

**THE HEBREW SERVANT**



**Passages to Study:** Exodus 21:1-6; Deut. 15:12-18; Psalm 40:6.

**Read with the class:** Exodus 21:1-6.

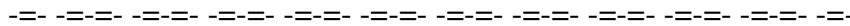
**Texts for memorization:**

**Younger:** Mark 10:45.

**Older:** Mark 10:45

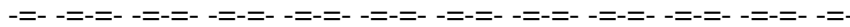


**Note:** These laws about slavery apply to customs of past centuries, and were very different from those of today. Since slavery did exist, God demanded merciful treatment of slaves and His intention was that eventually they would be set at liberty. The story of Israel in Egypt is an example that shows His ideal was to bring an end to slavery. It can be difficult for students today to accept that these conditions existed in earlier times, when so much emphasis is placed on human rights. We have chosen to focus this lesson on the slave who was married during his servitude and out of love to his wife and children chose to renounce his right to freedom, thus “sacrificing” himself for his own. In this he was like the Lord Jesus.



**OBJECTIVES To teach:**

1. That the devotion of the slave led him to remain with those he loved rather than go out free.
2. That willing submission to perpetual servanthood is an example of what the Lord Jesus did in submitting Himself to the Cross.
3. That “Christ also loved us and gave Himself for us”. Eph. 5:2.
4. That the servant’s body remained forever marked. The Lord Jesus also has scars on His body.
5. That our eternal happiness depends upon the willingness of the Lord Jesus Christ to go to the cross and suffer there for us.



**SCENE No. 1. VISUAL AIDS.** A city street, the front of the home of the creditor and a young man who is being taken into service as a slave. Use additional figures to show the work he would do i.e. carrying water and looking after domesticated animals.”

**DEVELOPMENT:**

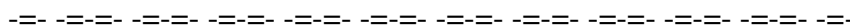
**Sug.** One method of presenting this story is to describe a situation in which a debtor gives his son as a slave to pay off a debt.

- The time he would serve as a slave was limited to six years.

**Cns.** This kind provision was so that slavery not be perpetual. God wants every human being to be free.

- God wanted to teach His people that, having known slavery in Egypt, they were not to be enslaved again in Canaan.

**Cns.** When the Lord Jesus became flesh, he did not come as a king or monarch but took on Himself the “form of a (bond)servant”. Phil. 2:5-8.



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**SCENE No. 2. VISUAL AIDS:** The inside of a house with the slave, his wife and children in the presence of his master. The period of his service is about to end.

**DEVELOPMENT:**

- Throughout his six years of service, the slave has come to know the kindness of his master.
- He now has a family made up of his wife and children.
- Since the day of his freedom is near, his master talks to the slave about his options.
  1. He can go out alone. Or,
  2. He can “die” to his liberty and remain with his wife and family.

**Apl.** See Ex. 21:5, “I will not go out free”. In the Garden of Gethsemane, the Lord Jesus submitted Himself to the will of His Father, which led to His body being scarred forever at His death on the cross.

- The future happiness of the wife and family depended on the decision of the slave.

**Cns.** Discuss with the students the feelings that the slave would have and then help them to think about what it meant for the Lord Jesus to submit to the death of Calvary.

- Stress that this man’s decision was freely made because of his love to his wife and family.
- The slave had to declare clearly and audibly the love that motivated him to give up his liberty.

**Apl.** The Lord declared aloud His love to His own. John 15:9.

- Immediately afterwards the slave had to show the reality of his love by submitting to something that would cause him suffering.

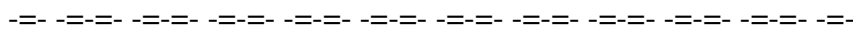
- His ear had to be pierced with an awl, leaving a mark both on his body and in the wood of the doorpost, as witness to the decision he had taken.

**Apl.** Our eternal happiness is due to the willingness of the Lord Jesus Christ to go to the cross and suffer for us.

**Apl.** The body of the Lord Jesus carries the marks of His suffering on the cross.

- The slave’s body carried the mark forever. The wood also was marked with the proof of his love.

**Apl.** As a result of the work of the Lord Jesus in this world, there was left behind an empty cross and an empty tomb. Nature itself was shaken as the earth quaked and the rocks rent at His death.



**SCENE No. 3. VISUAL AIDS.** An empty cross, a teacher with a class of children or young people and others of different ages and racial origins as examples of those who were objects of the love of Christ. The text Rev. 5:9 could be written in large letters.

**DEVELOPMENT:**

- Because of Christ’s love for the Father, for the Church (His bride) and for individual believers (the children), the Lord Jesus Christ did not go out free but submitted willingly to the suffering of the cross. Isa. 53:11.
- People from every nation bless the name of Christ and sing praises to Him because He voluntarily went to the Cross to save us. Heb. 10:7, 9-10.

**NOTE:** Today, the task of the Sunday School teacher and the evangelist is to “follow the steps” of the Lord Jesus. Instead of going “free” and not being involved in service for the Lord, they willingly submit to the Holy Spirit, and because of their love for souls, they preach the gospel. 1 Cor. 9:16.

**Sug.** Ask the students to write what they think might have been the conversation between the slave and his wife, after showing his love in this way. This will lead them to think about the importance and significance of the sacrifice of Christ and of how thankful we ought to be.

**Cns.** John 17:24-26.

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