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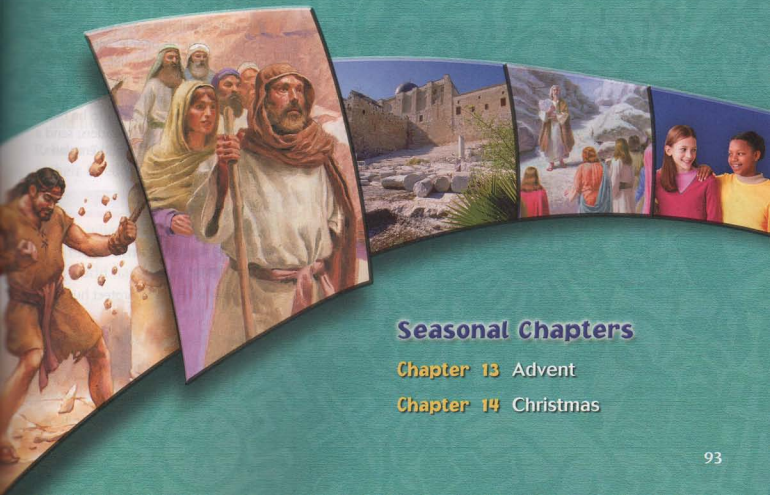
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# Building the Covenant Nation

## UNIT 2

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### Seasonal Chapters

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**In Unit 2 your child will grow as a disciple of Jesus by:**

- learning about the enslavement of the Israelites, and God's choice of Moses to lead the people to freedom
- understanding God's guidance of his people as he gave them his law and led them toward the promised land
- appreciating God's people who settled in Canaan, and the stories of Samson and Ruth
- recognizing God's faithfulness to his people, and his guidance of their leaders, Samuel and David
- praying for wisdom as Solomon did, and praying with the psalms.

**More to Explore**

Visuals can assist with learning. There are DVDs and books that capture some of the biblical events that are in this unit. There are also Internet sites where you can find images of the pyramids or works of art depicting Moses, David, and Goliath. Look for one of these resources to enhance your family's experience of this unit.



**Show That You Care**

God led his people from slavery to freedom. As people of faith we are to help people who are oppressed or treated unjustly. Talk with your child about the minor, but still painful, "oppressions" that can happen every day, in school or the community. Are there new students who are ignored? Are younger children teased by older students? Do you see children or teachers or crossing guards who are rejected and made fun of? What might your family do to help?

**Reality Check**

"The importance of the family for the life and well-being of society entails a particular responsibility for society to support and strengthen marriage and the family."

*(Catechism of the Catholic Church, 2210)*

**Picture This**

Turn to the timeline on pages 96–97 in your child's text. What names and events do you recognize? Ask each family member to share what he or she knows about one of the events or people on the timeline. Have each member identify one person or event to learn more about. Give your 6th grader the responsibility of finding out and sharing what the family wants to know.

**Celebrate!**

This unit highlights some of the leaders God chose for his people: Moses, Joshua, Deborah, Samson, Samuel, Saul, David, Solomon. Who are the people that lead you as Catholics today? How does their leadership help your family to be better disciples? Pray for those leaders; send a card or an e-mail to thank them and encourage them.

**Take Home**

**Be ready for this unit's Take Home:**

**Chapter 8:** Working to protect human rights

**Chapter 9:** Praying a psalm together

**Chapter 10:** Serving the Lord

**Chapter 11:** Writing a prayer of blessing

**Chapter 12:** Appreciating God's gift of wisdom



# An Enslaved People

8

## WE GATHER

**+** **Leader:** For followers of Christ, freedom is a gift of love and goodness, and comes from Christ. Let us pray for all those who are not free, who are enslaved, in our world today.

**Reader 1:** "For freedom Christ set us free; so stand firm and do not submit again to the yoke of slavery." (Galatians 5:1)

**Reader 2:** For all who are enslaved by the habit of sin and selfishness, let us pray:

**All:** Lord Jesus Christ, set them free.  
(This is the response to each petition.)

**Reader 3:** For all who are enslaved by unsafe working conditions and low pay, let us pray:

**Reader 4:** For all who are enslaved by addiction, let us pray:

**Reader 5:** For all who are enslaved by disease and chronic illness, let us pray:

**Reader 6:** For all who are enslaved by poverty and hunger, let us pray:

**Reader 7:** For all who are unjustly denied their freedom, let us pray.

**☀** In what ways are you free to do and say things? Do people in all parts of the world have these same freedoms?

## **Go Down, Moses**

When Israel was in Egypt's land,  
Let my people go;  
Oppressed so hard they could not stand,  
Let my people go.

Refrain:

Go down, Moses,  
Way down in Egypt's land;  
Tell old Pharaoh: Let my people go.  
Oh, let us all from bondage flee,  
Let my people go;  
And let us all in Christ be free,  
Let my people go. (Refrain)



1500 BC – 1250 BC



## Timeline for Chapters 8–12

## WE BELIEVE

## Egypt became the home of the Israelites.

God led the family of Jacob, or as God had named him, Israel, into Egypt. All twelve of Israel's sons, including Joseph, were reunited. In Egypt Jacob's family was saved from famine and protected from hardships. God had provided for his people through Joseph.

Joseph told the pharaoh, "My father and my brothers have come from the land of Canaan, with their flocks and herds and everything else they own; and they are now in the region of Goshen" (Genesis 47:1). The pharaoh told Joseph that they could settle there. He said, "the land of Egypt is at your disposal" (Genesis 47:6).

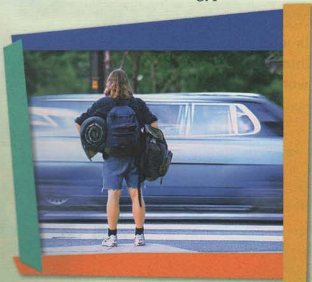
So Jacob's family became honored guests in Egypt. They were given the best land in Goshen, a fertile area in northern Egypt. At the time Egypt was divided into two kingdoms. The southern part of the country was ruled by Egyptian kings. A separate kingdom in northern Egypt was ruled by people who came from regions to the east of Egypt.

**Change in Egypt** In Goshen, in northern Egypt, Jacob's family prospered and God's people grew in number. At first they lived there in safety and comfort. But in time the Egyptians gained control of the northern

kingdom. Two Egyptian kings united Egypt. Egypt entered a period of great wealth and power. This period, called the New Kingdom, lasted for hundreds of years.

As time passed, Joseph and his generation died. A new pharaoh came into power. He did not know of Joseph and did not look upon the Israelites as honored guests. In fact, he feared them, saying, "Look how numerous and powerful the Israelite people are growing. . . in time of war they too may join our enemies to fight against us, and so leave our country" (Exodus 1:9–10).

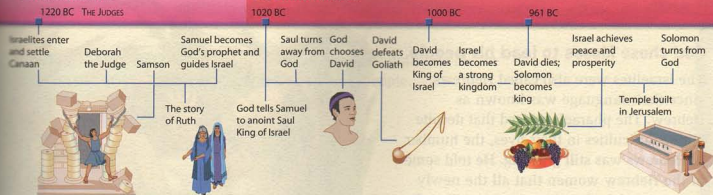
In the Book of Exodus, the second book of the Bible, we find out that eventually the Egyptians made the Israelites their slaves. The pharaoh forced them to build monuments, and to work long hours in the fields. The Israelites were no longer free to worship the one true God and to follow his laws. And the lives of the Israelites became so unbearable that they cried out to God to be rescued from Egypt.



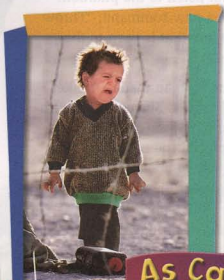


## SETTLING THE LAND

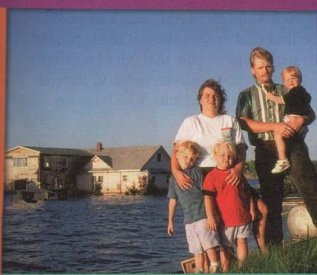
## THE UNITED KINGDOM



In the Book of Exodus we also read of the terrible suffering of the Israelites as slaves of the pharaoh. Yet we learn that God carried out his plan to bring his people back to Canaan. **Exodus** is the biblical word describing the Israelites' departure from slavery to freedom.



**Key Word**  
**exodus** (p. 330)



## As Catholics...

Slavery devalues human dignity and takes away freedom. Most countries protect people from slavery and from forced labor. However, the need to protect the rights of workers remains.

The Church teaches us that the opportunity to be employed, to have safe working conditions, and to earn a fair wage are issues of justice. The Church speaks out against any system, private organization, or government that focuses on making a profit at the expense of human dignity and freedom.

What can you do to respect the dignity of workers?

Today there are people who need to be rescued from slavery, poverty, homelessness, and hunger.

List some other things from which people need to be rescued.

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## God chose Moses to lead his people.

The Israelites were also called Hebrews, since their language was known as Hebrew. The pharaoh noticed that despite all the difficulties in their lives, the number of Hebrews was still growing. He told some of the Hebrew women that all the newly born sons of the Israelites must be killed. But these women did not listen to the pharaoh. So the pharaoh gave a new command: "Throw into the river every boy that is born to the Hebrews" (Exodus 1:22).

To save her son, one woman made a basket out of reeds from the river. She coated it with tar to prevent it from sinking and then put her son in it. She placed the basket in the shallow water near one of the riverbanks. The pharaoh's daughter found the child and took him home with her. She named the child Moses and raised him as an Egyptian.

**Life in Midian** When Moses was an adult, he often visited his fellow Hebrews. One day he saw a Hebrew slave being beaten by an Egyptian, and got so angry that he killed the Egyptian. Moses had to run away to the desert region of Midian because now the pharaoh wanted Moses put to death. Moses settled there and lived the life of a shepherd. He married a woman named Zipporah and they had children.

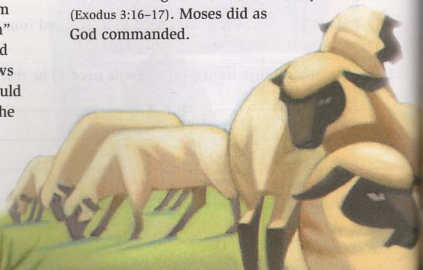
One day while Moses was tending his flocks, God appeared to him in a burning bush. The fire was flaming from the bush but not destroying it. God called out to Moses from the bush and Moses answered, "Here I am" (Exodus 3:4). God told Moses that he wanted him to return to Egypt and lead the Hebrews out of slavery. Moses asked God how he would be able to do this, and God told Moses that he would be with him.



Moses asked God what he should say when the Israelites asked him who sent him to them. "God replied, 'I am who am.' Then he added, 'This is what you shall tell the Israelites: I AM sent me to you'" (Exodus 3:14).

This name that God gave was the source of the word *Yahweh*. "I AM" was a name that described God as ever-present to his people. This name was so holy that out of reverence the Israelites did not even speak it. Instead they used the title *Adonai*, which means "my Lord."

Again God spoke to Moses. "Go and assemble the elders of the Israelites, and tell them: The LORD, the God of your fathers, the God of Abraham, Isaac and Jacob, has appeared to me and said: I am concerned about you and about the way you are being treated in Egypt; so I have decided to lead you up out of the misery of Egypt into the land of the Canaanites, . . . a land flowing with milk and honey" (Exodus 3:16-17). Moses did as God commanded.





Write and illustrate a prayer that expresses gratitude for the many ways God shows love and care for all people.





## God helped his people.

After Moses returned to Egypt, Aaron, his brother, helped him to explain God's message to the Israelites. Gradually, Moses gained the support of the people.

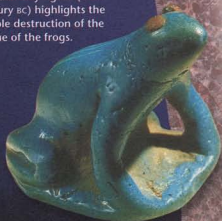
Moses and Aaron met with the pharaoh. They said, "Thus says the LORD, the God of Israel: Let my people go, that they may celebrate a feast to me in the desert" (Exodus 5:1). The pharaoh refused. Worse still, the pharaoh now would not give the Israelite slaves the materials they needed for their work.

It became impossible for the Israelites to complete their required work. They blamed Moses for this hardship. Moses told God how the people were suffering, and God replied, "Now you shall see what I will do to Pharaoh . . . compelled by my outstretched arm, he will drive them from his land" (Exodus 6:1).

God knew that it would be difficult to convince the pharaoh to let the Israelites leave Egypt. So God said to Moses, "I will lay my hand on Egypt and by great acts of judgment I will bring the hosts of my people, the Israelites, out of the land of Egypt, so that the Egyptians may learn that I am the LORD" (Exodus 7:4-5). These "great acts of judgment" that God speaks of were the plagues. During biblical times, a major disaster or catastrophe was considered a plague.

**The Plagues** Moses and Aaron went to the pharaoh to demand freedom for the Israelites. They showed the pharaoh a sign of God's power. The pharaoh and the Egyptians disregarded this sign. A great struggle then began between God and the pharaoh. The ten plagues, the catastrophes that the Egyptians had to endure, symbolize this struggle.

Egyptian clay figure (14th Century BC) highlights the terrible destruction of the plague of the frogs.



## THE TEN PLAGUES

the river of blood

frogs

gnats

flies

disease

boils

hail

locusts

darkness

death of first born

Exodus 7:17

Exodus 7:27-28

Exodus 8:12

Exodus 8:16-17

Exodus 9:1-3

Exodus 9:8-9

Exodus 9:18-19

Exodus 10:4-5

Exodus 10:21


Exodus 11:4-5

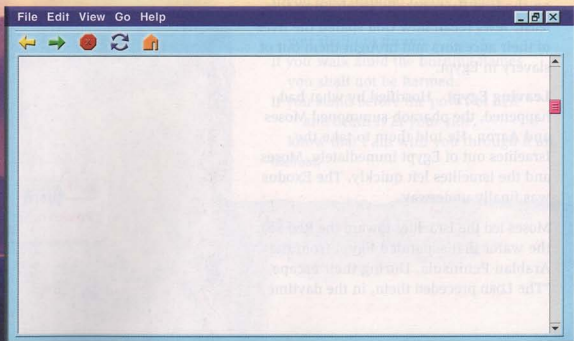
When the Israelites saw the effects of the plagues on the Egyptians, they knew that God was protecting them. Their faith in God was strengthened.

Through Moses God continually called the Pharaoh to listen to him. However, the pharaoh did not listen to God's warnings and refused to free the Israelites from slavery. Because of his actions the pharaoh was responsible for the suffering of the Egyptian people.

At the end of the ninth plague, the pharaoh seemed to give in to Moses' requests. But again the pharaoh changed his mind. Then the Lord told Moses, "One more plague will I bring upon Pharaoh and upon Egypt. After that he will let you depart. In fact, he will not merely let you go; he will drive you away" (Exodus 11:1).

What were some of the reasons why the Pharaoh wanted to keep the Israelites in Egypt?

 Imagine that you have been asked to design a banner advertisement for a Web site devoted to people throughout the world whose freedoms are being denied. Design a banner ad that will make people want to visit the Web site and assist in the work of freedom for all.



### God guided his people to freedom.

When Moses left the pharaoh after the ninth plague, God told him to have every Israelite family prepare for their escape from Egypt. They were to kill a lamb and mark the doorframes of their houses with its blood. This would be a sign that the people inside the house were Israelites, not Egyptians.

Then, the Israelites were to remain inside their houses. They were to cook the lambs and eat them with bitter herbs and unleavened bread. Unleavened bread, made without yeast, does not need to rise and so takes less time to prepare. It symbolized the Israelites' rush to escape.

The Israelites obeyed God's instructions. At midnight God passed over all of Egypt, taking the lives of every firstborn Egyptian, including the son of the pharaoh. Only the Israelites and their animals were spared. This event was called the **Passover**, since God passed over, or spared, his people.

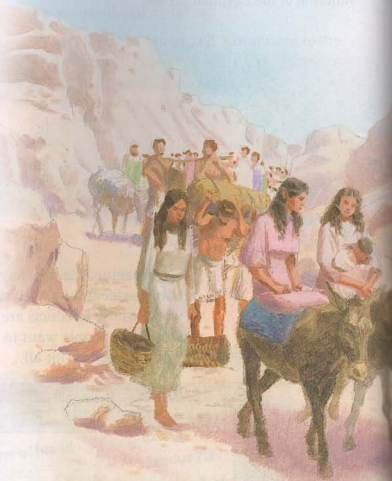
Every year during the feast of Passover Jews follow God's command and remember this special night. They celebrate a seder by eating the same meal that their ancestors ate on the first Passover. By celebrating this feast, Jews recall how God spared the lives of their ancestors and brought them out of slavery in Egypt.

**Leaving Egypt** Horrified by what had happened, the pharaoh summoned Moses and Aaron. He told them to take the Israelites out of Egypt immediately. Moses and the Israelites left quickly. The Exodus was finally underway.

Moses led the Israelites toward the Red Sea, the water that separated Egypt from the Arabian Peninsula. During their escape, "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" (Exodus 13:21).


As soon as the Israelites were gone, the pharaoh changed his mind and sent his army to recapture them. By this time, the Israelites were at the Red Sea, and God again caused a wonder that saved his people.



Key Word

Passover (p. 331)




 Exodus 14:10-28

The Egyptian army closed in on the Israelites. God parted the Red Sea, and the Israelites escaped over the dry path God had made through it. But when the Egyptians tried to follow, the waters closed over them, and they drowned.

In this way God brought his people from slavery into freedom. It was the great turning point in the history of God's relationship with his people. As in the story of Noah, God used water to save the people. For the Israelites the

salvation of the nation came about as they passed through the waters of the Red Sea. As Christians the waters of the Red Sea symbolize the saving waters of our own Baptism.

 In what ways is the symbol of water used in Baptism?

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### WE RESPOND

#### Be Not Afraid

Refrain:

Be not afraid.

I go before you always.

Come, follow me,

and I will give you rest.

If you pass through raging waters  
in the sea,  
you shall not drown.

If you walk amid the burning flames,  
you shall not be harmed.

If you stand before the pow'r of hell  
and death is at your side,  
know that I am with you through it all.

(Refrain)



# PROJECT

## Show What *you* Know

The Passover and the Exodus were two events that occurred when Jacob's descendants were enslaved in Egypt. Complete the chart to describe the sequence of these events.

The P a s s o v e r	
The E x o d u s	

### What's *the* Word?

"Moses and Aaron went to Pharaoh and said, 'Thus says the LORD, the God of Israel: Let my people go, that they may celebrate a feast to me in the desert.' Pharaoh answered, 'Who is the Lord, that I should heed his plea to let Israel go? I do not know the Lord; even if I did, I would not let Israel go.'" (Exodus 5:1-2)

- Underline the phrase that describes why God wants "Israel" to be set free.
  - Why does Pharaoh refuse to let "Israel" go?
-

# DISCIPLE

Pray  
Learn  
Celebrate  
Share  
Choose  
Live

## Saint Stories

Pierre Toussaint, born in Haiti in 1778, was a slave. He came to New York with the Catholic couple who owned him. They taught him to read and write, which was unusual at the time. They allowed him to become a hairdresser. Pierre encouraged his clients to pray, to trust in God, and to live according to the Gospel. Pierre eventually purchased his freedom. He married a Haitian woman. Together they helped the poor and worked to free slaves. They founded one of the first orphanages and the first Catholic school for children of color. Pierre Toussaint died in 1853. In 1996 Blessed Pope John Paul II recognized Pierre Toussaint as having lived an outstanding Christian life. The pope declared him Venerable Pierre Toussaint—a step on Pierre's road to becoming a canonized saint.



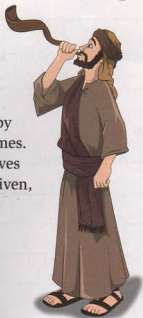
### DISCIPLE CHALLENGE

- Underline the sentence that describes how Pierre used his profession to spread the Gospel.
- What pope recognized that Pierre Toussaint had lived an outstanding Christian life?

Visit *Lives of the Saints* on [www.webelieveweb.com](http://www.webelieveweb.com) to learn about more saints and holy people.

## Fast Facts

The term *jubilee* refers to a year-long period observed by Jewish People of ancient times. Every fifty years Jewish slaves were freed, debts were forgiven, and lands were returned to original owners. (See Leviticus 25:8–55.)



## Take Home

Initiate family computer time. Together, visit a news Web site to learn about people in the world being oppressed or enslaved. Consider how your family can support the work of agencies and organizations that work to restore and protect human rights.



## Grade 6 Chapter 8

## CHAPTER TEST

Complete the following.

- When Israel's family first entered Egypt, they were treated as honored guests and given  
\_\_\_\_\_
- The child Moses was saved from  
\_\_\_\_\_
- While Moses was living in Midian and tending his flocks,  
\_\_\_\_\_
- The pharaoh would not let the Israelites leave Egypt, so God  
\_\_\_\_\_

Write True or False for the following sentences.

Then change the false sentences to make them true.

- \_\_\_\_\_ Goshen was the period of tremendous wealth and power of Egypt.  
\_\_\_\_\_
- \_\_\_\_\_ The Israelites suffered terribly as slaves of the pharaoh.  
\_\_\_\_\_
- \_\_\_\_\_ God revealed his name to the pharaoh.  
\_\_\_\_\_
- \_\_\_\_\_ After the Passover the Israelites were able to escape from the pharaoh's army.  
\_\_\_\_\_

Write a paragraph to answer this question.

- 9–10. Why did God free the Israelites from slavery in Egypt?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Grade 6 Unit 2

# UNIT TEST

Choose a word from the box to complete each sentence.

1. The word *exodus* comes from the Greek word for \_\_\_\_\_.
2. As Christians, when we read about God saving his people by helping them pass safely through the waters of the Red Sea, we are reminded of our \_\_\_\_\_.
3. In the Book of \_\_\_\_\_ we learn about the Israelites' years in Egypt and about God's carrying out his plan to bring his people to Canaan.
4. As the Israelites journeyed through the wilderness, God fed them with a sweet-tasting, bread-like food called \_\_\_\_\_.
5. To Christians, the twelve pillars of the altar that Moses set up in the wilderness are symbols not only of the twelve tribes of Israel but also of the \_\_\_\_\_.
6. To thank God for the gift of a son, Hannah dedicated her son \_\_\_\_\_ to God's service.
7. The great collection of Hebrew religious songs that Jesus prayed and that both Jews and Christians pray today is the Book of \_\_\_\_\_.
8. To show his love of God and his desire to be faithful to the covenant, \_\_\_\_\_ built the Temple in Jerusalem.

manna

Psalms

Solomon

Samuel

Apostles

Baptism

Exodus

departure

Write the letter of the phrase that best describes the person.

- |                   |  |
|-------------------|--|
| 9. _____ Deborah  | a. the first king of Israel  |
| 10. _____ Joshua  | b. the shepherd-king who conquered the Philistines   |
| 11. _____ Samson  | c. the person God chose to lead his people out of slavery in Egypt                         |
| 12. _____ David   | d. the judge who, with God's help, guided Barak to victory over the Canaanites             |
| 13. _____ Saul    | e. the person who said, "your people shall be my people and your God my God"               |
| 14. _____ Ruth    | f. the leader who brought God's people into the land God had promised them                 |
| 15. _____ Solomon | g. the king of Israel who prayed for an understanding heart and to whom God granted wisdom |
| 16. _____ Moses   | h. the judge who was blessed by God with great strength                                    |

Write a paragraph to answer each set of questions.

- 17-18. How was King Solomon's reign different from King David's? For what is each king remembered?

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- 19-20. What is the importance of the special meal of remembrance that Jewish families eat at the Passover? Why is the Passover meal that Jesus ate with his followers on the night before he died so important to Christians?

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