

Lesson 12: From Shem to Abram

Objectives: Students will...

- 1) Study Genesis Chapter 11: The Ancestors of Abram and Jesus
- 2) Play games to help remember the names of the ancestors of Abram

Supplies: Coordinator will ensure these supplies are already in your room.

Teacher Materials (provided in classroom)

- Bible(s)
- Markers/Pencil Crayons
- Pens/Pencils
- Attendance Chart (See Template)
- Stickers for Attendance
- Go Fish Cards – Printed on Card Stock Paper. One set per child
- Scissors to share
- Calculator

Optional:

Snack:

- Cheese Strings one per child
- Napkins for snack one per child
- Juice or water and cup one per child

Lesson:

1) Introduction to lesson

2-5 minutes

As students enter, welcome them and help find a chair to sit at. Thank them for coming.

Take attendance (using attendance chart supplied). Let each child put a sticker beside their name for this week. Once children are seated say:

“Last week what did we learn about? the Tower of Babel

Why did people build the Tower of Babel? To make a name for themselves and to stay together instead of spreading over the earth.

Did God want this? No

So what did God do? He confused their languages so that they couldn't finish the tower. That is why we have so many languages today!

This week we will continue to study about Noah's descendants all the way to Abram!

2) The Descendants of Shem

5-15 minutes

Ask children to get their Bibles and turn to **Genesis 11:10-32**. Have them follow along as you read those verses (You should read because there are many names that might be confusing) As well after you say a name of someone –have the students repeat the name aloud to help them remember the names listed.

*For younger students you can give them one of the dice cubes and have them find the name of the person you just mentioned to show the class to keep them busy.

Then ask the following questions.

Discussion Questions:

Who was Shem's first son? Arphaxad

Who was Shem? Noah's first Son

Who was the father of Abram? Terah

How long did Shem live? $500+100=600$ years

How long did Terah live in verse 32? 205 years

People slowly decreased in life expectancy as time went on. They didn't live as long as their ancestors before them. Shem lived 600 years. By the time Terah lived his life span was only 205 years.

Also notice that Shem would have been alive when Abram was born and even till Abram died! Shem would have been 390 years old at the time of Abram's birth. Shem would have been able to tell Abram the events of the flood and creation and the Garden of Eden. Shem would have heard these events from his father Noah who heard them from Methuselah who heard them from Adam. Shem would be able to tell 13 generations what he knew personally about the flood and what he had heard directly from Methuselah and his father Noah about the creation. Methuselah had heard directly from Adam about creation, the fall of man and the origin of sin. Thus, history was being repeated by eyewitnesses or by those who had talked personally with the eyewitnesses!

Ask if there are any questions, if children question the age of Shem at the time of Abram. Add up all the years the men were when they had their first son. From Shem to Abram it equals 390 years. Use the calculator to visually show them and have everyone look up the ages of the men in their Bibles.

3) Go Fish - Shem's Family Line Game

15-25 minutes

*Before class print out card sets on card stock paper.

We are going to play a game to help us remember the names of the ancestors of Abram. It's "Go Fish". I am going to hand out one set of sheets to each of you to cut out. They are playing cards with the names of the descendants of Shem all the way to Abram. Once we all cut these out as neat as we can and put away the extra pieces of scrap paper, we will then join up with a few others and play "Go Fish".

*The game is best if played with 3-4 players. Use two sets of children's cards to play for every 3-4 players.

Hand out scissors, helping those who have trouble cutting. As children finish, pair them up 3-4 players per game (preferably older students mixed with younger to help read the names) and let them play go fish.

Rules of the Game:

The dealer deals 4 cards to each player (6 each for 2 players). The remaining cards are placed face down to form a stock.

The player to dealer's left starts. A turn consists of asking a specific player for a specific name. For example, if it is my turn I might say: 'Mary, please give me your Shem's'. The player who asks must already hold at least one card of the requested name, so I must hold at

least one Shem to say this. If the player who was asked (Mary) has cards of the requested name (Shem in this case), she must give all her cards of this name to the player who asked for them. That player puts the cards down in a pile beside them if they received all 4 (if playing with 2 sets) or if they received all 2 (if playing with one set) and then that player then gets another turn and may again ask any player for any name already held by the asker. *if playing with two sets of cards there should be 4 of each name to collect. If two players are playing you only need one set so only 2 of each name should be collected.

If the person asked does not have any cards of the named rank, they say 'Go fish!' The asker must then draw the top card of the undealt stock. If the drawn card is the name asked for, the asker shows it and gets another turn. If the drawn card is not the name asked for, the asker keeps it, but the turn now passes to the player next to the asker.

As soon as a player collects a book of 4 cards of the same name (or 2 if playing only 2 players and one set of cards), this must be shown and discarded face down. The game continues until either someone has no cards left in their hand or the stock runs out. The winner is the player who then has the most names collected.

Variation (Match Game)

*When done they can play again or they can play a matching game where they mix up one set of cards and lay them face down. Then, taking turns with another person they turn over two cards and try to find a matching pair. When you find a pair, keep the pair. When all the cards are matched, count who has the most pairs. Then play again!

4) Optional – Snack: Cheese Strings

5 minutes

Hand out one string cheese along with a glass of water or juice to each child. Explain that, “**This stringy cheese is to remind us about the lineage of Noah and to Abram and to Jesus. Just like the descendants of Noah and Shem follow a line –so is our cheese – a bunch of lines connected!**” After eating the snack and juice, provide a napkin for children to clean their hands. Discuss questions while snacking!

5) Optional – Songs

5 minutes

Have children sing songs with you. Some examples:

- 1) **Old Testament Books of the Bible – Sung to the Alphabet song**
- 2) **This is my Father’s World** (Should be in church song book)

6) Close in prayer

*If desired, ask the children if they have any prayer requests and write them down to help you remember. Then ask all children to bow their heads and fold their hands to pray.

Remember to also ask God for help in studying the Old Testament to realize and learn how important it is in showing us and everyone that God had a plan with Jesus from the beginning and that the Old Testament points to Christ all the way through.

Thank you for serving Christ in this way!