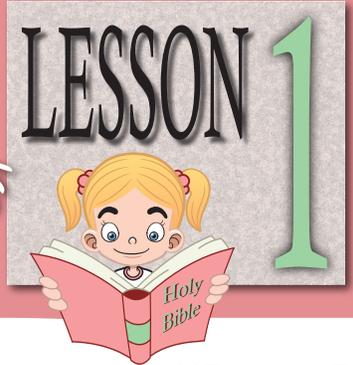


The Kingdom of Israel Under Solomon

1 KINGS 1-11



Old Testament 7
Part 1: The Divided Kingdom

SUNDAY MORNING

Old Testament 7 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

1 Kings 1-11; 1 Chronicles 23:1; 2 Chronicles 1-9

MEMORY WORK:

YOUNGER CHILDREN: "Fear God and keep His commandments" (Ecclesiastes 12:13b).

OLDER CHILDREN: "Fear God and keep His commandments, for this is man's all" (Ecclesiastes 12:13b).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Ecclesiastes 12:13-14"](#)
- ["Solomon"](#)
- ["God Is With Me"](#)
- ["Lord, I Love You"](#)
- ["Ephesians 6:1"](#)
- ["Give Us a King"](#)
- ["We Three Kings"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [The Divided Kingdom 1](#) Bible fact cards (provided under "O.T. 7 Bible Facts")
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Pictures/drawings from the books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Pictures to illustrate obedience, fear/respect (from magazines, old curricula, etc.)
- Betty Lukens' felt pieces
- Pictures of idols
- Bible Class Workshop Visuals: ["Solomon Turned His Heart"](#); ["Solomon, the Writer"](#)
- [Map of the Twelve Tribes of Israel](#) (provided in Maps section of curriculum Web site)



PERSONAL APPLICATION:

God expects me to show Him and His Word respect by what I say and how I act.

LESSON STARTS HERE

INTRODUCTION:

Today we are going to talk about a king who obeyed God for a little while, but then he started doing whatever he wanted. He decided it was not important to obey God. He decided he could be happy without God.

POINTS TO EMPHASIZE:

1. After the people of Israel left Egypt, they were led by Moses, then Joshua, followed by 14 judges. When they finally got to the Promised Land (the land of Canaan/Palestine) they did not get rid of all the idols in the land as God had commanded them. They gradually wanted to be like the idol-worshipping people who lived around them. They also decided that they didn't want God to be their king; they wanted a human king like "everybody else." God chose a man named Saul to be the first king of Israel; his reign lasted for 40 years. David was chosen by God to replace Saul when Saul disobeyed God. David was also king for 40 years. When David died, his son Solomon became king of Israel.
2. Solomon was warned by his father David always to be faithful to God. In a dream, God said Solomon could have anything he wanted to help him become a great king. Solomon asked for wisdom to be a good leader for his people. He was a good king for about 20 years. During that time he built the Temple in Jerusalem and gained much wealth for his kingdom and for himself. Sadly, during most of his 40 years as king, he allowed himself to become more interested in idols, money, and women than in God.
3. He married many women, even though God warned the Israelite kings to not "multiply wives for himself" (Deuteronomy 17:14-17). Also, the women he married did not love God. God warned the Israelites not to intermarry with the women of Canaan because they would "turn away [their] hearts after their gods" (1 Kings 11:2), but Solomon married 700 women and had 300 concubines, and they "turned his heart after other gods; and his heart was not loyal to the Lord his God" (1 Kings 11:4). He began worshipping their idols. "Solomon did evil in the sight of the Lord, and did not fully follow the Lord, as did his father David.... So the Lord became angry with Solomon, because his heart had turned from the Lord.... [H]e did not keep what the Lord had commanded" (1 Kings 11:6,9,10b).
4. God warned Solomon that because he had been disobedient and unfaithful, the kingdom over which he ruled would be taken away from his son and split into two parts. Solomon had everything he could have wanted. But he made a lot of bad choices about who would be his friends. He broke God's laws about being married to one woman for life, and he began to worship the idols of his many wives. He even built temples for their idols! His people started to hate him because he taxed them and was cruel. Solomon disobeyed God and did not use the gifts that God gave him in the right ways.
5. Solomon wrote many wise sayings in the books of Proverbs, Ecclesiastes, and Song of Solomon, but in his later years, he did not follow his own advice or listen to God. He did not show God respect (fear God) in the way he lived. How do you show respect for your parents? How do you

show respect for your teachers, etc.? What happens when we don't show respect for these important people in our lives? We need to remember that showing respect for God is even more important.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#).

Ages 2-5:

- [“Building the Temple Coloring Sheet”](#) (provided in activity sheets)
- “Leap Frog” game: Write review questions from this lesson on the backs of lily pad cutouts. Place them randomly on the floor. Let each child toss a beanbag frog onto a lily pad. (Use a regular beanbag if you can't find a frog.) Read the question on the lily pad and ask the child to answer it. They can play in teams or individually. (“[Lily Pad Cutouts](#)” provided in activity sheets)
- 4 and 5 year olds: Bring pretzels, raisins, M&M's®, peanuts, Goldfish®, and two bowls. Mix together equal amounts of the snacks to make a snack mix. Then show the kids a white powder (onion powder or garlic powder), and add it to one of the bowls. Ask the children to taste samples of the two batches and tell which one tastes better. Talk about how one ingredient can ruin something really good. Tell the children that Solomon had everything imaginable, but he made bad choices that ruined everything.
- Print a picture of each child in your class. Help the children glue their pictures to sheets of card stock on which are printed the words, “I will obey God!” Let the children decorate their cards with stickers, “jewels,” etc.

1st-2nd Graders:

- “Leap Frog” game: Write review questions from this lesson on the backs of lily pad cutouts. Place them randomly on the floor. Let each child toss a beanbag frog onto a lily pad. (Use a regular beanbag if you can't find a frog.) Read the question on the lily pad and ask the child to answer it. They can play in teams or individually. (“[Lily Pad Cutouts](#)” provided in activity sheets)
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- Play Tic-Tac-Toe or Hang Man with review questions from this lesson. (“[Tic-Tac-Toe Instructions](#)” provided in activity sheets)
- Books of the Bible review: Write various books of the Bible on index cards. Divide the class into two teams. Have one person from each team stand up. Show an index card (or say the book out loud). The student who raises his/her hand first, names the books that come before and/or after the one you said. If he/she is correct, that team receives a point. (“[Books of the Bible Cutouts](#)” provided in activity sheets)

3rd-4th Graders:

- Bring pretzels, raisins, M&M's, peanuts, and goldfish. Bring two big bowls. Make two batches of snacks, but in one bowl mix in onion powder or garlic powder. Ask children to taste the two batches. Decide which one tastes better and talk about how one bad ingredient can ruin a whole

batch. Relate it to Solomon and his bad choices.

- Play Tic-Tac-Toe or Hang Man with review questions from this lesson. (“[Tic-Tac-Toe Instructions](#)” provided in activity sheets)
- Books of the Bible review: Write various books of the Bible on index cards. Divide the class into two teams. Have one person from each team stand up. Show an index card (or say the book out loud). The student who raises his/her hand first, names the books that come before and/or after the one you said. If he/she is correct, that team receives a point. (“[Books of the Bible Cutouts](#)” provided in activity sheets)
- Have the children read the following:
 - If they did not do so in O.T. 6, 1 Kings 1-11; 2 Chronicles 1-9 (and take the corresponding [Advanced Bible Reader](#) quizzes)
 - *David and the Kingdom of Israel*, Contemporary Bible Series, Scandinavia Publishing

SONGS:

“ECCLESIASTES 12:13-14”

Author: Jeff Miller

(Tune: See “[Hidden in My Heart](#)” Volume I CD)

“SOLOMON”

Author: Jewel Kendrick

(Tune: “Walking in Sunlight”)

(Words: See [Sing a Story: Volume I](#), by Jewel Kendrick)

“GOD IS WITH ME” ([Click to Hear](#))

Author: Unknown*

(Tune: “London Bridge”)

[Play a variation of London Bridge. Have two children form a bridge by joining hands and holding their arms up while the other children line up and walk under the bridge. Have the children sing the words as they play. On the last line, the bridge should come down gently around one child. Then ask that child to name a place where God is with him/her.]

God is with me all the time,

All the time, all the time.

God is with me all the time,

He is with me.

“LORD, I LOVE YOU” ([Click to Hear](#))

Author: Unknown*

(Tune: “Mary Had a Little Lamb”)

Lord, I love You—yes, I do!

Yes, I do! Yes, I do!

Lord, I love You—yes, I do!

Because You love me so.

He is with me all the time,
All the time, all the time.
He is with me all the time,
Jesus is my Friend.

“EPHESIANS 6:1” ([Click to Hear](#))

Author: Lora Laycook
(Tune: “Why Do You Wait?”)

VERSE 1:

Children, obey your parents,
In the Lord for this is right.
Honor your father and mother.
Love them each day and each night.

CHORUS:

Obey, obey, obey your parents each day.
Obey, obey, obey your parents always.

VERSE 2:

Jesus obeyed His parents.
He always did what was right.
He honored His father and mother.
He loved them each day and each night.

(CHORUS)

“GIVE US A KING”

Author: C.E. Couchman
(Tune: See [“Each Little Dewdrop”](#) by Charlotte Couchman)

“WE THREE KINGS”

Author: April Meacham and Teah McWhorter
(Tune: See [“To Know God...in Song”](#) book/CD)

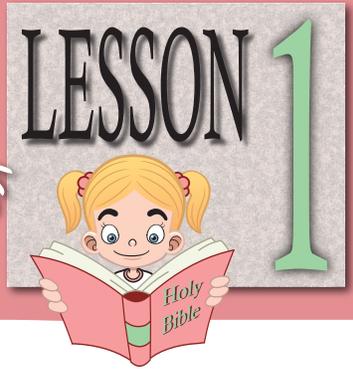
*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



The Kingdom of Israel Under Solomon

I KINGS 1-11



Old Testament 7
Part 1: The Divided Kingdom

WEDNESDAY EVENING

Old Testament 7 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

1 Kings 1-11; 1 Chronicles 23:1; 2 Chronicles 1-9

MEMORY WORK:

YOUNGER CHILDREN: "Fear God and keep His commandments" (Ecclesiastes 12:13b).

OLDER CHILDREN: "Fear God and keep His commandments, for this is man's all" (Ecclesiastes 12:13b).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Ecclesiastes 12:13-14"](#)
- ["Solomon"](#)
- ["God Is With Me"](#)
- ["Lord, I Love You"](#)
- ["Ephesians 6:1"](#)
- ["Give Us a King"](#)
- ["We Three Kings"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [The Divided Kingdom 1](#) Bible fact cards (provided under "O.T. 7 Bible Facts")
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Pictures/drawings from the books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Pictures to illustrate obedience, fear/respect (from magazines, old curricula, etc.)
- Betty Lukens' felt pieces
- Pictures of idols



PERSONAL APPLICATION:

God expects me to show Him and His Word respect by what I say and how I act.

INTRODUCTION:

Review [O.T. 7 Bible Fact Flash Cards](#) (provided under “O.T. 7 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

Review Sunday’s lesson. (See [O.T. 7 Review Questions](#) for example questions.)

Talk more about staying away from people who can influence us to make bad choices. Give examples of people with good friends (and bad), from contemporary athletes and pop stars to Bible characters. Read and discuss 1 Corinthians 15:33 with the children, especially noting the first half of the verse: “Do not be deceived.”

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson

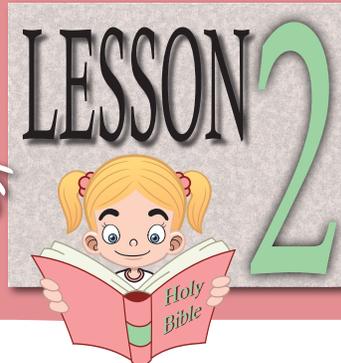
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Rehoboam Follows

Poor Advice

1 KINGS 12:1-24



Old Testament 7
Part 1: The Divided Kingdom

SUNDAY MORNING

Old Testament 7 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

1 Kings 12:1-24; 14:21-31; 2 Chronicles 9:31-12

MEMORY WORK:

YOUNGER CHILDREN: “[H]e who heeds counsel is wise” (Proverbs 12:15b).

OLDER CHILDREN: “The way of a fool is right in his own eyes, but he who heeds counsel is wise” (Proverbs 12:15).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

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- [“Older Means Wiser”](#)
- [“Wise Kids”](#)
- [“Proverbs 11:14”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- Pictures/drawings from the books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Betty Lukens' felt pieces
- Bible Class Workshop Visuals: [“What Advice Will You Hear”](#)
- [“Map of the Divided Kingdom”](#) (provided in Maps section of curriculum Web site)

PERSONAL APPLICATION:

I must never think that I “know it all”; I must be willing to listen to the advice of others who want to help me obey God and go to heaven.



LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Who was the first King of Israel? Who was king after David? Did he always make good choices? What were some bad choices Solomon made? After Solomon died, his son Rehoboam became king. But Rehoboam did not learn from his father's mistakes.

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

Sometimes we need help making choices/decisions. Do you ever ask other people for help when you have to make an important decision? We may ask our friends for help, or we may ask our parents, grandparents, or teachers for help. In today's lesson, Solomon's son listened to some people who did not help him make good choices.

POINTS TO EMPHASIZE:

1. Rehoboam was the son of Solomon and Naamah, an Ammonitess (1 Kings 14:21)—that means that she was a woman from the kingdom of Ammon. [She was one of many idol-worshipping women that Solomon married (1 Kings 11:1).] First Kings 14:21 says that Rehoboam was 41 years old when he became King of Israel, and he was king for 17 years. Solomon had left behind great wealth, but he had also required a heavy tax burden to support his massive building projects, his army, and his enormous family.



NOTE: Different dates for Rehoboam's reign have been estimated, but the most likely is 931-913 B.C. Note also that some have argued that a scribal error was introduced in 1 Kings 14:21 in the age of Rehoboam. They argue that Rehoboam was much younger than 41 (possibly 21 or 16), based on 2 Chronicles 10:8, 13:7, and 1 Kings 12:10.

2. The Israelites were very tired of high taxes that supported Solomon's extravagant lifestyle. They were afraid that Rehoboam would carry on his father's policies. The capital city was Jerusalem, but Rehoboam decided to go to an ancient city in the northern section, **Shechem**, to meet with the people and to try to gain their support. Instead, he was met with demands for lower taxes and questions from the people about what he planned to do.



NOTE: **Shechem** was an important city in the hill country of Ephraim between Mt. Ebal (the mount of blessing) and Mt. Gerizim (the mount of cursing). Jacob had lived in Shechem for a while and dug the famous well where Jesus talked to the Samaritan woman in John 4; it was then called Sychar. Shechem was one of the Cities of Refuge provided under the Law of Moses. During the time of Joshua and the judges, it was an important meeting place of the northern tribes (Joshua 24:1). Later Shechem became a major city of the Samaritans. Today it is a large city called Nablus, inhabited mostly by Muslims..

3. Rehoboam asked for advice and then chose to follow the advice of the younger men instead of the older, wiser men. He combined his poor judgment and/or arrogance with the poor advice of his peers. The result was that the 10 northern tribes revolted and became a separate

nation—known as the northern tribes or Israel. Only the two southern tribes of Benjamin and Judah (thereafter known only as Judah, or the southern tribes) stayed under Rehoboam’s control. The other 10 tribes decided to follow Jeroboam. This was the beginning of the divided kingdom (see map in recommended visuals).



NOTE: If Rehoboam was 40-41, his peers would not have been “young” by our standards (cf. 1 Kings 12:10; 2 Chronicles 10:8). Also, remember that the 12 tribes at this point were 11 sons of Jacob, with both of Joseph’s sons getting an inheritance, making 12 land allotments. The Levites were given cities throughout the kingdom rather than specific areas of land.

4. Immediately, Rehoboam tried to make the southern kingdom (tribes of Judah and Benjamin) stronger. He fortified Bethlehem, Hebron, and other cities. Priests and Levites who did not want to serve under Jeroboam went to the south, to Rehoboam. They helped provide some leadership for the first three years of Rehoboam’s reign—until he started promoting idol worship (2 Chronicles 11:17). Rehoboam continued to live in luxury, as his father had. He had a large family (2 Chronicles 11:18-23) and spent lots of money on elaborate places for idol worship. He did not bring his people back to God. When his kingdom was well established and strong, he “forsook the law of the Lord” (2 Chronicles 12:1).



NOTE: God sent Shishak, King of Egypt, to Jerusalem with a massive army to take tribute. Shishak was the son of an Assyrian king. His wife (Tahpenes) is mentioned in 1 Kings 11:19. One of his wife’s sisters became the wife of Jeroboam. Shishak invaded the Southern Kingdom with twice the number of chariots that Pharaoh used in the time of Moses (Exodus 14:7), five times as many horsemen as Solomon had, and 12 times as many Philistines as came against Israel in 1 Samuel 13:5. His infantry was “without number.”

5. We can learn from Rehoboam how important it is to listen respectfully to those who are older, like our parents, grandparents, teachers, older people in our congregation, etc. They have lived longer, usually know more, and are usually wiser. Older Christians who love God want to help us get to heaven. They can be a big help to us as we grow up. Read together Leviticus 19:32; Proverbs 16:31; 1 Peter 5:5; Proverbs 1:5; 11:14; 19:20.

THE DIVIDED KINGDOM

| | Israel | Judah |
|----------------------------|---|--|
| Number of Tribes | 10 | 2 |
| First King | Jeroboam | Rehoboam |
| Number of Kings | 19 | 19+1 queen (Athaliah) |
| Number of Dynasties | 9 | 1 |
| Kind of Kings | All bad; some worse | Some good; most bad |
| Capital | Samaria | Jerusalem |
| Fate of Kingdoms | Conquered and deported by Assyria: 722 B.C. (no return) | Conquered and deported to Babylon: 586 B.C. (exiles returned) |

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- “[Rehoboam Follows Poor Advice Coloring Sheet](#)” (provided in activity sheets)
- Look at pictures in the pictorial directory of some of the older members of the congregation. Call them by name. Talk about ways that we learn about how to be good Christians from them.
- Talk about the importance of making good choices. Give the children different scenarios where they could make a good choice or a bad one (e.g., whether or not to share something, whether or not to obey Mom or Dad, whether or not to take something that doesn’t belong to them, etc.).
- “[Choose Good Advice Activity](#)” (provided in activity sheets)

1st-2nd Graders:

- “[Old People Activity](#)” (provided in activity sheets)
- Make a Bingo game with books of the Bible. Write each book of the Bible on slips of paper, put the slips of paper in a container or plastic bag, and draw them one at a time for the Bingo game. (You can reduce the number of choices by only using the first half of the O.T., using N.T. books only, etc.) (“[Books of the Bible Bingo Activity](#)” and “[Bingo Board](#)” provided in activity sheets)

3rd-4th Graders:

- “[Old People Activity](#)” (provided in activity sheets)
- Make several copies of blank Bingo cards. Give each student a blank card, and ask them to write different books of the Bible in the blanks on their cards; this way everyone’s board should be different. Write each book of the Bible on a slip of paper, put the slips of paper in a

container, and draw them one at a time for the Bingo game. (You can reduce the number of choices by only using the first half of the O.T., using N.T. books only, etc.) (“[Books of the Bible Bingo Activity](#)” and “[Bingo Board](#)” provided in activity sheets)

- Have the children read 1 Kings 12; 14; 2 Chronicles 9-12 (as well as 6-8, if they did not do so in O.T. 6). [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the 2 Chronicles 6-10 quiz from AP’s [Advanced Bible Reader](#) site for the children to take.

SONGS

“OLDER MEANS WISER” ([Click to Hear](#))

Author: Jeff Miller

(Tune: “There’s Not a Friend Like the Lowly Jesus”)

Does baby Sam know as much as you do?
No, not close. No, not close.
You’ve lived more years, and show him what to do.
He has no clue; has no clue.

Your parents know all about your struggles.
Older folks—they know what to do.
If you are wise, you will ask for advice.
No not once. Many times.

“WISE KIDS” ([Click to Hear](#))

Author: Unknown*

(Tune: “The Wise Man Built His House Upon the Rock”)

Wise kids read their Bibles every day.
(open hands like book)
Wise kids read their Bibles every day.
Wise kids read their Bibles every day,
And we trust upon the Lord! (point to heaven)

Wise kids learn to pray every day.
(fold hands in prayer)
Wise kids learn to pray every day.
Wise kids learn to pray every day,
And they wait upon the Lord! (point to heaven)

So read your Bible, pray, and you’ll be wise. (open hands like book, then fold in prayer)
So read your Bible, pray and you’ll be wise.
So read your Bible, pray and you’ll be wise,
No matter what your size!

“PROVERBS 11:14”

Author: Jeff Miller

(Tune: See [“Hidden in My Heart”](#) Volume I CD)

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

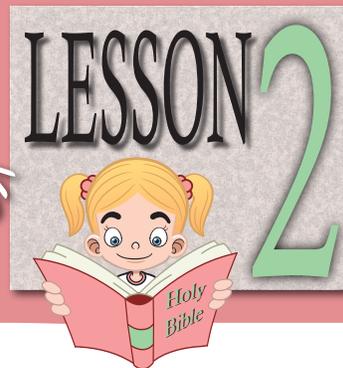
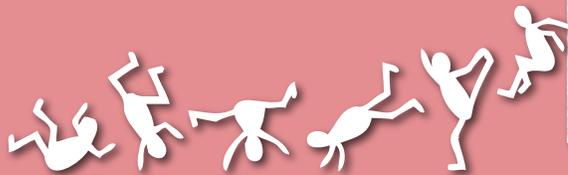
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Rehoboam Follows

Poor Advice

1 KINGS 12:1-24



Old Testament 7
Part 1: The Divided Kingdom

WEDNESDAY EVENING

Old Testament 7 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

1 Kings 12:1-24; 14:21-31; 2 Chronicles 9:31-12

MEMORY WORK:

YOUNGER CHILDREN: “[H]e who heeds counsel is wise” (Proverbs 12:15b).

OLDER CHILDREN: “The way of a fool is right in his own eyes, but he who heeds counsel is wise” (Proverbs 12:15).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

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- [“Wise Kids”](#)
- [“Proverbs 11:14”](#)

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- Pictures/drawings from the books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Betty Lukens' felt pieces
- [“Map of the Divided Kingdom”](#) (provided in Maps section of curriculum Web site)

PERSONAL APPLICATION:

I must never think that I “know it all”; I must be willing to listen to the advice of others who want to help me obey God and go to heaven.



INTRODUCTION:

Review [O.T. 7 Bible Fact Flash Cards](#) (provided under “O.T. 7 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

Review Sunday’s lesson. (See [O.T. 7 Review Questions](#) for example questions.)

Emphasize the importance of praying for our leaders—at home, in the church, in our schools, in our city, in our state, and in our country (1 Timothy 2:1-2).

Children are often kind of scared of the elderly, because they look and act so different than them. Talk about why they’re different to help the children understand them and respect them more. Perhaps discuss how they’ve changed since they were first born. Their minds—who they are—hasn’t really changed all that much, though their body has. Same thing with old folks. Many times their mind hasn’t changed, but their body has. They may be more quiet because they can’t hear as well, or because they’ve learned the wisdom of holding their tongue, or because they’re in pain; they may be grumpy because of their pains, too, just like like we all are, except they probably have more pain than we do. But notice, they’re still just like you and me. They like attention, friendship, to feel needed, to feel loved, and they especially love to see children.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

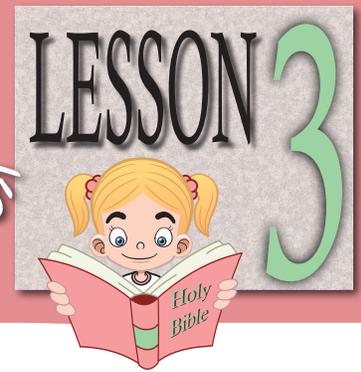
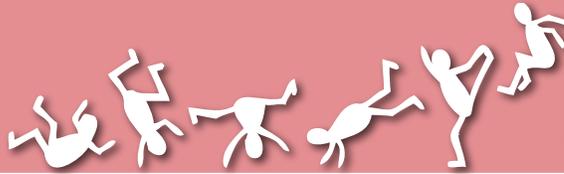
See Sunday morning’s lesson.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Jeroboam Leads Israel into Sin

1 KINGS 11:26-40



Old Testament 7
Part 1: The Divided Kingdom

SUNDAY MORNING

Old Testament 7 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

1 Kings 11:26-40; 12:25-14:20; 2 Chronicles 11:14-15

MEMORY WORK:

YOUNGER CHILDREN: "God is Spirit, and those who worship Him must worship in spirit and truth" (John 4:24).

OLDER CHILDREN: "When the righteous are in authority, the people rejoice; but when a wicked man rules, the people groan" (Proverbs 29:2).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["John 4:24"](#)
- ["The Church Was Built by Christ"](#)
- ["Faith, Obedience, and Authority"](#)
- ["Kings of the Divided Kingdom Songs"](#)
- ["Just Don't Do It"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [The Divided Kingdom 1](#) Bible fact cards (provided under "O.T. 7 Bible Facts")
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Pictures/drawings from the books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Betty Lukens' felt pieces
- Bible Class Workshop Visuals: ["In Spirit and Truth"](#); ["John 4:24 Poster"](#); ["Jeroboam's Changes"](#); ["Just Don't Do It"](#)
- ["Who's on the Throne?"](#) bulletin board illustration: Draw two thrones and label them "Israel" and "Judah." Make a crown for the different kings of Israel and Judah (all of them, or only the ones that you will be studying this quarter). As you study each king, place his crown on the appropriate throne. (You can use this to



review each week: take the crowns down after class, and the following week, see if the students can put the crowns back on the correct throne as you review previous lessons.) (crowns and thrones provided in activity sheets)

- “[Map of the Divided Kingdom](#)” (provided in activity sheets)

PERSONAL APPLICATION:

God expects us to worship Him in the way His Word says to, without adding anything or taking anything away from it.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Who was king after Solomon? Did he listen to the people who would have helped him to make good choices? What happened to Rehoboam’s kingdom? Today, we will learn how another man, whose name sounds a lot like Rehoboam, became king over the rest of the kingdom! Let’s see if he followed God.

INTRODUCTION: (OLDER CHILDREN)

What kind of King was Rehoboam? Did he follow God’s commands? Rehoboam was the king over two tribes of the Israelites (Judah and Benjamin). Do you remember why he wasn’t king of all 12 tribes like his father and grandfather had been? Another man became king over the other 10 tribes (known as Israel). But he didn’t want to do what God said any more than Rehoboam did. How important is it that we do as God tells us? Let’s see if we can learn anything from the choices this king made.

POINTS TO EMPHASIZE:

1. Jeroboam was the son of Nebat and Zeruah, of the tribe of Ephraim. He was smart, talented, brave, and very ambitious. When he was a young man, he worked for King Solomon and was in charge of a large building project in Jerusalem. The prophet Ahijah told Jeroboam that God would one day make him king over 10 of the 12 tribes of Israel. When Solomon heard about this prophecy, he tried to kill Jeroboam, so Jeroboam ran away to **Egypt**.



NOTE: Solomon married the daughter of the Egyptian pharaoh (1 Kings 3:1). The pharaoh in Egypt who gave Jeroboam sanctuary was not Solomon’s father-in-law, but the man who succeeded him.

2. When Solomon died, Jeroboam decided it was safe to leave Egypt and go home to Israel. The Israelites met at Shechem where Rehoboam was to be anointed king. Jeroboam and the Israelites pleaded with Rehoboam to make their burdens (work on royal projects and taxes) lighter; he promised to give them an answer three days later. When Rehoboam came back and told them that he would make their taxes even higher and their work even harder, most of the Israelites decided they would rather have Jeroboam as their king instead. [This would be a good time to talk about and explain the meanings of the words “rebel” and “rebellion.”]

- The prophet Ahijah had previously told Jeroboam that he must remain true to God and obey His Law if he expected God to bless him and help him be a good king (1 Kings 11:38). But Jeroboam wanted popularity and power more than he wanted God’s help. So he decided to ignore God’s Law.
 - He changed the **object** of their worship; he gave them **two** golden calves to worship instead of God. Remember God’s command: “You shall have no other gods before me!”



NOTE: In setting up these two idols, it is notable that in 1 Kings 12:28 we are told that Jeroboam used the same words that Aaron used in Exodus 32:4,8 after he had made the golden calf for the Israelites at Sinai.

- He changed the **place** of worship from Jerusalem (God’s chosen city, where the Temple was) to Bethel and Dan, so that his followers wouldn’t go to Jerusalem to worship—where they might have been drawn back into serving Rehoboam and David’s descendants as king (1 Kings 12:26ff).
 - He changed special **days** of worship (feast days) so that the Israelites wouldn’t go back to Jerusalem to worship.
 - He changed **those who served** in worship; he made men priests who were not from the tribe of Levi, as God had commanded. Jeroboam even acted as a priest himself.
- Jeroboam had a very large altar built for the sacrifices, but on the first day it was to be used, God sent a warning to Jeroboam through another prophet. The prophet told him that he must change his ways, but Jeroboam ordered his soldiers to arrest the prophet. When the king pointed to the prophet and gave the order to his soldiers, the king’s hand instantly withered and the altar was completely split in two.
 - Even though the prophet of God warned Jeroboam, he did not change his ways. There was continuous warfare between Rehoboam and Jeroboam, weakening both nations and making both open to outside attacks. Jeroboam’s corrupt influence led Israel into a continuous downward spiral spiritually during his 22 years as king. The people of the 10 northern tribes could have chosen to do right, but they eagerly followed Jeroboam (1 Kings 12:30; 16:26). Every single king of the northern tribes (Israel) who came after Jeroboam followed his example and worshipped idols instead of God.
 - God gave Jeroboam the responsibility and the privilege of being a king over the 10 northern tribes. He had the authority to lead, but he did not use that authority wisely; he forgot that **he** was under the authority of Almighty God. Jeroboam did not have the authority (the right, the privilege) to change God’s laws about anything—especially not for worship. We have no right either (we do not have the authority) to change the pattern of worship God has given to us in the New Testament.



RECOMMENDED READING FOR TEACHERS: See the article “[The Principle of Authority](#)” by Dave Miller on the Apologetics Press Web site for a discussion about the importance of having permission from God for our actions, especially in regard to worship.

- ILLUSTRATION:** Teachers in school have the authority (the right) to tell us how to behave, what assignments to do, and what supplies we will need. What happens if (1) you don’t behave according to your teachers’ rules? (2) you don’t do your assignments? (3) you don’t bring the supplies she asks for? (4) you change an assignment because you think you have a better idea?

8. Talk with the kids about elements of our worship and how important it is not to change them or add to them, any more than we should change **anything** that the Bible tells us to do. With the older children, read important scriptures related to our worship, such as Ephesians 5:19 and Colossians 3:16; Acts 20:7; 1 Corinthians 11:23-26; 16:2; John 4:24.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#).

Ages 2-5:

- “[Jeroboam Coloring Sheet](#)” (provided in activity sheets)
- Give each child a sheet of construction paper on which you have drawn a line down the middle and “Jeroboam” on one side and “Rehoboam” on the other. Also give each child a circle (or square) to glue under each name. At the end of the lesson, as you remind them of choices Jeroboam and Rehoboam made, ask the children to draw a sad face on the circles (or squares) to show which king did not please God. [You could give them sad face stickers instead.] (“[Jeroboam and Rehoboam Activity Sheet](#)” provided in activity sheets)
- Modify the above to use as a class activity: draw a line down the middle of the chalkboard or a magnetic board. Write “Jeroboam” on one side of the line and “Rehoboam” on the other. As you remind the children of choices both kings made, ask them individually to put sad face cutouts under the appropriate king’s name.
- Worship booklets: for each child in the class, cut three sheets of copy paper (or construction paper) in half and stack them like a book. Staple the stack along the left edge to make a booklet. Write “I will worship God the right way!” on the cover page. Write (or help each child write) SING (page 1), PRAY (page 2), GIVE (page 3), LISTEN (page 4), LORD’S SUPPER (page 5). Give the children pictures that they can color and glue onto each page. As they work on their booklets, talk to them about having the right attitude and behavior during worship.

1st-2nd Graders:

- Write review questions about this lesson and preceding lessons on small poster board disks. Put the disks in a bag or plastic carton and shake them up. Let each child take out a disk, one at a time, to see if he can answer the question. If he answers the question correctly, he keeps the disk until all the questions have been answered correctly. If he cannot answer the question, he must put it back into the container. The winner of the game is the individual (or team) with the most disks.
- Write review questions (with a Sharpie) on the back of balloons you have inflated. Tape the balloons to the wall or pin them to the bulletin board. Let the students choose a balloon and answer the question on it. (You can divide the class into teams and keep score.)
- “Which is Which?” game: Put Rehoboam’s name on a small bag or basket and Jeroboam’s name on another one. Using the review questions for Lessons 2 and 3 ([provided on the Web site](#)), write clues about each man on tongue depressors (large craft sticks). Let the students decide which of the two men the clues best describe, and then put the sticks in the correct bag/basket.
- “[Worship Activity Sheet](#)” (provided in activity sheets): Make an activity sheet about worship. List several things that people have changed/added to worship (instrumental music, women

preachers, taking Lord's Supper once a month, etc.). At the bottom of the page, list the scriptures for the correct ways to worship God. Ask the students to look up the scriptures and write down how God says He wants us to worship Him. Discuss how changing what God says about today's worship is no different than what Jeroboam did during his reign as king.

3rd-4th Graders:

- Write review questions about this lesson and preceding lessons on small poster board disks. Put the disks in a bag or plastic carton and shake them up. Let each child take out a disk, one at a time, to see if he can answer the question. If he answers the question correctly, he keeps the disk until all the questions have been answered correctly. If he cannot answer the question, he must put it back into the container. The winner of the game is the individual (or team) with the most disks.
- Write review questions (with a Sharpie) on the back of balloons you have inflated. Tape the balloons to the wall or pin them to the bulletin board. Let the students choose a balloon and answer the question on it. (You can divide the class into teams and keep score.)
- "Which is Which?" game: Put Rehoboam's name on a small bag or basket and Jeroboam's name on another one. Using the review questions for Lessons 2 and 3 ([provided on the Web site](#)), write clues about each man on tongue depressors (large craft sticks). Let the students decide which of the two men the clues best describe, and then put the sticks in the correct bag/basket.
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- Have the children read 1 Kings 13 (as well as 11-12 and 14 if they did not do so this quarter)

SONGS:

"JOHN 4:24"

Author: Jeff Miller

(Tune: See "[Hidden in My Heart 2](#)" CD)

"THE CHURCH WAS BUILT BY CHRIST" ([Click to Hear](#))

by: Lora Laycook

(Tune: "My Hope is Built on Nothing Else")

VERSE 1:

The Church was built by Christ, our Lord;
Our Father tells us in His Word.
'Twas on the Lord's day, this we know,
On Pentecost of long ago.

CHORUS:

'Twas built by Jesus, God's own Son,
We know that He built only one.
We know that He built only one.

VERSE 2:

Then let us worship Christ, our Lord;
As He commands us in His Word;
We'll give and teach, we'll sing and pray,
And we will worship on His day.

(CHORUS)

VERSE 3:

On the first day of every week,
Our Lord has taught us we should meet,
He gave His body; we eat the bread.
We drink the cup; His blood was shed.

(CHORUS)

“FAITH, OBEDIENCE, AND AUTHORITY” ([Click to Hear](#))

by: Sarah Richey
(Tune: “Farmer in the Dell”)

Believing in the Lord,
Believing in the Lord,
That's what faith is,
Believing in the Lord.

Doing what He said,
Doing what He said,
That is obedience,
Doing what He said.

Telling what to do,
Telling what to do,
That is authority,
Telling what to do.

“KINGS OF THE DIVIDED KINGDOM SONGS”

by: Andy Baker
(Tune: See “[Kings of the Divided Kingdom Songs](#)” at BibleClassWorkshop.com)

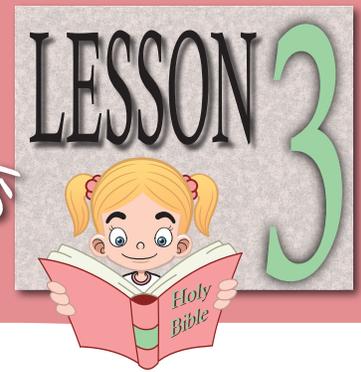
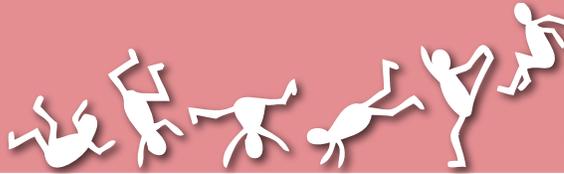
“JUST DON’T DO IT”
by: April Meacham
(Tune: See [“To Know God...in Song”](#) book/CD)

***** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE
“SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE
CURRICULUM WEB SITE.**



Jeroboam Leads Israel into Sin

1 KINGS 11:26-40



Old Testament 7
Part 1: The Divided Kingdom

WEDNESDAY EVENING

Old Testament 7 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

1 Kings 12:1-24; 14:21-31; 2 Chronicles 9:31-12

MEMORY WORK:

YOUNGER CHILDREN: "God is Spirit, and those who worship Him must worship in spirit and truth" (John 4:24).

OLDER CHILDREN: "When the righteous are in authority, the people rejoice; but when a wicked man rules, the people groan" (Proverbs 29:2).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["John 4:24"](#)
- ["The Church Was Built by Christ"](#)
- ["Faith, Obedience, and Authority"](#)
- ["Kings of the Divided Kingdom Songs"](#)
- ["Just Don't Do It"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [The Divided Kingdom 1](#) Bible fact cards (provided under "O.T. 7 Bible Facts")
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Pictures/drawings from the books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Betty Lukens' felt pieces
- ["Who's on the Throne?"](#) bulletin board illustration: Draw two thrones and label them "Israel" and "Judah." Make a crown for the different kings of Israel and Judah (all of them, or only the ones that you will be studying this quarter). As you study each king, place his crown on the appropriate throne. (You can use this to review each week: take the crowns down after class, and the following week, see



if the students can put the crowns back on the correct throne as you review previous lessons.) (crowns and thrones provided in activity sheets)

- [“Map of the Divided Kingdom”](#) (provided in activity sheets)

PERSONAL APPLICATION:

God expects us to worship Him in the way His Word says to, without adding anything or taking anything away from it.

INTRODUCTION:

Review [O.T. 7 Bible Fact Flash Cards](#) (provided under “O.T. 7 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

Review Sunday’s lesson. (See [O.T. 7 Review Questions](#) for example questions.)

1. Talk about how we are to behave in worship, that worship is one way we show God how much we love Him. If you want to show your mother that you love her, do you purposefully do what she says **not** to do? How would your dad feel if you said, “Daddy, I love you very much!” and then did something (on purpose) that he told you not to do? How would your mom or dad feel if you disobeyed them over and over and over? Would they believe that you really loved them? If we love our parents, we don’t disobey them on purpose. If we love God, we don’t disobey Him on purpose—and that includes the way we worship Him. Read John 14:15.
2. Ask several teenagers or adults to act out good and bad behavior during worship. Ask your students to point out the wrong and right behaviors.
3. In conjunction with Sunday’s ILLUSTRATION about authority, talk about other people who have authority over us (i.e., that have the right to tell us what to do, point out what is right and wrong), such as policemen, judges, elders, etc.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson

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Good King Asa of Judah

1 KINGS 15:9-24



Old Testament 7
Part 1: The Divided Kingdom

SUNDAY MORNING

Old Testament 7 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

1 Kings 15:9-24; 2 Chronicles 14-16

MEMORY WORK:

YOUNGER CHILDREN: "But you, take courage!" (2 Chronicles 15:7a, ESV).

OLDER CHILDREN: "But you, be strong and do not let your hands be weak, for your work shall be rewarded!" (2 Chronicles 15:7).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["I Will God Obey"](#)
- ["The Wise Man Built His House Upon the Rock"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
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- Pictures of other Bible characters who chose not to give up (e.g., Paul, Job, Ruth,



- John, etc.) and some who did (e.g., Jonah, Judas, etc.)
- Pictures of Baal and Asherah (available on the Internet)
- “[Map of the Divided Kingdom](#)” (provided in activity sheets)
- Put a cutout figure or a picture of a man (or king) on the board to represent Asa. As you tell the story, write different facts/things to remember about Asa. To review the facts, erase a key word or phrase, one at a time, while the children have their eyes closed; ask them to fill in the blank with words they remember from the story.

PERSONAL APPLICATION:

I can tell God that I will try to obey Him every day of my life, always trusting in Him over people or things.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Who are some of the kings we have talked about this quarter? Tell me something about Solomon. Tell me something about Rehoboam. Did Jeroboam do what God wanted him to? What did he change? Does God want us to obey Him **all** the time—or just sometimes? Today, we’re going to talk about a king who made many good choices, but stopped doing what God wanted him to when he was old. Let’s see what happened to him.

INTRODUCTION: (OLDER CHILDREN)

Review the kings studied so far; ask the children to tell you things about them.

Do Christians ever make mistakes and disobey God? What should we do when we mess up and disobey God? Should we just keep making bad choices? Today, we’re going to talk about a king who obeyed God for many years, then decided that he didn’t want to do what God said when he was old. Instead of making it right, he made more bad decisions. Listen and see if you can learn from his mistakes.

POINTS TO EMPHASIZE:

1. **Asa** grew up in the palace at Jerusalem. He was the grandson of Rehoboam, the great grandson of Solomon, and the son of Abijah. He grew up around many people who worshipped idols. Even his grandmother, Maacah (a daughter of Absalom), had encouraged the nation of Judah to believe in/worship idols. But unlike many members of his family, Asa decided that he wanted to follow the one, true God and bring his people back to God’s Word, back to the right ways of worshipping Him.

Asa: means “physician” or “healer.”



Asa was the first of a few kings of Judah who were good kings in God’s sight (at least, in some ways or for a portion of their reigns). The two kings that were given “unqualified” commendation by God were Hezekiah and Josiah.



NOTE: The Canaanite religion, which gained greater and greater footholds in Judah and Israel, was based on trying to insure good harvests in an uncertain climate. The main god was *Baal*, god of storms, springs, and water. In Scripture, *Asherah* (Asherim, Ashteroth) [incorrectly translated “grove” in the KJV] is referred to as (1) a Canaanite, Phoenician, and Syrian goddess who was the female entity of immoral fertility practices in the name of religion; and (2) a wooden pole or wooden image decorated with gold, which was erected on “high places” to draw the worshippers physically closer to their gods. The Canaanites believed that they could help their gods bring about fertile soil (good crops) if the people “fertilized” one another in their places of worship; for that reason, every Canaanite place of worship had its own “sacred” prostitutes.

2. When Asa became King of Judah, he ordered that all the idols throughout the land be destroyed, along with the places where they were worshipped. He did not even allow his grandmother (the “queen mother”) to keep her personal idols. Because of his efforts and his determination to do what was right, God blessed Asa and his people with peace for about ten years, and the nation prospered. During those ten years of peace, Asa built up his army and fortified (made stronger) important cities throughout the land. When an army did attack, they were soundly defeated.



NOTE: The Ethiopian army which came against Asa and the people of Judah numbered probably as many as a million strong and had 300 chariots—at least double the size of Asa’s army. Their leader, called “Zerah” in the Old Testament, was probably the “Osorkon II” mentioned in historical records. In Old Testament times, “Ethiopia” could refer to a large section of the African continent (south of Egypt), as well as part of the Arabian Peninsula.

3. God warned Asa, through the prophet Azariah, that he must never forget Who was doing great things for him and his people. The prophet said that God would bless Asa and His people as long as they would stand fast (i.e., never give up) on their commitment to God (2 Chronicles 15:1-7). (Most of the kids will understand what it means not to give up during a ball game, when they’re working on a project or difficult homework, etc. Nothing worthwhile comes without effort—and living for God is definitely worthwhile!)
4. As time passed, word spread that Asa was destroying idols in Judah and was trying to bring the people back to God. Many people from the northern tribes of Ephraim, Manasseh, and Simeon left their homes to join Asa because they were tired of idol-worship and its consequences. During Asa’s 15th year as king, he gathered all the people together in Jerusalem for a celebration and a time to rededicate themselves to God. During this special time of worship, all the people made a public promise that they would serve the Lord God with all their hearts.
5. After 36 years of being a good king, Asa made a foolish mistake. The king of Israel (Baasha) was angry that so many people from the northern tribes (his kingdom) were joining Asa and rejecting idol worship. He even tried to stop people from going south. Asa did not like Baasha’s tactics, but instead of asking God for help, he turned to the king of Syria. Asa took huge amounts of silver and gold from the Temple treasuries and from his own treasury and gave them to the Syrian king. God sent another prophet, Hanani, to Asa to tell him that he had acted foolishly and that he would have to fight many battles from that point on (2 Chronicles 16:7-10). Asa was so angry that he had Hanani thrown in prison, and he even turned against some of his own people (apparently those who agreed with Hanani the prophet). Because of his stubbornness and pride, three years later Asa contracted

a terrible disease in his feet. Again, instead of turning to God for help, he listened only to the doctors who worked for him. Two years later, in his 41st year as king, Asa died.

6. Even though Asa was a good king for most of his life, the decisions that he made toward the end of his reign hurt him personally, and they hurt his people. He was not faithful to God until he died. When we decide to become Christians, it is important that we remain faithful our entire lives (until we die) (Revelation 2:10b). We must **NEVER** give up! That means that no matter what happens in our lives,
 - We will always trust in God over other people. Not everyone is trustworthy and not everyone wants to help us get to heaven.
 - We will read our Bibles every day. (God doesn't send prophets to speak to us today. Since we have His Word written down, He expects us to listen to Him through that Word.)
 - We will talk to God every day (through prayer), praising His name, thanking Him for all the ways that He blesses us, and asking for help in times of trouble (Philippians 4:6-7).

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#).

Ages 2-5:

- “[Good King Asa of Judah Coloring Sheet](#)” (provided in activity sheets)
- Make crowns for the children out of gold or white bulletin board border. Write the words of the memory verse on their crowns, and provide “jewels,” stickers, etc. for them to glue onto their crowns.
- 4 and 5-year-olds: Write the memory verse on a half sheet of card stock (one per child). Cut each sheet into puzzle pieces and put them in a Ziploc[®] bag. As the children put their puzzles together, discuss what it means to “not lose courage” (i.e., don't be afraid; always trust in God). ([memory verse cards provided in activity sheets](#))

1st-2nd Graders:

- “Crown the Kings” matching game: Make several copies of a man's head, and cut out a crown for each one ([provided in activity sheets](#)). For a learning center, glue the heads onto a file folder; add magnetic tape (or Velcro[®]) above each head and to the back of each crown. Write review questions on or below the faces of the kings; write the answers on the crowns ([Review Questions provided on the Web site](#)). Ask the students to match each crown to the correct king's face. For a group activity, put the heads on a project board or magnetic board large enough for the whole class to use. (You can also make a library pocket game with the questions on the pockets and the answers on strips of cardstock or tongue depressors.)
- “Scrambled Eggs” game: Write the names of some kings from the Divided Kingdom inside the indentions of an egg carton. On plastic eggs, write the same names, but scrambled. Ask the students to unscramble the name on each egg and put it in the correct slot in the carton. (You can make enough sets to divide the class into teams and see who can unscramble all 12 of the names the fastest.)

3rd-4th Graders:

- “Crown the Kings” matching game: Make several copies of a man's head, and cut out a

crown for each one ([provided in activity sheets](#)). For a learning center, glue the heads onto a file folder; add magnetic tape (or Velcro®) above each head and to the back of each crown. Write review questions on or below the faces of the kings; write the answers on the crowns ([Review Questions provided on the Web site](#)). Ask the students to match each crown to the correct king's face. For a group activity, put the heads on a project board or magnetic board large enough for the whole class to use. (You can also make a library pocket game with the questions on the pockets and the answers on strips of cardstock or tongue depressors.)

- “Scrambled Eggs” game: Write the names of some kings from the Divided Kingdom inside the indentions of an egg carton. On plastic eggs, write the same names, but scrambled. Ask the students to unscramble the name on each egg and put it in the correct slot in the carton. (You can make enough sets to divide the class into teams and see who can unscramble all 12 of the names the fastest.)
- Variation of the “Scrambled Eggs” game: Write the names of several kings from the Divided Kingdom on squares of cardstock (one letter per square). Put the letters for each name in separate Ziploc® bags. Put all the bags into a large bowl or in the middle of the table. Divide the class into teams. Set a timer, and tell the students that they have 2-3 minutes to unscramble as many names as possible. When you say, “Go!” each team can grab one bag, unscramble the name, put it aside, and take another bag, etc. The team to unscramble the most names by the time the timer goes off wins.
- Have the children read 1 Kings 15 and 2 Chronicles 13-16 (as well as chapters 11-12 if they did not do so this quarter). [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the 2 Chronicles 11-15 quiz from AP's [Advanced Bible Reader](#) site for the children to take.

SONGS:

“I WILL GOD OBEY” ([Click to Hear](#))

Author: Lora Laycook [revisions by Jeff Miller]
(Tune: chorus of “Sunlight, Sunlight”)

I will, I will, I will God obey!
I will, I will, obey Him ev'ry day.
Every day, every way, I will God obey!
If I will obey Him, He'll be pleased always.

“THE WISE MAN BUILT HIS HOUSE UPON THE ROCK” ([Click to Hear](#))

Author: Ann Omley
(Tune: See Internet)

The wise man built his house upon the rock. (3X)
And the rains came tumbling down.
Oh! The rains came down, and the floods came up.
The rains came down, and the floods came up. (REPEAT)
And the wise man's house stood firm.

But! The foolish man built his house upon the sand.
The foolish man built his house upon the sand. (REPEAT)
And the rains came tumbling down.

Oh! The rains came down and the floods came up.
The rains came down and the floods came up. (REPEAT)
And the foolish man's house went splat.

So! Build your house on the Word of Jesus Christ.
Build your house on the Word of Jesus Christ. (REPEAT)
And the blessings will come down.

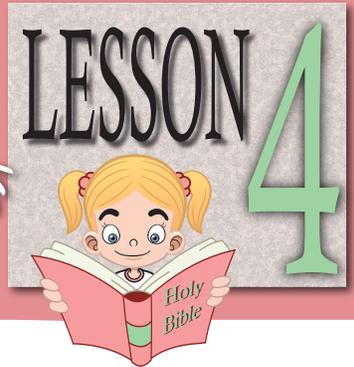
Oh! The blessings come down as the prayers go up.
The blessings come down as the prayers go up. (REPEAT)
So build your house on the Word of Jesus Christ.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE
“SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE
CURRICULUM WEB SITE.



Good King Asa of Judah

1 KINGS 15:9-24



Old Testament 7
Part 1: The Divided Kingdom

WEDNESDAY EVENING

Old Testament 7 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

1 Kings 15:9-24; 2 Chronicles 14-16

MEMORY WORK:

YOUNGER CHILDREN: "But you, take courage!" (2 Chronicles 15:7a, ESV).

OLDER CHILDREN: "But you, be strong and do not let your hands be weak, for your work shall be rewarded!" (2 Chronicles 15:7).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["I Will God Obey"](#)
- ["The Wise Man Built His House Upon the Rock"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [The Divided Kingdom 1](#) Bible fact cards (provided under "O.T. 7 Bible Facts")
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Pictures/drawings from the books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Betty Lukens' felt pieces
- ["Who's on the Throne?"](#) bulletin board illustration: Draw two thrones and label them "Israel" and "Judah." Make a crown for the different kings of Israel and Judah (all of them, or only the ones that you will be studying this quarter). As you study each king, place his crown on the appropriate throne. (You can use this to review each week: take the crowns down after class, and the following week, see if the students can put the crowns back on the correct throne as you review previous lessons.) (crowns and thrones provided in activity sheets)



- Pictures of other Bible characters who chose not to give up (e.g., Paul, Job, Ruth, John, etc.) and some who did (e.g., Jonah, Judas, etc.)
- Pictures of Baal and Asherah (available on the Internet)
- “[Map of the Divided Kingdom](#)” (provided in activity sheets)
- Put a cutout figure or a picture of a man (or king) on the board to represent Asa. As you tell the story, write different facts/things to remember about Asa. To review the facts, erase a key word or phrase, one at a time, while the children have their eyes closed; ask them to fill in the blank with words they remember from the story.

PERSONAL APPLICATION:

I can tell God that I will try to obey Him every day of my life, always trusting in Him over people or things.

INTRODUCTION:

Review [O.T. 7 Bible Fact Flash Cards](#) (provided under “O.T. 7 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

Review Sunday’s lesson. (See [O.T. 7 Review Questions](#) for example questions.)

Remind the children of the importance of persevering, standing firm, and “sticking with it” in any part of their lives, but especially in their commitment to follow God.

Review the kings of Israel and Judah that have been studied so far.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

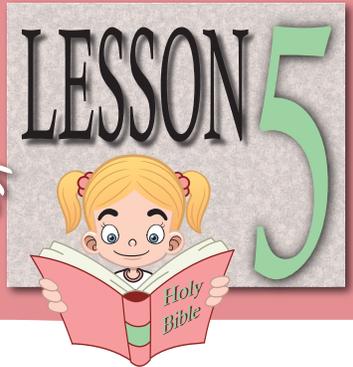
See Sunday morning’s lesson

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



God Takes Care of the Prophet Elijah

1 KINGS 17



Old Testament 7
Part 1: The Divided Kingdom

SUNDAY MORNING

Old Testament 7 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

1 Kings 17

MEMORY WORK:

YOUNGER CHILDREN: "Oh, give thanks to the Lord, for He is good!" (Psalm 118:29a).

OLDER CHILDREN: "Cast your burden on the Lord, and He shall sustain you; He shall never permit the righteous to be moved" (Psalm 55:22).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["God Took Care of Elijah"](#)
- ["He's Got the Whole World in His Hands"](#)
- ["I Know the Lord Will Find a Way for Me"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Pictures/drawings from the books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Betty Lukens' felt pieces
- Bible Class Workshop Visuals: ["Timeline of Elijah's Life"](#)
- Elijah A Beka Flash-a-Card Series (DISCLAIMER: use the cards, not the lesson book; skip card 4.3)
- Raven puppet (can tell his part of the story in first-person—"I was sent by God to take bread to a hungry man sitting by a brook," etc.)
- Pictures of a region affected by prolonged drought [can usually be found online, in *National Geographic*, *Smithsonian* magazine, etc.]



- [“Map of the Divided Kingdom”](#) (provided in activity sheets)

PERSONAL APPLICATION:

God cares about me all the time, just as He took care of Elijah, the widow, and her son.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

What kind of king was Asa? Did he always obey God? What happened to him?

Does God promise to always take care of us if we obey Him? In our Bible lesson today, we will learn about a prophet, a man of God, named Elijah. This is a wonderful story of how God cared for Elijah.

INTRODUCTION: (OLDER CHILDREN)

Review last week’s lesson

What did God say that He would do for the kings we have studied if they obeyed Him? (bless them, take care of them) Do you think He will do the same for us? Today, we’re going to learn about a man who trusted in God and how God took care of him, even when there was no rain and no food.

POINTS TO EMPHASIZE:

1. Elijah was a godly man (from Tishbe in **Gilead**) who lived during the time wicked Ahab was king of Israel (the Northern Kingdom). Elijah was chosen by God to be a special messenger, a prophet, to the 10 northern tribes. God sent Elijah to tell King Ahab that a **drought** would soon come upon Israel because so many had turned away from God. [Discuss what a drought is and its consequences.]



HISTORICAL NOTE: Gilead was a mountainous area east of the Jordan, which was home to the tribes of Rueben, Gad, and half of the tribe of Manasseh. It was called Perea in New Testament times.



RECOMMENDED READING FOR TEACHERS: See the article “[Elijah and the Drought](#)” by Eric Lyons on the Apologetics Press Web site for a discussion about an alleged biblical discrepancy regarding the drought of Elijah’s day.

2. After Elijah delivered that message to Ahab, God told him to go to a brook (stream, creek) called Cherith (location is uncertain). Elijah drank water from the brook, but where would he find food? God sent **ravens** to take meat and bread to Elijah every day until the waters of the brook dried up (because of the lack of rainfall). It is important to note that God allowed the brook to dry up. This was another reminder for Elijah that he should trust God and not the things he could see and feel and taste. God did not plan for Elijah to stay at the brook and hide from Ahab and Jezebel forever; He was preparing Elijah to serve and to teach in another place.



NOTE: The raven is the first bird specifically mentioned in the Bible (Genesis 8:7).

- When the brook dried up, God told Elijah to leave Israel and go to Zarephath, a city in Phoenicia, to find food at the home of a poor **widow**. (Explain “widow” to small children.) When Elijah met the widow, she was very sad and desperate; she was getting ready to prepare the last bit of food she had for herself and her son. But Elijah promised her that “the Lord God of Israel”—not the idols worshipped by the Phoenicians—would give her and her son the food they needed until He sent rain again and the drought ended. Because she listened to Elijah, believed what he said, and did what he told her to do, she was blessed with enough food every day. She fed Elijah, herself, and her son from a miraculously endless supply of meal and oil.

***Use only the three paragraphs above with 2- and 3-year-olds, incorporating Matthew 6:25-34 about God’s care for each of us.



NOTE: In His first sermon in Nazareth, Jesus used this widow’s demonstration of faith to shame the unbelieving Jews (Luke 4:25-26).

- Some time later, this same widow’s young son died suddenly. She asked Elijah for help, believing that he could help since he was “a man of God” (1 Kings 17:18). Elijah took the boy’s body to the room on the rooftop where he was staying and prayed earnestly that God would bring him back to life. He stretched himself over the body of the boy three times. Just as suddenly as the boy died, he came back to life!



NOTE: The resurrection of the widow’s son is the first recorded resurrection from the dead recorded in Scripture.

- These three miracles (birds feeding Elijah, the endless supply of meal and oil, and the raising of the boy from the dead) all demonstrated God’s great power. They demonstrated that Elijah’s message to King Ahab and Israel about their wickedness was from God (Mark 16:20; Hebrews 2:3-4). But they also show us that God cares about us all the time, and He knows just what we need in every circumstance. God, of course, knew that Elijah needed water and at the same time, that the widow and her son were almost out of food. Because of their faith and His concern for the fatherless and widows (Exodus 22:22-24), God saw to their needs right when they needed Him. He has promised to do what is best for us as well, if we will only trust Him (believe, pray earnestly, obey).



RECOMMENDED READING FOR TEACHERS: See the article “[What’s So Important about Jesus’ Resurrection?](#)” by Eric Lyons on the Apologetics Press Web site for a discussion about the resurrections in the Bible.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- [“God Feeds Elijah Coloring Sheet”](#) (provided in activity sheets)
- Use a bird sack puppet or glove puppet to “deliver” small loaves of bread to the children.
- Give each child a ball of bread dough you have prepared before class. (The dough can be as simple as flour and oil.) Also give them a piece of aluminium foil or wax paper on which they can pat out a round shape. (Small toy rolling pins would be fun for them to use. They can sometimes be found in dollar stores.) Then fry the children’s “bread” in a small amount of oil in an electric skillet. (With 2- and 3-year-olds, you may have to cook the bread outside of the classroom, away from little hands!)
- Write “God takes care of the birds, and God takes care of me!” at the top of a sheet of construction paper or cardstock. Draw the outline of a bird on the paper as well. Let the children color the bird and glue sunflower seeds (food for the bird) on their papers. (Do this activity after discussing Matthew 6:25-34.) ([provided in activity sheets](#))
- Show the children pictures of farms from which we get our food, or show them objects and talk about how farm products become things we eat. For example: show them a picture of peanuts growing in a field; peanuts in shells; shells broken open; peanuts crushed to make peanut butter; put in jars that we find on our store shelves; etc. Another example: Farmers plant wheat seeds that grow into beautiful fields of wheat that are harvested, then sent to other places where flour is made, then to bakeries where bread is made, etc. (God doesn’t give us food like He did to Elijah on this occasion, but God still provides our food—just in different ways.)
- Paper-plate pockets: Have 1½ sturdy paper plates for each child. Turn the ½ plate the opposite direction of the whole plate, put the rounded edges together, and staple them together to form a pocket. Inside the pocket, let the children put pictures of food, houses, families, the Bible (or a small scroll or a purchased “Little Bible”), etc., to remind the children that God always takes care of them. Print labels with the memory verse, and let the children put them on the outside of their paper-plate pockets. You might also let the children add stickers of birds or pictures of ravens to their plates. You could also punch two holes at the top of the whole plate and add a piece of yarn so the children can hang their pockets at home.

1st-2nd Graders:

- [“God Takes Care of Elijah Word Search”](#) (provided in activity sheets)
- “Memory” Review Game: Write key words from this lesson on bird cutouts. Write the same words on cutouts of bread (these can be just shapes from brown construction paper). Mix them up and turn them word-side down on the table. Let the students take turns trying to match each bird to a loaf of bread. When a match is found, ask the student to tell the importance of that word to the Bible stories we have studied. ([“Bird and Bread Cutouts”](#) provided in activity sheets)
- Memory Verse Scramble: Write memory verses from this unit on small cards, one word per card, and put each verse in a Ziploc® bag. Give each child (or pair of children) a bag and let them unscramble the verses. Let the children/teams trade verses until everyone has unscrambled each verse. **Variation:** Put one or two scrambled verses on a magnetic board (or the floor), and let the children work to put the verses back together. ([“Memory Verse Scramble”](#) cards provided in activity sheets)

3rd-4th Graders:

- “[God Takes Care of Elijah Word Search](#)” (provided in activity sheets)
- “Memory” Review Game: Write key words from this lesson on bird cutouts. Write the same words on cutouts of bread (these can be just shapes from brown construction paper). Mix them up and turn them word-side down on the table. Let the students take turns trying to match each bird to a loaf of bread. When a match is found, ask the student to tell the importance of that word to the Bible stories we have studied. (“[Bird and Bread Cutouts](#)” provided in activity sheets)
- Memory Verse Scramble: Write memory verses from this unit on small cards, one word per card, and put each verse in a Ziploc® bag. Give each child (or pair of children) a bag and let them unscramble the verses. Let the children/teams trade verses until everyone has unscrambled each verse. **Variation:** Put one or two scrambled verses on a magnetic board (or the floor), and let the children work to put the verses back together. (“[Memory Verse Scramble](#)” cards provided in activity sheets)
- Play Hang-man or Tic-Tac-Toe with clues from this and previous lessons. (“[Tic-Tac-Toe Instructions](#)” provided in activity sheets)
- Have the children read the following:
 - 1 Kings 17
 - *Discovery* magazine article: “Why Did Jesus Refer to John the Baptizer as Elijah?” [February, 2006](#)
 - *Elijah: God’s Miracle Man*, by Carine Mackenzie, Christian Focus Publications (DISCLAIMER: Skip the sentence starting with “Sin always...,” on p. 25)
 - *Elijah Helps the Widow*, Arch Books, by Nanette Thorsen-Snipes (DISCLAIMER: Skip p. 13, which starts with “In faith...”)
 - *The Story of Elijah*, by Rhonda Colburn, Hambleton-Hill Publishing (DISCLAIMER: Skip the second paragraph on p. 12, starting with “They even...”)
 - *Elijah and the Great Prophets*, by Joy Melissa Jensen, Contemporary Bible Series, Scandinavia Publishing (DISCLAIMERS: p. 20—the text says a “great fish,” not a “whale”; p. 36—skip the phrase “like the one in his dream”; p. 49—skip the last two sentences; p. 61—change the first sentence of the second paragraph to “So a new law was written that protected the Jews.”)

SONGS:

“GOD TOOK CARE OF ELIJAH” ([Click to Hear](#))

Author: Lora Laycook
(Tune: “London Bridge”)

God sent ravens flying down, flying down, flying down;
God sent ravens flying down, to feed Elijah.

Every morning they flew down, they flew down, they flew down;
Every morning they flew down to feed Elijah.

Every evening they flew down, they flew down, they flew down;
Every evening they flew down to feed Elijah.

Oh, they fed him meat and bread, meat and bread, meat and bread;
Oh, they fed him meat and bread; they fed Elijah.

“HE’S GOT THE WHOLE WORLD IN HIS HANDS” ([Click to Hear](#))

Author: Unknown*

(Tune: See Internet)

He’s got the whole world, in His hands. (3X)

He’s got the whole world in His hands.

He’s got the little bitty babies, in His hands. (3X)

He’s got the whole world in His hands.

He’s got you and me, brother, in His hands.(3X)

He’s got the whole world in His hands.

He’s got you and me, sister, in His hands. (3X)

He’s got the whole world in His hands.

He’s got the mommas and the daddies, in His hands. (3X)

He’s got the whole world in His hands.

“I KNOW THE LORD WILL FIND A WAY FOR ME” ([Click to Hear](#))

Author: American Folk Melody

(Tune: See church song book)

I know the Lord will find a way for me.

I know the Lord will find a way for me.

If I walk in Heaven’s light; shun the wrong and do the right.

I know the Lord will find a way for me.

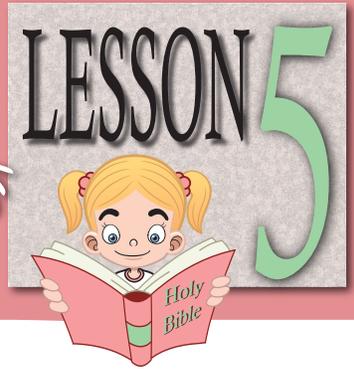
*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



God Takes Care of the Prophet Elijah

1 KINGS 17



Old Testament 7
Part 1: The Divided Kingdom

WEDNESDAY EVENING

Old Testament 7 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

1 Kings 17

MEMORY WORK:

YOUNGER CHILDREN: "Oh, give thanks to the Lord, for He is good!" (Psalm 118:29a).

OLDER CHILDREN: "Cast your burden on the Lord, and He shall sustain you; He shall never permit the righteous to be moved" (Psalm 55:22).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

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- ["God Took Care of Elijah"](#)
- ["He's Got the Whole World in His Hands"](#)
- ["I Know the Lord Will Find a Way for Me"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [The Divided Kingdom 1](#) Bible fact cards (provided under "O.T. 7 Bible Facts")
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Pictures/drawings from the books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Betty Lukens' felt pieces
- Elijah A Beka Flash-a-Card Series (DISCLAIMER: use the cards, not the lesson book; skip card 4.3)
- Raven puppet (can tell his part of the story in first-person—"I was sent by God to take bread to a hungry man sitting by a brook," etc.)
- Pictures of a region affected by prolonged drought [can usually be found online, in *National Geographic*, *Smithsonian* magazine, etc.]



- [“Map of the Divided Kingdom”](#) (provided in activity sheets)

PERSONAL APPLICATION:

God cares about me all the time, just as He took care of Elijah, the widow, and her son.

INTRODUCTION:

Review [O.T. 7 Bible Fact Flash Cards](#) (provided under “O.T. 7 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Review Sunday’s lesson. (See [O.T. 7 Review Questions](#) for example questions.)
2. With **2- and 3-year-olds**, talk to them about God bringing the widow’s son back to life and why that was important (to prove that Elijah’s message was from God; showed God’s great power).
3. With the **OLDER CHILDREN**, note the widow’s response in 1 Kings 17:24. She called Elijah a “man of God.” What does that mean? Do you know any men (or women) whom you could describe as men/women of God? Elijah was a man of God because he trusted God (he believed in Him completely) and did what God told him to do.
4. Read and discuss Matthew 6:25-33 together, especially noting the conditions given in vs. 33 for God’s blessings.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

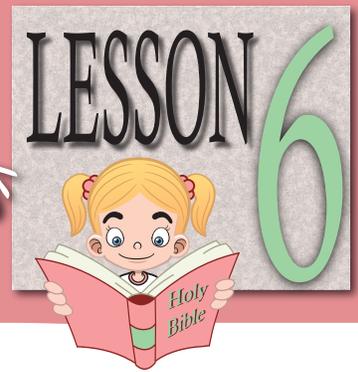
See Sunday morning’s lesson

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Elijah and the Contest on Mount Carmel

1 KINGS 18:1-40



Old Testament 7
Part 1: The Divided Kingdom

SUNDAY MORNING

Old Testament 7 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

1 Kings 18:1-40; Leviticus 19:2,4; Deuteronomy 5:7-9; Exodus 20:2-5; Joshua 24:14-21

MEMORY WORK:

YOUNGER CHILDREN: “[A]s for me and my house, we will serve the Lord” (Joshua 24:15b).

OLDER CHILDREN: “Choose for yourselves this day whom you will serve... But as for me and my house, we will serve the Lord” (Joshua 24:15b).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“Elijah, a Prophet of God”](#)
- [“Elijah and Baal on Mt. Carmel”](#)
- [“Elijah, a Man of God”](#)

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- Betty Lukens' felt pieces
- Elijah A Beka Flash-a-Card Series (DISCLAIMER: use the cards, not the lesson book; skip card 4.3)
- Use Bible character dolls or pipe cleaner figures in sandbox to tell the story
- Pictures of the results of a drought, such as the Dust Bowl of the U.S. in the 1930s or the African droughts. (Can be found on the Internet or in magazines like *Smithsonian* or *National Geographic*)



- Bible Class Workshop Visuals: “[Burning Torch/Flame Lamp](#)”; “[Timeline of Elijah’s Life](#)”
- In a metal or glass baking pan, build an altar of sugar cubes which you have sprinkled with vanilla before class; light it with a match and the “altar” should burn. (Experiment with this at home first!)
- Pictures of things that, if we’re not careful, might become more important to us than God (sports, toys, videogames, money, etc.)
- “[Map of the Divided Kingdom](#)” (provided in activity sheets)

PERSONAL APPLICATION:

I must never allow people or money or things to become more important to me than God.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

What is the name of the prophet we studied last week? How did God take care of him? How does God take care of us today? Who should we love above anyone or anything else? Do you think it would make God happy if we loved someone else more? What if we wanted to miss Bible class or worship service to watch a TV program or play with our friends? God should always be more important than anything else. Today we’re going to talk about God’s people (the Israelites) not putting God first and how Elijah helped them remember God again. Let’s see what happens in the story.

INTRODUCTION: (OLDER CHILDREN)

Review last week’s lesson.

What do you think it means to “put God first”? Do we sometimes forget to put God first? What are some things we do that show we don’t put God first? During Elijah’s time, many people worshipped idols. You probably don’t know anyone who has idols like those in the Old Testament, but sometimes we let people or things become idols to us because we let them become more important to us than God. Today we’re going to talk about what Elijah did to bring the Israelites back to God and give up their idols.

POINTS TO EMPHASIZE:

1. Remind the children that Elijah was a great prophet (messenger for God) in the northern part of the Divided Kingdom (Israel). God had told the prophet Elijah to tell wicked King Ahab of Israel that a **drought** would bring suffering to his people because of his sin (worshipping idols and encouraging his people to worship them).



NOTE: James 5:17 tells us that the **drought** lasted 3½ years.



RECOMMENDED READING FOR TEACHERS: See the article “[Elijah and the Drought](#)” by Eric Lyons on the Apologetics Press Web site for a discussion about an alleged biblical discrepancy regarding the drought of Elijah’s day.

2. The long drought had caused a severe famine. [Make sure the children know the meanings of “drought” and “famine.”] Food and water were scarce for animals and people alike. Even King Ahab searched the land for water. When God decided that it was time for the drought to end, He sent Elijah to King Ahab with another message: “I will send rain on the face of the Earth” (1 Kings 18:1). Ahab and Elijah met in the countryside, and Ahab angrily blamed Elijah for the drought. Elijah made sure that Ahab knew the person to blame was the king himself (1 Kings 18:17-19).
3. [Remind the children that the practice of idol worship and the use of false priests and prophets began many years earlier with Jeroboam. See the note about Canaanite religion and idols in Lesson 4.] King Ahab and his wife Queen Jezebel provided food and housing for 850 false prophets (the men who led idol worship). Ahab made a mistake marrying Jezebel, the daughter of the King of Tyre (a Phoenician city). When she moved to Samaria, she brought priests of the idol Baal with her (1 Kings 16:32) and persuaded Ahab to build a temple for the idol. Ahab is remembered as one of the most wicked kings in all of Israel’s history. (Ahab’s father, Omri, was also a very wicked king.)
4. Elijah challenged the prophets of Baal and Asherah to a kind of contest on Mount Carmel to prove who was the real God. Elijah also challenged Ahab and the people who gathered on Mount Carmel to watch the contest to choose between the living God and the idols; they could not worship idols and still claim to be God’s people. Elijah told them that they could not “limp/waver/falter between two opinions,” i.e., have it both ways, worshipping God **and** Baal (Deuteronomy 30:15-20; Joshua 24:15).
5. [Describe the preparation of the altar and the different things that the prophets of Baal did to get their god to demonstrate his power to the people. They even cut themselves in their vain efforts (Leviticus 21:5; 19:8).] By late afternoon or early evening (time for evening offerings), Elijah gave orders to repair “the altar of the Lord that was broken down” (1 Kings 18:30) with 12 stones—one stone for each of the once-united 12 tribes. He ordered wood to be arranged on the altar and an ox to be put on top of the wood. He told the people to dig a trench around the altar; it was large enough to hold between five and six gallons of water. Then he ordered huge amounts of water (which remember, was very scarce during the drought) to be poured over everything—not once, but three times!
6. Elijah prayed that God would show His great power to the people who had turned their backs on Him. God answered Elijah’s prayer immediately and sent fire from heaven to completely consume the altar, the wood, the sacrifice—even the dust—**and** all the water that collected in the trench around the altar. This miracle, like all the others in the Bible that glorify Almighty God, was done to prove that the message spoken through Elijah was from God. When the people of Israel saw this, they fell on their faces in terror and in awe and said, “The Lord, He is God; the Lord, He is God” (1 Kings 18:39). Because Elijah knew that the priests of Baal were false prophets who would try to draw the people back to idol worship, Elijah ordered that all those priests be killed at the Kishon Brook.
7. There are millions of people in the world today that worship men or idols or things in nature instead of the one true God. Even though we do not worship idols, we can still let people, money, and things become more important to us than God. We can’t worship God on Sundays and then make other things more important to us every other day of the week. When we do that, we are just like the Israelites, who were “limping between two opinions”—trying to have it both ways.



RECOMMENDED READING FOR TEACHERS: See the article “[**Where is God when I Hurt?**](#)” by Dave Miller on the Apologetics Press Web site for a discussion about how various Bible heroes weathered suffering and where God was while it happened.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- [“Elijah On Mount Carmel Coloring Sheet”](#) (provided in activity sheets)
- On sheets of cardstock (one for each child), write the words “The Lord, He is God!” Cut small “stones” out of gray construction paper (enough for each child to have 12). Let each child glue his “stones” on his paper to make an altar. Give the children strips/pieces of yellow, orange, and red tissue paper for the children to glue onto the altars to look like fire. ([“The Lord, He is God!”](#) stone cutouts provided in activity sheets)
- As you tell the story let the children make sound effects. Make bubbling noises for the water. Use paper or foil to make it sound like fire crackling. Bring a squirt bottle to spray when the rain falls, or ask the children to pat their knees to make the sound of a hard rain.

1st-2nd Graders:

- “I Can Name that Memory Verse in...” game: Use the memory verses from this and previous lessons. (You will need several for the game.) Divide the class into two teams. Say aloud the reference (chapter and verse) of a memory verse the children should know. The team (or team member) going first decides how many words they need you to give them so they can say the entire memory verse. Before the first team tries, the other team can decide if they want to try with fewer words given. The teams “bid” back and forth until one team decides to let the other try, and says, “Name that verse.” You say the given number of words from the verse, and the team must then say the entire verse. (Example: If a team says they can name the verse in two words, you give the first two consecutive words as a clue, and then they must say the whole verse.) If the team (team member) says the verse correctly, they get a point. If they don’t, the other team gets the point. ([verses provided in activity sheets](#))
- [“Elijah on Mount Carmel Crossword Puzzle”](#) (provided in activity sheets)

3rd-4th Graders:

- “I Can Name that Memory Verse in...” game: Use the memory verses from this and previous lessons. (You will need several for the game.) Divide the class into two teams. Say aloud the reference (chapter and verse) of a memory verse the children should know. The team (or team member) going first decides how many words they need you to give them so they can say the entire memory verse. Before the first team tries, the other team can decide if they want to try with fewer words given. The teams “bid” back and forth until one team decides to let the other try, and says, “Name that verse.” You say the given number of words from the verse, and the team must then say the entire verse. (Example: If a team says they can name the verse in two words, you give the first two consecutive words as a clue, and then they must say the whole verse.) If the team (team member) says the verse correctly, they get a point. If they don’t, the other team gets the point. ([verses provided in activity sheets](#))
- [“Elijah on Mount Carmel Crossword Puzzle”](#) (provided in activity sheets)
- Have the children read the following:
 - 1 Kings 18
 - *Discovery* magazine articles: “The True Lord of Lightning,” [October, 2014](#); “Miracles—

or Magic?” [February, 2000](#); “Major Bible Mountains,” [June, 2001](#); “Why Did Jesus Refer to John the Baptizer as Elijah?” [February, 2006](#)

- *Elijah: God’s Miracle Man*, by Carine Mackenzie, Christian Focus Publications (DISCLAIMER: Skip the sentence starting with “Sin always...,” on p. 25)
- *The Story of Elijah*, by Rhonda Colburn, Hambleton-Hill Publishing (DISCLAIMER: Skip the second paragraph on p. 12, starting with “They even...”)
- *Elijah and the Great Prophets*, by Joy Melissa Jensen, Contemporary Bible Series, Scandinavia Publishing (DISCLAIMERS: p. 20—the text says a “great fish,” not a “whale”; p. 36—skip the phrase “like the one in his dream”; p. 49—skip the last two sentences; p. 61—change the first sentence of the second paragraph to “So a new law was written that protected the Jews.”)
- *Elijah and King Ahab*, by Crystal Bowman, Zonderkidz I Can Read! Series
- *God, Please Send Fire!*, by Marilyn Lashbrook, Me Too! Books
- *God’s Fire for Elijah*, by Giles Zimmer, Arch books (DISCLAIMER: replace the first paragraph on p. 10, starting with “Elijah laughed...,” with “Elijah said”)

SONGS:

“ELIJAH, A PROPHET OF GOD” ([Click to Hear](#))

Author: Elbert Richey

(Tune: “Zacchaeus Was a Wee Little Man”)

Elijah was a prophet of God,
A prophet of God was he.
He told the prophets of Baal one day,
“Baal’s fire I want to see.”

And he said,
“Prophets of Baal,
Ask Baal for fire!”
And fire they did not see!
And fire they did not see!

Elijah was a prophet of God,
A prophet of God was he.
He said, “Come close, come close, I say,
The power of God to see.”

And he said,
“Dear God,
Please send down fire.”
And fire they surely did see!
Yes, fire they surely did see!

“ELIJAH AND BAAL ON MT. CARMEL”

Author: Jewel Kendrick

(Tune: “Hail, Hail the Gang’s All Here”)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

“ELIJAH, A MAN OF GOD” ([Click to Hear](#))

Author: Unknown*

(Tune: “My Hope is Built on Nothing Less”)

VERSE 1:

Elijah was a man of God,
And he obeyed God’s Holy Word.
King Ahab was so very bad,
He worshipped idols—very sad!

CHORUS:

Elijah was a man of God,
And he obeyed God’s Holy Word.
And he obeyed God’s Holy Word.

VERSE 2:

King Ahab married Jezebel,
And she caused him, his soul to sell.
She was as bad as she could be.
She worshipped Baal, ‘twas plain to see.

(CHORUS)

VERSE 3:

On Mount Car-mel Elijah prayed.
God sent fire down on that great day.
But there was not a voice at all
When men of Baal began to call.

(CHORUS)

VERSE 4:

The people said, as they bowed down,
“The Lord is God, the Only One!”
They worshipped God instead of Baal.
We’ll worship God; we must not fail.

(CHORUS)

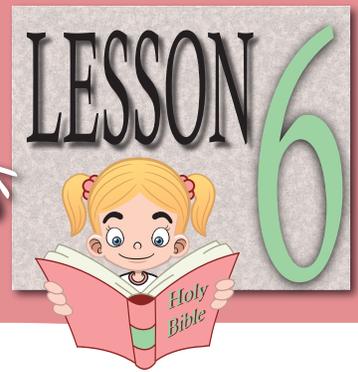
*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Elijah and the Contest on Mount Carmel

1 KINGS 18:1-40



Old Testament 7
Part 1: The Divided Kingdom

WEDNESDAY EVENING

Old Testament 7 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

1 Kings 18:1-40; Leviticus 19:2,4; Deuteronomy 5:7-9; Exodus 20:2-5; Joshua 24:14-21

MEMORY WORK:

YOUNGER CHILDREN: “[A]s for me and my house, we will serve the Lord” (Joshua 24:15b).

OLDER CHILDREN: “Choose for yourselves this day whom you will serve... But as for me and my house, we will serve the Lord” (Joshua 24:15b).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“Elijah, a Prophet of God”](#)
- [“Elijah and Baal on Mt. Carmel”](#)
- [“Elijah, a Man of God”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [The Divided Kingdom 1](#) Bible fact cards (provided under “O.T. 7 Bible Facts”)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- Pictures/drawings from the books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Betty Lukens' felt pieces
- Elijah A Beka Flash-a-Card Series (DISCLAIMER: use the cards, not the lesson book; skip card 4.3)
- Use Bible character dolls or pipe cleaner figures in sandbox to tell the story
- Pictures of the results of a drought, such as the Dust Bowl of the U.S. in the 1930s or the African droughts. (Can be found on the Internet or in magazines like



Smithsonian or National Geographic)

- Bible Class Workshop Visuals: “[Burning Torch/Flame Lamp](#)”; “[Timeline of Elijah’s Life](#)”
- In a metal or glass baking pan, build an altar of sugar cubes which you have sprinkled with vanilla before class; light it with a match and the “altar” should burn. (Experiment with this at home first!)
- Pictures of things that, if we’re not careful, might become more important to us than God (sports, toys, videogames, money, etc.)
- “[Map of the Divided Kingdom](#)” (provided in activity sheets)

PERSONAL APPLICATION:

I must never allow people or money or things to become more important to me than God.

INTRODUCTION:

Review [O.T. 7 Bible Fact Flash Cards](#) (provided under “O.T. 7 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Review Sunday’s lesson. (See [O.T. 7 Review Questions](#) for example questions.)
2. Discuss ways that we try to hold on to God and things at the same time. Read with the older children some or all of Joshua 24:14-21 and/or Matthew 6:24.
3. Also read and discuss Colossians 3:5.
4. Discuss the relevant features in the *Discovery* articles cited in the recommended visuals.
5. This would be a good lesson to role play to help the kids remember the lesson!

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

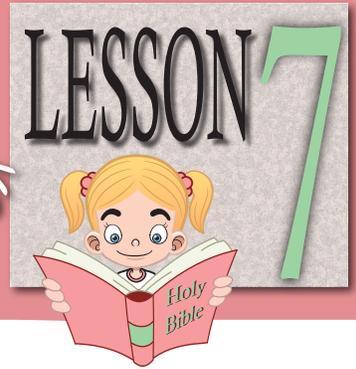
See Sunday morning’s lesson

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Elijah's Fears and the Still, Small Voice

1 KINGS 18:41-19:18



Old Testament 7
Part 1: The Divided Kingdom

SUNDAY MORNING

Old Testament 7 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

1 Kings 18:41-19:18; Romans 8:31-39; James 5:17-18

MEMORY WORK:

YOUNGER CHILDREN: "[T]he Lord your God is with you wherever you go" (Joshua 1:9b).

OLDER CHILDREN: "Be strong and of good courage; do not be afraid...for the Lord your God is with you wherever you go" (Joshua 1:9b).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Jesus Loves Me"](#)
- ["The Battle Belongs to the Lord"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [The Divided Kingdom 1](#) Bible fact cards (provided under "O.T. 7 Bible Facts")
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Pictures/drawings from the books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Betty Lukens' felt pieces
- Bible Class Workshop Visuals: ["Timeline of Elijah's Life"](#)
- Elijah A Beka Flash-a-Card Series (DISCLAIMER: use the cards, not the lesson book; skip card 4.3)
- ["Map of the Divided Kingdom"](#) (provided in activity sheets)



PERSONAL APPLICATION:

When I am afraid or discouraged, I should remember that God is with me all the time.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

What is the name of the prophet we have been studying? What did Elijah do on Mount Carmel to prove that the idol Baal had no power? Today we're going to talk about Elijah becoming afraid and discouraged because he thought he was the only one trying to do right. Let's see how God helped Elijah.

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

Has it ever seemed like you are the only one at school or in your neighborhood who is trying to do the right thing and obey God? How does that make you feel? Elijah, with many others, had just witnessed God's great power over evil on Mount Carmel. But when he was faced with death threats from an evil woman, he became scared and discouraged. Let's see how God gave him strength to face his challenges.

POINTS TO EMPHASIZE:

1. After God demonstrated His great power on Mount Carmel against the many prophets of Baal, Elijah prayed earnestly for rain so that the 3½ year drought would end (1 Kings 18:41-46; James 5:17-18). He could have stopped praying after two or three times and said, "I've done my best. I don't know what else to do!" But he continued to pray—seven times. Soon there were signs of rain in the sky.
2. Knowing that God would send heavy rains soon, Elijah warned King Ahab to leave quickly, to go home before the heavy rain stopped him from doing so. It seems that Ahab was afraid not to listen to Elijah after what he had seen on Mount Carmel (1 Kings 18:44), so he hurried back to Jezreel (about 16 miles). Then Elijah started running back to Jezreel and, with God's help, he was able to not only catch up to Ahab's chariot, but to pass it!
3. As soon as he arrived in Jezreel, King Ahab told his wife, Queen Jezebel, about the things Elijah had done on Mt. Carmel. She was furious! She wanted Elijah dead! She sent Elijah a message that he would be dead before the next day. Suddenly, the brave man who stood up to hundreds of false prophets—and King Ahab—was so scared of one wicked woman that he "ran for his life" to Beersheba, about 80 miles away. Leaving his servant there in Beersheba, he walked for a day into the wilderness by himself and finally sat down under a tree to rest. He was worn out and very discouraged. Elijah asked God to let him die because he thought he had done all he could against evil, and he thought he was serving God all alone.
4. God sent an angel to bring Elijah food and water twice. After he ate and rested, Elijah kept walking—for 40 days and 40 nights (about 200 miles)—to Mount Horeb (Mount Sinai), the same mountain where God gave Moses the Law and the tablets of the Ten Commandments. Exhausted from his long journey, Elijah found shelter in a cave. While he was there, God asked him, "What are you doing here, Elijah?" God knew better than anyone that Elijah was

afraid and felt that he was all alone. Immediately after Elijah gave his answer (1 Kings 19:10), God reminded him (again!) of His complete control over nature and His great power—first through a mighty wind, then an earthquake, then a fire. [God controls everything in nature (Psalm 148:1-10), but man, made in His image, has to choose to obey, to submit to God’s will.]



NOTE: Remind the older children of some of the numerous times the number 40 is used in the Bible. Examples: the number of days it rained for the worldwide flood, the number of days Jesus was in the wilderness before He was tested by the Devil, the number of years Moses was in the wilderness as a shepherd, the number of years the Israelites were in the wilderness, the number of days Moses was on Mount Sinai receiving God’s Law.

5. None of these great forces of nature frightened Elijah as much as the “still small voice” (“sound of a gentle blowing,” NASB). God was showing this discouraged prophet that not all of His works were loud and noisy and dramatic (like fire from heaven). The powerful contest on Mount Carmel was a great lesson for Israel, but the people’s promise to recommit their lives to God would be accomplished quietly as they listened to His Word and tried to change and to pattern their lives after it.



NOTE: It is interesting that God used a whirlwind and a storm in much the same ways in the book of Job (Job 38:1; 40:6). Job suffered the same feelings as Elijah. Job 3:25-26: “For the thing I greatly feared has come upon me, and what I dreaded has happened to me. I am not at ease, nor am I quiet; I have no rest, for trouble comes.”

6. Elijah was discouraged (very sad and wanted to give up). He was very tired and afraid. He felt like a failure; he thought his hard work was not enough. And he felt alone. God cared for him and showed him that he was not alone; there were still 7,000 people who worshipped God instead of Baal. Elijah did not need to be afraid. Have you ever been really afraid? Have you ever felt alone, like you’re the only one trying to do what’s right? What can we do when we feel alone or afraid?

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- [“Elijah in the Wilderness Coloring Sheet”](#) (provided in activity sheets)
- In a bag or box, put small pictures or objects that relate to this and the previous two lessons. [Examples: crown, king, queen, altar, fire, water, raven, man (for Elijah), angel, idol, etc.] One at a time, let the children take out an object or picture and tell its significance to the stories we have studied in this unit.
- Whisper game: Whisper a sentence once into the ear of one child; that child tries to whisper the same thing into another child’s ear, and so on, until every one has heard the sentence. The last child says the sentence out loud to see if it is anything like the original sentence.
- Ask one child to sit in a chair and wear a blindfold. Let another child whisper something in the blindfolded child’s ear. Then he/she tries to guess who did the whispering. You can also ask

the entire class to cover their eyes (or put their heads down on the table) while you make different sounds or play sounds from a recording (like rain, a dog barking, a toilet flushing, a door slamming, etc.). Ask the children to guess what the sounds are and describe them (soft, loud, etc.).

1st-2nd Graders:

- Write the main points from this lesson on strips of paper or cardstock. Mix up the strips of paper, and ask the children to put the events in the order they happened. (Can make enough copies to divide the class into groups/pairs and give each group/pair a set.) (“[Elijah’s Fears and the Still, Small Voice Chronological Activity](#)” provided in activity sheets)
- Bible Bingo: Create 25-30 review questions (over this and the two previous lessons) which have one- or two-word answers that you write in the boxes on Bingo cards. Give the students small pieces of paper or candy to cover correct answers on their cards. (See [O.T. 7 Review Questions](#) for example questions. Directions for how to play [Bingo](#) available on the curriculum Web site.)
- Ask one child to sit in a chair and wear a blindfold. Let another child whisper something in the blindfolded child’s ear. Then he/she tries to guess who did the whispering. You can also ask the entire class to cover their eyes (or put their heads down on the table) while you make different sounds or play sounds from a recording (like rain, a dog barking, a toilet flushing, a door slamming, etc.). Ask the children to guess what the sounds are and describe them (soft, loud, etc.).
- “[Elijah’s Fears and the Still, Small Voice Word Search](#)” (provided in activity sheets)

3rd-4th Graders:

- Write the main points from this lesson on strips of paper or cardstock. Mix up the strips of paper, and ask the children to put the events in the order they happened. Use a kitchen timer (or egg timer) to make it more challenging. (Can make enough copies to divide the class into groups/pairs and give each group/pair a set.) (“[Elijah’s Fears and the Still, Small Voice Chronological Activity](#)” provided in activity sheets)
- Bible Bingo: Create 25-30 review questions (over this and the two previous lessons) which have one- or two-word answers that you (or the kids) write in the boxes on Bingo cards. (If the children write the answers, it will allow the cards to be different.) Give the students small pieces of paper or candy to cover correct answers on their cards. (See [O.T. 7 Review Questions](#) for example questions. Directions for how to play [Bingo](#) available on the curriculum Web site.)
- Write the memory verse on the board, and go over it a few times with the class. Ask the students to put their heads down on the table while you erase one or two words. Then ask them to raise their heads and tell you what words you erased. Do this several times, until the entire verse has been erased and the students must remember all the words.
- “[Elijah’s Fears and the Still, Small Voice Word Search](#)” (provided in activity sheets)
- Have the children read the following:
 - 1 Kings 19 (and verse 18 if they did not do so last week); Romans 8
 - *Discovery* magazine article: “[Cave Men](#),” May, 2001

SONGS:

“JESUS LOVES ME” ([Click to Hear](#))

Author: Anna B. Warner

Jesus loves me this I know.
For the Bible tells me so.
Little ones to Him belong.
They are weak but He is strong.

CHORUS:

Yes Jesus loves me.
Yes Jesus loves me.
Yes Jesus loves me.
The Bible tells me so.

Jesus love me when I'm good.
When I do the things I should.
Jesus loves me when I'm bad,
Though it make Him very sad.

(CHORUS)

“THE BATTLE BELONGS TO THE LORD”

Author: Words and music by Jamie Owens-Collins

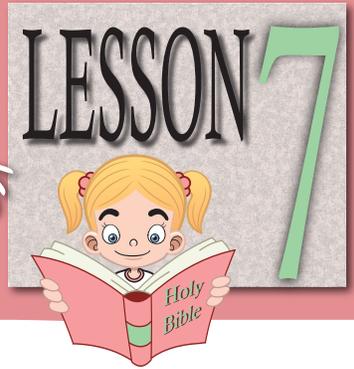
[See Internet for lyrics and tune]

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE
“SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE
CURRICULUM WEB SITE.



Elijah's Fears and the Still, Small Voice

1 KINGS 18:41-19:18



Old Testament 7
Part 1: The Divided Kingdom

WEDNESDAY EVENING

Old Testament 7 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

1 Kings 18:41-19:18; Romans 8:31-39; James 5:17-18

MEMORY WORK:

YOUNGER CHILDREN: "[T]he Lord your God is with you wherever you go" (Joshua 1:9b).

OLDER CHILDREN: "Be strong and of good courage; do not be afraid...for the Lord your God is with you wherever you go" (Joshua 1:9b).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Jesus Loves Me"](#)
- ["The Battle Belongs to the Lord"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [The Divided Kingdom 1](#) Bible fact cards (provided under "O.T. 7 Bible Facts")
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Pictures/drawings from the books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Betty Lukens' felt pieces
- Bible Class Workshop Visuals: "[Timeline of Elijah's Life](#)"
- Elijah A Beka Flash-a-Card Series (DISCLAIMER: use the cards, not the lesson book; skip card 4.3)
- "[Map of the Divided Kingdom](#)" (provided in activity sheets)



PERSONAL APPLICATION:

When I am afraid or discouraged, I should remember that God is with me all the time.

INTRODUCTION:

Review [O.T. 7 Bible Fact Flash Cards](#) (provided under “O.T. 7 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Review Sunday’s lesson. (See [O.T. 7 Review Questions](#) for example questions.)
2. Spend more time talking about things the children are afraid of and the certainty of God being with them in any and every situation.
3. Read and discuss Psalm 23 and Hebrews 13:5-6 with the children.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.

