

GRADE 6
LESSON PLAN 5

MOSES AND THE EXODUS



GRADE LEVEL: 6

THEME/TOPIC: The story of Moses, Yahweh, and the Exodus of the Israelites from slavery in Egypt

SUMMARY OF THE VIGNETTE:

God chose Moses to lead his people. 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.

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OBJECTIVES: *Students will be able to . . .*

- Describe Moses' characteristic traits.
- Explain why the Exodus was necessary.
- Discuss the definition of oppression.
- Explain the definition of freedom.
- Analyze the source of the name "Yahweh."

MATERIALS & RESOURCES:

- DVD vignette: "Moses and the Exodus"
- New American Bible
- *The Catechism of the Catholic Church* (CCC)
- Activity sheets attached
- *The Prince of Egypt* film

RELATED BIBLE & CATECHISM OF THE CATHOLIC CHURCH PASSAGES:

- Exodus 1:8-16 (The Oppression of the Israelites)
- Exodus 2:1-23 (Birth & Adoption of Moses, Moses' Flight to Midian, The Burning Bush)
- Exodus 3:13-14 ("God replied, 'I am who am.'")
- Exodus 14:10-31 (Crossing the Red Sea)
- CCC Passages – 2574 -2577 "Moses and the Prayer of the Mediator" and 62-63 "God forms His People Israel"

PROCEDURES & TASKS:

1. Welcome the students with warmth and enthusiasm.
2. *Begin with prayer.* This should help the students disengage from their preoccupations and have an open heart before God. You may choose to pray in a number of different ways, including with Scripture, with music, in silence, with traditional prayers, or with extemporaneous prayer that arises from the heart.
3. Introduce the Book of Exodus and have a class discussion explaining the challenges faced during slavery.
4. Compare and contrast freedom in the United States as compared to other countries.
5. Have students compose a newspaper article discussing the major events of the Israelites' story of slavery and freedom. Be sure to include an eye-catching headline.
6. Have students create a banner depicting freedom. They may add symbols, pictures, and biblical quotes.
7. Ask students to describe Moses on the handout titled: *Why is Moses called "The Chosen One?"*
8. Have students compose an acrostic poem thanking Yahweh for your own freedom.
9. Role-play the events at the burning bush in collaborative groups.
10. Watch the "Word on Fire" DVD vignette and ask students to take notes on the handout provided.

ACTIVITIES & ENRICHMENT:

- Write a journal entry titled, "My Life as an Israelite".
- Write a freedom song that highlights the hardships of the Israelites.
- Answer the question: If you had been Moses standing before the burning bush, how might you have responded?
- Watch the film *The Prince of Egypt*.

ASSESSMENT(S):

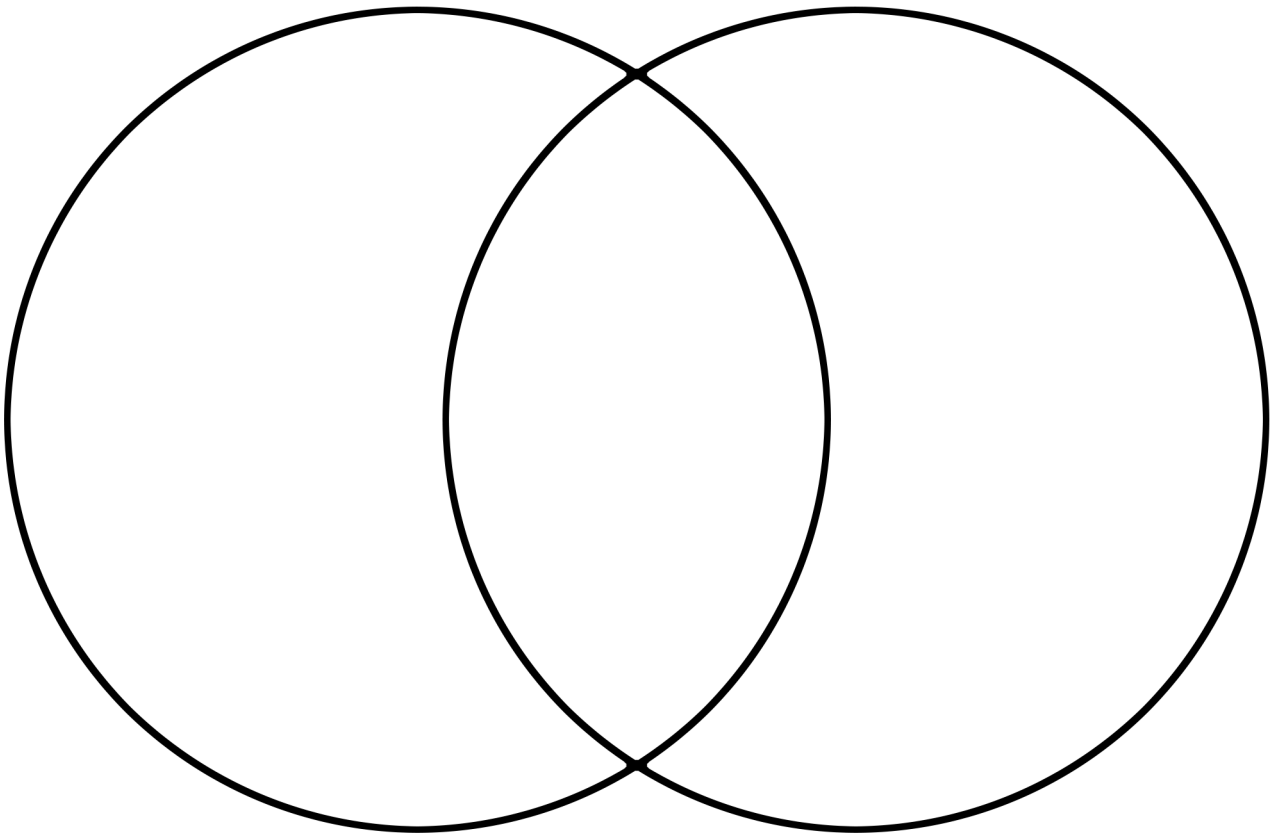
- Compare and Contrast handout
- Newspaper article - *Major Events of the Israelites*
- Freedom Banner
- *Moses' Characteristic Traits* handout
- Yahweh Acrostic Poem
- Burning Bush Reenactments
- Note-Taking sheet
- Journal Entry - "*Life as an Israelite*"
- Freedom Song

Name:.....

Date:.....

MOSES AND THE EXODUS

Compare and contrast freedom in the United States versus other countries on the Venn Diagram.

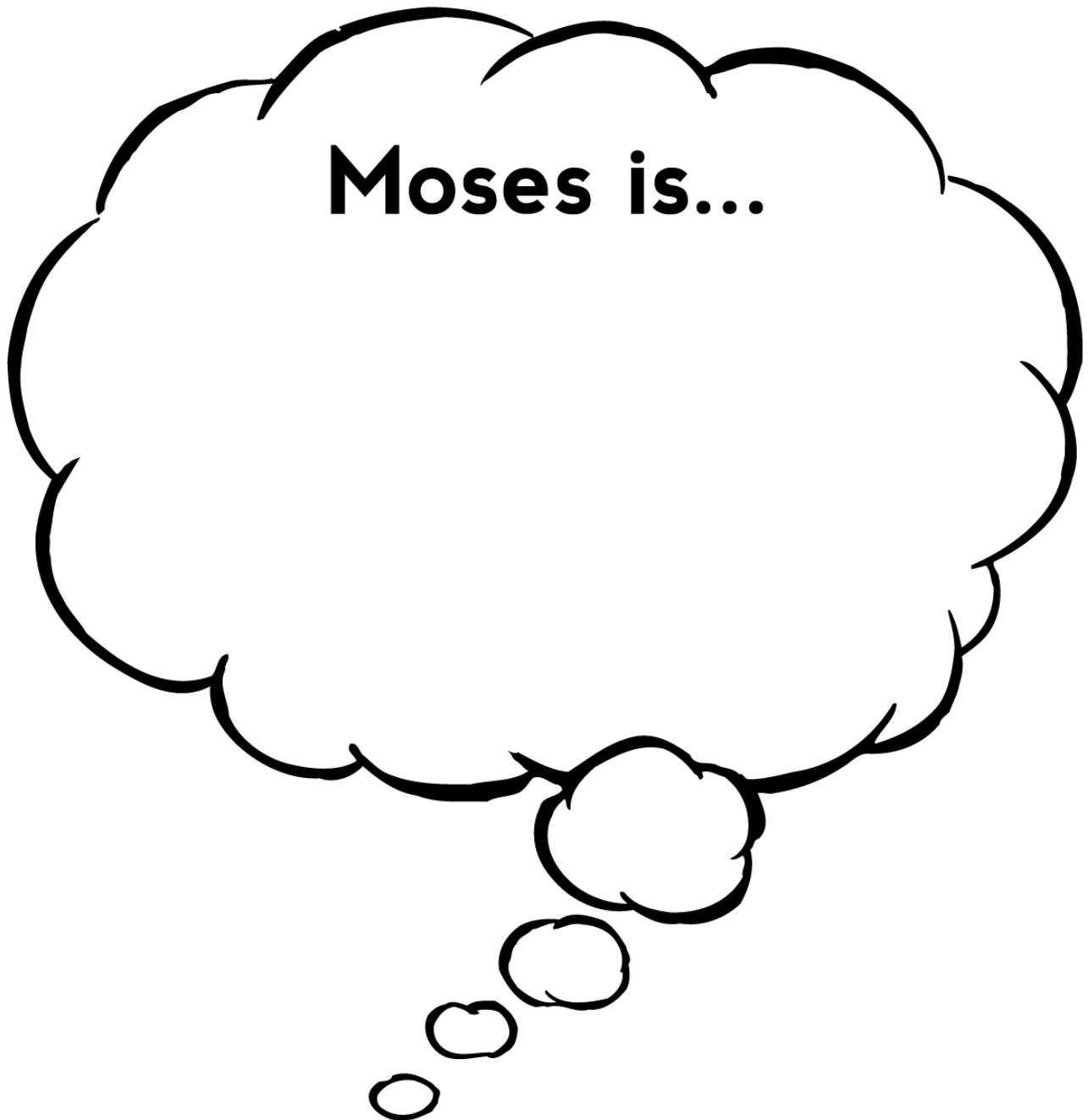


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MOSES AND THE EXODUS

Why is Moses called “The Chosen One?”

List characteristic traits that describe Moses on the thinking cloud below.



Name:

Date:

MOSES AND THE EXODUS

Compose an acrostic poem below thanking Yahweh for the freedoms you have. Write out phrases and sentences that begin with the first letters of the word "Yahweh."

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Name:.....

Date:.....

MOSES AND THE EXODUS

As you watch the vignette, write out the important things taught by Fr. Barron.

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Name:.....

Date:.....

MOSES AND THE EXODUS

Imagine that you are a person who witnessed the events faced by the Israelites. Write a journal entry describing your thoughts and feelings.

JOURNAL ENTRY: "LIFE AS AN ISRAELITE"

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Name:

Date:



Write a freedom song that highlights the hardships of the Israelites.

Title:

Verse 1

Verse 2

Verse 3

Chorus

