UNIT 5

Exodus

Lessons in This Unit

- Lesson 1: Exploring the Exodus with Sacred Art
- Lesson 2: The Exodus Is the Central Saving Event of the Old Testament
- Lesson 3: Moses and God’s Call
- Lesson 4: The Passover
- Lesson 5: God Continues to Save Us from Sin—The Parting of the Red Sea and the Ten Commandments

Connection to the Catechism of the Catholic Church

Lesson 1

- 53, 130, 204-207

Lesson 2

- 62, 72, 208, 431, 1081, 1150-1151, 1867, 2575

Lesson 3

- 203-208, 212-213, 530, 2575

Lesson 4

- 571, 608, 671, 1334-1341, 1363, 1367, 1384

Lesson 5

- 1718, 2054, 2056-2063, 2134, 2180, 2248, 2319, 2393, 2401, 2505, 2533, 2548, 2552
Scripture Studied in This Unit

- Exodus 1:5-8
- Exodus 1:11-2:10
- Exodus 1:22
- Exodus 2:23, 24
- Exodus 3:1-15
- Exodus 4:1-17
- Exodus 7:1-6
- Exodus 12:1-14
- Exodus 13:21
- Exodus 14:1-31
- Exodus 20:1-17
- Deuteronomy 6:4-9
  - Matthew 2:13-23
  - Matthew 5:2-12
  - Matthew 5:17
  - Matthew 6:9-13
  - Matthew 22:37-40
  - Matthew 26:41
  - Mark 8:31-33
  - Mark 16:17-18
  - Luke 22:14-20
  - John 1:29
  - 1 Peter 1:18-19
The Exodus is the central saving event of the Old Testament. In the Exodus, God called Moses to be His prophet and to lead His people out of slavery in Egypt into the Promised Land to become a great nation. The centerpiece of this great drama of salvation is the Passover which God established for His people to participate in and to remember for all time their salvation. God also gave His name to His people, revealing that He is knowable and that He invited us to know Him and be in relationship with Him.

The Exodus

The descendants of Jacob, who were brought to Egypt by Joseph to live in the best land in Egypt, became enslaved by the Egyptians after a new pharaoh arose who refused to recognize the former relationship Egypt had with the Israelites. After some time as slaves, the Israelites grew in number, so much so that the pharaoh ordered that the male children born to Hebrew women be killed by being thrown into the Nile River. A Hebrew woman refused to comply and placed her new born child in a basket to float down the Nile, where he was found by Pharaohs' daughter, who raised him as her own. She named Him Moses, which means "to draw out." After witnessing the harsh treatment of his people by the Egyptians, the adult Moses killed an Egyptian soldier and fled into the wilderness where he became a shepherd for many years until God called him and gave him a mission. God sent Moses back to Egypt to confront the Pharaoh and tell him to release the Israelites from slavery. Pharaoh refused, and through Moses, God sent ten plagues as signs to the Egyptians and to the Israelites that God is the God of the universe and has power over all things. After the final plague of death, Pharaoh released the Israelites, but soon changed his mind and pursued them to the shores of the Red Sea. There, through Moses, God parted the waters of the Red Sea so that the Israelites could pass through on dry land. Once safely on the other side, and with the Egyptian armies still pursuing through the sea, God sent the waters crashing down again, destroying the Egyptian army. Safely on the other side, Moses led the Israelites through the wilderness according to God's commands. God fed His people bread from heaven, and miraculously provided water from rocks in the desert. He gave His people the Ten Commandments and the Law. Even though the Israelites were unfaithful to God and grumbled against Him and Moses, God formed them and after forty years in the wilderness as punishment for their sins, the People of God entered the Promised Land.

The Name of God

When God first called Moses from the burning bush, He revealed His name to Moses: YAHWEH, or I AM WHO AM. This revelation, or theophany, was a profound
God’s name reveals that He is a Person who is knowable and invites us to know Him and be in relationship with Him.

*Events in the Life of Moses*, by Boticelli. Fresco in the Sistene Chapel.

turning point in the history of God's relationship with man. No longer was God an anonymous force in the universe. Now He had a name. And like anyone with a name, He could be called upon and known. God's name reveals His true essence, that He is existence, that He is. And it reveals that He is a Person who is knowable and invites us to know Him and be in relationship with Him.

### The Passover

If the Exodus is the central saving event of the Old Testament, the Passover is the central event of the Exodus. The final plague God would send upon Egypt was a plague of death. The first born of every family of Egypt would be killed. God gave Moses instructions for the Israelites to follow, however, in order to be passed over by the plague of death. Each family was to procure a year-old unblemished male lamb, slaughter it at a specific time of day, roast it, and eat its flesh in a sacred meal of unleavened bread, wine, and bitter herbs. Then, they were to spread the lamb’s blood over their doorposts that night as a sign to be passed over by the plague of death. God also commanded that the Israelites commemorate this original Passover event each year with a representation of the sacred meal.

The Passover is not only the central event of the Exodus, but foreshadows the central event of the New Covenant, Christ's sacrifice on the Cross. The night before He died, Jesus ate a Passover meal with His disciples. There, He took the elements of the Passover meal and associated them with Himself. He transformed the bread and the wine into His own Body and Blood. And He commanded His disciples to repeat this sacred meal always to make His sacrifice present to all who participate. When we receive the Eucharist at Mass, we are making present the one sacrifice on the Cross of Jesus Christ, the Lamb of God, for our salvation from the slavery of sin.
Connections to New York
Religion Guidelines

Core Content

- Some major figures in the development of God’s relationship with the Chosen People are:
  - Moses
- The central saving event of the Old Testament is the Exodus. It was by the Exodus that God revealed to the Israelites that they were His Chosen People and He was their God.

Christian Living

- Like men and women in the Old Testament, we are called to live by faith and trust in God, God’s faithfulness to us is the model of our faithfulness to Him and to one another.

Prayer and Worship

- Pray with the children the Magnificat, which the Church prays every day at Evening Prayer in the Liturgy of the Hours. Explain that the Magnificat, Mary’s Song, sings of the great works of God in Mary’s life and recalls the eternal promises made to Abraham and his children.

Vocabulary

- Exodus
- Slavery
- Israelites
- Redeemer
- Signs and Wonders
- Plagues
- Moses
- Liberator
- Burning Bush
- Theophany
- Angel of Death
- Passover
- Paschal Lamb
- Lamb of God
- Sacrifice
- Traditions
- Memorial Feast
- Last Supper
- Eucharist
- Ten Commandments
- Temptation
- Sin
- Beatitude

Pacing Guide Note

Aim to begin presenting Unit 5 in November.
Exploring the Exodus with Sacred Art

UNIT 5, LESSON 1

Learning Goals

› God led the Israelites out of slavery in Egypt.
› God revealed Himself to the Israelites.

Connection to the Catechism of the Catholic Church

› CCC 53
› CCC 130
› CCC 204-207

Vocabulary

› Exodus

Exploring the Exodus with Sacred Art

The Lord preceded them, in the daytime by means of a column of cloud to show them the way, and at night by means of a column of fire to give them light. Thus they could travel both day and night.

EXODUS 13:21

BIBLICAL TOUCHSTONES

This is how you are to pray: Our Father in heaven, hallowed be your name, your kingdom come, your will be done, on earth as in heaven. Give us today our daily bread; and forgive us our debts, as we forgive our debtors; and do not subject us to the final test, but deliver us from the evil one.

MATTHEW 6:9-13
Lesson Plan

Materials

- Handout A: *The Crossing of the Red Sea*
- Handout B: The Exodus and the Lord’s Prayer
- Teacher Resource A: Key Moments in the Exodus
- Teacher Resource B: Key Verses from Exodus

My Notes

DAY ONE

Warm-Up

A. Project an image of the painting on **Handout A: The Crossing of the Red Sea**. Give students several minutes to quietly view the art before you say or ask anything. Allow them to come up and stand closer to the image to examine the details.

B. Once several minutes have passed, ask your students the following questions:

  - What do you first notice about this work of art?
  - What do you like about it?
  - This picture is in a book. Have you ever seen paintings like this in books before? Where?
  - Does it look old or new?
  - What do you think is happening in this painting? *Moses and the Israelites are crossing the Red Sea. Pharaoh’s army has been wiped out by the waters of the Red Sea.*

C. Explain to your students that books with paintings like this in them are called illuminated manuscripts. Illuminated manuscripts are typically the Bible or prayer books. These books were primarily made in the Middle Ages, which makes them between 600 and 1,600 years old. Many of them were written, illustrated, and bound by monks. This picture is about 620 years old. It was made in Germany.

D. Explain to your students that the story of Moses and the crossing of the Red Sea during the Exodus takes place in the book of Exodus in the Bible. Ask your students if they know what the word exodus means. Accept reasoned answers. Then explain that the word exodus comes from two Greek words, *ex*, which means “out,” and *hodos*, which means “way” or “path.”
An exodus is a way out or a path for leaving. The second book of the Bible tells us about the Exodus of the Jewish people from slavery in Egypt. God, through a man named Moses, showed His people a way out of, or a path for leaving, slavery in Egypt to new life in the Promised Land.

Activity
Arrange your students in small groups and give each group a copy of Handout A: The Crossing of the Red Sea. Have them discuss the conversation questions with each other. Try to keep students focused on the artwork and the discussion questions, letting their conversations go in unexpected ways.

Formative Assessment
A. Circulate among the groups, listening to their discussions, keeping them on task, and offering insights or clarification where needed.

B. Before moving on to the next activity, have each group write one question they would ask the painter about his work and turn it in.

DAY TWO

Warm-Up
A. Project an image of The Crossing of the Red Sea from Handout A, and read aloud a few of the most interesting questions offered by the student groups the previous day. Allow students to share their reactions and other personal responses to the art.

B. Then give students copies of the art, and have them skim over the questions they discussed the previous day. Call on groups to share their answers to each of the questions. Conclude the discussion with the question of how the artist probably wanted the people who viewed his painting to feel.

Activity
A. Ask your students what they know of the Exodus story. Call on students to share their answers and write important facts on the board. When needed, fill in with the key facts or ask questions to draw out more specific information from your students. For a summary of the central moments of the Exodus and verse numbers, see Teacher Resource A: Key Moments in the Exodus. It may be helpful to share this page with your students.
Lesson Plan (continued)

B. After a sufficient time for discussion of the key events of the Exodus, ask your students what parts of this story surprises them the most. Accept reasoned answers.

C. Then ask your students what the events of the Exodus reveal to us about God. Accept reasoned answers, which may include that God revealed His name to us and wants to be in a relationship with us, that God cares for His people, and that God directly acts in human history.

D. In advance, cut out the strips from Teacher Resource B: Key Verses from Exodus. Each strip has a different Scripture verse from the Exodus on it. Arrange your students in pairs or trios. Distribute to each group at least one strip. Have each group read and discuss their verse. Then, on the back of their strips, have each group write what the passage teaches us about God.

E. When your students have completed the activity, call on groups to share their verse(s) and explain what each passage teaches us about God.

Formative Assessment

Project again the image of The Crossing of the Red Sea from Handout A. Then ask your students the following questions:

› How does this painting show God revealing Himself? God reveals Himself in the pillar of cloud and in the miracle of opening the Red Sea for the Israelites and closing it on the Egyptians.

› As we will learn in this unit, God told His name to the Israelites before He rescued them from slavery. How do you think knowing God’s name helped the Israelites to trust Him? Accept reasoned answers. Answers may include that knowing God’s name helped the Israelites know that God cared for them personally.

› Does knowing about God help you to trust Him? In what ways? Accept reasoned answers.

› How do you think the events of the Exodus helped the Israelites to trust God? Accept reasoned answers. Answers may include that the Exodus showed the Israelites that God was their God, that God had a name that He had shared with them, that God worked miracles for them, that God cared how they lived and worshipped Him.
DAY THREE

Warm-Up

A. Explain to your students that God planned to send His Son Jesus to reveal Himself to us fully and to save us from sin. Before He sent His Son, God prepared the Jewish people to receive Him. God's actions in the Book of Exodus teach us things about God that we learn more clearly from Jesus in the Gospels. For example, many of the things we learn about God in the book of Exodus line up with things Jesus teaches us in the Lord's Prayer.

B. Distribute to each student Handout B: The Exodus and the Lord's Prayer. Have your students read the words of the Lord's Prayer. Then have them read the various given passages from the book of Exodus and match them to the different petitions of the Lord's Prayer. Have your students record their answers in the second column of the chart.

C. When your students have completed Handout B, review and discuss the correct answers.

Activity and Assessment

Pope St. John Paul II strongly encouraged that the faithful memorize important passages of Scripture. In the Apostolic Exhortation Catechesi Tradendae, he wrote: “The blossoms ... of faith and piety do not grow in the desert places of memoryless catechesis.” When students have memorized important Scripture passages, the Word of God resides in their minds and hearts and is at the ready when a student needs it.

To respond to Pope St. John Paul II's wish, have your students write out and commit to memory some or all of the following Bible verses, which complement all the lessons in this unit. Give students a few minutes each day to study them and practice recitation and writing. Before completing this unit, select one or two of these verses to have students write out from memory as a quiz at the end of the unit. Use the Blank Copywork Page at the beginning of the book for these memorization quizzes. You may also choose to have your students recite some or all of the memorized Scripture.

This copywork activity is but one means of helping students commit Scripture to memory. Encourage your students to explore other means of memorization, such as hanging important Scripture verses on their refrigerator at home, or on their bathroom mirror, reciting and discussing Scripture with their parents, using passages in conversation, and other creative means of use and memorization. Students should also be able to identify the work of art in this lesson.
Lesson Plan (continued)

- “This is how you are to pray: Our Father in heaven, hallowed be your name, your kingdom come, your will be done, on earth as in heaven. Give us today our daily bread; and forgive us our debts, as we forgive our debtors; and do not subject us to the final test, but deliver us from the evil one.

MATTHEW 6:9-13

- God replied to Moses: I am who I am. Then he added: This is what you will tell the Israelites: I AM has sent me to you.

EXODUS 3:14

- Joseph rose and took the child and his mother by night and departed for Egypt. He stayed there until the death of Herod, that what the Lord had said through the prophet might be fulfilled, “Out of Egypt I called my son.”

MATTHEW 2:14-15

- This day will be a day of remembrance for you, which your future generations will celebrate with pilgrimage to the LORD; you will celebrate it as a statute forever.

EXODUS 12:14

- He said to them, “I have eagerly desired to eat this Passover with you before I suffer, for, I tell you, I shall not eat it [again] until there is fulfillment in the kingdom of God.”

LUKE 22:15-16

- “Do not think that I have come to abolish the law or the prophets. I have come not to abolish but to fulfill.”

MATTHEW 5:17

- Hear, O Israel! The LORD is our God, the LORD alone! Therefore, you shall love the LORD, your God, with your whole heart, and with your whole being, and with your whole strength. Take to heart these words which I command you today.

DEUTERONOMY 6:4-6
The Crossing of the Red Sea

BY UNKNOWN ARTIST (C. 1400-1410)

The J. Paul Getty Museum, Los Angeles.

DIGITAL IMAGES AVAILABLE AT
WWW.SOPHIAINSTITUTEFORTEACHERS.ORG
The Crossing of the Red Sea

Directions: Take some time to quietly view and reflect on the art. Let yourself be inspired in any way that happens naturally. Then think about the questions below, and discuss them with your classmates.

Conversation Questions

1. Who are the people in this picture?

2. What is happening in this picture?

3. What else do you know about this event?

4. God is not directly shown in this picture, although God directly caused the events that are shown. What does this picture show us about God?

5. Read the Scripture passage below. How does this image illustrate the Scripture passage?

   The Lord preceded them, in the daytime by means of a column of cloud to show them the way, and at night by means of a column of fire to give them light. Thus they could travel both day and night.
   —EXODUS 13:21

6. How does a pillar of fire reveal God and at the same time conceal God?

7. God could have revealed Himself in any way that He wanted. Why do you think God chose to reveal Himself by first allowing the Israelites to be slaves and then miraculously freeing them?
The Exodus and the Lord’s Prayer

Directions: Read the text of the Lord’s Prayer. Then, using the passages from the Book of Exodus on the next page, fill in the chart to match each passage from Exodus with a petition from the Lord’s Prayer.

Our Father, who art in heaven, hallowed be Thy name. Thy kingdom come, Thy will be done, on earth as it is in Heaven. Give us this day our daily bread, and forgive us our trespasses, as we forgive those who trespass against us. And lead us not into temptation, but deliver us from evil.

<table>
<thead>
<tr>
<th>Petitions of the Lord’s Prayer</th>
<th>Matching Passage from Exodus</th>
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<tbody>
<tr>
<td>1. Our Father</td>
<td></td>
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<tr>
<td>2. Who are in heaven</td>
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<tr>
<td>3. Hallowed be Thy name</td>
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<td>4. Thy Kingdom come</td>
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<td>5. Thy will be done on earth as it is in Heaven.</td>
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<tr>
<td>6. Give us this day our daily bread</td>
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<td>7. And forgive us our trespasses as we forgive those who trespass against us</td>
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<td>8. And lead us not into temptation</td>
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<td>9. But deliver us from evil.</td>
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</table>
Passages from the Book of Exodus

<table>
<thead>
<tr>
<th>A</th>
<th>You will be to me a kingdom of priests, a holy nation. —EXODUS 19:6</th>
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<tbody>
<tr>
<td>B</td>
<td>The LORD said to Moses: This is what you will say to the Israelites: You have seen for yourselves that I have spoken to you from heaven. You shall not make alongside of me gods of silver, nor shall you make for yourselves gods of gold. —EXODUS 20:22-23</td>
</tr>
<tr>
<td>C</td>
<td>“Now, if you obey me completely and keep my covenant, you will be my treasured possession among all peoples, though all the earth is mine.” —EXODUS 19:5</td>
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<tr>
<td>D</td>
<td>Then the Lord said to Moses: “I am going to rain down bread from heaven for you. Each day the people are to go out and gather their daily portion.” —EXODUS 16:4</td>
</tr>
<tr>
<td>E</td>
<td>So you will say to Pharaoh, Thus says the LORD: Israel is my son, my firstborn. I said to you: Let my son go, that he may serve me. —EXODUS 4:22-23</td>
</tr>
<tr>
<td>F</td>
<td>But Moses answered the people, “Do not fear! Stand your ground and see the victory the LORD will win for you today. For these Egyptians whom you see today you will never see again. The LORD will fight for you; you have only to keep still.” —EXODUS 14:13-14</td>
</tr>
<tr>
<td>G</td>
<td>God replied to Moses: I am who I am. Then He added: This is what you will tell the Israelites: I AM has sent me to you. —EXODUS 3:14</td>
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<td>H</td>
<td>Moses said to the people, “Remember this day on which you came out of Egypt, out of a house of slavery. For it was with a strong hand that the LORD brought you out from there.” —EXODUS 13:3</td>
</tr>
<tr>
<td>I</td>
<td>So the LORD passed before him and proclaimed: “The LORD, the LORD, a God gracious and merciful, slow to anger and abounding in love and fidelity, continuing His love for a thousand generations, and forgiving wickedness, rebellion, and sin.” —EXODUS 34:6-7</td>
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</table>
**Key Moments in the Exodus**

**Exodus 1:8-14:** The Pharaoh of Egypt enslaved the Israelites and the Egyptians treated them cruelly.

**Exodus 3:** God spoke to Moses, an Israelite, from a burning bush and told Moses that He would rescue the Israelites. God revealed His name to Moses. God gave Moses the mission of telling Pharaoh he must let God’s people go.

**Exodus 7:8-11:10:** Pharaoh refused to let the Israelites go. God sent ten plagues to the Egyptians. These plagues made Pharaoh and all the Egyptians suffer and many die, but the plagues did not trouble the Israelites.

**Exodus 12:1-20:** God prescribed to the Israelites the Passover ritual. This ritual saved the Israelites from the tenth plague.

**Exodus 12:31-35, 13:21-22, 14:** Pharaoh said the Israelites could go. God appeared as a pillar of fire at night and a pillar of cloud during the day and so led the Israelites out of Egypt. Then Pharaoh changed his mind, and he and his army chased the Israelites to capture them again. God told Moses to stretch out his hand, and God parted the Red Sea so the Israelites could walk through it. As the pillar of fire, God blocked the Egyptian army from following. Then God told Moses to stretch out his hand, and the Sea closed and drowned Pharaoh and his army.

**Exodus 16:1-15:** God led the Israelites through the wilderness. He fed them with manna and quail.

**Exodus 19, 20:1-17:** God instructed the Israelites by speaking to Moses. God gave Moses the Ten Commandments, rules to live good lives.

**Exodus 25-31:** Through Moses, God instructed the Israelites on how He wanted them to worship Him and on how to make a transportable temple and the items in it, including the Ark of the Covenant. God also established the priesthood with Moses’ brother Aaron as the chief priest.

**Exodus 32:** The Israelites fell into idolatry and made a golden calf. Only the Levite tribe did not sin, and God punished the other tribes through the Levites and then made the Levites to be the priests.

**Exodus 35-39:** The Israelites made the Ark of the Covenant as God had instructed Moses.

**Exodus 40:** God instructed Moses to make the tabernacle. When God wanted the Israelites to remain in a place, He came down as the column of cloud and sat in the tabernacle. When God wanted the Israelites to journey on, He led them.

The Israelites’ arrival in the Promised Land is recorded in Deuteronomy.
Key Verses from Exodus

Teacher Note: Cut out the strips and distribute at least one strip to each group of students. Have your students read and discuss their assigned verse(s) and write on the back what we learn about God from each verse.

“God replied to Moses: I am who I am. Then He added: This is what you will tell the Israelites: I AM has sent me to you.

—EXODUS 3:14

Afterwards, Moses and Aaron went to Pharaoh and said, “Thus says the Lord, the God of Israel: Let my people go, that they may hold a feast for me in the wilderness.”

—EXODUS 5:1

“I will take you as my own people, and I will be your God; and you will know that I, the LORD, am your God who has freed you from the burdens of the Egyptians.”

—EXODUS 6:7

“I will bring you into the land which I swore to give to Abraham, Isaac, and Jacob. I will give it to you as your own possession — I, the LORD!”

—EXODUS 6:8

Moses said to the people, “Remember this day on which you came out of Egypt, out of a house of slavery. For it was with a strong hand that the Lord brought you out from there.”

—EXODUS 13:3
Then Moses and the Israelites sang this song to the Lord:
“This is my God, I praise him; the God of my father, I extol him. The LORD is a warrior, LORD is His name!”
—EXODUS 15:1, 2-3

Then the LORD said to Moses: “I am going to rain down bread from heaven for you. Each day the people are to go out and gather their daily portion.”
—EXODUS 16:4

“Now, if you obey me completely and keep my covenant, you will be my treasured possession among all peoples, though all the earth is mine.”
—EXODUS 19:5

The LORD spoke to Moses: “Go! You and the people whom you have brought up from the land of Egypt are to go up from here to the land about which I swore to Abraham, Isaac, and Jacob: I will give it to your descendants.”
—EXODUS 33:1

So the LORD passed before him and proclaimed: “The LORD, the LORD, a God gracious and merciful, slow to anger and abounding in love and fidelity, continuing His love for a thousand generations, and forgiving wickedness, rebellion, and sin.”
—EXODUS 34:6-7
Answer Key

Handout A: The Crossing of the Red Sea
1. The Israelites are in the upper half. The man with the staff who is nearest the column is Moses. The Egyptian army is in the lower half.
2. The Israelites have just crossed the Red Sea, and God is using Moses to close the waters so that the Egyptian army will be drowned. The Israelites are continuing on their journey by following the fiery pillar.
3. Accept reasoned answers.
4. Accept reasoned answers.
5. Accept reasoned answers.
6. Answers may include that the pillar shows where God is but doesn’t show His face; it shows He is powerful but not that He is a Trinity.
7. Answers may include to show His might and His love, to require the Israelites to experience their need for God, to show that He is involved in our lives from the lowest points to the happiest moments.

Handout C: The Exodus and the Lord’s Prayer
1. E
2. B
3. G
4. A
5. F
6. D
7. I
8. C
9. H
Learning Goals

› The descendants of Jacob, the Israelites, became enslaved by the Egyptians.
› God called Moses to free His people from slavery.
› God worked many signs and wonders through Moses to prove to the Egyptians and the Israelites that He is the one true God.
› Each of the plagues is an example of God’s “defeating” an Egyptian deity.
› The signs performed by Moses foreshadow signs that Jesus would later perform.

Connection to the Catechism of the Catholic Church

› CCC 72
› CCC 208
› CCC 431
› CCC 1081
› CCC 1150-1151
› CCC 1867
› CCC 2575

Vocabulary

› Slavery
› Israelites
› Redeemer
› Signs and Wonders
› Plagues

The Exodus Is the Central Saving Event of the Old Testament

A long time passed, during which the king of Egypt died. Still the Israelites groaned and cried out because of their slavery. As their cry for release went up to God, he heard their groaning and was mindful of his covenant with Abraham, Isaac, and Jacob.

EXODUS 2:23, 24

These signs will accompany those who believe: in my name they will drive out demons, they will speak new languages. They will pick up serpents [with their hands], and if they drink any deadly thing, it will not harm them. They will lay hands on the sick, and they will recover.

MARK 16:17-18
Lesson Plan

Materials
- Handout A: Slaves in Egypt
- Handout B: St. Peter Claver
- Handout C: The Life of Moses
- Handout D: The Ten Plagues
- Handout E: Moses’ Signs
- Teacher Resource: The Life of Moses Scripture Passages

My Notes

DAY ONE

Warm-Up
A. Ask your students to share what they think slavery is— that is, what happens when someone is a slave? The main point to get across is that a person is controlled by someone (or something) else, sometimes referred to as a master, and therefore is not free to do what he or she wants to do.

B. Then ask the students to share what they know about American slavery. Accept reasoned answers. The key points are that African people were captured, chained, and brought to America on ships. They were sold to masters, primarily in the South, and many worked on plantations picking cotton (which was very hard work) as well as other difficult tasks. The slaves could not leave. A slave’s husband, wife, parents, or children could be sold to another master and never be seen by his or her family again. Slaves were often mistreated, brutally beaten, starved, called names, and abused. Slaves were considered property, not people.

C. Ask your students when the slaves were freed in the United States. In 1865, the 13th Amendment to the U.S. Constitution outlawed slavery.

D. Ask by a show of hands if anyone was surprised that slavery existed in the United States until this time, only a little over 150 years ago. Then ask why that is surprising. Accept reasoned answers.

E. Explain to your students that in this lesson they are going to begin to learn about the Exodus, when God’s chosen people, the descendants of Jacob and his 12 sons, the Israelites, escaped slavery in Egypt. There are many similarities to the enslavement of the Israelites and slavery in America.
Activity
A. Distribute to each student **Handout A: Slaves in Egypt**. Have your students work individually to read about the enslavement of the Israelites in Egypt and then answer the focus and reflection questions in complete sentences.

B. When your students have completed **Handout A**, review and discuss the correct answers.

C. Then draw a Venn diagram on the board and ask your students to compare and contrast what they know about slavery in America with the slavery of the Israelites in the Exodus story. Call on students to explain and write their answers in the appropriate spaces on the diagram on the board. Students may refer back to Exodus 1, **Handout A**, and the conversation about slavery at the beginning of the lessons to help them complete the Venn diagram.

Assessment
A. Distribute to each student **Handout B: St. Peter Claver**. Explain to your students that St. Peter Claver was a Spanish Jesuit missionary in Colombia, a center of the slave trade in the Americas in the 1600s. St. Peter Claver devoted himself to serving the African slaves as they arrived on ships. He would feed them, treat their medical needs, share the Gospel with them, and baptize them into the Catholic Faith. He believed that everyone was made in God's image and likeness and equally deserving of being treated with dignity.

B. Call on students to read aloud the excerpt from a letter written by St. Peter Claver. Then have your students answer the questions on the handout.

DAY TWO

Warm-Up
A. Project Exodus 3:7-8, and have a student stand and read it aloud:

   But the Lord said: “I have witnessed the affliction of my people in Egypt and have heard their cry against their taskmasters, so I know well what they are suffering. Therefore I have come down to rescue them from the power of the Egyptians.”

B. Explain to your students that God spoke these words to a man named Moses (whom we will learn more about in today’s lesson and in a future lesson). God called Moses to free His people from slavery in Egypt and to lead them back to the Promised Land. Then ask your students the following questions:
Lesson Plan (continued)

- What did God say that He has witnessed? What has He heard? The affliction of His people in Egypt and their cry against their taskmasters.
- What does God say He knows well? The suffering of His people.
- What does God say He has come down to do? Rescue His people from the power of the Egyptians.

Activity

A. Distribute to each student Handout C: The Life of Moses. Have your students, with a partner, read the given Scripture passages from the book of Exodus. They may look up the passages in the Bible, or you may distribute to them Teacher Resource: The Life of Moses Scripture Passages, which includes the Scripture texts. Then have your students write the chapter and verse on the line beside the correct event. Finally, have them number the events in the correct chronological order.

B. When your students have completed Handout C, review and discuss the correct answers.

Assessment

A. Have your students choose one event from Handout C: The Life of Moses and, on their own paper, write a five- to seven-sentence paragraph that describes that event in detail. Have them reread the passage in the Bible to help them.

B. When your students have completed their paragraph, have them turn to a neighbor and take turns reading their paragraph and identifying which event in Moses’ life it describes.

DAY THREE

Warm-Up

A. Write on the board the words sign and wonder. Ask your students what they think each word means. Accept reasoned answers. Write good ideas on the board under each word.

B. After accepting and discussing a number of possible meanings for each word, give your students the following definitions of each word:
Sign: an object, action, event, pattern, et cetera that conveys some meaning or represents something. For example, a high temperature is a sign of a fever; a red light at an intersection means “stop.”

Wonder: a cause of astonishment or admiration, or something with remarkable properties or abilities. For example, Paris is a city of wonder and beauty.

C. Project Exodus 7:1-6, and have a student stand and read it aloud:

The LORD answered Moses...You will speak all that I command you. In turn, your brother Aaron will tell Pharaoh to let the Israelites go out of his land. Yet I will make Pharaoh so headstrong that, despite the many signs and wonders that I work in the land of Egypt, Pharaoh will not listen to you. Therefore I will lay my hand on Egypt and with mighty acts of judgment I will bring my armies, my people the Israelites, out of the land of Egypt. All Egyptians will know that I am the LORD, when I stretch out my hand against Egypt and bring the Israelites out of their midst. This, then, is what Moses and Aaron did. They did exactly as the LORD had commanded them

D. Ask your students the following questions:

- What will Moses and Aaron do? They will speak all that God commanded them and tell Pharaoh to let His people go out of his land.
- Why won’t Pharaoh listen to Moses and Aaron? God said He will make him so headstrong that he won’t listen.
- What will God work in the land of Egypt to show the people that He is the Lord? Many signs and wonders.

E. Explain to your students that the events in the Exodus represent a conflict between God and the pharaoh of Egypt, which God always wins. Even though God had called Moses (and his brother Aaron) and sent them to the Pharaoh to tell him to let the Israelites go free, the Pharaoh refused. He even mocked the God of the Israelites, saying, “I do not know the Lord.” The Egyptians were polytheistic. That means they worshiped many gods. To the Egyptians, and probably many of the Israelites since they had lived in Egypt for four hundred years, God was just one of many gods. The Egyptians even worshiped Pharaoh himself as a god. God needed to convince Pharaoh and the Egyptian people, and, more importantly, the Israelites themselves, the He was the one, true, and only God. To do this, through Moses, God sent ten plagues upon Egypt. Each plague symbolized God’s victory over or “defeat” of an Egyptian God. For example, in the first plague, God turned the water of the Nile River to blood. The Egyptians depended upon the Nile for life— it provided water to drink and water for their crops. The Egyptians worshiped a god they called Hapi, who was the embodiment of the Nile
River. By changing the Nile to blood, God showed that He was the true God and was more powerful than the false god Hapi. Another example is the ninth plague, in which God sent a great darkness upon Egypt that blocked out the sun. The greatest of the Egyptian gods was Ra, the god of the sun. By blocking the sun and engulfing all of Egypt in darkness, God showed the people that He was more powerful than even the greatest of the Egyptian gods. Through the plagues, God worked many extraordinary signs and wonders so that the people of Egypt and the chosen people of Israel would know that He was God.

**Activity**

A. Distribute to each student **Handout D: The Ten Plagues**. Have your students, working individually or with a partner, read about each plague and complete the chart. Then have your students list three reasons the plagues are extraordinary.

B. When your students have completed **Handout D**, review and discuss the correct answers.

**Assessment**

A. Distribute to each student **Handout E: Moses’ Signs**. Have your students read the story of the three signs God gave to Moses to use when he confronted Pharaoh, and then answer the questions in complete sentences.

B. When students have completed **Handout E**, review the correct answers. Then ask your students how the signs and wonders worked by Moses prefigure the signs and wonders worked by Jesus. Accept reasoned answers. Explain to your students that the signs and wonders God worked through Moses foreshadow signs and wonders that Jesus would later perform. There are three examples in the Gospels that can be linked to the signs of Moses.

C. Project the following Scripture passages, and either read them aloud or have a student stand and read them aloud. After each is read, ask your students which of the signs of Moses is reflected in the passage from the Gospel. **God has power over Satan** [Mark 16:17-18], **God forgives sin** [Luke 5:23-25], and **God gives life** [Mark 8:31-33].
“These signs will accompany those who believe: in my name they will drive out 
demons, they will speak new languages. They will pick up serpents [with their 
hands], and if they drink any deadly thing, it will not harm them. They will lay hands 
on the sick, and they will recover.”
—MARK 16:17-18

“Which is easier, to say, ‘Your sins are forgiven,’ or to say, ‘Rise and walk’? But that 
you may know that the Son of Man has authority on earth to forgive sins” – he said 
to the man who was paralyzed, “I say to you, rise, pick up your stretcher, and go 
home.” He stood up immediately before them, picked up what he had been lying on, 
and went home, glorifying God.
—LUKE 5:23-25

He began to teach them that the Son of Man must suffer greatly and be rejected by 
the elders, the chief priests, and the scribes, and be killed, and rise after three days. 
He spoke this openly. Then Peter took him aside and began to rebuke him. At this he 
turned around and, looking at his disciples, rebuked Peter and said, “Get behind me, 
Satan. You are thinking not as God does, but as human beings do.”
—MARK 8:31-33
Directions: Read about the enslaving of the Israelites, then answer the questions that follow in complete sentences.

At the beginning of the story of the Exodus, we learn that God’s people have multiplied greatly. Jacob and his 12 sons and all of his family moved to Egypt at Joseph’s request. There they settled in the best land of Egypt, the Land of Goshen, which was given to them by the Pharaoh. Over the years, Jacob’s descendants, the Israelites, grew in number. Exodus 1:5-7 explains:

The total number of Jacob’s direct descendants was 70. Joseph was already in Egypt.

Now Joseph and all his brothers and that whole generation died. But the Israelites were fruitful and prolific. They multiplied and became so very numerous that the land was filled with them.

The number of people who entered Egypt was between 70 and 75. When the Exodus began, there were about 600,000 men. When you add women and children to that number, there were about 2,000,000 people! They grew to this amount in approximately 400 years. It’s no wonder the Bible tells us “the land was filled with them.”

Eventually, there came a new king of Egypt, a pharaoh from a different line of kings. The book of Exodus tells us this new pharaoh “knew nothing of Joseph” (Exodus 1:8). This doesn’t mean that the pharaoh didn’t know who the Israelites or Joseph were. Rather, it means the new pharaoh chose not to uphold any agreements that were made by the old pharaoh with the Israelites. The new pharaoh became concerned that there were too many Israelites. He thought they might grow so numerous that they would be able to overthrow his rule. So the pharaoh forced the Israelites into “cruel slavery.” We read about this in Exodus 1:11-14:

Accordingly, they set supervisors over the Israelites to oppress them with forced labor. Thus they had to build for Pharaoh the garrison cities of Pithom and Raamses. Yet the more they were oppressed, the more they multiplied and spread, so that the Egyptians began to loathe the Israelites. So the Egyptians reduced the Israelites to cruel slavery, making life bitter for them with hard labor, at mortar and brick and all kinds of field work—cruelly oppressed in all their labor.

The more the Egyptians oppressed the people the more they grew in number and strength. The Egyptians responded by being even crueler to God’s people. They
made them work harder as slaves and made their lives very difficult.

The situation for the Israelites was miserable. But, it was about to get even worse. Pharaoh feared their numbers so much that he ordered all male children born to Israelite women to be killed:

Pharaoh then commanded all his people, “Throw into the Nile every boy that is born, but you may let all the girls live.” (Exodus 1:22)

An entire generation of male Israelites would be killed. This would ensure there would be fewer Israelites in the future because there would be fewer men for the Israelite women to marry and therefore fewer children. By the end of the first chapter of the book of Exodus, things did not look good for God’s Chosen People.

1. What do we learn about the descendants of Jacob at the beginning of the book of Exodus?

_______________________________________________________________________________________________
_______________________________________________________________________________________________

2. How many people entered Egypt? How many people left Egypt at the Exodus?

_______________________________________________________________________________________________

3. What does the Bible tell us about the new pharaoh’s relationship with “Joseph” and his descendants? What does this likely mean?

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4. Why did the new Pharaoh fear the Israelites?

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5. What did the pharaoh force the Israelites to do? How were they treated?

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_______________________________________________________________________________________________
6. The Israelites continued to grow in number. What drastic action did the pharaoh take to reduce their numbers?

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Reflection Questions

1. Describe a time when you felt mistreated by others. What did it feel like to be mistreated? What did you do? While your experience was probably very different from the experience of the Israelites, how do you think they felt when they were mistreated by the Egyptians?

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2. There was a law in Old Testament times that slaves could be freed if someone paid for their freedom. The slaves were said to be ransomed or redeemed. Because Jesus ransomed us from slavery to sin by His death, we call Him our redeemer. Describe a time you volunteered to do something difficult or unpleasant for someone else. Why did you do it? How did you feel doing so? How do you think the other person felt?

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We laid aside our cloaks, therefore, and brought from a warehouse whatever was handy to build a platform. In that way we covered a space to which we at last transferred the sick, by forcing a passage through bands of slaves. Then we divided the sick into two groups: one group my companion approached with an interpreter, while I addressed the other group. There were two blacks, nearer death than life, already cold, whose pulse could scarcely be detected. With the help of a tile we pulled some live coals together and placed them in the middle near the dying men. Into this fire we tossed aromatics. Then, using our own cloaks, for they had nothing of the sort and to ask the owners for others would have been a waste of words, we provided for them a smoke treatment, by which they seemed to recover their warmth, and the breath of life. The joy in their eyes as they looked at us was something to see. This was how we spoke to them, not with words but with our hands and our actions. And in fact, convinced as they were that they had been brought here to be eaten, any other language would have proved utterly useless. Then we sat, or rather knelt, beside them and bathed their faces and bodies with wine. We made every effort to encourage them with friendly gestures and displayed in their presence the emotions which somehow naturally tend to hearten the sick.

—ST. PETER CLAVER

1. St. Peter Claver understood that service such as distributing medicine, food, or brandy to his black brothers and sisters was a very effective way to communicate the Word of God, much more than verbal preaching. Identify the sentence from above that Peter Claver often said that shows he lived in this way.
2. Practicing acts of kindness while expecting nothing in return is life-giving. Think about the last time you went out of your way to be kind to someone. How did it make you feel? List 10 acts of kindness you can do at home, at school, and in your community.

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**The Life of Moses**

**Directions:** Read the listed Scripture passages from the book of Exodus about Moses’ life. Next, write the chapter and verse on the line beside the correct event. Finally, number the events in the correct chronological order.

**Scripture Verses from the Book of Exodus**

<table>
<thead>
<tr>
<th>Scripture Verses</th>
<th>Order of Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exodus 2:5-10</td>
<td>1. The parting of the red sea; Exodus ______: _______</td>
</tr>
<tr>
<td>Exodus 14:21-31</td>
<td>2. The burning bush; Exodus ______: _______</td>
</tr>
<tr>
<td>Exodus 2:1-4</td>
<td>3. Found by Pharaoh’s daughter; Exodus ______: _______</td>
</tr>
<tr>
<td>Exodus 5:1-2</td>
<td>4. Brought the 10 plagues down on Egypt; Exodus ______: _______</td>
</tr>
<tr>
<td>Exodus 2:11-15</td>
<td>5. Put into a basket on the Nile River; Exodus ______: _______</td>
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<tr>
<td>Exodus 7:1-6</td>
<td>6. Asked Pharaoh to let the Israelites go; Exodus ______: _______</td>
</tr>
<tr>
<td>Exodus 3:1-6</td>
<td>7. Killed an Egyptian and fled; Exodus ______: _______</td>
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The Ten Plagues

Directions: After reading each passage, fill in the chart. The first one has been done for you. Once you have completed the chart, list three reasons the plagues are extraordinary, or brought on by God.

Exodus 7:19
The LORD then spoke to Moses: Speak to Aaron: Take your staff and stretch out your hand over the waters of Egypt – its streams, its canals, its ponds, and all its supplies of water – that they may become blood. There will be blood throughout the land of Egypt, even in the wooden pails and stone jars.

Exodus 8:2
So Aaron stretched out his hand over the waters of Egypt, and the frogs came up and covered the land of Egypt.

Exodus 8:12-13
Thereupon the LORD spoke to Moses: Speak to Aaron: Stretch out your staff and strike the dust of the earth, and it will turn into gnats throughout the land of Egypt. They did so. Aaron stretched out his hand with his staff and struck the dust of the earth, and gnats came upon human being and beast alike. All the dust of the earth turned into gnats throughout the land of Egypt.

Exodus 8:16-17
For if you do not let my people go, I will send swarms of flies upon you and your servants and your people and your houses. The houses of the Egyptians and the very ground on which they stand will be filled with swarms of flies. But on that day I will make an exception of the land of Goshen, where my people are, and no swarms of flies will be there, so that you may know that I the LORD am in the midst of the land.

Exodus 9:1-4
Then the LORD said to Moses: Go to Pharaoh and tell him: Thus says the LORD, the God of the Hebrews: Let my people go to serve me. For if you refuse to let them go and persist in holding them, the hand of the LORD will strike your livestock in the field – your horses, donkeys, camels, herds and flocks – with a very severe pestilence. But the LORD will distinguish between the livestock of Israel and that of Egypt, so that nothing belonging to the Israelites will die.
Exodus 9:8-9
So the LORD said to Moses and Aaron: Each of you take handfuls of soot from a kiln, and in the presence of Pharaoh let Moses scatter it toward the sky. It will turn into fine dust over the whole land of Egypt and cause festering boils on human being and beast alike throughout the land of Egypt.

Exodus 9:18
At this time tomorrow, therefore, I am going to rain down such fierce hail as there has never been in Egypt from the day it was founded up to the present.

Exodus 10:4-5
For if you refuse to let my people go, tomorrow I will bring locusts into your territory. They will cover the surface of the earth, so that the earth itself will not be visible. They will eat up the remnant you saved undamaged from the hail, as well as all the trees that are growing in your fields.

Exodus 10:21-23
Then the LORD said to Moses: Stretch out your hand toward the sky, that over the land of Egypt there may be such darkness that one can feel it. So Moses stretched out his hand toward the sky, and there was dense darkness throughout the land of Egypt for three days. People could not see one another, nor could they get up from where they were, for three days. But all the Israelites had light where they lived.

Exodus 11:4-5
Moses then said, “Thus says the LORD: About midnight I will go forth through Egypt. Every firstborn in the land of Egypt will die, from the firstborn of Pharaoh who sits on his throne to the firstborn of the slave-girl who is at the handmill, as well as all the firstborn of the animals.”

<table>
<thead>
<tr>
<th>Verse</th>
<th>Describe the plague</th>
<th>Who was affected? (Egyptians, Israelites, or both?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Exodus 7:19 The water of the Nile River turned to blood.</td>
<td>Both</td>
</tr>
<tr>
<td>2</td>
<td>Exodus 8:2</td>
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<tr>
<td>3</td>
<td>Exodus 8:12-13</td>
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</tbody>
</table>
In your opinion, what are three reasons the plagues are extraordinary events? Use the information you gathered in the chart to help you form your answer.

1. 
2. 
3. 

<table>
<thead>
<tr>
<th>Verse</th>
<th>Describe the plague</th>
<th>Who was affected? (Egyptians, Israelites, or both?)</th>
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<tbody>
<tr>
<td>4</td>
<td>Exodus 8:16-17</td>
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<tr>
<td>5</td>
<td>Exodus 9:1-4</td>
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<td>6</td>
<td>Exodus 9:8-9</td>
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<td>Exodus 9:18</td>
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<td>Exodus 10:4-5</td>
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<td>9</td>
<td>Exodus 10:21-23</td>
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</tr>
<tr>
<td>10</td>
<td>Exodus 11:4-5</td>
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</tbody>
</table>
Moses’ Signs

Directions: Read the following passages from Exodus 4 to identify the three signs God gave Moses. Describe each sign in a complete sentence.

Exodus 4

“But,” objected Moses, “suppose they do not believe me or listen to me? For they may say, ‘The LORD did not appear to you.’” The LORD said to him: What is in your hand? “A staff,” he answered. God said: Throw it on the ground. So he threw it on the ground and it became a snake, and Moses backed away from it. Then the LORD said to Moses: Now stretch out your hand and take hold of its tail. So he stretched out his hand and took hold of it, and it became a staff in his hand. That is so they will believe that the LORD, the God of their ancestors, the God of Abraham, the God of Isaac, and the God of Jacob, did appear to you. Again the LORD said to him: Put your hand into the fold of your garment. So he put his hand into the fold of his garment, and when he drew it out, there was his hand covered with scales, like snowflakes. Then God said: Put your hand back into the fold of your garment. So he put his hand back into the fold of his garment, and when he drew it out, there it was again like his own flesh. If they do not believe you or pay attention to the message of the first sign, they should believe the message of the second sign. And if they do not believe even these two signs and do not listen to you, take some water from the Nile and pour it on the dry land. The water you take from the Nile will become blood on the dry land.

1. Sign in Exodus 4:2-5:

_______________________________________________________________________________________________

2. Sign in Exodus 4:6-8:

_______________________________________________________________________________________________

3. Sign in Exodus 4:9:

_______________________________________________________________________________________________
The serpent is a model of Satan. By turning the rod into a serpent big enough to frighten Moses and then having him pick it up by the tail (something no snake handler in his right mind would do, since it left the head free to come around and bite him), God was demonstrating his power over Satan, something only He has.

Throughout the Bible, leprosy is seen as a consequence for sin. The first miracle Matthew records in his Gospel is Jesus' healing a man of leprosy. Curing leprosy was symbolic of forgiving sins, something only God can do.

Blood is the symbol of life, something only God can give.

The signs God gave to Moses symbolize something only God has, something only He can do, and something only He can give. To the ancient person, these three things would have clearly identified God as the power behind Moses.

Now complete each of the following sentences:

4. Only God has power over ________________________________

5. Only God can forgive ________________________________

6. Only God can give ________________________________
Exodus 2:1-4
Now a man of the house of Levi married a Levite woman, and the woman conceived and bore a son. Seeing what a fine child he was, she hid him for three months. But when she could no longer hide him, she took a papyrus basket, daubed it with bitumen and pitch, and putting the child in it, placed it among the reeds on the bank of the Nile. His sister stationed herself at a distance to find out what would happen to him.

Exodus 2:5-10
Then Pharaoh's daughter came down to bathe at the Nile, while her attendants walked along the bank of the Nile. Noticing the basket among the reeds, she sent her handmaid to fetch it. On opening it, she looked, and there was a baby boy crying! She was moved with pity for him and said, “It is one of the Hebrews’ children.” Then his sister asked Pharaoh’s daughter, “Shall I go and summon a Hebrew woman to nurse the child for you?” Pharaoh’s daughter answered her, “Go.” So the young woman went and called the child’s own mother. Pharaoh’s daughter said to her, “Take this child and nurse him for me, and I will pay your wages.” So the woman took the child and nursed him. When the child grew, she brought him to Pharaoh’s daughter, and he became her son. She named him Moses; for she said, “I drew him out of the water.”

Exodus 2:11-15
On one occasion, after Moses had grown up, when he had gone out to his kinsmen and witnessed their forced labor, he saw an Egyptian striking a Hebrew, one of his own kinsmen. Looking about and seeing no one, he struck down the Egyptian and hid him in the sand. The next day he went out again, and now two Hebrews were fighting! So he asked the culprit, “Why are you striking your companion?” But he replied, “Who has appointed you ruler and judge over us? Are you thinking of killing me as you killed the Egyptian?” Then Moses became afraid and thought, “The affair must certainly be known.” When Pharaoh heard of the affair, he sought to kill Moses. But Moses fled from Pharaoh and went to the land of Midian.

Exodus 3:1-6
Meanwhile Moses was tending the flock of his father-in-law Jethro, the priest of Midian. Leading the flock beyond the wilderness, he came to the mountain of God, Horeb. There the angel of the LORD appeared to him as fire flaming out of a bush. When he looked, although the bush was on fire, it was not being consumed. So Moses decided, “I must turn aside to look at this remarkable sight. Why does the bush not burn up?” When the LORD saw that he had turned aside to look, God called out to him from the bush: Moses! Moses! He answered, “Here I am.” God said: Do not come near! Remove your sandals from your
feet, for the place where you stand is holy ground. I am the God of your father, he continued, the God of Abraham, the God of Isaac, and the God of Jacob. Moses hid his face, for he was afraid to look at God.

**Exodus 5:1-2**

Afterwards, Moses and Aaron went to Pharaoh and said, “Thus says the LORD, the God of Israel: Let my people go, that they may hold a feast for me in the wilderness.” Pharaoh answered, “Who is the LORD, that I should obey him and let Israel go? I do not know the LORD, and I will not let Israel go.”

**Exodus 7:1-6**

The LORD answered Moses: See! I have made you a god to Pharaoh, and Aaron your brother will be your prophet. You will speak all that I command you. In turn, your brother Aaron will tell Pharaoh to let the Israelites go out of his land. Yet I will make Pharaoh so headstrong that, despite the many signs and wonders that I work in the land of Egypt, Pharaoh will not listen to you. Therefore I will lay my hand on Egypt and with mighty acts of judgment I will bring my armies, my people the Israelites, out of the land of Egypt. All Egyptians will know that I am the LORD, when I stretch out my hand against Egypt and bring the Israelites out of their midst. This, then, is what Moses and Aaron did. They did exactly as the LORD had commanded them.

**Exodus 14:21-31**

Then Moses stretched out his hand over the sea; and the LORD drove back the sea with a strong east wind all night long and turned the sea into dry ground. The waters were split, so that the Israelites entered into the midst of the sea on dry land, with the water as a wall to their right and to their left. The Egyptians followed in pursuit after them – all Pharaoh’s horses and chariots and horsemen – into the midst of the sea. But during the watch just before dawn, the LORD looked down from a column of fiery cloud upon the Egyptian army and threw it into a panic; and he so clogged their chariot wheels that they could drive only with difficulty. With that the Egyptians said, “Let us flee from Israel, because the LORD is fighting for them against Egypt. Then the LORD spoke to Moses: Stretch out your hand over the sea, that the water may flow back upon the Egyptians, upon their chariots and their horsemen. So Moses stretched out his hand over the sea, and at daybreak the sea returned to its normal flow. The Egyptians were fleeing head on toward it when the LORD cast the Egyptians into the midst of the sea. As the water flowed back, it covered the chariots and the horsemen. Of all Pharaoh’s army which had followed the Israelites into the sea, not even one escaped. But the Israelites had walked on dry land through the midst of the sea, with the water as a wall to their right and to their left. Thus the LORD saved Israel on that day from the power of Egypt. When Israel saw the Egyptians lying dead on the seashore and saw the great power that the LORD had shown against Egypt, the people feared the LORD. They believed in the LORD and in Moses his servant.
Answer Key

Handout A: Slaves in Egypt
1. They had multiplied greatly after settling in the best land of Egypt, the land Goshen.
2. 70–75 entered Egypt, while nearly 2 million left at the Exodus 400 years later.
3. He did not know them. This likely meant that the new pharaoh chose not to uphold any agreements that previous pharaohs had made with the Israelites.
4. There were so many of them that he feared they could overthrow his rule.
5. He forced them into slavery, in which they did hard labor and worked in the fields. They were treated cruelly and were hated.
6. He ordered any male born to an Israelite woman be killed.

Reflection Questions
1. Accept reasoned answers.
2. Accept reasoned answers.

Handout B: St. Peter Claver
1. “This was how we spoke to them, not with words but with our hands and our actions.”
2. Accept reasoned answers.

Handout C: The Life of Moses
1. 7; Exodus 14:21-31
2. 4; Exodus 3:1-6
3. 2; Exodus 2:5-10
4. 6; Exodus 7:1-6
5. 1; Exodus 2:1-4
6. 5; Exodus 5:1-2
7. 3; Exodus 2:11-15
Handout D: The Ten Plagues
1. The water of the Nile River turned to blood. / Both
2. Frogs came up out of the Nile and covered all of Egypt. / Both
3. All the dust of the earth turned into gnats throughout the land of Egypt. / Both
4. Swarms of flies filled the land. / Just the Egyptians – the Israelites were spared
5. A pestilence struck and killed the livestock of the Egyptians. / Just the Egyptians – the Israelites were spared
6. Moses and Aaron threw soot into the sky, which caused a fine dust to cover the land and cause festering boils on people and animals. / Both
7. Hail rained down. / Both
8. Locusts covered the land and ate the remnants of the plants and trees not destroyed by the hail. / Both
9. Dense darkness covered the land for three days. / Just the Egyptians – the Israelites were spared
10. Death of the firstborn. / Just the Egyptians – those who participated in the Passover were spared (addressed in a later lesson)

Reasons the plagues were extraordinary:
1. The number, the degree, and the severity of the plagues made them unusual.
2. The plagues affected only the Egyptians.
3. Moses called on God to begin these plagues and all plagues came through his staff.

Handout E: Moses’ Signs
1. God turned Moses’ staff into a serpent and back again.
2. When Moses placed his hand in his cloak and removed it, it became leprous, but when he put it back in his cloak and removed it again, it was clean.
3. When Moses would pour water from the Nile onto the ground, it would turn to blood.
4. Satan
5. Sin
6. Life
Moses and God’s Call

UNIT 5, LESSON 3

Learning Goals

› The birth story of Moses foreshadows the birth story of Jesus.
› God called Moses and gave him the mission of freeing the Israelites from slavery, even though Moses was imperfect.
› Moses initially resisted God’s call, but eventually accepted it.
› God’s revelation of His name to Moses was a theophany – a profound manifestation of God – that changed everything about man’s relationship with God.
› God’s revelation of His name is an invitation to know Him and be in relationship with Him.

Connection to the Catechism of the Catholic Church

› CCC 203-208
› CCC 212-213
› CCC 530
› CCC 2575

Vocabulary

› Moses
› Liberator
› Burning Bush
› Theophany

BIBLICAL TOUCHSTONES

God replied to Moses: I am who I am. Then he added: This is what you will tell the Israelites: I AM has sent me to you.

EXODUS 3:14

Joseph rose and took the child and his mother by night and departed for Egypt. He stayed there until the death of Herod, that what the Lord had said through the prophet might be fulfilled, “Out of Egypt I called my son.”

MATTHEW 2:14-15
Lesson Plan

Materials

- Handout A: Moses Smashing the Tablets of the Law by Rembrandt
- Handout B: Moses’ Birth Story
- Handout C: Jesus’ Escape to Egypt
- Handout D: Venn Diagram
- Handout E: God’s Call to Moses Graphic Organizer
- Prince of Egypt movie segment, available at YouTube.com
- Handout F: God’s Name
- Teacher Resource: God’s Call to Moses Scripture Passages

My Notes

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DAY ONE

Warm-Up

A. Project the image from Handout A: Moses Smashing the Tablets of the Law by Rembrandt. Allow your students a minute or two to observe the painting. Then explain that this is a painting of Moses (whom we briefly learned about in the previous lesson). Moses was the central figure of the Exodus and one of the most important people in the Old Testament and the entire Bible. Tradition has long held that Moses was the author of the first five books of the Bible (Genesis, Exodus, Leviticus, Numbers, and Deuteronomy), known as the Pentateuch or the Books of Moses.

B. Ask your students the following questions:

- What is Moses doing in this painting? He is holding the stone tablets of the Ten Commandments, about to smash them after coming down from the mountain and finding the Israelites worshipping the golden calf.

- What are some things that you know about Moses? Answers will vary. Write correct answers on the board. Answers may include Moses was placed in a basket as a baby and hidden in the Nile River, he was raised by Pharaoh’s daughter, he killed an Egyptian soldier, God appeared to him in a burning bush, he told Pharaoh to let his people go, he parted the Red Sea, he sent ten plagues upon Egypt, he received the Ten Commandments, he led the Israelites through the desert to the Promised Land, he died before entering the Promised Land, and so forth.
C. After adequately discussing with your students all that they know about Moses, explain to your students that Moses influenced much of the Bible. The Ten Commandments was the Law the Hebrew people followed even in Jesus’ time. And Jesus taught that not one small piece of the Law would pass away until the end of time. That means we are still bound to follow the Ten Commandments, which form the foundation of the Christian moral life. The Exodus itself, Moses leading the Israelites out of slavery in Egypt into new life in the Promised Land foreshadows the New Exodus that Christ would lead—leading the human race out of slavery from sin into new life in the Kingdom of God. We can learn a lot about God’s plan for us by better understanding Moses’ life and what he accomplished.

Activity

A. Arrange your class in groups of three or four. Distribute to the students in half of the groups Handout B: Moses’ Birth Story, then ask them to read the birth story of Moses from Exodus 1:15-2:10 and answer the focus questions. To students in the other half, distribute Handout C: Jesus’ Escape to Egypt, then ask them to read the birth story of Jesus from Matthew 2:13-23 and answer the focus questions.

B. When they have completed Handouts B and C, rearrange your students in new groups of three or four so that each group contains students who read Moses’ birth story and students who read about Jesus’ escape to Egypt. Then have each group discuss the last three focus questions from their handouts:
   - Who ordered the newborn baby boys to be killed?
   - Why did they give this order?
   - How did Jesus and Moses survive?

C. Distribute Handout D: Venn Diagram, then have each group work together to complete the handout by recording how the two stories are similar and how they differ.

D. When your students have completed the Venn diagram, draw a Venn diagram on the board and review and discuss your students’ answers while filling in the diagram on the board.
Lesson Plan (continued)

Assessment
A. Project *Catechism of the Catholic Church* no. 530, and have a student stand and read it aloud:

   The massacre of the innocents causes Jesus’ flight into Egypt and shows the opposition of darkness to the light. “His own people received him not” (Jn 1:11). His return from Egypt recalls the exodus and shows Jesus as the definitive liberator of God’s people (Mt 2:15).

B. Explain to your students that the word opposition means “conflict” or “battle” and the word liberator refers to someone who frees others from captivity. Have your students, with those definitions in mind, answer the following question in complete sentences on their own paper:

   ‣ How does the story of Moses help us understand Jesus as “the definitive liberator of God’s people”?

DAY TWO

Warm-Up
A. Explain to your students that Moses, who grew up in luxury as a member of Pharaoh’s family, had to flee Egypt for the desert land of Midian. Moses witnessed an Egyptian soldier mistreating an Israelite slave, and he lashed out in anger and killed the soldier. Moses was wanted for murder, and so he ran. In Midian, he became a shepherd of the flocks of Reuel, the priest of Midian, and eventually he married Reuel’s daughter, Zipporah. Forty years passed since Moses left Egypt. He was now eighty years of age and still a shepherd. One day while Moses was out with his sheep, God called him and gave him a new mission.

B. Project the story of God’s call to Moses from Exodus 3:1-10, and have a student stand and read it aloud:

   Meanwhile Moses was tending the flock of his father-in-law Jethro, the priest of Midian. Leading the flock beyond the wilderness, he came to the mountain of God, Horeb. There the angel of the LORD appeared to him as fire flaming out of a bush. When he looked, although the bush was on fire, it was not being consumed. So Moses decided, “I must turn aside to look at this remarkable sight. Why does the bush not burn up?” When the LORD saw that he had turned aside to look, God called out to him from the bush: Moses! Moses! He answered, “Here I am.” God
said: Do not come near! Remove your sandals from your feet, for the place where you stand is holy ground. I am the God of your father, he continued, the God of Abraham, the God of Isaac, and the God of Jacob. Moses hid his face, for he was afraid to look at God. But the LORD said: I have witnessed the affliction of my people in Egypt and have heard their cry against their taskmasters, so I know well what they are suffering. Therefore I have come down to rescue them from the power of the Egyptians and lead them up from that land into a good and spacious land, a land flowing with milk and honey, the country of the Canaanites, the Hittites, the Amorites, the Perizzites, the Girgashites, the Hivites and the Jebusites. Now indeed the outcry of the Israelites has reached me, and I have seen how the Egyptians are oppressing them. Now, go! I am sending you to Pharaoh to bring my people, the Israelites, out of Egypt.

C. Ask your students the following questions:

- How did God appear to Moses? As an angel of the Lord, as fire flaming out of a bush, but not being consumed. In other words, as a burning bush.
- What did God say to Moses to call him? How did Moses respond? God called Moses by name. Moses responded by saying, “Here I am.”
- Why did God tell Moses to remove his sandals? He was standing on holy ground.
- How did God identify Himself to Moses? He said “I am the God of your father, the God of Abraham, the God of Isaac, and the God of Jacob.”
- Why did God say He was speaking to Moses? He has witnessed the affliction of his people in Egypt and heard their cry. He knows their suffering and has come to rescue them.
- What does God want Moses to do? Go to Pharaoh and bring the Israelites out of Egypt.

D. Explain to your students that God identified Himself to Moses as the “God of your father, the God of Abraham, the God of Isaac, and the God of Jacob” for a very specific reason. Remember, the Egyptians (and likely many of the Israelites) were polytheistic. That means they worshiped more than one God. By telling Moses who He was in this way, God was making the point that He is not like these other gods. He is not just another god among many gods. Rather, He is the God of Moses’ people, his ancestors, and the Israelites. And He has come to free them from slavery. God gives Moses the task of leading His people to freedom. Moses, however, does not say yes to God’s plan immediately.
Lesson Plan (continued)

Activity
A. Distribute to each student Handout E: God’s Call to Moses Graphic Organizer. Have your students read the rest of the story of God’s call to Moses with a partner and work together to complete the graphic organizer. You may have your students look up each verse in the Bible themselves or distribute Teacher Resource: God’s Call to Moses Scripture Passages.
B. When your students have completed Handout E, review and discuss the correct answers.

Assessment
A. Project Catechism of the Catholic Church no. 2575, and have a student stand and read it aloud:

   But in the dialogue in which God confides in him, Moses also learns how to pray: he balks, makes excuses, above all questions: and it is in response to his question that the Lord confides his ineffable name, which will be revealed through his mighty deeds.
B. Explain to your students that the Catechism here is comparing Moses’ struggle with God to prayer. In fact, in his conversation with God, he learns how to pray!
C. Have your students answer each of the following questions in a five- to seven-sentence paragraph on their own paper:
   › What do we learn about prayer from Moses’ dialogue with God?
   › Describe a time when you were asked to do something that you weren’t sure you could do. How did you feel about being asked? How did you respond? What happened?

DAY THREE

Warm-Up
A. Show your students the burning-bush segment of the movie Prince of Egypt, which can be found at the following link: YouTube.com/watch?v=g5BQWubuC8g.
B. After showing the video, ask your students how the scene from the video is similar to and different from the story of the burning bush that they have read in Scripture. Accept and discuss reasoned answers.
Activity
A. Distribute to each student Handout F: God’s Name. Have your students work individually or with a partner to read about God’s revelation of His name to Moses and then complete the graphic organizer.

B. When your students have complete Handout F, review and discuss the correct answers.

Assessment
On their own paper, have your students write a five- to seven-sentence paragraph that responds to the following question:

› God is knowable, and He invites us to know Him and be in relationship with Him. What is your relationship with God like right now? How have you responded to His invitation to know Him and be in relationship with Him? What are two things you can do today to grow in your relationship with God?
Moses Smashing the Tablets of the Law
BY REMBRANDT (C. 1659)

Gemäldegalerie, Berlin.

DIGITAL IMAGES AVAILABLE AT
WWW.SOPHIAINSTITUTEFORTEACHERS.ORG
Moses’ Birth Story

Directions: Read the story of the birth of Moses, then answer the questions that follow.

Exodus 1:15-2:10

Pharaoh then commanded all his people, “Throw into the Nile every boy that is born, but you may let all the girls live.” Now a man of the house of Levi married a Levite woman, and the woman conceived and bore a son. Seeing what a fine child he was, she hid him for three months. But when she could no longer hide him, she took a papyrus basket, daubed it with bitumen and pitch, and putting the child in it, placed it among the reeds on the bank of the Nile. His sister stationed herself at a distance to find out what would happen to him. Then Pharaoh’s daughter came down to bathe at the Nile, while her attendants walked along the bank of the Nile. Noticing the basket among the reeds, she sent her handmaid to fetch it. On opening it, she looked, and there was a baby boy crying! She was moved with pity for him and said, “It is one of the Hebrews’ children.” Then his sister asked Pharaoh’s daughter, “Shall I go and summon a Hebrew woman to nurse the child for you?” Pharaoh’s daughter answered her, “Go.” So the young woman went and called the child’s own mother. Pharaoh’s daughter said to her, “Take this child and nurse him for me, and I will pay your wages.” So the woman took the child and nursed him. When the child grew, she brought him to Pharaoh’s daughter, and he became her son. She named him Moses; for she said, “I drew him out of the water.”

1. What did Pharaoh command his people to do to the Israelites?

_______________________________________________________________________________________________
_______________________________________________________________________________________________

2. What did Moses’ mother do after she could no longer hide him?

_______________________________________________________________________________________________
_______________________________________________________________________________________________

3. Who watched the basket to see what would happen to Moses?

___________________________

4. Who found the basket?

__________________________________________________________________________________________________
5. Who was brought to nurse the child? 

6. What happened when Moses grew? 

7. The name Moses means “to draw out.” Why was he named Moses? 

8. Who ordered the newborn baby boys to be killed? 

9. Why did he give this order? 

10. How did Moses survive?
HANDOUT C

Jesus’ Escape to Egypt

Directions: Read the story of the birth of Moses and then answer the focus questions in complete sentences. Wait for more instructions to complete the Venn diagram.

Matthew 2:13-23

When they had departed, behold, the angel of the Lord appeared to Joseph in a dream and said, “Rise, take the child and his mother, flee to Egypt, and stay there until I tell you. Herod is going to search for the child to destroy him.” Joseph rose and took the child and his mother by night and departed for Egypt. He stayed there until the death of Herod, that what the Lord had said through the prophet might be fulfilled, “Out of Egypt I called my son.”

When Herod realized that he had been deceived by the magi, he became furious. He ordered the massacre of all the boys in Bethlehem and its vicinity two years old and under, in accordance with the time he had ascertained from the magi. Then was fulfilled what had been said through Jeremiah the prophet: “A voice was heard in Ramah, sobbing and loud lamentation; Rachel weeping for her children, and she would not be consoled, since they were no more.”

When Herod had died, behold, the angel of the Lord appeared in a dream to Joseph in Egypt and said, “Rise, take the child and his mother and go to the land of Israel, for those who sought the child’s life are dead.” He rose, took the child and his mother, and went to the land of Israel. But when he heard that Archelaus was ruling over Judea in place of his father Herod, he was afraid to go back there. And because he had been warned in a dream, he departed for the region of Galilee. He went and dwelt in a town called Nazareth, so that what had been spoken through the prophets might be fulfilled, “He shall be called a Nazorean.”

1. Who appeared to Joseph in a dream? What message did this person give to him?

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

2. How long did Joseph and his family stay in Egypt?

________________________________________
3. What prophecy was fulfilled by Joseph taking his family to Egypt?
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

4. What did Herod do when he discovered that the Magi had deceived him (by not returning to him and telling him where the infant Jesus was so that he could kill Him)?
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

5. After Herod had died, what message was given to Joseph in a dream?
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

6. Where did Joseph take his family?__________________________________________________________

7. What prophecy was filled by this?
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

8. Who ordered the newborn baby boys to be killed?________________________________________

9. Why did he give this order?
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

10. How did Jesus survive?
_______________________________________________________________________________________________
_______________________________________________________________________________________________
**Venn Diagram**

**Directions:** Complete the diagram below by noting the unique characteristics of Moses’ birth story and Jesus’ escape to Egypt in the circles as well as the similarities between the two stories.

- Moses’ birth story
- Jesus’ escape to Egypt
**Handout E**

**God’s Call to Moses Graphic Organizer**

**Directions:** The story of Moses gives us the opportunity to think about how God calls each of us in our own lives. God chose Moses to lead the people of Israel out of slavery in Egypt. Moses was a sinner (a murderer!) and was at first unwilling to accept his call. God, however, always answered Moses’ excuses.

Read the verses given below and complete the chart. List all of the ways Moses tries to convince God that he would not be able to free Israel, and then, for each excuse, list God’s response. Finally, answer the reflection questions.

<table>
<thead>
<tr>
<th>Moses’ excuse</th>
<th>God’s response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Exodus 3:11-12</td>
<td></td>
</tr>
<tr>
<td>2  Exodus 3:13-15</td>
<td></td>
</tr>
<tr>
<td>3  Exodus 4:1-9</td>
<td></td>
</tr>
</tbody>
</table>
Reflection Questions

1. Why do you think Moses at first did not want to accept God’s call?

______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

2. What do God’s responses to Moses’ excuses tell us about God’s call to each of us?

______________________________________________________________________________________
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<table>
<thead>
<tr>
<th>Moses’ excuse</th>
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<tbody>
<tr>
<td>Exodus 4:10-12</td>
<td>4</td>
</tr>
<tr>
<td>Exodus 4:13-17</td>
<td>5</td>
</tr>
</tbody>
</table>
Exodus 3:11-12
But Moses said to God, “Who am I that I should go to Pharaoh and bring the Israelites out of Egypt?” God answered: I will be with you; and this will be your sign that I have sent you. When you have brought the people out of Egypt, you will serve God at this mountain.

Exodus 3:13-15
“But,” said Moses to God, “if I go to the Israelites and say to them, ‘The God of your ancestors has sent me to you,’ and they ask me, ‘What is his name?’ what do I tell them?” God replied to Moses: I am who I am. Then he added: This is what you will tell the Israelites: I AM has sent me to you. God spoke further to Moses: This is what you will say to the Israelites: The LORD, the God of your ancestors, the God of Abraham, the God of Isaac, and the God of Jacob, has sent me to you. This is my name forever; this is my title for all generations.

Exodus 4:1-9
“But,” objected Moses, “suppose they do not believe me or listen to me? For they may say, ‘The LORD did not appear to you.’” The LORD said to him: What is in your hand? “A staff,” he answered. God said: Throw it on the ground. So he threw it on the ground and it became a snake, and Moses backed away from it. Then the LORD said to Moses: Now stretch out your hand and take hold of its tail. So he stretched out his hand and took hold of it, and it became a staff in his hand. That is so they will believe that the LORD, the God of their ancestors, the God of Abraham, the God of Isaac, and the God of Jacob, did appear to you. Again the LORD said to him: Put your hand into the fold of your garment. So he put his hand into the fold of his garment, and when he drew it out, there was his hand covered with scales, like snowflakes. Then God said: Put your hand back into the fold of your garment. So he put his hand back into the fold of his garment, and when he drew it out, there it was again like his own flesh. If they do not believe you or pay attention to the message of the first sign, they should believe the message of the second sign. And if they do not believe even these two signs and do not listen to you, take some water from the Nile and pour it on the dry land. The water you take from the Nile will become blood on the dry land.

Exodus 4:10-12
Moses, however, said to the LORD, “If you please, my Lord, I have never been eloquent, neither in the past nor now that you have spoken to your servant; but I am slow of speech and tongue.” The LORD said to him: Who gives one person speech? Who makes another mute or deaf, seeing or blind? Is it not I, the LORD? Now go, I will assist you in speaking and teach you what you are to say.
Exodus 4:13-17

But he said, “If you please, my Lord, send someone else!” Then the LORD became angry with Moses and said: I know there is your brother, Aaron the Levite, who is a good speaker; even now he is on his way to meet you. When he sees you, he will truly be glad. You will speak to him and put the words in his mouth. I will assist both you and him in speaking and teach you both what you are to do. He will speak to the people for you: he will be your spokesman, and you will be as God to him. Take this staff in your hand; with it you are to perform the signs.
Directions: Read about God’s revelation of His name to Moses in the burning bush, then complete the graphic organizer.

When God spoke to Moses from the burning bush, the human race’s relationship with God changed forever. Before God spoke to Moses in the burning bush, the human race did not know God’s name. Human beings, like Abraham and his descendants, knew there was a God, but He was not yet a personal God. He was not yet knowable. But everything changed when God spoke to Moses in the burning bush. God revealed His name to Moses – “I am who I am” (Exodus 3:14) or “Yahweh” in Hebrew. “I am” means “I exist.” God’s name reveals His existence and His constant presence to His people. He was in the beginning, is with them now in their suffering, and will be when all is finished.

In the ancient world, names represented a person’s essence, his or her identity deep inside. In fact, to have a name means that you are not something, but someone. You are not an object, but a person, not anonymous, but knowable. Then, to tell someone else your name is to invite that person to know you.

Imagine that you were standing in a crowd of people and you did not know anyone’s name. They would all be unknown to you and anonymous. Then imagine that you needed to get the attention of one of those people in the crowd. How would you do it? How could you call the person without knowing his name? Now, imagine that the person you’re trying to reach comes to you and introduces himself to you. Imagine that he gives you his name. Now you know something about person. He is no longer an unknown person in a crowd of unknowns. And now that you know his name, you can call upon him. He has become accessible to you.

There is power in knowing someone’s name. This is true of God as well. The Catechism of the Catholic Church nos. 203 and 204 describe this reality well:

God revealed himself to his people Israel by making his name known to them. A name expresses a person’s essence and identity and the meaning of this person’s life. God has a name; he is not an anonymous force. To disclose one’s name is to make oneself known to others; in a way it is to hand oneself over by becoming accessible, capable of being known more intimately and addressed personally.

God revealed himself progressively and under different names to his people, but the revelation that proved to be the fundamental one for both the Old and the New Covenants was the revelation of the divine name to Moses in the
By revealing His name, God invited us to know Him personally and intimately. This moment is called a theophany—a profound manifestation of God. Salvation History is marked with theophanies, but none, perhaps, were as game-changing as God’s revelation to Moses. Everything changed for man’s relationship with God after the burning bush. Nothing would ever be the same again.

<table>
<thead>
<tr>
<th>The meaning of a name</th>
<th>God’s name</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> What does a person’s name express?</td>
<td>What does God’s name, “I AM,” mean?</td>
</tr>
<tr>
<td><strong>2</strong> What does it mean to have a name?</td>
<td>What does the fact that God has a name reveal about Him?</td>
</tr>
<tr>
<td><strong>3</strong> What is the meaning of telling someone your name?</td>
<td>How did God reveal Himself to His people Israel? What did this revelation mean for man’s relationship with God?</td>
</tr>
</tbody>
</table>
Answer Key

Handout B: Moses’ Birth Story

1. Throw every boy who is born into the Nile to kill him.
2. She put him in a basket and placed it among the reeds on the bank of the Nile River.
3. His sister
4. Pharaoh’s daughter
5. Moses’ own mother
6. He was brought to Pharaoh’s daughter and became her son.
7. Because Pharaoh’s daughter “drew him out of the water.”
8. Pharaoh
9. Because he feared the numbers of Israelites.
10. He was placed in a basket and set in the Nile River, where Pharaoh’s daughter found him.

Handout C: Jesus’ Escape to Egypt

1. An angel of the Lord. The angel told him to rise, take the Child and His mother, and flee to Egypt and stay there until the angel tells him to leave.
2. Until the death of Herod (the king of Judea).
3. “Out of Egypt I called my son.”
4. He ordered the massacre of all of the boys in Bethlehem and its vicinity two years old and under.
5. Rise, take the Child and His mother, and go to the land of Israel.
6. A town called Nazareth in Galilee
7. “He shall be called a Nazorean.”
8. Herod
9. Because he was angry that the Magi had not told him where the infant Jesus was so that he could kill Him.
10. The angel of the Lord told Joseph to take Jesus and His mother to Egypt to hide.
Handout D: Venn diagram

- **Unique to the story of Moses’ birth:** He was born in Egypt, his mother set him in a basket in the Nile River, he was raised by Pharaoh’s daughter. Accept other reasoned answers.

- **Unique to the story of Jesus’ birth:** He and His family fled to Egypt, an angel appeared to Joseph to warn him, they returned to Israel and settled in Nazareth. Accept other reasoned answers.

- **Similarities between the two stories:** The kings killed the newborn males in both stories, both escaped death. Accept other reasoned answers.

Handout E: God’s Call to Moses Graphic Organizer

1. **Exodus 3:11-12**
   - Moses’ excuse: “Who am I that I should to Pharaoh...?”
   - God’s response: “I will be with you.”

2. **Exodus 3:13-15**
   - Moses’ excuse: “But...what if they ask me ‘What is his name?’ what do I tell them?”
   - God’s response: “I am who I am.” “This is what you will tell the Israelites: I AM has sent me to you. ...The Lord, the God of your ancestors, the God of Abraham, the God of Isaac, and the God of Jacob, has sent me to you.”

3. **Exodus 4: 1-9**
   - Moses’ excuse: “But, suppose they do not believe me or listen to me?”
   - God’s response: God gave Moses three signs: A staff that turns into a snake when thrown on the ground and back to a staff when picked up; when he puts his hand into his cloak and removes it, it becomes leprous (covered in scales) and then cured when he repeats the motion; and when he pours water from the Nile onto dry land, it becomes blood.

4. **Exodus 4: 10-12**
   - Moses’ excuse: “If you please, my Lord, I have never been eloquent, neither in the past nor now that you have spoken to your servant; but I am slow of speech and tongue.” (Moses believed he was not a good public speaker. Some scholars believe he may have had a speech impediment.)
   - God’s response: “Who gives one person speech? Who makes another mute or deaf, seeing or blind? Is it not I, the LORD? Now go, I will assist you in speaking and teach you what you are to say.”
5. **Exodus 4: 13-17**

   - Moses’ excuse: “If you please, my Lord, send someone else!” (That is, “I just don’t want to do it!”)
   - God’s response: God became angry with Moses. Then, Moses’ brother, Aaron, approached. God said: “I know there is your brother, Aaron the Levite, who is a good speaker; even now he is on his way to meet you. When he sees you, he will truly be glad. You will speak to him and put the words in his mouth. I will assist both you and him in speaking and teach you both what you are to do. He will speak to the people for you: he will be your spokesman, and you will be as God to him.”

**Handout F: God’s Name**

1. A person’s essence, his or her identity deep inside. / His existence and constant presence to His people. He was in the beginning, is with them now in their suffering, and will be when all is finished.

2. You are someone, not something. You are a person, not an object. You are knowable, not anonymous. / He is knowable, not just an anonymous force. He is able to be addressed personally and known more intimately.

3. It makes you known to others. It is an invitation to be known. / God revealed His name to Moses in the burning bush, and thus to everyone. This revelation was an invitation to know Him intimately.
Learning Goals

- The sacrificial lamb was a sign of the Passover that saved the Israelites from the Angel of Death.
- Ancient people offered animal sacrifice for four main reasons: to praise God, to thank God, to seal an oath, and in sorrow for sin.
- Although we no longer offer animal sacrifice, basic human experience has not changed.
- Jesus is the Lamb of God who frees us from sin and spiritual death.
- The Mass is a re-presentation of Christ’s sacrifice on the Cross.
- Jesus clearly taught that we must eat His Body and drink His Blood in order to have eternal life.

Connection to the Catechism of the Catholic Church

- CCC 571
- CCC 608
- CCC 671
- CCC 1334-1341
- CCC 1363
- CCC 1367
- CCC 1384

Vocabulary

- Angel of Death
- Passover
- Paschal Lamb
- Lamb of God
- Sacrifice
- Traditions
- Memorial Feast
- Last Supper
- Eucharist

BIBLICAL TOUCHSTONES

This day will be a day of remembrance for you, which your future generations will celebrate with pilgrimage to the LORD; you will celebrate it as a statute forever.

EXODUS 12:14

He said to them, “I have eagerly desired to eat this Passover with you before I suffer, for, I tell you, I shall not eat it [again] until there is fulfillment in the kingdom of God.”

LUKE 22:15–16
Lesson Plan

Materials

- Handout A: The Sacrificial Lamb
- Handout B: The Passover
- Handout C: Old Testament Sacrifices
- Handout D: Reasons to Sacrifice
- Handout E: The New Passover
- Sophia Sketchpad
  Eucharist video available at SophiaSketchpad.org

My Notes

DAY ONE

Warm-Up

A. Project an image of the photograph on Handout A: The Sacrificial Lamb. Give students several minutes to quietly view the art before you say or ask anything. Allow them to come up and stand closer to the image to examine details.

B. Once several minutes have passed, ask students:

- What do you first notice about this work of art?
- What do you like about this work of art?
- How does this painting make you feel?
- What kind of animal is in this picture? A lamb.
- This painting is called The Sacrificial Lamb and was painted by a woman named Josefa de Ayala in the seventeenth century. What do you think is going to happen to the lamb?
- What are some adjectives you can think of to describe the lamb?
- Do you think the lamb is still alive? Why do you think the artist chose to paint the lamb in that condition?

C. Explain to your students that, as they’ve learned, God sent Moses to ask Pharaoh to let His people go, but Pharaoh refused. So God sent ten plagues upon Egypt. God turned the Nile River into blood, sent large swarms of insects, killed the Egyptian cattle, and ruined the Egyptian crops. He blocked out the sun and made it completely dark during the daytime. After each plague, Moses asked Pharaoh to let the Israelites go free. Pharaoh refused every time. Finally, God decided to send the tenth and final plague, the plague of death. On the fourteenth night
of the month, God would send an angel of death upon Egypt to take the lives of all of the firstborn children in Egypt. God gave Moses specific instructions to follow, however, so that the firstborn of the Israelites would not die. Each Israelite family had to take a male lamb without any broken bones or defects and kill it. Then they had to spread the blood of the lamb on their doorposts. This was to be a sign for the angel of death to pass over the Israelite houses. Then the Israelites were to roast and eat the flesh of the lamb that had been sacrificed. God commanded the Israelites to remember this event every year with a sacred meal of unleavened bread, a cup of wine, and a lamb. That night, the angel of death came and killed the firstborn children in Egypt, including Pharaoh’s son. The Israelites who had marked their doorposts with the lamb’s blood were spared. Afterward, Pharaoh let the Israelites go free. This event became known as the Passover. It is one of the most important events in salvation history.

D. Ask your students how the painting of the lamb is connected to the Passover. The Israelites needed to sacrifice a lamb for the Passover. This is a painting of a Passover, or Paschal, lamb.

Activity

A. Distribute to each student Handout B: The Passover. Have your students, working individually or with a partner, read the story of the first Passover from Exodus 12:1-4 and then answer the focus questions.

B. When your students have completed Handout B, review and discuss the correct answers.

Formative Assessment

Have your students respond to the following questions in complete sentences on their own paper:

› Define tradition in your own words.

› Exodus 12:14 says, “This day shall be a memorial feast for you, which all your generations shall celebrate with pilgrimage to the Lord, as a perpetual institution.” What do you think God is telling Moses in this passage? Explain the significance of God’s words.

› Traditions, and the stories they tell, play an important role in shaping a family’s identity. Write your favorite family tradition. What does this tradition tell us about your family?
DAY TWO

Warm-Up

A. Explain to your students that when we read the Bible, the Old Testament in particular, we read about a lot of animal sacrifices. From the very beginning with Cain and Abel, all the way through Jesus’ time, people offered animal sacrifice for many reasons. This includes the Passover sacrifice. In this lesson, we are going explore some of these sacrifices and why animal sacrifice was important to ancient people.

B. Distribute to each student Handout C: Old Testament Sacrifices. Have your students read and discuss with a partner each example of sacrifice from the Old Testament. Then have each pair describe the sacrifice that occurred in each example and give a reason for that sacrifice.

C. When your students have completed Handout C, review and discuss the answers.

Activity

A. Distribute to each student Handout D: Reasons to Sacrifice. Have your student work individually to read about the different reasons people offered sacrifice. Then have your students answer the focus questions in complete sentences.

B. When your students have completed Handout D, review and discuss the correct answers.

Formative Assessment

A. Project the following Scripture passages one at a time, and ask your students what each teaches us about sacrifice:

- **Proverbs 21:3** – To do what is right and just is more acceptable to the LORD than sacrifice.

- **John 15:12-14** – This is my commandment: love one another as I love you. No one has greater love than this, to lay down one's life for one's friends. You are my friends if you do what I command you.

- **Hebrews 9:26-28** – But now once for all he has appeared at the end of the ages to take away sin by his sacrifice. Just as it is appointed that human beings die once, and after this the judgment, so also Christ, offered once to take away the sins of many.
Romans 12:1 – I urge you therefore, brothers, by the mercies of God, to offer your bodies as a living sacrifice, holy and pleasing to God, your spiritual worship.

B. Answers/discussion points on the Scripture passages in letter A are below:

- Proverbs 21:3 – To do what is right and just is more acceptable to the LORD than sacrifice. Rather than animal sacrifice, God wants us to do what is right and just.

- John 15:12-14 – This is my commandment: love one another as I love you. No one has greater love than this, to lay down one's life for one's friends. You are my friends if you do what I command you. The greatest sacrifice, the greatest act of love, is to give your life for another. Jesus commands us to do this for one another.

- Hebrews 9:26-28 – But now once for all he has appeared at the end of the ages to take away sin by his sacrifice. Just as it is appointed that human beings die once, and after this the judgment, so also Christ, offered once to take away the sins of many. Christ sacrificed Himself on the Cross once and for all to take away our sins. No further animal sacrifices are needed.

- Romans 12:1 – I urge you therefore, brothers, by the mercies of God, to offer your bodies as a living sacrifice, holy and pleasing to God, your spiritual worship. We are to make ourselves living sacrifices to God, by loving Him and obeying His commands.

DAY THREE

Warm-Up

A. Project 1 Peter 1:18-19, and have a student stand and read it aloud:

[Y]ou were ransomed from your futile conduct, handed on by your ancestors, not with perishable things like silver or gold but with the precious blood of Christ as of a spotless unblemished lamb.

B. Ask your students the following questions:

- What do you think St. Peter means by “futile conduct”? Our sin.
- What does it mean to be ransomed? If someone has been kidnapped or enslaved, that person’s freedom can be bought with a ransom, some form of payment.
- With what have we been ransomed from our sin? The precious blood of Christ.
- To what is St. Peter comparing Christ? A spotless, unblemished lamb.
Lesson Plan (continued)

C. Project John 1:29, and have a student stand and read it aloud:

   The next day he saw Jesus coming toward him and said, “Behold, the Lamb of God, who takes away the sin of the world.”

D. Explain to your students that this passage appears in John’s Gospel where John the Baptist was baptizing people in the Jordan River. When Jesus came to meet John and his followers, John introduced Jesus to them in this way. Ask your students the following questions:

   › What animal does John call Jesus? A lamb, the Lamb of God.
   › What did John say that Jesus, the Lamb of God, will do? Take away the sin of the world.
   › What are lambs usually like? Small, innocent, shy, cute, cuddly, soft, gentle, kind, and so forth.
   › Do you think a lamb is a good animal to compare Jesus to? Why or why not? Answers will vary, but most students will likely answer no, because Jesus is God and King of the universe, not cute and cuddly.
   › How do these two passages together connect with the Passover? At the Passover, the Israelites had to sacrifice an unblemished lamb. This sacrifice ultimately freed them from slavery in Egypt. Jesus is the Lamb of God, whose sacrifice on the Cross frees us from slavery to sin.

E. Project again the image from Handout A: The Sacrificial Lamb. Explain to your students that they have considered this painting in the context of the original Passover. In one sense, this painting is of the Passover lamb, the Paschal lamb. But in another sense, this could also be a painting of Jesus. Have your students look at the painting again, and then ask them how this could be painting of Jesus, the Lamb of God. The lamb has a halo, which indicates holiness, Jesus was sacrificed just as the lamb of the Passover was sacrificed, the lamb is on altar, just as we receive Jesus in the Eucharist from an altar, and so forth. Accept reasoned answers.

Activity

A. Distribute to each student Handout E: The New Passover. Have your students work individually on Part 1 of the handout to read the story of the Last Supper from Luke 22:14–20 and then answer the focus questions.
B. When your students have completed Part 1 of Handout E, review and discuss the correct answers. Then explain to your students that we believe that the bread and wine at the Last Supper and at every Catholic Mass become the actual Body and Blood of Jesus Christ. Just as the Israelites had to eat the flesh of the sacrificed lamb to participate in the original Passover, we must eat the Body and Blood of Jesus Christ, the Lamb of God, to participate in the New Passover from sin. We believe this because Jesus told us so, not only at the Last Supper, but also in John 6, which we call the Bread of Life Discourse.

C. Show the Sophia Sketchpad video on the Eucharist (found at SophiaSketchpad.org) up to the 2:17 mark. This section of the video addresses the Bread of Life Discourse in John 6.

D. Ask your students what stood out to them about the portion of the video you watched and what questions the video may have brought up.

E. Show the video up to the 2:17 mark a second time. Then have your students answer the focus questions in Part 2 of Handout E: The New Passover.

F. Explain to your students that after many in the crowd were left struggling with Jesus’ teaching, Jesus turned to His Apostles and asked, “Will you also go away?” This is the same question that Jesus asks of all of us. The Eucharist is a mystery of our Faith, not a mystery that we must solve, but a mystery that goes beyond our ability to understand fully. The Catechism tells us “the Lord's question echoes through the ages, as “a loving invitation to discover that only He has ‘the words of eternal life’ and that to receive in faith the gift of His Eucharist is to receive the Lord Himself” (CCC 1336). Jesus knows our hearts and invites us to know Him deeper and deeper when the New Passover is made present to us again and we encounter Him in the Eucharist at every Mass.

Assessment

Project again the image from Handout A: The Sacrificial Lamb. Explain to your students that they have already considered this painting in the context of the original Passover. In one sense, this painting is of the Passover lamb, the Paschal lamb. But in another sense, this could be a painting of Jesus. Have your students look at the painting again. Then, considering all that they have learned, discuss with them how this could be a painting of Jesus, the Lamb of God. The lamb has a halo, which indicates holiness, Jesus was sacrificed just as the lamb of the Passover was sacrificed, the lamb is on altar, just as we receive Jesus in the Eucharist from an altar, and so forth. Accept reasoned answers.
HANDBOUT A

The Sacrificial Lamb
BY JOSEFA DE AYALA

Walters Art Museum, Baltimore, Maryland.

DIGITAL IMAGES AVAILABLE AT
WWW.SOPHIAINSTITUTEFORTEACHERS.ORG
The LORD said to Moses and Aaron in the land of Egypt: This month will stand at the head of your calendar; you will reckon it the first month of the year. Tell the whole community of Israel: On the tenth of this month every family must procure for itself a lamb, one apiece for each household. If a household is too small for a lamb, it along with its nearest neighbor will procure one, and apportion the lamb's cost in proportion to the number of persons, according to what each household consumes. Your lamb must be a year-old male and without blemish. You may take it from either the sheep or the goats. You will keep it until the fourteenth day of this month, and then, with the whole community of Israel assembled, it will be slaughtered during the evening twilight. They will take some of its blood and apply it to the two doorposts and the lintel of the houses in which they eat it. They will consume its meat that same night, eating it roasted with unleavened bread and bitter herbs. Do not eat any of it raw or even boiled in water, but roasted, with its head and shanks and inner organs. You must not keep any of it beyond the morning; whatever is left over in the morning must be burned up. This is how you are to eat it: with your loins girt, sandals on your feet and your staff in hand, you will eat it in a hurry. It is the LORD's Passover. For on this same night I will go through Egypt, striking down every firstborn in the land, human being and beast alike, and executing judgment on all the gods of Egypt—I, the LORD! But for you the blood will mark the houses where you are. Seeing the blood, I will pass over you; thereby, when I strike the land of Egypt, no destructive blow will come upon you. This day will be a day of remembrance for you, which your future generations will celebrate with pilgrimage to the LORD; you will celebrate it as a statute forever.

1. Who were the two leaders of the Israelites? ________________________________

2. In what land were the Israelites enslaved? _________________________________

3. What type of animal was to be sacrificed? _________________________________

4. What was the age and sex of the animal to be sacrificed? ____________________

5. On what day was the animal to be killed? _________________________________
6. What were the Israelites to do with the animal’s blood?
_______________________________________________________________________________________________

7. How were the Israelites to cook the animal?
_______________________________________________________________________________________________

8. What were the Israelites to do with the meat of the animal?
_______________________________________________________________________________________________

9. What type of bread were the Israelites to eat? _______________________________________________

10. What type of herbs were the Israelites to eat? ______________________________________________

11. What was the meal was called? _____________________________________________________________

12. Whom would the Lord strike down? __________________________________________________________

13. What was the sign to be placed on the Israelite houses? Why?
_______________________________________________________________________________________________
_______________________________________________________________________________________________

14. What type of day was this day always to be? _________________________________________________

15. Why do you think “Passover” is a good name for this event?
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
Directions: Read the following Scripture passages about sacrifice in the Old Testament. Then, on the lines provided, describe the sacrifice that occurred and why you think each sacrifice was made.

1. **Genesis 4:3-5**
   In the course of time Cain brought an offering to the LORD from the fruit of the ground, while Abel, for his part, brought the fatty portion of the firstlings of his flock. The LORD looked with favor on Abel and his offering, but on Cain and his offering he did not look with favor.

2. **Genesis 8:20**
   Then Noah built an altar to the LORD, and choosing from every clean animal and every clean bird, he offered burnt offerings on the altar.

   Sometime afterward, God put Abraham to the test and said to him: Abraham! “Here I am!” he replied. Then God said: Take your son Isaac, your only one, whom you love, and go to the land of Moriah. There offer him up as a burnt offering on one of the heights that I will point out to you. ...When they came to the place of which God had told him, Abraham built an altar there and arranged the wood on it. Next he bound his son Isaac, and put him on top of the wood on the altar. Then Abraham reached out and took the knife to slaughter his son. But the angel of the LORD called to him from heaven,
“Abraham, Abraham!” “Here I am,” he answered. “Do not lay your hand on the boy,” said the angel. “Do not do the least thing to him. For now I know that you fear God, since you did not withhold from me your son, your only one.” Abraham looked up and saw a single ram caught by its horns in the thicket. So Abraham went and took the ram and offered it up as a burnt offering in place of his son.

4. Exodus 12:3, 6-7

Tell the whole community of Israel: On the tenth of this month every family must procure for itself a lamb, one apiece for each household. ...You will keep it until the fourteenth day of this month, and then, with the whole community of Israel assembled, it will be slaughtered during the evening twilight. They will take some of its blood and apply it to the two doorposts and the lintel of the houses in which they eat it.
People from many ancient cultures frequently offered animal sacrifices to God. An animal sacrifice involved killing the sacrificial animal and offering its life to God. This sometimes involved cooking and eating part of the animal. Other times it involved burning the remains of the animal as a burnt offering. As the fire consumed the animal, the smoke would rise to the heavens, where God would receive the sacrifice.

All sorts of animals would be sacrificed, from large animals, such as bulls and cows, to small animals, such as birds. One of the most common sacrificial animals was the lamb. Lambs provided many things that ancient people needed: wool, meat, and later, milk. Lambs also willingly follow and are obedient to their shepherd. Therefore, lambs came to symbolize obedience and innocence to ancient people and were a true sacrifice.

There are four main reasons for offering animal sacrifice:

1. To praise God joyfully for His glory and rule over creation: the sacrifice was an act of giving back to God what was His.

2. To give thanks to God: people understood that God gave them all that they had. Therefore, in thanksgiving, they could give to God only what they had already been given.

3. To honor a new beginning by swearing an oath: although maybe strange by today’s standards, the sacrificed animal sealed the oath in blood. In other words, the persons entering the new relationship agreed that their blood would be spilled if they failed their part of the bargain.

4. To express sorrow for sins: this was the most common form of sacrifice. The consequence for sin is death, but it is a price too high for anyone to pay. Therefore, the sacrifice of an animal was made to pay a small piece of the price that could never be fully paid.

The practice of sacrifice was a tradition that people participated in to symbolize important moments in their lives and to bring about God’s blessing. Offering sacrifice was not a small matter and was not done thoughtlessly. The sacrifice of the animal carried a lot of meaning and importance.

God did not require animal sacrifice, however. He allowed human beings to make animal sacrifices as a step in the right direction. Instead of sacrifice, God desired that we love and obey Him. Love and obedience, of course, require a different
kind of sacrifice. In order to love someone and be obedient to that person, we have to sacrifice our will and desires and place the other person before ourselves. True love, of God and neighbor, requires sacrificing ourselves.

Even though God did not require animal sacrifice, the matter of the penalty for sin remained. How could a price we could not afford be paid? Imagine that you owed a debt of 100 billion dollars to someone. How could you possibly afford that? For most of us, even if we worked every moment of our entire lives, we’d never be able to pay that back. Now, imagine that someone came to you and offered to pay your debt for you, and give you 100 billion dollars on top of it.

To pay the price for our sin, God sent His only Son into the world to die for us. On the third day, He rose from the dead and defeated death and sin forever. He came not to condemn us for our sins, but to give us life so that we can live more abundantly. Christ’s sacrifice on the Cross was the final sacrifice, made once and for all, and fully paid the debt for sin, and then some. No animal sacrifice would be needed ever again.

Even though we do not offer animal sacrifices anymore, our human experiences are similar to those of our ancient ancestors. And we continue to use symbols and traditions to mark the important moments of our lives.

1. What was involved in offering an animal as a sacrifice?
   
   ________________________________________________________________________________________________
   ________________________________________________________________________________________________

2. Why was the lamb a common sacrificial animal?
   
   ________________________________________________________________________________________________
   ________________________________________________________________________________________________

3. Why would ancient people offer sacrifice to praise God joyfully?
   
   ________________________________________________________________________________________________
   ________________________________________________________________________________________________

4. Why would ancient people offer sacrifice to thank God?
   
   ________________________________________________________________________________________________
   ________________________________________________________________________________________________
5. Why would ancient people offer sacrifice to mark new beginnings and swear oaths?

_______________________________________________________________________________________________

_______________________________________________________________________________________________

6. Why would ancient people offer sacrifice in sorrow for sin?

_______________________________________________________________________________________________

_______________________________________________________________________________________________

7. How did God pay the debt for our sin?

_______________________________________________________________________________________________

_______________________________________________________________________________________________

Reflection Question

If our experiences are similar to those of our ancient ancestors, what are some ways today that we use symbols and traditions to mark the important moments of our lives?

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________
Part 1

Directions: Read Luke 22:14-20 and then answer the focus questions.

When the hour came, He took his place at table with the Apostles. He said to them, “I have eagerly desired to eat this Passover with you before I suffer, for, I tell you, I shall not eat it [again] until there is fulfillment in the kingdom of God.” Then He took a cup, gave thanks, and said, “Take this and share it among yourselves; for I tell you [that] from this time on I shall not drink of the fruit of the vine until the kingdom of God comes.” Then He took the bread, said the blessing, broke it, and gave it to them, saying, “This is my body, which will be given for you; do this in memory of me.” And likewise the cup after they had eaten, saying, “This cup is the new covenant in my blood, which will be shed for you.”

1. What is this Scripture passage the story of?

_______________________________________________________________________________________________
_______________________________________________________________________________________________

2. What special meal were Jesus and His Apostles celebrating? How do you know?

_______________________________________________________________________________________________
_______________________________________________________________________________________________

3. When does Jesus say He will drink of the fruit of the vine again?

_______________________________________________________________________________________________
_______________________________________________________________________________________________
4. What does Jesus say to His Apostles when He breaks the bread and gives it to His Apostles?

_______________________________________________________________________________________________
_______________________________________________________________________________________________

5. What does Jesus say to His Apostles when He gives them the cup of wine after they have eaten?

_______________________________________________________________________________________________
_______________________________________________________________________________________________

6. Notice that while there is bread and wine, there is no lamb mentioned at this Passover meal. Why do you think that is?

_______________________________________________________________________________________________
_______________________________________________________________________________________________

7. Just as in the original Passover, Jesus asked His Apostles to remember this event, to “do this in memory” of Him. How are the Last Supper and Jesus’ sacrifice made present to us today?

_______________________________________________________________________________________________
_______________________________________________________________________________________________

8. What similarities do you see between this account of the Last Supper and the Passover that we studied in the last lesson?

_______________________________________________________________________________________________
_______________________________________________________________________________________________
Part 2

Directions: After watching the Sophia Sketchpad video on the Eucharist, answer the following focus questions.

1. What did Jesus claim in John 6?

2. How did the crowd respond to Jesus’ claims?

3. What did Jesus do in response to the crowd?

4. What did Jesus claim about eating the flesh of the Son of Man and drinking His blood?

5. Ultimately, what did many of the people in the crowd do?
6. When was the very first Mass celebrated? By whom?
_______________________________________________________________________________________________
_______________________________________________________________________________________________

7. What did Jesus make the Apostles at the Last Supper?
_______________________________________________________________________________________________
_______________________________________________________________________________________________

8. Was Jesus being literal when offered His Body and Blood to eat and drink?
_______________________________________________________________________________________________
_______________________________________________________________________________________________

9. Why do you think it is hard for some people to believe the bread and wine at Mass become the Body and Blood of Jesus?
_______________________________________________________________________________________________
_______________________________________________________________________________________________

10. What do we have to do sometimes with things that are hard to believe?
_______________________________________________________________________________________________
_______________________________________________________________________________________________
Answer Key

Handout B: The Passover
1. Moses and Arron
2. Egypt
3. A lamb
4. One-year-old male
5. Fourteenth day of the month
6. Put on two doorposts and lintel of the house
7. Roast over fire
8. Eat it
9. Unleavened
10. Bitter
11. Passover of the Lord
12. Firstborn in Egypt
13. Blood of the sacrificed lamb/So that the angel of death would pass over their houses that night
14. Remembrance or memorial feast

Handout C: Old Testament Sacrifices
1. Genesis 4:3-5: Cain sacrificed a portion of his crops, and Abel sacrificed a sheep from his flock. They likely offered the sacrifice in thanksgiving for God's blessing on their work.
2. Genesis 8:20: Noah sacrificed one of every “clean” animal and bird. He likely did so in thanksgiving for God's saving them from the Flood and/or to mark the beginning of a new covenant.
3. Genesis 22:1-2, 9-13: God called Abraham to sacrifice his only son, Isaac, but at the last moment, God stopped him from doing so. Instead, Abraham sacrificed a ram caught in a thicket. God asked Abraham to sacrifice his son as a test of his faith.
4. Exodus 12:3, 6-7: The Israelites had to sacrifice a lamb in order to be saved from death and freed from slavery.
Handout D: Reasons to Sacrifice

1. Killing the animal and offering its life to God. Sometimes it would be eaten, and other times it would be burned.
2. A lamb willingly follows a shepherd and is viewed as obedient and innocent.
3. The sacrifice was an act of giving back to God what is His.
4. In gratitude, they could give to God only what they have been given.
5. The sacrificed animal sealed the oath in blood. In other words, the persons entering the new relationship agreed that their blood would be spilled if they failed to uphold their agreement.
6. The sacrifice was made to pay part of the price for sin that could never be fully paid.
7. To pay the price for our sin, God sent His only Son into the world to die for us. On the third day, He rose from the dead and defeated death and sin forever. He came not to condemn us for our sins, but to give us life so that we can live more abundantly. Christ’s sacrifice on the Cross was the final sacrifice, made once and for all, and fully paid the debt for sin, and then some. No animal sacrifice would be needed ever again.

Reflection Question: Accept reasoned answers.

Handout E: The New Passover

Part 1

1. The Last Supper.
2. Passover, because Jesus says, “I have eagerly desired to eat this Passover with you before I suffer.”
3. When the Kingdom of God comes.
4. “This is my body which will be given for you; do this in memory of me.”
5. “This cup is the new covenant in my blood, which will be shed for you.”
6. Jesus is the Lamb of God, as John the Baptist announced. He gives us His Body and Blood to eat and drink, just as the Israelites had to eat the flesh of the original Passover lamb.
7. At every Mass when we receive the Eucharist.
8. Jesus says He has desired to eat this Passover with His Apostles. There was a cup of wine and bread. Jesus said the cup of wine is the new covenant in His blood which will be shed for us.
Part 2

1. “I AM the living bread that came down from heaven; whoever eats this bread will live forever; and the bread that I will give is my flesh for the life of the world.”

2. Many expressed disbelief and thought His teaching was absurd, and they struggled to accept that what Jesus said was true. They asked, “How can this man give us His flesh to eat?”

3. He could have backed down when He saw their reactions, but He didn’t. Instead, He reinforced what He said before.

4. Jesus said, “Unless you eat the flesh of the Son of Man and drink His blood, you do not have life within you.”

5. Many of His disciples left and refused to follow Him.

6. At the Last Supper, by Jesus Himself.

7. The first priests

8. Yes

9. Accept reasoned answers. Answers may include that it is hard to believe because we can’t see it happen, or that it might be strange to think of eating someone’s body and drinking his blood. This may be a sensitive topic, so be sure to be gentle in guiding the discussion.

10. Have faith and trust that it is true.
God Continues to Save Us from Sin – The Parting of the Red Sea and the Ten Commandments

**Learning Goals**

- Through Moses, God leads the Israelites to freedom from slavery in Egypt by parting the waters of the Red Sea and destroying Pharaoh’s army.
- Sometimes we can be like the Israelites, fearful of trusting God despite all that He has done for us.
- The Ten Commandments are laws of love that teach us how to love God and one another.
- Jesus perfects the Ten Commandments with the Beatitudes, which teach us how to be truly happy and to strive for perfection in life.
- The Commandments and the Beatitudes helps us to avoid temptation and to be free from sin.

**Connection to the Catechism of the Catholic Church**

- CCC 1718
- CCC 2054
- CCC 2056-2063
- CCC 2134
- CCC 2180
- CCC 2248
- CCC 2319
- CCC 2393
- CCC 2401
- CCC 2505
- CCC 2533
- CCC 2548
- CCC 2552 CCC

**Vocabulary**

- Ten Commandments
- Temptation
- Sin
- Beatitude

**BIBLICAL TOUCHSTONES**

Hear, O Israel! The LORD is our God, the LORD alone! Therefore, you shall love the LORD, your God, with your whole heart, and with your whole being, and with your whole strength. Take to heart these words which I command you today. Keep repeating them to your children. Recite them when you are at home and when you are away, when you lie down and when you get up. Bind them on your arm as a sign and let them be as a pendant on your forehead. Write them on the doorposts of your houses and on your gates.

DEUTERONOMY 6:4-9

Do not think that I have come to abolish the law or the prophets. I have come not to abolish but to fulfill.

MATTHEW 5:17
**Lesson Plan**

**Materials**
- Handout A: Moses Parts the Red Sea
- Handout B: The Ten Commandments
- Handout C: Why the Beatitudes Still Matter
- Teacher Resource: The Ten Commandments (Exodus 20:1-17)

**DAY ONE**

**Warm-Up**

A. Explain to your students that following the Passover story in Scripture is the story of the Exodus. With the guidance of Moses, the Israelites escaped Egypt and passed through the waters of the Red Sea to freedom. Then, after a long journey through the desert, Moses and the people made it to the Promised Land. Remember all of the things that God had done to reveal Himself to His people and to free them. Ask your students to name examples from the book of Exodus, and list them on the board: Accept reasoned answers, which include: saving Moses from the death of the male children, speaking to Moses in the burning bush, giving Moses His name, giving Moses signs (turning his staff into a snake, turning his hand leprous temporarily, and turning water into blood), sending the ten plagues, giving Moses and the Israelites the instructions for Passover, and so forth.

B. Ask your students to turn to a neighbor and share about a time when they turned to God to help them solve a problem or to protect them. Allow your students a few minutes to share; then call on a few students to share with the entire class and discuss.

C. Ask your students how they think the Israelites felt about God. Was it easy or difficult for them to trust Him and leave Egypt? Call on students and accept and discuss reasoned answers.

D. Explain to your students that in this lesson they are going to learn about the Israelite’s escape out of Egypt with help from God. The Exodus symbolized what God intended for His people for all eternity. God freed His people not only from the slavery of Egypt, but more profoundly from the slavery of sin.
Activity
A. Distribute to each student **Handout A: Moses Parts the Red Sea** and have your students work individually or with a partner to read about how Moses parted the Red Sea and the Israelites escaped slavery in Egypt, and then answer the focus and reflection questions.

B. When your students have completed **Handout A**, review and discuss the correct answers.

Assessment
A. Have your students write on their own paper a three- to five-sentence paragraph that responds to the following prompt:

- Describe a time when you put your trust in God. Tell what you did and what happened.

B. Then have your students write a brief prayer asking for God’s grace to trust Him when faced with challenges in their lives.

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**DAY TWO**

Warm-Up
A. Project Deuteronomy 6:4-9, and have a student stand and read it aloud:

> Hear, O Israel! The LORD is our God, the LORD alone! Therefore, you shall love the LORD, your God, with your whole heart, and with your whole being, and with your whole strength. Take to heart these words which I command you today. Keep repeating them to your children. Recite them when you are at home and when you are away, when you lie down and when you get up. Bind them on your arm as a sign and let them be as a pendant on your forehead. Write them on the doorposts of your houses and on your gates.

B. Ask your students the following questions:

- What is at the heart of the message Moses is repeating from God to the Israelites? We should love God above all other things.

- What does Moses tell the Israelites to do to keep this message alive in the community? Repeat it to their children; recite it when they are at home and away
and when they lie down and get up; keep it with them; and write it on the doorposts of their houses and on their gates.

Why do you think obedience to the rest of the commandments would be easy if believers loved God above all else? Accept reasoned answers. Help your students come to the conclusion that we can follow the Commandments simply as rules that are imposed upon us from above, or we can follow them because we love God, who gave us the Commandments as a way to learn about loving Him and loving one another. It’s much easier to do things when we love the person we are doing them for.

C. Explain to your students that after Moses leads the Israelites through the Red Sea to freedom from slavery, they still had a long way to go. Even though the Israelites had witnessed God do many wondrous things, they still did not know God well and did not have a relationship with Him. They had been enslaved in Egypt for hundreds of years and probably worshipped Egyptian gods for much of that time. They needed to learn again what it meant to love God and to love one another as God originally intended, and to avoid sin. So, after some time, Moses led the people to Mount Sinai. There, Moses went up the mountain and spoke with God. God gave Moses the Ten Commandments to be the law of His people. God’s commands to Moses dealt with the relationship between God and His people and among His people. The Ten Commandments continue to guide our lives today. When God gave us the Ten Commandments, He was not simply giving a set of rules to be obedient to. He gave His people a law to teach and guide them in every part of their lives so that they might learn how to love and how to avoid sin. Later, in the Gospels, we learn that Jesus greatly respected the Law of Moses and quoted it during His lifetime and public ministry. Jesus wanted everyone to understand that God’s authority is based on love.

Activity

A. Arrange your students in pairs or trios. Distribute to each group Handout B: The Ten Commandments. Have each group look up and write, in the first column, each of the Ten Commandments from Exodus 20. Then have them discuss each Commandment and, in the second column, write what each Commandment teaches us about how to love God or our neighbor. Finally, in the third column, have each group make a list of ways the modern world poses challenges to living each of the Commandments.

Note: You may have your students look up each passage from the Bible directly or distribute to each group Teacher Resource: The Ten Commandments (Exodus 20:1-17) to use.
B. When your students have completed Handout B, call on different groups to share their answers with the class. Consider keeping a master chart of the Ten Commandments on the board and filling in the answers as you discuss them, or having students come to the board to write their answers in the master chart themselves.

Assessment
A. Explain to your students that the Ten Commandments give us clear direction from God as to what is right and what is wrong, what is good and what is sinful. The Israelites were tempted, however, to go against the Commandments over and over again. They were tempted to sin. Even Jesus was tempted by the devil in the desert. We too are tempted, and we must battle against temptations all the time.

B. Project the following questions on the board and have your students answer them in complete sentences on their own paper:

- What are some of the worst kinds of temptations young people face today?
- What can you do to avoid temptation?
- In Matthew 26:41 Jesus tells us, “Watch and pray that you may not undergo the test. The spirit is willing, but the flesh is weak.” What do Jesus’ words about temptation mean to you?

DAY THREE

Warm-Up
A. Explain to your students that when Jesus was asked which of the Commandments was the greatest, He respond by summarizing all ten. In Matthew 22:37-40, Jesus said, “You shall love the Lord, your God, with all your heart, with all your soul, and with all your mind. This is the greatest and the first commandment. The second is like it: You shall love your neighbor as yourself. The whole law and the prophets depend on these two commandments.” Jesus also taught in Matthew 5:17 that He came not to do away with the Ten Commandments but to fulfill them: “Do not think that I have come to abolish the law or the prophets. I have come not to abolish but to fulfill.” Jesus teaches that the foundation of all law is love, but the observance of the law is necessary for our salvation. Deliberately breaking the laws of God – that is, sinning – is a serious matter. Jesus consistently told us to follow the Ten Commandments and in Matthew 5:2-12, He perfected them by giving us the Beatitudes. The Beatitudes teach us how we are to
be truly happy. By happiness or blessedness, Jesus did not simply mean the feeling or emotion of happiness, but rather fulfillment or perfection. By living the Beatitudes and following the Commandments, we discover our own human perfection, which leads to true happiness in Heaven.

B. Project Matthew 5:3-12, and call on students to stand and read aloud each of the Beatitudes:

Blessed are the poor in spirit, for theirs is the kingdom of heaven.
Blessed are they who mourn, for they will be comforted.
Blessed are the meek, for they will inherit the land.
Blessed are they who hunger and thirst for righteousness, for they will be satisfied.
Blessed are the merciful, for they will be shown mercy.
Blessed are the clean of heart, for they will see God.
Blessed are the peacemakers, for they will be called children of God.
Blessed are they who are persecuted for the sake of righteousness, for theirs is the kingdom of heaven.
Blessed are you when they insult you and persecute you and utter every kind of evil against you [falsely] because of me.
Rejoice and be glad, for your reward will be great in heaven. Thus they persecuted the prophets who were before you.

C. Project and read aloud the following quote from Pope Francis:

“The Lord will recognize us if, in our turn, we recognized him in the poor, in the hungry, in the indigent and the outcast, in those who suffer and are alone. ...This is one of the fundamental criteria for evaluating our Christian life, which Jesus calls us to measure up to every day. I read the Beatitudes and I think of how my Christian life should be, and then I examine my conscience with Chapter 25 of Matthew. Every day: I did this, I did this, I did this, I did this. ...It will do us good! They are simple but concrete things.”

D. Ask your students to imagine that Jesus is standing in front of them today conveying His message of hope and happiness. What would He tell us that would make an impact on our daily lives?
Activity
A. Arrange your students in pairs or trios. Groups should complete Handout C: Why the Beatitudes Still Matter. Be sure to have each group review the Ten Commandments and the Beatitudes and what they teach us about love, goodness, sin, temptation, and happiness. Remind your students that we are not looking for what we must do to experience the feeling or emotion of happiness, but rather, how can we be fulfilled or strive for perfection.

B. When your students have completed Handout C, call on groups to share and discuss their lists.

Assessment
A. Project and read aloud the following quote from Pope Francis:
   “The Beatitudes are the path that God indicates as the answer to man’s innate desire for happiness, and they perfect the Commandments of the Old Covenant.”

B. Then have your students answer the following questions in complete sentences on their own paper:
   › In your opinion, what is Pope Francis telling us?
   › How are the Beatitudes a description of Jesus?
Moses Parts the Red Sea

Directions: Read about how Moses parted the Red Sea and the Israelites escaped slavery in Egypt. Then answer the questions.

Exodus 14:1-9

Then the LORD spoke to Moses: Speak to the Israelites: Let them turn about and camp before Pi-hahiroth, between Migdol and the sea. Camp in front of Baal-zephon, just opposite, by the sea. Pharaoh will then say, “The Israelites are wandering about aimlessly in the land. The wilderness has closed in on them.” I will so harden Pharaoh’s heart that he will pursue them. Thus I will receive glory through Pharaoh and all his army, and the Egyptians will know that I am the LORD. This the Israelites did. When it was reported to the king of Egypt that the people had fled, Pharaoh and his servants had a change of heart about the people. “What in the world have we done!” they said. “We have released Israel from our service!” So Pharaoh harnessed his chariots and took his army with him. He took six hundred select chariots and all the chariots of Egypt, with officers on all of them. The LORD hardened the heart of Pharaoh, king of Egypt, so that he pursued the Israelites while they were going out in triumph. The Egyptians pursued them – all Pharaoh’s horses, his chariots, his horsemen, and his army – and caught up with them as they lay encamped by the sea, at Pi-hahiroth, in front of Baal-zephon.

1. What did God tell Moses to have the Israelites do by the sea?

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2. What change of heart did Pharaoh and the Egyptians have? What did Pharaoh then do? What did he take with him? What did Pharaoh do?

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Exodus 14:10-22

Now Pharaoh was near when the Israelites looked up and saw that the Egyptians had set out after them. Greatly frightened, the Israelites cried out to the LORD. To Moses they said, “Were there no burial places in Egypt that you brought us to die in the wilderness? What have you done to us, bringing us out of Egypt? What have you done to us, bringing us out of Egypt? Did we not tell you this in Egypt, when we said, ‘Leave us alone that we may serve the Egyptians’? Far better for us to serve the Egyptians than to die in the wilderness.” But Moses answered the people, “Do not fear! Stand your ground and see the victory the LORD will win for you today. For these Egyptians whom you see today you will never see again. The LORD will fight for you; you have only to keep still.” Then the LORD said to Moses: Why are you crying out to me? Tell the Israelites to set out. And you, lift up your staff and stretch out your hand over the sea, and split it in two, that the Israelites may pass through the sea on dry land. But I will harden the hearts of the Egyptians so that they will go in after them, and I will receive glory through Pharaoh and all his army, his chariots and his horsemen. The Egyptians will know that I am the LORD, when I receive glory through Pharaoh, his chariots, and his horsemen. The angel of God, who had been leading Israel’s army, now moved and went around behind them. And the column of cloud, moving from in front of them, took up its place behind them, so that it came between the Egyptian army and that of Israel. And when it became dark, the cloud illumined the night; and so the rival camps did not come any closer together all night long. Then Moses stretched out his hand over the sea; and the LORD drove back the sea with a strong east wind all night long and turned the sea into dry ground. The waters were split, so that the Israelites entered into the midst of the sea on dry land, with the water as a wall to their right and to their left.

3. How did the Israelites feel when they realized Pharaoh had caught up to them? What did the Israelites then do?

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4. Whom did the Israelites blame for their dire situation?

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5. What did Moses say in response to the Israelites’ accusations?

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6. What did God instruct Moses to do?

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7. What moved behind the Israelites? What did it look like in the day? What did it look like in the night?

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8. As the Israelites passed through the sea on dry land, what appeared to their right and their left?

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Exodus 14:23-31

The Egyptians followed in pursuit after them — all Pharaoh’s horses and chariots and horsemen — into the midst of the sea. But during the watch just before dawn, the LORD looked down from a column of fiery cloud upon the Egyptian army and threw it into a panic; and he so clogged their chariot wheels that they could drive only with difficulty. With that the Egyptians said, “Let us flee from Israel, because the LORD is fighting for them against Egypt.” Then the LORD spoke to Moses: Stretch out your hand over the sea, that the water may flow back upon the Egyptians, upon their chariots and their horsemen. So Moses stretched out his hand over the sea, and at daybreak the sea returned to its normal flow. The Egyptians were fleeing head on toward it when the LORD cast the Egyptians into the midst of the sea. As the water flowed back, it covered the chariots and the horsemen. Of all Pharaoh’s army which had followed the Israelites into the sea, not even one escaped. But the Israelites had walked on dry land through the midst of the sea, with the water as a wall to their right and to their left. Thus the LORD saved Israel on that day from the power of Egypt. When Israel saw the Egyptians lying dead on the seashore and saw the great power that the LORD had shown against Egypt, the people feared the LORD. They believed in the LORD and in Moses his servant.

9. What happened when Pharaoh’s chariots followed the Israelites into the parted waters of the sea?

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10. What did God tell Moses to do? What happened to Pharaoh’s armies when Moses did as the Lord instructed?

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11. How did the Israelites respond to all that they had just witnessed the Lord do?

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**Reflection Question**

Think about how the Israelites reacted to all that they had witnessed as they fled Egypt and crossed the Red Sea (as well as all that they had witnessed before their flight from Egypt). How are we sometimes like the Israelites? Is our response to God in our lives more or less like the Israelites' response to God? Why do you think so?

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The Ten Commandments

**Directions:** Look up and write, in the first column, each of the Ten Commandments from Exodus 20. Then discuss each Commandment with your partner or group and, in the second column, write what each Commandment teaches us about how to love God or our neighbor. Finally, in the third column, make a list of ways the modern world poses challenges to living each of the Commandments.

<table>
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<tr>
<th>Commandments</th>
<th>What does this Commandment teach us about how to love God or our neighbor?</th>
<th>What challenges to living this Commandment are posed by the world today?</th>
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<td>10. Exodus 20:17b</td>
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Why the Beatitudes Still Matter

Directions: Give five reasons why the Beatitudes, spoken by Christ over 2,000 years ago, still matter today. Review the Ten Commandments and the Beatitudes and what they teach us about love, goodness, sin, temptation, and happiness.

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5. ______________________________________________________________________________________________________
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Then God spoke all these words: "I am the LORD your God, who brought you out of the land of Egypt, out of the house of slavery. You shall not have other gods beside me. You shall not make for yourself an idol or a likeness of anything in the heavens above or on the earth below or in the waters beneath the earth; you shall not bow down before them or serve them. For I, the LORD, your God, am a jealous God, inflicting punishment for their ancestors' wickedness on the children of those who hate me, down to the third and fourth generation; but showing love down to the thousandth generation of those who love me and keep my commandments. You shall not invoke the name of the LORD, your God, in vain. For the LORD will not leave unpunished anyone who invokes his name in vain. Remember the sabbath day – keep it holy. Six days you may labor and do all your work, but the seventh day is a sabbath of the LORD your God. You shall not do any work, either you, your son or your daughter, your male or female slave, your work animal, or the resident alien within your gates. For in six days the LORD made the heavens and the earth, the sea and all that is in them; but on the seventh day he rested. That is why the LORD has blessed the sabbath day and made it holy. Honor your father and your mother, that you may have a long life in the land the LORD your God is giving you. You shall not kill. You shall not commit adultery. You shall not steal. You shall not bear false witness against your neighbor. You shall not covet your neighbor’s house. You shall not covet your neighbor’s wife, his male or female slave, his ox or donkey, or anything that belongs to your neighbor."
Answer Key

Handout A: Moses Parts the Red Sea

1. Turn around and camp.

2. Pharaoh and the Egyptians had a change of heart when they heard about the Israelites leaving. They said “What in the world have we done! We have released Israel from our service!” Pharaoh pursued them with his chariots and army. He took 600 select chariots and all the chariots with officers on them, all his horses and horsemen, and his army.

3. They were greatly afraid, and they cried out to the Lord.

4. Moses

5. “Do not fear! Stand your ground and see the victory the LORD will win for you today. For these Egyptians whom you see today you will never see again. The LORD will fight for you; you have only to keep still.”

6. Lift up his staff and stretch his hand over the sea and split it in two so that the Israelites may pass through the sea on dry land.

7. The angel of God moved behind the Israelites between them and the armies of Egypt. It looked like a column of cloud during the day, and at night it illumined the sky.

8. The water of the sea as a wall to their right and their left.

9. Their wheels clogged in the mud so that they could drive only with difficulty, and they panicked.

10. God told Moses to stretch his hand over the sea so that the water would flow back upon the Egyptians. At daybreak when Moses did this, the sea covered Pharaoh’s armies and destroyed them all.

11. They feared the Lord, and believed in Him and in His servant, Moses.

Reflection Question: Answers will vary.
Handout B: The Ten Commandments

1. **Exodus 20:2-3**
   - Commandment teaches us: “The First Commandment summons man to believe in God, to hope in Him, and to love Him above all else” (CCC 2134).
   - Challenges to living the Commandment: Superstition, magic, astrology, tempting God, atheism, and so forth.

2. **Exodus 20:7**
   - Commandment teaches us: If we love God, we will respect His name and speak it with reverence; Don't curse; Don't call on God to be a witness to a lie.
   - Challenges to living the Commandment: Blasphemy and swearing, and so forth.

3. **Exodus 20:8**
   - Commandment teaches us: Rest and avoid unnecessary work on Sunday; On Sundays and other Holy Days of Obligation the faithful are bound to participate in the Mass. If we love God, we will spend time with Him in worship and prayer.
   - Challenges to living the Commandment: Skipping Mass on Sunday, working on Sunday, preventing a friend from going to Mass on Sunday, and so forth.

4. **Exodus 20:12**
   - Commandment teaches us: According to the fourth commandment, God has willed that, after Him, we should honor our parents and those whom He has vested with authority for our own good. We should love our parents by being obedient to them.
   - Challenges to living the Commandment: Not respecting parents or legitimate authorities, and so forth.

5. **Exodus 20:13**
   - Commandment teaches us: Every human life, from the moment of conception until death, is sacred because the human person has been willed for his own sake in the image and likeness of the living and holy God. We should love others by respecting their lives and not taking the lives of others” (CCC 2319).
   - Challenges to living the Commandment: Murder, hatred, anger and desire for revenge, drug abuse, abortion, suicide, and so forth.

6. **Exodus 20:14**
   - Commandment teaches us: By creating the human being man and woman, God gives personal dignity equally to the one and the other. Each of them, man and woman, should acknowledge and accept his sexual identity. We love our spouses, friends, and family by being faithful to them.
7. **Exodus 20:15**
   - Challenges to living the Commandment: Pornography, acceptance of premarital sex and cohabitation before marriage, divorce, homosexuality and gay marriage, and so forth.
   
   - Commandment teaches us: The Seventh Commandment forbids unjustly taking or keeping the goods of one's neighbor or wronging him in any way with respect to his goods. It commands justice and charity in the care of earthly goods and the fruits of men’s labor. For the sake of the common good, it requires respect for the universal destination of goods and respect for the right to private property. Christian life strives to order this world's goods to God and to fraternal charity. We show love and respect for others by respecting their property. (CCC 2401)
   
   - Challenges to living the Commandment: Downloading movies and music illegally, plagiarism, abuse of natural resources, and so forth.

8. **Exodus 20:16**
   - Challenges to living the Commandment: Cheating on tests and homework, lying to get ahead in life, withholding the whole truth from others for our own benefit, and so forth.
   
   - Commandment teaches us: Truthfulness consists in showing oneself true in deeds and truthful in words, and guarding against “duplicity, dissimulation, and hypocrisy” (CCC2468). We love others by being honest with them.

9. **Exodus 20:17a**
   - Challenges to living the Commandment: See “You shall not commit adultery.”
   
   - Commandment teaches us: Purity of heart requires the modesty which is patience, decency, and discretion. Modesty protects the intimate center of the person (CCC 2533). We love others (and ourselves) by striving to remain pure and chaste.

10. **Exodus 20:17a**
    - Challenges to living the Commandment: Consumerist culture (always wanting more than we have), constantly comparing ourselves to others, and so forth.
    
    - Commandment teaches us: The Tenth Commandment forbids avarice arising from a passion for riches and their attendant power (CCC 2536). We love others (and ourselves) by taking joy in the good things God has given us.