

Study Series: Seamless

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 Lesson Title: “The Patriarchs” (pp. 20-33)

Session 2

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The main point of this lesson is: God raised up and worked through the patriarchs as part of His seamless plan for humanity.

Focus on this goal: To help adults discover specific ways the patriarchs speak to their lives

Key Bible Passages: Genesis 12–50

To the Leader: You do not have to teach all of Genesis 12–50 in detail. However, it would be beneficial to scan those chapters to gain a general idea of the story flow so you can guide the group to do the same.

During the Session

Step 1. Create Interest / Jumpstart Discussion

Ask adults if they have used genealogy sites or DNA testing services to explore their family tree. Consider why these services are so popular. Invite volunteers to share interesting information they’ve discovered about their ancestors. Say: Knowing their lineage gives some people a greater sense of identity; many feel they benefit from knowing who their ancestors were and what they did.

State that followers of Jesus have a richer heritage than bloodlines and DNA and it stretches all the way back to the patriarchs in Genesis. Read the main point of this lesson statement (p. 31). Assert: We can benefit from allowing these patriarchs to speak to our lives.

Step 2. Abram & the Covenant

Recall that last session left off with the tower of Babel where the people sought to make a name for themselves (Gen. 11:4). God’s dealing with the patriarchs begins in Genesis 12 where God promises to make a name for Abram.

Invite a volunteer to read the first paragraph of Day One (p. 20). Discuss Day One, activity 1 (p. 20). Consider: What would it take for us to have more “so he/she went” moments in our lives? Note God’s promise in 12:7 shapes not just the rest of the Bible, but all human history.

Relate from Day One, (p. 20) or show on a map, the land God promised Abram and his descendants.

Encourage adults to “walk” through their Bibles with you as you succinctly summarize Genesis 12:10–13:18. (Pointing adults to chapter/sections headings in their Bibles, if available, can be helpful in summarizing.)

Discuss Day One, activity 2 (p. 21).

Discuss the Day One pull quote (p. 21).

Step 3. Ishmael and Isaac

Use your own Bible knowledge and remarks in Day Two (pp. 22-23) to briefly summarize Genesis 16–18 and 21, pausing occasionally to ask questions such as: How might we respond like Sarai when God takes a long time fulfilling a promise? Why is Abram’s name change in 17:5 significant? What is the significance of circumcision? What is meaningful about Isaac’s name? How does the story of Ishmael and Isaac relate to our world situation today?

Invite a volunteer to read Genesis 22:1-2. Discuss Day Two, activity 2 (p. 23). Ask: How could Abraham possibly obey that kind of command? Read the Day Two pull quote (p. 24).

(OPTION: Read and discuss Romans 4:16-22 and Hebrews 11:17-19.)

Discuss Day Two, activity 3 (p. 24). Explore how this event points to Jesus.

Step 4. Rebekah, Esau, & Jacob

Again, using your knowledge and Day Three remarks (p. 25) “walk” adults through Genesis 23–25. Invite volunteers to relate the events that led to Jacob, rather than the older Esau, getting the blessing of the first-born from Isaac (Gen. 27).

Ask a volunteer to read Genesis 27:41-45. Discuss Day Three, activity 1 (p. 25-26).

Briefly describe the events relayed in Genesis 29 (p. 26). Ask a volunteer to read Genesis 29:31-35. Consider how the meaning of Leah’s fourth son’s name (v. 35) differs from the first three, and the significance of that difference.

Relate the child-bearing competition related in Genesis 30. Discuss Day Three, activity 2 (pp. 26-27). Evaluate how this explains why Joseph was Jacob’s favorite.

Walk the group through Genesis 31–32. Invite a volunteer to read Genesis 32:24-30. Determine what truths we can learn about God from this event.

Step 5. From Jacob to Israel

State Genesis 33 describes the surprisingly happy reunion between Jacob and Esau, and Genesis 35:16-20 relates the birth of Jacob’s last son Benjamin and the death of his favorite wife, Rachel.

As a group, complete Day Four, activity 1 (p. 28). Briefly explain why those twelve names are not exactly the names of the twelve tribes given portions of Canaan, the promised land (p. 28). Read Genesis 48:3-5.

Discuss Day Four, activity 2 (pp. 28-29).

Step 6. Joseph

Invite adults to share what they recall about Joseph’s coat, the dreams he had as a teenager, and what his older brothers did to him (Gen. 37). Note that although Joseph was a slave and then a prisoner after being falsely accused of rape, he continued to rise to the top because the Lord was with him and made everything he did successful (Gen. 39:3,21-23).

Briefly summarize Genesis 40–44. Discuss Day Five, activity 1 (p. 30), reading all of Genesis 45 if time permits, or call on volunteers who completed the activity before the session to share their responses.

Give a short recap of Genesis 46–50:14.

Discuss Day Five, activity 2 (p. 30).

Step 7. Practical Application – Live Out the Lesson

Ask: Why was this very quick journey through numerous chapters beneficial? What can we learn from the patriarch’s positive and negative examples? What specific ways did the patriarchs speak into your life that you can live out this week?

Close in prayer.

