

# Ur: God Calls Abram— God’s Promises to Abram

Genesis 12:1-9



Old Testament 2  
Part 1: Abraham

## SUNDAY MORNING

Old Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children’s names.)

### SCRIPTURE REFERENCES:

Genesis 11:10-32; 12:1-9; 13:16; 17:1-8; Hebrews 11:1-10; Acts 7:2-5; Proverbs 3:5-6; Romans 4:3

### MEMORY WORK:

“I will bless those who bless you, and I will curse him who curses you; and in you all the families of the Earth shall be blessed” (Genesis 12:3).

### SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“Genesis 12:3”](#)
- [“Read Your Bible and Pray Everyday”](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP’s Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Abraham & Israel Bible fact cards](#) (provided under “O.T. 2 Bible Facts” on curriculum Web site)
- Apologetics Press’ [Bible Timeline](#)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- “Genesis Chapter Summary” from [“Kids Prep”](#) CD by Jeff Miller
- Betty Lukens’ felt pieces
- Decorate room as a “travelogue” for Abram’s Journey of Faith. Include Ur, Haran, Shechem, Ai, Bethel, Mt. Moriah, the Jordan River, Sodom and Gomorrah, Egypt, etc. Tell this and each of the following stories from Abram’s life as you move the children from place to place. Have cutouts of each of Abram’s family and move them from place to place (Leave “Haran” at Ur and “Terah” at the city of Haran). Place cutouts of an altar at Shechem and between Ai and Bethel.).



- **“Map of Abram’s Journeys” (provided in the map section of the curriculum site)**
- **A Beka Flash-A-Card Series: Abraham and Isaac (DISCLAIMER: use the cards, *not the lesson book*)**
- **Abraham images from freebibleimages.com (DISCLAIMER: some representations may be biblically inaccurate)**

## PERSONAL APPLICATION:

I may not always understand what God in His Word asks me to do, but if I study the Bible and try my hardest to obey, He has promised to bless me, just as He did Abram.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

Have you ever been on a trip? (Discuss) What did you pack? We are going to study about a man that moved to a new home just because God told him to! His name was Abram. (Later his name was changed to Abraham.) How does God talk to us? We can’t hear His voice like Abram, but we can study and obey the Bible just like Abram obeyed God.

### INTRODUCTION: (OLDER CHILDREN)

What is faith? How do we show we have faith in God? (We obey His commands.) We talk a lot about faith and obedience. Sometimes it’s hard to understand these words. To have faith in someone means to trust him. The best way to understand faith and obedience is to see them in action. This lesson teaches us about the meaning of these words by showing the actions of Abram who would later become Abraham. He is known as the “Father of the Faithful” because of his great faith in God.

### POINTS TO EMPHASIZE:

1. For younger children: The teacher should focus on God telling Abram to move to the land of Canaan. He and Sarai moved and obeyed God. Focus on the three promises made. It would be good to have an object to represent each promise (baby or child figurine, picture of land of Canaan, and picture of Jesus). Focus on how we can obey God like Abram.
2. Eight generations after the Flood (about 300 years), there was a man named Terah who lived in the land called “Chaldea” (later known as Babylon), between the Tigris and Euphrates Rivers. Terah had three sons: Abram, Nahor, and Haran (Haran died in Ur. Nahor married his niece, Milcah, had eight children, and remained in Mesopotamia).
3. From Stephen’s comments in Acts 7, and Moses’ account of these events in Genesis 11 and 12, we learn that God spoke to Abram while he was in Ur of the Chaldees and told him to leave his family and his country behind and to go to an unknown land—a land that God Himself would show Abram. Abram took his father Terah and his nephew Lot with him. They went as far as Haran, into another idol-worshipping civilization. Abram would have been considered a very unusual man to worship the one true God in that place, at that time.



**RECOMMENDED READING FOR TEACHERS:** See the articles “[How Old was Terah when Abraham was Born?](#)” and “[Terah Begot Abraham—When?](#)” by Eric Lyons on the Apologetics Press Web site for responses to alleged Bible contradictions regarding the birth of Abraham.

4. After some time, Terah died and Abram left Haran, continuing on his journey. He was 75 years old when he, his wife Sarai, his nephew Lot, and their servants left Haran. Abram and his family left a very civilized area of the world to move from place to place for almost 25 years (Discuss what it must have been like to leave a house to live in a tent, and to leave the conveniences of a “modern” city for deserted areas, etc.).
5. God made Abram three very special promises, which would be repeated by God to Abram at least three times, then later to his son Isaac and his grandson, Jacob. The three promises were:
  - A. God would give him many descendants (children, grandchildren, etc.).
  - B. God would give him a special land for his descendants (Canaan).
  - C. God would bless everyone in the world through one of Abram’s descendants: One who would be the Savior of the world.



**RECOMMENDED READING FOR TEACHERS:** See the article “[The Predicted Messiah](#)” by Kyle Butt on the Apologetics Press Web site for further study on O.T. predictions about the Messiah (i.e., Jesus).

6. Abram believed God’s promises and responded in faith, doing just as God asked him to do, even though it would be many, many years before the promises were fulfilled.
7. They journeyed southward to Shechem, then to a place between Bethel and Ai. At each place, Abram built an altar to worship the Lord.
8. There are some commands God has given us in the New Testament that we may not understand, but it is very important to obey, no matter what we think or feel. We must trust God. What is trust? Trust is having faith and confidence in someone else and what he says. Trust gives us a feeling of safety and security, without fear. If we believe and trust God, we will choose to obey (Example: baby birds or ducks following their mother).

**PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):**

- Click here for complete [Activity Book](#) and [Answer Key](#).

**Ages 2-5:**

- “[The Story of Abram Coloring Sheet](#)” (provided in activity sheets)
- To illustrate trust, teacher leads blindfolded (or have them close their eyes) children around the room.
- Have adults come and act out the story (especially Genesis 11 and 15:1-21). Or let children act out story.
- Bring a suitcase and clothes or items you would take on a trip and let children pack the suitcase.

The teacher could ask simple review questions and each time a child answers correctly, he or she could put something in.

- Cut a [suitcase](#) out of construction paper and cut items out of magazines that you would take if you were moving like Abram. Have children pick items to put in their suitcase or glue on it. The four and five year olds could cut their own out of magazines. (suitcase provided in activity sheets)
- Laminate a donkey body cutout or glue it to a piece of cardboard, and let children color and attach clothespins to the donkey as legs so it will stand. Attach a paper to the donkey that says, “I am the donkey Abram rode the day when he listened to God and obeyed.” (Donkey cutouts provided in activity sheets: [Color](#), [Black and White](#))

### 1st-2nd Graders:

- To illustrate trust, teacher leads blindfolded children around the room.
- Have students act out the story, especially Genesis 11 and 15:1-21 (or ask adults to come do it).
- Have students lean back and fall into another’s arms (or something similar) to illustrate trust.
- “[Map of Abram’s Journeys](#)”: Let students put praying hands stickers on the map to indicate places Abram built altars. (map provided in map section of curriculum Web site)
- “[The Story of Abram Crossword Puzzle](#)” (provided in activity sheets)
- [Books of the Bible Bingo](#). Can give students a blank bingo board [5 squares across and 5 squares down for a total of 25 squares] and have them choose which books of the Bible they put in their blanks—this way everyone’s board is different. Then have each book of the Bible written on a slip of paper, put the slips in a container, and draw them one at a time for the bingo game (Can reduce number of choices by only using first half of OT or NT books only, etc.). (Bingo card provided in activity sheets)

### 3rd-4th Graders:

- Have the students read Genesis chapter 12 (and chapter 11, if they did not do so last week). [This could be assigned Sunday, to be completed by Wednesday.]
- Have the children read “Abraham Leaves a City to Go Camping” from *Discovery* magazine ([April, 2017](#)) [NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine]
- Have the children read pp. 32-35 of *Noah and the People of Faith*, Contemporary Bible Series, Scandinavia, Contemporary English Version (DISCLAIMERS: p. 8—change “give life to” to “bring forth”; p. 13—remove “before the day is over” from the last sentence; p. 20—change “destroy” to “rule over”; p. 24—change appropriate sentences to “every kind of land animal...” and “Noah took males and females of every...”).
- Have the children read any of the following books:
  - *The Story of Abraham*, by Maxine Nodel, Great Bible Stories, Baronet Books
  - *Abraham: Friend of God*, by Penny Frank, The Lion Story Bible, Lion Publishing
- Have students act out the story, especially Genesis 11 and 15:1-21 (or ask adults to come do it).
- Have students lean back and fall into another’s arms (or something similar) to illustrate trust.
- “[Map of Abram’s Journeys](#)”: Make multiple-choice questions over Abram’s journey. (map provided in map section of curriculum Web site)
- Make flashcards with the following words: Terah, Abram, Nahor, Haran, Lot, Sarai, Ur, promises. Have students draw a card from a box/sack and tell what it had to do with the story.

- [“The Story of Abram Crossword Puzzle”](#) (provided in activity sheets)
- [Books of the Bible Bingo](#). Give students a blank bingo board (5 squares across and 5 squares down for a total of 25 squares) and have them choose which books of the Bible they put in their blanks—this way everyone’s board is different. Then have each book of the Bible written on a slip of paper, put the slips in a container, and draw them one at a time for the bingo game. (Can reduce number of choices, by only using first half of OT, NT books only, etc.). (Bingo card provided in activity sheets)

## SONGS:

### “GENESIS 12:3”

Author: Jeff Miller

(Tune: See [“Hidden in My Heart”](#) CD)

### “READ YOUR BIBLE AND PRAY EVERYDAY” ([Click to Hear](#))

Author: Unknown\*

If you read your Bible and pray everyday, you’ll grow, grow, grow. (REPEAT)

Grow, grow, grow, grow,  
Grow, grow, grow.

If you read your Bible and pray everyday, you’ll grow, grow, grow.  
(Make hand movements as if reading, praying, and like a child growing.)

If you neglect your Bible and forget to pray, you’ll shrink, shrink, shrink.  
(Make hand movements as if closing Bible, head gesture saying “No,” and like a child shrinking.)  
(REPEAT)

Shrink, shrink, shrink, shrink,  
Shrink, shrink, shrink.

If you neglect your Bible and forget to pray, you’ll shrink, shrink, shrink.  
(Make hand movements as if closing Bible, head gesture saying “No,” and like a child shrinking.)

So read your Bible and pray everyday, and you’ll grow, grow, grow.  
(Make hand movements as if reading, praying, and like a child growing.) (REPEAT)

Grow, grow, grow, grow,  
Grow, grow, grow.

So read your Bible and pray everyday, and you’ll grow, grow, grow.  
(Make hand movements as if reading, praying, and like a child growing.)

\*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.





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Genesis 12:1-9



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Part 1: Abraham

## WEDNESDAY EVENING

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### MEMORY WORK:

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### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

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### PERSONAL APPLICATION:

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### INTRODUCTION/POINTS TO EMPHASIZE:

- [Abraham & Israel](#) Bible fact cards (provided under “O.T. 2 Bible Facts” on curriculum Web site)
- Review Sunday’s lesson (see [O.T. 2 Review Questions](#) for example questions)

### PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning’s lesson

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