

TEACHER GUIDE

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JOSEPH–GOD’S SUPERHERO TEACHER GUIDE

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JOSEPH-GOD'S SUPERHERO

TEACHER GUIDE

TABLE OF CONTENTS

Introduction 4

Weekly Chapters

Discover 4 Yourself Contents 9

Week One, Betrayal and the Pit 11

Week Two, From a Dungeon to the Palace 38

Week Three, Famine and Family 75

Week Four, A Superhero Forgives..... 114

Quizzes and Final Exam

Quiz Week 1 151

Quiz Week 2 152

Quiz Week 3 153

Quiz Week 4 154

Final Exam..... 155

Answer Key, Quizzes and Final Exam..... 157

Games

Drawing Game 158

The Matching Game 159

M&M® Draw..... 160

Get Connected 161

JOSEPH-GOD’S SUPERHERO

TEACHER GUIDE

Introduction

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

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

JOSEPH – GOD’S SUPERHERO is a study of Genesis 37–50. Students will begin with an overview of selected chapters of Genesis to track the life of Joseph, Rachel’s first son with Jacob. They’ll discover a sibling rivalry that became deadly. Joseph is first placed in a pit by jealous brothers and left to die. *But God comes to his rescue!* This exciting story of misadventure ends up with Joseph second in command to Pharaoh as over-seer of Egypt during a time of famine—not the ending his brothers expected or wanted. Students will learn that God overturns man’s evil purposes with His own good purposes. And in the end men have opportunity to confess sins and forgive.

In preparation for leading **JOSEPH – GOD’S SUPERHERO** please work through each “Day” on your own before consulting the Teacher Guide. Since this is an Inductive Bible Study, your teaching will be more effective if you do the work first and God reveals His truth to you.

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

Homeschooling Parents and Family Bible Study

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

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

Sunday School Teachers

To use these studies in a weekly Sunday school class we suggest you do one “Day” together with your children each week in class, since you will have children from different backgrounds, even some from families that are not members of or even regularly attend a church.

Each Sunday briefly review the prior Sunday’s work to put them in context for the next day of study in their book. After completing a week in the book you may want to have a “Game Time Sunday” to review the material before you move on to the next week. Game time makes learning fun for children and shows you the extent to which they understand what they learned.

You can keep the books at church and have the children take home verses on index cards or pieces of paper to memorize.

Classroom Teachers

Generally, classroom teachers face many different learning abilities within their groups. It is important for you to understand these different learning abilities so that you can meet each child where he or she is so that no one is left behind during the process.

It is important for you to bring in *schemata* (background information) for students to draw on. If you tie studies to something children already know, they will grasp the lessons clearly.

Grasp is also affected by *metacognition*—the ability to monitor understanding of the text. Students must be able to perform several functions to develop metacognitive control over reading and understanding. He or she must be able to:

1. Ask first, “What do I already know about this topic?” then, “Do I have enough information to understand this text?” Answers to these questions will directly influence the use of the inductive method.
2. Identify the purpose for reading each selection.
3. Focus on particular information.
4. Monitor understanding by recalling background knowledge and relating it to the context by asking questions like: “How am I doing?” “Am I keeping the big picture in mind?” “Am I bogged down?” “If so, how do I fix it—reread the passages or ask for help?” (Nothing wrong with the latter.)
5. Evaluate understanding of the context by asking, “What did I learn?” With respect to Inductive Bible Study, “How do I apply this information?”

Instructional Strategies

Writing as a response reinforces learning and so this method is prevalent in these books. Encourage students to share ideas and insights with you and other students.

Reading is the highest intellectual activity of the human experience. More sectors of the brain are active than in other endeavors including mathematics and flying an airplane. It’s the most totally interactive processing of information, even when children are reading Mother Goose.

Take time for students to read aloud with a friend. Reading *out loud* and listening promote interactions between the brain’s left and right hemispheres and activate little-used pathways. Reading *silently* activates a much smaller part of the brain.

Give students a chance to express themselves at every opportunity. This forces them to retrieve information stored in their *schemata* (background knowledge) for application to new information. What better opportunity is there than to *inductively* look at curriculum and context?

You will notice that you are asked to read some content aloud as students follow along. This frees unsure readers to focus on context rather than decoding strategies. By doing this, you will remove stumbling blocks to understanding; otherwise, reluctant readers will be convinced that inductive study is impossible for them—the last thought you want to instill!

We have included weekly quizzes with memory verses and also multiple-choice questions that will force students to think about what they have learned. Based on how they answer these questions, you will know whether they have grasped the material adequately.

In view of this sparse introduction to learning requirements for success, it’s important that you apply strategies that lead students to develop the ability to self-monitor understanding of context each step of the way. These **Teacher Guides** offer suggestions to assure that students, regardless of their abilities, will learn to read the Bible with understanding as you lead them, step-by-step, through the Inductive Study Method.

Discover 4 Yourself Objectives

The Discover 4 Yourself series objectives are not the same as the behavioral objectives of general subject matter. The books contain outstanding biblical subjects of course, but they are written *primarily* to be a tool for young students to learn the Inductive Bible Study Method.

Playing an instrument well requires repetition and application of skills learned. Similarly, effective study is developed by repeated practice and good role modeling of an outstanding study method. Accordingly these **Teacher Guides** contain global objectives for the student *and the teacher*.

We'll start with the teacher.

Discover 4 Yourself Teacher Guide Objectives

- ✓ To help the teacher identify students' metacognitive needs as they read texts.
- ✓ To show the teacher how to model use of the Inductive Study Method so students will be able to apply the techniques independently when studying God's Word.
- ✓ To offer the teacher effective teaching strategies to assure that students succeed when they study the Bible.

Discover 4 Yourself Student Workbook Objectives

- ✓ To learn how to read, observe, and interpret the Bible for themselves.
- ✓ To practice this method independently within an encouraging environment.

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Discover 4 Yourself® Inductive Bible Studies for Kids

JOSEPH—GOD'S SUPERHERO

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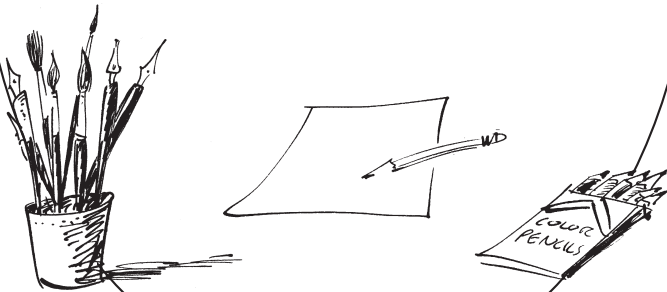
(page 5)

CONTENTS

2

Searching for Truth—
A Bible Study *You Can Do!*

1. Betrayal and the Pit	7
2. From a Dungeon to the Palace	29
3. Famine and Family	59
4. A Superhero Forgives	85
Puzzle Answers	114
Observation Worksheets	119



Guided Instruction

1 Give each student a copy of *Joseph – God’s Superhero*.

2 Together, turn to the CONTENTS page and lead students through a quick overview of the book. Point out the structure of each chapter, noting that there will be a lesson and activities to do each day for five days.

“Betrayal and the Pit” 7

Max and Molly go to New York City with Aunt Sherry. She is there to develop a new comic book about Joseph—Jacob and Rachel’s son. Aunt Sherry gives Max and Molly a tour of Amazing Comics, the company that gave her the assignment to research Joseph’s life.

“From a Dungeon to the Palace” 29

Joseph’s brothers hate him so much they plan to get rid of him. They leave him in a pit. Later he’s rescued but he ends up being sold into slavery in Egypt. Things go from bad to worse. Joseph ends up in prison for something he hasn’t done. But God is always with him.

“Famine and Family” 59

God has not only saved Joseph’s life, He has also turned everything bad to good. Joseph interprets Pharaoh’s dream and in gratitude Pharaoh places Joseph over all his land. To Joseph’s surprise, his brothers (who wanted him dead) come from Canaan to him to buy grain. What do you think Joseph does?

“A Superhero Forgives” 85

Joseph questions his brothers about his father, Israel. He insists that the younger brother Benjamin be brought to him. When the brothers return with Benjamin, Joseph weeps. He has a surprise for his brothers. Wonder what the surprise is! You can be sure that God has a plan in the works.

3 After leading students through an overview of the Contents turn to page 6.

Guided Instruction

4 Read “Searching for Truth—A Bible Study You Can Do!”

3

(page 6)

4 SEARCHING FOR TRUTH— A BIBLE STUDY YOU CAN DO!

Hey! Look up here! Can you see us? Molly and I are in the tree house with Sam (the great detective beagle) planning our next adventure in God’s Word. By the way, my name is Max. Guess where we’re headed? New York City! My Aunt Sherry is developing a new comic book for Amazing Comics on the life of Joseph called *Joseph—God’s Superhero*. Doesn’t that sound exciting?

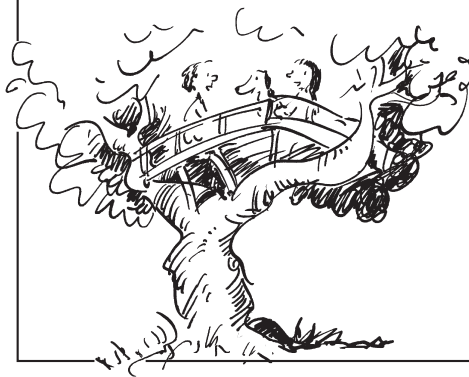
A hero is someone who is known for his acts of courage, who risks or sacrifices his life for other people. A comic-book superhero is someone like Superman, who can do the extraordinary like being faster than a speeding bullet and having X-ray vision.

WHAT makes Joseph God’s superhero? Can he run faster than a speeding bullet like Superman? No! Unlike Superman, who is a fictional character with super powers, Joseph is a real person in the Bible who was just an ordinary guy like you and me.

So WHAT makes Joseph special? Does he do anything extraordinary? Is he courageous? WHAT is Joseph really like? You can find out by studying God’s Word, the Bible, the source of all truth, and by asking God’s Spirit to lead and guide you. You also have this book, which is an inductive Bible study. That word *inductive* means this study will help you investigate the life of Joseph in the Book of Genesis to discover *for yourself* what the Bible means, instead of depending on what someone else says it means.

So are you ready to head to New York City to learn how to make a comic book while you discover WHAT makes Joseph God’s superhero?

Great—then pack those bags!
We’ll see you at Amazing Comics!



THINGS YOU’LL NEED

NEW AMERICAN STANDARD BIBLE
(UPDATED EDITION)—OR PREFERABLY,
THE NEW INDUCTIVE STUDY BIBLE
(NISB)
PEN OR PENCIL
COLORED PENCILS
INDEX CARDS
A DICTIONARY
THIS WORKBOOK



How do you like New York City? Isn't it incredible? Everything is so big! Aunt Sherry is going to give us a tour of Amazing Comics, and then we can get to work discovering what God's Word has to say about a man named Joseph who lived almost 4000 years ago and yet is known today as a superhero.

Day One

5

DISCOVERING OUR SUPERHERO

"Are you ready for your first assignment?" asked Aunt Sherry as we sat around her desk and pulled out our notebooks. "WHAT should we do first before we begin our research on Joseph?"

Max smiled as he replied, "Pray!"

"That's right, Max. Bible study should always begin with prayer. We need God to direct us and teach us by His Spirit so that we can understand what He says in His Word. We need God to be our Master Editor to make sure we handle His Word accurately. So let's pray, and then you can begin your first assignment at Amazing Comics."

7

Guided Instruction

WEEK 1

Day One

Ask God to direct your thoughts and actions as you study His Word. You need the Holy Spirit to guide you in order to understand His message.

5 Read "Discovering Our Superhero" on page 7.

Guided Instruction

6 Turn to page 8 and review “Pronouns.”

8

WEEK ONE

Your first assignment will be learning how to be a writer for a comic book by helping Aunt Sherry. Aunt Sherry is a writer. Not only does she think up story ideas to present to the editor, but she also has to think of story ideas that can be illustrated in an interesting way.

As Aunt Sherry writes and plans her story, she has to be able to think in pictures and use words to enhance those pictures. She tells the story by writing a script that looks a lot like a movie script. The script will tell how each page in the comic book should look, and it will also break down the pages into individual panels. Aunt Sherry also writes all the dialogue for the characters. When she is finished, the editor will read the script to check for any mistakes and make any needed changes.

So let’s get started by helping Aunt Sherry develop our main character. Turn to the Observation Worksheets on page 119. Observation Worksheets are pages that have the Bible text printed out for you to use as you do your research on the life of Joseph.

6

Now read Genesis 37:1-4 and mark every reference to Joseph in a special way by coloring *Joseph* blue, along with any pronouns that also refer to Joseph. WHAT are pronouns? Check out Max and Molly’s research notes below.

PRONOUNS

Pronouns are words that take the place of nouns. A noun is a person, place, or thing. A pronoun stands in for a noun! Here’s an example: “Molly and Max are learning how to develop the characters in a comic book. They have to do lots of research.” The word *they* is a pronoun because in the second sentence it takes the place of Molly’s and Max’s names. It is another word we use to refer to Molly and Max.

Watch for these other pronouns when you are marking people:

I	you	he	she	me	him	her
mine	yours	his	hers	we	it	our
its	they	them				



(page 119)

OBSERVATION WORKSHEETS

GENESIS 37–50

7

Chapter 37

1 Now Jacob lived in the land where his father had sojourned, in the land of Canaan.

2 These are the records of the generations of Jacob.

Joseph, when seventeen years of age, was pasturing the flock with his brothers while he was still a youth, along with the sons of Bilhah and the sons of Zilpah, his father's wives. And Joseph brought back a bad report about them to their father.

3 Now Israel loved Joseph more than all his sons, because he was the son of his old age; and he made him a varicolored tunic.

4 His brothers saw that their father loved him more than all his brothers; and so they hated him and could not speak to him on friendly terms.

5 ...

Guided Instruction

7 Turn to page 119 and read Genesis 37:1–4 aloud as students follow along. If you are teaching in a classroom and have an overhead projector, make a transparency of your Observation Worksheet for a visual aid. You may want to blow it up to poster size and hang it on a wall and then have your students call each key word out loud as you read it and mark it together—you on the transparency and they in their books. If you're skilled at PowerPoint and have time, you can import an Observation Worksheet then select symbols from PP's palette or elsewhere, color them, place them over the words, and even animate them—bring them in one at a time.

8 Review the Inductive Study questions, the 5W and H questions, on page 9.

Now that you have marked *Joseph*, another thing writers do as they plan their script and research their characters is ask lots of questions. Asking questions helps them decide how to portray the characters in their story. Let's see WHAT we can learn about Joseph by asking the 5 W's and an H questions. What are the 5 W's and an H? They are the WHO, WHAT, WHERE, WHEN, WHY, and HOW questions.

8

- Asking WHO helps you find out:
WHO wrote this? To WHOM was it written?
WHOM are we reading about? WHO said this or did that?
- WHAT helps you understand:
WHAT is the author talking about?
WHAT are the main things that happen?
- WHERE helps you learn:
WHERE did something happen?
WHERE did they go?
WHERE was this said?
When we discover a "where" we double-underline the "where" in green.

4 ... on clock

Guided Instruction

Read the selected verses to answer the questions on pages 10–11.

Genesis 37:1–2 WHO is Joseph’s father?

Jacob

WHERE is Joseph? In the land of

Canaan

Genesis 37:2 HOW old is Joseph? 17

years old

Genesis 37:2 WHO is Joseph with? His

brothers


Genesis 37:2 WHAT is Joseph’s job?

Shepherd

Genesis 37:2 WHAT kind of report does Joseph bring to his father? A bad

report

(page 9)

4. WHEN tells us about time. We mark it with a green clock like this: 

WHEN tells us:

WHEN did this event happen or WHEN will it happen?

WHEN did the main characters do something? It helps us to follow the order of events, which is so important to a writer.

5. WHY asks questions like:

WHY did he say that? WHY did this happen?

WHY did they go there?

10

WEEK ONE

6. HOW lets you figure out things like:

HOW is something to be done?

HOW did people know something had happened?

Let’s do our research on Joseph by asking the 5 W’s and an H. WHAT do these four verses in Genesis 37 on page 119 tell us about Joseph?

Genesis 37:1-2 WHO is Joseph’s father?

Jacob

Genesis 37:1-2 WHERE is Joseph?

In the land of **Canaan**

Genesis 37:2 HOW old is Joseph?

17 years old

Genesis 37:2 WHOM is Joseph with?

His brothers

Genesis 37:2 WHAT is Joseph’s job?

Shepherd

Genesis 37:2 WHAT kind of report does Joseph bring to his father?

A bad report

(page 10)

Genesis 37:3 HOW does Israel feel about Joseph?

He loved Joseph more than all his sons.

WHY? **He is the son of his old age.**

Betrayal and the Pit

11

WHO is Israel? Did you know that Israel and Jacob are the same person? God changed Jacob's name to Israel in Genesis 35:9-10.

Genesis 37:3 WHAT did Israel make for Joseph?

A varicolored tunic

Genesis 37:4 HOW did Joseph's brothers feel about him?

They hated him.

Genesis 37:4 WHY do you think they felt that way about Joseph?

Because their father loved him more

9

A SPECIAL COAT

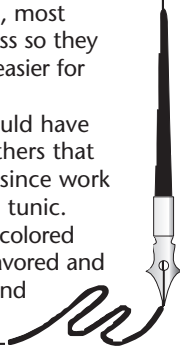
Have you heard Bible stories about Joseph and his coat of many colors? The Bible calls it a *varicolored* tunic. WHAT was this varicolored tunic like? What made it special?

The Hebrew word that is used for varicolored in Genesis 37:3 is *pac*, or *pas*, which means "the palm of the hand or sole of the foot, a long and sleeved tunic."

Now in the time of history when Joseph lived, most workingmen wore short tunics that were sleeveless so they could keep their arms and legs free and make it easier for them to do their jobs.

Bible scholars think that this special tunic could have been a coat of leisure that showed Joseph's brothers that Joseph wasn't expected to work like they were, since work would have been very difficult in this full-length tunic.

By looking at Genesis 37, we see that this varicolored tunic showed Joseph's brothers that their father favored and loved Joseph the most, which caused their envy and hate.



Guided Instruction

Genesis 37:3 HOW does Israel feel about Joseph? **He loved Joseph more than all his sons.**

WHY? **He is the son of his old age.**

WHO is Israel? (Jacob; review Genesis 35:9–10.)

Genesis 37:3 WHAT did Israel make for Joseph? **A varicolored tunic**

Genesis 37:4 HOW did Joseph's brothers feel about him? **They hated him.**

Genesis 37:4 WHY do you think they felt that way about Joseph? **Because their father loved him more**

9 Read the information about Joseph's coat in the box on page 11.

Guided Instruction

10 Fill in the character profile of Joseph on page 12. Write the format of the *Profile* on large chart paper and place it before the class. As you read text and scriptures that give each item, add them to your chart as students add to their *Profile* page.

CHARACTER PROFILE ON JOSEPH

Real name: Joseph

Occupations: Shepherd (Gen. 37:2);

Base of operations (where he lived): Canaan (Gen. 37:1)

Good job. Now you have a handle on the main character. Thank God for this opportunity to study His Word.

Great research! Did you know that comic books often have a character profile page to help the reader learn important facts about the superhero featured in that comic book? Let's get a character profile started on Joseph, God's superhero.

10 Look at the character profile below and fill in the facts that you have uncovered so far in your research. Don't try to answer all the facts—just the ones you have uncovered today.

CHARACTER PROFILE ON JOSEPH



Real name: Joseph

Known as (called): the _____

Also called a H _____ e _____

Occupations: Shepherd

Base of operations (where he lived): Canaan

Where he moved: _____

Physical description: _____

Superpowers (special abilities): _____

Source of superpowers: _____

Family: _____

Superhero character traits: _____

Mission: _____

We are off and running, but before we head to the subway, our editor, Miss Lil, has one more assignment for you—your memory verse for the week. We want you to be a superhero just like Joseph, and that means you need to know God’s Word by hiding it in your heart. As part of your superhero training, you will be given a new memory verse each week.

But before you can get started learning this week’s verse, it looks like Miss Lil needs help in the editing department. Some of the words in this week’s verse are all mixed up. Be the editor and unscramble the mixed-up words in the parentheses. Then place the correct word in the blank beside the parentheses. After you have unscrambled the verse, write it on an index card and practice saying it aloud three times in a row, three times each day!

- 11** Now Israel (oveld) loved Joseph (orme) more than all his (osns) sons, because he was the son of his old age; and he made him a (rivacorlode) varicolored (utnic) tunic. His (robthres) brothers saw that their (afther) father loved him more than all his brothers; and so they (ahetd) hated him and could not (pseak) speak to him on friendly terms.

—Genesis 37: 3-4

Great training—see you tomorrow!

Guided Instruction

- 11** Unscramble the words on page 13 and fill in the blanks. This is the memory verse. Copy it to an index card and practice reading it aloud three times, three times a day.

Now Israel loved Joseph more than all his sons, because he was the son of his old age; and he made him a varicolored tunic. His brothers saw that their father loved him more than all his brothers; and so they hated him and could not speak to him on friendly terms.

—Genesis 37:3–4

Ask God to lead your study today. The Holy Spirit will help you understand God’s message.

Guided Instruction

Day Two

12 Turn to page 13 and read “Developing Our Characters.”

13 Review the meanings of “Context” on page 14.

(page 13)

Day Two

12

DEVELOPING OUR CHARACTERS

“Wow! Look at that skyline, Max. These buildings are so tall!” Molly exclaimed as she looked out Aunt Sherry’s office window.

“I know. I can’t wait until Aunt Sherry takes us sight-seeing,” replied Max.

14

WEEK ONE

“How about I take you guys to a very different McDonald’s for lunch today?” asked Aunt Sherry as she walked into her office.

“McDonald’s?” questioned Max. “What’s so different about McDonald’s?”

“You’ll see,” replied Aunt Sherry. “But right now we better get back to work. Yesterday we discovered who Joseph’s father was. We also found out that he had brothers who hated him. Today we need to continue to develop our characters. Let’s do some more research on Joseph’s family.”

But first things first. What is the first thing you need to do? Pray! Spend some time with your Master Editor, God, and then you are ready to search for truth.

13

As we continue our research on Joseph’s family, we need to put ourselves in context by reviewing the Book of Genesis. WHAT is context? Context is the setting in which something is found. This is very important in Bible study. Context is a combination of two words: *con*, which means “with,” and *text*, which means “what is written.” So when you look for context in the Bible, you look at the verses and chapters surrounding the passage you are studying, such as looking at the whole Book of Genesis, as well as seeing how it fits into the whole Bible.

Context also includes:

- The place something happens. (This is geographical context, such as knowing where Joseph lived. Did he live in the land of Canaan or in the United States?)
- The time in history an event happens. (This is historical context, such as, did Joseph live before Noah and the flood or after the flood?)
- The customs of a group of people. (This is cultural context. For instance, did Joseph wear a tunic or did he wear blue jeans?)

If you have already studied Genesis Part One *God’s Amazing Creation* and Genesis Part Two *Digging Up the Past*,

then you have discovered for yourself that the Book of Genesis is a book of generations. In Genesis 2:4 we see the generations of the heavens and the earth. In Genesis 5:1 we see the generations of Adam. We see Noah's generations in Genesis 6:9; Shem, Ham, and Japheth's generations in Genesis 10:1; Shem's generations in Genesis 11:10; and Terah's generations in Genesis 11:27. Now let's continue to look at the generations.

- 13** Look up and read Genesis 11:27. WHOM does Terah become the father of?

Abram

Look up and read Genesis 21:1-3. WHOM did Abraham become the father of?

Isaac

Now read Genesis 25:19-26. WHOM did Isaac become the father of?

Jacob and Esau

And WHO did we discover was one of Jacob's sons?

Joseph

Good work! Now that we have Joseph's family background, let's take a closer look at Jacob, Joseph's father. Jacob was the son of Isaac and the grandson of Abraham. Jacob had a brother named Esau, and Jacob was called by two names: Jacob and Israel.

Let's find out HOW many sons Jacob had. Look up and read Genesis 35:22. HOW many sons did Jacob have? **Twelve**

Now read Genesis 35:22-29 and fill in the chart below of Jacob's sons by listing each son's name beside the name of his mother in order of his birth. Leah's name is listed on the chart

Guided Instruction

- 13** Read the selected scriptures to answer the questions on page 15.

Genesis 11:27 WHO does Terah become the father of? Abram

Genesis 21:1-3 WHO did Abraham become the father of? Isaac

Genesis 25:19-26 WHO did Isaac become the father of? Jacob and Esau

WHO did we discover was one of Jacob's sons? Joseph

Genesis 35:22 HOW many sons did Jacob have? Twelve

Guided Instruction

14 Read Genesis 35:22–29 to fill in the chart on page 16.

The Birth Order of Jacob’s Sons

Mother	Son
Leah	1. Reuben
	2. Simeon
	3. Levi
	4. Judah
Bilhah (Rachel’s maid)	5. Dan
	6. Naphtali
Zilpah (Leah’s maid)	7. Gad
	8. Asher
Leah	9. Issachar
	10. Zebulun
Rachel	11. Joseph
	12. Benjamin

15 Locate Genesis 29:30–35 to answer the questions on pages 16–17.

Genesis 29:30 WHO did Jacob love?
Rachel

Genesis 29:31 WHY did God open Leah’s womb and give her a son?
Because the Lord saw she was unloved

16

WEEK ONE

twice because she gives birth to Jacob’s first four sons, but her last two sons are numbers 9 and 10 in the birth order.

THE BIRTH ORDER OF JACOB’S SONS

14 Mother	Son
Leah	1. Reuben _____
	2. Simeon _____
	3. Levi _____
	4. Judah _____
Bilhah (Rachel’s maid)	5. Dan _____
	6. Naphtali _____
Zilpah (Leah’s maid)	7. Gad _____
	8. Asher _____
Leah	9. Issachar _____
	10. Zebulun _____
Rachel	11. Joseph _____
	12. Benjamin _____

Did you know that Jacob’s two wives, Leah and Rachel, were sisters? Jacob married both of these sisters because his relative Laban (Leah and Rachel’s father) tricked Jacob into marrying Leah when he thought he was marrying Rachel.

15 Look up and read Genesis 29:30-35.
Genesis 29:30 WHOM did Jacob love? **Rachel** _____
Genesis 29:31 WHY did God open Leah’s womb and give her a son?

Because the Lord saw she was unloved _____

Genesis 29:31. WHAT happens to Rachel?

She's barren.

Barren means to not be able to have any children.
Read Genesis 30:22. WHAT happens to Rachel here?

God remembered Rachel and opened her womb.

Read Genesis 35:16-19. WHAT happens to Rachel?

She dies giving birth to Benjamin.

Now go back and read Genesis 37:3-4 on your Observation Worksheets on page 119. From all that we have learned about Jacob, Leah, and Rachel, WHY do you think Jacob loved Joseph more than all his sons?

He was the son of his old age and the son of

Rachel whom he loved.

WHY do you think Joseph's brothers hated him?

Because Jacob loved Joseph more

- Have you ever felt like your mom and dad loved your brother or sister or favored them more than you?
_____ Yes _____ No

- WHAT did they do that made you feel that way?

Guided Instruction

Genesis 29:31 WHAT happens to Rachel? She's barren.

Genesis 30:22 WHAT happens to Rachel here? God remembered Rachel and opened her womb.

Genesis 35:16–19 WHAT happens to Rachel? She dies giving birth to Benjamin.

Read Genesis 37:3–4 WHY did Jacob love Joseph more than all his sons? He was the son of his old age and the son of Rachel whom he loved.

ELICIT discussion to answer the next questions.

WHY did Joseph's brothers hate him? Because Jacob loved Joseph more

Have students answer the rest of the questions independently.

This is an opportunity for you to elicit discussion about how to handle hurt, anger, and jealousy.

Guided Instruction

16 Turn back to page 12 (Teacher Guide page 16) and add Joseph’s family to his character profile.

Family: Jacob (Israel) his father; and 11 brothers: Reuben, Simeon, Levi, Judah, Dan, Naphtali, Gad, Asher, Issachar, Zebulun, and Benjamin; Rachel, his mother (Genesis 35:22–29)

(page 12)

CHARACTER PROFILE ON JOSEPH

16



Real name: Joseph

Known as (called): the _____

Also called a H _ _ _ e _
Occupations: Shepherd

Base of operations (where he lived): Canaan

Where he moved: _____

Physical description: _____

Superpowers (special abilities): _____

Source of superpowers: _____

Family: Jacob (Israel) his father; and 11 brothers: Reuben, Simeon, Levi, Judah, Dan, Naphtali, Gad, Asher, Issachar, Zebulun, and Benjamin; Rachel, his mother

Superhero character traits: _____

Mission: _____

(page 18)

- HOW did you feel? Were you angry or hurt? Did you feel left out?

- Did it make you hate your brother or sister so that you could not even speak to them on friendly terms, like Joseph’s brothers?
_____ Yes _____ No

If you answered yes to any of these questions, then keep your eyes open. You need to watch and see what happens to Joseph’s brothers. Pay close attention to how they handle their feelings of hurt, anger, and jealousy. Do they allow their emotions to rule their behavior? We’ll find out.

Now add Joseph’s family to his character profile on page 12. You did a great job researching your character. Don’t forget to work on your other assignment—your memory verse. Remember to practice it three times today, morning, noon, and night!

(page 18)

Day Three

17

WRITING THE SCRIPT

"Here we are, guys: McDonald's, New York City style," laughed Aunt Sherry.

"This way, young ladies and gentleman," said the tuxedo-clad doorman as he opened the elegant glass door leading inside the neon-decorated McDonald's.

"Look at the flowers and candles on the marble tables, Max. Oh, and look—there's someone playing a piano!" exclaimed Molly as she spotted the maestro playing a Baldwin grand piano.

Betrayal and the Pit

19



"What is he playing, Aunt Sherry?" asked Max.

"Chopin," replied Aunt Sherry.

"Chopin and hamburgers—I can't believe it!" replied Max. "And look at that! Isn't that one of those things that tells how the stock market is doing?"

"It sure is, Max. It is a digital ticker tape, and it announces the stock

market prices because this McDonald's is located in Manhattan's financial district. Let's order, and when we're finished eating we'll go upstairs to the gift boutique to look for a souvenir."

"Cool—a store inside McDonald's! You're right, Aunt Sherry, we have never seen a McDonald's quite like this," laughed Max. "Let's go eat."

Now that we have had lunch, it's time to get back to work. Don't forget to pray and then head back to Genesis 37. Our background work is complete on Joseph and his family, so we need to start working on the script.

18

Let's turn to page 119 of our Observation Worksheets and start looking for key words. What are key words? Key words are words that pop up more than once. They are called key words because they help unlock the meaning of the chapter or book that you are studying and give you clues about what is most important in a passage of Scripture.

- Ⓒ Key words are usually used over and over again.
- Ⓒ Key words are important.
- Ⓒ Key words are used by the writer for a reason.

Guided Instruction

Day Three

Ask God to open your mind as you study His Word. He has a special message for you today.

17 Turn to page 18 and read "Writing the Script."

18 Review the meaning of "key words."

Guided Instruction

19 If you have a whiteboard in your classroom you may want to list the key words and how to mark them. Have students make a bookmark for these key words so they can see them at a glance as you mark them on your observation worksheets. To make a key word bookmark, get an index card or a piece of paper and write the key words listed below as well as how you are going to mark them on your observation worksheets.

Tunic (draw a brown robe)

Love (draw a red heart)

Hate (draw a black heart with a jagged line through it)

Dream (draw a blue cloud around it)

Pit (draw a brown box around it and color it orange)

WHERE (double-underline words that denote place in green)

WHEN (draw a green clock over words that denote time)

20 Turn to page 119 and read Genesis 37 aloud using your Observation Worksheet visual aid as students follow along and call out each key word. Then mark them together as we noted on page 13.

20

WEEK ONE

19

Once you discover a key word, you need to mark it in a special way using a special color or symbol so that you can immediately spot it in Scripture. Don't forget to mark any pronouns that go with the key words, too! Read Genesis 37 and mark the following key words.

tunic (draw a brown robe)

love (draw a red heart)

hate (draw a black heart with a jagged line through it)

dream (draw a blue cloud around it)

pit (draw a brown box around it and color it orange)

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


Your script is looking good! Tomorrow we will get to meet Amazing Comic's penciller as we begin to draw the first panels in our comic book. See you then!

20


(page 119)




OBSERVATION WORKSHEETS GENESIS 37–50



Chapter 37





1 Now  Jacob lived in the land where his father had sojourned, in the land of Canaan.

2 These are the records of the generations of Jacob.

Joseph, when seventeen  years of age, was pasturing the flock with his brothers while he was still a youth, along with the sons of Bilhah and the sons of Zilpah, his father's wives. And Joseph brought back a bad report about them to their father.

3 Now  Israel  loved Joseph more than all his sons, because he was the son of his old age, and he made him a varicolored  tunic.

4 His brothers saw that their father  loved him more than all his brothers; and so they  hated him and could not speak to him on friendly terms.

5 Then  Joseph had a  dream, and when he told  it to his brothers, they  hated him even more.

Guided Instruction

...some of his dreams.

(page 120)


21 But Reuben heard this and rescued him out of their hands and said, “Let us not take his life.”

22 Reuben further said to them, “Shed no blood. Throw him into this **pit** that is in the wilderness, but do not lay hands on him”—that he might rescue him out of their hands, to restore him to his father.

23  So it came about, when Joseph reached his brothers, that they stripped Joseph of his **tunic**, the varicolored **tunic** that was on him;


(page 121)


24 and they took him and threw him into the **pit**. Now the **pit** was empty, without any water in **it**.

25  Then they sat down to eat a meal. And as they raised their eyes and looked, behold, a caravan of Ishmaelites was coming from Gilead, with their camels bearing aromatic gum and balm and myrrh, on their way to bring them down to Egypt.

26 Judah said to his brothers, “What profit is it for us to kill our brother and cover up his blood?”

27 “Come and let us sell him to the Ishmaelites and not lay our hands on him, for he is our brother, our own flesh.” And his brothers listened to him.


28  Then some Midianite traders passed by, so they pulled him up and lifted Joseph out of the **pit**, and sold him to the Ishmaelites for twenty shekels of silver. Thus they brought Joseph into Egypt.

29  Now Reuben returned to the **pit**, and behold, Joseph was not in the **pit**; so he tore his garments.

30 He returned to his brothers and said, “The boy is not there; as for me, where am I to go?”


31 So they took Joseph’s **tunic**, and slaughtered a male goat and dipped the **tunic** in the blood;


32 and they sent the varicolored **tunic** and brought it to their father and said, “We found this; please examine it to see whether it is your son’s **tunic** or not.”

33  Then he examined it and said, “It is my son’s **tunic**. A wild beast has devoured him; Joseph has surely been torn to pieces!”

34 So Jacob tore his clothes, and put sackcloth on his loins and mourned for his son many **days**.

(page 122)

35  Then all his sons and all his daughters arose to comfort him, but he refused to be comforted. And he said, “Surely I will go down to Sheol in mourning for my son.” So his father wept for him.

36  Meanwhile, the Midianites sold him in Egypt to Potiphar, Pharaoh’s officer, the captain of the bodyguard.

(page 20)

Day Four

SKETCHING THE PANELS

21

"Come on in, Max and Molly," called out Mr. Hetzel. "Are you ready to start creating the first panels in our comic book?"

"I can't wait," answered Molly. "I love to draw."

"Great. I also want you to meet our editor Miss Lil's son. This is Philip. Philip, this is Max, Miss Sherry's nephew, and this is Max's cousin Molly."

Betrayal and the Pit

21

"Hi, Philip! Are you going to learn how to be a penciller, too?" asked Max.

"I sure am!" answered Philip. "I have been so excited that you and Molly were coming to visit. Mom said that I could help out with the comic book while you are here, and that we can also go with you and Miss Sherry as she shows you around New York City!"

"All right! That is so awesome," replied Max. "Can we bring Sam, too?"

"I think so, but we might have to sweet-talk Mom. She's heard all about Sam's adventures with your Uncle Jake," laughed Philip.

"Okay," laughed Max and Molly.

"Let's pray," said Mr. Hetzel, "and then we are ready to get to work."

Do you know what a penciller does? A penciller is the artist who draws the comic book in pencil. Every comic book needs a good penciller because the most important thing in a comic book is the drawings. The penciller takes the writer's ideas and turns them into real images on paper. The only way to become a good penciller is to draw, draw, draw. The more you practice, the better you will be. Pencillers keep a file, known as swipes. Swipes are photographs, drawings, etc., to help them learn how to draw certain objects. They also study other artists' work while they are learning to develop their own style.

Now each comic book page is broken down into different panels. A panel is a framed drawing that helps develop the story line. So, become the penciller. Grab your pencils, erasers, and swipes to get started as we draw the panels for Genesis 37.

**Mr. Hetzel's Sketching Tips**

Turn to pages 119-120 of your Observation Worksheets. Read Genesis 37:5-11 and answer the

Guided Instruction

Day Four

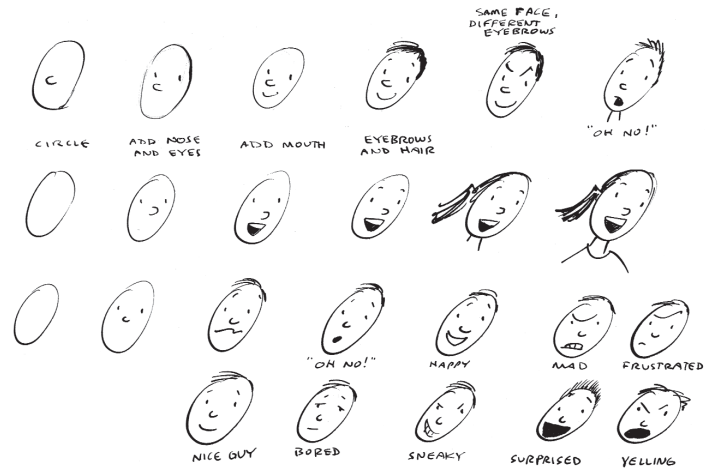
You will be analyzing Genesis 37 today. Ask God to be with you as you delve deeper into His Word.

21 Turn to page 20 and read "Sketching the Panels." Discuss what a "penciller" is. Students will become pencillers to sketch comic book panels after they set up the scenes from answers to the questions on pages 22-24.

Guided Instruction

22

WEEK ONE



5W's and an H to help decide what to draw in your first panel.

(page 119)

terms.

5 Then Joseph had a dream, and when he told it to his brothers, they hated him even more.

6 He said to them, "Please listen to this dream which I have had;
7 for behold, we were binding sheaves in the field, and lo, my sheaf rose up and also stood erect; and behold, your sheaves gathered around and bowed down to my sheaf."

8 Then his brothers said to him, "Are you actually going to reign over us? Or are you really going to rule over us?" So they hated him even more for his dreams and for his words.

9 Now he had still another dream, and related it to his brothers, and said, "Lo, I have had still another dream; and behold, the sun and the moon and eleven stars were bowing down to me."

10 He related it to his father and to his brothers; and his father rebuked him and said to him, "What is this dream that you have had? Shall I and

119

120

OBSERVATION WORKSHEETS

your mother and your brothers actually come to bow ourselves down before you to the ground?"

11 His brothers were jealous of him, but his father kept the saying in mind.

12 The next morning Joseph said to his brothers, "Chechem.

(page 22)

WHO are the main characters?

Joseph, his brothers, his father Jacob

WHAT is the main thing that is happening?

Joseph has two dreams.

Genesis 37:7 WHAT was Joseph's first dream?

He and his brothers were binding sheaves. His sheaf stood up; theirs bowed down to Joseph's sheaf.

Genesis 37:8 WHAT did the brothers think this dream meant?

That Joseph would rule over them

Betrayal and the Pit

23

Genesis 37:9 WHAT was Joseph's second dream?

The sun, moon, and stars bowed down to him.

Genesis 37:5,8,11 HOW do Joseph's brothers feel about him?

They hated him and were jealous of him.

Now sketch it out. Draw the first panel on page 28 to show the main thing in verses 5-11.

Read Genesis 37:12-17.

(page 120)

12 Then his brothers went to pasture their father's flock in Shechem.

13 Israel said to Joseph, "Are not your brothers pasturing the flock in Shechem? Come, and I will send you to them." And he said to him, "I will go."

14 Then he said to him, "Go now and see about the welfare of your brothers and the welfare of the flock, and bring word back to me." So he sent him from the valley of Hebron, and he came to Shechem.

15 A man found him, and behold, he was wandering in the field; and the man asked him, "What are you looking for?"

16 He said, "I am looking for my brothers; please tell me where they are pasturing the flock."

17 Then the man said, "They have moved from here; for I heard them say, 'Let us go to Dothan.'" So Joseph went after his brothers and found them at Dothan.

Guided Instruction

Read the selected verses to answer the questions.

Genesis 37:5-11 WHO are the main characters? Joseph, his brothers, his father Jacob

WHAT is the main thing happening? Joseph has two dreams.

Genesis 37:7 WHAT was Joseph's first dream? He and his brothers were binding sheaves. His sheaf stood up; theirs bowed down to Joseph's sheaf.

Genesis 37:8 WHAT did the brothers think this dream meant? That Joseph would rule over them

Genesis 37:9 WHAT was Joseph's second dream? The sun, moon, and stars bowed down to him.

Genesis 37:5, 8, 11 HOW do Joseph's brothers feel about him? They hated him and were jealous of him.

22 Turn to page 28 and sketch the first panel showing what happened in verses 5-11. (Teacher Guide page 37)

Read Genesis 37:12-17 to answer the questions.

Guided Instruction

Genesis 37:13–14 WHAT does Israel do? **He sends Joseph to find his brothers.**

Genesis 37:14–17 WHAT does Joseph do? **He obeys and finds his brothers at Dothan.**

23 Turn to page 28 and sketch the second panel. (Teacher Guide page 37)

Read Genesis 37:18–24 to answer the questions.

Genesis 37:18 WHAT do the brothers do when they see Joseph coming? **They plot to put Joseph to death.**

Genesis 37:19 WHAT do they call Joseph? **The dreamer**

(page 23)

Read Genesis 37:13-14. WHAT does Israel do?

He sends Joseph to find his brothers.

Genesis 37:14-17 WHAT does Joseph do?

He obeys and finds his brothers at Dothan.

Turn to page 28 and draw this second panel.

Read Genesis 37:18-24.

Genesis 37:18 WHAT do the brothers do when they see

Joseph at Dothan.

(page 120)

18 When they saw him from a distance and before he came close to them, they plotted against him to put him to death.

19 They said to one another, “Here comes this dreamer!

20 Now then, come and let us kill him and throw him into one of the pits; and we will say, ‘A wild beast devoured him.’ Then let us see what will become of his dreams!”

21 But Reuben heard this and rescued him out of their hands and said, “Let us not take his life.”

22 Reuben further said to them, “Shed no blood. Throw him into this pit that is in the wilderness, but do not lay hands on him”—that he might rescue him out of their hands, to restore him to his father.

OBSERVATION WORKSHEETS

121

23 So it came about, when Joseph reached his brothers, that they stripped Joseph of his tunic, the varicolored tunic that was on him;

24 and they took him and threw him into the pit. Now the pit was empty, without any water in it.

25 When Joseph said to his brothers, “What are you doing?” they said to him, “You see how we are helpless before you.”

(page 23)

Read Genesis 37:18-24.

Genesis 37:18 WHAT do the brothers do when they see Joseph coming?

They plot to put Joseph to death.

Genesis 37:19 WHAT do they call Joseph?

The dreamer

(Add this description to Joseph’s character profile under “Known as” on page 12.)

CHARACTER PROFILE ON JOSEPH

(page 12)

24



Real name: Joseph

Known as (called): the Dreamer

Also called a H _ _ _ _ e _
Occupations: Shepherd

Base of operations (where he lived): Canaan

Where he moved: _____

Physical description: _____

Superpowers (special abilities): _____

Source of superpowers: _____

Family: **Jacob (Israel) his father; and 11 brothers: Reuben, Simeon, Levi, Judah, Dan, Naphtali, Gad, Asher, Issachar, Zebulun, and Benjamin; Rachel, his mother**

Superhero character traits: _____

Mission: _____

Guided Instruction

24 Add "the dreamer" to Joseph's profile on page 12. (Teacher Guide page 16)

Known as (called): the Dreamer

Guided Instruction

Genesis 37:21 WHO doesn’t want to kill Joseph and which son is he in the birth order? **Reuben, the first son**

Genesis 37:22 WHAT is this brother’s suggestion? **Shed no blood. Throw him into a pit.**

WHY? WHAT was he going to do later? **Rescue him and restore him to his father.**

Genesis 37:23–24 WHAT do the brothers do? **They take his tunic and throw him into a pit.**

Before you draw your third panel, take a look at Genesis 42:21.

HOW did Joseph feel when he was thrown into the pit? **WHAT** did the brothers see? **Distress in his soul**

WHAT did Joseph do? **He pleaded with them.**

25 Turn to page 28 and draw a sketch in the third panel for Genesis 37:18–24. (Teacher Guide page 37)

Elicit a discussion about the rest of the questions on pages 24–25. Have students answer independently.

24

WEEK ONE

Genesis 37:21 WHO doesn’t want to kill Joseph? And which son is he in the birth order (page 16)?

Reuben, the first son

Genesis 37:22 WHAT is this brother’s suggestion?

Shed no blood. Throw him into a pit.

WHY? WHAT was he going to do later?

Rescue him and restore him to his father.

Genesis 37:23-24 WHAT do the brothers do?

They take his tunic and throw him into a pit.

Now before you draw your third panel, take a look at Genesis 42:21.

venned, and you will not die. And they did so.

(page 134)

21 Then they said to one another, “Truly we are guilty concerning our brother, because we saw the distress of his soul when he pleaded with us, yet we would not listen; therefore this distress has come upon us.”

22 “But we did not see that he was speaking to us; therefore we did not sin.

(page 24)

Genesis 42:21 HOW did Joseph feel when he was thrown into the pit? WHAT did the brothers see?

Distress in his soul

WHAT did Joseph do?

He pleaded with them.

Draw the third panel on page 28 to show what happens in Genesis 37:18-24.

How could Joseph’s brothers be so mean? Have you ever called your brother or sister names?

___ Yes ___ No

WHAT names did you call them?

Guided Instruction

WHY? _____

Have you ever been jealous of your brother or sister?
 Yes No

WHY? _____

Did you notice how they stripped Joseph of the tunic that showed that he was special to their father? Have they allowed jealousy, hurt, and anger to take over? Yes—otherwise how could they plot to kill their own brother?



Can you imagine how hot and thirsty Joseph must have felt being thrown into a pit with no water? Do you think he was scared and confused?
 Yes No

How would you feel if you were treated like Joseph?

Have you ever treated your brother or sister badly?
 Yes No

If you have, what should you do? Should you ask your brother or sister to forgive you? Yes No

WHY? _____

We'll find out what Joseph does as we continue our search to find out what made Joseph God's superhero.

Guided Instruction

Day Five

You have dealt with a lot of facts that God has placed in His Word. Thank Him for them and ask Him to keep you focused on His message.

26 Turn to page 26 and read “Penciling It In.”

27 Turn to page 121 and read the selected verses to answer the questions.

Genesis 37:25–28 **WHAT** do the brothers do with Joseph? **They sell him to Ishmaelites.**

(page 26)

Day Five

26

PENCILING IT IN

Hey, guys, it’s back to the drawing board. We have a lot more to learn as we continue to pencil Genesis 37. Mr. Hetzel is giving Max, Molly, and Philip a few more tips on becoming a good penciller.

“Remember, it is very important to make sure your characters always look consistent,” said Mr. Hetzel as he examined the kids’ sketches. “The characters should look the same in each panel. If a character has long hair in one panel, he shouldn’t have short hair in the next. Also remember to leave space in your drawings so the letterer will have room to add the characters’ dialogue. Your sketches are getting better and better. Keep up the good work.”

Let’s get ready to sketch. Don’t forget to pray and then turn to page 121 and read Genesis 37:25-28.

(page 121)

27

empty, without any water in it.

25 Then they sat down to eat a meal. And as they raised their eyes and looked, behold, a caravan of Ishmaelites was coming from Gilead, with their camels bearing aromatic gum and balm and myrrh, on their way to bring them down to Egypt.

26 Judah said to his brothers, “What profit is it for us to kill our brother and cover up his blood?”

27 “Come and let us sell him to the Ishmaelites and not lay our hands on him, for he is our brother, our own flesh.” And his brothers listened to him.

28 Then some Midianite traders passed by, so they pulled him up and lifted Joseph out of the pit, and sold him to the Ishmaelites for twenty shekels of silver. Thus they brought Joseph into Egypt.

29 ... not in the

(page 26)

WHAT do the brothers do with Joseph?

They sell him to Ishmaelites.

Turn to page 28 and draw the fourth panel.

Read Genesis 37:29-36.

turned?

(page 121)

29

shekels of silver. Thus they brought Joseph into Egypt.

29 Now Reuben returned to the pit, and behold, Joseph was not in the pit; so he tore his garments.

30 He returned to his brothers and said, "The boy is not there; as for me, where am I to go?"

31 So they took Joseph's tunic and slaughtered a male goat and dipped the tunic in the blood;

32 and they sent the varicolored tunic and brought it to their father and said, "We found this; please examine it to see whether it is your son's tunic or not."

33 Then he examined it and said, "It is my son's tunic. A wild beast has devoured him; Joseph has surely been torn to pieces!"

34 So Jacob tore his clothes, and put sackcloth on his loins and mourned for his son many days.

122

OBSERVATION WORKSHEETS

35 Then all his sons and all his daughters arose to comfort him, but he refused to be comforted. And he said, "Surely I will go down to Sheol in mourning for my son." So his father wept for him.

36 Meanwhile, the Midianites sold him in Egypt to Potiphar, Pharaoh's officer, the captain of the bodyguard.

(page 26)

Read Genesis 37:29-36.

Genesis 37:29 WHAT did Reuben find when he returned?

Joseph was gone.

Was Reuben there when Joseph was sold?

No

Guided Instruction

28 Turn to page 28 and draw the fourth panel. (Teacher Guide page 37)

29 Read Genesis 37:29-36 to answer the questions.

Genesis 37:29 WHAT did Reuben find when he returned? **Joseph was gone.**

Was Reuben there when Joseph was sold? **No**

Guided Instruction

Genesis 37:31–32 WHAT did the brothers do? They took Joseph’s tunic, smeared it with blood, and took it to their father.

Genesis 37:33–34 WHAT did Jacob do? He tore his clothes, put on a sackcloth, and mourned for many days.

Genesis 37:34–35 HOW did Jacob feel? He wept because he was sad and refused to be comforted.

Genesis 37:36 WHAT happened to Joseph? He was sold to Potiphar in Egypt.

Betrayal and the Pit

27

Genesis 37:31-32 WHAT did the brothers do?

They took Joseph’s tunic, smeared it with blood, and took it to their father.

Genesis 37:33-34 WHAT did Jacob do?

He tore his clothes, put on a sackcloth, and mourned for many days.

Genesis 37:34-35 HOW did Jacob feel?

He wept because he was sad and refused to be comforted.

Can you believe the brothers would lie to their father and let him think his favorite son was dead? How could they be so mean and cruel to their own father?

Genesis 37:36 WHAT happened to Joseph?

He was sold to Potiphar in Egypt.

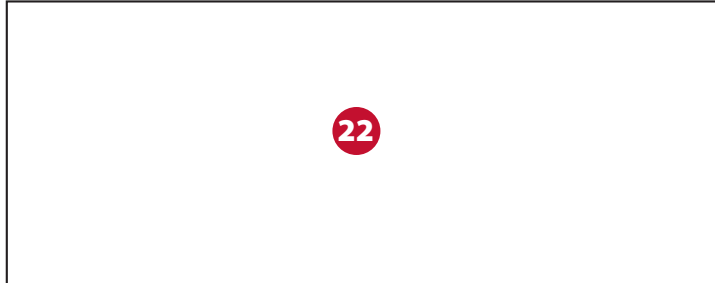
Draw the last panel on page 28.

What do you think it felt like to be a 17-year-old boy who was kidnapped, taken to a foreign country, and sold as a slave by his own brothers? How would you feel: scared, lonely, and rejected, or angry and determined to get even?

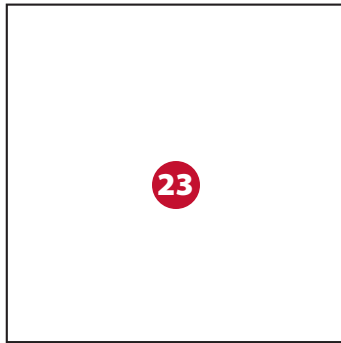
We’ll find out how Joseph handles his feelings as we continue our study in God’s Word. Now before you head out with Max, Molly, Sam, and Philip for a little weekend fun, don’t forget to say your memory verse to a grown-up. Flex those superhero muscles!

28

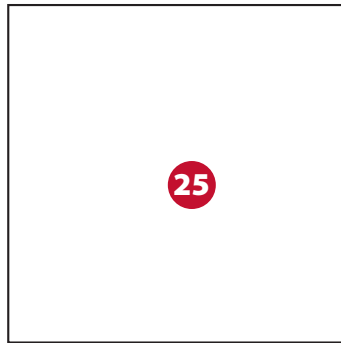
WEEK ONE



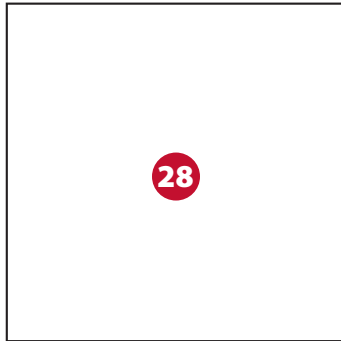
Genesis 37:5-11



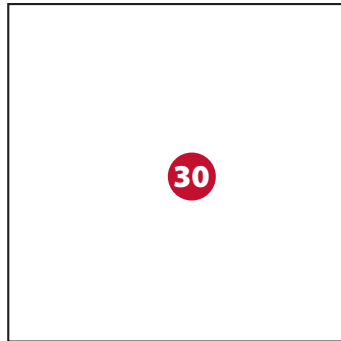
Genesis 37:12-17



Genesis 37:18-24



Genesis 37:25-28



Genesis 37:29-36

Guided Instruction

30 Turn to page 28 and draw the fifth panel sketch.

Elicit discussion for the last question. These are personal reflections. Joseph was only 17 years old, not much older than your students.

Good job! You have dealt with many soul-searching ideas. Let students air their inner thoughts to you or to one another.

If you are a classroom teacher you may want to give your students a quiz on their memory verse. There is also a quiz on Week One on page 151 to check memory and understanding.

If you are a Sunday School teacher this is a great time to review the whole week by playing a game like *M&M® Draw* on page 160.

D4Y “Joseph–God’s Superhero” Quizzes

Week 1: Betrayal and the Pit

1. What did Jacob think about Joseph?
 - a. His favorite
 - b. A worker
 - c. Rachel’s kid
 - d. A dreamer
2. How did Joseph’s brothers feel about him?
 - a. Loved him
 - b. Hated him
 - c. Ignored him
 - d. Tolerated him
3. What was Joseph’s first dream?
 - a. More calves being born
 - b. Brothers working hard
 - c. Brothers’ sheaves bowing down to him
 - d. His sheaves bowing down to his brothers
4. What was Joseph’s second dream?
 - a. The sun, moon and stars bow down to him
 - b. His brothers are lost
 - c. His tunic will be stolen
 - d. His tunic will be stained
5. What did the brothers do to Joseph?
 - a. Helped him
 - b. Threw him into a pit
 - c. Gave him food
 - d. Sent him home
6. Later, what did the brothers do with Joseph?
 - a. Gave him a drink
 - b. Sent him home
 - c. Sold him to some Ishmaelites
 - d. Made him work
7. What did Reuben find when he returned to the pit?
 - a. Joseph was gone
 - b. Joseph was crying
 - c. Joseph was praying
 - d. Joseph was hungry
8. What did the brothers do with Joseph’s tunic?
 - a. Left it in the pit
 - b. Smearred it with blood and took it to Jacob
 - c. Divided it among themselves
 - d. Buried it near the pit
9. What did Jacob do?
 - a. Laughed at the boys
 - b. Did not believe them
 - c. Mourned for many days
 - d. Begged for Joseph’s return
10. What happened to Joseph?
 - a. Sold to Potiphar
 - b. Ran away from the boys
 - c. Stayed close to home
 - d. Vowed to get even

Memory Verse

Genesis 37:3–4

“Now Israel loved Joseph more than all his sons, because he was the son of his old age; and he made him a varicolored tunic. His brothers saw that their father loved him more than all his brothers; and so they hated him and could not speak to him on friendly terms.”