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

UNIT SIX

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



UNIT SIX CONT.

*Lesson Four*  
*Discussion Lesson 4*  
*Lesson Five*  
*Discussion Lesson 5*  
*Unit Six Test*

UNIT SEVEN

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

UNIT EIGHT

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

UNIT NINE

*Lesson One*  
*Lesson Two*  
*Lessons Three and Four*  
*Discussion Lessons 1, 2, 3, & 4*  
*Unit Nine Quiz*  
*Lesson Five*  
*Lesson Six*  
*Discussion Lessons 5 & 6*  
*Lesson Seven*  
*Lesson Eight*  
*Discussion Lessons 7 & 8*  
*Unit Nine Test*

UNIT TEN

*Lesson One*  
*Lesson Two*  
*Discussion Lessons 1 & 2*  
*Lesson Three*  
*Lesson Four*  
*Discussion Lessons 3 & 4*  
*Unit Ten Quiz*  
*Lesson Five*  
*Discussion Lesson 5*  
*Unit Ten Test*

UNIT ELEVEN

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



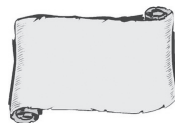
ICON KEY

**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



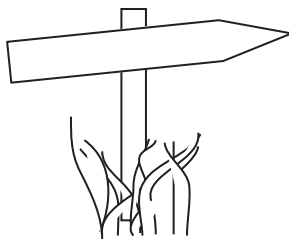
listing assignment



materials needed to complete lesson



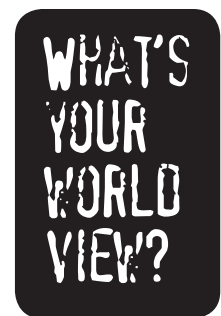
mapping assignment



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	EXODUS 3:13-14
UNIT TWO	EXODUS 6:6-7
UNIT THREE	HEBREWS 3:13-15
UNIT FOUR	EXODUS 12:25-27
UNIT FIVE	PHILIPPIANS 2:14-16
UNIT SIX	PHILIPPIANS 4:19
UNIT SEVEN	EXODUS 9:5-6
UNIT EIGHT	I JOHN 5:2-3
UNIT NINE	HEBREWS 10:19-22
UNIT TEN	EXODUS 33:14-16
UNIT ELEVEN	2 CORINTHIANS 3:17-18

## GLOSSARY OF FREQUENTLY USED TERMS

## OBSERVATION WORKSHEETS

These worksheets comprise the entire book being studied, printed out 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

In choosing a chapter theme, one should ask 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.



# INTRODUCTION TO INDUCTIVE STUDY

*Exodus*

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 secondary sources, inductive study highlights what the Bible says about itself.

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 (e.g. 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 on 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 carefully reading the text, not scanning or skimming. Students should examine 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?

Another tool that helps observation is:

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

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. Authors often repeat key words and phrases to emphasize their 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 to your students that marking key words and people will help them 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 \_\_\_\_\_

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*

After 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 as they use them throughout the course.

5. Application

To know God - resulting in a changed life





GOD REMEMBERS HIS COVENANT

UNIT OBJECTIVES:

Students will observe Exodus 1-4. They will observe the children of Israel’s suffering, God’s response to their cries, and His remembrance of His covenant with Abraham, Isaac and Jacob. Students will look at cross-references that foretell the oppression and enslavement of the Hebrews. They will also study cross-references in Acts and Hebrews to understand Moses’ character and deep faith in God. They will consider what they learn from his example and from the midwives who feared God more than man. Throughout the unit they will record what they learn from these chapters about God’s character and works in their “Journal on God.”

**Prayer/Introduction**

Pray with students as they begin this study for diligence and perseverance to complete the assignments and apply them to their lives. Remind students of their privilege to go before God’s throne of grace and ask for His help to understand His Word.

UNIT ONE

*U-1, Chapters 1-4*

### God Remembers His Covenant

Do you know what it’s like to go from the mountain top to the valley? One minute everything is going your way, then the whole world seems to be against you the next. If this sounds familiar, you can relate to the children of Israel, the descendents of Abraham, Isaac and Jacob.


If you studied Joseph’s life, you will remember that his father Jacob moved to Egypt to escape famine in Canaan. And with Joseph as second in command of Egypt, his family prospered. You will see a very different picture in **Exodus**: a new Pharaoh rules, Jacob and Joseph are dead, and their descendents are in a very different position in Egypt... they are enslaved and oppressed.

*“Their cry for help because of their bondage rose up to God. So God heard their groaning; and God remembered His covenant...”*  
- Exodus 2:23-24

Why? Did they do something wrong? Was God angry with them?

Maybe you are asking the same questions. Perhaps your life, once safe, secure, and loving, changed to one of uncertainty, fear, and difficulty. Maybe your world was turned upside down when your parents divorced or someone in your family became ill or died. Maybe it was when your friends abruptly rejected you. What is life like now? Are you enslaved to anger, unforgiveness, depression, and bitterness? Can anyone deliver you from bondage?

Yes!!! God raised up a man named Moses to **deliver** the children of Israel and He will raise up someone for you as well! Are you ready to learn more? Then study diligently and learn how to be set free!!



Lesson 1/Assignment Prayer

*U-1, Chapters 1-4*

PRAYER  
ONE ON ONE:

As you open God's Word, remember it is His book, given to you, so that you can know Him and His ways, and love Him with all your heart, mind, body, soul, and spirit by keeping His commandments. Therefore, it's wise to begin each day's study with prayer, asking God to speak to you by His Spirit and through His Word.

Remember, the enemy of your soul doesn't want you to be in the Word. He will try to deter and distract you, but he cannot stop you from persevering.

Also remember that the *good* can be the enemy of the *best*. Busyness with God's work can keep you from God's Word. It's clear from Scripture that God's Word is foundational to what you believe and do. To neglect it is to try to live and work without food, which leads to sickness and death. You cannot neglect God's Word and be spiritually healthy. Look at the Church today to see how true this is.

Commit this unit and each day's study to the Lord. Ask Him for diligence and perseverance to complete the assignments and apply them to your life.

LESSON ONE:



Bible, 3x5 note card, colored pencils

OBJECTIVES:

Students will look at cross-references to learn about God’s promises to Abraham, Isaac, and Jacob concerning them and their descendants. This context will help them understand Exodus.

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

a. Students will examine several cross-references, mark references to *the land*, and ask and answer the 5W and H questions concerning God’s promises to Abraham, Isaac and Jacob.

b. Students will use a 3x5 notecard to create a bookmark and record key words on it.

**1) Genesis 12:1-7 — God tells**

**Abram:**

- He will make him a great nation.
- He will bless him and make him a blessing.
- He will bless those who bless him and curse those who curse him.
- In him all the families of the earth will be blessed.
- The land of Canaan is for his descendants.

**LESSON ONE**

U-1, Lesson 1, Chapter 1

**Lesson 1/Assignment 1**

1. To really appreciate the book of Exodus and the significance of events in it, start your study by looking at several passages in Genesis.

a. Look at God’s promise to Abraham, Isaac, and Jacob — the promise of land as an everlasting possession. As you look up each reference, double underline *land* in green and shade it blue. Note what you learn about it. If the text answers any of the 5 Ws and an H (who, what, when, where, why, and how), record it next to the reference.

b. Using a 3x5 notecard, create a bookmark of key words and symbols you have used already. You will add to the card new key words you discover in the course of the study. *Covenant* should always be on your key word list because everything God does is based on covenant.

EXAMPLE:

<u>Land</u>

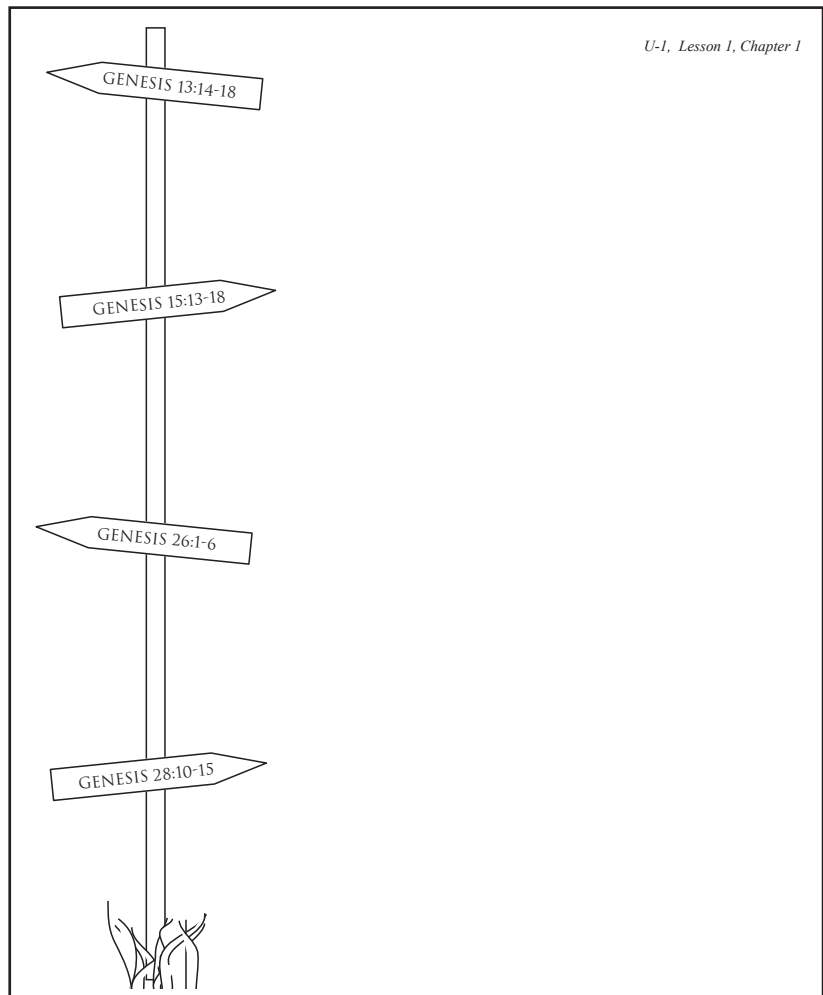
**Cross-references** help you interpret the passage or book you are studying. The Genesis cross-references below will help you understand the children of Israel’s history as you observe and interpret the events in Exodus.

- 2) *Genesis 13:14-18 – God tells Abram to look north, south, east, and west. He promises to give all the land Abram sees to him and his descendants. He also promises to make his descendants “as the dust of the earth.”*
- 3) *Genesis 15:13-18 – God tells Abram:*
- *his descendants will be “strangers in a land that is not theirs.”*
  - *his descendants will be enslaved and oppressed 400 years.*
  - *He will judge the nation who enslaves them and promises they will come out of slavery with many possessions.*
  - *after Abram dies, the fourth generation will return to Canaan.*

*God makes a covenant with Abram, promising him the land from the river of Egypt to the Euphrates.*

- 4) *Genesis 26:1-6 – God tells Isaac:*
- *not to go to Egypt during the famine, but to stay in the land.*
  - *He will give the land to him and his descendants as He promised Abraham.*
  - *He will multiply his descendants “as the stars of the heavens” and give his descendants all these lands.*
  - *by his descendants all the nations of the earth will be blessed.*

- 5) *Genesis 28:10-15 – God promises Jacob:*
- *he and his descendants will have the land where he is laying.*
  - *his descendants will be “like the dust of the earth.”*
  - *in him and his descendants all the families of the earth will be blessed.*



- 6) *Genesis 37:23-28 – Joseph’s brothers sell him to the Ishmaelites who then take him to Egypt.*
- 7) *Genesis 41:41 – Joseph is made second in charge of Egypt.*
- 8) *Genesis 46:2-4 – God tells Jacob in a dream to go down to Egypt and promises to bring him back.*

**Lesson 1/Assignment 2 - Observation/Interpretation**

*Genesis 50 – Jacob dies. Joseph and his brothers bury him in Canaan. Joseph asks his brothers to take his bones back to the land promised to Abraham, Isaac and Jacob. Then he dies in Egypt.*

U-1, Lesson 1, Chapter 1

Joseph is one of Jacob's 12 sons. These next few cross-references will help you learn how Jacob (also called Israel) and his family ended up in Egypt.

**Lesson 1/Assignment 2**

2. Read Genesis 50. Mark references to *Egypt* and the *land* promised to Abraham, Isaac, and Jacob. Remember that God changed Jacob's name to "Israel" in Genesis 32:24-28, so both names refer to him. Then briefly record what you learn.



DISCUSSION GUIDE LESSON ONE:

BACKGROUND INFORMATION:

Ask your class to establish the historical context of Exodus from the cross-references. Help them determine why the Israelites were in Egypt and what God promised this nation.

Acts 7:2-5

God called Abram when he was in Mesopotamia before he lived in Haran. Abram left Ur of the Chaldeans and settled in Haran until his father died. Then God led him to Canaan – the Promised Land.

Genesis 12:1-7

God promised to make Abram a great nation and to bless all families of the earth through him. He also promised the land of Canaan to Abram's descendants. At this point, Abram was 75 years old and childless.

Genesis 13:14-18 – Ask your group what this reference adds to God's promise to Abram and his descendants.

The land is promised to Abraham's descendants forever. His descendants will be "as numerous as the dust of the earth." At this point Abram is childless.

Genesis 15:13-18 – Use this reference to help your students understand why the nation of Israel was in Egypt. Question them about what takes place in this passage and what promises God makes to Abram.

God tells Abram that his descendants will be "strangers in a land not theirs" and enslaved 400 years. Then they will leave with many possessions.

These facts are foundational to understanding the first few chapters of Exodus; emphasize them to your students.

Genesis 15:16

God said Abram and his descendants will return to the land of Canaan.

Genesis 15:18

God made a covenant with Abram. His descendants were given the land.

Genesis 26:1-6

God established the covenant with Isaac, Abraham's son. God promised Isaac that his descendants will be as numerous as the stars, saying all nations of the earth will be blessed by them. The land was promised to Abram's descendants. Isaac stayed in the land of Canaan and never went to Egypt.

Genesis 28:10-15

God gave the same promises to Jacob, Isaac's son. Jacob's name was later changed to "Israel." The land was given to his descendants who will "be like the dust of the earth." In his descendants, all families of the earth will be blessed. Jacob went to Haran for about 20 years and returned to Canaan.

Genesis 37:23-28; 41:41

Joseph's brothers, sons of Jacob, sold him to a caravan going to Egypt. He was put in charge of Egypt, second only to Pharaoh.

Genesis 46:2-4

God told Jacob to go to Egypt, and He will make him a great nation there.

Genesis 50

Jacob died in Egypt. He and his family went to Egypt because of famine and God's instruction. The sons of Israel, 12 families, were treated well and given the best land in Egypt (Goshen) because of Joseph.

Jacob was buried in Canaan and his family returned to Egypt. Joseph reminded his brothers of God's promise (verse 24) and asked them to bury him in the land of Canaan. He referred to Canaan as the land God "promised on oath" to Abraham, Isaac, and Jacob.



LESSON TWO:



“Boundaries of the Land” Map, Observation Worksheets Exodus 1, key word bookmark, colored pencils, “The Main Characters of Exodus 1” chart

OBJECTIVES:

Students will observe Exodus 1 and identify main events and characters. They will learn about Pharaoh’s plan to kill male, Hebrew babies. They will observe the midwives’ refusal to follow Pharaoh’s orders because they “feared God.” Students will evaluate what they learn from the midwives’ examples.

**Lesson 2/Assignment 1 - Interpretation**

Students will locate the boundaries of the land on their maps. Help them understand that when God makes a promise, He faithfully keeps it.

**Lesson 2/Assignment 2 - Observation/ Interpretation**

a. Students will observe Exodus 1 as directed.


b. Students will list main characters and facts about them on the “The Main Characters of Exodus 1” at the end of this unit.

- 1) *The Pharaoh in Exodus 1 didn't know Joseph.*
- 2) *Pharaoh believed the sons of Israel were more numerous and mightier than the Egyptians. He feared they might join an enemy of Egypt, war against them, and then leave the land.*
- 3) *Pharaoh's first solution was to appoint taskmasters to afflict the sons of Israel with hard labor. The more they afflicted them, the more they multiplied. Pharaoh was afraid of the sons of Israel.*

LESSON TWO

**Lesson 2/Assignment 1** U-1, Lesson 2, Chapter 1

1. A map on page 25 will show you the boundaries of the land promised to the descendants of Abraham, Isaac, and Jacob. If God promised Abraham and his descendants this land as an everlasting possession, will it happen?



**Lesson 2/Assignment 2**

2. Now read Exodus 1. The book of Exodus is printed out in the Appendix.

a. As you read this chapter, double underline locations in green. Remember they answer the question “where.” These will give you the geographical context of the beginning of Exodus. Also mark time references with a green clock like this: 🕒. You’re always asking the 5W and H questions!

b. Observe “who” are in this chapter. List them and “what” you observe about them on “The Main Characters of Exodus 1” chart at the end of this unit. Record facts that will help you understand them. These facts will tell you *who, what, when, where, why, and how*. Be sure you record what you learn about the sons of Israel, the king of Egypt who is referred to as “Pharaoh,” and the midwives. Then answer the following questions.

- 1) How was the Pharaoh in Exodus different from the one in Joseph’s time?
- 2) What was Pharaoh’s problem?
- 3) What was his first solution? Did it work? Why or why not?
- 4) What was his second solution? Did it work? Why or why not?
- 5) What was Pharaoh’s third solution?

- 4) *Pharaoh's second solution was to instruct the Hebrew midwives to kill the boys they helped birth. The midwives feared God and didn't do what Pharaoh commanded.*
- 5) *Pharaoh's third solution was to command all his people to cast every Hebrew son born into the Nile.*
- 6) *Students will evaluate the midwives' response to Pharaoh's command and determine if they fear God as the midwives did.*

*U-1, Lesson 2, Chapter 1*

- 6) What do you learn from the midwives response to Pharaoh's command? Who do you fear more: God or man?

God knows who fears Him. When you see the word "fear" you may think of things that take your breath away or make your hair stand on end, but it also means a profound reverence and awe. The midwives in Exodus 1 feared God more than Pharaoh and He rewarded them (1:20-21).

DISCUSSION GUIDE LESSON TWO:

Exodus 1

Ask *Who, What, When, Where, Why,* and *How* questions to get the main events and characters from this chapter.

Verse 5 says about 70 people came to Egypt with Jacob.

After Joseph, his brothers, and all of their generation died, the sons of Israel multiplied and became “exceedingly mighty” in Egypt. “Mighty” in verses 7, 9 and 20 means “numerous.” This is the fulfillment of God’s promise to Abraham.

Ask students if they have had to wait on God’s promises. Encourage them that God is faithful to His Word.

Ask about the event in verse 8. How did this impact the sons of Israel?

The new king of Egypt didn’t know Joseph. He and his people feared the sons of Israel and a possible rebellion.

Discuss how Pharaoh dealt with Israel.

He appointed taskmasters to afflict the sons of Israel with hard labor; their lives were bitter. But the more they were afflicted, the more they multiplied. God’s promise was still being fulfilled.

What do verses 15-22 say about the king of Egypt?

He instructed the midwives and later his people to kill the male Hebrew babies; he was a murderer.

What was he trying to accomplish?

He was trying to weaken Israel by keeping them from multiplying.

Why?

Fear.

Discuss the power of fear. It can paralyze action if not dealt with according to God’s Word.

Ask your group how Pharaoh tried to deal with his problem.

First, he commanded the Hebrew midwives to kill the Hebrew boys when they were born. Then he told his people to carry this out by casting them into the Nile River (verse 22).

*HINT:* Don't be too dogmatic about the Hebrew midwives' actions. It is possible they lied to Pharaoh and God rewarded them for it. It is also possible they told Pharaoh the truth – they *weren't* able to get to the Hebrew women to deliver the children. They may have taken their time getting to the women in labor in order to protect the children's lives.

The main points are:

the midwives feared God more than they did the king of Egypt, and  
God rewarded them by giving them families of their own.

The people of Israel still multiplied and became “mighty” despite Pharaoh's attempts to control them.

The kings of the world cannot nullify God's promises.

LESSON THREE:



Observation Worksheets Exodus 2, key word bookmark, colored pencils

OBJECTIVES:

Students will observe Exodus 2 and study the significance of the statement “God remembered his covenant with Abraham, Isaac, and Joseph.” They will also record what they learned about God.

**Lesson 3/Assignment 1 - Observation**

Students will observe Exodus 2.

**Lesson 3/Assignment 2 - Observation/Interpretation**

Students will record answers to the 5W and H questions about the main characters and events.

**LESSON THREE**

**Lesson 3/Assignment 1** *U-1, Lesson 3, Chapter 2*

Our focus today is Exodus 2: the birth and early years of Moses, a man whose name is repeated throughout God's Word.

1. Read Exodus 2 and mark:
  - a. references to *Moses* with a distinctive color or symbol. You don't have to mark Moses throughout Exodus; however it will be useful in this chapter, which introduces him.
  - b. geographical locations and time – important observations.
2. When you finish, record information that answers the 5 W and H questions. When you list your observations, note the chapter and verses they are taken from. In Lesson Four, you will look at some New Testament passages that give you further insight into Moses.

The **5W and H questions** help you carefully observe the text. Generally, start with "Who" by listing main characters in the text. Then list "What" you learn about them. You can also list what you learn about the main events by asking, "What is happening? Why is it happening? How? and When?" Make sure you see what is happening in Exodus 2. Be brief in your notes, but diligent in your observations.

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

Students will review cross-references from Lesson One. They will choose and record a reference to explain the meaning of Exodus 2:24.

**Lesson 3/Assignment 4 - Observation/Interpretation**

Help your students review what they learned about God from Exodus 1 and 2.

**Lesson 3/Assignment 3**

*U-1, Lesson 3, Chapter 2*

3. When you read Exodus 2:24, doesn't it thrill your heart to realize what is behind the words, "and God remembered His covenant with Abraham, Isaac, and Jacob," and to know where in Genesis that covenant was established? Record the cross-reference from Lesson One below that you would use to explain this verse to others.

**Lesson 3/Assignment 4**

4. Finally, what does this tell you about God? Record what you learned about Him from this lesson.

*You will learn so much from this awesome book. In God's Word you find pure, unadulterated truth — truth that will equip you for every good work! As you discover more and more about God and His ways, you will find life so much easier to understand and cope with because you will have God's insight and wisdom to guide you.*

LESSON FOUR:



Bible, "Journal on God"

OBJECTIVE:

Students will look at cross-references in Acts and Hebrews to gain more understanding about Moses' faith in God.

Lesson 4/Assignment 1 - Observation

*Acts 7:15-30 – Moses was born when the Hebrew male infants were being killed in Egypt. He was "lovely in the sight of God." He lived three months in his father's home. After he was set adrift, Pharaoh's daughter found him and raised him as her own son. He was educated as an Egyptian and "was a man of power in words and deeds." At 40 years old, he visited the sons of Israel. When he saw an Egyptian abusing a slave unfairly, he killed him. He thought the Israelites knew God was using him to deliver them; they did not. The next day, he tried to reconcile two fighting Hebrews, but they rejected him and called him a murderer. He feared his actions against the Egyptian were known and fled to Midian, where he married and had two sons. Forty years later an angel appeared to him in a burning bush.*

Lesson 4/Assignment 2 - Observation/ Interpretation

*Hebrews 11:22-29 – "By faith Moses, after he was born, was hidden for three months by his parents... By faith Moses, when he had grown up, refused to be called the son of Pharaoh's daughter; choosing rather to endure ill-treatment with the people of God than enjoy the passing pleasures of sin; considering the reproach of Christ greater riches than the treasures of Egypt; for he was was looking to the reward. By faith he left Egypt, not fearing the wrath of the king; for he*

LESSON FOUR

U-1, Lesson 4, Chapter 2

Didn't you enjoy the first three lessons and the brief study of Moses' birth and early years! And weren't you thrilled at the way our Sovereign God brings about His purposes! What confidence this should give you, and that confidence will grow with the study of this foundational book.

**Lesson 4/Assignment 1**

1. Today, you will read a passage in Acts. If you have time, read what precedes these verses as Stephen, under the inspiration of the Holy Spirit recounts to the Jews a summary of Israel's history before they stone him to death. Record what you learn about Moses from the verses below.

**Lesson 4/Assignment 2**

2. Now read the following verses and list your observations on Moses. This passage goes beyond the scope of Exodus 2, but it shows how Moses lived.

*endured, as seeing Him who is unseen. By faith he kept the Passover... By faith, he passed through the Red Sea....”*

**Lesson 4/Assignment 3 - Application**

Students will evaluate what they learned from this chapter about God and His ways and record it in their “Journal on God.”

**Lesson 4/Assignment 4 - Interpretation**

Students will compare what they learned from the cross-references with their observations in Exodus. They should note facts such as *when* and *how* Moses demonstrated his faith in God; *when* he believed God was going to use him to deliver the Hebrews; *what* his age was at various points.

**Lesson 4/Assignment 3**

U-1, Lesson 4, Chapter 2

3. It's always good to reflect on what you read and discuss it with God. Can you apply anything you learned about Moses' example to your life? Any insights into God, knowing He never changes?

Even if you have only two or three minutes, it's still worth thinking about what you learned. Then, jot down a sentence or two. Use your “Journal on God” in the Appendix to record your insights.



**Lesson 4/Assignment 4**

4. Finally, did you gain new insights into Moses' life from these New Testament passages? List them below; this shows how Scripture interprets Scripture. Also, note the references in the margin of your Bible next to the related verses in Exodus.

Do you realize how much you learned already? And you saw it for yourself! Persevere... you will learn so much about God that will transform your life, that will give you a deeper understanding of why God refers to you as “Beloved” so often in His Word.



DISCUSSION GUIDE LESSON THREE AND FOUR:

EXODUS 2

This chapter details Moses' birth, childhood, and life in Egypt and Midian. Although most students will be familiar with this story, don't assume they all know it and have all the correct facts.

Verse 1 says Moses was from the house of Levi, an important factor for understanding Exodus, Leviticus, Numbers, and Deuteronomy.

Students looked at several cross-references; work them into your discussion when you discuss the account of Moses' birth and childhood.

Acts 7:20 says that Moses was lovely in God's sight when he was born. Ask your students why they think this was true.

Exodus 2:2-10

Moses parents hid him in their home for three months. Then, they put him in a basket in the Nile River. Pharaoh's daughter found him crying and had pity on him.

Ask your students about Moses' upbringing and education.

His own family raised him for a time, then Pharaoh's daughter raised him as her own son. She named him Moses, from a root word meaning "to draw."<sup>1</sup>

Acts 7:22 says he was educated as an Egyptian and was "a man of power in words and deeds."

Exodus 2:11-15 gives the account of Moses killing the Egyptian; discuss the events leading to this event.

When he was 40 years old, Moses went to look at the laboring Hebrews.

Hebrews 11:24 gives some insight into his character. He refused to be called the son of Pharaoh's daughter. He chose to associate with his brethren, the people of God, the nation of Israel.

He chose ill-treatment rather than the pleasures of sin and treasures of Egypt.

Hebrews says he was looking to a heavenly reward and considered the reproach of Christ, the

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<sup>1</sup>Robert L. Thomas, *New American Standard Hebrew-Aramaic and Greek Dictionaries: Updated Edition* (Anaheim: Foundation Publications, Inc., 1998, 1981). H4871.

Anointed One, to be above the treasures of this world. Spend some time discussing with your students what they think about the treasures of this world and the reproaches of Christ. God was speaking of Jesus Christ when He promised Abraham, Isaac, and Jacob that all families of the earth will be blessed through their descendants. This is how Moses knew He was coming.

Exodus 2:11-12 and Acts 7:23-24 say Moses was about 40 years old when he saw an Egyptian mistreating a Hebrew. He killed the Egyptian to protect the Hebrew.

Why did Moses do this? According to Acts 7, what did he think the Hebrews understood?

He was avenging the unjust treatment of his brethren. He thought the Hebrews believed God was delivering them through him, but they didn't. This passage implies that Moses believed God planned for him to deliver Israel from Egypt prior to the events of Exodus 3.

Discuss the question asked in Exodus 2:14 and Acts 7:27.

Exodus 2:14 and Acts 7:27 present an interesting question asked by the Hebrew who hit his brother, "Who made you a prince or a judge over us?" The answer is: God.

What was the result of this incident?

Exodus 2:15 says Moses fled to Midian after Pharaoh tried to kill him. Locate Midian, Egypt, and Canaan on a map.

If your class completed the study on Abraham, ask them what they remember about Midian. He was the son of Abraham and Keturah, Abraham's wife after Sarah died (Genesis 25:2).

*NOTE:* Exodus 2:14-15 says Moses was afraid and fled from Pharaoh. Hebrews 11:27 says Moses left Egypt not fearing the king's wrath, (i.e. the *second* time when he led the sons of Israel out of Egypt).

Ask your group for the main events in Exodus 2:16-22.

Moses helped some women by driving away shepherds from a well. This shows something about his character. He also drew water for the women, who were the daughters of Midian's priest. He married one of them, Zipporah, and had a son named Gershom or Gershon.

*NOTE:* Acts 7:29 says Moses and Zipporah had two sons while they were in Midian for 40 years.

Exodus 2:23-25 describes what happened in Egypt during Moses' years in Midian.

Pharaoh died.

The sons of Israel cried for help because of their slavery, and God heard their groaning.

God remembered His covenant with Abraham, Isaac, and Jacob.

God saw the sons of Israel and did something about it.

Ask your students how this relates to Genesis 15:13-14 and 18.

In Genesis 15, God tells Abraham that his descendants will be enslaved and oppressed 400 years in a foreign land. He will judge the nation they serve, and later, they will come out with many possessions. The Lord covenants with Abraham saying He will give his descendants the land.

Conclude your discussion by asking your class to share what they learned about God from Exodus 2 and the cross-references.



LESSON FIVE:



Observation Worksheets for Exodus 3 and 4, key word bookmark, colored pencils, Bible

OBJECTIVES:

Students will observe Exodus 3 and 4 and identify main characters and events. They will examine the Jews' suffering and then study about freedom in Christ to determine if they have experienced this freedom.

**Lesson 5/Assignment 1- Observation**

Students will observe Exodus 3 and 4.

*a. The main characters in this passage are God and Moses.*

*b. Exodus 3 and 4 describe God's appearance in the burning bush to Moses, while also detailing God's instructions and responses to Moses' questions.*

*c. Exodus 3:1 says God appears to Moses while he is in Midian, pasturing the flock of Jethro.*

*d. This event occurs on the west side of the wilderness at Horeb, the mountain of God.*

*e. Exodus 2:23-25 says the Hebrews cry out to God because of Pharaoh's harsh treatment. God hears their groaning and remembers His covenant with Abraham, Isaac, and Jacob. He sees them and takes notice of them. According to Exodus 3:7-9, "The LORD says he has seen the affliction of His people and has given heed to their cry so He has come down to deliver them and bring them up to the land flowing with milk and honey."*

**LESSON FIVE**

*U-1, Lesson 5, Chapters 3-4*

**Lesson 5/Assignment 1**

1. Read Exodus 3:1-4:17. Mark time phrases and locations as in previous lessons. When you mark locations, don't forget to mark *mountain of God*; it's very significant throughout Exodus. Mark it and its synonyms and pronoun in a distinctive way throughout the book and add it to your bookmark.

Also mark *staff* in chapter 4.

a. Who are the main characters in this passage? Who?

b. What is the main subject in Exodus 3:1-4:17? What?

c. When does Exodus 3:1-4:17 occur? When?

d. Where does it occur? Where?

e. Why does it occur? What provoked all this? Compare what you saw in Exodus 3 and 4 with Exodus 2:23-25 to answer this question. Why?

f. Did you notice any key words in this first reading? If so, list them below.

A **key word** is a word the author uses repeatedly in a significant way, or a word that cannot be removed from the text without leaving it devoid of meaning. A key word can be a noun, descriptive word, or action word that plays a vital part in conveying the author's message.

f. Remind students of the definition of “key words” and let them try to find them on their own. (They are listed in the next assignment.)

**Lesson 5/Assignment 2 - Observation**

Students will mark Exodus as directed.

**Lesson 5/Assignment 3 - Application**


*a. John 8:31-36 – Those who are Christ’s disciples will continue in His word and will know the truth and the truth will make them free. Everyone who commits sin is the slave to sin. If the Son makes you free you will be free.*


b. Students will evaluate their lives and what they have learned from Exodus and the cross-references to answer this question.

*U-1, Lesson 5, Chapters 3-4*

Having read through Exodus 3:1-4:17, turn your attention to Exodus 3. Did you notice that the conversation between Moses and God doesn’t end at Exodus 3:22? Chapters and verses are man-made divisions. However, we will focus on chapter 3 only for the remainder of this unit.

**Lesson 5/Assignment 2**

2. Read Exodus 3 again. Mark the following key words: (You may have identified them already!) **affliction** (*suffering, oppression*) with red flames like this:  and **cry** (*cried*) with a large **C**.

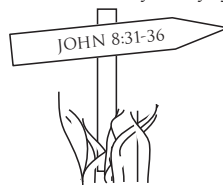
Also look at Exodus 1:11-12 and Exodus 2:23 and mark the same words. While you are in Exodus 2:23, mark **bondage** with a symbol like this:  (chains and squiggly underline).

Add these to your bookmark.

**Lesson 5/Assignment 3**

3. Pause to reflect on the situation of the Jews. Try to imagine living under those conditions... the slavery and whip of a cruel taskmaster. Maybe you are there — enslaved, but not by a visible taskmaster.

a. Close today’s study by reading the verses below. List what you learn about slavery and freedom.



b. Maybe you believe in God like the Jews mentioned in verse 31. Maybe you acknowledge His Son Jesus Christ. But are you truly His disciple – His student and follower? Are you enslaved and afflicted by persistent, unrelenting sin? Or have you been set free? Think about what John 8:31-36 is teaching, and compare it with the children of Israel in Egypt. Do you need to “cry out” to God because of your slavery and torment? If so, do it now. God put you in this course for a purpose. Write out your responses to these questions below.

LESSON SIX:



Observation Worksheets Exodus 3, colored pencils, "Journal on God," "At A Glance" chart

OBJECTIVES:

Students will look more closely at the conversation between God and Moses in Exodus 3 to identify Moses' questions and God's responses. They will also record what they learn about God from this exchange.

**Lesson 6/Assignment 1 - Observation**

Students will mark Moses' questions to God.

**Lesson 6/Assignment 2 - Observation/Interpretation**

Students will list Moses' question and summarize God's responses.

Verse 11:

*Moses - "Who am I, that I should go to Pharaoh, and that I should bring the sons of Israel out of Egypt?"*

*God - "Certainly I will be with you, and this shall be the sign to you that it is I who have sent you: when you have brought the people out of Egypt, you shall worship God at this mountain."*

Verse 13:

*Moses - "When I say 'The God of your fathers has sent me to you.' and they say, 'What is His name?' What shall I say to them?"*

*God - "Tell them 'I AM has sent me to you, and the God of Abraham, the God of Isaac, and the God of Jacob, has sent me to you.' Tell the elders I have appeared to you and I am indeed concerned about you and what has been done to you in Egypt. I will bring you up out of the affliction of Egypt to the land of the Canaanite and the Hittite*

LESSON SIX

**Lesson 6/Assignment 1**

*U-1, Lesson 6, Chapter 3*

1. Begin today's study by reading Exodus 3 again. Mark Moses' questions in a distinctive color, just the questions, nothing else. Coloring them will help you see them quickly.

**Lesson 6/Assignment 2**

2. Now note the questions Moses asks God in Exodus 3:11, 13. Record the questions below and the main points of God's response (don't rewrite the text).

EXODUS 3:11:

Moses' Question -

God's Response -

EXODUS 3:13:

Moses' Question -

God's Response -

*and the Amorite and the Perizzite and the Hivite and the Jebusite, to a land flowing with milk and honey. They will pay heed to what you say; you and the elders tell Pharaoh I have met with you and you need to travel to make sacrifice to me. I know he will not let you go so I will strike Egypt with My miracles and then he will let you go and I will grant you favor in their eyes so you will not go empty handed."*

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

Students will record what they learned about God and His ways in their "Journal on God."

**Lesson 6/Assignment 4 - Observation/Interpretation**

Help your students determine summary statements of each chapter that will help them remember the content. Possible summary statements for these chapters are:

*Chapter 1 – Hebrews multiply and are mistreated*

*Chapter 2 – Moses in Pharaoh's house and in Midian*

*Chapter 3 – The burning bush*

*U-1, Lesson 6, Chapter 3*

On the day God covenanted with Abraham, He told him that his descendants will be enslaved 400 years, then He will judge the nation they served and bring them out with many possessions.

**Lesson 6/Assignment 3**

3. As this unit in the Word comes to a close, stop to reflect on all you learned about God from Exodus 1-3. This will be a real faith builder in your life. Record your thoughts in your "Journal on God."

As you go through this wonderful exercise, don't rush, but take time to worship God through prayer and praise. Also confess your failings to live according to His Word. To worship God is to acknowledge what He is, to look at His attributes and respond accordingly.



**Lesson 6/Assignment 4**

4. Finally, record themes for Exodus 1-3 on the "Exodus At A Glance" chart in the Appendix. Don't labor over them; they should tell you what the chapters are generally about.

*As you finished your first week of study, did you hear His "well done"? You have pleased Him if you have truly listened to what He has to say, if you have given it close attention!*



DISCUSSION GUIDE LESSON FIVE AND SIX:

EXODUS 3

Discuss the main points of this chapter with your class.

Moses was pasturing his father-in-law's flock on the west side of the wilderness and came to the mountain of God (Horeb), where he saw a blazing fire in the middle of a bush.

Acts 7:30 says Moses was about 80 years old at this time; compare with verse 23. Mount Horeb was also called Mount Sinai.

The angel of the Lord appeared to him in the burning bush. (This may have been a theophany—a preincarnate manifestation of the Lord.) Moses stopped to see why the bush wasn't burned up.

God called to him from the bush. Moses hid his face, afraid to look at God's holiness.

God said that He was the God of Abraham, Isaac, and Jacob. What did this mean to Moses?

God was reminding him of His covenant with them and their descendants; Moses and the sons of Israel in Egypt were those descendants.

What else did God say about Himself?

God said He had seen His people's affliction in Egypt. (Remember, Moses had not been in Egypt for 40 years.)

Why does God tell Moses this?

God had not forgotten them; He was aware of their circumstances.

Ask your class what God said He was going to do and how He was going to do it.

God said He had come to deliver them from the Egyptians and to bring them to the land of Canaan.

The sons of Israel were enslaved nearly 400 years at this point. The events of Exodus 1–3 cover all these years and a few more.

God told Moses in verse 10 that He was going to send him to Pharaoh and use him to deliver Israel.

What was Moses' response?

Verse 11 – “Who am I, that I should go to Pharaoh, and that I should bring the sons of Israel out of Egypt?”

Ask your class if they have ever had a similar response to something God has called them to do.

Question them about the way God answered Moses.

God didn't answer Moses' question directly, but said He will be with him. God took the focus off Moses and put it back on Himself. God was the deliverer; Moses was the instrument.

Discuss whether qualifications matter when God calls a person to do a task. God's presence is all that matters. He provides the power, strength, and ability to do what He calls and equips us to do.

What sign did God give Moses?

God promised him that after he brings the people out of Egypt, they will return to Mount Sinai to worship. (This will be important later in the study.)

Moses asked God what to say when he told the sons of Israel that God had sent him and they subsequently asked, “What is God's name?” Don't discuss too much detail here; this will be studied more in Unit 2.

What was God's answer?

I AM WHO I AM

The LORD, the God of your fathers, the God of Abraham, Isaac, and Jacob

This is My name forever

This is My memorial-name to all generations

What did God tell Moses to do in verse 16?

Gather the elders of Israel and tell them God had appeared to him. He was to tell them God was concerned about them and what was happening to them, and that He will bring them out of Egypt to the land of Canaan.

God told Moses that the elders will listen to him. Moses was then to go with the elders to Pharaoh and request a three-days' journey into the wilderness to worship God.

What did the Lord tell Moses about Pharaoh's response?

God told Moses that Pharaoh will not permit them to go, except under compulsion. "Under compulsion" literally means "by a strong hand."<sup>1</sup>

What will God do so that Pharaoh will permit them to go?

He will stretch out His hand with miracles, and after that Pharaoh will let them go.

Discuss how Moses was made aware that deliverance was not to be immediate.

Pharaoh will not permit them to go until God struck Egypt with His miracles.

What did God say He will do to the Egyptians?

Verses 21-22 say He will grant the Hebrews favor and they will plunder the Egyptians.

Relate this to Genesis 15:14.

On the day God covenanted with Abraham, He said Abraham's descendants will be enslaved 400 years, He will judge the nation they serve, and bring them out with many possessions.

Save the discussion of Exodus 4 for the next unit.

Ask students how they can apply what they learned to their lives. Help them understand that their study is relevant to our time. We learn about God's character, His dealings with people, Moses' qualities and life, leadership characteristics, etc.

God told Moses to tell the the enslaved sons of Israel that He will deliver them from Egypt.

Similarly we are to take God's Word to those enslaved to sin to let them know that God has sent a Deliverer, the Lord Jesus Christ.

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<sup>1</sup>*New American Standard Bible: 1995 update*, marginal note (Ex 3:19) (LaHabra, CA: The Lockman Foundation, 1995).



ENRICHMENT WORDS:

**Affliction** – great suffering.

**Bondage** – state of being bound under compulsion; captivity.

**Deliver** – to set free.

**Exodus** – the second book of the Bible; a mass departure.

