

# Building on the Rock



***A Biblical Christian Worldview and Bible Survey Curriculum for Grades 1-6***

*"The wise man built his house on rock." Matthew 7:24b*

by  
**John F. Hay, Jr.**  
with  
**Jennifer Stellema**

## **God's Chosen Kings**

*The Kings of the United Hebrew Nation*

**Teacher Manual**  
*Volume 3*

**Level 3**



A Summit Ministries Curriculum  
For more information please visit [www.summit.org](http://www.summit.org) or call: 719.685.9103

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## FOREWORD

Opinions vary about Christian schools and the educational movement of which they are a part. From a negative perspective, Christian schools are regarded as reactionary institutions attempting to cocoon students from the perceived corrupting influences and problems of modern society. From a positive perspective, however, Christian schools can be models for educational excellence preparing students to enter society with a distinctively Christian worldview through which they can integrate their faith and academic knowledge. From this perspective of an integrated approach to education, students are enabled not only to remain firm in their faith, but also to make valuable contributions to society throughout their lives.

The goal of fusing students' Christian faith with a commitment to action in the marketplace of life is not easy to achieve, even for Christian schools committed to such an ideal. Three factors seem to inhibit students from developing an integrated Christian worldview. The first factor Christian schools are working against is the popular belief that both truth and the activities of life are either sacred or secular. This dichotomous view of truth and life is so culturally entrenched that students are unable to develop a holistic view of life and for life. They act out their daily routines in one or both of two distinct realms, the public secular arena and/or the private sacred arena rather than pursuing all activities with an understanding of the integrity of all dimensions of reality.

A second factor inhibiting students from developing an integrated Christian worldview comes from within the Christian school curriculum itself. It is a failure to develop a cohesive approach to the academic subjects and the religious subjects in the curriculum. The "spiritual dimensions" such as Bible study and chapel services are deemed sufficient in and of themselves to instill the right worldview and motivate students to Christian action. This lack of an integrated curriculum further entrenches dichotomous sacred/secular thinking.

A third factor inhibiting students from developing a distinctively Christian worldview results from the previous two: without an ability to think Christianly, students influenced by cultural and philosophical pluralism develop an eclectic worldview. Without a definitive worldview, students incorporate not only the predominate worldview of the culture but also elements of other views found in the global marketplace of ideas.

In his book *Subversive Christianity*, Brian Walsh confronts this inability to think Christianly when he writes that "our consciousness, our imagination, our vision have been captured by idolatrous perceptions and ways of life. The dominant worldview, the all-pervasive secular consciousness, has captured our lives."<sup>1</sup> Harry Blamires, a Christian apologist, echoes the same thought in his book *The Christian Mind* when he says that "except over a very narrow field of thinking, chiefly touching questions of strictly personal conduct, we Christians in the modern world accept, for the purpose of mental activity, a frame of reference constructed by the secular mind and a set of criteria reflecting secular evaluations."<sup>2</sup>

Regretfully, the observations of Walsh and Blamires are confirmed by the fact that many Christian school students and graduates cannot articulate or apply the biblical Christian worldview in their daily lives. Many waver in their faith when confronted with the carefully articulated arguments for secular humanism, Marxism, pantheism, and other non-Christian views.<sup>3</sup> Swayed by popular culture, they have been taken "captive through hollow and deceptive philosophy which depends on human tradition and the basic principles of this world rather than on Christ" (*Colossians 2:8 NIV*).

Aware of this intense spiritual warfare for the minds of children and youth, Summit Ministries is committed to developing curricula that can help students articulate and apply the Christian worldview to every aspect of reality. A key strategy in this battle for the mind is the development of *Building on the Rock*, a worldview and Bible survey curriculum for children ages 6 to 12 that cohesively presents the affirmations of the Christian worldview within the historic biblical truths of creation, fall, and redemption. My prayer is that those who embark on this educational endeavor will find it not only rewarding, but will know that their investment in the children they teach will not return void, either in this world or in the world to come.

*John Hay  
Summit Ministries  
March 2006*

## NOTES

1. Brian Walsh, *Subversive Christianity* (Bristol: Regis Press, 1992), p. 28.
2. Harry Blamires, *The Christian Mind* (1963, Ann Arbor, Servant Books, reprint ed., 1978), p. 4.
3. Gary Railsback, *An Exploratory Study of the Religiosity and Related Outcomes among College Students: A Ph.D. Dissertation* (Los Angeles: UCLA, 1994).

# INTRODUCTION

## SUMMIT MINISTRIES

Established in 1962, Summit Ministries exists to train Christian leaders to understand our times and to know what it means to think Christianly in every area of life. A key strategy for training has been the development of comparative worldview curriculum materials, including the centerpiece, *Understanding the Times*, by Dr. David Noebel. This comprehensive text for older teens and adults examines ten academic disciplines within a framework of four worldviews including Marxism, Secular Humanism, Cosmic Humanism, and Biblical Christianity. Curriculum materials for the one-year course include the student text and study guide, a teacher's guide, and videotapes related to contemporary issues.

For younger teens, *The Lightbearer's Christian Worldview Curriculum* provides an introduction to comparative worldview studies using an abridged edition of *Understanding the Times*. This one-year curriculum includes videos and supplemental materials.

*Building on the Rock* is designed for students 6 to 12 years old. The purpose of this unique curriculum is to help children begin to formulate and apply a biblical worldview at an early age. *Building on the Rock* lays the groundwork for comparative worldview studies at the secondary and higher levels of education.

## THE RATIONALE

Children form beliefs and values early in life and bring these to school and into the classroom. These foundational beliefs and values influence how students interpret knowledge and govern how they act. *Building on the Rock* is designed to help students interpret knowledge and build foundational beliefs and values from a Christian perspective. In an age of competing worldviews, this curriculum will help young students formulate a biblical perspective of the world and then live accordingly.

## THE GOALS

The goals for *Building on the Rock* are based on the understanding that no worldview curriculum can or should provide an exact model for Christian thinking and action. Rather, a worldview curriculum must present a framework of biblical truth and values, encourage students to reflect upon it, and provide opportunities in various formats for them to apply what they have learned. Ultimately, students must individually embrace biblical truth and act on it as they are enabled by the power of the Holy Spirit. Within these parameters, the goal of this curriculum is to help young students begin to develop a cohesive Christian worldview through which they can interpret the world around them and respond biblically to it in their thinking and doing.

## THE DESIGN

### A Correlated Worldview and Bible Survey Curriculum

A common concern among many Christian school Bible teachers is that after several years of religious education or biblical studies, students neither understand the relationships between the Bible facts they have memorized, nor can they link them with a clearly defined Christian worldview. Bible stories such as the exodus, David and Goliath, and Paul's missionary journeys remain unrelated and of little value to real-life issues. This disjointed perspective re-enforces the sacred/secular dichotomy and inhibits the development of a Christian worldview. *Building on the Rock* is a correlated worldview and Bible survey curriculum that examines the major events and truths of the Bible holistically within the Christian worldview. As the framework for the Bible survey, the worldview component is designed to be taught in the first two-thirds of the school year and the Bible survey in the last third.

A correlated worldview and Bible survey accommodates the limited time slots Christian schools have for incorporating Bible or religious education studies into schedules already filled with state required subjects. Schools that already offer a Bible survey course and want to add specific worldview studies often encounter a time factor dilemma. The correlated approach of *Building on the Rock* which can be taught in a single time slot provides a workable solution.

# GENERAL FORMAT FOR THE BIBLE SURVEY CURRICULUM

## THE SIX SECTIONS OF THE CURRICULUM

The Bible Survey curriculum for Grades 1 through 6 is divided into six Sections designed to help students understand the essential themes of Bible history within a framework of the creation, fall, and redemption of the four relationships of creation--our relationship with God, with self, with others, and with the earth.

### **Grade 1**

***God's Good Plan: The Story of Creation, the Fall, and God's Plan for Redemption.***

Key Themes

The creation

The fall

The plan of redemption

The flood and God's covenant with Noah

The calling of Abraham and God's covenant with the patriarchs

### **Grade 2**

***God's Special People: The Calling and Forming of the Hebrew Nation.***

Key Themes

The Egyptian captivity

Moses and the exodus

The wilderness wanderings and the Mosaic covenant

Joshua and the entrance into the promised land

The period of the judges

Ruth

### **Grade 3**

***God's Chosen Kings: The Kings of the United Hebrew Nation***

Key Themes

**The kings of the united kingdom**

**The division of the united kingdom into Israel and Judah**

### **Grade 4**

***God's Brave Messengers: The Prophets' Messages to the Divided Hebrew Nation***

Key Themes

Selected major prophets

Selected minor prophets

The Assyrian and Babylonian captivities

The return from exile

### **Grade 5**

***God's Greatest Gift: The Life and Ministry of Jesus***

Key Themes

The birth of Christ

The ministry of Christ

The death and resurrection of Christ

### **Grade 6**

***God's New Family: The Birth and Early History of the Church***

Key Themes

The founding of the church

The mission of the church

The writing of the New Testament

Christian values and character qualities as reflected in selected epistles

# MATERIALS FOR THE BIBLE SURVEY CURRICULUM

## TEACHER TRAINING DVD

The Teacher Training DVD contains important foundational material to help you understand the philosophy, structure, and scope and sequence of *Building on the Rock* and *God's Chosen Kings*. It also contains useful teaching tips.

## THE TEACHER MANUAL

The Bible Survey curriculum for Level 3 is packaged in one Teacher Manual entitled *God's Chosen Kings*, designed to be taught after the worldview component for Level 3, *Image-Bearing*. The Bible Survey is designed to be taught during the last three months of the school year. The Teacher Manual for *God's Chosen Kings* includes the following features:

### SYLLABUS

A syllabus, or suggested timetable, for teaching the Bible Survey is included in the introductory pages of the Teacher Manual for *God's Chosen Kings*. The syllabus includes suggested correlating activities from the Student Workbook.

### LESSON PLANS

Detailed plans are included for every Lesson of *God's Chosen Kings*. Lesson plans are not scripted and include more material than you may be able to use; once you have internalized the concepts, feel free to use your own words as you teach. Lesson plans include the following helpful features to guide you:

**Lesson Number, Title, and Subtitle**--an informal Title and a formal Subtitle

**Preparing to Teach**--includes the following preparatory information:

**Introduction**--a brief overview of the lesson

**Memory Verse**--one or two verses appropriate for the lesson

**Background**--information on historical context, setting, key characters, and themes to help you communicate the story effectively

**Objectives**--a list of goals specific to the lesson

**Materials**--an itemized list of teaching materials you will need for each lesson, including the Worldview Model, Posters, Visual Aid Cards from the Visuals File Box, Blackline Masters to duplicate, and items for you to collect or prepare before teaching the lesson

**Developing the Comprehension**--a list of suggested Activity Sheets in the Student Workbook and suggestions for Group Activities designed to reinforce comprehension of lesson content

**Making the Application**--a list of suggested Activity Sheets in the Student Workbook and suggestions for Group or Community Extension Activities designed to help students apply lesson concepts to real life

**Teaching the Lesson**--a carefully designed sequence of visual presentations, discussion questions, and activities to guide you in an orderly presentation of lesson concepts. The lesson sequences frequently include the following prompts:

*Explain . . .* allowing you to use your own words to bring understanding to a concept

*Lead the discussion to focus on . . .* allowing you to direct student responses toward an essential concept being presented

*Ascertain students' understanding . . .* allowing you to use certain activities and questions to determine students' readiness for learning a concept

Note: The lesson outline is not intended to be a verbatim teacher script.

Lesson presentation includes the following organizational features:

**Review**--suggestions for reviewing the previous Lesson

**Setting the Stage**--questions, activities, and demonstrations to help students link prior experience to the unknown elements of the new lesson and to heighten curiosity and interest in the new concepts

**Bible Story**--a sequence of Topics designed to develop the story's essential themes through questions, discussions, Scripture readings, and activities; in Level 3, Bible story Introductions and Scripture passages identical to those in the Teacher Manual are provided in the Student Workbook for students to read along with you or read independently

**Worldview Links**--a link for each story to key affirmations of the biblical Christian worldview (Biblical Truths) and to creation, fall, and redemption through use of the Worldview Model and Symbol Cards; linking each story to concepts studied in the Worldview curriculum helps students formulate and understand the *bigger picture* of the Christian worldview.

**Summary**--suggestions for recapping the Lesson's highlights

**Character Response**--a suggested character trait students can incorporate into their lives in response to their new understanding of Biblical Truths emphasized in each Bible story

**Prayer**--a suggested theme for prayer to conclude the Lesson

## THE STUDENT WORKBOOK

The Bible Survey Student Workbook for Level 3 includes different types of Activity Sheets for developing comprehension and applying the concepts emphasized in the Bible story. Activity Sheets include a key question for class discussion and directions for the student.

**Reading About It**--Bible story texts including illustrations

**The Main Points**--Activities to reinforce the main concepts of the lesson

**Scripture Search**--Bible reference activities for developing the comprehension of the lesson

**Hiding God's Word**--Bible memorization activities to reinforce key Scriptures and to encourage students to involve their parents in helping with memory work at home

**Say It With Symbols**--Activities to reinforce knowledge of Biblical Truths and foster understanding of how Biblical Truths are linked to Bible stories

**Thinking About It**--Reflective activities for making personal application of the lesson

## THE VISUALS FILE BOX

A tab-indexed Visuals File Box for Level 3 contains Visual Aid Cards numbered sequentially by Lesson in the upper left corner for easy access and filing. Visual Aid Cards for the Bible Survey include the following teaching materials:

**Bible Lesson Memory Verse Cards**--one or two verses selected for the Lesson

**Bible Story Picture Cards**--pictures depicting story highlights; useful for retelling the story, for sequencing story events, for Time Line work, and for general review

**Bible Word Cards**--key words, names, and phrases related to the Lesson

**Bible Definition Cards**--definitions of key words or phrases related to the Lesson

**Bible Blackline Masters**--photocopying masters for creating visuals and hands-on student activities

**Note:** For large classes, overhead transparencies may be created from the Visual Aid Cards.

## THE WORLDVIEW MODEL

The basic framework of biblical thought within the Christian worldview contends that God interacts personally with His creation. Based on this framework, *Building on the Rock* emphasizes the relationships expressed in the doctrines of God, creation, the fall, and redemption. The relational unity of the Godhead is reflected in the integrity of all aspects of creation. This unity is experienced personally in the harmonious relationships God ordained people to have with Him, with self, with others, and with nature. As a result of the fall, each of these personal relationships was marred. In redemption, each relationship is restored in harmony as God's shalom and healing is channeled through the atoning work of Christ.

The Worldview Model or House of Truth that accompanies *Building on the Rock* is designed to portray the essential tenets of Christian belief within the context of relationships. Specifically it is designed to illustrate God's creational intent for each relationship, the effects of the fall on each relationship, and the effects of redemption on each relationship. The Worldview Model, when used properly, will enable students to "see" representationally the essential affirmations of the Christian worldview.

The Worldview Model is designed like a house that students and teachers build together. Each component of the house represents one or more affirmations of the biblical Christian worldview. Students are encouraged to follow Wise William as he constructs his House of Truth upon the Rock of Truth, God and His Word. As each Section of the curriculum is taught, the building blocks of the house are put in place. The blocks are color coded to correspond to the color of each Section of the curriculum. Teachers are encouraged to allow students to work with Wise William's House of Truth not only during the lesson, but also at other times of the day when appropriate. The Teacher Manual and Curriculum Kit provide instructions for assembly and care the Worldview Model.

The Worldview Model is constructed as the Worldview Curriculum is taught. Each Lesson in the Bible Survey Curriculum reinforces two or more of the Biblical Truths built into the House of Truth and links them to the events and themes of the Bible stories.

The Worldview Model includes the following building blocks:

**The Rock of Truth Representing God and His Word--Gold (1 piece)**

The Rock is the foundation upon which Wise William builds his house.

### **The Foundation of Wisdom Representing the Nature and Character of God--Purple (5 blocks)**

One block defines the Wisdom Section and four blocks representing Biblical Truths 1 through 4 display truths about God.

### **The Fellowship Wall Representing Our Relationship With God--Red (6 blocks)**

The base block defines Fellowship. Two pillars representing Biblical Truths 5 and 6 display truths about God's design for our relationship with Him. The third pillar representing Biblical Truth 7 describes the effects of the fall on fellowship. The fourth pillar representing Biblical Truth 8 describes the effects of redemption. The header block includes the curriculum theme verse, *Matthew 7:24*.

### **The Image-Bearing Wall Representing Our Relationship With Self--Yellow (6 blocks)**

The base block defines Image-Bearing. Two pillars representing Biblical Truths 9 and 10 display truths about God's design for our relationship with self. The third pillar representing Biblical Truth 11 describes the effects of the fall on image-bearing. The fourth pillar representing Biblical Truth 12 describes the effects of redemption. The header block includes the curriculum theme verse, *Matthew 7:24*.

### **The Servanthood Wall Representing Our Relationships With Others--Blue (6 blocks)**

The base block defines Servanthood. Two pillars representing Biblical Truths 13 and 14 display truths about God's design for our relationship with others. The third pillar representing Biblical Truth 15 describes the effects of the fall on servanthood. The fourth pillar representing Biblical Truth 16 describes the effects of redemption. The header block includes the curriculum theme verse, *Matthew 7:24*.

### **The Stewardship Wall Representing Our Relationship With the Earth--Green (6 blocks)**

The base block defines Stewardship. Two pillars representing Biblical Truths 17 and 18 display truths about God's design for our relationship with the earth. The third pillar representing Biblical Truth 19 describes the effects of the fall on stewardship. The fourth pillar representing Biblical Truth 20 describes the effects of redemption. The header block includes the curriculum theme verse, *Matthew 7:24*.

### **The Roof of Character--Gold (1 piece)**

The roof bears the names of the Twenty Character Traits learned in conjunction with the Twenty Biblical Truths presented throughout *Building on the Rock*.

## **SYMBOL CARDS**

Twenty laminated Symbol Cards represent the Twenty Biblical Truths presented in *Building on the Rock*. The nature of God and truth and the concepts of harmony, disharmony, and the restoration of harmony within the four relationships of creation are depicted using the symbols of musical notes. The cards are color-coded to correlate with their respective sections of the curriculum.

- Section 1--Wisdom: Four purple bordered Symbol Cards representing Biblical Truths 1-4
- Section 2--Fellowship: Four red bordered Symbol Cards representing Biblical Truths 5-8
- Section 3--Image-Bearing: Four yellow bordered Symbol Cards representing Biblical Truths 9-12
- Section 4--Servanthood: Four blue bordered Symbol Cards representing Biblical Truths 13-16
- Section 5--Stewardship: Four green bordered Symbol Cards representing Biblical Truths 17-20

Instructions for using the Symbol Cards are included in the Teacher Manual. As students construct the Worldview Model or House of Truth during the term, you are encouraged to allow them to match the Symbol Cards with the respective building blocks of the Model. Symbol Cards can be reproduced and mounted on the four walls of the classroom, corresponding to the four walls and foundation of the Model, thus creating a visual reminder of the essential affirmations of the biblical Christian worldview. As students explore concepts from other subjects, they can begin to interpret and integrate them within the framework of the Christian worldview.

Symbol Cards are woven into each Lesson of the Bible Survey Curriculum to reinforce the Biblical Truths taught in the Worldview Curriculum and to link the truths to the events and themes of the Bible stories. Students are encouraged to link additional Biblical Truths to the stories as they are presented.

## WORLDVIEW POSTERS

Four Worldview Posters help students visualize the relational dimensions of the biblical Christian worldview. Posters 1 and 2 symbolically depict God's intent for our relationship with Him, with self, with others, and with the earth. Poster 3 depicts the effects of the fall on each relationship. Poster 4 depicts the effects of redemption on each relationship. Woven throughout the Worldview Posters are musical staves and notes in various states of harmony and disharmony. The musical note motif depicting the concept of harmony and disharmony in our relationships is carried through the Symbol Cards and Days of Creations Posters as well as the Worldview Posters.

The Worldview Posters are symbolic. The Teacher Manual provides the interpretive framework for each one. You are encouraged to allow students to look for and interpret the biblical truths contained within each Poster.

## DAYS OF CREATION POSTERS

Eleven Days of Creation Posters help students visualize the creation. The Teacher Manual suggests how the Days of Creation Posters can be used in specific lessons.

## BOOKS OF THE BIBLE POSTERS

Five posters depicting the Books of the Bible provide a visual reference for the name and location of each book of the Bible. You are encouraged to correlate the Bible stories with their location in the Bible and on the Bible Poster.

## CROSS AND CROWN POSTER

The Cross and Crown Poster symbolizes the redemptive and restorative work of Christ on the four relationships of creation. You can use the Poster to visually link Christ's atoning work to key events and themes in applicable Bible stories. The symbolism and colors in the Cross and Crown Poster correlate with the symbolism and colors of the House of Truth.

## TIME LINE

The Time Line of sequential Bible story pictures will help students understand the chronology of the Bible stories. By referring to the Time Line on the classroom wall, students can construct a floor time line with the larger Bible Story Picture Cards.

## INTERNATIONAL CHILDREN'S BIBLE

Most Scripture passages duplicated in *God's Chosen Kings* are taken from the *International Children's Bible* by Tommy Nelson Publishers. This translation was developed with young children in mind. A teacher's copy is included.



# BIBLE SURVEY CURRICULUM

## 53 DAY SYLLABUS

### God's Chosen Kings Units 1-6 Lessons 1-14

DAY	UNIT	LESSON	TEACHER MANUAL	STUDENT WORKBOOK AND GROUP ACTIVITIES
1	1	1	Preparing to Teach: p. 1 Setting the Stage: p. 4 Bible Story: Topic 1, p. 6 Worldview Links: p. 12	Group Activities: TM p. 4 Reading About It: pp. 1-3 Scripture Search: p. 5 The Main Points: p. 6 Hiding God's Word: pp. 7-8 Hiding God's Word: pp. 9-10
2	1	1	Bible Story: Topic 2, p. 13 Worldview Links: p. 16	Group Activities: TM p. 4 Reading About It: pp. 11-12 Scripture Search: p. 13 The Main Points: p. 14
3	1	1	Bible Story: Topic 3, p. 17 Worldview Links: p. 21	Group Activities: TM p. 4 Reading About It: pp. 15-17 Scripture Search: p. 19 The Main Points: p. 20
4	1	1	Bible Story: Topic 4, p. 22 Worldview Links: p. 26	Group Activities: TM p. 4 Reading About It: pp. 21-23 Scripture Search: p. 25 The Main Points: p. 26
5	1	1	Bible Story Summary: p. 27	Group Activities: TM p. 4 Say It With Symbols: pp. 27-28
6	2	2	Preparing to Teach: p. 31 Setting the Stage: p. 35 Bible Story: Topic 1, p. 37 Worldview Links: p. 41	Group Activities: TM pp. 34-35 Reading About It: pp. 29-31 Scripture Search: p. 33 The Main Points: p. 34
7	2	2	Bible Story: Topic 2, p. 42 Worldview Links: p. 48	Group Activities: TM pp. 34-35 Reading About It: pp. 35-38 Scripture Search: p. 39 The Main Points: p. 40
8	2	2	Bible Story: Topic 3, p. 50 Worldview Links: p. 55	Group Activities: TM pp. 34-35 Reading About It: pp. 41-44 Scripture Search: p. 45 The Main Points: pp. 46-47

DAY	UNIT	LESSON	TEACHER MANUAL	STUDENT WORKBOOK AND GROUP ACTIVITIES
9	2	2	Bible Story: Topic 4, p. 57 Worldview Links: p. 62	Group Activities: TM pp. 34-35 Reading About It: pp. 49-52 The Main Points: pp. 53-54 Hiding God's Word: pp. 55-56
10	2	2	Bible Story Summary: p. 64	Group Activities: TM pp. 34-35
11	3	3	Preparing to Teach: p. 69 Bible Story: Topic 1, p. 73	Reading About It: pp. 57-59 The Main Points: p. 61 Scripture Search: p. 62
12	3	3	Bible Story: Topic 2, p. 77	Reading About It: pp. 63-65 The Main Points: p. 67 Scripture Search: p. 68 Hiding God's Word: pp. 69-70
13	3	3	Worldview Links: p. 81 Bible Story Summary: p. 83 Character Response: p. 83	Group Activities: TM p. 72 Thinking About It: pp. 71-72 Say It With Symbols: pp. 73-74
14	3	4	Preparing to Teach: p. 87 Review of Lesson 3: p. 90 Bible Story: Topic 1, p. 91	Reading About It: pp. 75-78 The Main Points: pp. 79-80
15	3	4	Bible Story: Topic 2, p. 98	Reading About It: pp. 81-84 The Main Points: pp. 85-86 Hiding God's Word: pp. 87-88
16	3	4	Worldview Links: p. 103 Bible Story Summary: p. 105 Character Response: p. 106	Picture It: p. 89 Say It With Symbols: p. 90 Group Activities: TM p. 90
17	3	5	Preparing to Teach: p. 109 Review of Lesson 4: p. 112 Setting the Stage: p. 112 Bible Story: Topic 1, p. 114	Reading About It: pp. 91-93 The Main Points: pp. 95-96 Picture It: p. 97 Scripture Search: p. 98
18	3	5	Bible Story: Topic 2, p. 118	Reading About It: pp. 99-101 The Main Points: p. 103 Picture It: p. 104 Hiding God's Word: pp. 105-106
19	3	5	Worldview Links: p. 123 Bible Story Summary: p. 124 Character Response: p. 125	Say It With Symbols: p. 107 Thinking About It: p. 108 Group Activities: TM p. 112

DAY	UNIT	LESSON	TEACHER MANUAL	STUDENT WORKBOOK AND GROUP ACTIVITIES
20	4	6	Preparing to Teach: p. 129 Review of Lesson 5: p. 132 Bible Story: Topic 1, p. 133	Reading About It: pp. 109-110 The Main Points: p. 111 Scripture Search: p. 112 Hiding God's Word: pp. 113-114
21	4	6	Bible Story: Topic 2, p. 136	Reading About It: pp. 115-116 The Main Points: p. 117 Thinking About It: p. 118
22	4	6	Bible Story: Topic 3, p. 138	Reading About It: pp. 119-121 The Main Points: p. 123 Thinking About It: p. 124
23	4	6	Worldview Links: p. 143 Bible Story Summary: p. 144 Character Response: p. 145	Say It With Symbols: pp. 125-126 Group Activities: TM p. 132
24	4	7	Preparing to Teach: p. 149 Review of Lesson 6: p. 152 Bible Story: Topic 1, p. 152	Reading About It: pp. 127-128 The Main Points: pp. 129-130 Hiding God's Word: pp. 131-132
25	4	7	Bible Story: Topic 2, p. 155	Reading About It: pp. 133-134 Scripture Search: pp. 135-136
26	4	7	Bible Story: Topic 3, p. 158	Reading About It: pp. 137-139 Main Points: p. 141 Picture It: p. 142
27	4	7	Worldview Links: p. 162 Bible Story Summary: p. 164 Character Response: p. 164	Say It With Symbols: pp. 143-144 Group Activities: TM p. 152
28	4	8	Preparing to Teach: p. 169 Review of Lesson 7: p. 172 Bible Story: Topic 1, p. 173	Reading About It: pp. 145-147 The Main Points: p. 149 Thinking About It: p. 150
29	4	8	Bible Story: Topic 2, p. 177	Reading About It: pp. 151-152 Scripture Search: pp. 153-154
30	4	8	Bible Story: Topic 3, p. 180	Reading About It: pp. 155-157 Main Points: p. 159 Picture It: p. 160 Hiding God's Word: pp. 161-162
31	4	8	Worldview Links: p. 184 Bible Story Summary: p. 185 Character Response: p. 186	Say It With Symbols: pp. 163-164 Group Activities: TM p. 172

DAY	UNIT	LESSON	TEACHER MANUAL	STUDENT WORKBOOK AND GROUP ACTIVITIES
32	4	9	Preparing to Teach: p. 191 Review of Lesson 8: p. 194 Bible Story: Topic 1, p. 194	Reading About It: pp. 165-166 The Main Points: p. 167 Scripture Search: p. 168
33	4	9	Bible Story: Topic 2, p. 199	Reading About It: pp. 169-170 The Main Points: p. 171 Picture It: p. 172 Hiding God's Word: pp. 173-174
34	4	9	Worldview Links: p. 202 Bible Story Summary: p. 204 Character Response: p. 205	Say It With Symbols: pp. 175-176 Group Activity: TM pp. 193-194
35	5	10	Preparing to Teach: p. 209 Review of Lesson 9: p. 212 Bible Story: Topic 1, p. 212	Reading About It: pp. 177-178 The Main Points: p. 179 Scripture Search: p. 180
36	5	10	Bible Story: Topic 2, p. 216	Reading About It: pp. 181-184 The Main Points: p. 185 Thinking About It: p. 186 Hiding God's Word: pp. 187-188
37	5	10	Worldview Links: p. 223 Bible Story Summary: p. 225 Character Response: p. 226	Say It With Symbols: pp. 189-190 Group Activity: TM p. 212
38	5	11	Preparing to Teach: p. 231 Review of Lesson 10: p. 235 Bible Story: Topic 1, p. 235 Setting the Stage, p. 235	Reading About It: p. 191 The Main Points: p. 193 Hiding God's Word: p. 194
39	5	11	Topic 1 continued, p. 240	Reading About It: pp. 195-196 The Main Points: p. 197 Scripture Search: p. 198
40	5	11	Bible Story: Topic 2, p. 243	Reading About It: pp. 199-200 The Main Points: p. 201 Picture It: p. 202
41	5	11	Bible Story: Topic 3, p. 245	Reading About It: pp. 203-205 Scripture Search: pp. 207-208
42	5	11	Bible Story: Topic 4, p. 249 Worldview Links: p. 252 Bible Story Summary: p. 254 Character Response: p. 254	Reading About It: pp. 209-210 The Main Points: p. 211 Thinking About It: p. 212 Say It With Symbols: pp. 213-214 Group Activity: TM pp. 234-235

DAY	UNIT	LESSON	TEACHER MANUAL	STUDENT WORKBOOK AND GROUP ACTIVITIES
43	6	12	Preparing to Teach: p. 259 Review of Lesson 11: p. 263 Bible Story: Topic 1, p. 263	Reading About It: pp. 215-217 The Main Points: p. 219 Scripture Search: p. 220
44	6	12	Bible Story: Topic 2, p. 269	Reading About It: pp. 221-223 The Main Points: p. 225 Picture It: p. 226
45	6	12	Bible Story: Topic 3, p. 272	Reading About It: pp. 227-28 The Main Points: p. 229 Thinking About It: p. 230 Hiding God's Word: pp. 231-232
46	6	12	Worldview Links: p. 276 Bible Story Summary: p. 278 Character Response: p. 279	Say It With Symbols: pp. 233-234 Group Activity: TM, p. 262
47	6	13	Preparing to Teach: p. 283 Review of Lesson 12: p. 286 Bible Story: Topic 1, p. 287	Reading About It: pp. 235-236 The Main Points: pp. 237-238
48	6	13	Bible Story: Topic 2, p. 290	Reading About It: pp. 239-240 The Main Points: pp. 241-242
49	6	13	Bible Story: Topic 3, p. 292	Reading About It: pp. 243-245 The Main Points: p. 247 Scripture Search: p. 248 Hiding God's Word: pp. 249-250
50	6	13	Worldview Links: p. 298 Bible Story Summary: p. 299 Character Response: p. 300	Say It With Symbols: pp. 251-252 Group Activity: TM, pp. 285-286
51	6	14	Preparing to Teach: p. 305 Review of Lesson 13: p. 308 Bible Story: Topic 1, p. 309	Reading About It: pp. 253-254 The Main Points: p. 255 Scripture Search: p. 256
52	6	14	Bible Story: Topic 2, p. 312	Reading About It: pp. 257-259 The Main Points: p. 261 Picture It: pp. 262-263
53	6	14	Worldview Links: p. 318 Bible Story Summary: p. 319 Character Response: p. 320	Hiding God's Word: pp. 265-266 Say It With Symbols: pp. 267-268 Group Activity: TM, p. 308

# LESSON 6

## A YOUNG SHEPHERD KING

### God Chooses David to Become Israel's Second King

#### PREPARING TO TEACH

#### Teacher's Notes

#### INTRODUCTION

Lesson 5 explored King Saul's failure to obey God's commands during two important events, leading to God's rejection of Saul as Israel's king. Lesson 6 introduces David as God's choice to replace Saul as king. The lesson focuses on Samuel's role in anointing David and David's early life of service under King Saul, culminating in the death of Goliath, the Philistine, at David's hands.

#### BIBLE STORY REFERENCE

1 Samuel 16-17

#### MEMORY VERSE

Lesson 6

*"People look at the outside of a person, but the Lord looks at the heart."*

1 Samuel 16:7

#### BACKGROUND

While Samuel was mourning Saul's rejection as king, God called him to begin the process of anointing Israel's second king, a young shepherd boy named David from the house of Jesse in Bethlehem. Samuel, however, feared that if King Saul heard the news, he would react in self-defense and try to kill Samuel in order to prevent a new king being anointed. God graciously provided Samuel with the protective excuse that his visit to Jesse in Bethlehem was to offer a sacrifice, a reason that would not raise Saul's suspicion. Only after Samuel consecrated both Jesse and his sons and offered the sacrifice did he reveal his primary reason for going to Bethlehem.

Based solely on the physical stature of Jesse's son Eliab, Samuel's initial thought was that God had chosen him to be the next king. After all, Saul stood out physically among his peers, and he had been God's choice. But God corrected Samuel's thinking with the familiar words, *"Man looks at the outward appearance, but the Lord looks at the heart"* (1 Samuel 16:7 NIV). After God rejected six more of Jesse's sons, Samuel asked him if he had any others. Perhaps reluctantly, Jesse told Samuel that his youngest son was away tending sheep. Samuel asked Jesse to send for the boy, and when he arrived, God confirmed, *"Rise and anoint him; he is the one"* (1 Samuel 16:12 NIV). After Samuel anointed David, God confirmed His choice by sending His Spirit upon the young shepherd king. After Saul's death, David was officially acknowledged as king of Judah at a second anointing at Hebron. Still later at a third anointing at Hebron, David was officially acknowledged as king of

all Israel.

Meanwhile, God caused His Spirit to leave Saul and an evil, troubling spirit entered him. This harsh judgment set the stage for young David to enter the king's service as his private harpist. Whenever the evil spirit tormented Saul, Saul's servants would call David to play his harp, and the spirit would leave Saul alone. King Saul liked David and asked Jesse to allow him to remain in his service as armor bearer.

Saul's rejection by God did not mean that his kingship ended immediately. He continued to wage war against Israel's powerful enemy, the Philistines. The most famous battle took place in the Valley of Elah where instead of actual combat, the Philistines challenged Israel to settle their disputes based on the outcome of a fight-to-the-death between a champion warrior from each camp. The Israelites were terrified, knowing that even their mightiest warrior would be no match for the Philistine giant Goliath. The standoff continued for forty days because no Israelite volunteered to take the Philistine challenge.

While young David divided his time between Saul's court and the fields around Bethlehem as a shepherd, his three oldest brothers were with Saul at the battlefield. On the fortieth day of the standoff, Jesse sent David to the front to check up on his brothers and to deliver food supplies. Seeing the situation and hearing the conversations among the soldiers, David asked about the rewards that would be given to the Israelite who succeeded in killing Goliath. David's oldest brother Eliab scoffed at him, but when King Saul heard about David's inquiry, he sent for him. Seeing the young volunteer's determination, Saul outfitted David with his own armor for the battle, but David found it impossible to move under its weight. Instead, he chose five stones from a stream, slipped them into the pouch of his shepherd's bag, and headed into the valley against Goliath carrying his shepherd's staff, a sling, and his pouch. Because David placed his confidence in God's power rather than his own, he killed the mocking giant with a single well-placed stone to the forehead. Once their champion was dead, the Philistines began to run. The Israelites chased them, killing many and plundering their camp.

Saul was so impressed by David's courage that he took him into his service full-time. This situation soon brought sorrow to both Saul and David. As David's fame and favor grew among the Israelites, King Saul spent most of the rest of his life in jealous pursuit of his young rival, *a man after [God's] own heart (1 Samuel 13:14 NIV)*.

## OBJECTIVES

- Students will read and identify the main events in the biblical account of God's selection of David as Israel's second king.
- Students will identify the differences in what people consider important personal characteristics and what God considers important.
- Students will read and identify the main events in the biblical account of David's appointment to serve King Saul.
- Students will identify servanthood as a characteristic of leadership demonstrated by David.
- Students will read and identify the main events in the biblical account of David and Goliath.

- Students will identify the basis of David's courage and confidence in confronting Goliath.
- Students will contrast the personal character of Saul and David.
- Students will link Biblical Truths 2, 6, 9, and 13 to the story of David being chosen and anointed as Israel's second king.
- Students will be encouraged to demonstrate *confidence* as an appropriate response to what God calls them to do.

## Teacher's Notes

## MATERIALS

### Worldview Model

### Bible Poster

### Time Line

### Symbol Cards 2, 6, 9, 13

### Bible Lesson Memory Verse Card

6      1 Samuel 16:7

### Bible Story Picture Cards

2i      *Moses Leads the Hebrews Out of Egypt*  
 2x      *The Conquest of Jericho*  
 2bb     *Judge Gideon Defeats the Midianites*  
 6a      *Samuel Anoints David as Israel's Second King*  
 6b      *David Kills the Philistine Giant, Goliath*

### Character Trait Word Card

10      *Confidence*

### Character Trait Definition Card

10      *Confidence*: *A strong belief that God will help me do all the things I need to do*

### Character Trait Memory Verse Card

10      *Philippians 4:13*

### Teacher Made or Procured

*Pictures of easily recognized famous people from politics, entertainment, sports, etc.*  
*Pictures of "ordinary" people from various ethnic and socio-economic backgrounds*  
*Picture of a king*  
*Costume and/or props for you to wear as a Bible story teller (optional)*  
*Props for students to use in dramatizations of the stories (optional)*

## DEVELOPING THE COMPREHENSION

### Student Workbook Activity

*God Chooses David to Be Israel's Second King*

*Reading About It: pp. 109-110*

*The Main Points: p. 111*

*Scripture Search: p. 112*

*David Becomes King Saul's Servant*

*Reading About It: pp. 115-116*

*The Main Points: p. 117*

*David and Goliath*

*Reading About It: pp. 119-121*

*The Main Points: p. 123*

### Group Activity

*Drama:* Prepare a Bible drama center with costumes and props where students can enact the major events in the stories about David being chosen by God as Israel's second king, anointed by Samuel, and called into the service of King Saul.

## MAKING THE APPLICATION

### Student Workbook Activity

*Hiding God's Word: 1 Samuel 16:7, pp. 113-114*

*Thinking About It: David Becomes King Saul's Servant, p. 118*

*Thinking About It: Two Very Different Kings, p. 124*

*Say It With Symbols: Young King David, pp. 125-126*

### Group Activity

*The Psalms:* Read and discuss psalms of David that convey shepherd and warrior themes. Help students relate the images to God's care and protection in their lives.

Shepherd: *Psalms 23; 79:13; 95:7; 100:3*

Warrior: *Psalms 18:29-39; 24:8-10; 144:1-2*

## TEACHING THE LESSON

### REVIEW OF LESSON 5

If you wish to review Lesson 5 further, select elements from the *Summary of Lesson 5* on page 124.

### SETTING THE STAGE

Each *Topic* in Lesson 6 contains its own *Setting the Stage* activity.

Suggested timetable for  
Lesson 6: 4 days  
See *Syllabus*, p. xvii

## BIBLE STORY

### TOPIC 1. GOD CHOOSES DAVID TO BE ISRAEL'S SECOND KING

#### Setting the Stage for Topic 1

- Lead a discussion about what people think makes a person *great*.

**Focus:** Human criteria for greatness often includes what we can see outwardly in another person, i.e., his or her wisdom, intelligence, athleticism, fame, wealth, appearance, success, and/or power.

For Discussion:

*Who are some people you think are great?*

*Who are your heroes and/or people you would like to be like?*

**DISPLAY Pictures** of easily recognized famous people from politics, entertainment, sports, etc.

For Discussion:

*Who are these people?*

*Why are they famous?*

*Why are they important?*

**DISPLAY Pictures** of ordinary people from various ethnic and socio-economic backgrounds.

For Discussion:

*Who are these people? Are they great? Famous? Important?*

*Who is greater or more important--the people you recognized in the first set of pictures or the people in these pictures? Why?*

Explain that Topic 1 explores the story of a young shepherd boy no one thought was very important, but God whom chose to become Israel's second and greatest king.

#### Introduction to Topic 1

(Student Workbook, page 109)

Have students read or follow as you read the Introduction to Topic 1, *God Chooses David to Be Israel's Second King*. The student workbook text is provided below.

*After God rejected King Saul for his disobedience, He sent Samuel to the town of Bethlehem to anoint a new king. God told Samuel to offer a sacrifice and invite a man named Jesse and his eight sons to come. God told Samuel he would show him the man He had chosen as Israel's next king. Samuel met the first seven sons, but God said none of them was the one He had chosen. At last, Samuel met the youngest son. He was a young shepherd boy named David. God told Samuel to anoint David as the new king. Then God sent His Spirit to fill David with power. When Saul died, David would become Israel's second king.*

Lead a discussion to ascertain students' understanding of the *big picture* of Topic 1.

## Teacher's Notes

Consider wearing a robe, shawl, scarf, sandals, etc., to emphasize your role as Bible story teller. Read the stories dramatically, changing your voice to represent different characters. Some teachers create a Bible drama center with clothing, props, and other objects to encourage students in dramatic play.

The Student Workbook for Level 3 Bible Survey includes a paraphrase or a biblical text of the lesson's Bible stories. Each story is divided into topics, and each topic is preceded by an introduction. The *Introduction* gives students the *big picture* of a topic before they study it in more detail in the lesson.

For Discussion:

*Whom does God choose as Israel's second king?*

*Why do you think God chooses Jesse's youngest son, David?*

Explain that Topic 1 develops the story about God choosing David as Israel's second king.

### Part 1: God Sends Samuel to Bethlehem

from 1 Samuel 16  
(Student Workbook, pages 109-110)

Read Part 1.

#### **1 Samuel 16**

*[1] The Lord said to Samuel, "How long will you continue to feel sorry for Saul? I have rejected him as king of Israel. Fill your container with olive oil and go. I am sending you to Jesse who lives in Bethlehem. I have chosen one of his sons to be king."*

*[2] But Samuel said, "If I go, Saul will hear the news. And he will try to kill me."*

*The Lord said, "Take a young calf with you. Say, 'I have come to offer a sacrifice to the Lord.' [3] Invite Jesse to the sacrifice. Then I will show you what to do. You must appoint the one I show you."*

*[4] Samuel did what the Lord told him to do. When he arrived at Bethlehem, the older leaders of Bethlehem shook with fear. They met him and asked, "Are you coming in peace?"*

*[5] Samuel answered, "Yes, I come in peace. I have come to make a sacrifice to the Lord. Make yourselves holy for the Lord and come to the sacrifice with me."*

*Then he made Jesse and his sons holy for the Lord. And he invited them to come to the sacrifice.*

*[6] When they arrived, Samuel saw Eliab. Samuel thought, "Surely the Lord has appointed this person standing here before him."*

*[7] But the Lord said to Samuel, "Don't look at how handsome Eliab is. Don't look at how tall he is. I have not chosen him. God does not see the same way people see. People look at the outside of a person, but the Lord looks at the heart."*

*[8] Then Jesse called Abinadab and told him to pass by Samuel. But Samuel said, "The Lord has not chosen this man either."*

*[9] Then Jesse had Shammah pass by. But Samuel said, "No, the Lord has not chosen this one."*

*[10] Jesse had seven of his sons pass by Samuel. But Samuel said to him, "The Lord has not chosen any of these."*

For Discussion:

*Why is Samuel afraid to go to Bethlehem to anoint a new king?*

*Why does Samuel think Eliab is the one God has chosen?*

*What does God tell Samuel is the most important thing He is looking for in a king?*

## Part 2: Samuel Anoints David as King

from 1 Samuel 16  
(Student Workbook, page 110)

Read Part 2.

**1 Samuel 16**

*[11] Then he asked Jesse, "Are these all the sons you have?"*

*Jesse answered, "I still have the youngest son. He is out taking care of the sheep."*

*Samuel said, "Send for him. We will not sit down to eat until he arrives."*

*[12] So Jesse sent and had his youngest son brought in. He was a fine boy, tanned and handsome.*

*The Lord said to Samuel, "Go! Appoint him. He is the one."*

*[13] So Samuel took the container of olive oil. Then he poured oil on Jesse's youngest son to appoint him in front of his brothers. From that day on, the Lord's Spirit entered David with power. Samuel then went back to Ramah.*

**DISPLAY** the Time Line. Locate *Samuel Anoints David as Israel's Second King*. **DISPLAY** Bible Story Picture Card 6a, *Samuel Anoints David as Israel's Second King*. Have students correlate the pictures with the one in their workbook.

For Discussion:

*Why do you think Jesse shows Samuel only seven of his eight sons at first?*

*How do you think David's brothers feel about their little brother being chosen as king?*

*Why do you think God chooses David instead of any of his older brothers?*

*What makes a boy as young as David able to become a powerful, wise king?*

*Why do you think God chooses someone like David as king to take the place of King Saul?*

Explain that although David has been chosen and anointed as king, he will not officially become king until after Saul dies.

Review Parts 1 and 2 of Topic 1 by having students identify the *Important Names and Words to Remember* listed here and in their workbooks on page 110.

Jesse

Bethlehem

Eliab

David

## Teacher's Notes

Discussion questions relating to stories are framed in the *literary present*--that is, action within a literary work continues to happen even if the telling about it looks back at it from a later point.

## Teacher's Notes

- Introduce the memory verse for Lesson 6.

**Focus:** Human criteria for judging human greatness often includes external appearance and visible signs of a person's success. God, however, judges greatness by looking at a person's heart.

**DISPLAY Bible Lesson 6 Memory Verse Card, 1 Samuel 16:7.**

Have students recite it with you.

Correlate it with the **Bible Poster**.

### **1 Samuel 16**

**[7] "People look at the outside of a person, but the Lord looks at the heart."**

For Discussion:

*What do we see on the outside of a person that we think makes the person great or important?*

*What does God look for on the inside of a person?*

*Why is the inside of your heart more important than what you look like on the outside?*

## TOPIC 2. DAVID BECOMES KING SAUL'S SERVANT

### **Setting the Stage for Topic 2**

- Ascertain students' understanding of the traditional roles of kings in contrast to the roles of servants.

**Focus:** Servant leadership as modeled by Christ is not the historical norm among those in high positions. Traditionally, kings and rulers are served by those under their authority. In ordaining His newly chosen king to come into the service of His rejected king, God groomed David in servant leadership and humility.

**DISPLAY** a *Picture of a king*

For Discussion:

*What do kings do?*

*Who usually takes care of everything a king needs?*

*What do servants do for kings?*

*Do you think a king would ever become a servant to another king?*

*Why? Why not?*

*Would a king ever become a servant to one of his servants?*

*Why? Why not?*

*If you were a king, would you be willing to be a servant to another king or to one of your servants?*

*Can you think of any King who ever became a servant to others?*

Explain that Topic 2 tells about an unusual job God calls King David to do while Saul is still alive and king in Israel.

**Introduction to Topic 2**  
(Student Workbook, page 115)

**Teacher's Notes**

Have students read or follow as you read the Introduction to Topic 1, *King David Serves King Saul*. The student workbook text is provided below.

*God allowed Saul to continue as Israel's king until he died. But God punished Saul for his disobedience. God took His Spirit away from Saul and sent an evil spirit to fill him with fear and worry. One day King Saul's servants told him they would find someone to play music on the harp for him to make the evil spirit go away. When the servants told King Saul that David played the harp, Saul asked David to come to the palace. Whenever David played his harp for the king, the evil spirit would leave Saul alone and he would feel better. King Saul loved David and asked him to stay with him and become his servant.*

Lead a discussion to ascertain students' understanding of the *big picture* of Topic 2.

For Discussion:

*How does God choose to punish King Saul?  
What unusual work does God give David to do?*

Explain that Topic 2 develops the story of how David serves King Saul.

**King David Serves King Saul**

from 1 Samuel 16  
(Student Workbook, pages 115-116)

Read.

**1 Samuel 16**

*[14] But the Lord's Spirit had gone out of Saul. And an evil spirit from the Lord troubled him.*

*[15] Saul's servants said to him, "See, an evil spirit from God is troubling you. [16] Give us the command. We will look for someone who can play the harp. When the evil spirit from the Lord enters you, he will play. Then the evil spirit will leave you alone. And you will feel better."*

*[17] So Saul said to his servants, "Find someone. If he plays well, bring him to me."*

*[18] One of the servants said, "Jesse of Bethlehem has a son who plays the harp. I have seen him play it. He is a brave man and fights well. He is a good speaker and handsome. And the Lord is with him."*

*[19] Then Saul sent messengers to Jesse. The message said, "Send me your son David, who is with the sheep." [20] So Jesse loaded a donkey with bread and a leather bag full of wine. He also took a young goat. He sent them all with his son David to Saul.*

*[21] When David came to Saul, he began to serve him. Saul loved David very much. And David became the officer who carried Saul's armor.*

*[22] Saul sent a message to Jesse. He said, "Let David stay and serve me. I like him."*

## Teacher's Notes

God does not create evil since that would be against His holy nature. God can, however, use the forces of evil as His instrument for judgment and punishment.

*[23] When the evil spirit from God entered Saul, David would take his harp and play. Then the evil spirit would go out of him. And Saul would feel relief. He would feel better again.*

For Discussion:

*How does God punish King Saul for his disobedience?*

*Does God create evil or evil spirits? Why not?*

*Who has power over evil spirits? How do you know from this story?*

*What kinds of trouble do you think the evil spirit causes in King Saul's heart?*

*What do King Saul's servants think might help him?*

*Does King Saul like young David? How do you know?*

*Because David knows God has chosen him to be Israel's next king, how do you think he feels serving King Saul?*

*Why do you think David is willing to serve King Saul even though God has chosen him as Israel's next king?*

*How is David different from King Saul?*

### TOPIC 3. DAVID AND GOLIATH

#### Setting the Stage for Topic 3

- Lead a discussion about the qualities we think people need to have in order to achieve success over an obstacle or victory over an enemy.

**Focus: God often works through the small, the weak, and the disenfranchised to achieve His purposes. He uses the weak and foolish things of the world to shame the wise and strong (1 Corinthians 1:27-28).**

Review God's power over the Egyptians in the Israelites' exodus from Egypt.  
**DISPLAY Bible Story Picture Card 2i, Moses Leads the Hebrews Out of Egypt.**

For Discussion:

*Who seemed stronger--the Egyptian army or the Hebrew slaves?*

*How were the Israelites able to escape from the powerful Egyptian army?*

Review God's power over the Canaanites at Jericho.

**DISPLAY Bible Story Picture Card 2x, The Conquest of Jericho.**

For Discussion:

*When the Israelites entered Canaan, who had strong, walled cities, armies, and weapons--the Israelites or the Canaanites?*

*Who won the battle at Jericho?*

*How did the Israelites conquer Jericho without a large army and good weapons?*

Review God's power in Gideon's victory over the Midianites.

**DISPLAY Bible Story Picture Card 2bb, Judge Gideon Defeats the Midianites.**

For Discussion:

*How many men did God allow Judge Gideon to take into his battle against the Midianites?*

*Who had a bigger and stronger army--the Midianites or the Israelites under Gideon?*

*Who won the battle? Why?*

Review God's power in Jonathan's defeat of the Philistines at Micmash (Lesson 5).

For Discussion:

*In Lesson 5, we learned about Jonathan and his officer fighting the Philistines. Who was stronger--Jonathan and his officer or the Philistine army camped at Micmash?*

*Who won the battle? Why?*

*What do each of these Bible stories tell us about God's power compared to people's power?*

Explain that Topic 3 explores how God uses young King David to accomplish something neither the Israelites nor their enemies think possible.

### **Introduction to Topic 3**

(Student Workbook, page 119)

Have students read or follow as you read the Introduction to Topic 3, *David and Goliath*. The student workbook text is provided below.

*Saul had to continue fighting the Philistines even after God rejected him as king. In one battle, a Philistine giant named Goliath told King Saul to send an Israelite soldier to fight him. All the Israelite soldiers were afraid of Goliath. But when young David heard about Goliath's challenge, he told King Saul he could fight the giant and win. When King Saul gave his permission, David went out to face Goliath's challenge. David placed a smooth stone in his sling and hurled it at the giant. The rock struck Goliath in the head and killed him. When the Philistines saw that their leader was dead, they ran away from the Israelites.*

Lead a discussion to ascertain students' understanding of the *big picture* of Topic 3.

For Discussion:

*Why do you think young David is not afraid to fight the Philistine giant Goliath?*

*Why do you think David decides not to fight the giant with a sword and shield?*

Explain that Topic 3 develops the story of David's victory over the giant Goliath in three parts.

### **Part 1: A Philistine Giant Threatens Israel**

from 1 Samuel 17

(Student Workbook, page 119)

Have students read the title of Part 1. Have them read or listen for the details of Goliath's size and how he challenges the frightened Israelites.

Read Part 1.

**1 Samuel 17**

*[1] The Philistines gathered their armies for war. [2] Saul and the Israelites took their positions to fight the Philistines.*

*[4] The Philistines had a champion fighter named Goliath. He was about nine feet four inches tall. He came out of the Philistine camp. [5] He had a bronze helmet on his head. And he wore a coat of scale armor. It was made of bronze and weighed about 125 pounds. [6] He wore bronze protectors on his legs. And he had a small spear of bronze tied on his back. [7] The wooden part of his larger spear was like a weaver's rod. And its blade weighed about 15 pounds. The officer who carried his shield walked in front of him.*

*[8] Goliath stood and shouted to the Israelite soldiers, "Why have you taken positions for battle? I am a Philistine, and you are Saul's servants! Choose a man and send him to fight me. [9] If he can fight and kill me, we will become your servants. But if I defeat and kill him, you will become our servants."*

*[11] When Saul and the Israelites heard the Philistine's words, they were very afraid.*

*[16] The Philistine Goliath came out every morning and evening. He stood before the Israelite army. This continued for 40 days.*

For Discussion:

*What is the Philistine giant's name?*

*How tall is Goliath?*

*What are Goliath's armor and weapons like?*

*How does Goliath challenge the Israelites?*

*How do the Israelites respond to Goliath's challenge?*

*What would you have done if you saw Goliath's size and armor and heard his bragging challenge?*

*Are you ever afraid of anything? Why?*

*What do you do when you are afraid?*

**Part 2: David Volunteers to Fight Goliath**

from 1 Samuel 17  
(Student Workbook, page 120)

Have students read the title of Part 2. Have them read or listen to find out why David is confident he can kill Goliath.

Read Part 2.

**1 Samuel 17**

*[17] Now Jesse said to his son David, "Take this half bushel of cooked grain. And take ten loaves of bread. Take them to your brothers in the camp. [18] See how your brothers are. Bring back something to show me they are all right. They are fighting against the Philistines.*

*[20] Early in the morning David left the sheep with another shepherd. He took the food and left as Jesse had told him. When David arrived at the camp, the army was leaving. They were going out to their battle positions.*

[22] David left the food with the man who kept the supplies. Then he ran to the battle line and talked to his brothers. [23] While he was talking with them, Goliath came out. He shouted things against Israel as usual, and David heard it.

[32] David said to Saul, "Don't let anyone be discouraged. I, your servant, will go and fight this Philistine!"

[33] Saul answered, "You can't go out against this Philistine and fight him. You're only a boy. Goliath has been a warrior since he was a young man."

[34] But David said to Saul, "I, your servant, have been keeping my father's sheep. When a lion or bear came and took a sheep from the flock, [35] I would chase it. I would attack it and save the sheep from its mouth. When it attacked me, I caught it by its fur. I would hit it and kill it. [37] The Lord saved me from a lion and a bear. He will also save me from this Philistine."

For Discussion:

*Where are David's older brothers?*

*Why does Jesse send David to his brothers?*

*What does David tell King Saul when he sees and hears Goliath?*

*What does King Saul think of David's ability to fight Goliath?*

*How does David try to convince King Saul that he can fight Goliath and win?*

*Why is David so confident that he can defeat Goliath?*

*Why do you think the Israelite soldiers don't have confidence that they can defeat Goliath?*

*How is David different from King Saul?*

### Part 3: David Kills Goliath

from 1 Samuel 17

(Student Workbook, pages 120-121)

Have students read the title of Part 3. Have them read or listen to find out how David responds to what King Saul wants him to do before fighting Goliath.

Read Part 2.

#### 1 Samuel 17

[37] Saul said to David, "Go, and may the Lord be with you."

[38] Saul put his own clothes on David. He put a bronze helmet on David's head and armor on his body. [39] David put on Saul's sword and tried to walk around. But he was not used to all the armor Saul had put on him. He said to Saul, "I can't go in this. I'm not used to it."

Then David took it all off. [40] He took his stick in his hand. And he chose five smooth **stones** from a stream. He put them in his pouch and held his **sling** in his hand. Then he went to meet Goliath.

[41] At the same time, the Philistine was coming closer to David. The man who held his shield walked in front of him. [42] Goliath looked at David. He saw that David was only a boy. He looked down at David with disgust.

[43] He said, "Do you think I am a dog, that you come at me with a stick? [44] Come here. I'll feed your body to the birds of the air and the wild animals!"

[45] But David said to him, "You come to me using a sword, a large spear and a small spear. But I come to you in the name of **the Lord of heaven's armies**. He's the God of the armies of Israel! You have spoken out against him. [46] Today the Lord will give you to me. I'll kill you, and I'll cut off your head. Today I'll feed the bodies of the Philistine soldiers to the birds of the air and the wild animals. Then all the world will know there is a God in Israel! [47] Everyone gathered here will know the Lord does not need swords or spears to save people. The battle belongs to him! And he will help us defeat all of you."

[48] As Goliath came near to attack him, David ran quickly to meet him. [49] He took a stone from his pouch. He put it into his sling and slung it. The stone hit the Philistine on his forehead and sank into it. Goliath fell facedown on the ground.

[50] So David defeated the Philistine with only a sling and a stone! He hit him and killed him. He did not even have a sword in his hand. [51] When the Philistines saw that their champion was dead, they turned and ran.

**DISPLAY** the Time Line. Locate *David Kills the Philistine Giant, Goliath*. **DISPLAY** Bible Story Picture Card 6b, *David Kills the Philistine Giant, Goliath*.

Have students correlate the pictures with the one in their workbook.

For Discussion:

*What does King Saul try to get David to wear before going out to fight Goliath?*

*Why doesn't David want to use King Saul's armor and sword?*

*What does David choose for his weapon against Goliath?*

*What does Goliath say to David when he sees him?*

*What do you think Goliath is thinking about fighting David?*

*Does David have confidence he will defeat Goliath? Why?*

*What does David tell Goliath everyone will know after the fight?*

*How does David kill Goliath?*

*What are some things in your life that seem too hard or impossible for you to do?*

*What can you do when things seem impossible or frightening?*

Review Parts 1, 2, and 3 of Topic 3 by having students identify the *Important Names and Words to Remember* listed in their workbooks on page 121.

Philistines

Goliath

armor

stones

sling

the Lord of heaven's armies

## WORLDVIEW LINKS

### DISPLAY the Worldview Model.

Link the following Biblical Truths (or others you select) to the events of David's early days as God's choice to be Israel's second king using the designated **Symbol Cards** corresponding to the questions below.

Correlate the Symbol Cards with their position on the Worldview Model.

- [Link Biblical Truth 9 to the life of young King David.](#)

**Focus:** Image-bearing relates to the inward dimensions of personhood God gives us. These dimensions are invisible and include a spirit and the ability to think, feel, choose, and know the difference between right and wrong. God considers the condition of these image-bearing dimensions (our heart) more important than our outward physical qualities or achievements.

### DISPLAY Symbol Card 9.

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?*

*Is your body made in God's image? Why not?*

*In what ways are you created in God's image?*

*What was God looking for in the person He chose to be Israel's second king?*

*What was Samuel looking for when he saw Jesse's sons?*

*What does God think is important in you?*

*How can you bear God's image more perfectly in your thoughts? Emotions? Choices?*

- [Link Biblical Truth 13 to the life of young King David.](#)

**Focus:** Christ perfectly modeled humble servant leadership. David modeled humble servant leadership by being willing to serve and respect King Saul while waiting for the time when he would become Israel's official king.

### DISPLAY Symbol Card 13.

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?*

*Even though young David knew he had been anointed as Israel's second king, what was he willing to do for King Saul?*

*Are leaders supposed to be served, or are they supposed to serve others?*

*What are some ways your leaders (parents, teachers, etc.) serve you?*

*How can you serve others even if you are the leader?*

- [Link Biblical Truth 6 to the life of young King David.](#)

**Focus:** David knew that he was completely dependent upon God. His victory against Goliath demonstrated his trust and dependence on God.

### DISPLAY Symbol Card 6.

## Teacher's Notes

In each Bible lesson, several *Biblical Truths* are linked to the stories presented. Select from these suggestions or choose others you believe are relevant to the Bible story.

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
Why were the Israelite soldiers and King Saul afraid to fight Goliath?  
Why was young David willing to fight Goliath?*

*What things frighten you or seem too hard for you to do?  
What does it mean to depend on God when you are afraid and things seem too hard for you to do?*

- Link Biblical Truth 2 to the life of young King David.

**Focus:** God, not David, gave the Israelites victory over the Philistines. God worked through the faith David expressed when he said to Goliath, "Today the Lord will give you to me" (1 Samuel 17:46).

**DISPLAY Symbol Card 2.**

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
How was a young boy without armor able to kill the giant Goliath?*

*What are some things you could never accomplish or become without God's power in your life?*

Additional Worldview Links to the life of young David include the following:

**Biblical Truth 15:** The Philistine/Israelite relationship and Eliab's jealousy and criticism of David illustrate the effects of the fall on human relationships.

## SUMMARY

To review and/or summarize the topics developed in Lesson 6, choose activities from the list below or create your own.

1. Have students turn to particular story sections in their workbooks. Select discussion questions from the Teacher Manual related to the section (or create your own) to ascertain students' understanding of facts and concepts.

2. Have students turn to particular lists of Important Names and Words to Remember in their workbooks. Have them use the list as a framework for retelling that part of the story.

3. List on the board the titles of the parts of a particular story. Have students retell the story part in their own words without looking at the story text.

4. Encourage students to role play the characters in particular stories. Have them write their own scripts, staying true to the Bible story. Make available appropriate props and costumes.

5. Display Symbol Cards you have linked to a particular story. Have students explain the symbol and its link to the story.

6. Display the Time Line. Have students retell a particular story in chronological order. Have them explain the relationship between stories in this lesson

and those in previous lessons.

7. Encourage students to share how God is speaking to them indirectly through the actions of particular characters in a story (i.e., Samuel's criteria for thinking Eliab was God's choice for king; Eliab's attitude toward David on the battlefield; David's confidence in fighting Goliath; the Israelite soldiers reluctance to fight Goliath; David's willingness to serve the rejected King Saul, etc.) or directly through particular Scripture verses related to the story.

## CHARACTER RESPONSE--CONFIDENCE

- Review the character trait *confidence*, and link it to the life of young David.

**Focus:** David demonstrated confidence because he knew that his success depended completely on God's power working through him.

**DISPLAY Character Trait 10 Word Card, *Confidence*.**

Have students recite it with you.

Ascertain students' understanding of the meaning of *confidence*.

For Discussion:

*What is confidence?*

**DISPLAY Character Trait 10 Definition Card, *Confidence*:** A strong belief that God will help me do all the things I need to do.

Have students recite it with you.

For Discussion:

*Who saved young David from the bear and the lion that attacked his father's sheep?*

*Why could David demonstrate confidence when he faced Goliath?*

*What are some things that you find difficult or even impossible to do?*

*How can your confidence in God's strength help you accomplish difficult things?*

**DISPLAY Character Trait 10 Memory Verse Card, *Philippians 4:13*.**

Read it, and have students recite it with you.

Correlate it with the **Bible Poster**.

***Philippians 4***

***[13] I can do all things through Christ because he gives me strength.***

Locate Character Trait 10 on the roof of the **Worldview Model**.

Discuss briefly.

## PRAYER

- Have students ask God to give them confidence to do all that He calls them to do.

## Teacher's Notes

Each Bible survey lesson concludes with one or two relevant character responses selected from the twenty character traits covered in the worldview studies. You may use these, select others from the twenty, or develop your own.

Name \_\_\_\_\_ Date \_\_\_\_\_



# The MAIN Points

...let the wise listen and add to their learning... Proverbs 1:5 NEW

Directions: Imagine that you are Samuel. Some Israelites have heard that a new king has been chosen for Israel. They ask you if you know anything about it. You tell them what has happened. Fill in the missing words in your story below. If you need help, read the stories on pages 109-110.

## God Chooses David to be Israel's Second King

One day when I was feeling very sorry for King Saul. God spoke to me. He told me to go see a man named Jesse who lived in the town of Bethlehem. God said he had chosen one of Jesse's sons to be Israel's new king. I was afraid that Saul might kill me. But God told me to take a young calf so I could offer a sacrifice to the Lord. He told me to invite Jesse and his sons to the sacrifice. After the sacrifice, I saw one of Jesse's sons named Eliab. He was tall and handsome. I thought he was the one God had chosen. But God told me not to look at the outside of a person. I should look at the heart of a person like God does. I saw six more of Jesse's sons, but God told me he had not chosen any of them. Then I asked Jesse if he had any more sons. He said he had a young son in the fields taking care of the sheep. I sent for the young son. When he came God told me, "He is the one." Then I poured oil on the boy. From that day, the Spirit entered him with power. The new king's name is David.



# scripture search

Cry out for wisdom . . . Search for it as you would for silver. Proverbs 2:3-4

Directions: Each book of the Bible is divided into chapters. Each chapter is divided into verses. This helps us find different parts of God's Word. The answers to the questions below are found in 1 Samuel 16. On the blank line, write the number of the verse in 1 Samuel 16 where you found your answer. If you need help, you can read 1 Samuel 16 in your own Bible or on pages 109-110.

## God Chooses David to be Israel's Second King

1 Samuel 16	Verse
1. Which verse tells you where God sends Samuel to find Israel's second king?	<u>1</u>
2. Which verse tells you why Samuel is afraid to go meet the new king God has chosen?	<u>2</u>
3. Which verse tells you how Samuel will know the person God has chosen to be King?	<u>3</u>
4. Which verse tells you the name of the first person Samuel thinks God has chosen as king?	<u>6</u>
5. Which verse tells you that Samuel is not looking at the right things for choosing a king?	<u>7</u>
6. Which verse tells you the number of Jesse's sons God does not choose as king?	<u>10</u>
7. Which verse tells you why Jesse's youngest son is not at home with his brothers?	<u>11</u>
8. Which verse tells you what Jesse's youngest son looks like?	<u>12</u>
9. Which verse tells you that God will help David be a good and strong king for Israel?	<u>13</u>

Name \_\_\_\_\_ Date \_\_\_\_\_



# Hiding GOD's Word

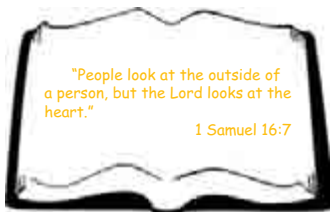
I have hidden your word in my heart that I might not sin against you. Psalm 119:11 NEW

Questions: Say 1 Samuel 16:7 with your teacher. What does God say is the most important part of a person? What do people often say is most important?

Directions: Write the memory verse once on this page and twice on the next page. Each time you write the verse, you will have to know more of the words. The last time, you will have to know all the words.

Say the verse softly to yourself. Then try to write the missing words without looking back. Cover the verse each time before you write it. When you can write the whole verse without any help, you have memorized it. Congratulations!

1 Samuel 16:7



"People look at the outside of a person, but the Lord looks at the heart."

1 Samuel 16:7

1. " People look at the outside of a person, but the Lord looks at the heart."

1 Samuel 16:17

Name \_\_\_\_\_ Date \_\_\_\_\_



# The MAIN Points

...let the wise listen and add to their learning... Proverbs 1:5 NEW

Directions: Read the sentences that tell about David becoming a servant to King Saul. On the line beside each sentence write TRUE if the sentence is true. Write FALSE if the sentence is false.

## David Becomes King Saul's Servant

- God takes His Spirit away from King Saul because of Saul's disobedience. True
- God sends a good spirit to King Saul so he will not feel bad about being rejected as king. False
- King Saul's servants think music will make the evil spirit leave King Saul alone. True
- King Saul sends his servants to look for someone who can sing and play the flute. True
- One of King Saul's servants knows David's father Jesse. True
- Jesse has a son who plays the harp well, fights well, and speaks well. True
- Jesse sends gifts along with his son David to King Saul. True
- King Saul does not like David, so he makes him carry his armor in battle. False
- When the evil spirit troubles King Saul, David plays his harp, but the spirit does not leave Saul alone. False
- King Saul tells Jesse that he likes David and wants him to become his servant. True

Name \_\_\_\_\_ Date \_\_\_\_\_



# The MAIN Points

...let the wise listen and add to their learning... Proverbs 1:5

Directions: Answer the questions below from the story of David and Goliath. If you need help, you can read the stories on pages 119-121.

## David and Goliath

1. What nation comes to fight the Israelites? Philistine
2. What is the name of the Philistines' champion fighter? Goliath
3. How tall is Goliath? 9 feet 4 inches
4. How much does Goliath's armor weigh? 125 pounds
5. How many men does Goliath tell the Israelites to send out to fight him? one
6. How do the Israelites feel when they hear Goliath's words every day? very afraid
7. To whom does David bring food at the battle front? his brothers
8. Who volunteers to fight Goliath? David
9. Who does David know will help him defeat Goliath? God
10. What does King Saul want David to wear when he goes out to fight Goliath? his armor, helmet, sword
11. What weapons does David use to kill Goliath? sling shot and a stone
12. When the Philistines see that Goliath is dead, what do they do? run away

God's Chosen Kings Lesson 6

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# Thinking About It

How I love Your teachings. I think about them all day long!  
Psalm 119:97

Directions: King Saul and King David are very different. Read the descriptions of the two kings below. On the blank lines, write the name of the king the sentence describes.

## Two Very Different Kings

1. This king does not really fear and love God. Saul
2. This king believes that God will help him be a strong leader. David
3. This king is often afraid of what people think about him. Saul
4. This king is not very courageous. Saul
5. This king is not afraid of Israel's enemy, the Philistines. David
6. This king often makes excuses for disobeying God. Saul
7. This king depends on God for everything. David
8. This king is very tall and good looking. Saul
9. This king has the kind of heart God wants. David
10. This king trusts in the power and strength of his armor and army. Saul
11. This king trusts in God's power. David
12. This king is willing to be the servant of another king. David

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God's Chosen Kings Lesson 6

Name \_\_\_\_\_ Date \_\_\_\_\_



# SAY IT WITH SYMBOLS

The Lord God is like our sun and shield. Psalm 84:11

Directions: Read the questions below. On the blank lines, write the number of the Biblical Truth that answers the question.

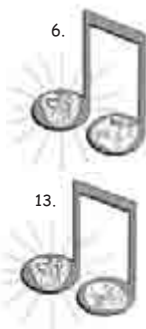
## Young King David

1. Which Biblical Truth tells us why God looks at our heart, not what we look like on the outside? 9
2. Which Biblical Truth does King David understand when he agrees to play music for King Saul and to carry his armor? 13
3. Which Biblical Truth tells you why David is not afraid to fight Goliath? 6
4. Which Biblical Truth tells you why David knows God will help him defeat Goliath? 2

2.



6.



9.

13.

God's Chosen Kings Lesson 6

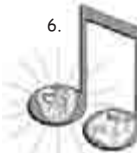
125

Directions: At the bottom of the page, write the number of the Biblical Truth symbol next to its meaning.

2.



6.



9.



13.



God created His image-bearers to love and serve one another. 13

God created people in His image. 9

God is the only true and almighty God. 2

God created people to need Him for everything. 6

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God's Chosen Kings Lesson 6



# LESSON 13

## A WISE KING AND AN INCREDIBLE KINGDOM

### King Solomon's Kingdom Becomes Powerful and Wealthy

#### PREPARING TO TEACH

#### Teacher's Notes

#### INTRODUCTION

Lesson 12 introduced King Solomon's reign, highlighting his prayer for wisdom, the wealth of his kingdom, and his construction of the temple. Lesson 13 further explores the expanse of King Solomon's kingdom, wealth, and influence and introduces students to selected proverbs from Solomon's wisdom literature.

#### BIBLE STORY REFERENCE

**1 Kings 4, 9, 10; 2 Chronicles 1; Proverbs 1-4; Ecclesiastes 12**

#### MEMORY VERSE

**Lesson 13**

*Only the Lord gives wisdom. Knowledge and understanding come from him.*

*Proverbs 2:6*

#### BACKGROUND

The influence of King Solomon's wealth and wisdom extended beyond the borders of Israel. Through military and political strength, Solomon extended control over territory from the Euphrates to Egypt. Through his control, he demanded and received tribute and taxes, greatly adding to Israel's wealth. Solomon's might also afforded peace to Israel, allowing them to rebuild previously conquered and destroyed Israelite cities as well as build new ones. King Solomon built Israel's infrastructure by forcing into slave labor the indigenous Canaanites whom the Israelites had not defeated earlier. These slaves included the Amorites, Hittites, Perizzites, Jebusites, and others.

King Solomon developed Israel's wealth through extensive trade relationships made possible by the construction of ships at Ezion Geber in the Gulf of Aqaba. Through the generosity of Hiram, King of Tyre, Solomon manned the ships with Hiram's trained sailors. The fruit of this investment in trade brought not only gold to Israel, but also curious, if not frivolous, novelties such as apes and baboons. Because of the kingdom's vast wealth and political peace, Israel's population grew extensively, and "*the people ate, drank and were happy*" (1 Kings 4:20).

As the stories of King Solomon's wealth and wisdom spread throughout the Middle East, people from surrounding nations came to Israel, not only with their questions seeking Solomon's wisdom, but also to see with their own eyes what they had heard. One visitor was the queen of Sheba, believed by some to have come from the southern Arabian peninsula about 1,200 miles from Jerusalem. The gifts she

## Teacher's Notes

Selected sayings from the *Book of Proverbs* and *Ecclesiastes* are presented in this lesson as representative of Solomon's wisdom literature.

brought paled in comparison to Solomon's wealth, and when she returned home, King Solomon honored her generosity with gifts of his own to her. As astonished as the queen of Sheba was at King Solomon's wealth and wisdom, the most important thing she recognized was that God was the source of Israel's blessings.

Much of King Solomon's wisdom is preserved in his writings. The *Song of Solomon*, sections of the *Book of Proverbs*, and some, if not all, of *Ecclesiastes* were written by Israel's wealthiest and wisest king. The first nine chapters of *Proverbs*, attributed to Solomon, are centered around the theme of wisdom, specifically its origin and value. *Ecclesiastes* focuses on the futility of life without God and the importance of embracing God and His truth early if one is to find any meaning to life on earth. In the *Song of Solomon*, the practical theme of marital love is central, but it also reveals the love of God toward those He has called to be His bride.

## OBJECTIVES

- Students will read biblical accounts of the expansion of King Solomon's kingdom and identify characteristics of its growth and wealth.
- Students will read and identify the significance of the main events in the biblical account of the queen of Sheba's visit to Israel.
- Students will read selections from the *Book of Proverbs* and identify the chief benefits of studying wisdom literature.
- Students will link Biblical Truths 1, 5, and 14 with King Solomon's kingdom and his writings.
- Students will identify *joy* as a characteristic of life in Solomon's kingdom and be encouraged to demonstrate *joy* in their lives as citizens of God's kingdom.

## MATERIALS

### Worldview Model

### Bible Poster

### Time Line

### Symbol Cards 1, 5, 14

### Bible Lesson Memory Verse Card

13 *Proverbs 2:6*

### Bible Story Picture Cards

13a *King Solomon's Ships*

13b *The Queen of Sheba Visits King Solomon*

13c *King Solomon's Wise Words*

### Bible Definition Cards

12a Wisdom: *The ability to use what I know so I can do what is right for God, myself, others, and the earth*

13a Proverb: *Short sentences that teach us something wise and true*

- 13b *Ecclesiastes: A preacher*
- 13c *Fairness: The treatment of everyone in the right way, not just my friends*
- 13d *Righteousness: Right thoughts, words, and actions*
- 13e *Knowledge: The things we know, understand, and believe that are true*
- 13f *Good Sense: Knowledge that helps me make good choices*

**Worldview Definition Card**

- 1b *Wisdom: Building the foundation of my life on God, my Rock, by knowing, loving, and obeying Him*

**Character Trait Word Card**

- 5 Joy

**Character Trait Definition Cards**

- 5 *Joy: A happiness in my heart because I am in fellowship with God*
- 11 *Self-Control: The ability to do the right thing even when I don't feel like it*
- 14 *Honesty: Truthfulness in everything I think, say, and do*

**Character Trait Memory Verse Card**

- 5 Isaiah 61:10

**Teacher Made or Procured**

- Bible Blackline Masters (Photocopy only. Do not cut or use originals in class.)*
- 13a A Proverb
- Map of the Holy Lands showing Solomon's kingdom and the Arabian peninsula
- Current world map
- Costume and/or props for you to wear as a Bible story teller (optional)
- Props for students to use in dramatizations of the stories (optional)

**DEVELOPING THE COMPREHENSION**

**Student Workbook Activity**

- King Solomon Builds a Very Wealthy Kingdom*
- Reading About It: pp. 235-236*
- The Main Points: pp. 237-238*

- The Queen of Sheba Visits King Solomon*
- Reading About It: pp.239-240*
- The Main Points: pp. 241-242*

- King Solomon's Wise Words*
- Reading About It: pp.243-245*
- The Main Points: p. 247*
- Scripture Search: p. 248*

**Group Activity**

- Drama: Prepare a Bible Center with costumes and props where students can enact the major stories from the life of King Solomon.*

## Teacher's Notes

*Then and Now:* Have students identify cultural elements found in both King Solomon's kingdom and in the modern world (i.e., *cities; shipping and trade; military; agriculture and foods; centers of worship; labor; the arts, including music, literature, and architecture; science, including the science of plants and animals; technology, including construction and engineering; communication, etc.*). Have students compare the basic cultural elements of the ancient world with those of today's world. Emphasize that the core elements of culture have remained constant throughout human history. Refer to pictorial Bible encyclopedias and other reference books for illustrations to augment the discussion.

## MAKING THE APPLICATION

### Student Workbook Activity

*Hiding God's Word: Proverbs 2:6, pp. 249-250*

*Say It With Symbols: The Stories of King Solomon, pp. 251-252*

### Group Activity

*Thinking About It:* Have students identify and share things they most desire or things that are important to them. Have students compare or contrast their priorities with the desire to seek God and His wisdom.

*Proverb Poster:* Have each student prepare a decorative poster of a proverb that is particularly meaningful to him or her. Have students share their proverbs with the class.

*Wise and Foolish:* Guide students through one or two chapters in the *Book of Proverbs* that contrast actions of wise and foolish people (i.e., *Proverbs 14, 19*). Make a chart or bulletin board. Label with a selected verse about wisdom such as *Proverbs 3:17*.

*Proverbs to Live By:* Have students compose short, simple proverbs based on biblical truths that apply to everyday life (i.e., *Wise people learn from their mistakes; foolish people don't learn from their mistakes and make them again. Kind people make many friends; unkind people don't make friends and lose the friends they have, etc.*). Duplicate the class collection and compile them in a small booklet for each student.

## TEACHING THE LESSON

### REVIEW OF LESSON 12

If you wish to review Lesson 12 further, select elements from the *Summary* of Lesson 12 on pages 278-279.

### SETTING THE STAGE

Each *Topic* in Lesson 13 contains its own *Setting the Stage* activity.

Suggested timetable for  
Lesson 13: 4 days  
See *Syllabus*, p. xix

## BIBLE STORY

### TOPIC 1. KING SOLOMON BUILDS A VERY WEALTHY KINGDOM

#### Setting the Stage for Topic 1

- Review God's promises to King Solomon in response to his prayer for wisdom.

**Focus:** God honored King Solomon's prayer for wisdom, granting him both wisdom and wealth.

For Discussion:

*When Solomon became king, what did he pray for first?  
Because King Solomon prayed for wisdom, what two things did God say He would give to him?*

Read or have students read God's response to King Solomon's prayer for wisdom, *2 Chronicles 1:11-12* (Student Workbook, Lesson 12, page 216).

#### *2 Chronicles 1*

*[11] God said to Solomon, "What you want is good. I have chosen you to be king of these people. You have not asked for wealth or riches or honor. You have not asked for your enemies to be killed. You have not asked for a long life. But you have asked for wisdom and knowledge to lead my people. [12] So I will give you wisdom and knowledge. I will also give you more wealth, riches and honor than any king who has lived before you. And the kings who will live after you will not have as much."*

For Discussion:

*Why was God pleased with King Solomon's prayer?  
What did we learn in our last lesson about the kinds and amount of wealth God gave King Solomon?*

You may wish to have students refer again to pages 217-218 (Lesson 12) in their workbooks to review the symbols of Solomon's wealth.

Explain that this lesson explores more dimensions of King Solomon's wealth, fame, and honor.

#### Introduction to Topic 1

(Student Workbook, page 235)

Have students read or follow as you read the Introduction to Topic 1, *King Solomon Builds a Very Wealthy Kingdom*. The student workbook text is provided below.

*King Solomon's kingdom grew much larger than the kingdom of his father David. King Solomon's kingdom stretched from near Egypt in the south to the Euphrates River in the north. King Solomon made people who were not Israelites become his slaves. He used the slaves to build cities in Israel and to do other building work in his kingdom. King Solomon built ships to bring gold, spices, and other supplies to Israel. He raised horses and built chariots for his army. In King Solomon's kingdom, the Israelite families grew larger and larger. Everyone in King Solomon's kingdom had plenty to eat, and everyone was very happy.*

## Teacher's Notes

Consider wearing a robe, shawl, scarf, sandals, etc., to emphasize your role as Bible story teller. Read the stories dramatically, changing your voice to represent different characters. Some teachers create a Bible drama center with clothing, props, and other objects to encourage students in dramatic play.

The Student Workbook for Level 3 Bible Survey includes a paraphrase or a biblical text of the lesson's Bible stories. Each story is divided into topics, and each topic is preceded by an introduction. The *Introduction* gives students the *big picture* of a topic before they study it in more detail in the lesson.

Lead a discussion to ascertain students' understanding of the *big picture* of Topic 1.

For Discussion:

*What did God promise the Hebrews when He brought them out of Egypt?*

*Why do you think God blesses King Solomon's kingdom so much?*

Explain that Topic 1 develops the story of King Solomon's large, wealthy kingdom.

### King Solomon Builds a Very Powerful Kingdom

from 1 Kings 4, 9-10; 2 Chronicles 1  
(Student Workbook, pages 235-236)

Read.

#### *Land*

*1 Kings 4*

*[21] Solomon ruled over all the kingdoms from the Euphrates River to the land of the Philistine people. His kingdom went as far as the border of Egypt. These countries brought Solomon the payments he demanded. And they obeyed him all his life.*

#### *Cities*

*1 Kings 9*

*[15] King Solomon had forced slaves to build the Temple and the palace. Then he had them fill in the land on the east side of the city. And he had them build the wall around Jerusalem. He also had them rebuild the cities of Hazor, Megiddo and Gezer. [17] He also built the cities of Lower Beth Horon, [18] Baalath and Tadmor, which is in the Judean desert. [19] King Solomon also built cities where he could store grain and supplies. And he built cities for his chariots and chariot soldiers. Solomon built whatever he wanted in Jerusalem, Lebanon and everywhere he ruled.*

#### *Slaves*

*1 Kings 9*

*[20] There were people in the land who were not Israelites. There were some Amorites, Hittites, Perizzites, Hivites and Jebusites. [21] The Israelites had not been able to destroy them from the land. So Solomon forced them to work for him as slaves. And they are still slaves today. [22] But Solomon did not force any Israelites to be his slaves. The Israelites were his soldiers, government leaders, officers, captains and chariot commanders and drivers. [23] There were 550 supervisors over Solomon's projects. They were supervisors over the men who did the work.*

#### *Ships*

*1 Kings 9*

*[26] Solomon also built ships at Ezion Geber. This town is near Elath. It is on the shore of the Gulf of Aqaba, in the land of Edom. [27] King Hiram had sailors who knew much about the sea. So he sent them to serve in Solomon's ships with Solomon's men. [28] Solomon's ships sailed to Ophir. From there they brought back about 32,000 pounds of gold to King Solomon.*

**1 Kings 10**

*[22] King Solomon also had many trading ships at sea, along with Hiram's ships. Every three years the ships returned. They brought back gold, silver, ivory, apes and baboons.*

**Horses, Chariots, and Soldiers****2 Chronicles 1**

*[14] Solomon gathered horses and chariots. He had 1,400 chariots and 12,000 horses. He put some horses and chariots in the cities where the chariots were kept. And he kept some with him in Jerusalem.*

**1 Kings 4**

*[26] Solomon had 4,000 stalls for his chariot horses. And he had 12,000 chariot soldiers. [27] Each month one of the district governors gave King Solomon all the food he needed. This was enough for every person who ate at the king's table. The governors made sure he had everything he needed. [28] They also gave the king enough barley and straw for the chariot and work horses. Each person brought this grain to the required places.*

**Food****1 Kings 4**

*[22] Solomon needed much food each day to feed himself and all the people who ate at his table. It took 185 bushels of fine flour and 375 bushels of meal. [23] It also took 10 cows that were fed good grain, 20 cows that were raised in the fields and 100 sheep. And it took 3 different kinds of deer and fat birds.*

**People****1 Kings 4**

*[20] There were many people in Judah and Israel. There were as many people as there were grains of sand on the seashore. The people ate, drank and were happy.*

**DISPLAY** a **Map of the Holy Lands** and a **Current world map** showing Solomon's kingdom.

Point out the extent of the area of Solomon's kingdom on the **Map of the Holy Lands**. On the **Current world map**, correlate the extent of Solomon's kingdom to parts of today's nations, including parts of Syria up to the Euphrates River, eastern Jordan, and all of modern Israel from the Jordan River to its southern border with Egypt. Solomon's kingdom did not extend into the land of the Phoenicians or today's Lebanon.

For Discussion:

*How much land does King Solomon control?*

*What countries in today's world would King Solomon's kingdom have included?*

*After King Solomon finishes building the temple and his palace, what else does he build?*

*Whom does King Solomon use to repair cities that had been damaged and to build new cities in Israel?*

**DISPLAY** the **Time Line**. Locate *King Solomon's Wealth*.

**DISPLAY** **Bible Story Picture Card 13a**, *King Solomon's Ships*.

Have students correlate the pictures with the one in their workbook.

Discussion questions relating to stories are framed in the *literary present*--that is, action within a literary work continues to happen even if the telling about it looks back at it from a later point.

## Teacher's Notes

Lead a discussion to help students understand how ships were used to develop trade and, therefore, wealth. Refer to a **Current world map** to show the strategic location of Ezion Geber in the Gulf of Aqaba in relation to world trade. Refer to the **world map** or **Holy Lands map** to point out the location of Tyre in modern day Lebanon.

For Discussion:

*Why do you think King Solomon builds ships?*

*Who sails King Solomon's ships?*

*Where is Tyre?*

*What kinds of things do King Solomon's ships bring back to Israel?*

*Where do you think King Solomon's ships might have sailed to bring back apes and baboons and ivory?*

*Why do you think King Solomon raises so many horses and has so many chariots?*

*What do you think life is like for the Israelites under King Solomon's rule?*

*Why are the Israelites so happy during King Solomon's reign?*

### TOPIC 2. THE QUEEN OF SHEBA VISITS KING SOLOMON

#### Setting the Stage for Topic 2

- Review the account of people coming from all over the world to learn from King Solomon (Lesson 12).

**Focus: As the knowledge of King Solomon's wealth and wisdom spread throughout the Middle East, people came to Jerusalem to learn from him and to see the wealth of Israel.**

For Discussion:

*What do you think people from the countries around Israel might want to do when they hear of King Solomon's wisdom and wealth?*

*Why do you think they want to come to Israel?*

Read or have students read *1 Kings 4:34* (Student Workbook, Lesson 12, page 216).

#### ***1 Kings 4***

***[34] People from all nations came to listen to King Solomon's wisdom. The kings of all nations sent them to listen to him. These kings had heard of Solomon's wisdom.***

Explain that Topic 2 explores a visit the queen from the kingdom of Sheba made to King Solomon.

On the **Current world map**, locate the possible location of Sheba in the southwestern Arabian peninsula in the nation of present day Yemen.

#### **Introduction to Topic 2**

(Student Workbook, page 239)

Have students read or follow as you read the Introduction to Topic 2, *The Queen of Sheba Visits King Solomon*. The student workbook text is provided below.

Many people from other countries who learned about King Solomon's wisdom and wealth came to see him. One of the king's visitors was a queen who ruled the nation of Sheba. Sheba was a very long distance from Israel, and it took many months for the queen and her servants to travel to Jerusalem. The queen asked King Solomon many questions, and he answered every one of them. Then the king showed the queen his palace and his treasures. She was amazed at everything she heard and saw. The queen knew that Israel's God had blessed Israel and Solomon very much. Before she left, the queen of Sheba gave King Solomon many gifts, and he gave her many gifts, too.

Lead a discussion to ascertain students' understanding of the *big picture* of Topic 2.

For Discussion:

*How long do you think it takes the queen of Sheba to travel from her country to Jerusalem?*

*How do you think the queen and her servants travel?*

*Why would the queen of Sheba want to visit King Solomon?*

Explain that Topic 2 develops the story of the queen of Sheba's visit to King Solomon.

### The Queen of Sheba Visits Solomon

from 1 Kings 10  
(Student Workbook, pages 239-240)

Read.

#### 1 Kings 10

*[1] Now the queen of Sheba heard about Solomon's fame. So she came to test him with hard questions. [2] She traveled to Jerusalem with a very large group of servants. There were many camels carrying spices, jewels and much gold. She came to Solomon and talked with him about all that she had in mind. [3] Solomon answered all her questions. Nothing was too hard for him to explain to her. [4] The queen of Sheba learned that Solomon was very wise. She saw the palace he had built. [5] She saw his many officers and the food on his table. She saw the palace servants and their good clothes. She was shown the servants who served him at feasts. And she was shown the whole burnt offerings he made in the Temple of the Lord. All these things amazed her.*

*[6] So she said to King Solomon, "I heard in my own country about your achievements and wisdom. And all of it is true. [7] I could not believe it then. But now I have come and seen it with my own eyes. I was not told even half of it! Your wisdom and wealth are much greater than I had heard.*

*[8] "Your men and officers are very lucky! In always serving you, they are able to hear your wisdom! [9] Praise the Lord your God! He was pleased to make you king of Israel. The Lord has constant love for Israel. So he made you king to keep justice and to rule fairly."*

*[10] Then the queen of Sheba gave the king about 9,000 pounds of gold. She also gave him many spices and jewels. No one since that time has brought more spices into Israel than the queen of Sheba gave King Solomon.*

Hebrew was the language of the Israelites, and if the queen of Sheba came from southern Arabia, her native language was probably Arabic. Either Solomon or the queen had knowledge of the other's language or the event required an interpreter. Since both Hebrew and Arabic are branches of Semitic languages, it is possible that both Solomon and the queen had a basic understanding of both.

## Teacher's Notes

Help students grasp the distance of the journey and the time it took for the queen of Sheba to travel from her country to Israel and back by referring to distances and modes of transportation they may have experienced. A 1,200 mile trip would take 3 days in a car covering 400 miles per day; it would take about 2.5 to 3 hours in an airplane traveling at 400-500 miles per hour. On foot or in a camel caravan traveling about 20 miles per day, the trip would have taken 60 days or longer.

*[13] King Solomon gave the queen of Sheba many gifts. He gave her gifts that a king would give to another ruler. Then he gave her whatever else she wanted and asked for. After this, she and her servants went back to her own country.*

**DISPLAY** the **Time Line**. Locate *The Queen of Sheba Visits King Solomon*. **DISPLAY Bible Story Picture Card 13b**, *The Queen of Sheba Visits King Solomon*. Have students correlate the pictures with the one in their workbook. Refer to the **Map of the Holy Lands** to plot the queen's journey from the tip of the Arabian peninsula to Jerusalem.

For Discussion:

*How do you think the queen of Sheba hears about King Solomon's fame?*

*Why does the queen of Sheba come to Jerusalem?*

*How do the queen and her servants travel? How long do you think the journey takes?*

*What dangers and problems might the queen and her servants have to face on their journey?*

*What kinds of questions do you think the queen asks King Solomon?*

*What treasures does King Solomon show the queen of Sheba?*

*Why is the queen of Sheba surprised after King Solomon answers her questions and shows her his wealth?*

*Do you think the queen of Sheba knows and obeys Israel's God? Why? Why not?*

*Why do you think the queen of Sheba praises the God of Israel?*

*Before the queen leaves, what gifts does she give King Solomon?*

*What gifts does King Solomon give her?*

### TOPIC 3. KING SOLOMON'S WISE WORDS

#### Setting the Stage for Topic 2

- Review the summary of King Solomon's proverbs and songs (Lesson 12).

**Focus:** Much of King Solomon's wisdom is preserved in writings now included in the Old Testament.

For Discussion:

*When Solomon became king of Israel, what did he ask God to give him?*

*How many wise teachings did King Solomon speak?*

*How many songs did he know and write?*

Read or have students read *1 Kings 4:32* (Student Workbook, Lesson 12, page 216).

#### *1 Kings 4*

*[32] During his life King Solomon spoke 3,000 wise teachings. He also knew 1,005 songs.*

Explain that Topic 3 looks at some of King Solomon's wise teachings.

**Introduction to Topic 3**  
(Student Workbook, page 243)

Have students read or follow as you read the Introduction to Topic 3, *King Solomon's Wise Words*. The student workbook text is provided below.

*King Solomon spoke and wrote many wise words. Some of his teachings are written down in the Bible for us. You can read King Solomon's words in the Book of Proverbs, Ecclesiastes, and the Song of Solomon. King Solomon's words tell us about the importance of getting wisdom. He also tells us to obey our parents and to be careful about what we think, say, see, and do.*

**DISPLAY the Bible Poster.** Help students locate *Proverbs* in the wisdom books. Have students find *Proverbs* in their Bibles (if time permits).

For Discussion:

*What is a proverb?*

**DISPLAY Bible Definition Card 13a, Proverb:** *Short sentences that teach us something wise and true.*

Have students recite it with you.

**DISPLAY B-BLM 13a, A Proverb.**

Read it, or have a student read it, as formatted below.

*Be good to wisdom as if she were your sister.  
Make understanding your closest friend. Proverbs 7:4*

Discuss briefly. Explain that the *Book of Proverbs* is a collection of many proverbs similar to this one.

**DISPLAY the Bible Poster.** Help students locate *Ecclesiastes* in the wisdom books. Have students find *Ecclesiastes* in their Bibles (if time permits).

**DISPLAY Bible Definition Card 13b, Ecclesiastes:** *A preacher.*

Have students recite it with you.

Explain that the *Book of Ecclesiastes* contains many wise teachings of King Solomon, the *preacher*.

**DISPLAY the Bible Poster.** Help students locate the *Song of Solomon* in the wisdom books. Have students find the *Song of Solomon* in their Bibles (if time permits).

Explain that the *Song of Solomon* is a book about marriage and the love between a husband and wife.

**Part 1: What Solomon's Wise Words Will Teach Us**

from Proverbs 1  
(Student Workbook, page 243)

Have students read the title of Part 1. Have them listen to find out what Solomon's words will teach them.

Read Part 1.

*Proverbs 1*  
*[1] These are the wise words of Solomon son of David. Solomon was king of Israel.*

**Teacher's Notes**

*The Song of Solomon* is not included in this lesson

Although tradition attributes the *Book of Ecclesiastes* to Solomon, some theologians believe the book may have been written by a wise man in Solomon's court. Either way, the book reflects the influence of Solomon's wisdom.

[2] They teach wisdom and self-control.  
They give understanding.

[3] They will teach you how to be wise and self-controlled.  
They will teach you what is honest and fair and right.

[4] They give the ability to think to those with little knowledge.  
They give knowledge and good sense to the young.

**DISPLAY** the Time Line. Locate *King Solomon's Wise Words*.

**DISPLAY** Bible Story Picture Card 13c, *King Solomon's Wise Words*.

Have students correlate the pictures with the one in their workbook.

Lead a discussion to help students identify the benefits they could gain from a study of King Solomon's wise teachings. On the board write the heading **What Solomon's Proverbs Will Teach Us**. As students identify benefits they can gain from studying the proverbs, write their responses as nouns: **Wisdom; Self-Control; Honesty; Fairness; Righteousness; Knowledge; Good Sense**. Discuss each benefit in the order students suggest them. Use the discussion questions and visual aids suggested below to facilitate the discussion.

For Discussion:

#### **WISDOM**

*What definition for wisdom did we learn in our last lesson?*

**DISPLAY** Bible Definition Card 12a, Wisdom: The ability to use what I know so I can do what is right for God, myself, others, and the earth.

Have students recite it with you. Discuss briefly.

*What is another definition for wisdom that we learned in Building on the Rock?*

**DISPLAY** Worldview Definition Card 1b, Wisdom: Building the foundation of my life on God, my Rock, by knowing, loving, and obeying Him.

Have students recite it with you. Discuss briefly.

#### **SELF-CONTROL**

*What does self-control mean?*

**DISPLAY** Character Trait Definition Card 11, Self-Control: The ability to do the right thing even when I don't feel like it.

Have students recite it with you. Have them give examples of self-control (i.e., I don't fight back even though I feel like it; I control my temper even when I am angry, etc.).

#### **HONESTY**

*What does honesty mean?*

**DISPLAY** Character Trait Definition Card 14, Honesty: Truthfulness in everything I think, say, and do.

Have students recite it with you. Have them give examples of honesty (i.e., I always speak the truth; I don't cheat or steal, etc.).

#### **FAIRNESS**

*What does fairness mean?*

**DISPLAY Bible Definition Card 13c, Fairness:** *The treatment of everyone in the right way, not just my friends.*

Have students recite it with you. Have them give examples of fairness (i.e., *Everyone plays a game by the same rules; I treat all people with courtesy, etc.*).

## **RIGHTEOUSNESS**

*What is righteousness?*

**DISPLAY Bible Definition Card 13d, Righteousness:** *Right thoughts, words, and actions.*

Have students recite it with you. Have them identify examples of righteousness (i.e., *I think kind or good thoughts about others; I speak kindly to others; I treat others kindly, etc.*).

## **KNOWLEDGE**

*What is knowledge?*

**DISPLAY Bible Definition Card 13e, Knowledge:** *The things we know, understand, and believe that are true.*

Have students recite it with you. Have them identify examples of knowledge (i.e., *I know there is a God; I know that God loves me; I know that  $3 \times 6 = 18$ , etc.*).

## **GOOD SENSE**

*What is good sense?*

**DISPLAY Bible Definition Card 13f, Good sense:** *Knowledge that helps me make good choices.*

Have students recite it with you. Have them identify examples of good or common sense (i.e., *I know that a car is coming, and I know it can kill or injure me. Therefore, I should not cross the street until it passes, etc.*).

## **Part 2: Wise Teachings From King Solomon**

from Proverbs 1-4; Ecclesiastes 12  
(Student Workbook, pages 244-245)

Read Part 2.

### **Searching for Wisdom**

#### ***Proverbs 1***

***[7] Knowledge begins with respect for the Lord.  
But foolish people hate wisdom and self-control.***

#### ***Proverbs 2***

***[3] Cry out for wisdom.***

***Beg for understanding.***

***[4] Search for it as you would for silver.***

***Hunt for it like hidden treasure.***

***[5] Then you will understand what it means to respect the Lord.***

***Then you will begin to know God.***

***[6] Only the Lord gives wisdom.***

***Knowledge and understanding come from him.***

For Discussion:

*Where do we begin to look for wisdom?*

*What kinds of people do not want wisdom and are not self-controlled?*

*How do we find wisdom? How do we grow in wisdom?*

*Why should we trust the wisdom that comes from God?*

### Following Sinners

*Proverbs 1*

*[10] My child, sinners will try to lead you into sin.  
But do not follow them.*

For Discussion:

*Has anyone ever tried to get you to do something that you knew was wrong? Explain what happened.*

*What is King Solomon's wisdom about what you should do when someone tries to lead you into sin?*

### Listening to Your Parents

*Proverbs 1*

*[8] My child, listen to your father's teaching.  
And do not forget your mother's advice.*

For Discussion:

*What is King Solomon's wisdom about listening to your parents?*

### Being Kind and Truthful

*Proverbs 3*

*[3] Don't ever stop being kind and truthful.  
Let kindness and truth show in all you do.*

For Discussion:

*What is King Solomon's wisdom about being kind and truthful?*

### Trusting in Your Own Strength

*Proverbs 3*

*[5] Trust the Lord with all your heart.  
Don't depend on your own understanding.  
[6] Remember the Lord in everything you do.  
And he will give you success.*

For Discussion:

*What is King Solomon's wisdom about depending on yourself instead of on God?*

### Accepting Discipline

*Proverbs 3*

*[11] My child, do not reject the Lord's discipline.  
And don't become angry when he corrects you.*

*[12] The Lord corrects those he loves,  
just as a father corrects the child that he likes.*

For Discussion:

*What is King Solomon's wisdom about accepting discipline when you need it?*

### Watching What You Think, Say, See, and Do

*Proverbs 4*

*[23] Be very careful about what you think.  
Your thoughts run your life.*

*[24] Don't use your mouth to tell lies.  
Don't ever say things that are not true.*

*[25] Keep your eyes focused on what is right.  
Keep looking straight ahead to what is good.*

*[26] Be careful what you do.  
Always do what is right.*

*[27] Do not do anything unless it is right.  
Stay away from evil.*

For Discussion:

*What is King Solomon's wisdom about your thoughts?*

*What is King Solomon's wisdom about your words?*

*What is King Solomon's wisdom about what you should look at?*

*What is King Solomon's wisdom about what you should and should not do?*

### Obedience

*Ecclesiastes 12*

*[13] Here is my final advice: Honor God and obey his commands. This is the most important thing people can do.*

For Discussion:

*What is King Solomon's wisdom about the most important thing you should do?*

- Introduce the memory verse for Lesson 13.

**Focus:** True wisdom is a gift from God. It is given to those who diligently desire and seek it.

**DISPLAY Bible Lesson 13 Memory Verse Card**, *Proverbs 2:6*.

Read it, and have students recite it with you.

Correlate it with the **Bible Poster**.

*Proverbs 2*

*[6] Only the Lord gives wisdom.  
Knowledge and understanding come from him.*

For Discussion:

*What blessing did King Solomon ask God to give him? Why?*

*Where does true wisdom come from?*

*How can we find and know God's wisdom?*

*Why do we need the wisdom that comes from God?*

## Teacher's Notes

In each Bible lesson, several *Biblical Truths* are linked to the stories presented. Select from these suggestions or choose others you believe are relevant to the Bible story.

## WORLDVIEW LINKS

### DISPLAY the Worldview Model.

Link the following Biblical Truths (or others you select) to the stories of King Solomon's wealth and wisdom by using the designated **Symbol Cards** corresponding to the questions below.

Correlate the Symbol Cards with their position on the Worldview Model.

- Link Biblical Truth 5 to the story of King Solomon's rule.

**Focus:** God chose the Hebrews to become the nation of Israel for His glory and as the nation through whom others would become His children through Jesus Christ.

### DISPLAY Symbol Card 5.

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?*

*Why did God choose the Hebrew people and form them into the powerful nation of Israel under King Solomon?*

*Who is the most important Person ever born Who came from the nation of Israel?*

*Why did God send Jesus to die for our sins?*

*How do we become God's children and praise His glory?*

- Link Biblical Truth 14 to the story of King Solomon's rule.

**Focus:** God ordained the family and nation as the social institutions through which He fulfills His plan for creation.

### DISPLAY Symbol Card 14.

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?*

*What did God create from the families of Jacob's twelve sons?*

*Why did God form the nation of Israel?*

*How did King Solomon serve the people of Israel?*

*What kinds of work did the people of Israel do to serve King Solomon and the nation of Israel?*

*How can we serve the people in our families?*

*How can we serve the people in our nation?*

- Link Biblical Truth 1 to the King Solomon's wisdom.

**Focus:** King Solomon's wisdom as recorded in the wisdom books of the Bible was a gift from God. Thus, Solomon's wisdom is true and useful to help us grow in wisdom.

### DISPLAY Symbol Card 1.

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?*

*What did King Solomon ask God to give him? What did God give him?*

*How do we know that what King Solomon wrote to us in Proverbs and Ecclesiastes is true?*

*How will studying King Solomon's proverbs and teachings help us grow in wisdom?*

Additional Worldview Links to the stories of Solomon's kingdom, wealth, and wisdom include the following:

**Biblical Truth 9:** Because we are created as rational beings in God's image, we are able to communicate with God and others. As God's image-bearer, King Solomon used God's gifts of thought and communication wisely for God's purposes and glory.

**Biblical Truth 18:** God gives all his image-bearers the responsibility to develop culture and steward the earth wisely. God blesses those people and nations who carry out this mandate according to His will and for His glory. King Solomon used his gifts and blessings from God to establish Israel as one of the greatest nations on earth.

## SUMMARY

To review and/or summarize the topics developed in Lesson 13, choose activities from the list below or create your own.

1. *Have students turn to particular story sections in their workbooks. Select discussion questions from the Teacher Manual related to the section (or create your own) to ascertain students' understanding of facts and concepts.*
2. *Have students turn to particular lists of Important Names and Words to Remember in their workbooks. Have them use the list as a framework for retelling that part of the story.*
3. *List on the board the titles of the parts of a particular story. Have students retell the story part in their own words without looking at the story text.*
4. *Encourage students to role play the characters in particular stories. Have them write their own scripts, staying true to the Bible story. Make available appropriate props and costumes.*
5. *Display Symbol Cards you have linked to a particular story. Have students explain the symbol and its link to the story.*
6. *Display the Time Line. Have students retell a particular story in chronological order. Have them explain the relationship between stories in this lesson and those in previous lessons.*
7. *Encourage students to express what God is speaking to them indirectly through story characters or events (i.e., King Solomon's development of the nation of Israel) or directly through words of Scripture (i.e., specific proverbs or wise sayings of Solomon).*

Each Bible survey lesson concludes with one or two relevant character responses selected from the twenty character traits covered in the worldview studies. You may use these, select others from the twenty, or develop your own.

Help students understand that *happiness* is not necessarily synonymous with *joy*. Biblically, *joy* is that deep contentment that comes from knowing we are in relationship with God and under His loving care through Jesus regardless of our circumstances.

## CHARACTER RESPONSE--JOY

- Review the character trait *joy*, and link it to the story of King Solomon's kingdom.

**Focus:** King Solomon's kingdom represented the earthly pinnacle of God's material blessings on the nation of Israel. In fellowship with God, the people experienced an idyllic earthly kingdom that filled them with joy (*1 Kings 4:20*).

**DISPLAY Character Trait 5 Word Card, *Joy*.**

Have students recite it with you.

Ascertain students' understanding of the meaning of *joy*.

For Discussion:

*What is joy?*

**DISPLAY Character Trait 5 Definition Card, *Joy*:** *A happiness in my heart because I am in fellowship with God.*

Have students recite it with you.

For Discussion:

*What kind of relationship did the Israelites have with God under King Solomon's rule?*

*Why were the Israelites happy living in King Solomon's kingdom?*

*Whose kingdom do you live in?*

*What blessings do you receive because you live in God's kingdom?*

*About what do you have to be joyful because you live in God's kingdom?*

*Do you think you can have joy even when you experience problems and difficulties? Why? Why not?*

*Can you give an example of a difficulty or problem you might suffer that would not keep you from experiencing joy because you belong to God and live in His kingdom?*

**DISPLAY Character Trait 5 Memory Verse, *Isaiah 61:10*.**

Read it, and have students recite it with you.

Correlate it with the **Bible Poster**.

*Isaiah 61*

*[10] The Lord makes me very happy. All that I am rejoices in my God.*

Locate Character Trait 5 on the roof of the **Worldview Model**.

Discuss briefly.

## PRAYER

- Have students ask God to give them hearts that can respond in joy to the blessings that fellowship with Him provides, even in times of trouble and difficulty.

Name \_\_\_\_\_ Date \_\_\_\_\_



## The MAIN Points

...let the wise listen and add to their learning... Proverbs 1:5

Directions: Complete the sentences below that tell about King Solomon's powerful and wealthy kingdom. If you need help, you may reread the story on pages 235-236 in your workbook.

### King Solomon Builds a Very Powerful Kingdom

#### Land

1. King Solomon ruled over all the kingdoms from the Euphrates River to the land of the Philistines. His kingdom went as far south as the border with Egypt.

#### Cities

2. King Solomon used slaves to build cities in Israel. He built cities for storing grain and supplies. He also built cities just for his chariots and chariot soldiers.

#### Slaves

3. Some people living in Israel were not Israelites. King Solomon made them become his slaves. The Israelites worked as King Solomon's soldiers, government leaders, officers, captains, and chariot commanders and drivers.

#### Ships

4. King Solomon built many ships. King Hiram sent his sailors to serve on Solomon's ships. Every three years the ships came back to Israel. They brought back gold, silver, ivory, apes and baboons.

#### Horses, Chariots, and Soldiers

5. King Solomon had 1,400 chariots and 12,000 horses. He also had 12,000 chariot soldiers.

#### Food

6. King Solomon needed much food for himself and everyone who ate with him. Every day he needed 185 bushels of flour and 375 bushels of meal. He needed 10 cows that were fed on grain and 20 cows that were raised in the fields. King Solomon also needed 100 sheep and three kinds of deer and fat birds.

#### People

7. There were as many people in Israel as there were grains of sand on the seashore. Everyone was very happy to be living in King Solomon's kingdom.

Name \_\_\_\_\_ Date \_\_\_\_\_



## The MAIN Points

...let the wise listen and add to their learning... Proverbs 1:5

Directions: Pretend you are the queen of Sheba. You have just returned home from visiting King Solomon. People in your country are asking you all about your trip. Answer the people's questions below. If you need help, read the story on pages 239-240 in your workbook.

### The Queen of Sheba Visits King Solomon

1. Why did you go to visit King Solomon? I heard he was a very wise king. I wanted to ask him some very hard questions.
2. Was King Solomon able to answer your hard questions? King Solomon answered all of my questions. Nothing was too hard for him to explain to me.
3. What did you see? I saw the beautiful palace he had built. I saw the officers of his army. And I saw all of the delicious food on his table. Even his servants wore very good clothes. Then I saw the beautiful temple he had built for the Lord. Everything amazed me.
4. What did you tell King Solomon after you saw everything? I told the king that everything I had heard about him was true. But I also told him that his wisdom and wealth were much greater than I had heard.
5. Why do you think King Solomon has such a wealthy kingdom? The God of Israel has blessed the Israelites and made Solomon their king.

6. Did you take King Solomon any gifts from our kingdom of Sheba? Yes. I gave King Solomon 9,000 pounds of gold. I also gave him many of our wonderful spices for cooking and making perfume. Then I gave him some very beautiful jewels.
7. Did King Solomon give you any gifts? Yes. He gave me many gifts. He gave me everything I asked for.



Name \_\_\_\_\_ Date \_\_\_\_\_



# The MAIN Points

...let the wise listen and add to their learning... Proverbs 1:5 NEV

Directions: Read the list of teachings and gifts that you can receive by studying King Solomon's wise words. Match the gift or teaching with its definition at the bottom of the page. Write the matching number on the blank line.

## King Solomon's Wise Words

- |    |               |   |
|----|---------------|---|
| 1. | Wisdom        | 5 |
| 2. | Self-Control  | 3 |
| 3. | Honesty       | 7 |
| 4. | Fairness      | 2 |
| 5. | Righteousness | 4 |
| 6. | Knowledge     | 1 |
| 7. | Good Sense    | 6 |

- The things we know, understand, and believe that are true
- The treatment of everyone in the right way, not just my friends
- The ability to do the right thing even when I don't feel like it
- Right thoughts, words, and actions
- The ability to use what I know so I can do what is right for God, myself, others, and the earth
- Knowledge that helps me make good choices
- Truthfulness in everything I think, say, and do

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# scripture search

Cry out for wisdom . . . Search for it as you would for silver.  
Proverbs 2:3-4

Directions: Read King Solomon's wise teachings below. Write the missing words on the blank lines. Then write the Scripture address for each teaching. Look in the Scriptures on pages 244-245 in your workbook to help you. The first one is done for you.

## Wise Teachings From King Solomon

- | Scripture   | Scripture Address  |
|---|--------------------|
| 1. Cry _____ out for wisdom.<br>Beg _____ for understanding.  | Proverbs 2:3       |
| 2. Only the Lord _____ gives wisdom.  | Proverbs 2:6       |
| 3. My child, sinners will try to lead _____ you into _____ sin _____. But do not follow them.         | Proverbs 1:10      |
| 4. My child, listen to your father's _____ teaching.  | Proverbs 1:8       |
| 5. Trust _____ the Lord with all your heart. Don't depend on your own _____ understanding _____.      | Proverbs 3:5       |
| 6. My child, do not reject _____ the Lord's discipline.   | Proverbs 3:11      |
| 7. Honor God _____ and obey _____ his commands. This is the most important _____ thing people can do. | Ecclesiastes 12:13 |

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God's Chosen Kings Lesson 13

Name \_\_\_\_\_ Date \_\_\_\_\_



# Hiding GOD's Word

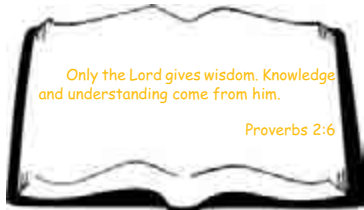
I have hidden your word in my heart that I might not sin against you.  
Psalm 119:11 NEV

Question: Say Proverbs 2:6 with your teacher. Where can you find wisdom, knowledge, and understanding?

Directions: Write the memory verse once on this page and twice on the next page. Each time you write the verse, you will have to know more of the words. The last time, you will have to know all the words.

Say the verse softly to yourself. Then try to write the missing words without looking back. Cover the verse each time before you write it. When you can write the whole verse without any help, you have memorized it. Congratulations!

## Proverbs 2:6



1. Only the Lord \_\_\_\_\_ gives \_\_\_\_\_ wisdom \_\_\_\_\_. Knowledge and \_\_\_\_\_ understanding \_\_\_\_\_ come from \_\_\_\_\_ him \_\_\_\_\_.
- Proverbs 2:6

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# SAY IT WITH SYMBOLS

The Lord God is like our sun and shield. Psalm 84:11

Directions: Read the questions below. On the blank line, write the number of the Biblical Truth that answers the question.

## The Stories of King Solomon

- |  |    |
|--|----|
| 1. Which Biblical Truth tells you why God chose the Israelites to be his special people?                     | 5  |
| 2. Which Biblical Truth tells you why every word King Solomon wrote is true.                                 | 1  |
| 3. Which Biblical Truth tells you about God's plan for the families of Jacob's twelve sons and King Solomon? | 14 |
| 4. Which Biblical Truth tells you where you came from and why you are here?                                  | 5  |
| 5. Which Biblical Truth tells you why you can learn wisdom from everything King Solomon wrote?               | 1  |



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Directions: Write the number of the Biblical Truth symbol next to its meaning.

1.



5.



14.



God made the family and nation in which His image-bearers are to live and serve each other.

14

God is truth and always tells us what is right and true.

1

God created people to be His children and to praise His glory.

5

