

# The Book of Exodus

*Circle the passage that your teacher has assigned to your group:*

- Exodus 1:8–2:10 (Moses' infancy narrative)
- Exodus 3:1–22 (the burning bush)
- Exodus 12:1–32 (the tenth plague)
- Exodus 14:1–31 (crossing the sea)
- Exodus 16:1–32 (manna in the wilderness)
- Exodus 19:1–25, 20:18–21 (the Sinai covenant)

## Part 1: *Tableaux Vivants*

*Working with your group, complete the following tasks:*

1. Read the passage from the Book of Exodus to which your group has been assigned. Be sure to look up unfamiliar words in a printed or online biblical dictionary to ensure that you are understanding the passage correctly.
2. Divide the passage into five or six scenes. You and your group members will present these scenes to the class as a series of *tableaux vivants*—that is, “living pictures” or still-life scenes.
3. Designate one person in your group as the narrator: This person will read the passage aloud to the class as the rest of the group members silently present the various scenes. If your group is small, you may ask your teacher or another student in the class to be the narrator. If possible, each scene should involve all of your group members, with the exception of the narrator.

## Part 2: Discussion Questions

*After all the presentations, return to your group and discuss the following questions. Record your groups' responses in the spaces provided. These are open-ended questions meant to prompt thinking and conversation; therefore, there is not one correct answer.*

1. What circumstances in your own life have caused you to question God's presence in your life, as the Israelites often did? To what extent did you manage to maintain your faith through these situations?



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2. How are God's presence and power at work in the Exodus accounts that you saw presented in class today? Include the obvious and explicit ways that God is at work, as well as the more subtle signs of God's presence.
  
3. What does God's response to the Israelites' enslavement reveal to us about God's priorities, values, and vision for the world?
  
4. What does God's response to the Israelites' enslavement reveal to us about our own responsibility to cooperate with God in creating a more just and peaceful world? In what situations in today's world might we exercise this responsibility?
  
5. What groups of people today are enslaved, either literally or metaphorically? How can we, as people of faith, bring these people the Good News and power of God's liberating and faithful love?

