

# Building on the Rock

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

by  
John F. Hay, Jr.

## God's Brave Messengers

*The Prophets' Messages to the Divided Hebrew Nation*

**Teacher Manual**  
*Volume 3*

**Level 4**



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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# GOD'S BRAVE MESSENGERS

## THE PROPHETS' MESSAGES TO THE DIVIDED HEBREW NATION

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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 2007

## 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 Lightbearers 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 Levels 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.

### Level 1

#### ***God's Good Plan: The 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

### Level 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

### Level 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

### Level 4

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

##### Key Themes

Selected prophets and kings of the northern kingdom of Israel

Selected prophets and kings of the southern kingdom of Judah

The Assyrian and Babylonian captivities

The return from exile

### Level 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

### Level 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 4 is packaged in one Teacher Manual entitled *God's Brave Messengers*, designed to be taught after the worldview component for Level 4, *Servanthood*. The Bible Survey is designed to be taught during the last three months of the school year. The Teacher Manual for *God's Brave Messengers* 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 Brave Messengers*. The syllabus includes suggested correlating activities from the Student Workbook.

### LESSON PLANS

Detailed plans are included for every Lesson of *God's Brave Messengers*. 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:

**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 4, 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 4 includes different types of Activity Sheets for developing comprehension and applying the concepts emphasized in the Bible story.

**Introducing**--a broad overview of the lesson (main ideas, objectives, key words and definitions, key people and places, memory verses, visuals, and Scriptures)

**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 to promote personal application of lesson concepts

**Writing About It**--Writing prompts to elicit personal application of lesson concepts

## THE STUDENT WORKBOOK ANSWER KEY

An answer key for Student Workbook Activity Sheets is provided in a separate three-ring binder.

## VISUALS

The following Visual Aid Cards are provided:

**Blackline Master (BLM) Word/Phrase Cards**--photocopying masters for key words or phrases

**Blackline Master (BLM) Definition Cards**--photocopying masters for key definitions

**Blackline Master (BLM) Pattern Cards**--photocopying masters for hands-on activities

**Blackline Master (BLM) Lesson Memory Verse Cards**--photocopying masters for a selected memory verse

**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.



# BIBLE SURVEY CURRICULUM

## 45 DAY SYLLABUS

### God's Brave Messengers Units 1-4 Lessons 1-11

DAY	UNIT	LESSON	TEACHER MANUAL	STUDENT WORKBOOK AND GROUP ACTIVITIES
1	1	1	Preparing to Teach: p. 1 Introduction: p. 4 Setting the Stage: p. 4 Bible Story: Topic 1--p. 6 Worldview Links: p. 9	Group Activities: TM pp. 3, 4 Introducing . . . : pp. 1-2 Getting Started: p. 3 Reading About It: pp. 4-6 Scripture Search: p. 7 Thinking About It: p. 8 Hiding God's Word: pp. 9-10
2	1	1	Bible Story: Topic 2--p. 10 Worldview Links: p. 13	Group Activities: TM p. 3, 4 Reading About It: pp. 11-12 Scripture Search: p. 13 The Main Points: p. 14
3	1	1	Bible Story: Topic 3--p. 14 Worldview Links: p. 17	Group Activities: TM p. 3, 4 Reading About It: pp. 15-17 Scripture Search: p. 19 The Main Points: p. 20
4	1	1	Bible Story: Topic 4--p. 18 Worldview Links: p. 22 Summary: p. 23	Group Activities: TM p. 3, 4 Reading About It: pp. 21-24 The Main Points: p. 25 Writing About It: p. 26
5	1	2	Preparing to Teach: p. 25 Introduction: p. 28 Setting the Stage: p. 29 Bible Story: Topic 1--p. 30 Worldview Links: p. 34	Group Activities: TM p. 28 Introducing . . . : pp. 27-28 Getting Started: p. 29 Reading About It: pp. 30-32 Scripture Search: p. 33 The Main Points: p. 34 Hiding God's Word: pp. 35-36
6	1	2	Bible Story: Topic 2--p. 35 Worldview Links: p. 41	Group Activities: TM p. 28 Reading About It: pp. 37-41 Scripture Search: p. 43 The Main Points: p. 44
7	1	2	Bible Story: Topic 3--p. 42 Worldview Links: p. 47	Group Activities: TM p. 28 Reading About It: pp. 45-48 The Main Points: pp. 49-50
8	1	2	Bible Story: Topic 4--p. 49 Worldview Links: p. 51 Summary: p. 52	Group Activities: TM p. 28 Reading About It: pp. 51-52 The Main Points: p. 53 Picture It: p. 54

DAY	UNIT	LESSON	TEACHER MANUAL	STUDENT WORKBOOK AND GROUP ACTIVITIES
9	1	3	Preparing to Teach: p. 53 Introduction: p. 55 Setting the Stage: p. 56 Bible Story: Topic 1--p. 57 Worldview Links: p. 61	Group Activities: TM p. 55 Introducing . . . : pp. 55-56 Getting Started: p. 57 Reading About It: pp. 58-60 The Main Points: pp. 61-62
10	1	3	Bible Story: Topic 2--p. 63	Group Activities: TM p. 55 Reading About It: pp. 63-66 The Main Points: p. 67 Writing About It: p. 68
11	1	3	Bible Story: Topic 2--p.68 Worldview Links: p. 70	Group Activities: TM p. 55 Reading About It: pp. 69-70 The Main Points: p. 71 Hiding God's Word: p. 72
12	1	3	Bible Story: Topic 3--p. 72 Worldview Links: p. 76 Summary: p. 77	Group Activities: TM p. 55 Reading About It: pp. 73-75 The Main Points: pp. 77-78
13	2	4	Preparing to Teach: p. 79 Introduction: p. 83 Setting the Stage: p. 83 Bible Story: Topic 1--p. 86	Group Activities: TM pp. 82, 83 Introducing . . . : pp. 79-80 Getting Started: p. 81 Reading About It: pp. 82-84 The Main Points: p. 85 Picture It: p. 86
14	2	4	Bible Story: Topic 1--p. 91 Worldview Links: p. 94	Group Activities: TM pp. 82, 83 Reading About It: pp. 87-88 The Main Points: pp. 89-90
15	2	4	Bible Story: Topic 2--p. 96	Group Activities: TM pp. 82, 83 Reading About It: pp. 91-93 Scripture Search: pp. 95-96 Hiding God's Word: pp. 97-98
16	2	4	Bible Story: Topic 2--p. 100 Worldview Links: p. 102 Summary: p. 103 Character Response: p. 104	Group Activities: TM pp. 82, 83 Reading About It: pp. 99-100 The Main Points: pp. 101-102 Say It With Symbols: p. 103 Thinking About It: p. 104
17	2	5	Preparing to Teach: p. 105 Introduction: p. 109 Setting the Stage: p. 109 Bible Story: Topic 1--p. 110 Worldview Links: p. 115	Group Activities: TM pp. 108, 109 Introducing . . . : p. 105 Getting Started: p. 106 Reading About It: pp. 107-110 The Main Points: pp. 111-112
18	2	5	Bible Story: Topic 2--p. 117 Worldview Links: p. 122	Group Activities: TM pp. 108, 109 Reading About It: pp. 113-116 The Main Points: pp. 117-118

DAY	UNIT	LESSON	TEACHER MANUAL	STUDENT WORKBOOK AND GROUP ACTIVITIES
19	2	5	Bible Story: Topic 3--p.123	Group Activities: TM pp. 108, 109 Reading About It: pp. 119-120 The Main Points: pp. 121-122 Hiding God's Word: pp. 123-124
20	2	5	Bible Story: Topic 3--p. 127 Worldview Links: p. 131 Summary: p. 132 Character Response: p. 133	Group Activities: TM pp. 108, 109 Reading About It: pp. 125-126 Scripture Search: pp. 127-128 Say It With Symbols: p. 129 Writing About It: p. 130
21	2	6	Preparing to Teach: p. 135 Introduction: p. 138 Setting the Stage: 139 Bible Story: Topic 1--p. 140	Group Activities: TM pp. 137-138 Introducing . . . : p. 131 Getting Started: 132 Reading About It: pp. 133-134 The Main Points: p. 135 Writing About It: pp. 136-137
22	2	6	Bible Story: Topic 1--p. 143 Worldview Links: p. 147	Group Activities: TM pp. 137-138 Reading About It: pp. 139-140 Scripture Search: pp. 141-142 Hiding God's Word: pp. 143-144
23	2	6	Bible Story: Topic 2--p. 148 Worldview Links: p. 154	Group Activities: TM pp. 137-138 Reading About It: pp. 145-148 Scripture Search: pp. 149-150
24	2	6	Bible Story: Topic 3--p. 155 Worldview Links: p. 159 Summary: p. 160 Character Response: p. 161	Group Activities: TM pp. 137-138 Reading About It: pp. 151-153 Writing About It: p. 155 Say It With Symbols: p. 156
25	3	7	Preparing to Teach: p. 163 Introduction: p. 167 Setting the Stage: p. 167 Bible Story: Topic 1--p. 169 Worldview Links: p. 173	Group Activities: TM pp. 166-167 Introducing . . . : p. 157 Getting Started: pp. 158-159 Reading About It: pp. 161-163 Scripture Search: pp. 165-166
26	3	7	Bible Story: Topic 2--p. 174 Worldview Links: p. 181	Group Activities: TM pp. 166-167 Reading About It: pp.167-171 The Main Points: pp. 173-174 Hiding God's Word: pp. 175-176
27	3	7	Bible Story: Topic 3--p. 182 Worldview Links: p. 189	Group Activities: TM pp. 166-167 Reading About It: pp. 177-180 The Main Points: p. 181 Scripture Search: p. 182

DAY	UNIT	LESSON	TEACHER MANUAL	STUDENT WORKBOOK AND GROUP ACTIVITIES
28	3	7	Bible Story: Topic 4--p. 190 Worldview Links: p. 194 Summary: p. 195 Character Response: p. 196	Group Activities: TM pp. 166-167 Reading About It: pp. 183-184 Writing About It: p. 185 Say It With Symbols: p. 186
29	3	8	Preparing to Teach: p. 197 Introduction: p. 201 Setting the Stage: p. 201 Bible Story: Topic 1--p. 202 Worldview Links: p. 207	Group Activities: TM pp. 200-201 Introducing . . . : p. 187 Getting Started: p. 188 Reading About It: pp. 189-191 The Main Points: pp. 193-194
30	3	8	Bible Story: Topic 2--p. 208 Worldview Links: p. 214	Group Activities: TM pp. 200-201 Reading About It: pp. 195-198 The Main Points: pp. 199-200 Hiding God's Word: pp. 201-202
31	3	8	Bible Story: Topic 3--p. 215	Group Activities: TM pp. 200-201 Reading About It: pp. 203-207 Scripture Search: pp. 209-210
32	3	8	Bible Story: Topic 3--p. 223 Worldview Links: p. 225 Summary: p. 226 Character Response: p. 227	Group Activities: TM pp. 200-201 Reading About It: pp. 211-212 Writing About It: p. 213 Say It With Symbols: p. 214
33	3	9	Preparing to Teach: p. 229 Introduction: p. 233 Setting the Stage: p. 233 Bible Story: Topic 1--p. 234 Worldview Links: p. 237	Group Activities: TM pp. 232-233 Introducing . . . : pp. 215-216 Getting Started: p. 217 Reading About It: pp. 218-219 The Main Points: pp. 221-222
34	3	9	Bible Story: Topic 2--p. 239 Worldview Links: p. 244	Group Activities: TM pp. 232-233 Reading About It: pp. 223-225 Scripture Search: pp. 227-228
35	3	9	Bible Story: Topic 3--p. 245 Worldview Links: p. 251	Group Activities: TM pp. 232-233 Reading About It: pp. 229-232 Writing About It: pp. 233-234 Hiding God's Word: pp. 235-236
36	3	9	Bible Story: Topic 4--p. 253 Worldview Links: p. 258 Summary: p. 260 Character Response: p. 260	Group Activities: TM pp. 232-233 Reading About It: pp. 237-240 Scripture Search: pp. 241-242 Thinking About It: p. 243 Say It With Symbols: p. 244

DAY	UNIT	LESSON	TEACHER MANUAL	STUDENT WORKBOOK AND GROUP ACTIVITIES
37	4	10	Preparing to Teach: p. 263 Introduction: p. 266 Setting the Stage: p. 267 Bible Story: Topic 1--p. 268 Worldview Links: p. 272	Group Activities: TM pp. 265-266 Introducing . . . : pp. 245-246 Getting Started: p. 246 Reading About It: pp. 247-248 Scripture Search: pp. 249-250
38	4	10	Bible Story: Topic 2--p. 273 Worldview Links: p. 278	Group Activities: TM pp. 265-266 Reading About It: pp. 251-253 The Main Points: pp. 255-256 Hiding God's Word: pp. 257-258
39	4	10	Bible Story: Topic 3--p. 279 Worldview Links: p. 284	Group Activities: TM pp. 265-266 Reading About It: pp. 259-261 The Main Points: p. 263 Picture It: p. 264
40	4	10	Bible Story: Topic 4--p. 285 Worldview Links: p. 289	Group Activities: TM pp. 265-266 Reading About It: pp. 265-267 Scripture Search: pp. 269-270
41	4	10	Bible Story: Topic 5--p. 290 Worldview Links: p. 293 Summary: p. 293 Character Response: p. 294	Group Activities: TM pp. 265-266 Reading About It: pp. 271-272 Writing About It: p. 273 Say It With Symbols: p. 274
42	4	11	Preparing to Teach: p. 295 Introduction: p. 299 Setting the Stage: p. 299 Bible Story: Topic 1--p. 300 Worldview Links: p. 305	Group Activities: TM p. 298 Introducing . . . : pp. 275-276 Getting Started: p. 277 Reading About It: pp. 278-280 Writing About It: pp. 281-282
43	4	11	Bible Story: Topic 2--p. 306 Worldview Links: p. 311	Group Activities: TM p. 298 Reading About It: pp. 283-285 The Main Points: pp. 287-288 Hiding God's Word: pp. 289-290
44	4	11	Bible Story: Topic 3--p. 312 Worldview Links: p. 318	Group Activities: TM p. 298 Reading About It: pp. 291-294 Scripture Search: pp. 295-296
45	4	11	Bible Story: Topic 4--p. 319 Worldview Links: p. 322 Summary: p. 324 Character Response: p. 324 Suggestion for Further Study: The Book of Esther--p. 325	Group Activities: TM p. 298 Reading About It: pp. 297-298 Thinking About It: p. 299 Say It With Symbols: p. 300



# LESSON 1

## GOD'S GOOD PLAN

A Review of the Creation, the Fall, and God's Plan for Redemption

### PREPARING TO TEACH

#### INTRODUCTION

Lesson 1 reviews the *Book of Genesis*, the Bible Survey focus of Level 1, *God's Good Plan*, and sets the stage for a review in Lesson 2 of the Bible Survey focus of Level 2, *God's Special People: The Calling and Forming of the Hebrew Nation*.

#### BIBLE STORY REFERENCE

Genesis 1-50

#### MEMORY VERSE

Lesson 1

*So one sin of Adam brought the punishment of death to all people. But in the same way, one good act that Christ did makes all people right with God. And that brings true life for all. Romans 5:18 ICB*

#### BACKGROUND

The *Book of Genesis* reveals and explains the origin of the cosmos, a creative work of the one true and omnipotent God. *Genesis* also reveals the origin and nature of sin--a universal human condition that mars the harmony of the four relationships of creation. Sin caused and continues to cause disharmony in our relationship with God, with self, with others, and with the earth. Early in the *Genesis* story, however, God announces and initiates His plan to redeem and restore creation through His chosen people, Israel. Through His covenant with Abraham, Isaac, and Jacob, God reveals His plan to reconcile all things through Abraham's descendant, Jesus Christ. Thus *Genesis* reveals both God the Creator and God the Redeemer.

*Genesis 1-2* describes not only the origin of the cosmos, but also God's creation of Adam and Eve as His image-bearers, His appointed stewards of the earth, and the crowning achievement of His creative acts. The *Genesis* narrative defines the husband/wife relationship, the specific tasks of the cultural mandate, and the condition of obedience upon which the perfection of Eden would continue.

*Genesis 3* records the fall of Adam and Eve and the beginning of sin's calamitous effects on each relationship of creation. Within the *Genesis* narrative, God announces His eternal remedy for sin and its consequences, a plan that would result in the destruction of Satan, the deceiver, and the payment for the penalty for sin through Jesus Christ as a descendant or child of the woman (*Genesis 3:15 NCV, ICB*).

The ravages of sin on the generations after Adam are so great that God chooses

*God's Brave Messengers Lesson 1*

#### Teacher's Notes

**Suggested Timetable for Lesson 1: 4 days**  
See *Syllabus*, pp. xv

Teacher Manual and Student Workbook pages to cover each day are noted within each lesson.

**Suggestions for Review**  
Lessons 1-3 of *God's Brave Messengers* review the Bible Survey content covered in Levels 1, 2, and 3 of *Building on the Rock*.

If you feel your students are already proficient in their understanding of this material, you may prefer to begin with Lesson 4, the beginning of the Bible focus for Level 4, *God's Brave Messengers*.

Or you may choose to abbreviate the review time by selecting only some of the material presented in Lessons 1, 2, and 3.

**Background Information**  
Background information is included in the Teacher Manual at the beginning of each lesson and at the beginning of each Topic within the lesson.

**Suggestions for Teaching**

1. Get the big picture of the lesson by surveying its major topics.
2. Refer to the *Syllabus* for a suggested timetable for each topic within the lesson.
3. Highlight the bulleted and underlined key concepts to be developed in each topic.
4. Select visual aids, demonstrations, discussion questions, and any workbook pages you wish to use to develop each topic and its concepts. Feel free to use some or all of the ones suggested in the Teacher Manual and/or develop others of your own.

**Remember:** A teacher manual is only a guide to help you teach creatively in response to your particular setting and the needs of your students.

## Teacher's Notes

to destroy by means of a flood almost the entire human race--everyone on earth except righteous Noah and his family. *Genesis 6-9* describes the flood and God's subsequent covenant with Noah. *Genesis 10-11* reveals that the messianic line of Abraham would come through Noah's son Shem.

*Genesis 11-25* details God's call of Abraham and His covenant with him. The seed or offspring of the woman (*descendant* or *child*) revealed in *Genesis 3* would be transmitted through Noah, Shem, and Abraham, and in the fullness of time would bring forth Jesus, the promised Messiah.

*Genesis 25-27* focuses on the life of Isaac, Abraham's son. Isaac becomes the second patriarch in the lineage of Christ, affirming God's covenant with Abraham. Isaac is the child God promised to Abraham and Sarah; therefore, God elevates Isaac over Ishmael, Abraham's son through Sarah's maid Hagar.

Jacob, Isaac's son, is known and chosen by God before his birth to be the heir of the Abrahamic covenant and the third patriarch of the Israelites in the lineage of Christ. *Genesis 27-37* tells the account of Jacob's life, including his marriages to Rachel and Leah and the births of his twelve sons who become the patriarchs of the twelve tribes of Israel.

*Genesis 37-50* records the life of Joseph, Jacob's favorite son. The events chronicled in these chapters set the stage for the forming of the Hebrew nation in Egypt where all of Jacob's family immigrates as a result of family division and famine. These chapters tell of the growth and prosperity of the Hebrew people and their favored treatment by the King of Egypt. *Genesis* closes with accounts of the deaths of Jacob and Joseph, but not before Jacob blesses his son Judah as the one through whose lineage King David of Israel and ultimately Jesus Christ, the Messiah, would be born.

## OBJECTIVES

- Students will review the creation, the fall, and God's plan for redemption through the Abrahamic covenant as the major themes in the *Book of Genesis*.
- Students will review the lives of Adam and Eve, Noah, Abraham, Isaac, Jacob, and Joseph as the major characters of the *Genesis* story.
- Students will identify Jesus Christ as the *descendant* or *offspring* of the woman and the descendant of the Abrahamic covenant through whom all people have been blessed.
- Students will link selected Biblical Truths to each topic in the review of *God's Good Plan*.
- Students will be encouraged to consider their relationship with God through Christ and, as appropriate, be encouraged to receive Jesus as their Lord and Savior.

## MATERIALS

**Worldview Model**

**Bible Poster**

**Time Line**

**Symbol Cards**

**Teacher Made or Procured**

*Blackline Masters (Photocopy only. Do not cut or use originals in class.)*

Lesson 1 Memory Verse     *Romans 5:18 ICB*

Definition 1a     Redeem: To pay something in order to free a person from a debt or punishment

Definition 1b     Covenant: A special agreement or promise

*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 Activities**

*Introducing . . . Lesson 1: pp. 1-3*

*Topic 1: The Creation, the Fall, and God's Plan for Redemption, pp. 4-10*

*Reading About It: pp. 4-6*

*Scripture Search: p. 7*

*Topic 2: Noah and the Great Flood, pp. 11-14*

*Reading About It: pp. 11-12*

*Scripture Search: p. 13*

*The Main Points: p. 14*

*Topic 3: God's Covenant With Abraham, Isaac, and Jacob, pp. 15-20*

*Reading About It: pp. 15-17*

*Scripture Search: p. 19*

*The Main Points: p. 20*

*Topic 4: God's Plan for Jacob's Family, pp. 21-26*

*Reading About It: pp. 21-24*

*The Main Points: p. 25*

**Group Activities**

*Drama*: Prepare a Bible Center with costumes and props where students can enact the major stories from the lesson.

*Geography Review*: Using a world or Holy Lands map, locate the places where the major events of *Genesis* occur: the Garden of Eden in Mesopotamia or modern day Iraq; Ur in modern day Kuwait; Canaan in modern day Israel; and Egypt.

## MAKING THE APPLICATION

**Student Workbook Activities**

*Introducing . . . Lesson 1: pp. 1-3*

*Topic 1: The Creation, the Fall, and God's Plan for Redemption, pp. 4-10*

## Teacher's Notes

Refer to the *Time Line* as you teach each lesson. Selected pictures from the Student Workbook are displayed chronologically. Time Lines can help students understand the order of Bible story events in relation to other stories and events. They are also useful for reviewing story events and helping students grasp the major events in God's plan for redemption.

## Teacher's Notes

Thinking About It: p. 8  
Hiding God's Word: pp. 9-10  
Topic 4: God's Plan for Jacob's Family, pp. 21-26  
Writing About It: p. 26

### Group Activity

*Prayer for Salvation:* Sensitively lead a discussion related to personal problems students of Level 4 age commonly experience. Relate the discussion to God's plan for redemption, and invite students to consider their relationship with Christ.

## TEACHING THE LESSON

### DAY 1 (Syllabus Day 1)

Teacher Manual: pp. 4-10 Student Workbook: pp. 1-10

## INTRODUCTION

- Introduce Lesson 1.

**Focus:** Lesson 1 reviews the Genesis account of creation, the fall, and God's plan for redemption through the lineage of the patriarchs.

Have students turn to *Introducing . . .* on pages 1-2 of their Student Workbooks.

Ascertain through discussion students' understanding of the title and subtitle. Have students read *The Main Ideas* and *What You Will Do*. Discuss briefly. You may wish to introduce the *Words and Definitions* and the *Lesson Memory Verse* at this time or use them as a review following the lesson.

## SETTING THE STAGE

- Review the foundational biblical truths of creation, the fall, and redemption.

**Focus:** The biblical Christian worldview is framed within the core doctrines of creation, the fall, and redemption.

Have students turn to *Getting Started* on page 3.

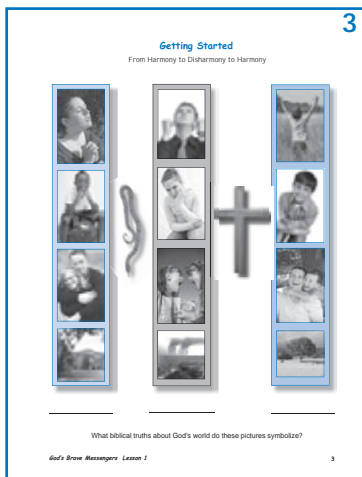
Have them study the three columns of pictures. Have them explain the biblical truths the pictures represent (creation, fall, and redemption of the four relationships--with God, self, others, and the earth).

For Discussion:

*What biblical truths are represented by the pictures in the first column?*

*What biblical truths are represented by the pictures in the second column?*

*What biblical truths are represented by the pictures in the third column?*



Have students write *creation*, *the fall*, and *redemption* under the appropriate columns.

For Discussion:

*What questions that people often ask are answered by these three truths from God's Word? (Where did everything come from? Has the world always been like it is now? Why are there problems in the world? Is there an answer to the world's problems? Will the world's problems ever end?)*

*What is God's Good Plan?*

*Note: The concept of God's plan for redemption is presented in Introducing (pages 1-2). The definition of redeem is presented in Topic 1.*

- Identify the Book of Genesis as the first book of the Bible and the book that introduces the themes of creation, the fall, and redemption.

**Focus:** *Genesis* records the creation of the cosmos, the fall of Adam and Eve, and the sinfulness of succeeding generations. It introduces God's eternal plan for redemption and restoration through Jesus Christ, who is the *descendant* or *offspring* of the woman (*Genesis 3:15*). *Genesis* tells of God's choosing Noah, Abraham, Isaac, and Jacob and of the promises He made to each of them regarding the birth of Jesus, the Messiah, through their family lineage.

Have students take out their **Bibles**.

**DISPLAY** a **Bible** and the **Bible Poster**.

For Discussion:

*Which book of the Bible tells the story of creation?*

*Which chapters in Genesis tell the story of creation?*

Point out the *Book of Genesis* on the Bible Poster and in the Bible.

Have students locate the creation account in *Genesis 1-2*.

For Discussion:

*Which book of the Bible tells us about Satan's temptation of Adam and Eve and their fall into sin?*

*What happened to all four relationships of creation because Adam and Eve sinned?*

*Which chapter in Genesis tells us about the fall?*

Have students locate the account of the fall in *Genesis 3:1-13*.

For Discussion:

*Which book of the Bible tells about God cursing the serpent and telling Satan that one day a child would be born Who would crush his head?*

*Who is the child God promised Who would die for our sins and restore harmony in all the relationships of creation?*

*Which chapter tells us about God's plan for redemption?*

Have students locate the account of God's plan for redemption in *Genesis 3:14-15*.

## Teacher's Notes

*Reading About It* in the Student Workbook provides students with the text of the Bible stories for each lesson. Each story is preceded by an *Introduction* to give students the "big picture" before they study the story details during the lesson.

The Bible story text in both the Teacher Manual and the Student Workbook is color coded: quotations from the Bible are printed in black; paraphrased material is printed in blue.

*Background* appears only in the Teacher Manual.

*Introduction* appears in both the Teacher Manual and the Student Workbook.

 **Reading About It**4

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Topic 1  
The Creation, the Fall, and God's Plan for Redemption

**Introduction**

In the beginning, God created the heavens and the earth in perfect harmony. He created Adam and Eve to be His image-bearers. God told Adam and Eve to care for the earth and to obey Him. If they would obey Him, they would enjoy harmony on earth forever. One day, however, Adam and Eve gave in to a temptation of Satan and chose to disobey God. When they disobeyed, disharmony entered creation just as God promised it would. But God's plan for His creation was not destroyed. God told Satan that He already had a plan to defeat him and to restore harmony in all parts of His creation. Do you know what God's plan was?

**Part 1: The Creation**

Some people wonder how the earth, the heavens, and human beings began. But if they read and believe God's Word, the Bible, they will learn that in six days the LORD made the heavens and the earth, the sea, and all that is in them (Genesis 1:1). They will also learn that God created man in His own image, in the image of God He created him; male and female He created them (Genesis 1:27). The LORD God took the rib and put him in the Garden of Eden to work it and take care of it (Genesis 2:15).

On the sixth day God completed His creation. God saw all that He had made, and it was very good. And there was evening, and there was morning—the sixth day (Genesis 1:31). Everything was in perfect harmony; there was no sin and there were no problems.

But because of perfect harmony and goodness to continue, God made a covenant. He told Adam and Eve, His first image-bearers, "You are free to eat from any tree in the garden; but you must not eat from the tree of the knowledge of good and evil, for when you eat of it you will surely die" (Genesis 2:16-17).

As long as Adam and Eve obeyed God's command, they would live forever in harmony with God, with themselves, with each other, and with the earth. The true Bible story about how everything began is called *The Creation*.



For Discussion:

*If the stories of the creation, the fall, and the announcement of God's plan for redemption are in the first three chapters of Genesis, what do you think the next 47 chapters of Genesis are about?*

Explain that Lesson 1 reviews *Genesis*, the first book of the Bible, and its stories of creation, the fall, and the beginning of God's plan to restore harmony in His creation through Jesus.

## BIBLE STORY

### TOPIC 1. THE CREATION, THE FALL, AND GOD'S PLAN FOR REDEMPTION

#### Background for the Teacher

God created the heavens and the earth and everything in them in perfect harmony. He created Adam and Eve to bear His image for His glory. The perfection of creation was intended to last forever and depended upon absolute obedience to God's commands. Adam and Eve, however, were deceived by Satan, a fallen angel, into disobeying God. When they disobeyed, sin entered the earthly creation. In His great mercy, God announced His eternal plan to redeem and restore creation through the *descendant* or *offspring* of the woman, Eve. Her offspring is God's Son, Jesus Christ.

Have students turn to *Reading About It* on page 4.

Have them read the title of *Topic 1* and the *Introduction*. Discuss briefly as needed.

Then have students read the story itself.

*Note: The text from the Student Workbook is provided below. Explain that within the Bible stories, Scripture passages are printed in black and paraphrased story material is printed in blue.*

### The Creation, the Fall, and God's Plan for Redemption

#### Introduction for Students

*In the beginning, God created the heavens and the earth in perfect harmony. He created Adam and Eve to be His image-bearers. God told Adam and Eve to care for the earth and to obey Him. If they would obey Him, they would enjoy harmony on earth forever. One day, however, Adam and Eve gave in to a temptation of Satan and chose to disobey God. When they disobeyed, disharmony entered creation just as God promised it would. But God's plan for His creation was not destroyed. God told Satan that He already had a plan to defeat him and to restore harmony in all parts of His creation. Do you know what God's plan was?*

#### The Story

##### Part 1: The Creation (Student Workbook, page 4)

*Some people wonder how the earth, the heavens, and human beings began. But if they read and believe God's Word, the Bible, they will learn that . . . in six days the LORD made the heavens and the earth,*

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God's Brave Messengers Lesson 1

the sea, and all that is in them (Exodus 20:11). They will also learn that . . . God created man in his own image, in the image of God he created him; male and female he created them (Genesis 1:27). The LORD God took the man and put him the Garden of Eden to work it and take care of it (Genesis 2:15).

On the sixth day God completed His creation. God saw all that he had made, and it was very good. And there was evening, and there was morning--the sixth day (Genesis 1:31). Everything was in perfect harmony--there was no sin and there were no problems.

But in order for this perfect harmony and goodness to continue, God made a condition. He told Adam and Eve, His first image-bearers, "You are free to eat from any tree in the garden; but you must not eat from the tree of the knowledge of good and evil, for when you eat of it you will surely die" (Genesis 2:16-17).

As long as Adam and Eve obeyed God's command, they would live forever in harmony with God, with themselves, with each other, and with the earth.

The true Bible story about how everything began is called The Creation.

For Discussion:

What was God's creation like in the beginning?

Why was obedience necessary for creation to continue in perfect harmony?

## Part 2: The Fall

(Student Workbook, page 5)

The Bible does not tell us when it happened, but sometime after God completed His creation, His enemy Satan entered the garden as a serpent. Satan spoke to the woman, Eve, and tempted her to eat from the Tree of the Knowledge of Good and Evil by saying, "You will not surely die . . . for God knows that when you eat of it your eyes will be opened, and you will be like God, knowing good and evil" (Genesis 3:4-5).

Eve believed Satan's lie. Because she wanted to be wise like God, she ate the fruit. Then she gave some of it to Adam, and he ate it.

This is how sin entered God's perfect creation. Then just as God had warned earlier, He told Adam and Eve that "for dust you are and to dust you will return" (Genesis 3:19).

Once sin entered creation, the world was filled with disharmony and death instead of harmony. Adam and Eve were in disharmony with God, with themselves, with each other, and with the earth.

Sadly, however, Adam and Eve are not the only people who sinned and suffered the punishment of death. The Bible explains, "Sin came into the world because of what one man did. And with sin came death. And this is why all men must die--because all men sinned (Romans 5:12 1CB). This means that all people born on the earth since Adam and Eve are born with sinful hearts. All people are born separated from God. This is why all people die. Death is God's punishment for sin.

## Teacher's Notes

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Part 2: The Fall

The Bible does not tell us when it happened, but sometime after God completed His creation, His enemy Satan entered the garden as a serpent. Satan spoke to the woman, Eve, and tempted her to eat from the Tree of the Knowledge of Good and Evil by saying, "You will not surely die . . . for God knows that when you eat of it your eyes will be opened, and you will be like God, knowing good and evil" (Genesis 3:4-5).


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The true Bible story about how sin entered God's creation is called The Fall.




Part 3: God's Plan for Redemption

God never makes a mistake, and nothing can destroy His good plans or His good works. God knew that Adam and Eve would fall even before He created them. And He knew exactly what He would do to solve the problem of sin and restore harmony in His creation.

After the fall, God told Satan, "I will make you and the woman enemies to each other. Your descendants and her descendants will be enemies. Her child will crush your head" (Genesis 3:15 ca).

The oh God promised would one day crush Satan's head was His own Son, Jesus. The reason the Son of God was born on earth was to destroy the devil's work in our lives.

God paid a great price for Jesus to destroy the works of Satan. When God told Satan, "And you curs shall messengers" (Lesson 1)



The true Bible story about how sin entered God's creation is called The Fall.

For Discussion:

*Who is Satan?*

*In what form did Satan come to Adam and Eve?*

*Why would Satan want to destroy God's creation?*

*What temptation did Satan use?*

*What lies did Satan tell?*

*What does Satan use to tempt us today?*

*What lies does he tell us so that we will disobey?*

### Part 3: God's Plan for Redemption

(Student Workbook, pages 5-6)

*God never makes a mistake, and nothing can destroy His good plans or His good works. God knew that Adam and Eve would fall even before He created them. And He knew exactly what He would do to solve the problem of sin and restore harmony in His creation.*

*After the fall, God told Satan, "I will make you and the woman enemies to each other. Your descendants and her descendants will be enemies. Her child will crush your head" (Genesis 3:15 1CB).*

*The child God promised would one day crush Satan's head was His own Son, Jesus. The reason the Son of God was born on earth was to destroy the devil's work (1 John 3:8).*

*God paid a great price for Jesus to destroy the works of Satan. When God told Satan, "And you will bite his heel" (Genesis 3:15 1CB), God meant that one day He would allow Satan to kill His Son Jesus. In this way, God would allow Jesus to take on Himself the punishment of death we deserve for our sins. And this is exactly what happened.*

*[Jesus] was crushed for the evil things we did. The punishment, which made us well, was given to him. He was put to death. He was punished for the sins of my people. But it was the Lord who decided to crush him and make him suffer. So the Lord made his life a penalty offering (Isaiah 53:5, 8, 10 1CB).*

*Of course Jesus did not die forever. Jesus was given to die for our sins. And he was raised from death to make us right with God (Romans 4:25 1CB). Jesus destroyed death. And through the Good News, he showed us the way to have life that cannot be destroyed (2 Timothy 1:10 1CB).*

*The last book of the Bible, Revelation, says this about Jesus: "For You were slain, And have redeemed us to God by Your blood" (Revelation 5:9 NKJV).*

*The word redeem means to pay something in order to free a person from a debt or a punishment. Jesus freed us from the punishment we deserve for sin with the payment of his own life and blood. This is why the true Bible story that tells about God's plan to restore harmony in creation through Jesus is called God's Plan for Redemption.*

*But we are getting ahead of the story. God wanted the earth to be filled with people before He sent Jesus to crush Satan's head. God wanted to create a special nation from some of the people who would*

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our sins. And this is exactly what happened. [Jesus] was crushed for the evil things we did. The punishment which made us well was given to him. He was put to death. He was punished for the sins of my people. But it was the Lord who decided to crush him and make him suffer. So the Lord made his life a penalty offering (Isaiah 53:5, 8, 10 1CB).



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The word **redeem** means to pay something in order to free a person from a debt or punishment. Jesus freed us from the punishment we deserve for sin with the payment of his own life and blood. This is why the true Bible story that tells about God's plan to restore harmony in creation through Jesus is called **God's Plan for Redemption**.

But we are getting ahead of the story. God wanted the earth to be filled with people before He sent Jesus to crush Satan's head. God wanted to create a special nation from some of the people who would fill the earth. After many years, Jesus would be born to God's special nation. You will explore more of the story in Topics 2, 3, and 4.

**Redeem**  
To pay something in order to free a person from a debt or punishment

**Memory Verse**

So one sin of Adam brought the punishment of death to all people. But in the same way, one good act that Christ did makes all people right with God. And that brings true life for all. **Romans 5:18**

*fill the earth. After many years, Jesus would be born into God's special nation. You will explore more of the story in Topics 2, 3, and 4.*

For Discussion:

*What was God's plan for defeating Satan and restoring harmony in creation?*

*Why did Jesus die?*

*Why was Jesus raised back to life?*

**WRITE OR DISPLAY BLM Definition 1a**, *Redeem*: to pay something in order to free a person from a debt or punishment.

For Discussion:

*What does it mean to redeem someone?*

*Do all people need to be redeemed? Why?*

*Did God send Jesus to die while Adam and Eve were alive? When did God send Jesus?*

- Introduce the memory verse for Lesson 1.

**Focus:** The key themes and doctrines of *Genesis* include creation, the fall, and God's announcement of His plan to redeem His creation through Jesus Christ.

**DISPLAY BLM Lesson 1 Memory Verse**, *Romans 5:18* ICB.

Have students find the verse on page 6 of their workbooks.

Have them read and recite it.

Correlate it with the **Bible Poster**.

*Romans 5*

*[18] So one sin of Adam brought the punishment of death to all people. But in the same way, one good act that Christ did makes all people right with God. And that brings true life for all. ICB*

Discuss the memory verse in relation to the doctrine of the fall and God's plan for redemption as recorded in *Genesis*.

## WORLDVIEW LINKS FOR TOPIC 1

- Link Topic 1 with Biblical Truths 4, 5, 7, 8, 9, 11, 12, 13, 15, 16, 17, 19, and 20.

**Focus:** God created the four relationships in His creation in perfect harmony, but sin introduced disharmony into all of them. The atoning work of Christ restores harmony in all four relationships.

**DISPLAY** the **Worldview Model**.

Link the following Biblical Truths (or others you select) to the story of creation, the fall, and God's plan for redemption using the designated **Symbol Cards** corresponding to the questions below.

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

**DISPLAY** Symbol Card 4.

For Discussion:

*Who created the heavens and the earth and everything in them?*

In each Bible lesson, several of the *Twenty Biblical Truths* students learned in the worldview lessons are linked to the Bible stories presented. Select from these suggestions or choose other *Biblical Truths* you believe are relevant to the Bible story.

## Teacher's Notes

### DISPLAY Symbol Cards 5, 9, 13, and 17.

For Discussion:

*What kind of relationship did God create you to have with Him? With yourself? With others? With the earth?*

### DISPLAY Symbol Cards 7, 11, 15, and 19.

For Discussion:

*What does sin do to your relationship with God? With yourself? With others? With the earth?*

### DISPLAY Symbol Cards 8, 12, 16, and 20.

For Discussion:

*Who is the child God promised Adam and Eve would one day crush or defeat Satan?*

*Because Jesus defeated Satan and died for your sins, what can happen to your relationship with God? With yourself? With others? With the earth?*

## DAY 2 (Syllabus Day 2)

Teacher Manual: pp. 10-14 Student Workbook: pp. 11-14

### TOPIC 2. NOAH AND THE GREAT FLOOD

#### Background for the Teacher

Ten generations after Adam, the earth was filled with sinful, degenerate people. God announced that he would judge the earth with a flood that would destroy all living things. The only exceptions would be righteous Noah, his family, one pair of each unclean animal, and seven pairs of each clean animal. God would save these people and animals in an ark, and after the flood, they would repopulate the earth.

#### Have students turn to *Reading About It* on page 11.

Have them read the title of *Topic 2* and the *Introduction*.

Discuss briefly as needed.

Then have students read the story itself.

*Note: The text from the Student Workbook is provided below. Explain that within the Bible stories, Scripture passages are printed in black and paraphrased story material is printed in blue.*

### Noah and the Great Flood

#### Introduction for Students

Once sin entered God's creation, people continued to become more and more sinful. They became so sinful that God decided to destroy His beautiful creation with a flood. But God found one righteous man. His name was Noah. God told Noah to build a large boat called an ark. Then He told Noah to take his family and one pair of each unclean animal and seven pairs of each clean animal into the ark (Genesis 7:2-3, 15-16). After Noah's family and the animals were safe inside, God flooded the earth. All living creatures and people who were not in the ark died. After the flood waters went down, Noah and his family and the

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**Reading About It**  
Topic 2  
Noah and the Great Flood

**Introduction**

Once sin entered God's creation, people continued to become more and more sinful. They became so sinful that God decided to destroy His beautiful creation with a flood. But God found one righteous man. His name was Noah. God told Noah to build a large boat called an ark. Then He told Noah to take his family and one pair of each unclean animal and seven pairs of each clean animal into the ark (Genesis 7:2-3, 15-16). After Noah's family and the animals were safe inside, God flooded the earth. All living creatures and people who were not in the ark died. After the flood waters went down, Noah and his family and the

**Part 1: Sinful People Fill the Earth**

Before the fall, God commanded Adam and Eve, "Be fruitful and increase in number. Fill the earth and subdue it" (Genesis 1:28). But after the fall there was a problem. The children of Adam and Eve were sinful, just like their parents. When Adam and Eve's children grew up, their children were also sinful.

Genesis 6  
"The Lord saw how great man's wickedness on the earth had become, and that every inclination of the thoughts of his heart was only evil all the time. The Lord was grieved that he had made man on the earth, and his heart was filled with pain. So the Lord said, 'I will wipe mankind, whom I have created, from the face of the earth—men and animals, and creatures that move along the ground, and birds of the air—for I am grieved that I have made them.'"

**Part 2: God Sends a Flood Over the Earth**

Genesis 6  
"The Lord found favor in the eyes of the Lord. This is the account of Noah, Noah was a righteous man, blameless among the people of his time, and he walked with God. Noah had three sons: Shem, Ham and Japheth."

"So God said to Noah, 'I am going to put an end to all people, for the earth is filled with violence because of them. I am surely going to destroy both them and the earth. So make yourself an ark of cypress wood; make rooms in it and coat it with pitch inside and out. This is how you are to build it: the ark is to be three hundred cubits long, fifty cubits wide and thirty cubits high; make a roof for it, and cover it with pitch inside and out. I will establish my covenant with you, and you will enter the ark—you and your sons and your wife and your sons' wives with you. You are to bring into the ark two of all living creatures, male and female, to keep them alive with you.'"


God's Brave Messengers, Lesson 1



## Teacher's Notes

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**Genesis 7**  
"And Noah did all that the Lord commanded him." Noah was six hundred years old when the floodwaters came on the earth. "And Noah and his sons and his wife and his sons' wives entered the ark to escape the waters of the flood."  
"The waters flooded the earth for a hundred and fifty days."



**Genesis 8**  
But God remembered Noah and all the wild animals and the livestock that were with him in the ark, and he sent a wind over the earth, and the waters receded.

**Part 3: Noah's Family Fills the Earth Again**

**Genesis 8**  
"Then God said to Noah, "Come out of the ark, you and your wife and your sons and their wives."  
"Then God blessed Noah and his sons, saying to them, "Be fruitful and increase in number and fill the earth."  
"Then God said to Noah and to his sons with him: "I now establish my covenant with you and with your descendants after you "and with every living creature that is with you—the birds, the livestock and all the wild animals, all those that came out of the ark with you—every living creature on earth."  
"I establish my covenant with you. Never again will I bring a flood to destroy the earth."  
"And God said, "This is the sign of the covenant I am making between me and you and every living creature with you, a covenant for all generations to come: "I have set my rainbow in the clouds, and it will be the sign of the covenant between me and the earth. "Whenever I bring clouds over the earth and the rainbow appears in the clouds, "I will remember my covenant between me and you and all living creatures of every kind. Never again will the waters become a flood to destroy all life."  
**Genesis 10**  
"This is the family history of the sons of Noah: Shem, Ham and Japheth. After the flood these three men had sons."  
"From these families came all the nations who spread across the earth after the flood."

**Covenant**  
A special agreement or promise

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God made a covenant (or promise) with Noah and with the earth never to destroy all life or the earth again. This covenant will endure until the creation of the new heavens and earth at the return of Christ.

Covenants may be unconditional and unilateral, i.e., God's covenant or promise never again to destroy all life or the earth. Covenants may be conditional or bilateral, i.e., God's covenant with Moses and Israel to bless for obedience and to curse for disobedience.

## Genesis 7

***<sup>5</sup>And Noah did all that the LORD commanded him.***

***<sup>6</sup>Noah was six hundred years old when the floodwaters came on the earth. <sup>7</sup>And Noah and his sons and his wife and his sons' wives entered the ark to escape the waters of the flood.***

***<sup>24</sup>The waters flooded the earth for a hundred and fifty days.***

## Genesis 8

***<sup>1</sup>But God remembered Noah and all the wild animals and the livestock that were with him in the ark, and he sent a wind over the earth, and the waters receded.***

For Discussion:

***Whom did God find as the only righteous person on earth?  
What was God's plan for destroying sinful people and the earth?  
What was God's plan for saving Noah and his family?  
Why would God save a family instead of only righteous Noah?  
What did God tell Noah to take with him and his family into the ark?  
Why?  
Was God finished with His creation? How do you know?***

## Part 3: Noah's Family Fills the Earth Again

(Student Workbook, page 12)

## Genesis 8

***<sup>15</sup>Then God said to Noah, <sup>16</sup>"Come out of the ark, you and your wife and your sons and their wives."***

## Genesis 9

***<sup>1</sup>Then God blessed Noah and his sons, saying to them, "Be fruitful and increase in number and fill the earth."***

***<sup>8</sup>Then God said to Noah and to his sons with him: <sup>9</sup>"I now establish my covenant with you and with your descendants after you <sup>10</sup>and with every living creature that was with you—the birds, the livestock and all the wild animals, all those that came out of the ark with you—every living creature on earth. <sup>11</sup>I establish my covenant with you: Never again will all life be cut off by the waters of a flood; never again will there be a flood to destroy the earth."***

***<sup>12</sup>And God said, "This is the sign of the covenant I am making between me and you and every living creature with you, a covenant for all generations to come: <sup>13</sup>I have set my rainbow in the clouds, and it will be the sign of the covenant between me and the earth. <sup>14</sup>Whenever I bring clouds over the earth and the rainbow appears in the clouds, <sup>15</sup>I will remember my covenant between me and you and all living creatures of every kind. Never again will the waters become a flood to destroy all life."***

## Genesis 10

***<sup>1</sup>This is the family history of the sons of Noah: Shem, Ham and Japheth. After the flood these three men had sons.***

***<sup>32</sup>From these families came all the nations who spread across the earth after the flood. <sup>1CB</sup>***

For Discussion:

*After the flood, what did God command Noah to do?  
What covenant did God make with Noah and the earth?  
What is a covenant?*

**WRITE OR DISPLAY BLM Definition 1b, Covenant: A special agreement or promise.**

Lead a discussion to help students understand that God's plan of redemption through Jesus continued after the flood from the descendants of Noah's son Shem.

For Discussion:

*What did God promise Adam and Eve and Satan in the garden after the fall? (The child of the woman would defeat Satan.)  
Why did God save Noah and his family? (Jesus would one day be born through the descendants of Noah.)*

Illustrate the lineage of Christ from Noah's son Shem using a simple diagram that highlights the major names in Jesus' lineage studied in Lesson 20 (Unit 15) in the worldview study of *Servanthood*. Emphasize that between Noah and Abraham were 11 generations, and between Abraham and Jesus were 42 generations (a total of 53 generations between Noah and Jesus). Although Bible historians differ on how many years are represented in these generations, many calculate approximately 2,500 years from the time of Noah to the birth of Christ.

Noah > Shem > Abraham (11 generations) > Isaac > Jacob > Judah > David > Jesus (42 generations)

## WORLDVIEW LINKS FOR TOPIC 2

- [Link Topic 2 with Biblical Truths 1, 2, and 7.](#)

**Focus: Sin separates people from their holy Creator (BT 7). Because God is holy, He cannot fellowship with sinful people (BT 2). Because He is righteous and just, He punished sin by destroying His sinful image-bearers in a catastrophic flood. Because God is Truth and true to His word (BT 1) and because He is merciful, He saved righteous Noah and his family so that through their descendants the *offspring of the woman* would be born to atone for the sins of all people and to restore harmony in creation.**

**DISPLAY the Worldview Model.**

Link the following Biblical Truths (or others you select) to the story of Noah and the flood using the designated **Symbol Cards** corresponding to the questions below.

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

**DISPLAY Symbol Card 7.**

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
What were the people like during the time of Noah?  
What did sin do to the people's relationship with God?*

## Teacher's Notes

Bible scholars use different dating systems to develop time lines of biblical events. Therefore, dates and time periods are approximations.

In each Bible lesson, several of the *Twenty Biblical Truths* students learned in the worldview lessons are linked to the Bible stories presented. Select from these suggestions or choose other *Biblical Truths* you believe are relevant to the Bible story.

DISPLAY Symbol Card 2.

For Discussion:

- What Biblical Truth does this Symbol Card help us remember?*
- What is God like that makes it impossible for Him to have fellowship with sinful people?*
- Why is God able to make a flood great enough to destroy every living thing on the earth?*

DISPLAY Symbol Card 1.

For Discussion:

- What Biblical Truth does this Symbol Card help us remember?*
- What did God promise Noah?*
- What did God promise Satan and Adam and Eve in the garden?*
- Whom did God send to the earth many generations after Adam and Eve and Noah just as He promised?*

**DAY 3 (Syllabus Day 3)**  
**Teacher Manual: pp. 14-18    Student Workbook: pp. 15-20**

TOPIC 3. GOD'S COVENANT WITH ABRAHAM, ISAAC, AND JACOB

**Background for the Teacher**

Just as God chose to save Noah and his family to repopulate the earth after the flood, He also chose Abraham and his descendants to be the ancestors of the promised child of the woman (*Genesis 3:15*), the Messiah, Jesus Christ. God made the covenant first with Abraham, then with Abraham's son Isaac, and finally with Abraham's grandson Jacob. This covenant promised the families of Abraham, Isaac, and Jacob that they would become a great nation and that all families of the earth would be blessed by one of their descendants, Jesus, the promised Messiah.

**Introduction for Students**

**Have students turn to *Reading About It* on page 15.**

Have them read the title of *Topic 3* and the *Introduction*. Discuss briefly as needed.

Then have students read the story itself.

*Note: The text from the Student Workbook is provided below. Explain that within the Bible stories, Scripture passages are printed in black and paraphrased story material is printed in blue.*

*After the flood, God chose Abraham, Isaac, and Jacob to become the fathers of the Hebrew people. God chose Abraham first and made a covenant with him. A covenant is a special agreement or promise. God promised Abraham that his family would become very large and that all the people of the earth would be blessed through Abraham's family. When Abraham's son Isaac was grown, God made the covenant with him. As the number of Abraham's descendants grew, they became God's special people. They were called Hebrews or Israelites. Jesus would one day be born into this family and nation. Through Jesus, all the families of the earth would be blessed, just like God promised Abraham.*

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Topic 3  
 God's Covenant With Abraham, Isaac, and Jacob

Introduction

After the flood, God chose Abraham, Isaac, and Jacob to become the fathers of the Hebrew people. God chose Abraham first and made a covenant with him. A covenant is a special agreement or promise. God promised Abraham that his family would become very large and that all people of the earth would be blessed through Abraham's family. When Abraham's son Isaac was grown, God made the same promise to him. And when Isaac's son Jacob was grown, God made the covenant with him. As the number of Abraham's descendants grew, they became God's special people. They were called Hebrews or Israelites. Jesus would one day be born into this family and nation. Through Jesus, all the families of the earth would be blessed, just like God promised Abraham.

Part 1: God Makes a Covenant With Abraham

As the families of Noah's sons began to fill the earth again with people, God did not forget His promise to Adam and Eve. God's promise, you remember, was to send His Son to live and die on the earth in order to defeat Satan and restore harmony in each generation of creation.

But when was Jesus born? He was not born while Adam and Eve were alive. He was not born before the flood. And He was not born just after the flood as the families of Noah's sons began to fill the earth again with people. No, Jesus was born many, many years after the flood when the earth was once again filled with people. He was born into God's special nation, Israel. God created the nation of Israel from the family of one man who was born almost 500 years after the flood. That man was Abraham. Abraham was the first great great great great great grandson of Noah.

When God chose Abraham to become the father of Israel, Israel did not even exist. Abraham lived in a place called Ur, far away from the land that would become the nation of Israel. This is why God said to Abraham, "Leave your country, your people and your father's household and go to the land I will show you" (*Genesis 12:1*).

The land God showed Abraham was called Canaan. After many years had passed and many generations of Abraham's descendants had filled the land with people, Canaan was renamed Israel.

When God called Abraham and his wife Sarah to leave their home in Ur and go to Canaan to live, God made a covenant with him. God said, "I will make you into a great nation and I will bless you. I will make your name great, and you will be a blessing. I will bless those who bless you, and whoever curses you I will curse, and all people on earth will be blessed through you." (*Genesis 12:2-3*)

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**Part 1: God Makes a Covenant With Abraham**

Student Workbook, pages 15-16)

*As the families of Noah's sons began to fill the earth again with people, God did not forget His promise to Adam and Eve. God's promise, you remember, was to send His Son to live and die on the earth in order to defeat Satan and restore harmony in each relationship of creation.*

*But when was Jesus born? He was not born while Adam and Eve were alive. He was not born before the flood. And He was not born just after the flood as the families of Noah's sons began to fill the earth again with people. No, Jesus was born many, many years after the flood when the earth was once again filled with people. He was born into God's special nation, Israel. God created the nation of Israel from the family of one man who was born almost 500 years after the flood. That man was Abraham. Abraham was the great great great great great great great grandson of Noah.*

*When God chose Abraham to become the father of Israel, Israel did not even exist. Abraham lived in a place called Ur, far away from the land that would become the nation of Israel. This is why God said to Abraham, "Leave your country, your people and your father's household and go to the land I will show you" (Genesis 12:1).*

*The land God showed Abraham was called Canaan. After many years had passed and many generations of Abraham's descendants had filled the land with people, Canaan was renamed Israel.*

*When God called Abraham and his wife Sarah to leave their home in Ur and go to Canaan to live, God made a covenant with him. God said, "I will make you into a great nation and I will bless you; I will make your name great, and you will be a blessing. I will bless those who bless you, and whoever curses you I will curse; and all peoples on earth will be blessed through you" (Genesis 12:2-3).*

*Later God told Abraham, "Look up at the heavens and count the stars--if indeed you can count them. Then he said to him, "So shall your offspring be" (Genesis 15:5).*

*The great nation God promised to make from Abraham's descendants would one day be named Israel. The blessing that all people on earth would receive through Abraham's family and the nation of Israel would be Jesus.*

*But Jesus was not born to Abraham and his wife Sarah. Jesus was not born until almost 2,000 years after God made His covenant with Abraham. In the meantime, Abraham's family had to grow if they were to become a great nation like God had promised. And that is exactly what happened.*

For Discussion:

*Whom did God choose as the first father of His special nation of people that Jesus would be born into many years later?*

*What would be the name of God's special nation of people?*

*Who were Abraham's ancestors?*

*What did God ask Abraham and his wife Sarah to do?*

**Teacher's Notes**

The covenant God made with Abraham, Isaac, and Jacob was bilateral, meaning between two parties, God and people.

Covenants may be unconditional and unilateral, i.e., God's covenant or promise never again to destroy all life or the earth. Covenants may be conditional or bilateral, i.e., God's covenant with Moses and Israel to bless for obedience and to curse for disobedience.

Theologians debate whether God's covenant with Abraham, Isaac, and Jacob was conditional or unconditional. Those who believe it was conditional believe that Abraham's faith was the condition for the blessing. All theologians seem to agree that the Mosaic covenant was conditional, including reward for obedience and cursing for disobedience.

Later God told Abraham, "Look up at the heavens and count the stars--if indeed you can count them. Then he said to him, "So shall your offspring be" (Genesis 15:5).

The great nation God promised to make from Abraham's descendants would one day be named Israel. The blessing that all people on earth would receive through Abraham's family and the nation of Israel would be Jesus.

But Jesus was not born to Abraham and his wife Sarah. Jesus was not born until almost 2,000 years after God made His covenant with Abraham. In the meantime, Abraham's family had to grow if they were to become a great nation like God had promised. And that is exactly what happened.



**Part 2: God Makes a Covenant With Isaac**

After Abraham and Sarah had lived in Canaan many years, they had a son. They named their son Isaac. When Isaac was grown, God appeared to him like He had appeared to his father Abraham.

God said, "I will be with you and will bless you. For to you and your descendants I will give all these lands and will confirm the oath I swore to your father Abraham. I will make your descendants as numerous as the stars in the sky and will give them all these lands, and through your offspring all nations on earth will be blessed" (Genesis 26:3-4).



Now God had made the same promise to the second generation of Abraham's family. But with only two generations of family, there still were not enough people to form a nation. The family had to continue growing. And again, that is what happened.

*What promise did God make to Abraham?  
What is a covenant?*

**WRITE OR DISPLAY BLM Definition 1b, Covenant: A special agreement or promise.**

For Discussion:

*Was Jesus born during Abraham's lifetime?  
How long after Abraham lived was Jesus born?*

**Part 2: God Makes a Covenant With Isaac**  
(Student Workbook, page 16)

*After Abraham and Sarah had lived in Canaan many years, they had a son. They named their son Isaac. When Isaac was grown, God appeared to him like He had appeared to his father Abraham.*

*God said, "I will be with you and will bless you. For to you and your descendants I will give all these lands and will confirm the oath I swore to your father Abraham. I will make your descendants as numerous as the stars in the sky and through your offspring all nations on earth will be blessed" (Genesis 26:3-4).*

*Now God had made the same promise to the second generation of Abraham's family. But with only two generations of family, there were still not enough people to form a nation. The family had to continue growing. And again, that is what happened.*

For Discussion:

*What did Abraham and Sarah name their son?  
What promise did God make to Isaac?  
After two generations, was Abraham's family large enough to be a nation yet? Why not?*

**Part 3: God Makes a Covenant With Jacob**  
(Student Workbook, page 17)

*Abraham's son Isaac married Rebekah, and they had twin sons. They named one son Jacob and the other Esau. Even before the boys were born, God had chosen Jacob as the son He would bless like He had blessed Abraham and Isaac. One day when Jacob was grown, he was traveling from Beersheba to Haran.*

**Genesis 28**

*<sup>11</sup>When he reached a certain place, he stopped for the night because the sun had set. Taking one of the stones there, he put it under his head and lay down to sleep. <sup>12</sup>He had a dream in which he saw a stairway resting on the earth, with its top reaching to heaven, and the angels of God were ascending and descending on it. <sup>13</sup>There above it stood the LORD, and he said:*


*"I am the LORD, the God of your father Abraham and the God of Isaac. I will give you and your descendants the land on which you are lying. <sup>14</sup>Your descendants will be like the dust of the earth, and you will spread out to the west and to the east, to the north and to the south. <sup>15</sup>All peoples on earth will be blessed through you and your offspring."*

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Later God told Abraham, "Look up at the heavens and count the stars—if indeed you can count them. Then he said to him, "So shall your offspring be" (Genesis 15:5).

The great nation God promised to make from Abraham's descendants would one day be named Israel. The blessing that Abraham's family would receive through Abraham's family and the nation of Israel would be Isaac.

But Isaac was not born to Abraham and his wife Sarah. Isaac was born to Abraham and his wife Sarah after God made His covenant with Abraham. In the meantime, Abraham's family had to grow if they were to become a great nation like God had promised. And that is exactly what happened.



**Part 2: God Makes a Covenant With Isaac**

After Abraham and Sarah had lived in Canaan many years, they had a son. They named their son Isaac. When Isaac was grown, God appeared to him like He had appeared to his father Abraham.



God said, "I will be with you and will bless you. For to you and your descendants I will give all these lands and will confirm the oath I swore to your father Abraham. I will make your descendants as numerous as the stars in the sky and will give them all these lands, and through your offspring all nations on earth will be blessed" (Genesis 26:3-4).

Now God had made the same promise to the second generation of Abraham's family. But with only two generations of family, there were still not enough people to form a nation. The family had to continue growing. And again, that is what happened.

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**Part 3: God Makes a Covenant With Jacob**


Abraham's son Isaac married Rebekah, and they had twin sons. They named one son Jacob and the other Esau. Even before the boys were born, God had chosen Jacob as the son He would bless like He had blessed Abraham and Isaac. One day when Jacob was grown, he was traveling from Beersheba to Haran.

When Jacob awoke from his sleep, he thought, "Surely the LORD is in this place, and I was not aware of it." He was afraid and said, "How awesome is this place! This is none other than the house of God. This is the gate of heaven."

God had now blessed three generations of Abraham's family. Do you think these three generations of Abraham's family were enough to make the great nation God had promised him? Were they as many people as the stars in the sky? No, the families had to grow even larger. Again, that is what happened. You will learn how the families of Abraham, Isaac, and Jacob grew in Topic 4.

**Genesis 28**

<sup>11</sup>When he reached a certain place, he stopped for the night because the sun had set. Taking one of the stones there, he put it under his head and lay down to sleep. <sup>12</sup>He had a dream in which he saw a stairway resting on the earth, with its top reaching to heaven, and the angels of God were ascending and descending on it. <sup>13</sup>There above it stood the LORD, and he said:



God's Brave Messengers Lesson 1

*am with you and will watch over you wherever you go, and I will bring you back to this land. I will not leave you until I have done what I have promised you."*

*<sup>16</sup>When Jacob awoke from his sleep, he thought, "Surely the LORD is in this place, and I was not aware of it." <sup>17</sup>He was afraid and said, "How awesome is this place! This is none other than the house of God; this is the gate of heaven."*

*God had now blessed three generations of Abraham's family. Do you think these three generations of Abraham's family were enough to make the great nation God had promised him? Were they as many people as the stars in the sky? No, the families had to grow even larger. Again, that is what happened. You will learn how the families of Abraham, Isaac, and Jacob grew in Topic 4.*

For Discussion:

*Whom did Isaac marry?*

*What were the names of Isaac and Rebekah's twin boys?*

*With which son did God continue the covenant?*

*With how many generations of Abraham's family did God make this special covenant?*

*How were Abraham, Isaac, and Jacob related?*

*How are all people on earth blessed through Abraham's family?*

## WORLDVIEW LINKS FOR TOPIC 3

- [Link Topic 3 with Biblical Truths 1, 8, and 14.](#)

**Focus:** God intends to accomplish His plan for creation through the institutions of marriage and family. God established the institution of family in the garden (*BT 14*), and through family lineage He would one day bring the Messiah. God sovereignly chose the families through whom the nation of Israel would emerge and into which Jesus would be born. God, Who is truth (*BT 1*), fulfilled His promise to the first family of Adam and Eve that Satan would be defeated and creation would be restored in harmony (*BT 8*) through the child of the woman.

**DISPLAY the Worldview Model.**

Link the following Biblical Truths (or others you select) to the story of God's covenant with Abraham, Isaac, and Jacob using the designated **Symbol Cards** corresponding to the questions below.

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

**DISPLAY Symbol Card 14.**

For Discussion:

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

*Who created the family?*

*Who was the first family God created?*

*What did God promise Adam and Eve about a special child Who would be a descendant of their family?*

*What did God promise Abraham would happen to all families of the earth through his family?*

*What did God promise Isaac would happen to all families of the earth through his family?*

In each Bible lesson, several of the *Twenty Biblical Truths* students learned in the worldview lessons are linked to the Bible stories presented. Select from these suggestions or choose other *Biblical Truths* you believe are relevant to the Bible story.







"His brothers were jealous of him, but his father kept the matter in mind. Joseph's brothers were jealous of him and hated him so much that they sold him to slave traders who took him away from Canaan to Egypt."

**Genesis 37**  
 "Then they got Joseph's robe, slaughtered a goat and dipped the robe in the blood." "They took the ornamented robe back to their father and said, 'We found this. Examine it to see whether it is your son's robe.'"

"He recognized it and said, 'It is my son's robe! Some ferocious animal has devoured him. Joseph has surely been torn to pieces.'"

Sheaves of corn out in the field when suddenly my sheaf rose and stood upright, while my sheaves gathered round mine and bowed down to it."

"His brothers said to him, 'Do you intend to reign over us? Will you actually rule us?' And they hated him all the more because of his dream and what he had said."

"Then he had another dream, and he told it to his brothers. 'Listen,' he said, 'I had another dream, and this time the sun and moon and eleven stars were bowing down to me.'"

"When he told his father as well as his brothers, his father rebuked him and said, 'What is this dream you had? Will your mother and I and your brothers actually come and bow down to the ground before you?'"



**Part 3: Joseph's Brothers Bow Before Him**

But God was with Joseph in Egypt. After many years passed, the king of Egypt made Joseph an important ruler. He put Joseph in charge of storing food from good crops so the people would have enough to eat when a famine came. And when the famine did come, the people in Egypt had plenty to eat. But in Canaan where Joseph's father and brothers still lived, there was not enough food.

**Genesis 42**  
 "When Jacob learned that there was grain in Egypt, he said to his sons, 'Why do you just keep looking at each other?' He continued, 'I have heard that there is grain in Egypt. Go down there and buy some for us, so that we may live and not die.'"

**Genesis 37**

***3*** Now Israel loved Joseph more than any of his other sons, because he had been born to him in his old age; and he made a richly ornamented robe for him. ***4*** When his brothers saw that their father loved him more than any of them, they hated him and could not speak a kind word to him.

***5*** Joseph had a dream, and when he told it to his brothers, they hated him all the more. ***6*** He said to them, "Listen to this dream I had: ***7*** We were binding sheaves of corn out in the field when suddenly my sheaf rose and stood upright, while your sheaves gathered round mine and bowed down to it."

***8*** His brothers said to him, "Do you intend to reign over us? Will you actually rule us?" And they hated him all the more because of his dream and what he had said.

***9*** Then he had another dream, and he told it to his brothers. "Listen," he said, "I had another dream, and this time the sun and moon and eleven stars were bowing down to me."

***10*** When he told his father as well as his brothers, his father rebuked him and said, "What is this dream you had? Will your mother and I and your brothers actually come and bow down to the ground before you?"

***11*** His brothers were jealous of him, but his father kept the matter in mind.

*Joseph's brothers were so jealous of him and hated him so much that they sold him to slave traders who took him away from Canaan to Egypt.*

**Genesis 37**

***31*** Then they got Joseph's robe, slaughtered a goat and dipped the robe in the blood. ***32*** They took the ornamented robe back to their father and said, "We found this. Examine it to see whether it is your son's robe."

***33*** He recognized it and said, "It is my son's robe! Some ferocious animal has devoured him. Joseph has surely been torn to pieces."

For Discussion:

- Who was Jacob's favorite son?*
- How did Jacob show his favoritism to Joseph?*
- What two dreams did Joseph have?*
- Why did Joseph's brothers hate him?*
- What did the brothers' hatred cause them to do to Joseph?*
- How did the brothers deceive their father Jacob?*

**Part 3: Joseph's Brothers Bow Before Him**

*But God was with Joseph in Egypt. After many years passed, the king of Egypt made Joseph an important ruler. He put Joseph in charge*

of storing food from good crops so the people would have enough to eat when a famine came. And when the famine did come, the people in Egypt had plenty to eat. But in Canaan where Joseph's father and brothers still lived, there was not enough food.

Genesis 42

<sup>1</sup>When Jacob learned that there was grain in Egypt, he said to his sons, "Why do you just keep looking at each other?" <sup>2</sup>He continued, "I have heard that there is grain in Egypt. Go down there and buy some for us, so that we may live and not die."

<sup>3</sup>Then ten of Joseph's brothers went down to buy grain from Egypt.

<sup>6</sup>Now Joseph was the governor of the land, the one who sold grain to all its people. So when Joseph's brothers arrived, they bowed down to him with their faces to the ground. <sup>7</sup>As soon as Joseph saw his brothers, he recognized them, but he pretended to be a stranger and spoke harshly to them. "Where do you come from?" he asked.

"From the land of Canaan," they replied, "to buy food."

<sup>8</sup>Although Joseph recognized his brothers, they did not recognize him.

<sup>9</sup>Then he remembered his dreams about them . . .

For Discussion:

*How did God bless Joseph in Egypt?*

*Why did Jacob send ten of his sons to Egypt?*

*What happened in Egypt that made Joseph's boyhood dreams come true?*

*Do you think Joseph sold grain to his brothers? Why? Why not?*

## Part 4: Jacob's Family Moves From Canaan to Egypt

(Student Workbook, page 23-24)

Although Joseph did not tell his brothers who he was, he gave them food to take back to Canaan. When they had eaten everything Joseph gave them, Jacob sent his sons back to Egypt to buy more food. This time, Joseph told his brothers who he was. They were afraid because they thought he would punish them for selling him as a slave. But Joseph spoke kindly to his brothers. This is what he said:

Genesis 45

<sup>5</sup>And now, do not be distressed and do not be angry with yourselves for selling me here, because it was to save lives that God sent me ahead of you. <sup>6</sup>For two years now there has been famine in the land, and for the next five years there will not be plowing and reaping. <sup>7</sup>But God sent me ahead of you to preserve for you a remnant on earth and to save your lives by a great deliverance.

<sup>8</sup>So then, it was not you who sent me here, but God. He made me father to Pharaoh, lord of his entire household and ruler of all Egypt.

<sup>9</sup>Now hurry back to my father and say to him, 'This is what your son Joseph says: God has made me lord of all Egypt. Come down to me; don't delay. <sup>10</sup>You shall live in the region of Goshen and be near me—you, your children and grandchildren, your flocks and herds, and all you have. <sup>11</sup>I will provide for you there, because five years of famine are still to come.'"

## Teacher's Notes

23

<sup>1</sup>Then ten of Joseph's brothers went down to buy grain from Egypt.

<sup>6</sup>Now Joseph was the governor of the land, the one who sold grain to all its people. So when Joseph's brothers arrived, they bowed down to him with their faces to the ground. <sup>7</sup>As soon as Joseph saw his brothers, he recognized them, but he pretended to be a stranger and spoke harshly to them. "Where do you come from?" he asked.

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Genesis 47

"So Joseph settled his father and his brothers in Egypt and gave them property in the best part of the land, the district of Rameses, as Pharaoh directed." Joseph also provided for his father and his brothers and all his father's household with food, according to the number of their children.

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## Teacher's Notes

23

"Then ten of Joseph's brothers went down to buy grain from Egypt."

"Now Joseph was the governor of the land, the one who sold grain to all its people. So when Joseph's brothers arrived, they bowed down to him with their faces to the ground." He asked Joseph as Joseph saw his brothers, he recognized them, but he pretended to be a stranger and spoke harshly to them. "Where do you come from?" he asked.

"From the land of Canaan," they replied, "to buy food."

"Although Joseph recognized his brothers, they did not recognize him." Then he remembered his dreams about them.



### Part 4: Jacob's Family Moves From Canaan to Egypt

Although Joseph did not tell his brothers who he was, he gave them food to take back to Canaan. When they had eaten everything, Joseph gave them, Jacob sent his sons back to Egypt to buy more food. This time, Joseph told his brothers who he was. They were afraid because they thought he would punish them for selling him as a slave. But Joseph spoke kindly to his brothers. This is what he said:

Genesis 45  
"And now, do not be distressed and do not be angry with yourselves for selling me here, because it was to save lives that God sent me ahead of you. For my years now there has been famine in the land, and for the next few years there will not be plowing and reaping. But God sent me ahead of you to preserve for you a remnant on earth and to save your lives by a great deliverance."

"So then, it was not you who sent me here, but God. He made me father to Pharaoh, lord of his entire household and lord of all Egypt. Now hurry back to my father and say to him, 'This is what your son Joseph says: God has made me lord of all Egypt. Come down to me, don't delay. You shall live in the region of Goshen and be near me—you, your children and grandchildren, your flocks and herds, and all you have. I will provide for you there, because five years of famine are still to come.'"

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23

## Genesis 47

**11** So Joseph settled his father and his brothers in Egypt and gave them property in the best part of the land, the district of Rameses, as Pharaoh directed. **12** Joseph also provided his father and his brothers and all his father's household with food, according to the number of their children.

## Genesis 50

**22** Joseph stayed in Egypt, along with all his father's family. He lived a hundred and ten years . . . .

**24** Then Joseph said to his brothers, "I am about to die. But God will surely come to your aid and take you up out of this land to the land he promised on oath to Abraham, Isaac and Jacob."

## Exodus 1

**6** Now Joseph and all his brothers and all that generation died, **7** but the Israelites were fruitful and multiplied greatly and became exceedingly numerous, so that the land was filled with them.

*Does it seem to you that God may have forgotten his promise to Abraham, Isaac, and Jacob? Remember, God told them He would give them the land of Canaan. Didn't God say their descendants would grow to be a mighty people and nation in Canaan? How could God fulfill His promise if the descendants of Abraham, Isaac, and Jacob were living and multiplying in Egypt? You will explore the answer to this question in Lesson 2.*

For Discussion:

*What did Joseph do the second time his brothers came to Egypt to buy grain?*

*Why were the brothers afraid when they found out who Joseph was? What did Joseph understand about why God had allowed him to be sold as a slave many years before?*

*What did Joseph invite his family to do?*

*How did the king of Egypt treat Joseph's family when they arrived in Egypt?*

*What happened to Jacob's family after Jacob and Joseph and all of his brothers had died?*

*What plan do you think God had in mind for Jacob's descendants in Egypt when the land He had promised to give them was Canaan?*

In each Bible lesson, several of the *Twenty Biblical Truths* students learned in the worldview lessons are linked to the Bible stories presented. Select from these suggestions or choose other *Biblical Truths* you believe are relevant to the Bible story.

## WORLDVIEW LINKS FOR TOPIC 4

- [Link Topic 4 with Biblical Truths 8, 14, and 15.](#)

**Focus:** God's plan to redeem His creation was fulfilled through the sacred institution of the family (*BT 14*). Even though sin caused disharmony in Jacob's family (*BT 15*), God remained faithful to His covenant with Abraham, Isaac, and Jacob. God worked through the sin and deceit of family members to establish His chosen people in Egypt where they would grow into the nucleus of the nation of Israel. Through His chosen nation Israel, God would bring the Messiah, Jesus Christ, through whom all people would be blessed (*BT 8*).

**DISPLAY the Worldview Model.**

Link the following Biblical Truths (or others you select) to the story of Joseph using the designated **Symbol Cards** corresponding to the questions below. Correlate the Symbol Cards with their position on the Worldview Model.

**DISPLAY Symbol Card 15.**

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
What kind of relationship did young Joseph have with his brothers?  
What caused disharmony between Joseph and his brothers?*

**DISPLAY Symbol Card 14.**

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
How was Joseph able to serve his family even though his brothers hated him and sold him to be taken to Egypt as a slave?*

**DISPLAY Symbol Card 8.**

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
What did God promise Adam and Eve in the Garden of Eden?  
What covenant did God make with Abraham, Isaac, and Jacob?  
Who was born from the Hebrew family of Abraham, Isaac, and Jacob to crush the head of Satan and to bless all the families of the earth?  
How does Jesus bless all the families of the earth?*

**SUMMARY**

- Review the stories from God's Good Plan.

To review and/or summarize the *Topics* developed in Lesson 1, 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. Write on the board in random order a list of key characters, events, and places related to God's Good Plan. Have students sequence the terms and use them as a framework for retelling the key themes and stories of Genesis.

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.

**Teacher's Notes**

*6. Encourage students to express what God is speaking to them indirectly through story characters or events*

*7. Use the Words and Definitions, Important People and Places, and the Lesson Memory Verse in the Introducing . . . pages of the Student Workbook to summarize and review important lesson facts and concepts.*

# LESSON 5

## ELIJAH AND ELISHA SPEAK TO ISRAEL

God's Brave Messengers Speak His Words to the Northern Kingdom

### PREPARING TO TEACH

#### INTRODUCTION

Lesson 5 continues the study of the kings and prophets of the northern kingdom of Israel. Specifically, it explores the demise of Ahab's dynasty as prophesied by God's messenger Elijah. It develops the passing of prophetic authority from Elijah to Elisha and examines the specific roles God ordained for Elisha in Israel and outside its borders. Lesson 5 concludes with an account of the final destruction of Ahab's entire family and the inauguration of Jehu's dynasty that ruled Israel for four generations.

#### BIBLE STORY REFERENCE

1 Kings 21–2 Kings 9

#### MEMORY VERSE

Lesson 5

*Then Naaman and all his attendants went back to the man of God. He stood before him and said, "Now I know that there is no God in all the world except in Israel." 2 Kings 5:15*

#### BACKGROUND

King Ahab remained unimpressed by God's display of power on Mount Carmel as he continued his evil rule over Israel. On one occasion, Ahab tried to buy his neighbor Naboth's vineyard. When Naboth refused to sell it, Queen Jezebel constructed false charges against Naboth that resulted in his death by stoning and Ahab's attaining the rights to Naboth's property. Into this sordid affair God sent His messenger Elijah with the prophecy that both Ahab and Jezebel would die horrible deaths. Ahab died in battle against Aram, and Jezebel died by assassination years later at the hands of her own palace attendants.

Following Ahab's death, his son Ahaziah succeeded him as Israel's eighth king. Like his father, Ahaziah continued to do evil in the sight of God and Israel. But his reign was short-lived. During his second year as king, he fell through the lattice of an upstairs room and was seriously injured. When he sent a messenger to inquire of the god of Ekron about his fate, God sent the prophet Elijah with a message of judgment. For turning to a false god instead of inquiring of the true God, Elijah told Ahaziah he would not recover but would surely die. This judgment soon came to pass. Because Ahaziah had no son, the crown passed to his brother Joram, who became the kingdom of Israel's ninth king.

#### Teacher's Notes

**Suggested Timetable for Lesson 5: 4 days**  
See *Syllabus*, pp. xvi-xvii

Teacher Manual and Student Workbook pages to cover each day are noted within each lesson.

#### Suggestions for Teaching

1. Get the big picture of the lesson by surveying its major topics.
2. Refer to the *Syllabus* for a suggested timetable for each topic within the lesson.
3. Highlight the bulleted and underlined key concepts to be developed in each topic.
4. Select visual aids, demonstrations, discussion questions, and any workbook pages you wish to use to develop each topic and its concepts. Feel free to use some or all of the ones suggested in the Teacher Manual and/or develop others of your own.

**Remember:** A teacher manual is only a guide to help you teach creatively in response to your particular setting and the needs of your students.

#### Background Information

Condensed background information is included in the Teacher Manual at the beginning of each lesson and in an *Introduction* for each *Topic*.

A good source to help you and your students pronounce difficult biblical names is <http://www.briannelsonconsulting.com/bible/pronunciation-words-written.html>.

## Teacher's Notes

The biblical narrative in 2 Kings opens with the account of Ahaziah's death followed by the well-known story of the passing of prophetic authority from Elijah to Elisha. Even before Elijah's translation to heaven in a chariot of fire, Elisha had learned that God was going to take his master from him. Refusing to leave Elijah, Elisha followed him to the Jordan River, which Elijah parted by striking it with his rolled up cloak. Arriving on the other side, Elijah asked Elisha how he might bless him before leaving the earth. Without hesitation, Elisha asked for a double portion of Elijah's spirit.

Following Elijah's miraculous departure in the whirlwind and chariot of fire, Elisha picked up the cloak Elijah had left behind. When he struck the water with the cloak as Elijah had done, the river parted, serving as evidence that Elijah's prophetic spirit had been given to Elisha.

Elisha's ministry reached out to the poor as well as the rich of Israel. On one occasion, Elisha conveyed God's compassion to a poor widow who was about to lose her two sons to a creditor. Miraculously, the small amount of oil the widow possessed became the source of enough revenue to pay her debts as God multiplied the oil over and over, allowing her to sell it to her neighbors in order to live.

On another occasion Elisha responded to a wealthy Shunammite family's hospitality by promising them that God would bless them with the son they had always wanted but could not have. Years later, the son died suddenly, and God used Elisha as His instrument to perform yet another miracle in the Shunammite family--bringing the boy back to life.

During Elisha's ministry, Israel's conflict with Aram, her enemy to the north, continued. In one battle, a young Israelite girl was taken as a captive and assigned to serve the wife of the commander of Aram's army. The commander, whose name was Naaman, was a brilliant soldier, but he was afflicted with the dreaded disease of the time, leprosy. At the suggestion of the Israelite slave girl, Naaman sought out the prophet Elisha, who told the proud commander to dip himself in the Jordan River seven times and he would be healed. At first, Naaman reacted to Elisha's instructions in anger. But after his servants convinced him with reason to do what Elisha asked, he complied, was healed, and even confessed the God of Israel as his God. This story demonstrates God's love for all nations and that His plan for redemption includes not only Israel, but Gentiles as well.

Like Elijah, Elisha was also used by God to convey His messages of judgment on Israel's apostate rulers. It fell to Elisha to fulfill the third of three tasks God had given Elijah on Mount Horeb, to anoint Jehu king of Israel. Jehu was an Israelite army commander. He was not related to King Joram, Ahab's son and Israel's ninth king. Elisha was told to send a younger prophet to notify Jehu of his appointment by God. Jehu was anointed king of Israel privately and later declared king publicly. With his anointing also came the God-given task of completely destroying the house of Ahab.

Jehu complied quickly with his orders and rode in his chariot to the city of Jezreel where King Joram was recovering from wounds suffered in a battle with the Arameans. Interestingly, King Ahaziah (of Judah, not Israel) was visiting King Joram when Jehu arrived. Joram inquired about the reason for Jehu's visit and quickly found the answer. Jehu said he did not come in peace but to destroy the rulers associated with Ahab and Jezebel's evil legacy. When Joram tried to escape in his chariot, Jehu shot an arrow through his heart and killed him. Jehu also killed King Ahaziah of Judah, and then presided over the gruesome death of Jezebel, the queen mother. Later Jehu continued the purge of Ahab's dynasty by killing 70 sons (and grandsons) of the king, fulfilling Elijah's prophecy to both Ahab and Jezebel following their theft

of Naboth's vineyard.

God used Jehu to judge Israel. Although his dynasty was not as evil as Ahab's, he led Israel further and further from God. His legacy is the focus of Lesson 6.

## OBJECTIVES

- Students will explore the last days of King Ahab's life, including his theft of Naboth's vineyard and his death in battle.
- Students will study briefly the evil reign of Ahab's son Ahaziah and his untimely death brought about by his disobedience to God.
- Students will study the transition between the prophetic ministry of Elijah and Elisha and Elijah's translation into heaven.
- Students will explore some of the miracles God performed through Elisha to bless the Israelites.
- Students will explore some of the ways God used Elisha to pronounce His judgment on Israel.
- Students will study God's appointment of Jehu as Israel's tenth king and his God-given task to bring Ahab's dynasty to an end.
- Students will link selected Biblical Truths to the major topics of the lesson.
- For personal application, students will evaluate character traits exhibited in the actions and attitudes of people in the Bible stories.

## MATERIALS

### Worldview Model

### Bible Poster

### Time Line

### Symbol Cards

### Teacher Made or Procured

*Blackline Masters (Photocopy only. Do not cut or use originals in class.)*

Lesson 5 Memory Verse    *2 Kings 5:15*

Word/Phrase 4g    *Elijah, A Prophet of God*  
Word/Phrase 4i    *Elisha, A Prophet of God*

Definition 5a    *Shunammite: A person from the town of Shunem*

Pattern 4a    *Map of the Divided Kingdom (Use to make an overhead transparency for use throughout the lesson.)*

Pattern 4c (1-11)    *Kings of Israel (Photocopy on light blue paper or card stock and cut out. These are used in several lessons as a board or wall display.)*

## Teacher's Notes

Refer to the *Time Line* as you teach each lesson. Selected pictures from the Student Workbook are displayed chronologically. Time Lines can help students understand the order of Bible story events in relation to other stories and events. They are also useful for reviewing story events and helping students grasp the major events in God's plan for redemption.

Note: If possible, make two sets of the name cards for the Kings of Israel display (BLM Pattern 4c 1-11) and the Kings of Judah display (BLM Pattern 4d 1-10). Use one set for the wall display and the second set for students to manipulate in various sequencing activities.

*Bible map showing the divided kingdom of Israel*  
*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 Activities

*Introducing . . . Lesson 5: pp. 105-106*  
*Topic 1: King Ahab's Wicked Family, pp. 107-112*  
*Reading About It: pp. 107-110*  
*The Main Points: pp. 111-112*  
*Topic 2: God's Brave Messengers Elijah and Elisha, pp. 113-118*  
*Reading About It: pp. 113-116*  
*The Main Points: pp. 117-118*  
*Topic 3: God's Brave Messenger Elisha, pp. 119-128*  
*Reading About It (Part 1): pp. 119-120*  
*The Main Points: pp. 121-122*  
*Reading About It (Parts 2-3): pp. 125-126*  
*Scripture Search: pp. 127-128*

### Group Activities

*Drama:* Prepare a Bible Center with costumes and props where students can enact the major stories from the lesson.

*Review of the Kings.* Distribute the Kings of Israel cards used in Lessons 4 and 5 (from BLM 4c 2-6). Have students arrange them in order in a linear display with each student holding a card (or arrange on the board). Have students summarize the characteristics and actions of each king.

## MAKING THE APPLICATION

### Student Workbook Activities

*Topic 3: God's Brave Messenger Elisha, pp. 119-128*  
*Reading About It (Part 1): pp. 119-120*  
*Hiding God's Word: pp. 123-124*  
*Reading About It (Parts 2-3): pp. 125-126*  
*Say It With Symbols: p. 129*  
*Writing About It: p. 130*

### Group Activities

*Obedience or Disobedience:* Using the story of Naaman, discuss the struggles we often have with obedience. Discuss some of the root causes of disobedience such as pride. Discuss some of the "other rivers" we want to use to find salvation or to help solve our problems just as Naaman wanted to wash in the clean rivers of Aram instead of the Jordan.

*God's Plan for Redemption:* Lead a discussion to encourage students to continually link God's promise to Abraham and the unfolding story of His faithfulness to the house of Judah, including King David, even through the division of the nation of Israel. Use the story of Naaman to illustrate God's plan to redeem people from all nations.

*Justice, Compassion, Kindness:* Lead a discussion to help students identify situations of injustice and need in our society and in other parts of the world. Have them share how they, like Elisha, can be ambassadors of God's care and concern for people in need.

## TEACHING THE LESSON

### DAY 1 (Syllabus Day 17)

Teacher Manual: pp. 109- 116 Student Workbook: pp. 105-112

## INTRODUCTION

- Introduce Lesson 5.

**Focus:** Lesson 5 continues the study of the kings of the northern kingdom of Israel, from Ahab (seventh king) through Jehu (tenth king) and the prophetic role of Elijah and his successor Elisha during the reign of these kings.

Have students turn to *Introducing . . .* on page 105 of their Student Workbooks.

Ascertain through discussion students' understanding of the title and subtitle. Have students read *The Main Ideas* and *What You Will Do*. Discuss briefly. You may wish to introduce the *Lesson Memory Verse* and *Important People and Places* at this time or use them as a review following the lesson.

## SETTING THE STAGE

- Review the sequence of Israel's kings from Jeroboam through Ahab.

**Focus:** Jeroboam was appointed by God as Israel's first king. He was succeeded by Nadab, Baasha, Elah, Zimri, Omri, and Ahab. These seven evil kings reigned a total of 84 years.

Have students turn to *Getting Started* on page 106.

Have them study the map of Israel as a divided kingdom.

**BLM Pattern 4a**, *Map of the Divided Kingdom*, is a replica of the workbook map and is intended to be used as an overhead transparency.

For Discussion.

*Why did God divide Solomon's kingdom into two kingdoms?  
What were the names of the two kingdoms?*

**DISTRIBUTE BLM Pattern 4c** (2-5), *Kings of Israel* (Jeroboam through Ahab) to seven students. Have them stand in front of the class displaying the names in the order the kings reigned. Have the class recite the names of the kings.

For Discussion.

*How many kings of the northern kingdom of Israel have we studied so far?  
What were they like as kings?*

## Teacher's Notes

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INTRODUCING Lesson 5

Elijah and Elisha Speak to Israel  
God's Brave Messengers Speak His Words to the Northern Kingdom

**The Main Ideas**      **What You Will Do**

In Lesson 4, you studied the first seven kings of the northern kingdom of Israel. You remember that the seventh king was Ahab, a wicked king who led the people of Israel to worship the god Baal.

Ahab was present at Mount Carmel to see God show the people that He is the only true and Almighty God. But Ahab did not change his wicked ways. One day Ahab stole the vineyard of his neighbor, Naboth. God sent the prophet Elijah to tell King Ahab that his family would be completely destroyed because of his sin. Later, Ahab was killed in a battle, and his son Ahaziah (A-ha-zah) became Israel's eighth king.

Ahaziah was evil like his father Ahab. He was king for only two years before he died. Because he had no son, his brother Joram became Israel's ninth king. Joram was also a very wicked king.

After Ahaziah died, God took Elijah to heaven in a chariot of fire. Then Elijah's helper Elisha became God's prophet in Israel. Through Elisha, God miraculously provided for a poor widow, brought a dead boy back to life, and healed an army commander of a horrible disease.

Through Elisha, God announced His choice for Israel's tenth king, a man named Jehu. God gave Jehu the task of destroying Ahab's family, including Ahab's wicked wife Jezebel and son Joram.

**Memory Verse**  
Then Naaman and all his attendants went back to the man of God. He stood before him and said, "Now I know that there is no God in all the world except in Israel." 2 Kings 5:15


**Important People**  
Ahab, Jezebel, Elijah, Ahaziah, Joram, Elisha, the Shunammite woman, Naaman, Jehu

**Important Places**  
Jordan River, Jezreel, Aram

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Getting Started



Number	Name	Character	Years of Rule
1	Jeroboam	Evil	22
2	Nadab	Evil	2
3	Baasha	Evil	24
4	Elah	Evil	2
5	Zimri	Evil	1 week
6	Omri	Evil	12
7	Ahab	Evil	24

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God's Brave Messengers Lesson 5

## Teacher's Notes

Mount or arrange the cards on the board using plastitak. Have students add the number of years together for the rule of Jeroboam through Ahab. Exclude the 7-day reign of King Zimri.

For Discussion.

*How many years did evil kings rule Israel between the first king, Jeroboam, and the seventh king, Ahab?*

- Introduce briefly the sequence of Israel's kings from Ahab through Jehu.

**Focus: Ahab's son Ahaziah succeeded him, becoming Israel's eighth king. After Ahaziah's death, his brother Joram became Israel's ninth king. By divine appointment and mission, Jehu, a military commander under King Ahab, destroyed the remainder of Ahab's family and became Israel's tenth king.**

Unless you decide otherwise, students do not need to memorize the names of all the kings. The purpose of the display is to help them see the big picture of the successive kings that ruled Israel. Emphasize the selected kings such as Jeroboam, Ahab, Jehu and others who played a more prominent role in Israel's history.

Add **BLM Pattern 4c** (5-6) to the *Kings of Israel* wall display (Ahaziah through Jehu), continuing the pattern begun on pages 91 and 93 in the Teacher Manual.

Have students complete the chart in their workbooks (page 106).

Explain that Ahaziah and Joram were Ahab's sons and that Jehu was not related to Ahab but was a commander in his army.

**WRITE OR DISPLAY BLM Word/Phrase 4g**, *Elijah, A Prophet of God*, and **4i**, *Elisha, A Prophet of God*.

For Discussion:

*Who was the prophet who challenged King Ahab and the prophets of Baal on Mount Carmel?*

*Who was Elisha?*

Explain that Lesson 5 explores Israel's next three kings--Ahaziah, Joram, and Jehu--and the special responsibilities God gave His brave messengers Elijah and Elisha during their reign.

## BIBLE STORY

### TOPIC 1. KING AHAB'S WICKED FAMILY

#### Background for the Teacher

In addition to his palace in Samaria, the capital of Israel, King Ahab maintained a palace in the city of Jezreel, located about 24 miles north of Samaria. In Canaanite nations, kings were free to take the property of their subjects. But in Israel, God was the declared owner of the land, and this restricted the monarch's right to take any lands he or she desired. For this reason, Ahab offered to buy the vineyard from his neighbor Naboth that he wanted to use for a vegetable garden. Naboth refused Ahab's offer because to do so would have meant cutting off his descendants from the land apportioned to his family after the Israelites first entered Canaan many years earlier.

Jezebel's scheme to get the land for Ahab first involved the declaration of a fast. Fasts were often declared in light of a community crises, so Jezebel's proclamation certainly must have aroused the town's anxiety. Second, her scheme involved securing two false witnesses who would accuse Naboth of blasphemy against God and the king. Two witnesses were required for the

death penalty to be imposed. Naboth was falsely charged, convicted, dragged outside the city, and murdered.

Ahab and Jezebel's ruthless act evoked God's fatal judgment on them. Through Elijah, God revealed the ugly deaths both rulers would suffer. Dogs would lick up Ahab's blood in the place where dogs licked up Naboth's blood. Jezebel would be devoured by dogs by the wall of Jezreel.

Shortly after Elijah's prophecy, Ahab died in battle and his son Ahaziah succeeded him as king. Azariah continued in the evil footsteps of his father. After ruling only two years, Ahaziah was severely injured in a fall in the palace. Instead of inquiring to God about his fate, he sent envoys to inquire of the Philistine god of the city of Ekron, whose name was Baal-Zebub, meaning "exalted lord." For this sin as well as others, God sent Elijah to announce Ahaziah's fate to him. He would not recover from his fall and would die. Because Ahaziah died without an heir, his brother Joram became Israel's ninth king.

Have students turn to *Reading About It* on page 107.

Have them read the title of *Topic 1*. Discuss briefly as needed. Explain that the biblical account of Ahab's family begins in *1 Kings* and continues through the first part of *2 Kings*. Have students locate *1 and 2 Kings* in their Bibles and on the **Bible Poster**. Have them read the *Introduction*.

*Note: The text from the Student Workbook is provided below. Explain that within the Bible stories, Scripture passages are printed in black and paraphrased story material is printed in blue.*

### King Ahab's Wicked Family

#### Introduction for Students

*Some time after Elijah killed the prophets of Baal, King Ahab asked his neighbor Naboth if he could buy his vineyard. When Naboth refused, Jezebel had Naboth killed. Then Ahab took the vineyard and made it his own. For this great sin, God commanded Elijah to tell Ahab that he and all of his family would be destroyed. Soon afterwards, Ahab was killed in a battle, and his son Ahaziah became Israel's eighth king.*

*Ahaziah was a wicked king like his father. He ruled only two years before he died. Because Ahaziah had no son, his brother Joram became Israel's ninth king. He ruled twelve years before Jehu, his army commander, killed him. In Topic 3 of this lesson you will learn how God completely destroyed all of Ahab's family, just as Elijah had warned.*

#### The Story

##### Part 1: King Ahab and Queen Jezebel Steal Naboth's Vineyard (Student Workbook, pages 107-108)

Have students turn to **Part 1** on pages 107-108.

Have them read the title of Part 1. Discuss briefly as needed.

## Teacher's Notes

**Reading About It**  
Topic 1  
King Ahab's Wicked Family

**Introduction**

Sometimes after Elijah killed the prophets of Baal, King Ahab asked his neighbor Naboth if he could buy his vineyard. When Naboth refused, Jezebel had Naboth killed. Then Ahab took the vineyard and made it his own. For this great sin, God commanded Elijah to tell Ahab that he and all of his family would be destroyed. Soon afterwards, Ahab was killed in a battle, and his son Ahaziah became Israel's eighth king.

Ahaziah was a wicked king like his father. He ruled only two years before he died. Because Ahaziah had no son, his brother Joram became Israel's ninth king. He ruled twelve years before Jehu, his army commander, killed him. In Topic 3 of this lesson you will learn how God completely destroyed all of Ahab's family, just as Elijah had warned.

**Part 1: King Ahab and Queen Jezebel Steal Naboth's Vineyard**

**1 Kings 21**  
"Some time later there was an incident involving a vineyard belonging to Naboth the Jezreelite. The vineyard was in Jezreel, close to the palace of Ahab king of Samaria.  
Jezebel his wife said, "Is this how you act as king over Israel? Get up and sell! Cheer up! It'll give you a better vineyard or, if you prefer, I'll give you another vineyard in its place." But he said, "I will not give you my vineyard."  
"So she wrote letters in Ahab's name, placed his seal on them, and sent them to the elders and nobles who lived in Naboth's city with him. "Those letters she wrote:  
"Phoenician a day of fasting and said Naboth in a prominent place among the people. "Has someone accused me opposite him and have them testify that he has cursed both God and the king. Then take him out and stone him to death."  
"So the elders and nobles who lived in Naboth's city did as Jezebel directed in the letters she had written to them. They pronounced him guilty and stoned Naboth in a prominent place among the people."  
"He answered her, "Because I said to Naboth the God's Brave Messengers Lesson 5 107

## Teacher's Notes

Scripture passages are paragraphed and punctuated as they appear in the NIV translation of the Bible rather than according to modern styles. For example, a dialog (a written conversation between two or more people) may sometimes be formatted as a single paragraph.

For Discussion:

*What is a vineyard?*

*How could a person steal another person's land or vineyard?*

Have students read Part 1.

### 1 Kings 21

*<sup>1</sup>Some time later there was an incident involving a vineyard belonging to Naboth the Jezreelite. The vineyard was in Jezreel, close to the palace of Ahab king of Samaria. <sup>2</sup>Ahab said to Naboth, "Let me have your vineyard to use for a vegetable garden, since it is close to my palace. In exchange I will give you a better vineyard or, if you prefer, I will pay you whatever it is worth."*

*<sup>3</sup>But Naboth replied, "The LORD forbid that I should give you the inheritance of my fathers."*

*<sup>4</sup>So Ahab went home, sullen and angry because Naboth the Jezreelite had said, "I will not give you the inheritance of my fathers." He lay on his bed sulking and refused to eat.*

*<sup>5</sup>His wife Jezebel came in and asked him, "Why are you so sullen? Why won't you eat?"*

*<sup>6</sup>He answered her, "Because I said to Naboth the Jezreelite, 'Sell me your vineyard; or if you prefer, I will give you another vineyard in its place.' But he said, 'I will not give you my vineyard.'"*

*<sup>7</sup>Jezebel his wife said, "Is this how you act as king over Israel? Get up and eat! Cheer up. I'll get you the vineyard of Naboth the Jezreelite."*

*<sup>8</sup>So she wrote letters in Ahab's name, placed his seal on them, and sent them to the elders and nobles who lived in Naboth's city with him. <sup>9</sup>In those letters she wrote:*

*"Proclaim a day of fasting and seat Naboth in a prominent place among the people. <sup>10</sup>But seat two scoundrels opposite him and have them testify that he has cursed both God and the king. Then take him out and stone him to death."*

*<sup>11</sup>So the elders and nobles who lived in Naboth's city did as Jezebel directed in the letters she had written to them. <sup>12</sup>They proclaimed a fast and seated Naboth in a prominent place among the people. <sup>13</sup>Then two scoundrels came and sat opposite him and brought charges against Naboth before the people, saying, "Naboth has cursed both God and the king." So they took him outside the city and stoned him to death. <sup>14</sup>Then they sent word to Jezebel: "Naboth has been stoned and is dead."*

*<sup>15</sup>As soon as Jezebel heard that Naboth had been stoned to death, she said to Ahab, "Get up and take possession of the vineyard of Naboth the Jezreelite that he refused to sell you. He is no longer alive, but dead."*

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"Then two scoundrels came and sat opposite him and brought charges against Naboth before the people, saying, 'Naboth has cursed both God and the king.' So they took him outside the city and stoned him to death."

"Then they sent word to Jezebel but Naboth had been stoned and is dead."

"As soon as Jezebel heard that Naboth had been stoned to death, she said to Ahab, 'Get up and take possession of the vineyard of Naboth the Jezreelite that he refused to sell you. He is no longer alive, but dead.'"

"When Ahab heard that Naboth was dead, he got up and went down to take possession of Naboth's vineyard."

"Then the word of the Lord came to Elijah the Tishbite: 'Go down to meet Ahab king of Israel, who is at Samaria. He is now in Naboth's vineyard, where he has gone to take possession of it. 'Say to him, 'This is what the Lord says: Have you not murdered a man and seized his property?' Then say to him, 'This is what the Lord says: In the place where dogs licked up Naboth's blood, dogs will lick up your blood—yes, yours!'"

"Ahab said to Elijah, 'So you have found me, my enemy?'"

"I have found you," he answered, "because you have sold yourself to do evil in the eyes of the Lord."

"I am going to bring disaster on you. I will consume your descendants and cut off from Ahab every last male in Israel—alive or dead. I will make your house like the house of Baasha son of Ahab, because you have provoked me to anger and have caused Israel to sin."

"And also concerning Jezebel the Lord says: 'Dogs will devour Jezebel by the wall of Jezreel.' "Dogs will devour Jezebel by the wall of Jezreel, and the birds of the air will feed on those who die in the country."

"There was never a man like Ahab, who sold himself to do evil in the eyes of the Lord, urged on by Jezebel his wife. He behaved in the worst manner by going after idols, but the denounces the Lord drove out before Israel."



Part 2: King Ahab Dies in Battle

**1 Kings 22**  
 For three years there was no war between Aram and Israel. But in the third year Jehoshaphat king of Judah went down to see the king of Israel. "The king of Israel had said to his officials, 'Don't you know that Ramoth Gilead belongs to us and yet we are doing nothing to retake it from the king of Aram?'"

"So he asked Jehoshaphat, 'Will you go with me to fight against Ramoth Gilead?'"



Jehoshaphat replied to the king of Israel, "I am as you are, my people as your people, my horses as your horses."

"So the king of Israel and Jehoshaphat king of Judah went up to Ramoth Gilead. The king of Israel said to Jehoshaphat, 'I will enter the battle in disguise, but you wear your royal robes.' So the king of Israel disguised himself and went into battle. Ahab was Israel's seventh king. He was evil, and he ruled Israel for twenty-two years."

"Now the king of Aram had ordered his thirty-two chariot commanders. 'Do not fight with anyone, small or great, except the king of Israel.'"

"When the chariot commanders saw Jehoshaphat, they thought, 'Surely this is the king of Israel.' So they turned to attack him, but when Jehoshaphat cried out, 'The chariot commanders saw that he was not the king of Israel and stopped pursuing him.' But someone drew his bow at random and hit the king of Israel between the sections of his armor. The king told his chariot driver, 'Wheel round and get me out of the fighting. I've been wounded.'"

"All day long the battle raged, and the king was propped up in his chariot facing the Arameans. The blood from his wound ran onto the floor of the chariot, and that evening he died. As the sun was setting, a cry spread through the army: 'Every man to his town; everyone to his land!'"

"So the king died and was brought to Samaria, and they buried him there. They washed the chariot at a pool in Samaria . . . and the dogs licked up his blood, as the word of the LORD had declared."



"So the king of Israel and Jehoshaphat king of Judah went up to Ramoth Gilead. The king of Israel said to Jehoshaphat, 'I will enter the battle in disguise, but you wear your royal robes.' So the king of Israel disguised himself and went into battle. Ahab was Israel's seventh king. He was evil, and he ruled Israel for twenty-two years."

For Discussion:

*Why do you think King Ahab was killed in battle?  
 How do you think he was killed?*

Have students read Part 2.

**1 Kings 22**

***1***For three years there was no war between Aram and Israel. ***2***But in the third year Jehoshaphat king of Judah went down to see the king of Israel. ***3***The king of Israel had said to his officials, "Don't you know that Ramoth Gilead belongs to us and yet we are doing nothing to retake it from the king of Aram?"

***4***So he asked Jehoshaphat, "Will you go with me to fight against Ramoth Gilead?"

*Jehoshaphat replied to the king of Israel, "I am as you are, my people as your people, my horses as your horses."*

Have students look at the map (workbook page 109) and locate the nation (territory) of Aram and the Israelite town of Ramoth-Gilead inside Israel. Explain that this was a joint venture between the king of Israel and the king of Judah.

For Discussion:

*Whom did King Ahab ask to help him reclaim the town of Ramoth Gilead from the Arameans?*

Continue reading:

***29***So the king of Israel and Jehoshaphat king of Judah went up to Ramoth Gilead. ***30***The king of Israel said to Jehoshaphat, "I will enter the battle in disguise, but you wear your royal robes." So the king of Israel disguised himself and went into battle.

***31***Now the king of Aram had ordered his thirty-two chariot commanders, "Do not fight with anyone, small or great, except the king of Israel."

***32***When the chariot commanders saw Jehoshaphat, they thought, "Surely this is the king of Israel." So they turned to attack him, but when Jehoshaphat cried out, ***33***the chariot commanders saw that he was not the king of Israel and stopped pursuing him. ***34***But someone drew his bow at random and hit the king of Israel between the sections of his armor. The king told his chariot driver, "Wheel round and get me out of the fighting. I've been wounded." ***35***All day long the battle raged, and the king was propped up in his chariot facing the Arameans. The blood from his wound ran onto the floor of the chariot, and that evening he died. ***36***As the sun was setting, a cry spread through the army: "Every man to his town; everyone to his land!"

***37***So the king died and was brought to Samaria, and they buried him there. ***38***They washed the chariot at a pool in Samaria . . . and the dogs licked up his blood, as the word of the LORD had declared.

*Ahab was Israel's seventh king. He was evil, and he ruled Israel for twenty-two years.*

For Discussion:

*Before the battle began, what did Ahab do to protect himself?  
Why do you think he told King Jehoshaphat to wear his king's robes into battle?  
Whom did the Arameans think King Jehoshaphat was?  
Why didn't the Arameans kill King Jehoshaphat?  
Was Ahab wounded accidentally or did the Arameans know who he was?  
How long did Ahab live after he was wounded in the battle?  
After Ahab died, what happened that proved Elijah's prophecy to him was true?  
How many years did Ahab rule Israel? What kind of king was he? Why did he die in battle?*

### Part 3: Ahab's Sons Become Israel's Eighth and Ninth Kings (Student Workbook, page 110)

Have students turn to Part 3 on page 110.

Have them read the title of Part 3. Discuss briefly as needed.

For Discussion:

*What kind of kings do you think Ahab's sons became? Why?*

Have students read Part 3.

#### **Ahaziah--Israel's Eighth King**

*After Ahab died, his son Ahaziah became the eighth king of Israel. He, too, was a wicked king, and served the idol Baal. He ruled only two years before he died from injuries he received in a fall.*

Point out Ahaziah in the **Kings Display**.

#### **Joram--Israel's Ninth King**

*When the kings of Israel died, their firstborn sons usually became the next king. Because Ahaziah did not have any sons, his brother Joram became Israel's ninth king. Joram was a very wicked king. He ruled 12 years before he was killed by the commander of Israel's army.*

Point out Joram in the **Kings Display**.

For Discussion:

*Who was Israel's eighth king? What kind of king was he? How long did he rule? What happened to him?*

*Who was Israel's ninth king? What kind of king was he? How long did he rule? What happened to him?*

Explain that the Joram's death and Jehu's anointing as Israel's tenth king is the subject of Topic 3.

## WORLDVIEW LINKS


- [Link Topic 1 with Biblical Truths 1, 2, 7, 11, and 15.](#)

## Teacher's Notes

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Part 3: Ahab's Sons Become Israel's Eighth and Ninth Kings

**Ahaziah-Israel's Eighth King**  
After Ahab died, his son Ahaziah became the eighth king of Israel. He, too, was a wicked king, and served the idol Baal. He ruled only two years before he died from injuries he received in a fall.



**Joram-Israel's Ninth King**  
When the kings of Israel died, their firstborn sons usually became the next king. Because Ahaziah did not have any sons, his brother Joram became Israel's ninth king. Joram was a very wicked king. He ruled 12 years before he was killed by the commander of Israel's army.

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God's Brave Messengers Lesson 5

In each Bible lesson, several of the *Twenty Biblical Truths* students learned in the worldview lessons are linked to the Bible stories presented. Select from these suggestions or choose other *Biblical Truths* you believe are relevant to the Bible story.

**Focus:** Separated from God by their sin (*BT 7*), Ahab and Jezebel were filled with greed and selfish ambition (*BT 11*). Their greed in turn led to disharmony with their neighbor Naboth (*BT 15*) and eventually to his murder. God's righteousness and holiness (*BT 2*) demanded judgment on Ahab's house. God's truthfulness (*BT 1*) and omnipotence (*BT 2*) brought the judgment to pass.

**DISPLAY** the **Worldview Model**.

Link the following Biblical Truths (or others you select) to the story of King Ahab and Queen Jezebel using the designated **Symbol Cards** and the corresponding questions below.

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

**DISPLAY** Symbol Card 7.

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
What kind of relationship did Ahab and Jezebel have with God?  
What separates you from God?*

**DISPLAY** Symbol Card 11.

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
Because they were separated from God, what sins in Ahab and Jezebel's heart do you see in their lives?  
What does sin and separation from God do to you as God's image-bearers?*

**DISPLAY** Symbol Card 15.

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
To what did Ahab and Jezebel's broken relationship with Naboth lead?  
What do greed and selfish ambition lead to in your relationships with others?*

**DISPLAY** Symbol Card 2.

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
Why would God be concerned about Ahab and Jezebel's behavior?  
Why would God decide to punish Ahab and his family for their sins?  
Does God still punish people for their sin today?  
What did God do so we don't have to suffer the punishment we deserve for our sins?*

**DISPLAY** Symbol Card 1.

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
Why did Ahab die in battle?  
Why did Ahaziah die from a fall?  
Were these deaths just accidents?*





Topic 2

God's Brave Messengers: Elijah and Elisha

## Introduction

God took Elijah to heaven after King Ahab and King Jezebel died. Their Elisha became God's prophet instead. Elisha performed many miracles by God's power. He did this to show the people that God was still Israel's only true and loving God. Through Elisha, God provided oil for a poor widow so she could sell it and have money to live. He brought a message to an old woman in the town of Shunam that she would one day have a son. After the boy was born and began to grow up, he suddenly died. But God used Elisha to bring the boy back to life.

## Part 1: God Takes Elijah to Heaven

**2 Kings 2**  
When the LORD was about to take Elijah up to heaven in a whirlwind, Elisha and Elisha were on their way from Gilgal. "Elijah said to Elisha, "Stay here; the LORD has sent me to Bethel."

But Elisha said, "As surely as the LORD lives and as you live, I will not leave you." So they went down to Bethel.

"The company of the prophets at Bethel came out to Elisha and asked, "Do you know that the LORD is going to take your master from you today?"

"Yes, I know," Elisha replied, "but do not speak of it."

"Then Elisha said to him, "Stay here, Elisha; the LORD has sent me to Jericho."

And he replied, "As surely as the LORD lives and as you live, I will not leave you." So they went to Jericho.

"The company of the prophets at Jericho went up to Elisha and asked him, "Do you know that the LORD is going to take your master from you today?"

"Yes, I know," Elisha replied, "but do not speak of it."

"Then Elisha said to him, "Stay here, Elisha; the LORD has sent me to Bethel."

But Elisha said, "As surely as the LORD lives and as you live, I will not leave you." So they went down to Bethel.

"The company of the prophets at Bethel came out to Elisha and asked, "Do you know that the LORD is going to take your master from you today?"

"Yes, I know," Elisha replied, "but do not speak of it."

"Then Elisha said to him, "Stay here, Elisha; the LORD has sent me to Jericho."

And he replied, "As surely as the LORD lives and as you live, I will not leave you." So they went to Jericho.

"The company of the prophets at Jericho went up to Elisha and asked him, "Do you know that the LORD is going to take your master from you today?"

"Yes, I know," Elisha replied, "but do not speak of it."

"Then Elisha said to him, "Stay here, Elisha; the LORD has sent me to Bethel."

But Elisha said, "As surely as the LORD lives and as you live, I will not leave you." So they went down to Bethel.

"The company of the prophets at Bethel came out to Elisha and asked, "Do you know that the LORD is going to take your master from you today?"

"Yes, I know," Elisha replied, "but do not speak of it."

"Then Elisha said to him, "Stay here, Elisha; the LORD has sent me to Jericho."

And he replied, "As surely as the LORD lives and as you live, I will not leave you." So they went to Jericho.

"The company of the prophets at Jericho went up to Elisha and asked him, "Do you know that the LORD is going to take your master from you today?"

"Yes, I know," Elisha replied, "but do not speak of it."

"Then Elisha said to him, "Stay here, Elisha; the LORD has sent me to Bethel."

But Elisha said, "As surely as the LORD lives and as you live, I will not leave you." So they went down to Bethel.

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"Yes, I know," Elisha replied, "but do not speak of it."

"Then Elisha said to him, "Stay here, Elisha; the LORD has sent me to Jericho."

## The Story

## Part 1: God Takes Elijah to Heaven

(Student Workbook, pages 113-114)

Have students read the title.

For Discussion:

*Elijah went to heaven in a very different way than anyone else. Do you know how?*

Have students read Part 1.

**2 Kings 2**

***<sup>1</sup>When the LORD was about to take Elijah up to heaven in a whirlwind, Elijah and Elisha were on their way from Gilgal. <sup>2</sup>Elijah said to Elisha, "Stay here; the LORD has sent me to Bethel."***

***But Elisha said, "As surely as the LORD lives and as you live, I will not leave you." So they went down to Bethel.***

***<sup>3</sup>The company of the prophets at Bethel came out to Elisha and asked, "Do you know that the LORD is going to take your master from you today?"***

***"Yes, I know," Elisha replied, "but do not speak of it."***

***<sup>4</sup>Then Elijah said to him, "Stay here, Elisha; the LORD has sent me to Jericho." And he replied, "As surely as the LORD lives and as you live, I will not leave you." So they went to Jericho.***

***<sup>5</sup>The company of the prophets at Jericho went up to Elisha and asked him, "Do you know that the LORD is going to take your master from you today?"***

***"Yes, I know," he replied, "but do not speak of it."***

***<sup>6</sup>Then Elijah said to him, "Stay here; the LORD has sent me to the Jordan."***

***And he replied, "As surely as the LORD lives and as you live, I will not leave you." So the two of them walked on.***

***<sup>7</sup>Fifty men of the company of the prophets went and stood at a distance, facing the place where Elijah and Elisha had stopped at the Jordan.***

***<sup>8</sup>Elijah took his cloak, rolled it up and struck the water with it. The water divided to the right and to the left, and the two of them crossed over on dry ground.***

***<sup>9</sup>When they had crossed, Elijah said to Elisha, "Tell me, what can I do for you before I am taken from you?"***

***"Let me inherit a double portion of your spirit," Elisha replied.***

***<sup>10</sup>"You have asked a difficult thing," Elijah said, "yet if you see me when I am taken from you, it will be yours—otherwise not."***

***11As they were walking along and talking together, suddenly a chariot of fire and horses of fire appeared and separated the two of them, and Elijah went up to heaven in a whirlwind. 12Elisha saw this and cried out, "My father! My father! The chariots and horsemen of Israel!" And Elisha saw him no more. Then he took hold of his own clothes and tore them apart.***

***13He picked up the cloak that had fallen from Elijah and went back and stood on the bank of the Jordan. 14Then he took the cloak that had fallen from him and struck the water with it. "Where now is the LORD, the God of Elijah?" he asked. When he struck the water, it divided to the right and to the left, and he crossed over.***

***15The company of the prophets from Jericho, who were watching, said, "The spirit of Elijah is resting on Elisha." And they went to meet him and bowed to the ground before him.***

For Discussion:

- When God told Elijah to go to Bethel, what did Elisha want to do?*
- When God told Elijah to go to Jericho, what did Elisha want to do?*
- Why did Elisha want to stay close to Elijah?*
- When Elijah and Elisha came to the Jordan River, how did they cross to the other side?*
- When they crossed the river, what did Elisha ask Elijah to do for him before he went to heaven?*
- What do you think Elisha meant when he asked for a "double portion" of Elijah's spirit?*
- How did Elijah go to heaven?*
- What did Elisha do that demonstrated that God had given him the same power and spirit that He had given Elijah?*

### Part 2: God Provides for a Poor Widow

(Student Workbook, page 114)

Have students turn to Part 2 on page 114.

Have them read the title. Discuss briefly as needed.

Set the stage for the story by explaining the plight of widows in Biblical times. They were often marginalized and had little or no way to support themselves. In this story, the widow owed money to a lender (creditor). Although God's law forbade taking advantage of the poor and debtors, custom allowed people to sell themselves or their children into slavery as a means of paying their debts. In this story, the creditor appears to be set on enslaving the boys without consent. God, through Elisha, demonstrated His compassion by miraculously providing a means for the widow to live with her sons.

Have students read Part 2.

#### 2 Kings 4

***1The wife of a man from the company of the prophets cried out to Elisha, "Your servant my husband is dead, and you know that he revered the LORD. But now his creditor is coming to take my two boys as his slaves."***

## Teacher's Notes

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"You have asked a difficult thing," Elijah said, "yet if you see me when I am taken from you, it will be yours—cherish me!"

"As they were walking along and talking together, suddenly a chariot of fire and horses of fire appeared and separated the two of them, and Elijah went up to heaven in a whirlwind." Elisha saw this and cried out, "My father! My father! The chariots and horsemen of Israel!" And Elisha saw him no more. Then he took hold of his own clothes and tore them apart.

"He picked up the cloak that had fallen from Eli-



#### Part 2: God Provides for a Poor Widow



2 Kings 4

"The wife of a man from the company of the prophets cried out to Elisha, "Your servant my husband is dead, and you know that he revered the LORD. But now his creditor is coming to take my two boys as his slaves."

Elisha replied to her, "How can I help you? Tell me, what do you have in your house?"

"Your servant has nothing there at all," she said, "except a little oil."

Elisha said, "Go round and ask all your neighbors for empty jars. Don't ask for just a few. Then go

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God's Brave Messengers Lesson 5

## Teacher's Notes

<sup>2</sup>Elisha replied to her, "How can I help you? Tell me, what do you have in your house?"

"Your servant has nothing there at all," she said, "except a little oil."

<sup>3</sup>Elisha said, "Go round and ask all your neighbors for empty jars. Don't ask for just a few. <sup>4</sup>Then go inside and shut the door behind you and your sons. Pour oil into all the jars, and as each is filled, put it to one side."

<sup>5</sup>She left him and afterwards shut the door behind her and her sons. They brought the jars to her and she kept pouring. <sup>6</sup>When all the jars were full, she said to her son, "Bring me another one."

But he replied, "There is not a jar left." Then the oil stopped flowing.

<sup>7</sup>She went and told the man of God, and he said, "Go, sell the oil and pay your debts. You and your sons can live on what is left."

For Discussion:

*What great problem was the prophet's widow facing?*

*Why would the money lender want to take the widow's sons to be his slaves?*

*What did the widow have in her house?*

*What did Elisha tell the widow to do?*

*How could the small amount of oil the widow had fill all jars her neighbors gave her?*

*What did Elisha tell the widow to do with the oil?*

*What does this story tell you about the relationship some people in Israel had with God even though the kings were evil?*

*What does this story tell you about God?*

*What does this story tell you about Elisha?*

### Part 3: God Brings the Shunammite Woman's Son Back to Life

(Student Workbook, pages 115-116)

Have students turn to Part 3 on pages 115-116.

**WRITE OR DISPLAY BLM Definition 5a, *Shunammite*:** A person from the town of Shunem. Correlate with the suffix *-ite* used to describe residents of some cities today (i.e., Denverite, Dallasite, etc.)

Have students read Part 3.

#### 2 Kings 4

<sup>8</sup>One day Elisha went to Shunem. And a well-to-do woman was there, who urged him to stay for a meal. So whenever he came by, he stopped there to eat. <sup>9</sup>She said to her husband, "I know that this man who often comes our way is a holy man of God. <sup>10</sup>Let's make a small room on the roof and put in it a bed and a table, a chair and a lamp for him. Then he can stay there whenever he comes to us."

<sup>11</sup>One day when Elisha came, he went up to his room and lay down there. <sup>12</sup>He said to his servant Gehazi, "Call the Shunammite." So he

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inside and shut the door behind you and your sons. Pour oil into all the jars, and as each is filled, put it to one side."

"She left him and afterwards shut the door behind her and her sons. They brought the jars to her and she kept pouring. When all the jars were full, she said to her son, 'Bring me another one.'"

#### Part 3: God Brings the Shunammite Woman's Son Back to Life

**2 Kings 4**  
"One day Elisha went to Shunem. And a well-to-do woman was there, who urged him to stay for a meal. So whenever he came by, he stopped there to eat. She said to her husband, 'I know that this man who often comes our way is a holy man of God. Let's make a small room on the roof and put in it a bed and a table, a chair and a lamp for him. Then he can stay there whenever he comes to us.'"

"One day when Elisha came, he went up to his room and lay down there. He said to his servant Gehazi, 'Call the Shunammite.' So he called her, and she stood before him."

"Elisha said to him, 'Tell her, 'You have gone to all this trouble for us. Now what can be done for you? Can we speak on your behalf to the king or the commander of the army?'"

She replied, 'I have a home among my own people.'

"What can be done for her?" Elisha asked.

Gehazi said, "Well, she has no son and her husband is old."

"Then Elisha said, 'Call her.' So he called her, and she stood in the doorway."

"About this time next year," Elisha said, "you will hold a son in your arms."

"No, my lord," she objected. "Don't mislead your servant, O man of God!"

God's Brave Messengers Lesson 5

But he replied, "There is not a jar left." Then the oil stopped flowing.

"She went and told the man of God, and he said, 'Go, sell the oil and pay your debts. You and your sons can live on what is left.'"

"But the woman became pregnant, and the next year about that same time she gave birth to a son, just as Elisha had told her."

"The child grew, and one day he went out to his father, who was with the oxen. 'My head! My head!' he said to his father."

"His father told a servant, 'Carry him to his mother.' "After the servant had lifted him up and carried him to his mother, the boy sat on her lap until noon, and then he died."

"She went up and laid him on the bed of the man of God, then shut the door and went out."

"Please send me one of the servants and a donkey, and I will go to the man of God quickly and return."

"Why go to him today?" he asked. "It's not the New Moon or the Sabbath."

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called her, and she stood before him. <sup>13</sup>Elisha said to him, "Tell her, 'You have gone to all this trouble for us. Now what can be done for you? Can we speak on your behalf to the king or the commander of the army?'"

She replied, "I have a home among my own people."

<sup>14</sup>"What can be done for her?" Elisha asked.

Gehazi said, "Well, she has no son and her husband is old."

<sup>15</sup>Then Elisha said, "Call her." So he called her, and she stood in the doorway.

<sup>16</sup>"About this time next year," Elisha said, "you will hold a son in your arms."

"No, my lord," she objected. "Don't mislead your servant, O man of God!"

<sup>17</sup>But the woman became pregnant, and the next year about that same time she gave birth to a son, just as Elisha had told her.

<sup>18</sup>The child grew, and one day he went out to his father, who was with the reapers. <sup>19</sup>"My head! My head!" he said to his father.

His father told a servant, "Carry him to his mother." <sup>20</sup>After the servant had lifted him up and carried him to his mother, the boy sat on her lap until noon, and then he died. <sup>21</sup>She went up and laid him on the bed of the man of God, then shut the door and went out.

<sup>22</sup>She called her husband and said, "Please send me one of the servants and a donkey so I can go to the man of God quickly and return."

<sup>23</sup>"Why go to him today?" he asked. "It's not the New Moon or the Sabbath."

"It's all right," she said.

<sup>24</sup>She saddled the donkey and said to her servant, "Lead on; don't slow down for me unless I tell you." <sup>25</sup>So she set out and came to the man of God at Mount Carmel.

When he saw her in the distance, the man of God said to his servant Gehazi, "Look! There's the Shunammite!" <sup>26</sup>Run to meet her and ask her, 'Are you all right? Is your husband all right? Is your child all right?'"

"Everything is all right," she said.

<sup>27</sup>When she reached the man of God at the mountain, she took hold of his feet. Gehazi came over to push her away, but the man of God said, "Leave her alone! She is in bitter distress, but the LORD has hidden it from me and has not told me why."

<sup>28</sup>"Did I ask you for a son, my lord?" she said. "Didn't I tell you, 'Don't raise my hopes?'"

## Teacher's Notes

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"Why go to him today?" he asked. "It's not the New Moon or the Sabbath."  
"It's all right," she said.  
"The saddle the donkey and said to her servant, 'Lead on, don't slow down for me unless I tell you.'"  
"So she set out and came to the man of God at Mount Carmel.  
When he saw her in the distance, the man of God said to his servant Gehazi, "Look! There's the Shunammite!" "Run to meet her and ask her, 'Are you all right? Is your husband all right? Is your child all right?'"  
"Everything is all right," she said.  
"When she reached the man of God at the mountain, she took hold of his feet. Gehazi came over to push her away, but the man of God said, "Leave her alone! She is in labor distress, but the LORD has hidden it from me and has not told me why."  
"Did I ask you for a son, my lord?" she said. "Oh! I tell you, 'Don't take my hopes!'"  
"Elisha said to Gehazi, "Tuck your cloak into your belt, take my staff in your hand and run. If you meet anyone, do not greet him, and if anyone

greet you, do not answer. Lay my staff on the boy's face."  
"But the child's mother said, "As surely as the LORD lives and as you live, I will not leave you." So he got up and followed her.  
"Gehazi went on ahead and laid the staff on the boy's face, but there was no sound or response. So Gehazi went back to meet Elisha and told him, "The boy has not awakened."  
"When Elisha reached the house, there was the boy lying dead on his couch. "He went in, shut the door on the two of them and prayed to the LORD.  
"Then he got on the bed and lay upon the boy, mouth to mouth, eyes to eyes, hands to hands. As he stretched himself out upon him, the boy's body grew warm. "Elisha turned away and walked back and forth in the room and then got onto the bed and stretched out upon him once more. The boy sneezed seven times and opened his eyes.

"Elisha summoned Gehazi and said, "Call the Shunammite." And he did. When she came, he said, "Take your son." "She came in, fell at his feet and bowed to the ground. Then she took her son and went out.



God's Brave Messengers Lesson 5

***29*** Elisha said to Gehazi, "Tuck your cloak into your belt, take my staff in your hand and run. If you meet anyone, do not greet him, and if anyone greets you, do not answer. Lay my staff on the boy's face."

***30*** But the child's mother said, "As surely as the LORD lives and as you live, I will not leave you." So he got up and followed her.

***31*** Gehazi went on ahead and laid the staff on the boy's face, but there was no sound or response. So Gehazi went back to meet Elisha and told him, "The boy has not awakened."

***32*** When Elisha reached the house, there was the boy lying dead on his couch. ***33*** He went in, shut the door on the two of them and prayed to the LORD. ***34*** Then he got on the bed and lay upon the boy, mouth to mouth, eyes to eyes, hands to hands. As he stretched himself out upon him, the boy's body grew warm. ***35*** Elisha turned away and walked back and forth in the room and then got onto the bed and stretched out upon him once more. The boy sneezed seven times and opened his eyes.

***36*** Elisha summoned Gehazi and said, "Call the Shunammite." And he did. When she came, he said, "Take your son." ***37*** She came in, fell at his feet and bowed to the ground. Then she took her son and went out.

For Discussion:

*How did the wealthy woman from Shunem and her husband take care of the prophet Elisha?*

*When Elisha found out that the woman had no son and that her husband was very old, what did he tell the woman?*

*How did the woman respond to Elisha's message? Why?*

*After the son was born and was growing up, what happened to him?*

*Whom did the woman go to see after her son died?*

*When Elisha saw the woman, did he know why she was in distress? Why not?*

*What did Elisha tell his servant Gehazi to do? Did the child come back to life?*

*When Elisha arrived at the Shunammite's house, what did he do?*

*What happened to the dead boy?*

*Why do you think God performed such a miracle through Elisha?*

*What does this miracle tell you about God?*

## WORLDVIEW LINKS

- [Link Topic 2 with Biblical Truths 1, 2, 6, and 13.](#)

**Focus: God speaks truth to His image-bearers (BT 1).** Through the ministry of both Elijah and Elisha, God spoke truthful words of warning and blessing to the people of Israel. God demonstrated His power (BT 2) in Elijah's translation to heaven and in bestowing spiritual authority on Elisha. And through Elisha God clearly revealed to the poor widow and the Shunammite woman that He is their Provider (BT 6) and that He cares for His children. The theme of servanthood (BT 13) is illustrated in the life of the Shunammite woman who provided for Elisha and in the life of Elisha as he ministered faithfully to Elijah, the poor widow, and the Shunammite family.

In each Bible lesson, several of the *Twenty Biblical Truths* students learned in the worldview lessons are linked to the Bible stories presented. Select from these suggestions or choose other *Biblical Truths* you believe are relevant to the Bible story.

**DISPLAY the Worldview Model.**

Link the following Biblical Truths (or others you select) to the stories of Elijah and Elisha using the designated **Symbol Cards** corresponding to the questions below.

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

**DISPLAY Symbol Card 1.**

For Discussion:

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

*In the stories of Elijah and Elisha, how did God speak truth to the kings and people of Israel?*

*What truthful messages did God give the disobedient kings?*

*What truthful messages did God give the poor widow and the Shunammite woman?*

*How does God speak truth to you today?*

**DISPLAY Symbol Card 2.**

For Discussion:

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

*How did God demonstrate His power in the lives of Elijah and Elisha?*

*How did God demonstrate His power and love in the life of the poor widow?*

*How did God demonstrate His power and love in the life of the Shunammite woman?*

*How does God demonstrate His power and love to you today?*

**DISPLAY Symbol Card 6.**

For Discussion:

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

*How did God provide for the needs of the poor widow and the Shunammite woman?*

*How does God provide for your needs?*

**DISPLAY Symbol Card 13.**

For Discussion:

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

*How did Elisha serve others in love?*

*How did the poor widow and the Shunammite woman serve others in love?*

**DAY 3 (Syllabus Day 19)**

**Teacher Manual: pp. 123-127    Student Workbook: pp. 119-124**

**TOPIC 3. GOD'S BRAVE MESSENGER ELI SHA****Background for the Teacher**

The story of Naaman's healing from leprosy illustrates God's eternal plan to redeem people from all nations. It further illustrates God's purpose in calling Israel to be His chosen nation from which His redemptive mercy would be channeled to the nations of the world in Jesus Christ. As commander of the army of Aram, Naaman was a powerful and skillful leader, but he was afflicted with leprosy.

## Teacher's Notes

Through God's providence, a young Israelite girl had been taken captive in one of the many battles between Israel and Aram and was serving Naaman's wife. At the young girl's urging, Naaman sought out Elisha, and after a prideful resistance to Elisha's command to wash in the Jordan River, Naaman obeyed and was healed. Through God's sovereign act of grace, Naaman acknowledged the God of Israel as the only true and living God.

Interestingly, Elisha's servant Gehazi does not match Naaman's faith in God as a Gentile. When Elisha refused gifts Naaman offered in appreciation for his healing, Gehazi greedily sought them for himself and then lied to Elisha about it. As punishment for Gehazi's sin, God afflicted him with the leprosy from which Naaman had been healed.

Have students turn to *Reading About It* on page 119.

Have them read the title of *Topic 3*. Discuss briefly as needed. Have them read the *Introduction*.

### God's Brave Messenger Elisha

#### Introduction for Students

*As you learned in Topic 2, Elisha was God's servant to people in Israel like the poor widow and the family from Shunem.*

*But Elisha was also God's servant to people who were not Israelites. On one occasion, God used Elisha for His healing of Naaman, an army commander of one of Israel's enemies. In this way God showed his concern for people who were not Israelites.*

*Not only did God make Elisha His servant of blessing in Israel and beyond, He also made him His messenger of punishment. He told Elisha to direct the anointing of Israel's tenth king, a man named Jehu. Then God told Elisha to give Jehu this message: "You are to destroy the house of Ahab your master" (2 Kings 9:7). Jehu obeyed the message of punishment and killed Ahab's wife Jezebel and his son Joram along with all the other members of Ahab's family.*

#### The Story

##### Part 1: God Heals Naaman from Aram of Leprosy

(Student Workbook, pages 119-120)

Have students turn to *Part 1* on pages 119-120.

Have them read the title of *Part 1*. Discuss briefly as needed.

Explain the disease of leprosy in Bible times.

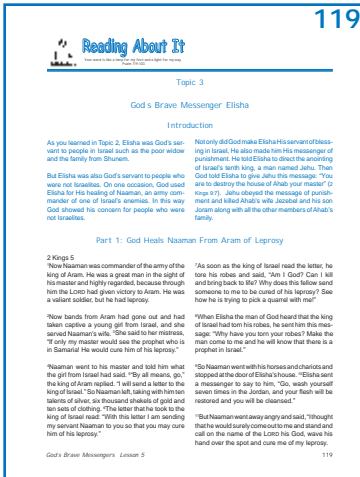
Have students locate Aram on the map on page 109 in their workbooks or use the overhead transparency made from BLM Pattern 4a, *The Divided Kingdom*. Explain that Aram was an enemy nation of Israel.

Have students read *Part 1*.

##### 2 Kings 5

*<sup>1</sup>Now Naaman was commander of the army of the king of Aram. He was a great man in the sight of his master and highly regarded, because through him the LORD had given victory to Aram. He was a valiant*

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Many scholars believe that the leprosy described in the Bible was not identical to the contemporary form of leprosy known as Hansen's disease. The biblical use of the word includes a wide variety of skin diseases, some characterized by whiteness of skin as in the case of Naaman, Gehazi, and others.

soldier, but he had leprosy.

**<sup>2</sup>Now bands from Aram had gone out and had taken captive a young girl from Israel, and she served Naaman's wife. <sup>3</sup>She said to her mistress, "If only my master would see the prophet who is in Samaria! He would cure him of his leprosy."**

**<sup>4</sup>Naaman went to his master and told him what the girl from Israel had said. <sup>5</sup>"By all means, go," the king of Aram replied. "I will send a letter to the king of Israel." So Naaman left, taking with him ten talents of silver, six thousand shekels of gold and ten sets of clothing. <sup>6</sup>The letter that he took to the king of Israel read: "With this letter I am sending my servant Naaman to you so that you may cure him of his leprosy."**

**<sup>7</sup>As soon as the king of Israel read the letter, he tore his robes and said, "Am I God? Can I kill and bring back to life? Why does this fellow send someone to me to be cured of his leprosy? See how he is trying to pick a quarrel with me!"**

**<sup>8</sup>When Elisha the man of God heard that the king of Israel had torn his robes, he sent him this message: "Why have you torn your robes? Make the man come to me and he will know that there is a prophet in Israel."**

**<sup>9</sup>So Naaman went with his horses and chariots and stopped at the door of Elisha's house. <sup>10</sup>Elisha sent a messenger to say to him, "Go, wash yourself seven times in the Jordan, and your flesh will be restored and you will be cleansed."**

**<sup>11</sup>But Naaman went away angry and said, "I thought that he would surely come out to me and stand and call on the name of the LORD his God, wave his hand over the spot and cure me of my leprosy. <sup>12</sup>"Are not Abana and Pharpar, the rivers of Damascus, better than any of the waters of Israel? Couldn't I wash in them and be cleansed?" So he turned and went off in a rage.**

**<sup>13</sup>Naaman's servants went to him and said, "My father, if the prophet had told you to do some great thing, would you not have done it? How much more, then, when he tells you, 'Wash and be cleansed?'" <sup>14</sup>So he went down and dipped himself in the Jordan seven times, as the man of God had told him, and his flesh was restored and became clean like that of a young boy.**

**<sup>15</sup>Then Naaman and all his attendants went back to the man of God. He stood before him and said, "Now I know that there is no God in all the world except in Israel. Please accept now a gift from your servant."**

**<sup>16</sup>The prophet answered, "As surely as the LORD lives, whom I serve, I will not accept a thing." And even though Naaman urged him, he refused.**

**<sup>17</sup>"If you will not," said Naaman, "please let me, your servant, be given as much earth as a pair of mules can carry, for your servant will never again make burnt offerings and sacrifices to any other god but the LORD. <sup>18</sup>But may the LORD forgive your servant for this one thing: When my master enters the temple of Rimmon to bow down and he is**

## Teacher's Notes

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Couldn't I wash in them and be cleansed?" So he turned and went off in a rage. "Naaman's servants went to him and said, "My father, if the prophet had told you to do some great thing, would you not have done it? How much more, then, when he tells you, "Wash and be cleansed?"

"So he went down and dipped himself in the Jordan seven times, as the man of God had told him, and his flesh was restored and became clean like that of a young boy.

"Then Naaman and all his attendants went back to the man of God. He stood before him and said, "Now I know that there is no God in all the world except in Israel. Please accept now a gift from your servant."

"The prophet answered, "As surely as the LORD lives, whom I serve, I will not accept a thing." And even though Naaman urged him, he refused.



"Where have you been, Gehazi?" Elisha asked.

"Your servant didn't go anywhere," Gehazi answered.

"But Elisha said to him, "Was not my gift with you when the man got down from his chariot to meet you? Is this the time to take money, or to accept clothes, olive groves, vineyards, fields, herds, or possessions and mistletoes?" Naaman's leprosy will cling to you and to your descendants for ever." Then Gehazi went from Elisha's presence and he was leprous, as well as his sons.

**Memory Verse**

Then Naaman and all his attendants went back to the man of God. He stood before him and said, "Now I know that there is no God in all the world except in Israel." 2 Kings 5:15

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*leaning on my arm and I bow there also—when I bow down in the temple of Rimmon, may the LORD forgive your servant for this.”*

*<sup>19</sup>“Go in peace,” Elisha said.*

*After Naaman had travelled some distance, <sup>20</sup>Gehazi, the servant of Elisha the man of God, said to himself, “My master was too easy on Naaman, this Aramean, by not accepting from him what he brought. As surely as the LORD lives, I will run after him and get something from him.”*

*<sup>21</sup>So Gehazi hurried after Naaman. When Naaman saw him running towards him, he got down from the chariot to meet him. “Is everything all right?” he asked.*

*<sup>22</sup>“Everything is all right,” Gehazi answered. “My master sent me to say, ‘Two young men from the company of the prophets have just come to me from the hill country of Ephraim. Please give them a talent of silver and two sets of clothing.’”*

*<sup>23</sup>“By all means, take two talents,” said Naaman. He urged Gehazi to accept them, and then tied up the two talents of silver in two bags, with two sets of clothing. He gave them to two of his servants, and they carried them ahead of Gehazi. <sup>24</sup>When Gehazi came to the hill, he took the things from the servants and put them away in the house. He sent the men away and they left. <sup>25</sup>Then he went in and stood before his master Elisha.*

*“Where have you been, Gehazi?” Elisha asked.*

*“Your servant didn’t go anywhere,” Gehazi answered.*

*<sup>26</sup>But Elisha said to him, “Was not my spirit with you when the man got down from his chariot to meet you? Is this the time to take money, or to accept clothes, olive groves, vineyards, flocks, herds, or menservants and maidservants? <sup>27</sup>Naaman’s leprosy will cling to you and to your descendants for ever.” Then Gehazi went from Elisha’s presence and he was leprous, as white as snow.*

For Discussion:

*Who was Naaman?*

*What kind of man was Naaman?*

*Why was Naaman a successful commander in Aram’s army?*

*Why do you think God would have given Israel’s enemy, Aram, victory over Israel?*

*Who was the servant of Naaman’s wife?*

*How do you think she became a servant to Naaman’s wife?*

*Do you think it was an accident that she became a servant in Naaman’s house? Why? Why not?*

*How did God use the slave girl from Israel to eventually bring Naaman to God?*

*What did Elisha tell Naaman to do in order to be healed?*

*How did Naaman respond to Elisha’s command? Why?*

*How did God use Naaman’s servants to lead Naaman to do what Elisha said?*

*What did Naaman know after he was healed?*

*What did Naaman promise Elisha after He made God his God?*

*What was Naaman concerned about having to do when he returned home?*

*Why do you think Naaman wanted to carry soil from Israel back to Aram?*

*What did Naaman want to give Elisha? What did Elisha do?*

*What sins did Gehazi commit?*

*How did God punish Gehazi for his sins?*

- Introduce the memory verse for Lesson 5.

**Focus: God draws to Himself and redeems people from all nations.**

**DISPLAY BLM Lesson 5 Memory Verse, 2 Kings 5:15.**

Have students find the verse on page 120 in their workbooks.

Have them read and recite it.

Correlate it with the **Bible Poster**.

**2 Kings 5**

***15**Then Naaman and all his attendants went back to the man of God. He stood before him and said, "Now I know that there is no God in all the world except in Israel."*

For Discussion:

*What did Naaman have to believe before he washed himself in the Jordan River?*

*Did Naaman's faith lead to his healing?*

*Whom did Naaman's faith and healing lead him to know?*

*Is the God of Israel the God of everyone who has faith in Him and obeys His commands?*

*What does God ask you to believe and do so that you can be restored in fellowship with Him?*

## DAY 4 (Syllabus Day 20)

Teacher Manual: pp. 127-133 Student Workbook: pp. 125-130

### Part 2: God Chooses an Army Officer as Israel's King

(Student Workbook, page 125)

Have students turn to Part 2 on page 125.

Have them read the title of Part 2. Discuss briefly as needed.

Review the succession of kings from Ahab (7), to Ahaziah (8), to Joram (9).

Have students read Part 2.

### *Jehu--Israel's Tenth King*

**2 Kings 9**

***1**The prophet Elisha summoned a man from the company of the prophets and said to him, "Tuck your cloak into your belt, take this flask of oil with you and go to Ramoth Gilead. **2**When you get there, look for Jehu son of Jehoshaphat, the son of Nimshi. Go to him, get him away from his companions and take him into an inner room. **3**Then take the flask and pour the oil on his head and declare, 'This is what the LORD says: I anoint you king over Israel.' Then open the door and run; don't delay!"*

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Part 2: Jehu Becomes Israel's Tenth King

2 Kings 9

"The prophet Elisha summoned a man from the company of the prophets and said to him, 'Tuck your cloak into your belt, take this flask of oil with you and go to Ramoth Gilead. When you get there, look for Jehu son of Jehoshaphat, the son of Nimshi. Go to him, get him away from his companions and take him into an inner room. Then take the flask and pour the oil on his head and declare, 'This is what the LORD says: I anoint you king over Israel.' Then open the door and run; don't delay!'"

"So the young man, the prophet, went to Ramoth Gilead. When he arrived, he found the army officers sitting together. 'I have a message for you, commanders,' he said.

"For which of us?" asked Jehu.

"For you, commander," he replied.

"Jehu got up and went into the house. Then the prophet poured the oil on Jehu's head and declared, 'This is what the LORD, the God of Israel, says: I anoint you king over the house of Ahab your father. You are to destroy the house of Ahab your

father, and I will avenge the blood of my servants the prophets and the blood of all the LORD's servants shed by Ahab.' The whole house of Ahab will perish. I will cut off from Ahab every last male in Israel—slave or free. I will make the house of Ahab like the house of Jeroboam son of Nebat and like the house of Baasha son of Anah. 'As for Ahab's dogs, they will devour his flesh on the pile of ground at Jezreel, and no one will bury him.' Then he opened the door and ran.

"When Jehu went out to his fellow officers, one of them asked him, 'So everything all right? Why did the messenger come to you?'"

"You saw the man and the sort of things he says," Jehu replied.

"That's not true!" they said. "Tell us."

Jehu said, "Here is what he told me: 'This is what the LORD says: I anoint you king over Israel.'"

"They hurried and took their cloaks and spread them under him on the bare steps. Then they blew the trumpet and shouted, 'Jehu is king!'"

Part 3: King Jehu Destroys King Ahab's Family

2 Kings 9

"So Jehu son of Jehoshaphat, the son of Nimshi, conspired against Ahab.

"Then he got into his chariot and rode to Jezreel, because Joram was resting there and Ahaziah king of Judah had gone down to see him.

"When the lookout standing in the tower's turret saw Jehu's troops approaching, he called out, 'I see some troops coming!'"

"So Ahab's horses, Joram's chariot, and Jehu's men met them and said, 'Do you come in peace?'"

"The horseman rode off to meet Jehu and said, 'This is what the king says: Do you come in peace?'"

"What do you have to do with peace?" Jehu replied.

"I have no peace!"

"The lookout reported, 'The messenger has reached them, but he isn't coming back.'"

"So the king sent out a second horseman. When he came to them he said, 'This is what the king says: Do you come in peace?'"

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<sup>4</sup>So the young man, the prophet, went to Ramoth Gilead. <sup>5</sup>When he arrived, he found the army officers sitting together. "I have a message for you, commander," he said.

"For which of us?" asked Jehu.

"For you, commander," he replied.

<sup>6</sup>Jehu got up and went into the house. Then the prophet poured the oil on Jehu's head and declared, "This is what the LORD, the God of Israel, says: 'I anoint you king over the LORD's people Israel. <sup>7</sup>You are to destroy the house of Ahab your master, and I will avenge the blood of my servants the prophets and the blood of all the LORD's servants shed by Jezebel. <sup>8</sup>The whole house of Ahab will perish. I will cut off from Ahab every last male in Israel—slave or free. <sup>9</sup>I will make the house of Ahab like the house of Jeroboam son of Nebat and like the house of Baasha son of Ahijah. <sup>10</sup>As for Jezebel, dogs will devour her on the plot of ground at Jezreel, and no one will bury her.'" Then he opened the door and ran.

<sup>11</sup>When Jehu went out to his fellow officers, one of them asked him, "Is everything all right? Why did this madman come to you?"

"You know the man and the sort of things he says," Jehu replied.

<sup>12</sup>"That's not true!" they said. "Tell us."

Jehu said, "Here is what he told me: 'This is what the LORD says: I anoint you king over Israel.'"

<sup>13</sup>They hurried and took their cloaks and spread them under him on the bare steps. Then they blew the trumpet and shouted, "Jehu is king!"

For Discussion:

*Whom did Elisha send to Ramoth-Gilead to anoint the new king?*

*Whom did Elisha tell the prophet to anoint as Israel's new king?*

*Why do you think Elisha identified Jehu as son of Jehoshaphat, son of Nimshi?*

*Who was Jehu? Was he related to Ahab's family like Ahaziah and Joram were?*

*What message did the prophet give Jehu?*

*Why do you think God gave Jehu the task of destroying Ahab's family?*

*When Jehu's fellow officers heard the news about him, what did they do?*

*Who makes the nations of the world? Who raises up the leaders of nations? Who removes the leaders of nations?*

*Why does God remove the leaders of nations?*

Jehu was a common name, People were identified as "son of" in place of last names. Or they were identified as members of a tribe. Elisha was careful that the Jehu God had chosen was the Jehu the prophet would anoint.



said to Bidkar, his chariot officer, "Pick him up and throw him on the field that belonged to Naboth the Jezreelite. Remember how you and I were riding together in chariots behind Ahab his father when the LORD made this prophecy about him: <sup>26</sup>'Yesterday I saw the blood of Naboth and the blood of his sons, declares the LORD, and I will surely make you pay for it on this plot of ground, declares the LORD.' **Now then, pick him up and throw him on that plot, in accordance with the word of the LORD.**"

<sup>27</sup>When Ahaziah king of Judah saw what had happened, he fled up the road to Beth Haggan. Jehu chased him, shouting, "Kill him too!" They wounded him in his chariot on the way up to Gur near Ibleam, but he escaped to Megiddo and died there. <sup>28</sup>His servants took him by chariot to Jerusalem and buried him with his fathers in his tomb in the City of David.

<sup>30</sup>Then Jehu went to Jezreel. When Jezebel heard about it, she painted her eyes, arranged her hair and looked out of a window. <sup>31</sup>As Jehu entered the gate, she asked, "Have you come in peace, Zimri, you murderer of your master?"

<sup>32</sup>He looked up at the window and called out, "Who is on my side? Who?" Two or three eunuchs looked down at him. <sup>33</sup>"Throw her down!" Jehu said. So they threw her down, and some of her blood spattered the wall and the horses as they trampled her underfoot.

<sup>34</sup>Jehu went in and ate and drank. "Take care of that cursed woman," he said, "and bury her, for she was a king's daughter." <sup>35</sup>But when they went out to bury her, they found nothing except her skull, her feet and her hands. <sup>36</sup>They went back and told Jehu, who said, "This is the word of the LORD that he spoke through his servant Elijah the Tishbite: **On the plot of ground at Jezreel dogs will devour Jezebel's flesh. <sup>37</sup>Jezebel's body will be like refuse on the ground in the plot at Jezreel, so that no one will be able to say, 'This is Jezebel.'**"

For Discussion:

*In what town was King Joram resting?*

*What king from the southern kingdom of Judah was visiting Joram?*

*When Joram learned that some troops were approaching, whom did he send out to meet them?*

*What did Jehu tell the first messenger to do?*

*Why do you think the messenger stayed with Jehu?*

*What happened to the second messenger Joram sent out?*

*When Joram rode out to meet Jehu, where did they meet?*

*What reason did Jehu give King Joram for not coming in peace?*

*How did King Joram die? Where did he die?*

*What message had Elijah given Ahab after he and Jezebel stole Naboth's vineyard?*

*Who else did Jehu kill? Was this part of God's command?*

*After killing King Joram and wounding King Ahaziah, where did Jehu go?*

*How did Jezebel die?*

*What message had Elijah given Ahab about Jezebel's death after she and Ahab stole Naboth's vineyard?*

*Is God a God of justice or injustice?*

*Why did God punish Ahab's family?*

*What do all people, who are sinners, deserve from a just God?  
If God is a God of justice, why are people who believe in Jesus as  
God's Son and their Savior not punished for their sins?*

## Teacher's Notes

## WORLDVIEW LINKS

- [Link Topic 3 with Biblical Truths 1, 2, 5, and 8.](#)

**Focus:** In healing Naaman, God not only demonstrated His omnipotence (BT 2) but also that He created people from all nations to live in fellowship with Him for His glory (BT 5). Naaman was not only physically healed through his faith and obedience, he was also spiritually healed. Like other Old Testament believers, he was brought into a saving relationship with God through the atoning work of Christ, which saves those who have lived on either side of the cross (BT 8).

In choosing Jehu as Israel's tenth king, God again demonstrated His sovereign omnipotence (BT 2). In calling Jehu to serve as His instrument of justice, God clearly revealed to Israel that He is the only true God worthy of their worship (BT 2). The fulfillment of Elijah's prophetic message to Ahab about the exact nature of his and Jezebel's death confirmed that God's word is absolutely true (BT 1).

**DISPLAY** the **Worldview Model**.

Link the following Biblical Truths (or others you select) to the stories of Naaman and King Jehu using the designated **Symbol Cards** and the corresponding questions below.

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

**DISPLAY** **Symbol Card 2**.

For Discussion:

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

*In the story of Naaman, Who gave the nation of Aram victory over Israel?*

*Who allowed a young Israelite girl to become a slave in Naaman's house?*

*How did God demonstrate His power to Naaman?*

*How did God demonstrate His power over Jehu's life and the nation of Israel?*

*Why did God command Jehu to carry out justice in Israel by destroying Ahab's family? (God is holy, righteous, and just)*

**DISPLAY** **Symbol Card 5**.

For Discussion:

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

*How does the story of Naaman show us that God created all people to praise His glory?*

*After he was healed, what did Naaman do that tells us he understood Who God is and why God created him?*

**DISPLAY** **Symbol Card 8**.

Develop this Biblical Truth carefully for students. It is important for them to understand that the faith of the Old Testament believers in God saved them

In each Bible lesson, several of the *Twenty Biblical Truths* students learned in the worldview lessons are linked to the Bible stories presented. Select from these suggestions or choose other *Biblical Truths* you believe are relevant to the Bible story.

God's justice was carried out through the death of Christ, who died in our place.

## Teacher's Notes

just as it saves us today. Christ's death on the cross "reached back" to those, like Abraham, whose faith was reckoned to them as righteousness (*Hebrews 11*) although they did not know of Jesus personally. Believers of all generations are made right with God through the atoning work of Christ.

For Discussion:

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

*Did Jesus live on earth and die on the cross during the time Naaman was alive?*

*Had Naaman ever heard of Jesus or accepted Jesus as His Savior? In whom did Naaman believe?*

*Did Jesus die for Naaman and other people who lived before He died on the cross for the sins of the world?*

*What does the story of Naaman tell you about God's plan for His image-bearers from all nations?*

### DISPLAY Symbol Card 1.

For Discussion:

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

*What message did Elijah give Ahab and Jezebel about their deaths?*

*How did they die?*

*Why did Ahab, Joram, and Jezebel die the way Elijah said they would?*

*What can we believe about everything God tells us?*

## PRAYER

Have students thank God for His mercy, grace, and provision for all people who puts their faith in Him. Have them praise God for His omnipotence, holiness, and justice and for His love for people of all nations.

## SUMMARY

- Review the stories from Lesson 5.

To review and/or summarize the topics developed in Lesson 5, choose activities from the list below or create your own.

*1. List on the board or prepare flashcards of the names, words, and phrases related to the key themes and stories of the lesson. Ask discussion questions related to each flashcard or item listed on the board to help students retell the story details in chronological order.*

*2. 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.*

*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. Use the Words and Definitions, Important People and Places, and the Lesson Memory Verse in the Introducing . . . pages of the Student Workbook to summarize and review important lesson facts and concepts.

8. Encourage students to express what God is speaking to them indirectly through story characters or events.

## CHARACTER RESPONSE

Select and develop character trait applications around the key themes and stories in Lesson 5. Choose from among the twenty character traits studied in the worldview section, *Servanthood*, or choose others you feel are appropriate to the way you developed the lesson.

Suggested traits (righteous and unrighteous) for Lesson 5:

CHARACTER TRAIT	PEOPLE IN THE STORY
<i>Disobedience</i>	Naaman
<i>Obedience</i>	Naaman
<i>Reverence</i>	Naaman
<i>Trust</i>	Naaman, the poor widow
<i>Gratitude</i>	Naaman
<i>Initiative</i>	the poor widow, the Shunammite woman
<i>Compassion</i>	Elisha
<i>Kindness</i>	the Shunammite woman
<i>Dishonesty</i>	Gehazi



# LESSON 7

## KINGS, A QUEEN, AND A CHILD

The First Seven Kings and the Only Queen of the Southern Kingdom of Judah

### PREPARING TO TEACH

#### INTRODUCTION

Lesson 7 begins the study of the kings and prophets of the southern kingdom of Judah by exploring the reign of her first seven kings and only queen. It reviews the division of the nation of Israel and God's choice of Rehoboam as king of the southern kingdom of Judah and Jeroboam as king of the northern kingdom of Israel. It looks at the character of each ruler and the relationship his or her character played in God's blessings or curses on the nation. The lesson concludes with God's messages from the prophet Joel, considered by many Bible scholars to have spoken to Judah sometime during the reign of King Joash, Judah's seventh king.

#### BIBLE STORY REFERENCE

2 Chronicles 11–24; Joel

#### MEMORY VERSE

Lesson 7

*For the eyes of the LORD range throughout the earth to strengthen those whose hearts are fully committed to him. 2 Chronicles 16:9*

#### BACKGROUND

When Jeroboam led the ten northern tribes to form the northern kingdom of Israel, Solomon's son Rehoboam of Judah mustered an army to force the defecting tribes back under his control. God, however, warned Rehoboam and Judah not to fight against their brothers. Therefore, whether reluctantly or willingly, Rehoboam obeyed and settled in Jerusalem and began to build a strong defense system against Israel and other surrounding enemies. During the first three years of his reign, the people followed the Lord faithfully. But after Rehoboam became strong, "*he and all Israel abandoned the law of the Lord*" (2 Chronicles 12:1). For their rebellion, God summoned Shishak, king of Egypt, to invade Judah. Only after Rehoboam humbled himself did God spare Jerusalem and the people of Judah. They did, however, have to pay tribute to Shishak and submit to him. Apparently Rehoboam's repentance was not complete "*because he had not set his heart to seek the Lord*" (2 Chronicles 12:14).

Abijah succeeded his father Rehoboam as Judah's second king. One of his first projects was to try to reunite the divided kingdom. No doubt somewhat hypocritically, he challenged Israel with the claim that Judah had not abandoned God, but Israel had indeed abandoned God to worship the golden calves Jeroboam had erected for them at Dan and Bethel. Jeroboam was not willing to reunite with Judah or give

#### Teacher's Notes

**Suggested Timetable for Lesson 7: 4 days**  
See *Syllabus*, p. xvii–xviii

Teacher Manual and Student Workbook pages to cover each day are noted within each lesson.

#### Suggestions for Teaching

1. Get the big picture of the lesson by surveying its major topics.
2. Refer to the *Syllabus* for a suggested timetable for each topic within the lesson.
3. Highlight the bulleted and underlined key concepts to be developed in each topic.
4. Select visual aids, demonstrations, discussion questions, and any workbook pages you wish to use to develop each topic and its concepts. Feel free to use some or all of the ones suggested in the Teacher Manual and/or develop others of your own.

**Remember:** A teacher manual is only a guide to help you teach creatively in response to your particular setting and the needs of your students.

#### Background Information

Condensed background information is included in the Teacher Manual at the beginning of each lesson and in an *Introduction* for each *Topic*.

A good source to help you and your students pronounce difficult biblical names is <http://www.briannelsonconsulting.com/bible/pronunciation-words-written.html>.

## Teacher's Notes

up his idol worship. He therefore attacked, prompting Abijah to appeal to God for deliverance. God answered his prayers, and Israel was soundly defeated. Even after their victory, Judah did not turn completely to God. After a short three-year reign, Abijah died, and his son Asa succeeded him as Judah's third king.

King Asa's reign began on a positive note. He eradicated the high places, the sacred stones, and the Asherah poles. He commanded Judah to seek God. He continued to build up Judah's defenses, and God blessed him with peace for several years. Later in his reign, however, Asa apparently allowed some of the high places to be reestablished. He also sought an alliance with the king of Aram (modern Syria) when the northern kingdom of Israel again became a threat to Judah. Because Asa began to rely on human power rather than on God as he had in the early years of his reign, God unleashed continual warfare from Judah's enemies. In the last years of his life, Asa was afflicted with a serious disease. As a further sign of his waning relationship with God, he sought help from human power, his own physicians, rather than seek healing from God. He ruled for forty-one years and was succeeded by his son Jehoshaphat.

King Jehoshaphat, Judah's fourth king, reigned twenty-five years and is considered one of the nation's good kings. He appointed teachers and judges throughout Judah to lead the people to God and to insure justice throughout the land. He became such a powerful king that surrounding nations brought tribute and remained at peace with him for many years. Even when Moab and Ammon declared war on Judah, Jehoshaphat sought God's protection, and God supernaturally turned the enemy against themselves even before Judah's armies encountered them.

As incredible as it may seem, Jehoram, Jehoshaphat's son and Judah's fifth king, turned away from God. Because of Jehoram's rebellion against God, God unleashed Judah's enemies against her once again. In one war, the Philistines and Arabs invaded. They sacked the royal palace and carried off all of Jehoram's wives and all his sons except Ahaziah, his youngest. Later God afflicted Jehoram with an incurable bowel disease from which he died after a short eight-year reign.

Ahaziah, Jehoram's only surviving son, became Judah's sixth king. He was evil like his father. He ruled only one year before Jehu killed him. (Jehu was the commander of Ahab's army whom God chose as Israel's tenth king.) In killing Ahaziah, Jehu went far beyond God's command to destroy the house of Ahab. Jehu's vicious actions, however, opened the door for a tragic and bloody coup by Ahaziah's mother, Athaliah.

Athaliah was the daughter of King Ahab and Queen Jezebel, and therefore not from the Davidic line. When she learned that Ahaziah had been murdered, she murdered all the royal family of David from the house of Judah and established herself as queen. But God, Who is faithful to His word and covenants, protected one Davidic heir from Athaliah's sword through the efforts of the priest Jehoiada and his wife Jehosheba. (Jehosheba was also Ahaziah's sister.) Together, the priest and his wife hid Ahaziah's infant son, Joash (one of Athaliah's grandsons) in the temple for seven years while Athaliah ruled Judah. After seven years, Jehoiada safeguarded the temple and palace with guards and presented Joash as the rightful Davidic heir. When Athaliah heard the temple celebrations, she rushed to the scene crying, "*Treason! Treason!*" (2 Chronicles 23:13). Shortly afterwards, she was killed outside the temple at Jehoiada's command.

Young King Joash, Judah's seventh king, had been tutored and guided in his early years by Jehoiada, who even chose his two wives for him. As an adult, Joash instituted the repair of the temple and seemingly led Judah in the ways of the Lord. However, upon Jehoiada's death, Joash heeded the advice of some of his officials

and abandoned the Lord. When Jehoiada's son Zechariah prophesied God's judgment for Joash's unfaithfulness, the king had him stoned to death. Joash's murder of the prophet son of his own faithful mentor who had saved his life as a child brought God's harshest judgment. The army of Aram invaded Judah, inflicted heavy losses on Jerusalem and its leadership, and wounded Joash in the battle. While in bed recovering from his wounds, some of his own officials killed him for his treacherous act against Zechariah. His reign of 40 years was a mixture of good and evil.

Although the issue is debated, many Bible scholars believe the prophet Joel spoke to Judah during the time of Joash's reign. Joel did address the nation of Judah, calling her people to repent before the fearful judgment that would come on "*the day of the Lord*." Joel also prophesied the day of restoration for God's people that many see as the eternal kingdom of the new heavens and earth. Perhaps Joel is best remembered for his prophecy about the day God would pour out His Holy Spirit on all people, a prophecy fulfilled on the day of Pentecost when the church was born.

## OBJECTIVES

- Students will explore briefly the reign of Judah's first two kings, Rehoboam and his son Abijah.
- Students will study the reign of Asa and Jehoshaphat, generally perceived as two of Judah's good kings.
- Students will study the reign of Judah's only queen, Athaliah from Israel, and explain her attempt to bring an end to the Davidic line of kings in Judah.
- Students will study God's faithfulness to the Davidic line of kings through the protection of Athaliah's grandson Joash, Judah's first child king.
- Students will correlate the faithfulness of Judah's kings with God's blessings on the southern kingdom and their unfaithfulness with His curses.
- Students will explore highlights of the prophet Joel's messages to Judah, calling the nation to repentance in light of God's impending judgment for her apostasy.
- Students will link selected Biblical Truths to the major topics of the lesson.
- For personal application, students will evaluate character traits exhibited in the actions and attitudes of people in the Bible stories.

## MATERIALS

### Worldview Model

### Bible Poster

### Time Line

### Symbol Cards

### Teacher Made or Procured

*Blackline Masters (Photocopy only. Do not cut or use originals in class.)*

## Teacher's Notes

Refer to the *Time Line* as you teach each lesson. Selected pictures from the Student Workbook are displayed chronologically. Time Lines can help students understand the order of Bible story events in relation to other stories and events. They are also useful for reviewing story events and helping students grasp the major events in God's plan for redemption.

## Teacher's Notes

Note: If possible, make two sets of the name cards for the Kings of Israel display (BLM Pattern 4c 1-11) and the Kings of Judah display (BLM Pattern 4d 1-10). Use one set for the wall display and the second set for students to manipulate in various sequencing activities.

Lesson 7 Memory Verse    2 Chronicles 16:9

Word/Phrase 7a    *Joel, A Prophet of God*

Definition 6a    *Dynasty: Members of a family who rule a nation for several generations*

Pattern 4a    *Map of the Divided Kingdom (Use to make an overhead transparency.)*

Pattern 4d (1-10)    *Kings of Judah (Photocopy on light yellow paper or card stock and cut out. These are used in several lessons as a board or wall display.)*

*Bible maps showing details related to the lesson (optional)*

*Props for students to use in dramatizations of the stories (optional)*

## DEVELOPING THE COMPREHENSION

### Student Workbook Activities

*Introducing . . . Lesson 7: pp. 157-159*

*Topic 1: Rehoboam and Abijah--Judah's First Two Kings, pp. 161-166*

*Reading About It: pp. 161-163*

*Scripture Search, pp. 165-166*

*Topic 2: Asa and Jehoshaphat--Two Good Kings in Judah, pp. 167-176*

*The Main Points: pp. 173-174*

*Topic 3: Two Kings, A Queen, and a Child, pp. 177-182*

*The Main Points: p. 181*

*Scripture Search: p. 182*

*Topic 4: God's Brave Messenger Joel, pp. 183-186*

### Group Activities

*Review of the Kings of Judah:* Distribute the Kings of Judah name cards (from BLM 4d 1-4). Have students arrange them in order in a linear display with each student holding a card (or arrange on the board). Have students summarize the characteristics and actions of each king.

*A Child King:* Have students imagine how a young child could effectively rule Judah. Have them suggest the roles Jehoiada the priest, his wife Jehosheba, and others may have played in helping Joash grow as king. Compare Joash's growth with the role others play in our own growth and development.

## MAKING THE APPLICATION

### Student Workbook Activities

*Topic 2: Asa and Jehoshaphat--Two Good Kings in Judah, pp. 167-176*

*Hiding God's Word: pp. 175-176*

*Topic 4: God's Brave Messenger Joel, pp. 183-186*

*Writing About It: p. 185*

*Say It With Symbols: p. 186*

### Group Activities

*Obedient and Disobedient:* Have students contrast the periods of obedience and disobedience in the reign of Rehoboam, Asa, and Joash. Discuss possible reasons for the change in faithfulness in these kings (pride, greed,

fear, etc.). Have them correlate God's blessings with the kings' obedience and faithfulness and God's punishments with the kings' disobedience and unfaithfulness.

**Faithfulness:** Using the story of Jehoshaphat, have students identify the many ways he was devoted to God and trusted in Him. Have them identify the blessings he received for his faithfulness. Encourage students to make personal applications from the story of King Jehoshaphat.

## TEACHING THE LESSON

### DAY 1 (Syllabus Day 25)

Teacher Manual: pp. 167-174 Student Workbook: pp. 157-166

## INTRODUCTION

- Introduce Lesson 7.

**Focus:** Lesson 7 introduces the study of the kings of the southern kingdom of Judah from Rehoboam (first king) through Joash (seventh king). It explores the seven-year reign of Athaliah, Judah's only queen. The lesson concludes by looking at the role of the prophet Joel and his messages to Judah very likely during the reign of King Joash.

Have students turn to *Introducing . . .* on page 157 of their Student Workbooks.

Ascertain through discussion students' understanding of the title and subtitle. Have students read *The Main Ideas* and *What You Will Do*. Discuss briefly. You may wish to introduce the *Lesson Memory Verse* and the *Important People and Places* at this time or use them as a review following the lesson.

## SETTING THE STAGE

- Review the division of the nation of Israel into a northern and a southern kingdom.

**Focus:** Because of Solomon's unfaithful rule over a united Israel, God divided the nation into the northern kingdom of Israel under Jeroboam and the southern kingdom of Judah under Solomon's son Rehoboam. Only the tribes of Judah and Benjamin remained in the southern kingdom.

Have students turn to *Getting Started* on pages 158-159.

If not already in place, use **BLM Pattern 4c** and **4d** (4c-2 and 4d-1) to create a wall or bulletin board display showing the division of Israel, the first king of Israel, Jeroboam, and the first king of Judah, Rehoboam.

Have students study the maps of the Divided Kingdoms of Judah and Israel and the chart of the Tribes of Israel in their workbooks (page 158) as you review briefly the division of the kingdom.

## Teacher's Notes

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**INTRODUCING . . . Lesson 7**

**Kings, a Queen, and a Child King**

The First Seven Kings and the Only Queen of the Southern Kingdom of Judah

**The Main Ideas**

You learned in Lesson 4 that at the same time King Jeroboam began ruling the northern kingdom of Israel, Solomon's son Rehoboam began ruling the southern kingdom of Judah. Rehoboam and eighteen other kings and one queen ruled over Judah for a total of 333 years. All the kings of Judah were from the family of dynasty of King David, but the one queen who ruled Judah was not from David's family. You may remember that God had promised David many years before that someone from his family would always rule on the throne of Judah.

The kingdom of Judah lasted longer than the kingdom of Israel because some of the kings were good and led the people in God's ways. But most of Judah's kings were evil and led the people far from God like the kings of Israel did. Like Israel, the people of Judah also refused to listen to the laws the messenger God sent to warn them of their sin. Finally, God used the kingdom of Babylon to punish Judah just as He had used the kingdom of Assyria to punish Israel. Babylon invaded Judah, destroyed her cities, and took many people back to Babylon as slaves.

In this lesson you will study the first seven kings who ruled Judah, including one who was only seven years old when he became king. You will also explore the reign of Judah's only queen. Finally, you will study some of the warnings God gave in the kingdom of Judah through His brave messenger, the prophet Joel.

**What You Will Do**

1. You will explore the reign of Judah's first and second kings, Rehoboam and his son Abiath.
2. You will study the reign two good kings of Judah, Asa and Jehoshaphat.
3. You will explore the reign of wicked queen Athaliah and learn how she became queen.
4. You will study the reign of Judah's first child king, Joash, who became king when he was only seven years old.
5. You will identify how God blessed Judah's kings and people when they obeyed God, and ways He punished them when they disobeyed.

**Memory Verses**

For the mess of the LORD range throughout the earth to strengthen those whose hearts are fully committed to him. (2 Chronicles 1:6)

**Important People**

Rehoboam, Jehoshaphat, Athaliah, Jehoash, Joash, Joel

**Important Places**

The kingdom of Judah, Jerusalem

157

*God's Brave Messengers Lesson 7*

158

**Getting Started**

**The United Kingdom of Israel**

King Saul  
King David  
King Solomon

**The Northern Kingdom of Israel**

1st King: Jeroboam  
22 Years  
Evil

**The Southern Kingdom of Judah**

1st King: Rehoboam  
17 Years  
Good and Evil

Judah & Benjamin

158

*God's Brave Messengers Lesson 7*

## Teacher's Notes

Unless you decide otherwise, students do not need to memorize the names of all the kings. The purpose of the display is to help them see the big picture of the successive kings that ruled Judah. Emphasize the selected kings such as Rehoboam, Jehoshaphat, Joash, and others who played a more prominent role in Judah's history.

To minimize confusion, the overlapping reigns of the kings of Israel and the kings of Judah are not developed in Level 4. Nevertheless, it is important to emphasize that both kingdoms existed simultaneously for many years and some prophets spoke to both Israel and Judah.

For Discussion.

*After King Solomon disobeyed God, what did God do to the united kingdom of Israel?*

*Who was Jeroboam? Over what did God make him king?*

*Which tribes followed King Jeroboam?*

*After nineteen kings ruled over Israel, what finally happened to the northern kingdom? Why?*

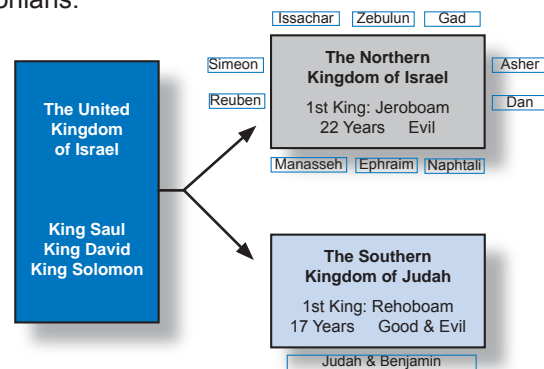
*Who was Rehoboam? Over what did God make him king?*

*Which tribes remained loyal to King Rehoboam?*

*Why did God keep a descendant of Solomon (Rehoboam) on the throne in Judah? (His promise to King David relating to the covenant with Abraham)*

*We just finished studying the kings who ruled over the northern kingdom of Israel. What do you think was happening at the same time in the southern kingdom of Judah?*

Remind students of the simultaneous existence of the two kingdoms for many years. As students will see in their study of Judah, Judah endured approximately 125 years longer than Israel before being taken into captivity by the Babylonians.



- Introduce briefly the sequence of Judah's first seven kings from Rehoboam through Joash, including her one queen.

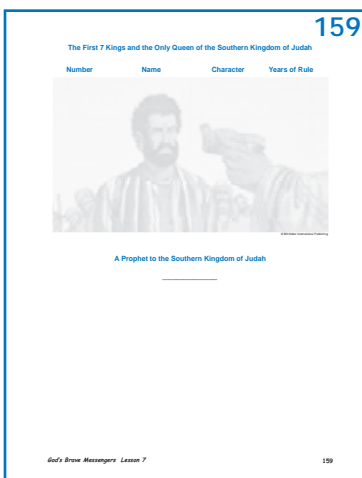
**Focus:** In keeping with God's covenant with David, all the kings of Judah were from the Davidic line until the kingdom fell to the Babylonian conquest and deportation. The illegitimate reign of Athaliah from the wicked dynasty of Ahab of Israel was a temporary interruption to the legitimate Davidic rule. When Joash became king at age seven, the Davidic line was never interrupted again. Jesus Christ, the Lion of Judah from the house of David, fulfills God's covenant and promise to David that his throne would endure forever (2 Samuel 7:11-16).

**Have students turn to page 159.**

Distribute **BLM Pattern 4d** (1-4), *Kings of Judah* (Abijah through Joash) to seven students. One at a time, have them add the names to the *Kings of Judah* display.

*Note 1:* At this time, include the name card for Queen Athaliah in the linear display. Later in the lesson, you will change the placement of her name to illustrate her illegitimacy as a ruler in Judah.

*Note 2:* See *Teacher Manual* page 93 for an illustration of how to arrange the display.



Have students complete the chart in their workbooks as the names are added to the display. Explain that Lesson 7 explores the reign of the first seven kings and only queen of Judah.

- Introduce the prophet Joel.

**Focus: Many scholars believe the prophet Joel spoke to Judah during the reign of King Joash. Although we cannot be sure of the time of Joel's writings and messages, many believe they were delivered before Judah was destroyed and taken into captivity by the Babylonians.**

**WRITE OR DISPLAY BLM Word/Phrase 7a, Joel, A Prophet of God.**

Have students write the prophet's name under the kings' names on page 159.

Explain that Lesson 7 concludes with an exploration of some of the messages God spoke to Judah through His brave messenger, the prophet Joel.

*Note: If possible, leave the Kings of Judah display in place for reference during this and following lessons.*

## BIBLE STORY

### TOPIC 1. REHOBOAM AND ABIJAH--JUDAH'S FIRST TWO KINGS

#### Background for the Teacher

Rehoboam obeyed God's command not to go to war against Jeroboam and Israel and began instead to build up defenses in the southern kingdom. He led Judah in the ways of God for three years, and Judah prospered. However, once his position as king was solidified, Rehoboam led the people away from God. Judah then encountered God's judgment through Shishak, king of Egypt, who invaded Judah from the south and advanced as far as Jerusalem. The invasion humbled King Rehoboam and the leaders of Judah, and in mercy God stayed Shishak's hand of destruction. Although God did not allow Shishak to destroy Jerusalem, Rehoboam still paid tribute to Egypt with items from the temple and royal palaces, including Solomon's gold shields. God also kept Judah subject to Egypt during Rehoboam's reign. In spite of God's mercy, Rehoboam never fully committed his heart to seeking God.

Rehoboam's son Abijah ruled only three years. During his reign, he tried to bring Israel back under Davidic control. He tried to persuade King Jeroboam of Israel that only the Davidic line was approved by God, and that Jeroboam's apostasy (the golden calves he built to keep the people from returning to Jerusalem to worship) was contrary to God's will. Jeroboam refused to heed Abijah's arguments and launched an attack on Judah. For the sake of His covenant with David, God delivered the kingdom of Judah when she cried to Him for help.

**Have students turn to *Reading About It* on page 161.**

Have them read the title of *Topic 1*. Discuss briefly as needed.


Explain that the biblical account of Judah's kings and prophets is found in the book of *2 Chronicles* and that Lesson 7 covers chapters 11 through 24.

Have students locate *2 Chronicles* in their Bibles and on the **Bible Poster**.

Have them read the *Introduction*.

## Teacher's Notes

**161**

  
Topic 1  
Rehoboam and Abijah--Judah's First Two Kings

**Introduction**

After King Solomon died, God divided his kingdom into two--the northern kingdom of Israel and the southern kingdom of Judah. Solomon's son Rehoboam became the first king of the southern kingdom of Judah. Because Solomon was King David's son, Rehoboam was King David's grandson. The legacy of King David now included three generations.

At first, Rehoboam followed God. But later he led the people away from God, so God sent the

king of Egypt to attack Judah. When Rehoboam humbled himself and repented, God did not allow the Egyptians to destroy Jerusalem completely.

After Rehoboam died, his son Abijah became king. Although Abijah did not love God with all his heart, he did not worship the golden calves King Jeroboam of Israel had made. One day when Israel attacked Judah, Abijah called out to God for help. God answered his prayer and helped Judah defeat Israel.

**Part 1: Rehoboam Rules as Judah's First King**

**2 Chronicles 11**  
"Rehoboam lived in Jerusalem and built up towers for defense in Judah.

"He strengthened their defenses and put commanders in them, with supplies of food, olive oil and wine. They put shields and spears in all the cities, and made them very strong. So Judah and Benjamin were his.

"Those took every tribe of Israel who set their hearts on seeking the LORD, the God of Israel, followed the Levites to Jerusalem to offer sacrifices to the LORD, the God of their fathers. They strengthened the kingdom of Judah and supported Rehoboam son of Solomon



for three years, walking in the ways of David and Solomon during this time.

**2 Chronicles 12**  
"After Rehoboam's position as king was established and he had become strong, he and all Israel with him abandoned the way of the LORD. Because they had been unfaithful to the LORD, Shishak king of Egypt attacked Jerusalem. In the fifth year of King Rehoboam, with nine hundred chariots and sixty thousand horsemen and the numerous troops of Libyans, Sukkites and Cushites that came with him from Egypt, he captured the fortified cities of Judah and came as far as Jerusalem.

God's Brave Messengers Lesson 7 161

Note: The text from the Student Workbook is provided below. Explain that within the Bible stories, Scripture passages are printed in black and paraphrased story material is printed in blue.

## Solomon's Son Rehoboam Rules Judah

### Introduction for Students

After King Solomon died, God divided his kingdom into two--the northern kingdom of Israel and the southern kingdom of Judah. Solomon's son Rehoboam became the first king of the southern kingdom of Judah. Because Solomon was King David's son, Rehoboam was King David's grandson. The dynasty of King David now included three generations.

At first, Rehoboam followed God. But later he led the people away from God, so God sent the king of Egypt to attack Judah. When Rehoboam and the leaders of Judah humbled themselves and repented, God did not allow the Egyptians to destroy Jerusalem completely.

After Rehoboam died, his son Abijah became king. Although Abijah did not love God with all his heart, he did not worship the golden calves King Jeroboam of Israel had made. One day when Israel attacked Judah, Abijah called out to God for help. God answered his prayer and helped Judah defeat Israel.

Review the concept of *dynasty*.

**WRITE OR DISPLAY BLM Definition 6a, *Dynasty*: Members of a family who rule a nation for several generations.**

Have them look at the *Kings of Judah* display.

Remind students of God's promise to King David. As you add names to the *Kings of Judah* display, emphasize the continuity of the dynasty (with the exception of Queen Athaliah).

### The Story

#### Part 1: Rehoboam Rules as Judah's First King

(Student Workbook, pages 161-162)

Have students turn to Part 1 on pages 161-162.

Have them read the title of Part 1. Discuss briefly as needed. Have them read Part 1.

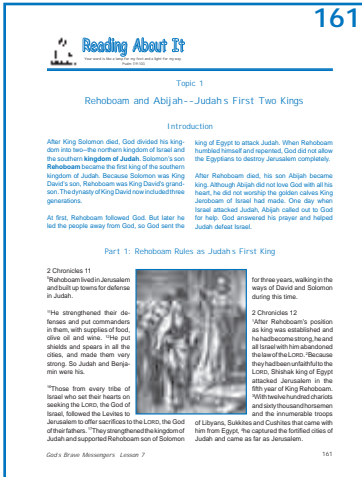
#### *Rehoboam--Judah's First King*

##### **2 Chronicles 11**

***5* Rehoboam lived in Jerusalem and built up towns for defense in Judah. *11* He strengthened their defenses and put commanders in them, with supplies of food, olive oil and wine. *12* He put shields and spears in all the cities, and made them very strong. So Judah and Benjamin were his.**

***16* Those from every tribe of Israel who set their hearts on seeking the LORD, the God of Israel, followed the Levites to Jerusalem to offer sacrifices to the LORD, the God of their fathers. *17* They strengthened the kingdom of Judah and supported Rehoboam son of Solomon for three years, walking in the ways of David and Solomon during this time.**

Scripture passages are paraphrased and punctuated as they appear in the NIV translation of the Bible rather than according to modern styles. For example, a dialog (a written conversation between two or more people) may sometimes be formatted as a single paragraph.



## 2 Chronicles 12

**<sup>1</sup>After Rehoboam's position as king was established and he had become strong, he and all Israel with him abandoned the law of the LORD. <sup>2</sup>Because they had been unfaithful to the LORD, Shishak king of Egypt attacked Jerusalem in the fifth year of King Rehoboam. <sup>3</sup>With twelve hundred chariots and sixty thousand horsemen and the innumerable troops of Libyans, Sukkites and Cushites that came with him from Egypt, <sup>4</sup>he captured the fortified cities of Judah and came as far as Jerusalem.**

**<sup>5</sup>Then the prophet Shemaiah came to Rehoboam and to the leaders of Judah who had assembled in Jerusalem for fear of Shishak, and he said to them, "This is what the LORD says: 'You have abandoned me; therefore I now abandon you to Shishak.'"**

**<sup>6</sup>The leaders of Israel and the king humbled themselves and said, "The LORD is just."**

**<sup>7</sup>When the LORD saw that they humbled themselves, this word of the LORD came to Shemaiah: "Since they have humbled themselves, I will not destroy them but will soon give them deliverance. My wrath will not be poured out on Jerusalem through Shishak. <sup>8</sup>They will, however, become subject to him, so that they may learn the difference between serving me and serving the kings of other lands."**

**<sup>9</sup>When Shishak king of Egypt attacked Jerusalem, he carried off the treasures of the temple of the LORD and the treasures of the royal palace. He took everything, including the gold shields that Solomon had made. <sup>10</sup>So King Rehoboam made bronze shields to replace them and assigned these to the commanders of the guard on duty at the entrance to the royal palace. <sup>11</sup>Whenever the king went to the LORD's temple, the guards went with him, bearing the shields, and afterwards they returned them to the guardroom.**

**<sup>12</sup>Because Rehoboam humbled himself, the LORD's anger turned from him, and he was not totally destroyed. Indeed, there was some good in Judah.**

**<sup>13</sup>King Rehoboam established himself firmly in Jerusalem and continued as king. He was forty-one years old when he became king, and he reigned for seventeen years in Jerusalem, the city the LORD had chosen out of all the tribes of Israel in which to put his Name.**

For Discussion:

**Who was the first king of the southern kingdom of Judah?**

**What good things did Rehoboam do during the first three years he was king?**

**What did Rehoboam do after his position as king was strong?**

**How did God punish Rehoboam and Judah for turning away from Him?**

**How did Rehoboam and Judah respond to God's punishment?**

**How did God respond to Rehoboam's humility and repentance?**

**What lesson can we learn from Rehoboam's reign as king of Judah?**

## Teacher's Notes

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<sup>1</sup>Then the prophet Shemaiah came to Rehoboam and to the leaders of Judah who had assembled in Jerusalem for fear of Shishak, and he said to them, "This is what the LORD says: 'You have abandoned me; therefore I now abandon you to Shishak.'"

<sup>2</sup>The leaders of Israel and the king humbled themselves and said, "The LORD is just."

<sup>3</sup>When the LORD saw that they humbled themselves, this word of the LORD came to Shemaiah: "Since they have humbled themselves, I will not destroy them but will soon give them deliverance. My wrath will not be poured out on Jerusalem through Shishak. They will, however, become subject to him, so that they may learn the difference between serving me and serving the kings of other lands."

<sup>4</sup>When Shishak king of Egypt attacked Jerusalem, he carried off the treasures of the temple of the

LORD and the treasures of the royal palace. He took everything, including the gold shields that Solomon had made. So King Rehoboam made bronze shields to replace them and assigned these to the commanders of the guard on duty at the entrance to the royal palace. Whenever the king went to the LORD's temple, the guards went with him, bearing the shields, and afterwards they returned them to the guardroom.

<sup>5</sup>Because Rehoboam humbled himself, the LORD's anger turned from him, and he was not totally destroyed. Indeed, there was some good in Judah.

<sup>6</sup>King Rehoboam established himself firmly in Jerusalem and continued as king. He was forty-one years old when he became king, and he reigned for seventeen years in Jerusalem, the city the LORD had chosen out of all the tribes of Israel in which to put his Name.

### Part 2: Abijah Rules as Judah's Second King

After King Rehoboam died, his son Abijah became Judah's second king.

<sup>1</sup> Kings 15  
"He committed all the sins his father had done before him. His heart was not fully devoted to the LORD his God, as the heart of David his brother had been. Nevertheless, for David's sake, the LORD his God gave him a lamp in Jerusalem by raising up a son to succeed him and by making Jerusalem strong.

Although Abijah was not completely obedient to God, he did not worship the golden calves that King Jeroboam of Israel had built. One day there was war between King Abijah of Judah and King Jeroboam of Israel.

<sup>2</sup> Chronicles 13  
"Abijah went to battle with a force of four hundred thousand able fighting men, and Jeroboam drew up a battle line against him with eight hundred

thousand able troops.

"Abijah stood on Mount Zemaraim, in the hill country of Ephraim, and said, 'Rehoboam and all Israel, listen to me! Don't you know that the LORD, the God of Israel, has given the kingdom of Israel to David and his descendants forever by a covenant of salt? The abandoned son of Nebat, an official of Solomon son of David, rebelled against his master. Some went back to worship golden calves, and others opposed Rehoboam son of Solomon when he was young and inexperienced and not strong enough to resist them.

"And now you plan to resist the kingdom of the LORD, which is in the hands of David's descendants. You are indeed a vast army and have with you the golden calves that Jeroboam made to be your gods. But didn't you drive out the priests of the LORD, the sons of Aaron, and the Levites, and make priests of your own as the peoples of other lands do? Whoever comes to consecrate himself

God's Brave Messengers Lesson 7

"Then the prophet Shemaiah came to Rehoboam and to the leaders of Judah who had assembled in Jerusalem for fear of Shishak, and he said to them, 'This is what the LORD says: "You have abandoned me, therefore I now abandon you to Shishak."

"The leaders of Israel and the king humbled themselves and said, 'The LORD is just.'

"When the LORD saw that they humbled themselves, the word of the LORD came to Shemaiah: 'Since they have humbled themselves, I will not destroy them but will soon give them deliverance. My wrath will not be poured out on Jerusalem through Shishak. They will, however, become subject to him, so that they may learn the difference between serving me and serving the kings of other lands.'

"When Shishak king of Egypt attacked Jerusalem, he carried off the treasures of the temple of the LORD and the treasures of the royal palace. He took everything, including the gold shields that Solomon had made. The king Rehoboam made bronze shields to replace them and assigned those to the commanders of the guard on duty at the entrance to the royal palace. Whenever the king went to the LORD's temple, the guards went with him, bearing the shields, and whenever they returned them to the guardroom.

"Because Rehoboam humbled himself, the LORD's anger turned from him, and he was not totally destroyed. Indeed, there was some good in Judah.

"King Rehoboam established his firm in Jerusalem and continued as king. He was forty-one years old when he became king, and he reigned for seventeen years in Jerusalem, the city the LORD had chosen out of all the tribes of Israel in which to put his Name.

Part 2: Abijah Rules as Judah's Second King

After King Rehoboam died, his son Abijah became Judah's second king.

1 Kings 15  
"He committed all the sins his father had done before him; his heart was not fully devoted to the LORD his God, as the heart of David his forefather had been. Nevertheless, for David's sake the LORD his God gave him a lamp in Jerusalem by raising up a son to succeed him and by making Jerusalem strong.

Although Abijah was not completely obedient to God, he did not worship the golden calves that King Jeroboam of Israel had built. One day there was war between King Abijah of Judah and King Jeroboam of Israel.

2 Chronicles 13  
Abijah went into battle with a force of four hundred thousand able fighting men, and Jeroboam drew up a battle line against him with eight hundred thousand able troops.

Abijah stood on Mount Zemaraim, in the hill country of Ephraim, and said, 'Jeroboam and all Israel, listen to me! Don't you know that the LORD, the God of Israel, has given the kingship of Israel to David and his descendants forever by a covenant of salt? The Jeroboam son of Nebat, an official of Solomon son of David, rebelled against his master. Some worthless scoundrels gathered around him and opposed Rehoboam son of Solomon when he was young and indecisive and not strong enough to resist them.'

"And now you plan to resist the kingdom of the LORD, which is in the hands of David's descendants. You are indeed a vast army and have with you the golden calves that Jeroboam made to be your gods. But didn't you drive out the priests of the LORD, the sons of Aaron, and the Levites, and make priests of your own as the peoples of other lands do? Whoever comes to consecrate himself with a young bull and seven rams may become a priest of what are not gods.'

"The Israelites fled before Judah, and God delivered them into their hands. Abijah and his men inflicted heavy losses on them, so that there were five hundred thousand casualties among Israel's able men. The men of Israel were subdued on that occasion, and the men of Judah were victorious because they relied on the LORD, the God of their fathers, for you will not succeed."

"Now Jeroboam had sent troops round to the rear, so that while he was in front of Judah the ambush was behind them. Judah turned and saw that they were being attacked on both front and rear. Then they cried out to the LORD. The priests who serve the LORD are sons of Aaron, and the Levites assist them. Every morning and evening they present burnt offerings and fragrant incense to the LORD. They set out the bread on the ceremonially clean table and light the lamps on the gold lampstand every evening. We are observing the requirements of the LORD our God. But you have forsaken him. God is with us; he is our leader. His priests with their trumpets will sound the battle cry against you. Men of Israel, do not fight against the LORD, the God of your fathers, for you will not succeed."

Have students turn to Part 2 on pages 162-163.

Have them read the title of Part 2. Discuss briefly as needed. Have them locate King Abijah in the *Kings of Judah* display. Have students read Part 2.

Abijah--Judah's Second King

1 Kings 15

***3***He committed all the sins his father had done before him; his heart was not fully devoted to the LORD his God, as the heart of David his forefather had been. ***4***Nevertheless, for David's sake the LORD his God gave him a lamp in Jerusalem by raising up a son to succeed him and by making Jerusalem strong.

*Although Abijah was not completely obedient to God, he did not worship the golden calves that King Jeroboam of Israel had built. One day there was war between King Abijah of Judah and King Jeroboam of Israel.*

2 Chronicles 13

***3***Abijah went into battle with a force of four hundred thousand able fighting men, and Jeroboam drew up a battle line against him with eight hundred thousand able troops.

***4***Abijah stood on Mount Zemaraim, in the hill country of Ephraim, and said, "Jeroboam and all Israel, listen to me! ***5***Don't you know that the LORD, the God of Israel, has given the kingship of Israel to David and his descendants forever by a covenant of salt? ***6***Yet Jeroboam son of Nebat, an official of Solomon son of David, rebelled against his master.

***7***Some worthless scoundrels gathered around him and opposed Rehoboam son of Solomon when he was young and indecisive and not strong enough to resist them.

***8***"And now you plan to resist the kingdom of the LORD, which is in the hands of David's descendants. You are indeed a vast army and have with you the golden calves that Jeroboam made to be your gods. ***9***But didn't you drive out the priests of the LORD, the sons of Aaron, and the Levites, and make priests of your own as the peoples of other lands do? Whoever comes to consecrate himself with a young bull and seven rams may become a priest of what are not gods.

***10***"As for us, the LORD is our God, and we have not forsaken him. The priests who serve the LORD are sons of Aaron, and the Levites assist them. ***11***Every morning and evening they present burnt offerings and fragrant incense to the LORD. They set out the bread on the ceremonially clean table and light the lamps on the gold lampstand every evening. We are observing the requirements of the LORD our God. But you have forsaken him. ***12***God is with us; he is our leader. His priests with their trumpets will sound the battle cry against you. Men of Israel, do not fight against the LORD, the God of your fathers, for you will not succeed."

***13***Now Jeroboam had sent troops round to the rear, so that while he was in front of Judah the ambush was behind them. ***14***Judah turned

with a young bull and seven rams may become a priest of what are not gods.

"As for us, the LORD is our God, and we have not forsaken him. The priests who serve the LORD are sons of Aaron, and the Levites assist them. Every morning and evening they present burnt offerings and fragrant incense to the LORD. They set out the bread on the ceremonially clean table and light the lamps on the gold lampstand every evening. We are observing the requirements of the LORD our God. But you have forsaken him. God is with us; he is our leader. His priests with their trumpets will sound the battle cry against you. Men of Israel, do not fight against the LORD, the God of your fathers, for you will not succeed."

"Now Jeroboam had sent troops round to the rear, so that while he was in front of Judah the

ambush was behind them. Judah turned and saw that they were being attacked on both front and rear. Then they cried out to the LORD. The priests who serve the LORD are sons of Aaron, and the Levites assist them. Every morning and evening they present burnt offerings and fragrant incense to the LORD. They set out the bread on the ceremonially clean table and light the lamps on the gold lampstand every evening. We are observing the requirements of the LORD our God. But you have forsaken him. God is with us; he is our leader. His priests with their trumpets will sound the battle cry against you. Men of Israel, do not fight against the LORD, the God of your fathers, for you will not succeed."

"The Israelites fled before Judah, and God delivered them into their hands. Abijah and his men inflicted heavy losses on them, so that there were five hundred thousand casualties among Israel's able men. The men of Israel were subdued on that occasion, and the men of Judah were victorious because they relied on the LORD, the God of their fathers, for you will not succeed."



and saw that they were being attacked at both front and rear. Then they cried out to the LORD. The priests blew their trumpets <sup>15</sup>and the men of Judah raised the battle cry. At the sound of their battle cry, God routed Jeroboam and all Israel before Abijah and Judah. <sup>16</sup>The Israelites fled before Judah, and God delivered them into their hands. <sup>17</sup>Abijah and his men inflicted heavy losses on them, so that there were five hundred thousand casualties among Israel's able men. <sup>18</sup>The men of Israel were subdued on that occasion, and the men of Judah were victorious because they relied on the LORD, the God of their fathers.

For Discussion:

*Who was Judah's second king? What kind of king was Abijah?  
Was Abijah completely evil? What evil thing did Abijah not do?  
When Jeroboam of Israel threatened to fight Judah, what did King Abijah tell King Jeroboam?  
Did King Abijah convince King Jeroboam to go back to Israel?  
What happened when King Jeroboam led his army into the battle against King Abijah?  
Why do you think God defeated Jeroboam's army?  
Although Abijah was not a good king who followed God with all his heart, why did God allow him to be a king in Judah?*

## WORLDVIEW LINKS

- [Link Topic 1 with Biblical Truths 1, 6, 7, 8, and 14.](#)

**Focus:** God created the southern kingdom of Judah and ordained its kings from the house of David (**BT 14**). God met Judah's physical needs as they walked in obedience with Him (**BT 6**). God punished Judah's kings and people when they rebelled and separated themselves from Him (**BT 7**). By keeping someone from the lineage of David on Judah's throne, God confirmed His truthfulness (**BT 1**) and eternal plan to redeem His creation in Jesus Christ, a descendant of David (**BT 8**).

**DISPLAY the Worldview Model.**

Link the following Biblical Truths (or others you select) to the stories of King Rehoboam and King Abijah using the designated **Symbol Cards** and the corresponding questions below.

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

**DISPLAY Symbol Card 14.**

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
Who created the southern kingdom of Judah?  
Who appointed the kings of Judah?  
Does God still create nations and appoint their leaders today?*

**DISPLAY Symbol Card 6.**

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
How did God bless Judah when King Rehoboam and King Abijah and the people of Judah followed Him?  
Do you think God blesses nations that obey Him today?*

In each Bible lesson, several of the *Twenty Biblical Truths* students learned in the worldview lessons are linked to the Bible stories presented. Select from these suggestions or choose other *Biblical Truths* you believe are relevant to the Bible story.

*Can you think of ways God blesses nations today that follow Him?*

**DISPLAY Symbol Card 7.**

For Discussion:

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

*How did God respond to Rehoboam's disobedience? Why?*

*How did God respond to Jeroboam's attack on Abijah and Judah? Why?*

*Do you suffer consequences when you become separated from God because of sin? Why? Give examples.*

**DISPLAY Symbol Card 1.**

For Discussion:

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

*How were King Rehoboam and King David related?*

*How were King Abijah and King David related?*

*Why were the first two kings of Judah from the family of David?*

*What did God promise King David?*

*When God makes a promise, why does He keep it?*

*What are some other promises God made that you can trust?*

**DISPLAY Symbol Card 8.**

For Discussion:

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

*What did God promise Abraham many years before David, Solomon, Rehoboam, and Abijah were kings in Judah?*

*What was God's plan for the kingdom of Judah?*

*What is the relationship between Jesus and David, Solomon, Rehoboam, Abijah, and all the kings that reigned in Judah after them?*

*What did God mean when He promised King David that his kingdom would last forever?*

*Who is the eternal King from the house of David and his descendants?*

**DAY 2 (Syllabus Day 26)**

**Teacher Manual: pp. 174-182    Student Workbook: pp. 167-176**

[TOPIC 2. ASA AND JEHOSHAPHAT--TWO GOOD KINGS IN JUDAH](#)

**Background for the Teacher**

Judah's third king, Asa, was the son of Abijah, but he did not follow in his father's footsteps. Asa instituted spiritual reform throughout the country, and God blessed Judah with peace from her enemies and military and economic strength. Even when King Zerah of Ethiopia marched against Judah with an army estimated at 1,000,000, Asa relied on God for the victory, and God rewarded him with a crushing defeat of Zerah's forces.

Sadly, in the thirty-sixth year of Asa's reign, he failed to call on God for help against King Baasha of Israel who was threatening Judah. In fear, Asa made an alliance with the king of Aram by giving him silver and gold from the temple in return for his help against Baasha. The king of Aram agreed to stop helping

Baasha's offensive against Judah, but Asa's refusal to rely on God for help resulted in tragedy. The prophet Hanani rebuked Asa for not relying on God. Instead of heeding Hanani's warning and turning back to God, Asa had the seer thrown in prison. During the last five years of his reign, Asa apparently turned completely from God. Even after he was afflicted with a foot disease, he refused to seek help from God. He died after ruling Judah forty-one years.

Jehoshaphat, Asa's son, succeed him as king. Jehoshaphat followed in the footsteps of his father's early years as king, building up Judah's defenses and appointing godly teachers and judges throughout the kingdom. When the Moabites and Ammonites planned a joint invasion of Judah, Jehoshaphat appealed to God for help. Jahaziel, a Levite, encouraged Jehoshaphat through the Spirit of God and prophesied victory. Jehoshaphat led Judah's army with praise and worship against their enemy. As the musicians and singers led the worshipping advance, God sent the enemy into complete confusion. When Jehoshaphat's army arrived at the place for battle, they saw only dead bodies. After gathering the plunder, which took three days to carry off, Jehoshaphat led Judah in worship of their Deliverer. Jehoshaphat ruled Judah for 25 years, and his son Jehoram succeeded him as Judah's fifth king.

Have students turn to *Reading About It* on page 167.

Have them read the title of *Topic 2*. Discuss briefly as needed. Have them read the *Introduction*.

## Asa and Jehoshaphat--Two Good Kings in Judah

### Introduction for Students

*When King Abijah died, his son Asa became Judah's third king. At first Asa was a good king. He removed idol worship and commanded the people to seek God. God blessed Judah and helped the kingdom become very strong. Judah was at peace for many years.*

*Sadly, when King Asa grew older, instead of looking to God for help against Judah's enemies, he looked to foreign nations. A prophet named Hanani told King Asa that God was going to punish him for not trusting Him. Instead of listening to God's messenger, Asa had Hanani thrown into prison. A few years later, King Asa became ill and died. He never asked God to heal him. When he died, his son Jehoshaphat became Judah's fourth king.*

*Jehoshaphat led Judah in the ways of God. Because Judah followed the Lord, God blessed the kingdom and helped the people defeat many of their enemies.*

### The Story

#### Part 1: Good King Asa Trusts God (Student Workbook, pages 167-168)

Have students turn to *Part 1* on pages 167-168.

Have them read the title of *Part 1*. Discuss briefly as needed. Have them identify King Asa on the *Kings of Judah* display. Have them read *Part 1*.

## Teacher's Notes

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Topic 2  
Asa and Jehoshaphat--Two Good Kings in Judah

*Introduction*

When King Abijah died, his son Asa became Judah's third king. At first Asa was a good king. He removed idol worship and commanded the people to seek God. God blessed Judah and helped the kingdom become very strong. Judah was at peace for many years.

Sadly, when King Asa grew older, instead of looking to God for help against Judah's enemies, he looked to foreign nations. A prophet named Hanani told King Asa that God was going to punish him

for not trusting Him. Instead of listening to God's messenger, Asa had Hanani thrown into prison. A few years later, King Asa became ill and died. He never asked God to heal him. When he died, his son Jehoshaphat became Judah's fourth king.

Jehoshaphat led Judah in the ways of God. Because Judah followed the Lord, God blessed the kingdom and helped the people defeat many of their enemies.

*Part 1: Good King Asa Trusts God*

**Asa--Judah's Third King**

2 Chronicles 14  
"Asa did what was good and right in the eyes of the Lord his God. He removed the bronze altars and the high places, smashed the sacred stones and cut down the Asherah poles. He commanded Judah to seek the Lord, the God of their fathers, and to obey His laws and commandments. He removed the high places and incense altars in every town in Judah, and the king was at peace under him. He built up the fortified cities of Judah, since the land was at peace. No one was at war with him during those years, for the Lord gave him rest."

Let us build up these towers," he said to Judah, and get walls around them, with towers, gates and bars. The land is still ours, because we have sought the Lord our God and He has given us rest on every side. So they built and prospered.

Asa had an army of three hundred thousand men from Judah, equipped with large shields and with spears, and two hundred



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Have students read Part 2.

## 2 Chronicles 16

***1******In the thirty-sixth year of Asa's reign Baasha king of Israel went up against Judah and fortified Ramah to prevent anyone from leaving or entering the territory of Asa king of Judah.***

***2******Asa then took the silver and gold out of the treasuries of the LORD's temple and of his own palace and sent it to Ben-Hadad king of Aram, who was ruling in Damascus. <sup>3</sup>"Let there be a treaty between me and you," he said, "as there was between my father and your father. See, I am sending you silver and gold. Now break your treaty with Baasha king of Israel so that he will withdraw from me."***

***4******Ben-Hadad agreed with King Asa and sent the commanders of his forces against the towns of Israel. They conquered Ijon, Dan, Abel Maim and all the store cities of Naphtali. <sup>5</sup>When Baasha heard this, he stopped building Ramah and abandoned his work. <sup>6</sup>Then King Asa brought all the men of Judah, and they carried away from Ramah the stones and timber Baasha had been using. With them he built up Geba and Mizpah.***

***7******At that time Hanani the seer came to Asa king of Judah and said to him: "Because you relied on the king of Aram and not on the LORD your God, the army of the king of Aram has escaped from your hand. <sup>8</sup>Were not the Cushites and Libyans a mighty army with great numbers of chariots and horsemen? Yet when you relied on the LORD, he delivered them into your hand. <sup>9</sup>For the eyes of the LORD range throughout the earth to strengthen those whose hearts are fully committed to him. You have done a foolish thing, and from now on you will be at war."***

***10******Asa was angry with the seer because of this; he was so enraged that he put him in prison. At the same time Asa brutally oppressed some of the people.***

***12******In the thirty-ninth year of his reign Asa was afflicted with a disease in his feet. Though his disease was severe, even in his illness he did not seek help from the LORD, but only from the physicians. <sup>13</sup>Then in the forty-first year of his reign Asa died and rested with his fathers.***

***14******They buried him in the tomb that he had cut out for himself in the City of David. They laid him on a bier covered with spices and various blended perfumes, and they made a huge fire in his honor.***

For Discussion:

*How did King Baasha of Israel make trouble for Judah?  
To whom did King Asa turn for help instead of God?  
How did King Asa convince the king of Aram to help him?*

Review the location of Aram by using overhead transparency **BLM Pattern 4a, Map of the Divided Kingdom.**

Have students find the map on page 158 in their workbooks.

For Discussion:

*What message did the prophet (seer) Hanani give King Asa about relying on the king of Aram for help instead of God?  
How did King Asa respond to Hanani's words of correction?  
Did King Asa ever turn back to God? How do you know?*

## Teacher's Notes

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armed with small shields and with bows. All these were brave fighting men.  
"Zerah the Cushite marched out against them with a vast army and three hundred chariots, and came as far as Maresbath."<sup>12</sup> Asa went out to meet him, and they took up battle positions in the Valley of Zepharath near Maresbath.  
<sup>13</sup> Then Asa called to the LORD his God and said, "LORD, there is no one like you who help the weak against the mighty. Help us, O LORD our God, for we rely on you, and in your name we have come against this vast army. O LORD, you are our God; do not let man prevail against you."  
<sup>14</sup> The LORD struck down the Cushites before Asa and Judah. The Cushites fled.  
<sup>15</sup> 2 Chronicles 15  
<sup>16</sup> There was no more war until the thirty-fifth year of Asa's reign.

### Part 2: Good King Asa Fails to Trust God

2 Chronicles 16  
<sup>1</sup> In the thirty-sixth year of Asa's reign Baasha king of Israel went up against Judah and fortified Ramah to prevent anyone from leaving or entering the territory of Asa king of Judah.  
Asa then took the silver and gold out of the treasuries of the LORD's temple and of his own palace and sent it to Ben-Hadad king of Aram, who was ruling in Damascus.  
"Let there be a treaty between me and you," he said, "as there was between my father and your father. See, I am sending you silver and gold. Now break your treaty with Baasha king of Israel so that he will withdraw from me."  
Ben-Hadad agreed with King Asa and sent the commanders of his forces against the towns of Israel. They conquered Ijon, Dan, Abel Maim and all the store cities of Naphtali. When Baasha heard this, he stopped building Ramah and abandoned his work. Then King Asa brought all the men of Judah, and they carried away from Ramah the stones and timber Baasha had been using. With them he built up Geba and Mizpah.  
At that time Hanani the seer came to Asa king of Judah and said to him: "Because you relied on the king of Aram and not on the LORD your God, the army of the king of Aram has escaped from your hand. Were not the Cushites and Libyans a mighty army with great numbers of chariots and horsemen? Yet when you relied on the LORD, he delivered them into your hand. For the eyes of the LORD range throughout the earth to strengthen those whose hearts are fully committed to him. You have done a foolish thing, and from now on you will be at war."  
Asa was angry with the seer because of this; he was so enraged that he put him in prison. At the same time Asa brutally oppressed some of the people.  
In the thirty-ninth year of his reign Asa was afflicted with a disease in his feet. Though his disease was severe, even in his illness he did not seek help from the LORD, but only from the physicians.  
Then in the forty-first year of his reign Asa died and rested with his fathers. They buried him in the tomb that he had cut out for himself in the City of David. They laid him on a bier covered with spices and various blended perfumes, and they made a huge fire in his honor.

### Memory Verse

**For the eyes of the LORD range throughout the earth to strengthen those whose hearts are fully committed to him.**

2 Chronicles 16:9

God's Brave Messengers Lesson 7

Why do you think King Asa walked away from God later in his life?

- Introduce the memory verse for Lesson 7.

**Focus: God wants to bless people who remain faithful to Him. He promises not only to be with but also to strengthen those who are committed to Him.**

**DISPLAY BLM Lesson 7 Memory Verse, 2 Chronicles 16:9.**

Have students find the verse on page 168 in their workbooks.

Have them read and recite it.

Correlate it with the **Bible Poster**.

**2 Chronicles 16**

***<sup>9</sup>For the eyes of the LORD range throughout the earth to strengthen those whose hearts are fully committed to him.***

For Discussion:

*For what kind of person did the prophet Hanani tell King Asa God was looking?*

*Was King Asa's heart fully committed to God?*

*What kind of person is God looking for today?*

*What does God promise to do for people who follow and obey Him with all their heart?*

*Is your heart fully committed to God?*

**Part 3: Good King Jehoshaphat Appoints Good Teachers and Judges**

(Student Workbook, page 169)

**Have students turn to Part 3 on page 169.**

Have them read the title of Part 3. Discuss briefly as needed.

Have them identify King Jehoshaphat on the *Kings of Judah* display.

Have them read Part 3.

**Jehoshaphat--Judah's Fourth King**

**2 Chronicles 17**

***<sup>3</sup>The LORD was with Jehoshaphat because in his early years he walked in the ways that his father David had followed. He did not consult the Baals <sup>4</sup>but sought the God of his father and followed his commands rather than the practices of Israel. <sup>5</sup>The LORD established the kingdom under his control; and all Judah brought gifts to Jehoshaphat, so that he had great wealth and honor. <sup>6</sup>His heart was devoted to the ways of the LORD; furthermore, he removed the high places and the Asherah poles from Judah.***

***<sup>7</sup>In the third year of his reign he sent his officials Ben-Hail, Obadiah, Zechariah, Nethanel and Micaiah to teach in the towns of Judah. <sup>8</sup>With them were certain Levites. <sup>9</sup>They taught throughout Judah, taking with them the Book of the Law of the LORD; they went round to all the towns of Judah and taught the people.***

***<sup>10</sup>The fear of the LORD fell on all the kingdoms of the lands surrounding Judah, so that they did not make war with Jehoshaphat. <sup>11</sup>Some Philistines brought Jehoshaphat gifts and silver as tribute, and the***

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armed with small shields and with bows. All those who were brave fighting them.

*<sup>17</sup>Then the Cushites marched out against them with a vast army and three hundred chariots, and came as far as Marothah. <sup>18</sup>Asa went out to meet them, and they took up battle positions in the Valley of Zephalah near Marothah.*

*<sup>19</sup>Then Asa called to the LORD his God and said, "LORD, these Cushites are the you to help the powerless against the mighty. Help us, O LORD our God, for we rely on you, and in your name we have come against this vast army. O LORD, you are our God; do not let man prevail against you."*

*<sup>20</sup>The LORD struck down the Cushites before Asa and Judah. The Cushites fled.*

*<sup>21</sup>Then Asa called to the LORD his God and said, "There was no more war until the thirty-fifth year of Asa's reign."*

**Part 2: Good King Asa Falls to Trust God**

**2 Chronicles 16**

In the thirty-fifth year of Asa's reign Baasha king of Israel went up against Judah and fortified Ramoth to prevent anyone from leaving or entering the territory of Asa king of Judah.

*<sup>2</sup>Asa was angry with the seer because of this; he was so enraged that he put him in prison. At the same time Asa brutally oppressed some of the people.*

*<sup>3</sup>In the thirty-sixth year of his reign Asa was afflicted with a disease in his feet. Though his disease was severe, even in his distress he did not seek help from the LORD, but only from the physicians.*

*<sup>4</sup>Then in the forty-first year of his reign Asa died and was buried with his fathers. They buried him in the tomb that he had cut out for himself in the City of David. They laid him on a bier covered with spices and various blended perfumes, and they made a huge fire in his honor.*

*<sup>5</sup>Then in the forty-first year of his reign Asa died and was buried with his fathers. They buried him in the tomb that he had cut out for himself in the City of David. They laid him on a bier covered with spices and various blended perfumes, and they made a huge fire in his honor.*

*<sup>6</sup>Then in the forty-first year of his reign Asa died and was buried with his fathers. They buried him in the tomb that he had cut out for himself in the City of David. They laid him on a bier covered with spices and various blended perfumes, and they made a huge fire in his honor.*

**Memory Verse**

*<sup>9</sup>For the eyes of the LORD range throughout the earth to strengthen those whose hearts are fully committed to him.*

**2 Chronicles 16:9**

*God's Brave Messengers Lesson 7*

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**Part 3: Good King Jehoshaphat Appoints Good Teachers and Judges**

**Jehoshaphat--Judah's Fourth King**

**2 Chronicles 17**

*<sup>1</sup>The LORD was with Jehoshaphat because in his early years he walked in the ways that his father David had followed. He did not consult the Baals but sought the God of his father and followed his commands rather than the practices of Israel. <sup>2</sup>The LORD established the kingdom under his control; and all Judah brought gifts to Jehoshaphat, so that he had great wealth and honor. <sup>3</sup>His heart was devoted to the ways of the LORD; furthermore, he removed the high places and the Asherah poles from Judah.*

*<sup>4</sup>Jehoshaphat lived in Jerusalem, and he went out again among the people from Beersheba to the hill country of Ephraim and turned them back to the LORD, the God of their fathers. He appointed judges in the land in each of the fortified cities of Judah. <sup>5</sup>He said then, "Consider carefully what you do, because you are not judging for man but for the LORD, who is with you whenever you give a verdict. Now let the fear of the LORD be upon you. Judge carefully for with the LORD our God there is no injustice or partiality or bribery."*

*<sup>6</sup>Jehoshaphat lived in Jerusalem, and he went out again among the people from Beersheba to the hill country of Ephraim and turned them back to the LORD, the God of their fathers. He appointed judges in the land in each of the fortified cities of Judah. <sup>7</sup>He said then, "Consider carefully what you do, because you are not judging for man but for the LORD, who is with you whenever you give a verdict. Now let the fear of the LORD be upon you. Judge carefully for with the LORD our God there is no injustice or partiality or bribery."*

*<sup>8</sup>Jehoshaphat lived in Jerusalem, and he went out again among the people from Beersheba to the hill country of Ephraim and turned them back to the LORD, the God of their fathers. He appointed judges in the land in each of the fortified cities of Judah. <sup>9</sup>He said then, "Consider carefully what you do, because you are not judging for man but for the LORD, who is with you whenever you give a verdict. Now let the fear of the LORD be upon you. Judge carefully for with the LORD our God there is no injustice or partiality or bribery."*

*<sup>10</sup>Jehoshaphat lived in Jerusalem, and he went out again among the people from Beersheba to the hill country of Ephraim and turned them back to the LORD, the God of their fathers. He appointed judges in the land in each of the fortified cities of Judah. <sup>11</sup>He said then, "Consider carefully what you do, because you are not judging for man but for the LORD, who is with you whenever you give a verdict. Now let the fear of the LORD be upon you. Judge carefully for with the LORD our God there is no injustice or partiality or bribery."*

*God's Brave Messengers Lesson 7*

**Arabs brought him flocks: seven thousand seven hundred rams and seven thousand seven hundred goats.**

**<sup>12</sup>Jehoshaphat became more and more powerful; he built forts and store cities in Judah <sup>13</sup>and had large supplies in the towns of Judah. He also kept experienced fighting men in Jerusalem.**

**2 Chronicles 19**

**<sup>4</sup>Jehoshaphat lived in Jerusalem, and he went out again among the people from Beersheba to the hill country of Ephraim and turned them back to the LORD, the God of their fathers. <sup>5</sup>He appointed judges in the land, in each of the fortified cities of Judah. <sup>6</sup>He told them, "Consider carefully what you do, because you are not judging for man but for the LORD, who is with you whenever you give a verdict. <sup>7</sup>Now let the fear of the LORD be upon you. Judge carefully, for with the LORD our God there is no injustice or partiality or bribery."**

For Discussion:

***In whose ways did King Jehoshaphat walk? Was King David really King Jehoshaphat's father?***

Briefly explain the generational concept of "father."

***What does the Scripture tell us King Jehoshaphat did not do?  
What good things does the Scripture tell us King Jehoshaphat did?  
What did the teachers King Jehoshaphat sent out do for the people of Judah?  
What did King Jehoshaphat tell the judges to do?  
Against what were the judges supposed to be on guard?  
How did God bless the kingdom of Judah for following and obeying Him?***

## Part 4: God Gives Jehoshaphat Victory Over Judah's Enemies

(Student Workbook, pages 170-171)

**Have students turn to Part 4 on pages 170-171.**

Have them read the title of Part 4. Discuss briefly as needed.  
Have them read Part 4.

**2 Chronicle 20**

**<sup>1</sup>After this, the Moabites and Ammonites with some of the Meunites came to make war on Jehoshaphat.**

**<sup>2</sup>Some men came and told Jehoshaphat, "A vast army is coming against you from Edom, from the other side of the Sea. It is already in Hazezon Tamar" (that is, En Gedi). <sup>3</sup>Alarmed, Jehoshaphat resolved to inquire of the LORD, and he proclaimed a fast for all Judah. <sup>4</sup>The people of Judah came together to seek help from the LORD; indeed, they came from every town in Judah to seek him.**

**<sup>5</sup>Then Jehoshaphat stood up in the assembly of Judah and Jerusalem at the temple of the LORD in the front of the new courtyard <sup>6</sup>and said:**

***"O LORD, God of our fathers, are you not the God who is in heaven? You rule over all the kingdoms of the nations. Power and might are in your hand, and no one can withstand you. <sup>7</sup>Our God, did you not drive***

## Teacher's Notes

### Part 4: God Gives Jehoshaphat Victory Over Judah's Enemies

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2 CHRONICLES 20

"After this, the Moabites and Ammonites with some of the Meunites came to make war on Jehoshaphat."

"Some men came and told Jehoshaphat, 'A vast army is coming against you from Edom, from the other side of the Sea. It is already in Hazezon Tamar' (that is, En Gedi)."

"Alarmed, Jehoshaphat resolved to inquire of the LORD, and he proclaimed a fast for all Judah. 'The people of Judah came together to seek help from the LORD; indeed, they came from every town in Judah to seek him.'"

"Then Jehoshaphat stood up in the assembly of Judah and Jerusalem at the temple of the LORD in the front of the new courtyard" and said:

"O LORD, God of our fathers, are you not the God who is in heaven? You rule over all the kingdoms of the nations. Power and might are in your hand, and no one can withstand you. 'Our God, did you not drive out the inhabitants of this land before your people Israel and give it forever to the descendants of Abraham your friend?'"

"But now here are men from Ammon, Moab and Mount Seir, whose territory you would not allow Israel to invade when they came from Egypt; so they turned away from them and did not destroy them. 'See how they are repaying us by coming to drive us out of the possession you gave us as an inheritance. 'O our God, will you not judge them?' For we have no power to face this vast army that is attacking us. We do not know what to do, but our eyes are upon you."

"All the men of Judah, with their wives and children and little ones, stood there before the LORD."

"Then the Spirit of the LORD came upon Jehoshaphat. He said: 'Listen, King Jehoshaphat and all who are in Judah and Jerusalem: This is what the LORD says to you: 'Do not be afraid or discour-

aged because of this vast army. For the battle is not yours, but God's.'"

"Jehoshaphat bowed with his face to the ground, and all the people of Judah and Jerusalem fell down in worship before the LORD. 'Then some Levites from the Kohathites and Korathites stood up and praised the LORD, the God of Israel, with a very loud voice."

"Early in the morning they left for the Desert of Tekoa. As they set out, Jehoshaphat stood and said: 'Listen to the LORD and people of Jerusalem! Have faith in the LORD your God and you will be upheld.' Here both in his prophet and you will be successful!"



"After consulting the people, Jehoshaphat appointed men to sing to the LORD and to praise him for the splendor of his holiness as they went out at the head of the army, saying:

"Give thanks to the LORD, for his love endures forever."

"As they began to sing and praise, the LORD set ambushes against the men of Ammon and Moab and Mount Seir who were invading Judah, and

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God's Brave Messengers Lesson 7

*out the inhabitants of this land before your people Israel and give it forever to the descendants of Abraham your friend?*

*10“But now here are men from Ammon, Moab and Mount Seir, whose territory you would not allow Israel to invade when they came from Egypt; so they turned away from them and did not destroy them. 11See how they are repaying us by coming to drive us out of the possession you gave us as an inheritance. 12O our God, will you not judge them? For we have no power to face this vast army that is attacking us. We do not know what to do, but our eyes are upon you.”*

*13All the men of Judah, with their wives and children and little ones, stood there before the LORD.*

*14Then the Spirit of the LORD came upon Jahaziel.*

*15He said: “Listen, King Jehoshaphat and all who live in Judah and Jerusalem! This is what the LORD says to you: ‘Do not be afraid or discouraged because of this vast army. For the battle is not yours, but God’s.’”*

*18Jehoshaphat bowed with his face to the ground, and all the people of Judah and Jerusalem fell down in worship before the LORD. 19Then some Levites from the Kohathites and Korahites stood up and praised the LORD, the God of Israel, with a very loud voice.*

*20Early in the morning they left for the Desert of Tekoa. As they set out, Jehoshaphat stood and said, “Listen to me, Judah and people of Jerusalem! Have faith in the LORD your God and you will be upheld; have faith in his prophets and you will be successful.” 21After consulting the people, Jehoshaphat appointed men to sing to the LORD and to praise him for the splendor of his holiness as they went out at the head of the army, saying:*

*“Give thanks to the LORD,  
for his love endures forever.”*

*22As they began to sing and praise, the LORD set ambushes against the men of Ammon and Moab and Mount Seir who were invading Judah, and they were defeated. 23The men of Ammon and Moab rose up against the men from Mount Seir, they helped to destroy one another.*

*24When the men of Judah came to the place that overlooks the desert and looked towards the vast army, they saw only dead bodies lying on the ground; no one had escaped. 25So Jehoshaphat and his men went to carry off their plunder, and they found among them a great amount of equipment and clothing and also articles of value—more than they could take away. There was so much plunder that it took three days to collect it. 26On the fourth day they assembled in the Valley of Beracah, where they praised the LORD. This is why it is called the Valley of Beracah to this day.*

*27Then, led by Jehoshaphat, all the men of Judah and Jerusalem returned joyfully to Jerusalem, for the LORD had given them cause to rejoice over their enemies. 28They entered Jerusalem and went to the*

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they were defeated. 10The men of Ammon and Moab rose up against the men from Mount Seir to destroy and annihilate them. After they finished slaughtering the men from Seir, they helped to destroy one another.  
11When the men of Judah came to the place that overlooks the desert and looked towards the vast army, they saw only dead bodies lying on the ground; no one had escaped. 12So Jehoshaphat and his men went to carry off their plunder, and they found among them a great amount of equipment and clothing and also articles of value—more than they could take away. There was so much plunder that it took three days to collect it. 13On the fourth day they assembled in the Valley of Beracah, where they praised the LORD. This is why it is called the Valley of Beracah to this day.



*temple of the LORD with harps and lutes and trumpets.*

*<sup>29</sup>The fear of God came upon all the kingdoms of the countries when they heard how the LORD had fought against the enemies of Israel.*

*<sup>30</sup>And the kingdom of Jehoshaphat was at peace, for his God had given him rest on every side.*

For Discussion:

*What nations set out to attack the kingdom of Judah?*

Review the location of Moab and Ammon by using overhead transparency **BLM Pattern 4a**, *Map of the Divided Kingdom*.

Have students find the map on page 158 in their workbooks.

*What did King Jehoshaphat do when some men told him that Judah was going to be attacked by a huge army?*

*What message about the battle did the prophet Jahaziel deliver to King Jehoshaphat?*

*What did King Jehoshaphat appoint some people to do as Judah's army marched into battle?*

*What lessons should we learn from the way Judah prepared for battle and marched into it against the enemy?*

*What did God do to bring victory for Judah?*

*How did the countries surrounding Judah respond when they heard what God had done to the armies of Ammon and Moab?*

*What lesson should we learn from this story about what we should do when we face difficult battles in our lives?*

*Can you give an example of God helping you solve a difficult problem?*

## WORLDVIEW LINKS

- Link Topic 2 with Biblical Truths 1, 2, 6, 7, 11, and 15.

**Focus:** The reigns of King Asa and King Jehoshaphat illustrate that God blesses and provides for those who are in fellowship with Him (**BT 6**) and punishes those who are separated from Him by their sin (**BT 7**). King Asa's separation from God also resulted in personal disharmony (**BT 11**). His personal disharmony caused him to oppress those he was raised up to serve (**BT 15**). God displayed His sovereign power (**BT 2**) in the complete destruction of Judah's enemies when the nation and her kings were faithful to Him. God remained faithful to His covenant with David (**BT 1**) by ensuring that his descendants continued to rule the kingdom of Judah.

**DISPLAY** the **Worldview Model**.

Link the following Biblical Truths (or others you select) to the stories of King Asa and King Jehoshaphat using the designated **Symbol Cards** corresponding to the questions below.

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

**DISPLAY** Symbol Card 6.

For Discussion:

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

*What blessings did God provide for Judah when Asa was king? Why?*

*What blessings did God provide for Judah when Jehoshaphat was king? Why?*

## Teacher's Notes

In each Bible lesson, several of the *Twenty Biblical Truths* students learned in the worldview lessons are linked to the Bible stories presented. Select from these suggestions or choose other *Biblical Truths* you believe are relevant to the Bible story.

*What blessings does God provide for you?*

**DISPLAY Symbol Card 7.**

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
Why did God allow other nations to attack Judah when King Asa relied on the king of Aram to help him instead of relying on God?  
What consequences do you suffer when your sins separate you from God?*

**DISPLAY Symbol Card 11.**

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
What caused the anger in King Asa's heart?  
What happens in your heart when your sin separates you from fellowship with God?*

**DISPLAY Symbol Card 15.**

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
How did King Asa treat the people of Judah when he was living in disharmony with God and with himself?  
What causes disharmony between you and others?*

**DISPLAY Symbol Card 2.**

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
How were Judah's enemies completely defeated?  
What enemies do you have that need to be defeated? How can they be defeated?*

**DISPLAY Symbol Card 1.**

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
Why were King Asa and King Jehoshaphat descendants of King David?  
Is there still a King from David's dynasty ruling today? Who is He?  
Why is He ruling today?*

**DAY 3 (Syllabus Day 27)**

**Teacher Manual: pp. 182-190    Student Workbook: pp. 177-182**

**TOPIC 3. TWO KINGS, A QUEEN, AND A CHILD**

**Background for the Teacher**

Being a faithful parent does not guarantee that our children will be faithful to God. Jehoram, Jehoshaphat's son and Judah's fifth king, exemplifies this truth. He turned from God and went so far as to marry, Athaliah, the daughter of King Ahab of Israel. Jehoram reigned only because of God's covenant with David years earlier. The kingdom of Judah suffered enemy attacks under his reign resulting in the death of everyone in his family except his son Ahaziah, whom

God preserved in keeping with His covenant with David. Jehoram reigned only eight years. He died after being afflicted with a disease by God.

Ahaziah, Jehoram's son, reigned as Judah's sixth king for only a year. He died at the hands of Jehu, the commander of Ahab's army whom God had appointed as king and as the instrument of His judgment on Ahab's family. Ahaziah had traveled to Jezreel to join with Ahab's son, King Joram of Israel, to fight an Aramean invasion. Jehu killed not only Ahaziah, but also members of the party traveling with him.

When Athaliah heard about her son's death, she seized the opportunity to end the Davidic line of rule in Judah. In keeping with her pagan inheritance (Ahab and Jezebel), she slaughtered the entire royal family. This, of course, included her grandsons. God, however, protected Ahaziah's infant son Joash through the quick thinking of Jehosheba, Ahaziah's sister, who hid Joash and his nurse in a temple bedroom. Jehosheba's husband was Jehoiada, a godly priest who, no doubt, understood God's covenant with David. Together, they hid Joash in the temple and protected him until the time was right to present him to the people of Judah as their rightful king. While Joash was being hidden, Athaliah ruled illegitimately as Judah's queen. After Joash was crowned and presented to the people as Judah's seventh king, Athaliah was killed outside the temple and the Davidic rule was once again in place.

Young king Joash was tutored by Jehoiada the priest, who even arranged his marriages. When he was older, Joash ordered the repair of the temple, a project that required several years to complete. The repaired temple was in keeping with the original design and included the replacement of all the articles required for worship. While Jehoiada lived, the temple sacrifices were maintained, but after his death at age 130, Judah's officials were able to turn Joash's heart away from God. Pagan worship was again reinstated, and the messages of warning from the prophets whom God sent to the king and the people went unheeded.

Finally, God spoke directly to Joash and Judah's leaders through Zechariah, Jehoiada's son. Zechariah's rebuke sparked anger in the officials, and at Joash's order, Zechariah was stoned to death. God severely punished Judah for Joash's crime by sending the armies of Aram once again to attack. Joash was wounded in the battle. While he was recovering, some of his officials with Moabite and Ammonite heritage assassinated him.

**Have students turn to Reading About It on page 177.**

Have them read the title of *Topic 3*. Discuss briefly as needed. Have them read the *Introduction*.

## Two Kings, a Queen, and a Child


### Introduction for Students

*After good King Jehoshaphat died, his son Jehoram became Judah's fifth king. Jehoram was an evil king and ruled only eight years. When Jehoram died, his son Ahaziah became Judah's sixth king. Ahaziah was also evil and ruled only one year before he was murdered.*

## Teacher's Notes

While Scripture does not reveal whether or not Jezebel was Athaliah's biological mother, she undoubtedly directly influenced the development of Athaliah's pagan wickedness.

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Topic 3  
Two Kings, a Queen, and a Child  
Introduction

After good King Jehoshaphat died, his son Jehoram became Judah's fifth king. Jehoram was an evil king and ruled only eight years. When Jehoram died, his son Ahaziah became Judah's sixth king. Ahaziah was also evil and ruled only one year before he was murdered.

After Ahaziah died, a very strange and evil thing happened in Judah. Ahaziah's mother, whose name was Athaliah, became Judah's first and only queen. God did not choose Athaliah to rule Judah. She became queen by doing something horrible. But God did not allow Athaliah remain the queen in Judah for long. After six years, God removed Athaliah and put a young child named Joash on Judah's throne. Joash was Judah's first child king. He was only seven years old when he began to reign.

Part 1: King Jehoram, King Ahaziah, and Queen Athaliah

**Jehoram—Judah's Fifth King**  
After good King Jehoshaphat died, his son Jehoram became Judah's fifth king. Jehoram was an evil king and ruled only eight years. When Jehoram died, his son Ahaziah became Judah's sixth king. Ahaziah was also evil and ruled only one year before he was murdered.

**Athaliah—Judah's Sixth King**  
After Ahaziah died, a very strange and evil thing happened in Judah. Ahaziah's mother, whose name was Athaliah, became Judah's first and only queen. God did not choose Athaliah to rule Judah. She became queen by doing something horrible. But God did not allow Athaliah remain the queen in Judah for long. After six years, God removed Athaliah and put a young child named Joash on Judah's throne. Joash was Judah's first child king. He was only seven years old when he began to reign.

**Athaliah—Judah's Only Queen**  
After Ahaziah died, a very strange and evil thing happened in Judah. Ahaziah's mother, whose name was Athaliah, became Judah's first and only queen. God did not choose Athaliah to rule Judah. She became queen by doing something horrible. But God did not allow Athaliah remain the queen in Judah for long. After six years, God removed Athaliah and put a young child named Joash on Judah's throne. Joash was Judah's first child king. He was only seven years old when he began to reign.

## Teacher's Notes

After Ahaziah died, a very strange and evil thing happened in Judah. Ahaziah's mother, whose name was Athaliah, became Judah's first and only queen. God did not choose Athaliah to rule Judah. She became queen by doing something horrible. But God did not allow Athaliah to remain as queen in Judah for long. After seven years, God removed Athaliah and put a young child named Joash on Judah's throne. Joash was Judah's first child king. He was only seven years old when he began to reign.

Have students identify King Jehoram, King Ahaziah, Queen Athaliah, and King Joash on the *Kings of Judah* display.

## The Story

### Part 1: King Jehoram, King Ahaziah, and Queen Athaliah

(Student Workbook, page 177)

Have students turn to Part 1 on page 177.

Have them read the title Part 1. Discuss briefly as needed.  
Have them read Part 1.

#### ***Jehoram--Judah's Fifth King***

***After good King Jehoshaphat died, his son Jehoram became Judah's fifth king. Unlike his father, Jehoram was an evil king. He married Athaliah, a daughter of evil King Ahab of Israel. Jehoram was so evil God gave him a terrible disease and he died. No one in Judah was sad when Jehoram died after reigning for only eight years.***

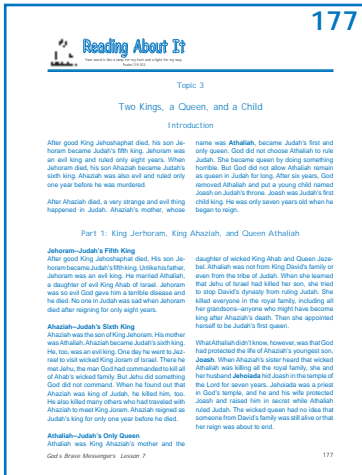
#### ***Ahaziah--Judah's Sixth King***

***Ahaziah was the son of King Jehoram. His mother was Athaliah. Ahaziah became Judah's sixth king. He, too, was an evil king. One day he went to Jezreel to visit wicked King Joram of Israel. There he met Jehu, the man God had commanded to kill all of Ahab's wicked family. But Jehu did something God did not command. When he found out that Ahaziah was king of Judah, he killed him, too. He also killed many others who had traveled with Ahaziah to meet King Joram. Ahaziah reigned as Judah's king for only one year before he died.***

#### ***Athaliah--Judah's Only Queen***

***Athaliah was King Ahaziah's mother and the daughter of wicked King Ahab and Queen Jezebel. Athaliah was not from King David's family or even from the tribe of Judah. When she learned that Jehu of Israel had killed her son, she tried to stop anyone from David's dynasty from ruling Judah. She did this by killing everyone in the royal family (or so she thought), including all her grandsons. Then she appointed herself to be Judah's queen.***

***What Athaliah didn't know, however, was that God had protected one of her grandsons. His name was Joash, the youngest son of Ahaziah. When Ahaziah's sister heard that wicked Athaliah was killing all the royal family, she and her husband, Jehoiada the priest, hid Joash in the temple. For seven years they protected and raised Joash in secret while Athaliah ruled Judah. The wicked queen had no idea that an heir to the throne from David's family was still alive or that her reign was about to end.***



For Discussion:

*Who was Judah's fifth king? How was King Jehoram different from his father, King Jehoshaphat?*

*How do you think the son of a good king who followed God could become an evil king?*

*Can children who have godly parents turn away from God? Why?*

*Who was Judah's sixth king? How was King Ahaziah like his father, King Jehoram?*

*How did King Ahaziah die?*

*Who was King Ahaziah's mother?*

*Who were Athaliah's parents?*

*What wicked plan did Athaliah make and begin to carry out?*

*What did Athaliah not know as she carried out her evil plan?*

*Why would God protect a child from the family of King David?*

*What do you think happened to Athaliah?*

## Part 2: Joash Is Crowned Judah's Child King

(Student Workbook, page 178 )

Have students turn to Part 2 on page 178.

Have them read the title of Part 2. Discuss briefly as needed.

For Discussion:

*How do you think Joash, a child, could become king in place of a wicked and powerful queen like Athaliah?*

Have students read Part 2.

### *Joash--Judah's Seventh King*

*After hiding Joash for seven years, Jehoiada the priest placed guards around the temple and the royal palace. Then he brought Joash out of hiding. It was time to end the rule of Queen Athaliah and to crown young Joash as Judah's seventh king.*

#### 2 Chronicles 23

***11*** Jehoiada and his sons brought out the king's son and put the crown on him; they presented him with a copy of the covenant and proclaimed him king. They anointed him and shouted, "Long live the king!"

***12*** When Athaliah heard the noise of the people running and cheering the king, she went to them at the temple of the LORD. ***13*** She looked, and there was the king, standing by his pillar at the entrance. The officers and the trumpeters were beside the king, and all the people of the land were rejoicing and blowing trumpets, and singers with musical instruments were leading the praises. Then Athaliah tore her robes and shouted, "Treason! Treason!"

***14*** Jehoiada the priest sent out the commanders of units of a hundred, who were in charge of the troops, and said to them: "Bring her out between the ranks and put to the sword anyone who follows her." For the priest had said, "Do not put her to death at the temple of the LORD." ***15*** So they seized her as she reached the entrance of the Horse

## Teacher's Notes

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### Part 2: Joash Becomes Judah's Child King

After hiding Joash for seven years, Jehoiada the priest placed guards around the temple and the royal palace. Then he brought Joash out of hiding. It was time to end the rule of Queen Athaliah and to make young Joash the new king of Judah.

#### 2 Chronicles 23

"Jehoiada and his sons brought out the king's son and put the crown on him; they presented him with a copy of the covenant and proclaimed him king. They anointed him and shouted, 'Long live the king!'"



"When Athaliah heard the noise of the people running and cheering the king, she went to them at the temple of the LORD. She looked, and there was the king, standing by his pillar at the entrance. The officers and the trumpeters were beside the king, and all the people of the land were rejoicing and blowing trumpets, and singers with musical instruments were leading the praises. Then Athaliah tore her robes and shouted, 'Treason! Treason!'"

"Jehoiada the priest sent out the commanders of units of a hundred, who were in charge of the troops, and said to them: 'Bring her out between the ranks and put to the sword anyone who follows her.' For the priest had said, 'Do not put her to death at the temple of the LORD.'" "So they seized

her as she reached the entrance of the Horse Gate on the palace grounds, and there they put her to death.

"Jehoiada then made a covenant that he and the people and the king would be the LORD's people. All the people went to the temple of Baal and tore it down. They smashed the altars and idols and killed Mattan the priest of Baal in front of the altar.

"Then Jehoiada placed the oversight of the temple of the LORD in the hands of the priests, who were Levites, to whom David had made assignments in the temple, to prevent the burnt offerings of the LORD as written in the Law of Moses, with rejoicing and singing, as David had ordered. He also stationed doorkeepers at the gates of the LORD's temple so that no one who was in any way unclean might enter.

"He took with him the commanders of hundreds, the nobles, the rulers of the people and all the people of the land and brought the king down from the temple of the LORD. They went into the palace through the Upper Gate and seated the king on the royal throne. "Hail all the people of the land rejoiced. And the city was quiet, because Athaliah had been slain with the sword."



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## Teacher's Notes

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### Part 2: Joash Becomes Judah's Child King

After hiding Joash for seven years, Jehoiada the priest placed guards around the temple and the courtyard. Then he brought Joash out of hiding. It was time to end the rule of Queen Athaliah and to make young Joash the new king of Judah.

**2 Chronicles 23**  
"Jehoiada and his sons brought out the king's son and put the crown on him; they presented him with a copy of the covenant and proclaimed him king. They accepted him and shouted, 'Long live the king!'"

As she reached the entrance of the Horse Gate on the palace grounds, and there they put her to death.

"Jehoiada then made a covenant that he and the people and the king would be the LORD's people. All the people went to the temple of Baal and tore it down. They smashed the altars and idols and killed Mattan the priest of Baal in front of the altars.

"Then Jehoiada placed the oversight of the temple of the LORD in the hands of the priests, who were Levites, to whom David had made assignments in the temple, to present the burnt offerings of the LORD as written in the Law of Moses, with rejoicing and singing, as David had ordered. He also stationed doorkeepers at the gates of the LORD's temple so that no one who was in any way unclean might enter.

"He took with him the commanders of hundreds, the nobles, the rulers of the people and all the people of the land and brought the king down from the temple of the LORD. They went into the palace through the Upper Gate and seated the king on the royal throne. And all the people of the land rejoiced. And the city was quiet, because Athaliah had been slain with the sword."

"When Athaliah heard the noise of the people running and praising the king, she went to them at the temple of the LORD. "She looked, and there was the king, standing by the altar at the entrance. The officers and the trumpeters were beside the king, and all the people of the land were rejoicing and blowing trumpets, and singers with musical instruments were leading the praise. Then Athaliah tore her robes and shouted, "Treason! Treason!"

"Jehoiada the priest sent out the commanders of units of a hundred, who were in charge of the troops, and said to them: 'Bring her out to me between the walls and put to the sword anyone who follows her.' For the priest had said, 'Do not let her be slain at the temple of the LORD.' "So they seized



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*Gate on the palace grounds, and there they put her to death.*

*16 Jehoiada then made a covenant that he and the people and the king would be the LORD's people. 17 All the people went to the temple of Baal and tore it down. They smashed the altars and idols and killed Mattan the priest of Baal in front of the altars.*

*18 Then Jehoiada placed the oversight of the temple of the LORD in the hands of the priests, who were Levites, to whom David had made assignments in the temple, to present the burnt offerings of the LORD as written in the Law of Moses, with rejoicing and singing, as David had ordered. 19 He also stationed doorkeepers at the gates of the LORD's temple so that no one who was in any way unclean might enter.*

*20 He took with him the commanders of hundreds, the nobles, the rulers of the people and all the people of the land and brought the king down from the temple of the LORD. They went into the palace through the Upper Gate and seated the king on the royal throne, 21 and all the people of the land rejoiced. And the city was quiet, because Athaliah had been slain with the sword.*

For Discussion:

*How old was Joash when he became king of Judah?*

*How did Athaliah learn that Joash had been made king?*

*What did Athaliah say when she saw what was happening?*

*What did Jehoiada the priest command the soldiers to do?*

*After Athaliah was killed, what did Jehoiada and all the people do?*

*How had God kept His promise to King David?*

Remove **BLM Pattern 4d** (4), *Athaliah*, from the *Kings of Judah* display.

Replace with **BLM Pattern 4d** (4), *Joash*.

Remount the name card for Queen Athaliah above the name card for Joash to represent her illegitimacy in the Davidic dynasty and her removal from power in Judah.

## Part 3: Good King Joash Repairs the Temple

(Student Workbook, page 179)

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### Part 3: Good King Joash Repairs the Temple

**2 Chronicles 24**  
"Joash was seven years old when he became king, and he reigned in Jerusalem for forty years. His mother's name was Zibiah; she was from Beersheba. Joash did what was right in the eyes of the LORD all the years of Jehoiada the priest. Jehoiada chose two wives for him, and he had sons and daughters.

"Some time later Joash decided to restore the temple of the LORD. He called together the priests and Levites and said to them, 'Go to the towns of Judah and collect the money due annually from all towns to repair the temple of your God. Do it now! But the Levites did not act at once.

"Therefore the king summoned Jehoiada the chief priest and said to him, 'Why haven't you repaired the temple to bring in from Judah and Jerusalem the tax imposed by Moses the servant of the LORD and by the assembly of bearing the Tent of the Testimony?'"

and Jerusalem that they should bring to the LORD the tax that Moses the servant of God had required of Israel in the desert. All the officials and all the people brought their contributions gladly, dropping them into the chest until it was full. Whenever the chest was brought in by the Levites to the king's officials and they saw that there was a large amount of money, the royal secretary and the officer of the chief priest would come and empty the chest and carry it back to Beersheba.

They did this regularly and collected a great amount of money. "The king and Jehoiada gave to the men who carried out the work required for the temple of the LORD. They hired masons and carpenters to restore the LORD's temple, and also workers in iron and bronze to repair the temple.

"The men in charge of the work were diligent, and the repairs progressed under them. They rebuilt the temple of God according to its original design and restored it. When they had finished, they brought the rest of the money to the king and Jehoiada, and with it were made articles for the LORD's temple: articles for the service and for the burnt offerings, and also dishes and other objects of gold and silver. As long as Jehoiada lived, burnt offerings were presented continually in the temple of the LORD.

"Now the sons of that wicked woman Athaliah had broken into the temple of God and had used even its sacred objects for the Baals.

"At the king's command, a chest was made and placed outside, at the gate of the temple of the LORD. A proclamation was then issued in Judah



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Have students turn to Part 3 on page 179.

Have them read the title of Part 3. Discuss briefly as needed.

For Discussion:

*Why do you think God's temple in Jerusalem needed to be repaired after the reign of King Jehoram, King Ahaziah, and Queen Athaliah?*

Have students read Part 3.

### 2 Chronicles 24

*1 Joash was seven years old when he became king, and he reigned in Jerusalem for forty years. His mother's name was Zibiah; she was from Beersheba. 2 Joash did what was right in the eyes of the LORD all the years of Jehoiada the priest. 3 Jehoiada chose two wives for him, and he had sons and daughters.*

***4Some time later Joash decided to restore the temple of the LORD. 5He called together the priests and Levites and said to them, "Go to the towns of Judah and collect the money due annually from all Israel, to repair the temple of your God. Do it now." But the Levites did not act at once.***

***6Therefore the king summoned Jehoiada the chief priest and said to him, "Why haven't you required the Levites to bring in from Judah and Jerusalem the tax imposed by Moses the servant of the LORD and by the assembly of Israel for the Tent of the Testimony?"***

***7Now the sons of that wicked woman Athaliah had broken into the temple of God and had used even its sacred objects for the Baals.***

***8At the king's command, a chest was made and placed outside, at the gate of the temple of the LORD. 9A proclamation was then issued in Judah and Jerusalem that they should bring to the LORD the tax that Moses the servant of God had required of Israel in the desert. 10All the officials and all the people brought their contributions gladly, dropping them into the chest until it was full. 11Whenever the chest was brought in by the Levites to the king's officials and they saw that there was a large amount of money, the royal secretary and the officer of the chief priest would come and empty the chest and carry it back to its place. They did this regularly and collected a great amount of money. 12The king and Jehoiada gave it to the men who carried out the work required for the temple of the LORD. They hired masons and carpenters to restore the LORD's temple, and also workers in iron and bronze to repair the temple.***

***13The men in charge of the work were diligent, and the repairs progressed under them. They rebuilt the temple of God according to its original design and reinforced it. 14When they had finished, they brought the rest of the money to the king and Jehoiada, and with it were made articles for the LORD's temple: articles for the service and for the burnt offerings, and also dishes and other objects of gold and silver. As long as Jehoiada lived, burnt offerings were presented continually in the temple of the LORD.***

For Discussion:

***What did Joash tell the priests to do in order to begin repairing the temple?***

***Did the priests obey immediately?***

***Besides the temple needing to be repaired, why did some of the gold and silver bowls and other sacred objects need to be replaced?***

***How did Joash plan to collect the money necessary for carrying out the repairs?***

***How did Joash's plan work?***

***What kinds of workers were needed to repair the temple and to replace its furniture and sacred objects?***

***For as long as Jehoiada lived, what ceremony was held continually in the repaired temple of the Lord?***

## Teacher's Notes

Israelites were required to give one-half or one-third of a silver shekel a year (atonement money) for maintaining the Tent of the Testimony or Tabernacle (Exodus 30:13-14; Nehemiah 10:32). The monetary value cannot be determined today.

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Part 3: Good King Joash Repairs the Temple

2 Chronicles 24

Joash was seven years old when he became king, and he reigned in Jerusalem for forty years. His mother's name was Zibiah; she was from Beersheba. Joash did what was right in the eyes of the LORD all the years of Jehoiada the priest. Jehoiada chose ten wives for him, and he had sons and daughters.

"Some time later Joash decided to restore the temple of the LORD. He called together the priests and Levites and said to them, 'Go to the towns of Judah and collect the money due annually from all Israel, to repair the temple of your God. Do it now.' But the Levites did not act at once.

"Therefore the king summoned Jehoiada the chief priest and said to him, 'Why haven't you required the Levites to bring in from Judah and Jerusalem the tax imposed by Moses the servant of the LORD and by the assembly of Israel for the Tent of the Testimony?'"

"Now the sons of that wicked woman Athaliah had broken into the temple of God and had used even its sacred objects for the Baals.

"At the king's command, a chest was made and placed outside, at the gate of the temple of the LORD. A proclamation was then issued in Judah and Jerusalem that they should bring to the LORD the tax that Moses the servant of God had required of Israel in the desert. All the officials and all the people brought their contributions gladly, dropping them into the chest until it was full. Whenever the chest was brought in by the Levites to the king's officials and they saw that there was a large amount of money, the royal secretary and the officer of the chief priest would come and empty the chest and carry it back to its place. They did this regularly and collected a great amount of money. The king and Jehoiada gave it to the men who carried out the work required for the temple of the LORD. They hired masons and carpenters to restore the LORD's temple, and also workers in iron and bronze to repair the temple.

"The men in charge of the work were diligent, and the repairs progressed under them. They rebuilt the temple of God according to its original design and reinforced it. When they had finished, they brought the rest of the money to the king and Jehoiada, and with it were made articles for the LORD's temple: articles for the service and for the burnt offerings, and also dishes and other objects of gold and silver. As long as Jehoiada lived, burnt offerings were presented continually in the temple of the LORD.



God's Brave Messengers Lesson 7

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Part 4: King Joash Turns Away From God and Becomes Evil

**2 Chronicles 24**  
 "Now Jehoiada was old and full of years, and he died at the age of a hundred and thirty. He was buried with the kings in the City of David, because of the good he had done in Israel for God and his temple."  
 "After the death of Jehoiada, the officials of Judah came and paid homage to the king, and he listened to them. They abandoned the temple of the LORD, the God of their fathers, and worshipped Asherah poles and idols. Because of their guilt, God's anger came upon Judah and Jerusalem."  
 "Although the LORD sent prophets to the people to bring them back to him, and though they testified against them, they would not listen."  
 "Then the Spirit of God came upon Zechariah son of Jehoiada the priest. He stood before the people and said, 'This is what God says: Why do you disobey the LORD's commands? You will not prosper. Because you have forsaken the LORD, he has forsaken you.'"



God's Brave Messengers Lesson 7

Have students turn to Part 4 on page 180.

Have them read the title of Part 4. Discuss briefly as needed.

For Discussion:

*What do you think made Joash turn away from God?*

Have students read Part 4.

**2 Chronicles 24**

**15** Now Jehoiada was old and full of years, and he died at the age of a hundred and thirty. **16** He was buried with the kings in the City of David, because of the good he had done in Israel for God and his temple.

**17** After the death of Jehoiada, the officials of Judah came and paid homage to the king, and he listened to them. **18** They abandoned the temple of the LORD, the God of their fathers, and worshipped Asherah poles and idols. Because of their guilt, God's anger came upon Judah and Jerusalem. **19** Although the LORD sent prophets to the people to bring them back to him, and though they testified against them, they would not listen.

**20** Then the Spirit of God came upon Zechariah the priest. He stood before the people and said, "This is what God says: 'Why do you disobey the LORD's commands? You will not prosper. Because you have forsaken the LORD, he has forsaken you.'"

**21** But they plotted against him, and by order of the king they stoned him to death in the courtyard of the LORD's temple. **22** King Joash did not remember the kindness Zechariah's father Jehoiada had shown him but killed his son, who said as he lay dying, "May the LORD see this and call you to account."

**23** At the turn of the year, the army of Aram marched against Joash; it invaded Judah and Jerusalem and killed all the leaders of the people. They sent all the plunder to their king in Damascus. **24** Although the Aramean army had come with only a few men, the LORD delivered into their hands a much larger army. Because Judah had forsaken the LORD, the God of their fathers, judgment was executed on Joash. **25** When the Arameans withdrew, they left Joash severely wounded. His officials conspired against him for murdering the son of Jehoiada the priest, and they killed him in his bed. So he died and was buried in the City of David, but not in the tombs of the kings.

For Discussion:

*What happened in Judah after Jehoiada the faithful priest died? Why do you think King Joash and the people would turn away from God after repairing the temple and worshipping God there? Do people today turn away from God after having served Him? Why? When God sent his messengers the prophets to warn King Joash and the people of Judah, what did the people do? What message for Judah did God give Jehoiada's son Zechariah? Did Joash listen to Zechariah's message?*

*What did King Joash order the people to do to Zechariah?  
Why do you think King Joash had the son of the priest who had saved his life as a young boy killed?  
How did God punish King Joash and Judah for turning away from Him and for killing His brave messenger Zechariah?  
How did King Joash die?*

## WORLDVIEW LINKS

- [Link Topic 3 with Biblical Truths 1, 2, 7, and 8.](#)

**Focus:** The reigns of King Jehoram, King Ahaziah, and King Joash illustrate that sin separates people from God (*BT 7*). God's holiness demands punishment for sin (*BT 2*). God used disease and assassination to punish the kings for not following Him. He used Judah's enemies to punish the people and the kingdom of Judah for not following Him. God remained faithful to His covenant with David through the unfaithfulness of Judah's kings and Athaliah's attempt to end the Davidic dynasty (*BT 1*). Nothing could deter God from fulfilling His plan for redemption in Jesus Christ from the lineage of David (*BT 8*).

**DISPLAY the Worldview Model.**

Link the following Biblical Truths (or others you select) to the stories of King Jehoram, King Ahaziah, Queen Athaliah, and King Joash by using the designated **Symbol Cards** and the corresponding questions below.

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

**DISPLAY Symbol Card 7.**

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
What kind of relationship did Jehoram, Ahaziah, Athaliah, and Joash (later in his life) have with God? Why?  
What separates people from God today?*

**DISPLAY Symbol Card 2.**

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
Why did God punish Judah and her rulers for their disobedience?  
Why do you think God did not ignore the actions of Judah's wicked kings and her people after so many years of disobedience?  
Will God ever change the way He looks at sin? Why not?*

**DISPLAY Symbol Card 1.**

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
Why did God save young Joash from Queen Athaliah?  
Why didn't God allow Queen Athaliah to remain on the throne in Judah?  
Why do you think God continued to keep someone from David's dynasty on the throne in Judah even though many of her kings disobeyed Him?  
Can anything ever cause God to act against the truth He speaks to us? Why not?*

## Teacher's Notes

In each Bible lesson, several of the *Twenty Biblical Truths* students learned in the worldview lessons are linked to the Bible stories presented. Select from these suggestions or choose other *Biblical Truths* you believe are relevant to the Bible story.

DISPLAY Symbol Card 8.

For Discussion:

- What Biblical Truth does this Symbol Card help us remember?*
- How is Jesus related to the stories of Judah's kings?*
- How long will King Jesus' kingdom last?*
- How can you be sure you are in Jesus' Kingdom forever?*

**DAY 4 (Syllabus Day 28)**  
**Teacher Manual: pp. 190-196    Student Workbook: pp. 183-186**

TOPIC 4. GOD'S BRAVE MESSENGER JOEL

**Background for the Teacher**

Nothing is known about the prophet Joel except that he was the son of Pethuel. He is not mentioned anywhere else in Scripture except in Peter's sermon on the day of Pentecost when he explained that the outpouring of the Holy Spirit was a direct fulfillment of one of Joel's prophecies (*Acts 2:16*).

Although the exact date of Joel's writing is not known, many scholars think he wrote and prophesied to Judah prior to the Babylonian exile. He addressed elders and the people, including farmers (*Joel 1:11*) and priests (*1:13*). Joel does not mention Joash by name. If Joel wrote and prophesied during Joash's reign, it may be that he wrote while Joash was still a young boy.

Joel's warnings to Judah are believed to have followed on the heels of a devastating locust invasion that left the Judean landscape in ruins. Using the catastrophe of the locusts as an illustration, the prophet warned Judah of a day of the Lord in the future when there would be an even greater devastation by an army raised up by God for the purpose of judgment against the apostate kingdom. Interwoven with his warning of coming judgment, Joel also called the people to repentance with the often quoted words, "*Return to the LORD your God, for he is gracious and compassionate, slow to anger and abounding in love, and he relents from sending calamity*" (*Joel 2:13*).

Joel also prophesied about a future day when God would pour out His Holy Spirit on all people. The Apostle Peter referred to this prophecy in his sermon on the day of Pentecost when it was fulfilled. Since Pentecost, all people who are born into God's kingdom through faith in Jesus Christ receive the infilling of God's Spirit.

**Have students turn to *Reading About It* on page 183.**

Have them read the title of *Topic 3*. Discuss briefly as needed. Have them read the *Introduction*.

Have students find the *Book of Joel* in their Bibles and on the **Bible Poster**.

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Reading About It  
THE BIBLE POSTER

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Topic 4  
 God's Brave Messenger Joel  
 Introduction


Many people who study the history of Bible events believe that God sent a very brave messenger to Judah while Joash was king. His name was Joel and his message was to warn a nation of coming judgment on the elders, the farmers, and the priests.

Joel warned Judah that a day called "the day of the Lord" was coming. This day would be a terrible day of punishment for all the sins Judah had committed against God. Joel pleaded with the people to repent so that they could avoid the "day of the Lord" and the punishment it would bring.

Joel also told the people of a wonderful blessing God would give to all people in the future. On that day, God would pour out His Holy Spirit on all people. We know that day came on the Day of Pentecost, the birthday of the church. We know from reading the Book of Acts in the New Testament that Joel's prophecy was fulfilled. All God's children since that day have been filled with His Spirit.

Part 1: Joel Warns Judah of God's Coming Punishment

**Joel 2**  
 Blow the trumpet in Jerusalem,  
 Show a warning on my holy mountain.  
 Let all the people who live in the  
 land shake with fear.  
 The Lord's day of judging is coming.  
 The Lord's day of judging is near.  
 It will be a dark, gloomy day.  
 It will be a cloudy and black day.  
 Like the light on battle,  
 the great and powerful army will  
 spread over the mountains.  
 There has never been anything like it before.  
 And there will never be anything like it again.  
 The army destroys the land  
 like a burning fire.  
 The land in front of them is like  
 the garden of Eden.  
 The land behind them is like an  
 empty desert.  
 Nothing will escape them...



God's Brave Messengers Lesson 7 183

Introduction for Students

Many people who study the history of Bible events believe that God sent a very brave messenger to Judah while Joash was king. His name was Joel. Joel's message was to everyone in Judah, including the elders, the farmers, and the priests.

Joel warned Judah that a day called "the day of Lord" was coming. This day would be a terrible day of punishment for all the sins Judah had committed against God. Joel pleaded with the people to repent so that they could avoid the "day of the Lord" and the punishment it would bring.

Joel also told the people of a wonderful blessing God would give to all people in the future. On that future day, God would pour out His Holy Spirit on all people. We know that day came on the day of Pentecost, the birthday of the church. We know from reading the Book of Acts in the New Testament that Joel's prophecy was fulfilled. All God's children since that day have been filled with His Spirit.

The Story

Part 1: Joel Warns Judah of God's Coming Punishment  
(Student Workbook, page 183)

Have students turn to Part 1 on page 183.

Have them read the title of Part 1. Discuss briefly as needed.  
Have them read Part 1.

Joel 2

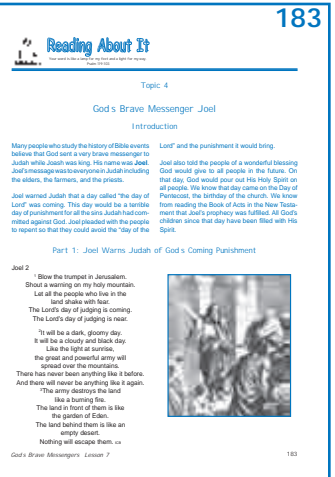
***1 Blow the trumpet in Jerusalem.  
Shout a warning on my holy mountain.  
Let all the people who live in the  
land shake with fear.  
The Lord's day of judging is coming.  
The Lord's day of judging is near.***

***2 It will be a dark, gloomy day.  
It will be a cloudy and black day.  
Like the light at sunrise,  
the great and powerful army will  
spread over the mountains.  
There has never been anything like it before.  
And there will never be anything like it again.***

***3 The army destroys the land  
like a burning fire.  
The land in front of them is like  
the garden of Eden.  
The land behind them is like an  
empty desert.  
Nothing will escape them. ICB***

For Discussion:

*What did the prophet Joel tell the people was coming?  
What words did Joel use to describe the day of God's judgment?*



**Part 2: Joel Calls the People of Judah to Repent**

Joel 2  
 "The Lord says, 'Now, come back to me with all your heart. Go without food, and cry and be sad.'"  
 "Tearing your clothes is not enough to show you are sad. Let your heart be broken. Come back to the Lord your God. He is kind and shows mercy. He doesn't become angry quickly."


He has great love. He would rather forgive than punish.

"Who knows? Maybe the Lord will change his mind and leave behind a blessing for you. Then you may give grain and drink offerings to the Lord your God."

Joel 2  
**Part 3: Joel Tells of the Day When God Will Pour Out His Holy Spirit**

Joel 2  
 "And afterward, I will pour out my Spirit on all people. Your sons and daughters will prophesy. Your old men will dream dreams, your young men will see visions."  
 "Even on my servants, both men and women, I will pour out my Spirit in those days."

Joel 2  
 "Then Peter stood up with the Eleven, raised his voice and addressed the crowd: 'Fellow Jews and all of you who live in Jerusalem, let me explain this to you, listen carefully to what I say.' 'These men are not drunk, as you suppose. It's only nine in the morning!' 'No, this is what was spoken by the prophet Joel:  
 "'In the last days, God says, I will pour out my Spirit on all people. Your sons and daughters will prophesy, your young men will see visions, your old men will dream dreams. 'Even on my servants, both men and women, I will pour out my Spirit in those days, and they will prophesy.'"



The Day of Pentecost

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*What changes did Joel say were going to come to the land?  
 Whom did Joel say would be safe from this judgment?  
 Whom did Joel say God was going to use to bring judgment?*

**Part 2: Joel Calls the People of Judah to Repent**  
 (Student Workbook, page 184)

Have students turn to Part 2 on page 184.

Have them read the title of Part 2. Discuss briefly as needed.

For Discussion:

*Does the title of Part 2 tell you that there was hope or no hope for Judah? Why? Why not?*

Have students read Part 2.

*Joel 2*

***<sup>12</sup>The Lord says, "Now, come back to me with all your heart. Go without food, and cry and be sad."***

***<sup>13</sup>Tearing your clothes is not enough to show you are sad. Let your heart be broken. Come back to the Lord your God. He is kind and shows mercy. He doesn't become angry quickly. He has great love. He would rather forgive than punish.***

***<sup>14</sup>Who knows? Maybe the Lord will change his mind and leave behind a blessing for you. Then you may give grain and drink offerings to the Lord your God. 1CB***

For Discussion:

*What do these words from God to Judah tell you about God?*

*Why is God merciful?*

*How does God shown mercy to us today?*

*Do you think the people of Judah turned back to God and did not have to suffer the punishment Joel warned them about?*

Explain that Lesson 9 explores the answer to this question.

**Part 3: Joel Tells of the Day When God Will Pour Out His Holy Spirit**  
 (Student Workbook, page 184)

Have students turn to Part 3 on page 184.

Have them read the title of Part 3. Discuss briefly as needed.

For Discussion:

*Do you remember learning in our Servanthood studies about a day when God poured out His Holy Spirit on people?*

### DISPLAY Symbol Card 16.

Remind students of their study about the birth of the church (*Servanthood*, Unit 16, Lesson 22).

For Discussion:

*On what special day did Jesus begin His church?  
What happened to Jesus' disciples and the others who were there waiting in Jerusalem after Jesus went back to heaven?  
What languages were the disciples able to speak?  
What did the people in Jerusalem think had happened to the disciples?  
What did Peter tell the people in Jerusalem was happening?*

Have students read the first part of Part 3, *Joel 2:28-29*.

### Joel 2

*<sup>28</sup>And afterward,  
I will pour out my Spirit on all people.  
Your sons and daughters will prophesy.  
Your old men will dream dreams,  
your young men will see visions.*

*<sup>29</sup>Even on my servants, both men and women,  
I will pour out my Spirit in those days.*

For Discussion:

*What did Joel tell the people of Judah would one day happen?  
Did God create His church and give people His Holy Spirit during the time of the kings and prophets of Judah?  
Did God create His church when His messenger Joel was alive?  
Why would God give this message to the people of Judah many years before He created His church and poured out His Holy Spirit?*

Explain that the time between Joel's prophecy and the birth of church was approximately 900 years. God often spoke promises of hope in relation to His covenants with Abraham, Isaac, Jacob, and David. Although these promises were not fulfilled until the time of Christ (and will be ultimately fulfilled when Jesus returns), they gave hope to the people just as God's promises give us hope as we await the new heavens and earth. Those who were faithful to God under the Old Covenant are included in His eternal kingdom through the atoning work of Jesus.

Have students read the last part of Part 3, *Acts 2:14-18*.

Have them locate the *Book of Acts* in their Bibles and on the **Bible Poster**.

### Acts 2

*<sup>14</sup>Then Peter stood up with the Eleven, raised his voice and addressed the crowd: "Fellow Jews and all of you who live in Jerusalem, let me explain this to you; listen carefully to what I say. <sup>15</sup>These men are not drunk, as you suppose. It's only nine in the morning! <sup>16</sup>No, this is what was spoken by the prophet Joel:*

## Teacher's Notes

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### Part 2: Joel Calls the People of Judah to Repent

Joel 2  
"The Lord says, 'Now, come back to me with all your heart. Go without food, and cry and be sad.'"  
"Tearing your clothes is not enough. To show you are sad, let your heart be broken. Come back to the Lord your God. He is kind and shows mercy. He doesn't become angry quickly."  
He has great love. He would rather forgive than punish. "Who knows? Maybe the Lord will change his mind, and leave behind a blessing for you. Then you may give grain and drink offerings to the Lord your God."

### Part 3: Joel Tells of the Day When God Will Pour Out His Holy Spirit

Joel 2  
"And afterward, I will pour out my Spirit on all people. Your sons and daughters will prophesy. Your old men will dream dreams, your young men will see visions."  
"Even on my servants, both men and women, I will pour out my Spirit in those days."

Acts 2  
"Then Peter stood up with the Eleven, raised his voice and addressed the crowd: 'Fellow Jews and all of you who live in Jerusalem, let me explain this to you; listen carefully to what I say. These men are not drunk, as you suppose. It's only nine in the morning! No, this is what was spoken by the prophet Joel:'"  
"In the last days, God says, I will pour out my Spirit on all people. Your sons and daughters will prophesy, your young men will see visions, your old men will dream dreams. Even on my servants, both men and women, I will pour out my Spirit in those days, and they will prophesy."



The Day of Pentecost

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God's Brave Messengers Lesson 7

*<sup>17</sup>"In the last days, God says,  
I will pour out my Spirit on all people.  
Your sons and daughters will prophesy,  
your young men will see visions,  
your old men will dream dreams.  
<sup>18</sup>Even on my servants, both men and women, I will pour out my  
Spirit in those days,  
and they will prophesy."*

For Discussion:

*Why did Joel's message to Judah come true?  
When we are restored in fellowship with God through our faith in Jesus,  
what does God pour into our hearts?  
What has God promised us that has not happened yet?  
Why do we know God's promises will come true?  
Who will live forever with God on the new earth?  
Will any people who lived on the earth during Joel's time also be on  
the new earth? Why?*

In each Bible lesson, several of the *Twenty Biblical Truths* students learned in the worldview lessons are linked to the Bible stories presented. Select from these suggestions or choose other *Biblical Truths* you believe are relevant to the Bible story.

## WORLDVIEW LINKS

- [Link Topic 4 with Biblical Truths 3, 5, 7, and 8.](#)

**Focus:** God's eternal plan is to have fellowship with His image-bearers (**BT 5**). In His love, He warns those who are separated from Him by sin (**BT 7**), and He provides a way for restoration of fellowship through Jesus Christ (**BT 8**). God the Father pours out His Holy Spirit (**BT 3**) on all people who become His children through repentance and faith in His Son Jesus.

**DISPLAY the Worldview Model.**

Link the following Biblical Truths (or others you select) to the messages of the prophet Joel using the designated **Symbol Cards** and the corresponding questions below.

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

**DISPLAY Symbol Card 5.**

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
What was God's desire for the people of Judah?  
What is God's desire for all people?*

**DISPLAY Symbol Card 7.**

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
Why did God send the prophet Joel to speak to the people of Judah?  
Why did God give us His Word, the Bible?*

**DISPLAY Symbol Card 3.**

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
What message of hope did Joel give to the people of Judah?*

*When did God pour out His Holy Spirit on people?*

Teacher's Notes

### DISPLAY Symbol Card 8.

For Discussion:

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

*How can our fellowship with God be restored?*

*When does God fill people with His Holy Spirit?*

## PRAYER

Have students commit to live their lives in faithful obedience to God. Have them thank God for providing forgiveness and salvation through Christ, ensuring their eternal relationship of harmony with Him.

## SUMMARY

- Review the stories from Lesson 7.

To review and/or summarize the topics developed in Lesson 7, choose activities from the list below or create your own.

1. *List on the board or prepare flashcards of the names, words, and phrases related to the key themes and stories of the lesson. Ask discussion questions related to each flashcard or item listed on the board to help students retell the story details in chronological order.*
2. *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.*
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. *Use the Words and Definitions, Important People and Places, and the Lesson Memory Verse in the Introducing . . . pages of the Student Workbook to summarize and review important lesson facts and concepts.*
8. *Encourage students to express what God is speaking to them indirectly through story characters or events.*

**CHARACTER RESPONSE**

Select and develop character trait applications around the people and key themes of the stories in Lesson 7. Choose from among the twenty character traits studied in the worldview section, *Servanthood*, or others you feel appropriate to the way you developed the lesson.

Suggested traits (righteous and unrighteous) for Lesson 7:

<b>CHARACTER TRAIT</b>	<b>PEOPLE IN THE STORY</b>
<i>Disobedience</i>	Rehoboam, Abijah, Asa, Jehoram, Ahaziah, Athaliah, Joash
<i>Obedience</i>	Rehoboam, Abijah, Asa, Jehoshaphat, Joash, Jehoiada
<i>Reverence</i>	Jehoshaphat, Jehoiada
<i>Humility</i>	Rehoboam (after Shishak invaded Judah)
<i>Lack of humility</i>	Asa
<i>Compassion</i>	Ahaziah's sister, Jehoiada
<i>Ingratitude</i>	Joash
<i>Trust</i>	Asa, Jehoshaphat
<i>Distrust</i>	Asa

# LESSON 11 SET FREE AT LAST

The Israelites Return to Judah and Rebuild God's Temple and Jerusalem's Walls

## PREPARING TO TEACH

### INTRODUCTION

Lesson 11 explores the return of God's chosen people to Israel from captivity in Babylon. The lesson focuses on the three major waves of returnees--the first under the leadership of Zerubbabel, the second under the leadership of Ezra, and the third under Nehemiah. It develops accounts of the physical rebuilding of Judah, including the temple and the walls of Jerusalem, and accounts of the spiritual and social reform needed after years in captivity. God's sovereignty is evident in every reconstruction activity--from His turning the hearts of the Persian kings to not only free the Israelites but also to assist them in every aspect of their resettlement to His divine protection of His people from their enemies who tried continuously to undermine the rebuilding of the nation.

### BIBLE STORY REFERENCE

Ezra and Nehemiah (selected passages)

### MEMORY VERSE

Lesson 11

*"The gracious hand of our God is on everyone who looks to him, but his great anger is against all who forsake him." Ezra 8:22b*

### BACKGROUND

The record of the Israelites' return to Jerusalem and Israel from captivity is primarily found in the books of *Ezra* and *Nehemiah*. Originally they were one book, containing the writings of Ezra and Nehemiah, possibly woven together by an unknown compiler. Most conservative Bible scholars attribute most of the content to Ezra, although this is not explicitly stated in either book.

In 539 B.C., Cyrus of Persia conquered Babylon. In 538 B.C., he issued a decree permitting all captives in Babylon to return home. This edict was inspired by God and fulfilled Jeremiah's prophecy that after seventy years of captivity Israel's punishment would be over. Not only did Cyrus permit the Jews to return home, he also provided them with ample resources to rebuild God's temple, including the items from the temple that Nebuchadnezzar had plundered from Jerusalem in his conquest.

The first returnees numbered over 42,000 and included Zerubbabel, a grandson of King Jehoiachin. Zerubbabel became the Israelite governor of Judah, and along with Jeshua the priest, oversaw the construction of God's altar and the foundation for a new temple. Construction began in 536 B.C., but it came to a halt after great

### Teacher's Notes

**Suggested Timetable for Lesson 11: 4 days**  
See *Syllabus*, pp. xix

Teacher Manual and Student Workbook pages to cover each day are noted within each lesson.

#### Suggestions for Teaching

1. Get the big picture of the lesson by surveying its major topics.
2. Refer to the *Syllabus* for a suggested timetable for each topic within the lesson.
3. Highlight the bulleted and underlined key concepts to be developed in each topic.
4. Select visual aids, demonstrations, discussion questions, and any workbook pages you wish to use to develop each topic and its concepts. Feel free to use some or all of the ones suggested in the Teacher Manual and/or develop others of your own.

**Remember:** A teacher manual is only a guide to help you teach creatively in response to your particular setting and the needs of your students.

#### Background Information

Condensed background information is included in the Teacher Manual at the beginning of each lesson and in an *Introduction for each Topic*.

A good source to help you and your students pronounce difficult biblical names is <http://www.briannelsonconsulting.com/bible/pronunciation-words-written.html>.

## Teacher's Notes

opposition from Israel's enemies who lived in the land. The opposition continued through the reigns of King Cyrus and King Darius of Persia until the prophets Haggai and Zechariah encouraged Zerubbabel and Jeshua to begin the work again. When they resumed the work, further opposition arose, and the work was again halted.

With courage, the Jews urged the Persian governor of Judah who opposed the building to search the royal archives in Persia for a copy of King Cyrus' original decree granting the Israelites permission to return home and to rebuild the temple. When King Darius learned of the Jews' request, he ordered a search of the archives for Cyrus' decree. As hoped, the decree was found, prompting King Darius to issue a new decree permitting construction of the temple to resume.

In 516 B.C., the temple was completed, seventy years after King Solomon's temple had been destroyed by King Nebuchadnezzar.

Fifty-eight years after the temple was completed, Ezra, a priest of God who still lived in Persia, petitioned King Artaxerxes for permission to lead a second wave of Israelites back to Judah. Permission was granted, and in 458 B.C., approximately eighty years after the first wave of returnees, the second group of exiles under Ezra's leadership returned to Jerusalem. Ezra's goal was to instruct the people in the Law of the Lord and to bring God's covenant people into an obedient and worshipful relationship with their God.

While Ezra worked in Israel to bring spiritual reform among the returnees, back in Susa, the Persian capital east of the city of Babylon, a younger Israelite named Nehemiah served as the cupbearer to King Artaxerxes. The year was approximately 444 B.C. or fourteen years after Ezra's return to Jerusalem. One day, Nehemiah's brother and some others from Judah arrived in Susa. They reported that in spite of the joyous return of the exiles and the completion of the temple, the city of Jerusalem still lay in ruins. The houses had not been rebuilt, and the walls of the city were still a pile of rubble. Grieved over this state of affairs that invited Israel's enemies to further oppress them, Nehemiah prayed to God on behalf of his people. He prayed for God to move the heart of King Artaxerxes to allow him to return to Jerusalem to direct the rebuilding of the walls. The king granted Nehemiah permission, sent letters of approval for the project, and ordered regional officials to supply Nehemiah with any materials needed for the massive rebuilding project.

Just as there was great opposition from surrounding enemies when the Israelites rebuilt the temple, so there was great opposition as the Israelites rebuilt Jerusalem's walls. Regional leaders such as Sanballat and Tobiah harassed and threatened the Jews regularly. Yet the people persisted, encouraged by Nehemiah's assurance that God was with them in the rebuilding. The people armed themselves, set guards around the city, and continued the project. Remarkably, after only fifty-two days of work, they completed the walls of Jerusalem.

After the walls were completed, Ezra again read the Book of the Law of Moses, instructing the Israelites in the conditions and requirements of the covenant. There was repentance, recommitment, and great celebration in the hope of a new beginning for God's chosen people. Later, Nehemiah and the priests dedicated the new walls to God and made additional social and spiritual reforms in keeping with the Book of the Law.

From this time forward, Israel never again turned to idolatry. They had learned well the painful lessons taught in the school of captivity. God's plan for Israel as the nation through whom the Messiah would one day come was still on track. Almost 450 years after the rebuilding of Jerusalem, Jesus, the promised Messiah and descendant of Abraham, Isaac, Jacob, and the lineage of Judah, was born.

## OBJECTIVES

- Students will read about the Israelites' return to Jerusalem from Babylon and the early years of rebuilding their nation.
- Students will understand God's sovereignty in moving the hearts of Persia's kings to release His people and to facilitate the rebuilding of Jerusalem.
- Students will explore the opposition the Israelites faced in rebuilding God's temple and the city walls as well as God's providence in seeing the projects to completion.
- Students will be introduced to Ezra the priest who led the second group of Israelites back to Judah, taught them God's Word, and instituted spiritual reform in the nation.
- Students will be introduced to Nehemiah, God's servant who helped the Israelites rebuild the walls of Jerusalem and institute social and spiritual reform in the nation.

## MATERIALS

### Worldview Model

### Bible Poster

### Time Line

### Symbol Cards

### Teacher Made or Procured

*Blackline Masters (Photocopy only. Do not cut or use originals in class.)*

Lesson 11 Memory Verse *Ezra 8:22b*

Word/Phrase 11a	<i>Cyrus, A King of Persia</i>
Word/Phrase 11b	<i>Darius, A King of Persia</i>
Word/Phrase 11c	<i>Ezra, A Priest of God</i>
Word/Phrase 11d	<i>Artaxerxes, A King of Persia</i>
Word/Phrase 11e	<i>Nehemiah, An Israelite servant of King Artaxerxes of Persia</i>
Word/Phrase 11f	<i>Sanballat and Tobiah, Persian officials who lived in Jerusalem and worked against Nehemiah and the Israelites</i>

*Bible maps showing geographical locations related to the lesson (optional)*

*Props for students to use in dramatizations of the stories (optional)*

## DEVELOPING THE COMPREHENSION

### Student Workbook Activities

*Introducing . . . Lesson 11: pp. 275-277*

*Topic 1: The Israelites Return to Jerusalem and Begin to Build a New Temple, pp. 278-282*

*Reading About It: pp. 278-280*

*Writing About It: pp. 281-282*

## Teacher's Notes

Refer to the *Time Line* as you teach each lesson. Selected pictures from the Student Workbook are displayed chronologically. Time Lines can help students understand the order of Bible story events in relation to other stories and events. They are also useful for reviewing story events and helping students grasp the major events in God's plan for redemption.

## Teacher's Notes

*Topic 2: The Israelites Complete the Temple and More People Return,*  
pp. 283-290

*Reading About It:* pp. 283-285

*The Main Points:* pp. 287-288

*Topic 3: Nehemiah Returns to Jerusalem to Rebuild the City Walls,*  
pp. 291-296

*Reading About It:* pp. 291-294

*Scripture Search:* pp. 295-296

*Topic 4: The Israelites Complete the Walls and Ezra Reads God's Law,*  
pp. 297-300

*Reading About It:* pp. 297-298

### Group Activities

*Kings and Permission:* Reinforce God's sovereignty in rebuilding the nation of Israel after the Babylonian captivity. Display the BLM Word/Phrase cards for King Cyrus, King Darius, and King Artaxerxes. Have students identify sequentially the permission and assistance each king contributed to the reestablishment of the temple, the city walls, and the welfare of the returnees. Discuss in light of God's absolute sovereignty over His plans for creation.

*The Temple and Jerusalem:* Display books and/or models showing the temple and Jerusalem in Bible times. Have students explore <http://www.BiblePlaces.com/> for photos of historic and contemporary sites in the Holy Land including models of the tabernacle, ancient Jerusalem, and the temple. An excellent book to illustrate the details of the temple and Jerusalem is *Holman Book of Biblical Charts, Maps, and Reconstructions*, Broadman and Holman Publishers, Nashville, TN.

## MAKING THE APPLICATION

### Student Workbook Activities

*Topic 2: The Israelites Complete the Temple and More People Return,*  
pp. 283-290

*Reading About It:* pp. 283-285

*Hiding God's Word:* pp. 289-290

*Topic 4: The Israelites Complete the Walls and Ezra Reads God's Law,*  
pp. 297-300

*Thinking About It:* p. 299

*Say It With Symbols:* p. 300

### Group Activities

*The Enemy Is at Work:* Have students review the problems the Israelites faced in (1) getting back to Jerusalem from Babylon; (2) rebuilding the temple; (3) rebuilding the walls; (4) having enough resources to rebuild the temple, the walls, the city, and the nation. Discuss in light of problems people face today when they commit to serving God.

*God Is at Work:* Have students review how each of the problems the Israelites faced in rebuilding their nation (see above) were overcome (prayer, dependence on God, hard work, common sense, perseverance, encouragement, etc.). Discuss in light of how Christians find strength and resources to overcome problems the enemy creates in their lives.

# TEACHING THE LESSON

DAY 1 (Syllabus Day 42)  
Teacher Manual: pp. 299-306 Student Workbook: pp. 275-282

## INTRODUCTION

- Introduce Lesson 11.

**Focus:** Lesson 11 develops the stories of the difficulties and successes the Israelites experienced in rebuilding their homeland after 70 years of captivity in Babylon. It develops the roles the Persian kings played in the return and the rebuilding, the roles Ezra and Nehemiah played, and God's sovereign control over these events in history.

Have students turn to *Introducing . . .* on pages 275-276 of their Student Workbooks.

Ascertain through discussion students' understanding of the title and subtitle. Have students read *The Main Ideas* and *What You Will Do*. Discuss briefly. You may wish to introduce the *Important People and Places* and the *Lesson Memory Verse* at this time or use them as a review following the lesson.

## SETTING THE STAGE

- Review the deportation of Judah to Babylon.

**Focus:** The Babylonians under King Nebuchadnezzar were God's instrument of judgment against apostate Judah. Beginning in 605 B.C. and continuing through 586 B.C. the Babylonians besieged Jerusalem and carried its kings and many of its citizens into captivity in Babylon.

Have students turn to *Getting Started* on page 277.

Have students read Jeremiah's prophecy in *Jeremiah 25:11* and study the map showing the deportation to Babylon (page 277).

### *Jeremiah 25*

*11 This whole country will become a desolate wasteland, and these nations will serve the king of Babylon for seventy years.*

For Discussion:

*Why did the prophet Jeremiah speak these words to the people of Judah?*

*Did Jeremiah's words come true? Why?*

*Where was Babylon?*

- Introduce the return from captivity

**Focus:** After seventy years of captivity in Babylon and in fulfillment of God's words through the prophets Jeremiah and Isaiah, King Cyrus allowed the Israelites to return to Israel.

Have students read Jeremiah's and Isaiah's prophecies in *Jeremiah 29:10* and

## Teacher's Notes

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INTRODUCING . . . Lesson 11

Set Free at Last

The Israelites Return to Judah and Rebuild God's Temple and Jerusalem's Walls

**The Main Ideas**

The people of Judah lived in captivity in Babylon for seventy years just as God's brave messenger Jeremiah had warned. But when the seventy years were over, Cyrus of Persia conquered the Babylonian kingdom and set the Israelites free. Cyrus told them they were free to go back to Israel and begin to rebuild God's temple. He even commanded the people in his Persian kingdom to give the Israelites gold, silver, and anything else they needed to help them rebuild the temple. The Israelites were free from captivity at last.

Many of the Israelites (but not all of them) decided to return to Jerusalem and begin rebuilding God's temple. They built the altar first. Then they laid the foundation for the temple. But some of their enemies were still living in Israel. These enemies discouraged the Israelites from building and threatened them so much that they made no progress on the temple for seventeen years. But after seventeen years, the Israelites again received permission from another Persian king, King Darius, to continue rebuilding the temple. This time, they completed the task.

Many years after the first group of Israelites returned and finished the temple, another group of Israelites decided to return to Jerusalem. By this time, King Artaxerxes (or-to-come) was the ruler of Persia. When a man of God named Ezra asked if he and others could return home, King Artaxerxes gave them permission. When Ezra and the Israelites who left Babylon with him finally arrived in Jerusalem, what they found discouraged them. Although the temple had been rebuilt, the city and its walls were still lying in ruins.

God, however, was not discouraged. He had already chosen another king of Persia and another Israelite to help rebuild the walls of Jerusalem. The king was King Artaxerxes. The Israelite was Nehemiah, a servant of King Artaxerxes.

When Nehemiah heard about the condition of Jerusalem's walls, he asked King Artaxerxes for permission to return so he could help rebuild them. The king agreed, and Nehemiah returned to Israel. Even though many enemies of Israel tried to stop the people from rebuilding the walls, God was with His chosen people. They completed building the walls in just fifty-two days!

After the walls were rebuilt, Ezra read from the Book of God's Law, and the Israelites reported of their sins. Later they held a special celebration and dedicated the walls of the city and worshiped God with great joy.

The Israelites were back home. Their beautiful city of Jerusalem was rebuilt. From the time the Israelites returned to Jerusalem until this very day, they have never turned back to worshipping idols. The seventy years of punishment (Babylon) taught them a lesson they have not forgotten. What is that lesson? God is the only true and almighty God. He is the only One all people were created to worship.


**What You Will Do**

1. You will read the Bible stories that tell about the Israelites returning to Jerusalem after seventy years of captivity in Babylon.

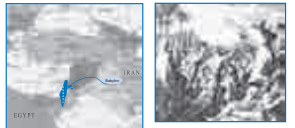
God's Brave Messengers Lesson 11 275

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Getting Started



This whole country will become a desolate wasteland, and these nations will serve the king of Babylon for seventy years. Jeremiah 25:11



"I will bring Cyrus to do good things. And I will make his work easy. Cyrus will rebuild my city, and he will set my people free. Cyrus has not been paid to do these things. The Lord of heaven's armies says this." Isaiah 45:1-3

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The 70 years of Babylonian captivity is interpreted by some Bible scholars to represent the length of time between the destruction of Solomon's temple by King Nebuchadnezzar and the completion of Zerubbabel's temple after King Cyrus of Persia allowed the Jews to return to Judah. The actual time from the first deportation in 605 B.C. to Cyrus' decree of freedom in 538 B.C. was 67 years.

*Isaiah 45:13* ICB, and study the map showing the return to Israel (page 277).

*Jeremiah 29*

<sup>10</sup>*This is what the LORD says: "When seventy years are completed for Babylon, I will come to you and fulfill my gracious promise to bring you back to this place."*

*Isaiah 45*

<sup>13</sup>*"I will bring Cyrus to do good things.  
And I will make his work easy.  
Cyrus will rebuild my city,  
and he will set my people free.  
Cyrus has not been paid to do these things.  
The Lord of heaven's armies says this." ICB*

For Discussion:

*What did God promise the people of Judah through the prophets Jeremiah and Isaiah?*

*Who was Cyrus? (the king of Persia who conquered Babylon)*

*How do you think the people of Judah would have changed during seventy years of captivity in a foreign land?*

*What work do you think they would have to do when they returned to Israel? Why?*

Explain that Lesson 11 explores the return of the Israelites to their homeland from Babylon and the work required to rebuild their nation, both physically and spiritually.

## BIBLE STORY

### TOPIC 1. THE ISRAELITES RETURN TO JERUSALEM AND BEGIN TO BUILD A NEW TEMPLE

#### Background for the Teacher

In his first year as ruler of Babylon (538 B.C.) the conquering Persian King Cyrus was moved by God to release the Hebrews from captivity. Cyrus had unified the Medes and Persians into a strong empire, and it was to his benefit to allow the Jews to return to Israel and rebuild their nation, possibly as a buffer against Persia's enemies. Because Cyrus was king over territory previously under Babylonian and Assyrian rule, his decree meant that any Jew from the northern kingdom of Israel who had been taken into captivity by the Assyrians was now also free to return to Israel. However, only people from the tribes of Judah and Benjamin in the southern kingdom returned and began the task of rebuilding.

In freeing the Israelites, King Cyrus provided not only an official binding decree, but he also provided them with ample resources and protection for the journey home and for the task of rebuilding the temple. In addition, he returned the articles that Nebuchadnezzar had plundered from the temple years before.

Not all Israelites returned home under Cyrus' decree. Because of the liberal laws of the Babylonians and Persians regarding their captives, many Jews had been allowed to become landowners and merchants in captivity. Thus moving back to Israel would have meant giving up everything and starting over.

Among the first wave of returnees was Zerubbabel, a grandson of King Jehoiachin, who became the Israelite governor of Judah. Under his leadership, the people rebuilt the altar of God and the foundation of the temple even before they repaired the walls of Jerusalem. This demonstrated the centrality of God in the reconstruction efforts and expressed the people's belief that "putting God first" was the most important thing to do. Response to laying the foundation for a new temple varied from joy to weeping. The weeping resulted from the awareness of older people that the new temple would not be as elaborate as King Solomon's temple destroyed by the Babylonians.

Opposition to rebuilding the temple came from the Samaritans, the people who were transplanted into Samaria north of Judah after the Assyrians defeated the northern kingdom of Israel. They were polytheistic, and Yaweh was included as one of their many gods. (Tension between the Jews and Samaritans continued well into New Testament times as seen in the stories of the good Samaritan and the Samaritan woman at the well with whom Jesus spoke.) The threats and taunting by the Samaritans so discouraged and frightened the Jews that all work on the temple stopped until the second year of the reign of King Darius. Bible scholars propose that the work was at a standstill for ten to seventeen years.

Have students turn to *Reading About It* on page 278.

Have them read the title of *Topic 1*. Discuss briefly as needed. Have them read the *Introduction*.

*Note: The text from the Student Workbook is provided below. Explain that within the Bible stories, Scripture passages are printed in black and paraphrased story material is printed in blue.*

## The Israelites Return to Jerusalem and Begin to Build a New Temple

### Introduction for Students

*During the time the Israelites were captives in Babylon, King Cyrus of Persia conquered the kingdom of Babylon. In his first year as king, Cyrus allowed the people of Israel to return to Jerusalem. He even sent gold and silver with them so they could begin to rebuild God's temple.*

*The people built God's altar first. Then they laid the foundation for the temple. Most of the people were happy, but some were sad. They were sad because they knew that they would not be able to build a temple as beautiful as the one King Solomon had built many years earlier.*

*As the people of Israel began to build the temple, many of their enemies tried to stop them. The Israelites became so discouraged and so frightened that they stopped building the temple for seventeen years. It was a very sad time for everyone who had returned home from Babylon.*

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Topic: 1

The Israelites Return to Jerusalem and Begin to Build a New Temple

Introduction

During the time the Israelites were captives in Babylon, King Cyrus of Persia conquered the kingdom of Babylon. In his first year as king, Cyrus allowed the people of Israel to return to Jerusalem. He even sent gold and silver with them so they could begin to rebuild God's temple.

The people built God's altar first. Then they laid the foundation for the temple. Most of the people were happy, but some were sad. They were sad because they knew that they would not be able to build a temple as beautiful as the one King Solomon had built many years earlier.

As the people of Israel began to build the temple, many of their enemies tried to stop them. The Israelites became so discouraged and frightened that they stopped building the temple for seventeen years. It was a very sad time for everyone who had returned home from Babylon.

Part 1: King Cyrus Helps the Israelites Return Home

Extra 1  
In the first year of Cyrus king of Persia, in order to fulfill the word of the Lord spoken by Jeremiah, the Lord moved the heart of Cyrus king of Persia to make a proclamation throughout his realm and to put it in writing:  
"This is what the Lord God of heaven says: 'The Lord, the God of heaven, has given me all the kingdoms of the earth and has appointed me to build a temple for him at Jerusalem in Judah. Anyone of his people among you—may his God be with him, and let him go up to Jerusalem in Judah and build the temple of the Lord, the God of Israel, on the site of the temple that was destroyed. And the people of any place where survivors may now be living are to provide him with silver and gold, with goods and livestock, and with freewill offerings for the temple of God in Jerusalem.'  
Then the family heads of Judah and Benjamin, the priests and Levites—everyone whose heart God had moved—prepared to go up and build the house of the Lord in Jerusalem. All their neighbors assisted them with articles of silver



God's Brave Messengers Lesson 11

## Part 1: King Cyrus Helps the Israelites Return Home

(Student Workbook, pages 278-279)

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**Reading About It**

Topic 1  
The Israelites Return to Jerusalem and Begin to Build a New Temple

Introduction

During the time the Israelites were captive in Babylon, King Cyrus of Persia conquered the kingdom of Babylon, and after seven years, Cyrus allowed the people of Israel to return to Jerusalem. He even gave gold and silver with them so they could begin to rebuild God's temple.

The people built God's altar first. Then they laid the foundation for the temple. Most of the people were happy, but some were sad. They were sad because they knew that they would not be able to build a temple as beautiful as the one King Solomon had built many years earlier.

As the people of Israel began to build the temple, many of their enemies tried to stop them. The Israelites became so discouraged and disappointed that they stopped building the temple for seventeen years. It was a very sad time for everyone who had returned home from Babylon.


Part 1: King Cyrus Helps the Israelites Return Home

Ezra 1

In the first year of Cyrus king of Persia, in order to fulfill the word of the LORD spoken by Jeremiah, the LORD moved the heart of Cyrus king of Persia to make a proclamation throughout his realm and to put it in writing.

"This is what Cyrus king of Persia says: 'The LORD, the God of heaven, has given me all the kingdoms of the earth and he has appointed me to build a temple for him at Jerusalem in Judah. Anyone of his people among you—may his God be with him, and let him go up to Jerusalem in Judah and build the temple of the LORD, the God of Israel, the God who is in Jerusalem. Let the people of any place where survivors may now be living are to provide him with silver and gold, with goods and livestock, and with freewill offerings for the temple of God in Jerusalem.'"

Then the family heads of Judah and Benjamin, and the priests and Levites—everyone whose heart God had moved—prepared to go up and build the house of the LORD in Jerusalem. All their neighbors assisted them with articles of silver



God's Brave Messengers Lesson 11

Scripture passages are paragraphed and punctuated as they appear in the NIV translation of the Bible rather than according to modern styles. For example, a dialog (a written conversation between two or more people) may sometimes be formatted as a single paragraph.

## Have students turn to Part 1 on pages 278-279.

Have them read the title of Part 1. Discuss briefly as needed.

**WRITE OR DISPLAY BLM Word/Phrase 11a, Cyrus, A King of Persia.**

For Discussion:

*What did the prophet Isaiah tell the people of Judah many years before they went into captivity in Babylon about a king named Cyrus? Why do you think a king who was not an Israelite would allow God's chosen people to return to their own country?*

Have students read Part 1.

**Ezra 1**

***1*****In the first year of Cyrus king of Persia, in order to fulfill the word of the LORD spoken by Jeremiah, the LORD moved the heart of Cyrus king of Persia to make a proclamation throughout his realm and to put it in writing:**

***2*****"This is what Cyrus king of Persia says:**

***"The LORD, the God of heaven, has given me all the kingdoms of the earth and he has appointed me to build a temple for him at Jerusalem in Judah. <sup>3</sup>Anyone of his people among you—may his God be with him, and let him go up to Jerusalem in Judah and build the temple of the LORD, the God of Israel, the God who is in Jerusalem. <sup>4</sup>And the people of any place where survivors may now be living are to provide him with silver and gold, with goods and livestock, and with freewill offerings for the temple of God in Jerusalem."***

***<sup>5</sup>Then the family heads of Judah and Benjamin, and the priests and Levites—everyone whose heart God had moved—prepared to go up and build the house of the LORD in Jerusalem. <sup>6</sup>All their neighbors assisted them with articles of silver and gold, with goods and livestock, and with valuable gifts, in addition to all the freewill offerings. <sup>7</sup>Moreover, King Cyrus brought out the articles belonging to the temple of the LORD, which Nebuchadnezzar had carried away from Jerusalem and had placed in the temple of his god. <sup>8</sup>Cyrus king of Persia had them brought by Mithredath the treasurer, who counted them out to Sheshbazzar the prince of Judah.***

For Discussion:

*Who moved King Cyrus' heart to let the Israelites return to Judah? What task or project did God put in the heart of King Cyrus to do for the returning Israelites?*

*What did King Cyrus tell the people of his kingdom of Persia to do for the Israelites who were returning home?*

*What special articles did King Cyrus send back to Israel with the people?*

*How do you think the people might have felt about their new freedom? About their trip back to Israel?*

*What kinds of work do you think the Israelites were going to have to do when they returned to their country? Why?*

## Part 2: The Israelites Rebuild the Altar and the Temple Foundation

(Student Workbook, page 279)

Have students turn to Part 2 on page 279.

Have them read the title of Part 2. Discuss briefly as needed.

For Discussion:

*When the people arrived in Jerusalem, what do you think the city looked like? Why?*

*Why do you think the altar and the temple were the first things the people wanted to rebuild?*

Have students read Part 2.

### Ezra 3

***<sup>1</sup>When the seventh month came and the Israelites had settled in their towns, the people assembled as one man in Jerusalem. <sup>2</sup>Then Jeshua son of Jozadak and his fellow priests and Zerubbabel son of Shealtiel and his associates began to build the altar of the God of Israel to sacrifice burnt offerings on it, in accordance with what is written in the Law of Moses the man of God. <sup>3</sup>Despite their fear of the peoples around them, they built the altar on its foundation and sacrificed burnt offerings on it to the LORD, both the morning and evening sacrifices.***

***<sup>4</sup>Then in accordance with what is written, they celebrated the Feast of Tabernacles with the required number of burnt offerings prescribed for each day. <sup>5</sup>After that, they presented the regular burnt offerings, the New Moon sacrifices and the sacrifices for all the appointed sacred feasts of the LORD, as well as those brought as freewill offerings to the LORD. <sup>6</sup>On the first day of the seventh month they began to offer burnt offerings to the LORD, though the foundation of the LORD's temple had not yet been laid.***

***<sup>7</sup>Then they gave money to the masons and carpenters, and gave food and drink and oil to the people of Sidon and Tyre, so that they would bring cedar logs by sea from Lebanon to Joppa, as authorized by Cyrus king of Persia.***

***<sup>10</sup>When the builders laid the foundation of the temple of the LORD, the priests in their vestments and with trumpets, and the Levites (the sons of Asaph) with cymbals, took their places to praise the LORD, as prescribed by David king of Israel. <sup>11</sup>With praise and thanksgiving they sang to the LORD:***

***"He is good;  
his love to Israel endures forever."***

***And all the people gave a great shout of praise to the LORD, because the foundation of the house of the LORD was laid. <sup>12</sup>But many of the older priests and Levites and family heads, who had seen the former temple, wept aloud when they saw the foundation of this temple being laid, while many others shouted for joy. <sup>13</sup>No one could distinguish the sound of the shouts of joy from the sound of weeping, because the people made so much noise. And the sound was heard far away.***

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and get, with goods and livestock, and with valuable gifts, in addition to all the freewill offerings. <sup>10</sup>Moreover, King Cyrus brought out the articles belonging to the temple of the LORD, which Nebuchadnezzar had carried away from Jerusalem

### Part 2: The Israelites Rebuild the Altar and the Temple Foundation

Ezra 3  
<sup>1</sup>When the seventh month came and the Israelites had settled in their towns, the people assembled as one man in Jerusalem. <sup>2</sup>Then Jeshua son of Jozadak and his fellow priests and Zerubbabel son of Shealtiel and his associates began to build the altar of the God of Israel to sacrifice burnt offerings on it, in accordance with what is written in the Law of Moses the man of God. <sup>3</sup>Despite their fear of the peoples around them, they built the altar on its foundation and sacrificed burnt offerings on it to the LORD, both the morning and evening sacrifices. <sup>4</sup>Then in accordance with what is written, they celebrated the Feast of Tabernacles with the required number of burnt offerings prescribed for each day. <sup>5</sup>After that, they presented the regular burnt offerings, the New Moon sacrifices and the sacrifices for all the appointed sacred feasts of the LORD, as well as those brought as freewill offerings to the LORD. <sup>6</sup>On the first day of the seventh month they began to offer burnt offerings to the LORD, though the foundation of the LORD's temple had not yet been laid. <sup>7</sup>Then they gave money to the masons and carpenters, and gave food and drink and oil to

the people of Sidon and Tyre, so that they would bring cedar logs by sea from Lebanon to Joppa, as authorized by Cyrus king of Persia.

"When the builders laid the foundation of the temple of the LORD, the priests in their vestments and with trumpets, and the Levites (the sons of Asaph) with cymbals, took their places to praise the LORD, as prescribed by David king of Israel. <sup>11</sup>With praise and thanksgiving they sang to the LORD.

"He is good;  
his love to Israel endures forever."  
And all the people gave a great shout of praise to the LORD, because the foundation of the house of the LORD was laid. <sup>12</sup>But many of the older priests and Levites and family heads, who had seen the former temple, wept aloud when they saw the foundation of this temple being laid, while many others shouted for joy. <sup>13</sup>No one could distinguish the sound of the shouts of joy from the sound of weeping, because the people made so much noise. And the sound was heard far away.



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For Discussion:

*What did the Israelites build first, even before beginning to rebuild the temple?*

*Why do you think they built the altar and offered sacrifices first?*

*Of what people do you think the Israelites who returned to Jerusalem were afraid? Why?*

*Whom did the Israelites pay to start building the temple?*

*Where did the Israelites get logs for building the temple?*

Using a **Bible map**, point out the location of Tyre and Sidon in Lebanon and Joppa in Israel.

*When the foundation of the temple was completed, what did the priests and Levites do?*

*How did all the people respond when the foundation for the new temple was laid?*

*How did some of the people respond when they saw the foundation for the new temple?*

Explain the probable cause of the weeping--this temple was not going to match the splendor of King Solomon's temple because of limited resources and primitive working conditions in a city still in ruins.

### Part 3: Israel's Enemies Try to Stop Them From Rebuilding the Temple

(Student Workbook, page 280)

Have students turn to Part 3 on page 280.

Have them read the title of Part 3. Discuss briefly as needed.

For Discussion:

*Why do you think Israel's enemies would try to stop them from rebuilding the temple?*

*Do enemies of God try to stop people from doing His work and building His kingdom today?*

Have students read Part 3.

#### Ezra 4

*<sup>1</sup>When the enemies of Judah and Benjamin heard that the exiles were building a temple for the LORD, the God of Israel, <sup>2</sup>they came to Zerubbabel and to the heads of the families and said, "Let us help you build because, like you, we seek your God and have been sacrificing to him since the time of Esarhaddon king of Assyria, who brought us here."*

*<sup>3</sup>But Zerubbabel, Jeshua and the rest of the heads of the families of Israel answered, "You have no part with us in building a temple to our God. We alone will build it for the LORD, the God of Israel, as King Cyrus, the king of Persia, commanded us."*

*<sup>4</sup>Then the peoples around them set out to discourage the people of Judah and make them afraid to go on building.*

*Then after many threats and great fear and discouragement, the Israelites stopped building the temple. In fact, for almost seventeen*

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#### Part 3: Israel's Enemies Try to Stop Them From Rebuilding the Temple

**Ezra 4**  
When the enemies of Judah and Benjamin heard that the exiles were building a temple for the LORD, the God of Israel, they came to Zerubbabel and to the heads of the families and said, "Let us help you build because, like you, we seek your God and have been sacrificing to him since the time of Esarhaddon king of Assyria, who brought us here."

King Cyrus, the king of Persia, commanded us." Then the peoples around them set out to discourage the people of Judah and make them afraid to go on building.

The Zerubbabel, Jeshua and the rest of the heads of the families of Israel answered, "You have no part with us in building a temple to our God. We alone will build it for the LORD, the God of Israel, as

King Cyrus, the king of Persia, commanded us." Then the peoples around them set out to discourage the people of Judah and make them afraid to go on building.



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*years the temple stood unfinished. This was a very sad time for the people who had returned to Israel from captivity in Babylon.*

For Discussion:

*Why do you think the Israelites had to give up building the temple even though they knew God had brought them back to their homeland?  
What kinds of threats and discouraging words do you think Israel's enemies used to get them to stop building?*

*What kinds of threats and discouraging words do people today make against God's children?*

*Have you ever been discouraged about being a Christian because someone made fun of you? What did you do?*

## WORLDVIEW LINKS

- [Link Topic 1 with Biblical Truths 1, 2, 5, 11, and 15.](#)

**Focus:** Israel's release from captivity not only demonstrated the truthfulness of God's Word (BT 1), but also His sovereign power in bringing it about (BT 2). After years of suffering, Israel knew she was a nation created for the praise of God's glory (BT 5) and set out to begin the rebuilding of the relationship God had called them to have with Him. The opposition from Israel's enemies illustrated the social disharmony caused by the fall (BT 15). The Israelites' response of fear and discouragement to opposition revealed that personal disharmony caused by the fall (BT 11) can still affect those living in a renewed relationship with God.

**DISPLAY the Worldview Model.**

Link the following Biblical Truths (or others you select) to the stories of the Israelites' desire to rebuild the temple upon their return from captivity using the designated **Symbol Cards** and the corresponding questions below.

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

**DISPLAY Symbol Card 1.**

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
What did God's brave messenger Jeremiah prophesy about the time Israel would spend in captivity in Babylon?  
Why did God allow the Israelites to return home after seventy years of captivity?*

*Why can you be encouraged by God's promises even when you have many problems?*

**DISPLAY Symbol Card 2.**

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
Why did King Cyrus allow the Israelites to return home?  
Why did King Cyrus provide them with silver, gold, livestock, and other supplies to help them build the temple and resettle in Judah?*

*Who still moves the hearts of the leaders of nations today? Why?*

## Teacher's Notes

In each Bible lesson, several of the *Twenty Biblical Truths* students learned in the worldview lessons are linked to the Bible stories presented. Select from these suggestions or choose other *Biblical Truths* you believe are relevant to the Bible story.

*Who is completely in control of all the events in the history of the world? Will He remain in control of history? Why?*

**DISPLAY Symbol Card 5.**

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
What valuable lesson did the Israelites learn from their time of suffering as captives in Babylon?  
When they returned to Jerusalem, what did they do that shows they had learned who they were and why they were created?*

*How are we like the Israelites? Do you know who you are and why God created you?*

**DISPLAY Symbol Card 15.**

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
Why would the people who were living in Israel when the Israelites returned try to stop them from building the temple?*

*Why do people today try to stop God's church from growing?*

**DISPLAY Symbol Card 11.**

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
Even though the Israelites knew who they were and why God created them, why do you think they became discouraged and afraid of their enemies?*

*Do God's children become fearful and discouraged today, even though they know God is their Father? Why?  
What do you do when you are discouraged or afraid?*

**DAY 2 (Syllabus Day 43)**

**Teacher Manual: pp. 306-312    Student Workbook: pp. 283-290**

**TOPIC 2. THE ISRAELITES COMPLETE THE TEMPLE  
AND MORE PEOPLE RETURN**

**Background for the Teacher**

In about 520 B.C., the prophets Haggai and Zechariah encouraged Zerubbabel and the Israelites to resume work on the temple. Immediately, however, the opposition resurfaced. The Persian governor of Judah, Tattenai, questioned the Jews about their new efforts to rebuild the temple. Through God's sovereign intervention, however, Tattenai allowed the construction to continue while an appeal was sent to King Darius asking that a search for King Cyrus' original decree be made in the old records. When the decree was found, King Darius issued his own decree permitting the Jews to continue rebuilding the temple. In addition, the new decree defined the punishment for anyone who interfered with them. The temple was completed in 516 B.C., seventy years after Nebuchadnezzar destroyed Solomon's temple.

In 458 B.C., fifty-eight years after the temple was completed and eighty years after Zerubbabel led the first wave of returnees back to Israel, Ezra the priest led the second wave of approximately 2,000 Jews back to their homeland. Ezra was probably born in captivity and lived in or near the city of Babylon where most of the exiles congregated after deportation. His mission was to teach the Law of the Lord and institute spiritual reform within the slowly emerging new nation. By this time, Artaxerxes was king of Persia, and like Cyrus before him, he gave Ezra and any willing Jew permission to return home. King Artaxerxes also provided the people with goods and supplies for sacrificing to God and specifically commissioned Ezra to inquire into and nurture the spiritual development of the Hebrews.

With other leading men of Israel, Ezra led the people without mishap back to Israel and began his ministry of teaching and guiding them in spiritual reform.

Have students turn to **Reading About It** on page 283.

Have them read the title of *Topic 2*. Discuss briefly as needed. Have them read the *Introduction*.

## The Israelites Complete the Temple and More People Return

### Introduction for Students

*The Israelites stopped building the temple for seventeen years. By this time, King Cyrus had died, and there was a new king of Persia. His name was King Darius.*

*When the Israelites decided to start building the temple again, the governor of Judah wrote a letter to King Darius. He asked the king to search for the permission letter King Cyrus had written many years before. When the letter was found, King Darius wrote his own permission letter. He told the Israelites to finish the temple. He also wrote that anyone who tried to stop the Israelites from completing the temple would be killed.*

*Many years after the temple was completed, another king was ruling over Persia. His name was Artaxerxes (Ar-ta-zerk-zees). One day a priest of God named Ezra asked King Artaxerxes if he could lead another group of Israelites back to Jerusalem. The king agreed, and Ezra led about two thousand people back home to Judah.*

### The Story

#### Part 1: The Israelites Complete the Temple and Dedicate It to God (Student Workbook, page 283)

Have students turn **Part 1** on page 283.

Have them read the title of Part 1. Discuss briefly as needed. Have them read Part 1.

*Here is part of King Darius' permission letter that allowed the Israelites to complete the temple:*

## Teacher's Notes



Topic 2  
The Israelites Complete the Temple and More People Return

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Introduction

The Israelites stopped building the temple for seventeen years. By this time, King Cyrus had died, and there was a new king of Persia. His name was King Darius.

When the Israelites decided to start building the temple again, the governor of Judah wrote a letter to King Darius. He asked the king to search for the permission letter King Cyrus had written many years before. When the letter was found, King Darius wrote his own permission letter. He told the Israelites to finish the temple. He also wrote that anyone who tried to stop the Israelites from completing the temple would be killed.

Many years after the temple was completed, another king was ruling over Persia. His name was Artaxerxes (Ar-ta-zerk-zees). One day a priest of God named Ezra asked King Artaxerxes if he could lead another group of Israelites back to Jerusalem. The king agreed, and Ezra led about two thousand people back home to Judah.

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Part 1: The Israelites Complete the Temple and Dedicate It to God

Here is part of King Darius' permission letter that allowed the Israelites to complete the temple.

**Ezra 6**  
Do not interfere with the work on this temple of God. Let the governor of the Jews and the Jewish elders rebuild the house of God on its site.  
I, Artaxerxes, hereby declare what you are to do for these elders of the Jews in the construction of this house of God.  
The expenses of these men are to be fully paid out of the royal treasury, from the revenues of the provinces, so that the work will not stop. Whenever a needed young bull, ram, male lamb for burnt offering, or the fat of heaven, and wheat, salt, wine and oil, as requested by the priests in Jerusalem, they shall be given them daily without fail. So that they may offer sacrifices pleasing to the God of heaven and pray for the wellbeing of the king and his sons.  
Furthermore, I declare that if anyone changes this edict, he shall be hanged from a gallows and his house shall be made a pile of rubble. May God who has caused this mine to stand firm, overthrow any king or people who lift a hand to change this edict or to destroy the temple in Jerusalem.  
Darius has decreed it. Let it be carried out with diligence.

After the Israelites received King Darius' letter, they finished building the temple. Then they dedicated the temple to God with great joy and celebrated the Passover feast for seven days.

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**Reading About It**

Topic 2  
The Israelites Complete the Temple and More People Return

Introduction

The Israelites stopped building the temple for seventeen years. By this time, King Cyrus had died, and there was a new king of Persia. His name was King Darius.

When the Israelites decided to start building the temple again, the governor of Judah wrote a letter to King Darius. He asked the king to search for the permission letter King Cyrus had written many years before. When the letter was found, King Darius wrote his own permission letter. He told the Israelites to finish the temple. He also wrote that anyone who tried to stop the Israelites from completing the temple would be killed.

Many years after the temple was completed, another king was ruling over Persia. His name was Artaxerxes. One day a prince of God named Ezra asked King Artaxerxes if he could lead another group of Israelites back to Jerusalem. The king agreed, and Ezra led about two thousand people back home to Judah.

Part 1: The Israelites Complete the Temple and Dedicate It to God

Here is part of King Darius' permission letter that allowed the Israelites to complete the temple:

**Ezra**  
Do not interfere with the work on this temple of God. Let the governor of the Jews and the people who remain in the house of God on its site.

Moreover, I hereby decree what you are to do for these elders of the Jews in the construction of this house of God:

The expenses of these men are to be fully paid out of the royal treasury. From the revenues of Trans-Euphrates, so that the work will not stop. Whenever a need arises for burnt offerings, male lambs for burnt offerings to the God of heaven, and wheat, salt, wine and oil, as requested by the priests in Jerusalem--must be given them daily without fail, so that they may offer sacrifices pleasing to the God of heaven and pray for the well-being of the king and his sons.

Furthermore, I decree that if anyone changes this edict, a beam is to be pulled from his house and he is to be lifted up and impaled on it. And for this crime his house is to be made a pile of rubble. "Who God catches this Name to dwell there, overthrow any king or people who lift a hand to change this decree or to destroy this temple in Jerusalem.

I have now decreed it. Let it be carried out with diligence.

After the Israelites received King Darius' letter, they finished building the temple. Then they dedicated the temple to God with great joy and celebrated the Passover feast for seven days.

God's Brave Messengers Lesson 11

Ezra 6

***7**Do not interfere with the work on this temple of God. Let the governor of the Jews and the Jewish elders rebuild this house of God on its site.*

***8**Moreover, I hereby decree what you are to do for these elders of the Jews in the construction of this house of God:*

*The expenses of these men are to be fully paid out of the royal treasury, from the revenues of Trans-Euphrates, so that the work will not stop. **9**Whatever is needed--young bulls, rams, male lambs for burnt offerings to the God of heaven, and wheat, salt, wine and oil, as requested by the priests in Jerusalem--must be given them daily without fail, **10**so that they may offer sacrifices pleasing to the God of heaven and pray for the well-being of the king and his sons.*

***11**Furthermore, I decree that if anyone changes this edict, a beam is to be pulled from his house and he is to be lifted up and impaled on it. And for this crime his house is to be made a pile of rubble. **12**May God, who has caused his Name to dwell there, overthrow any king or people who lift a hand to change this decree or to destroy this temple in Jerusalem.*

*I Darius have decreed it. Let it be carried out with diligence.*

*After the Israelites received King Darius' letter, they finished building the temple. Then they dedicated the temple to God with great joy and celebrated the Passover feast for seven days.*

For Discussion:

- What Persian king gave the Israelites permission the first time to return to Jerusalem and to rebuild the temple?*
- How many years did the people stop working on the temple? Why?*
- What had happened to King Cyrus during the seventeen years when no work on the temple was done?*
- Who became the new king of Persia after King Cyrus died?*

**WRITE OR DISPLAY BLM Word/Phrase 11b, Darius, A King of Persia.**

Continue the Discussion:


- Why did the governor of Judah write a letter to King Darius?*
- What did King Darius find?*
- What did King Darius write for the Israelites?*
- What did King Darius tell his officials to do for the Israelites?*
- What did he say would happen to anyone who tried to stop the rebuilding of God's temple?*
- Why do you think a king who was not an Israelite would want to help the Israelites complete God's temple?*

**Part 2: Ezra the Priest Returns to Jerusalem**  
(Student Workbook, page 284)

**Have students turn to Part 2 on page 284.**

Have them read the title of Part 2. Discuss briefly as needed. Have them read Part 2.

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The temple the Israelites built after returning to Jerusalem was not as beautiful as the first temple. King Darius had said that if anyone tried to stop the Israelites from building the temple, his house would be pulled down and he would be impaled on a beam. King Darius also wrote that the king and his soldiers had freely given to the God of heaven, wheat, salt, wine and oil, as requested by the priests in Jerusalem. "Who God catches this Name to dwell there, overthrow any king or people who lift a hand to change this decree or to destroy this temple in Jerusalem."

Part 2: Ezra the Priest Returns to Jerusalem

Almost fifty-eight years after the temple in Jerusalem was completed, there was a new king of Persia. His name was Artaxerxes. One day a prince of God named Ezra asked King Artaxerxes if he could lead another group of Israelites back to Jerusalem. The king agreed, and Ezra led about two thousand people back home to Judah.

**Ezra**  
"I decree that any of the Israelites in my kingdom, including priests and Levites, who wish to go to Jerusalem with you, may go. They are sent by the king and the seven elders to inquire about your God, which is in your land. However, you are not to let with you the silver and gold that the king and his soldiers have freely given to the God of heaven, whose dwelling is in Jerusalem. Together with all the silver and gold you may obtain from the province of Babylon, as well as the freewill offerings of the people and priests for the temple of our God in Jerusalem. This money is to be used to buy bulls, rams and male lambs, together with their grain offerings and

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**Almost fifty-eight years after the temple in Jerusalem was completed, there were still many Israelites living in Babylon under another king of Persia. This king's name was Artaxerxes. One of the Israelites still in Babylon was a man named Ezra. Ezra was a priest of God, and he understood God's law very well. His name means "help," and he was a great helper and leader for the Israelites.**

**One day Ezra decided it was time for him to go back to Judah. King Artaxerxes not only gave him permission to return, he also gave permission to all the Israelites who wanted to return with Ezra. King Artaxerxes wrote a letter telling his officials to provide everything Ezra and the people who went with him needed to return home. This was so everyone would know that the king himself had given Ezra and the people with him permission to return.**

**Here is part of the letter King Artaxerxes wrote:**

**Ezra 7**

**<sup>12</sup>Artaxerxes, king of kings,**

**To Ezra the priest, a teacher of the Law of the God of heaven:**

**Greetings.**

**<sup>13</sup>Now I decree that any of the Israelites in my kingdom, including priests and Levites, who wish to go to Jerusalem with you, may go. <sup>14</sup>You are sent by the king and his seven advisers to inquire about Judah and Jerusalem with regard to the Law of your God, which is in your hand.**

**<sup>15</sup>Moreover, you are to take with you the silver and gold that the king and his advisers have freely given to the God of Israel, whose dwelling is in Jerusalem, <sup>16</sup>together with all the silver and gold you may obtain from the province of Babylon, as well as the freewill offerings of the people and priests for the temple of their God in Jerusalem. <sup>17</sup>With this money be sure to buy bulls, rams and male lambs, together with their grain offerings and drink offerings, and sacrifice them on the altar of the temple of your God in Jerusalem.**

**<sup>18</sup>You and your brother Jews may then do whatever seems best with the rest of the silver and gold, in accordance with the will of your God. <sup>19</sup>Deliver to the God of Jerusalem all the articles entrusted to you for worship in the temple of your God. <sup>20</sup>And anything else needed for the temple of your God that you may have occasion to supply, you may provide from the royal treasury.**

**After Ezra received King Artaxerxes' letter he prepared the people for the long journey back to Jerusalem.**

**Ezra 8**

**<sup>21</sup>There, by the Ahava Canal, I proclaimed a fast, so that we might humble ourselves before our God and ask him for a safe journey for us and our children, with all our possessions. <sup>22</sup>I was ashamed to ask the king for soldiers and horsemen to protect us from enemies on the road, because we had told the king, "The gracious hand of our God is on everyone who looks to him, but his great anger is against all who forsake him."**

**<sup>31</sup>On the twelfth day of the first month we set out from the Ahava**

**Teacher's Notes**



The temple the Israelites built after returning from Babylon was not as beautiful as the First Temple King Solomon had built. It was the most important building in Jerusalem. From the Bible conditions after the return to God and serving Him in the city was and serving God.

**Part 2: Ezra the Priest Returns to Jerusalem**

Almost fifty-eight years after the temple in Jerusalem was completed, there were still many Israelites living in Babylon under another king of Persia. This king's name was Artaxerxes. One of the Israelites still in Babylon was a man named Ezra. Ezra was a priest of God, and he understood God's law very well. His name means "help," and he was a great helper and leader for the Israelites.

One day Ezra decided it was time for him to go back to Judah. King Artaxerxes not only gave him permission to return, he also gave permission to all the Israelites who wanted to return with Ezra. King Artaxerxes wrote a letter telling his officials to provide everything Ezra and the people who went with him needed to return home. This was so everyone would know that the king himself had given Ezra and the people with him permission to return.

Here is part of the letter King Artaxerxes wrote:

**Ezra 7**

**Artaxerxes, king of kings,**

**To Ezra the priest, a teacher of the Law of the God of heaven**

**Greetings,**

**"Now I decree that any of the Israelites in my kingdom, including priests and Levites, who wish to go to Jerusalem with you, may go. You are sent by the king and his seven advisers to inquire about Judah and Jerusalem with regard to the Law of your God, which is in your hand. Moreover, you are to take with you the silver and gold that the king and his advisers have freely given to the God of Israel, whose dwelling is in Jerusalem, together with all the silver and gold you may obtain from the province of Babylon, as well as the freewill offerings of the people and priests for the temple of their God in Jerusalem. With this money be sure to buy bulls, rams and male lambs, together with their grain offerings and**

**drive offerings, and sacrifice them on the altar of the temple of your God in Jerusalem.**

**"You and your brother Jews may then do whatever seems best with the rest of the silver and gold, in accordance with the will of your God." Deliver to the God of Jerusalem all the articles entrusted to you for worship in the temple of your God. And anything else needed for the temple of your God that you may have occasion to supply, you may provide from the royal treasury.**

After Ezra received King Artaxerxes' letter, he prepared the people for the long journey back to Jerusalem.

**Ezra 8**

**"There, by the Ahava Canal, I proclaimed a fast, so that we might humble ourselves before our God and ask him for a safe journey for us and our children, with all our possessions. I was ashamed to ask the king for soldiers and horsemen to protect us from enemies on the road, because we had told the king, "The gracious hand of our God is on everyone who looks to him, but his great anger is against all who forsake him."**

**"On the twelfth day of the first month we set out from the Ahava Canal to go to Jerusalem. The hand of our God was on us, and he protected us from enemies and bandits along the way. "So we arrived in Jerusalem, where we rested three days.**



**Memory Verse**

**"The gracious hand of our God is on everyone who looks to him, but his great anger is against all who forsake him." Ezra 8:22**

*Canal to go to Jerusalem. The hand of our God was on us, and he protected us from enemies and bandits along the way. <sup>32</sup>So we arrived in Jerusalem, where we rested three days.*

For Discussion:

*How many years after the temple was completed did the second group of Israelites return to Jerusalem?  
Who led the second group of people back home?*

**WRITE OR DISPLAY BLM Word/Phrase 11c, Ezra, A Priest of God.**

*What Persian king gave Ezra permission to lead the second group of Israelites back to Jerusalem?*

**WRITE OR DISPLAY BLM Word/Phrase 11d, Artaxerxes, A King of Persia.**

*What else did King Artaxerxes give Ezra and the Israelites in addition to permission to return home?*

*Why do you think the king of Persia would give the Israelites permission to go home and all the supplies they would need?*

*What dangers do you think Ezra and the Israelites might have faced as they traveled 700 to 800 miles across the desert back to Israel?*

*Why did Ezra not ask King Artaxerxes for guards to protect them on their journey?*

*Why did Ezra and the people travel safely back to Israel?*

- Introduce the memory verse for Lesson 11.

**Focus: God has been and always will be gracious to those who look to Him for strength. In every trial of life, God is there. He is gracious, and He will guide and help us. The ultimate expression of His grace to us is in and through Jesus.**

**DISPLAY BLM Lesson 11 Memory Verse, Ezra 8:22b.**

Have students find the verse on page 285 in their workbooks.

Have them read and recite it.

Correlate the verse with the **Bible Poster**.

**Ezra 8**

*22b "The gracious hand of our God is on everyone who looks to him, but his great anger is against all who forsake him."*

For Discussion:

*Although living for God and serving Him is not always easy, especially in some countries, what can God's children always know for sure?*

*For what do you need to look to God every day of your life?*

*How does God respond to people who turn away or forsake him? Why?*

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one offering, and sacrifice them on the altar of the temple of your God in Jerusalem.  
"You and your brother have only been do whatever seems best with the rest of the silver and gold in accordance with the will of your God. "Deliver to the God of Jerusalem all the articles entrusted to you for worship in the temple of your God." And anything else needed for the temple of your God that you may have occasion to apply, you may provide from the royal treasury.

Ezra 8  
"Then, by the Abasco Canal, I proclaimed a fast, so that we might humble ourselves before our God and ask Him for a safe journey for us and our children, with all our possessions." This was ordained to ask the king for soldiers and horsemen to protect us from enemies on the road, because we had told the king, "The gracious hand of our God is on everyone who looks to him, but His great anger is against all who forsake him."

"On the seventh day of the first month we set out from the Abasco Canal to go to Jerusalem. The hand of our God was on us, and He protected us from enemies and bandits along the way. "So we arrived in Jerusalem, where we rested three days.

After Ezra received King Artaxerxes' letter, he prepared the people for the long journey back to Jerusalem.



Memory Verse

"The gracious hand of our God is on everyone who looks to him, but His great anger is against all who forsake him." Ezra 8:22b

## WORLDVIEW LINKS

- [Link Topic 2 with Biblical Truths 2, 5, 6, and 14.](#)

**Focus:** In spite of the opposition of Israel's enemies, God was completely in control of the leaders and nations He ordained during this period of history (BT 14). His plan and purposes for Israel, including the exact timing for the completion of the temple, was under His sovereign control and power (BT 2). Ezra and the people he led depended completely on God to return them safely to Israel (BT 6). They witnessed God's gracious provision for everyone who lives in fellowship with God for His glory (BT 5).

### DISPLAY the Worldview Model.

Link the following Biblical Truths (or others you select) to the stories of the completion of the new temple in Jerusalem and Ezra's return using the designated **Symbol Cards** and the corresponding questions below.

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

### DISPLAY Symbol Card 14.

For Discussion:

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

*Who brought down the kingdom of Babylon and raised up the kingdom of Persia?*

*Who put King Cyrus, King Darius, and King Artaxerxes on the throne in Persia?*

*Who turned the hearts of Persia's kings to free the Israelites and give them everything they needed to return to Jerusalem and to build the temple?*

*Who was in control of rebuilding the broken nation of Israel?*

*What plan did God have for the nation of Israel that began with Abraham, Isaac, and Jacob?*

*Who is in control of raising up and bringing down nations and their leaders today?*

### DISPLAY Symbol Card 2.

For Discussion:

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

*Why is God able to control the rise and fall of nations and leaders?*

*Why was God able to make King Nebuchadnezzar bring his armies against Judah and Jerusalem?*

*Why was God able to turn the hearts of the Persian kings to be kind to the Israelites?*

*Does God turn the hearts of leaders and people today to accomplish His plans for creation? Why? (He is immutable, sovereign, omnipotent)*

### DISPLAY Symbol Card 6.

For Discussion:

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

*What did Ezra know he would have to do if he wanted to lead the Israelites safely back to Jerusalem?*

## Teacher's Notes

In each Bible lesson, several of the *Twenty Biblical Truths* students learned in the worldview lessons are linked to the Bible stories presented. Select from these suggestions or choose other *Biblical Truths* you believe are relevant to the Bible story.

*Why didn't Ezra ask King Artaxerxes for guards to protect them on their journey?*

*Why is it important for us to know and believe Biblical Truth 6?  
What does God promise to everyone who depends on Him and looks to Him?*

**DISPLAY Symbol Card 5.**

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
What kind of relationship did Ezra have with God? How do you know?  
What kind of relationship do you think the Israelites who traveled with Ezra back to Jerusalem had with God? How do you know?*

*What kind of relationship do you have with God? How do you know?*

**DAY 3 (Syllabus Day 44)**

**Teacher Manual: pp. 312-319    Student Workbook: pp. 291-296**

**TOPIC 3. NEHEMIAH RETURNS TO JERUSALEM  
TO REBUILD THE CITY WALLS**

**Background for the Teacher**

Like Ezra, Nehemiah was born in captivity in Babylon. He was apparently a commoner but had been appointed to the trusted position as King Artaxerxes' cupbearer. Nehemiah's life of "luxury" in the palace contrasted sharply with Ezra's life in the ruins of Jerusalem since his return thirteen years earlier.

One day, Nehemiah's brother returned from Judah and told him about the condition of Jerusalem and its walls. Nehemiah was like Moses in the fact that although he lived among royalty, he still cared deeply for his own people. Moved by the report of Jerusalem's ruin, Nehemiah prayed, asking God to grant him favor before the king in his petition to return home. King Artaxerxes not only allowed Nehemiah to return to Jerusalem, but he also sent him there with protection and a letter authorizing his officials in Judah to provide Nehemiah with the timber and other supplies necessary for rebuilding the walls and gates.

After he arrived in Jerusalem, Nehemiah inspected the walls at night in secrecy before he revealed his plan to the priests, nobles, and officials. Families and groups of people were assigned sections of the wall, and the work began. But when Sanballat, governor of Samaria to the north, learned of the reconstruction work, he and his aide Tobiah set out to sidetrack the project with discouraging words and threats. Nehemiah continued praying to God for help, and after arming the workers and setting guards around the city, the work continued. Soon the walls were completed to half their height.

Opposition again arose from Sanballat and Tobiah, who threatened military action against the Jews. But Nehemiah stood strong, the work continued, and only fifty-two days after the people began building the walls, they completed the project. This incredible feat spread fear among Israel's enemies, and opposition to the rebuilding of the Jewish nation ceased.

## Have students turn to *Reading About It* on page 291.

Have them read the title of *Topic 3*. Discuss briefly as needed.  
Have them read the *Introduction*.

### Nehemiah Returns to Jerusalem to Rebuild the City Walls

#### Introduction for Students

*The Israelites who returned to Jerusalem with Ezra were happy to be home and to see the new temple. But they were frightened when they saw that the city walls were still broken down. They knew that without the protection of strong walls, Jerusalem would again be attacked and destroyed by Israel's enemies.*

*Nehemiah, an Israelite servant of King Artaxerxes in Persia, heard about Jerusalem's broken walls. He cried and prayed to God. Then he asked the king for permission to return to Jerusalem to help rebuild the walls. The king granted Nehemiah's request, so Nehemiah returned.*

*As Nehemiah and the people began working on the walls, their enemies again tried to discourage and frighten them. But Nehemiah encouraged them, and they kept working until they finished the walls.*

#### The Story

##### Part 1: Nehemiah Prays for Jerusalem

(Student Workbook, page 291)

#### Have students turn to Part 1 on page 291.

Have them read the title of Part 1. Discuss briefly as needed.  
Have them read Part 1.

##### *Nehemiah 1*

*<sup>1</sup>The words of Nehemiah son of Hacaliah:*

*In the month of Kislev in the twentieth year, while I was in the citadel of Susa, <sup>2</sup>Hanani, one of my brothers, came from Judah with some other men, and I questioned them about the Jewish remnant that survived the exile, and also about Jerusalem.*

*<sup>3</sup>They said to me, "Those who survived the exile and are back in the province are in great trouble and disgrace. The wall of Jerusalem is broken down, and its gates have been burned with fire."*

*<sup>4</sup>When I heard these things, I sat down and wept. For some days I mourned and fasted and prayed before the God of heaven. <sup>5</sup>Then I said:*

*"O LORD, God of heaven, the great and awesome God, who keeps his covenant of love with those who love him and obey his commands, <sup>6</sup>let your ear be attentive and your eyes open to hear the prayer your servant is praying before you day and night for your servants, the people of Israel. I confess the sins we Israelites, including myself and my father's house, have committed against you. <sup>7</sup>We have acted very wickedly toward you. We have not obeyed the commands, decrees and*

## Teacher's Notes

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Topic 3

### Nehemiah Returns to Jerusalem to Rebuild the City Walls

#### Introduction

The Israelites who returned to Jerusalem with Ezra were happy to be home and to see the new temple. But they were frightened when they saw that the city walls were still broken down. They knew that without the protection of strong walls, Jerusalem would again be attacked and destroyed by Israel's enemies.

Nehemiah, an Israelite servant of King Artaxerxes in Persia, heard about Jerusalem's broken walls.

#### Part 1: Nehemiah Prays for Jerusalem

##### Nehemiah 1

<sup>1</sup>The words of Nehemiah son of Hacaliah:

In the month of Kislev in the twentieth year, while I was in the citadel of Susa, Hanani, one of my brothers, came from Judah with some other men, and I questioned them about the Jewish remnant that survived the exile, and also about Jerusalem.

<sup>3</sup>They said to me, "Those who survived the exile and are back in the province are in great trouble and disgrace. The wall of Jerusalem is broken down, and its gates have been burned with fire."

<sup>4</sup>When I heard these things, I sat down and wept. For some days I mourned and fasted and prayed before the God of heaven. <sup>5</sup>Then I said:

"O LORD, God of heaven, the great and awesome God, who keeps his covenant of love with those who love him and obey his commands, let your ear be attentive and your eyes open to hear the prayer your servant is praying before you day and night for your servants, the people of Israel.

I confess the sins we Israelites, including myself and my father's house, have committed against you. We have acted very wickedly toward you. We have not obeyed the commands, decrees and laws you gave your servant Moses.

Remember the instruction you gave your servant Moses, saying, "If you are unfaithful, I will scatter you among the nations, but if you return to me and obey my commands, then even if your exiled people are in the farthest horizon, I will gather them from there and bring them to the place I have chosen as a dwelling for my Name."

They are your servants and your people, whom you redeemed by your great strength and your mighty hand. O LORD, let your ear be attentive to the prayer of this your servant and to the prayer of your servants who delight in revering your name. Give your servant success today by granting him favor in the presence of this man."

I was cupbearer to the king.

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laws you gave your servant Moses.

***8**"Remember the instruction you gave your servant Moses, saying, 'If you are unfaithful, I will scatter you among the nations, <sup>9</sup>but if you return to me and obey my commands, then even if your exiled people are at the farthest horizon, I will gather them from there and bring them to the place I have chosen as a dwelling for my Name.'*

***10**"They are your servants and your people, whom you redeemed by your great strength and your mighty hand. **11**O Lord, let your ear be attentive to the prayer of this your servant and to the prayer of your servants who delight in revering your name. Give your servant success today by granting him favor in the presence of this man."*

*I was cupbearer to the king.*

For Discussion:

*Who was Nehemiah?*

**WRITE OR DISPLAY BLM Word/Phrase 11e, Nehemiah: An Israelite servant of King Artaxerxes of Persia.**

For Discussion

*What do you think a cupbearer did for the king? Why?*

*What news did Nehemiah's brother bring from Jerusalem?*

*What did Nehemiah do when he heard the sad news about Jerusalem's gates and walls?*

*What did Nehemiah ask God to do for him?*

**Part 2: King Artaxerxes Sends Nehemiah to Jerusalem**

(Student Workbook, page 292)

**Have students turn to Part 2 on page 292.**

Have them read the title of Part 2. Discuss briefly as needed.

Have them read Part 2.

**Nehemiah 2**

***1**In the month of Nisan in the twentieth year of King Artaxerxes, when wine was brought for him, I took the wine and gave it to the king. I had not been sad in his presence before; **2**so the king asked me, "Why does your face look so sad when you are not ill? This can be nothing but sadness of heart."*

*I was very much afraid, **3**but I said to the king, "May the king live for ever! Why should my face not look sad when the city where my fathers are buried lies in ruins, and its gates have been destroyed by fire?"*

***4**The king said to me, "What is it you want?"*

*Then I prayed to the God of heaven, **5**and I answered the king, "If it pleases the king and if your servant has found favor in his sight, let him send me to the city in Judah where my fathers are buried so that I can rebuild it."*

***6**Then the king, with the queen sitting beside him, asked me, "How long*

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**Part 2: King Artaxerxes Sends Nehemiah to Jerusalem**

**Nehemiah 2**  
 In the month of Nisan in the twentieth year of King Artaxerxes, when wine was brought for him, I took the wine and gave it to the king. I had not been sad in his presence before; <sup>2</sup>so the king asked me, "Why does your face look so sad when you are not ill? This can be nothing but sadness of heart."

I was very much afraid. "You I said to the king, "Why should my face not look sad when the city where my fathers are buried lies in ruins, and its gates have been destroyed by fire?"

"The king said to me, "What is it you want?"

Then I prayed to the God of heaven, and I answered the king, "If it pleases the king and if your servant has found favor in his sight, let him send me to the city in Judah where my fathers are buried so that I can rebuild it."

<sup>6</sup>Then the king, with the queen sitting beside him, asked me, "How long will your journey take, and



**Part 3: Nehemiah Inspects the City Walls at Night**

**Nehemiah 2**  
 I went to Jerusalem, and after staying there three days, I set out during the night with a few men. I had not told anyone what my God had put in my heart to do for Jerusalem. There were no mourners with me except the one I was riding on.

"By night I went out through the Valley Gate towards the Jackal Wall and the Dung Gate, examining the walls of Jerusalem, which had been broken down, and its gates, which had been destroyed by fire. I then turned on toward the Fountain Gate and the King's Pool, but there was not enough room for my mule to go through. So I went up the valley by night, examining the wall. Finally, I turned back and went through the Valley Gate. The officials did not know where I had gone or what I was doing, because as yet I had said nothing to the king or the priest or

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*will your journey take, and when will you get back?" It pleased the king to send me; so I set a time.*

*<sup>7</sup>I also said to him, "If it pleases the king, may I have letters to the governors of Trans-Euphrates, so that they will provide me safe-conduct until I arrive in Judah? <sup>8</sup>And may I have a letter to Asaph, keeper of the king's forest, so he will give me timber to make beams for the gates of the citadel by the temple and for the city wall and for the residence I will occupy?" And because the gracious hand of my God was upon me, the king granted my requests. <sup>9</sup>So I went to the governors of Trans-Euphrates and gave them the king's letters. The king had also sent army officers and cavalry with me.*

*<sup>10</sup>When Sanballat the Horonite and Tobiah the Ammonite official heard about this, they were very much disturbed that someone had come to promote the welfare of the Israelites.*

For Discussion:

- How did King Artaxerxes know something was troubling Nehemiah?*
- What request did Nehemiah make to the king?*
- Besides asking the king for permission to return to Jerusalem to rebuild its gates and walls, what else did Nehemiah request?*
- How did King Artaxerxes respond to Nehemiah's requests?*
- Who was very unhappy about Nehemiah's mission?*

**WRITE OR DISPLAY BLM Word/Phrase 11f, Sanballat and Tobiah: Persian officials who lived in Jerusalem and worked against Nehemiah and the Israelites.**

For Discussion:

- What do you think Sanballat and Tobiah tried to do after Nehemiah returned to Jerusalem? Why?*

### Part 3: Nehemiah Inspects the City Walls at Night

(Student Workbook, pages 292-293)

Have students turn to Part 3 on pages 292-293.

Have them read the title of Part 3. Discuss briefly as needed. Have them read Part 3.

#### Nehemiah 2

*<sup>11</sup>I went to Jerusalem, and after staying there three days <sup>12</sup>I set out during the night with a few men. I had not told anyone what my God had put in my heart to do for Jerusalem. There were no mounts with me except the one I was riding on.*

*<sup>13</sup>By night I went out through the Valley Gate towards the Jackal Well and the Dung Gate, examining the walls of Jerusalem, which had been broken down, and its gates, which had been destroyed by fire. <sup>14</sup>Then I moved on toward the Fountain Gate and the King's Pool, but there was not enough room for my mount to get through; <sup>15</sup>so I went up the valley by night, examining the wall. Finally, I turned back and re-entered through the Valley Gate. <sup>16</sup>The officials did not know where I had gone or what I was doing, because as yet I had said nothing to the Jews or the priests or nobles or officials or any others who would be doing the work.*

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### Part 2: King Artaxerxes Sends Nehemiah to Jerusalem

**Nehemiah 2**  
In the twentieth year of King Artaxerxes, when wine was brought for him, took the wine and gave it to the king. I had not been said in his presence before. So the king asked me, "Why does your face look so sad when you are not ill? This can be nothing but sadness of heart."  
I also said to him, "If it pleases the king, may I have letters to the governors of Trans-Euphrates, so that they will provide me safe-conduct until I arrive in Judah?"

I have a letter to Asaph, leader of the king's forest, so he will give me timber to make beams for the gates of the citadel by the temple and for the city wall and for the residence I will occupy." And because the gracious hand of my God was upon me, the king granted my requests, and gave me the king's letters. The king had also sent army officers and cavalry with me.

When Sanballat the Horonite and Tobiah the Ammonite official heard about this, they were very much disturbed that someone had come to promote the welfare of the Israelites.

**Part 3: Nehemiah Inspects the City Walls at Night**

**Nehemiah 2**  
I went to Jerusalem, and after staying there three days I set out during the night with a few men. I had not told anyone what my God had put in my heart to do for Jerusalem. There were no mounts with me except the one I was riding on.  
By night I went out through the Valley Gate towards the Jackal Well and the Dung Gate, examining the walls of Jerusalem, which had been broken down, and its gates, which had been destroyed by fire. Then I moved on toward the Fountain Gate and the King's Pool, but there was not enough room for my mount to get through. So I went up the valley by night, examining the wall. Finally, I turned back and re-entered through the Valley Gate. The officials did not know where I had gone or what I was doing, because as yet I had said nothing to the Jews or the priests or

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nobles or officials or any others who would be doing the work.

"Then I said to them, "You see the trouble we are in: Jerusalem lies in ruins, and its gates have been burned with fire. Come, let us rebuild the wall of Jerusalem, and we will no longer be in disgrace." <sup>17</sup>I also told them about the gracious hand of my God upon me and what the king had said to me.

They replied, "Let us start rebuilding." So they began this good work.



Part 4: Israel's Enemies Try to Stop Them From Rebuilding the City Walls

**Nehemiah 4**  
 "When Sanballat heard that we were rebuilding the wall, he became angry and was greatly incensed. He ridiculed the Jews, "and in the presence of his associates and the army of Samaria, he said, "What are those feeble Jews doing? Will they restore their wall? Will they offer sacrifices? Will they finish in a day? Can they bring the stones back to life from those heaps of rubble—burned as they are?"

"Tobiah the Ammonite, who was at his side, said, "What they are building—even a fox climbed up on it, he would break down their wall of stones!"

"Hear us, O our God, for we are despised. Turn their insults back on their own heads. Give them over as plunder in a land of captivity. Do not cover up their guilt or blot out their sins from your sight, for they have thrown insults in the face of the builders.

<sup>17</sup>Then I said to them, "You see the trouble we are in: Jerusalem lies in ruins, and its gates have been burned with fire. Come, let us rebuild the wall of Jerusalem, and we will no longer be in disgrace." <sup>18</sup>I also told them about the gracious hand of my God upon me and what the king had said to me.

They replied, "Let us start rebuilding." So they began this good work.

<sup>19</sup>But when Sanballat the Horonite, Tobiah the Ammonite official and Geshem the Arab heard about it, they mocked and ridiculed us. "What is this you are doing?" they asked. "Are you rebelling against the king?"

<sup>20</sup>I answered them by saying, "The God of heaven will give us success. We his servants will start rebuilding, but as for you, you have no share in Jerusalem or any claim or historic right to it."

For Discussion:

- Why do you think Nehemiah inspected the broken walls at nighttime? After he saw what needed to be done to the walls, what did Nehemiah do?
- Why was Nehemiah so sure he and the people could rebuild the walls?
- When the work began, who immediately tried to stop it?
- What did Nehemiah say to Sanballat and Tobiah?
- How was rebuilding the walls of Jerusalem like rebuilding the temple many years earlier?

**Part 4: Israel's Enemies Try to Stop Them From Rebuilding the City Walls**  
 (Student Workbook, pages 293-294)

Have students turn Part 4 on pages 293-294.

Have them read the title of Part 4. Discuss briefly as needed.  
 Have them read Part 4.

**Nehemiah 4**

<sup>1</sup>When Sanballat heard that we were rebuilding the wall, he became angry and was greatly incensed. He ridiculed the Jews, <sup>2</sup>and in the presence of his associates and the army of Samaria, he said, "What are those feeble Jews doing? Will they restore their wall? Will they offer sacrifices? Will they finish in a day? Can they bring the stones back to life from those heaps of rubble—burned as they are?"

<sup>3</sup>Tobiah the Ammonite, who was at his side, said, "What they are building—if even a fox climbed up on it, he would break down their wall of stones!"

<sup>4</sup>Hear us, O our God, for we are despised. Turn their insults back on their own heads. Give them over as plunder in a land of captivity. <sup>5</sup>Do not cover up their guilt or blot out their sins from your sight, for they have thrown insults in the face of the builders.

<sup>6</sup>So we rebuilt the wall till all of it reached half its height, for the people worked with all their heart.

***7But when Sanballat, Tobiah, the Arabs, the Ammonites and the men of Ashdod heard that the repairs to Jerusalem's walls had gone ahead and that the gaps were being closed, they were very angry. 8They all plotted together to come and fight against Jerusalem and stir up trouble against it. 9But we prayed to our God and posted a guard day and night to meet this threat.***

***10Meanwhile, the people in Judah said, "The strength of the laborers is giving out, and there is so much rubble that we cannot rebuild the wall."***

***11Also our enemies said, "Before they know it or see us, we will be right there among them and will kill them and put an end to the work."***

***12Then the Jews who lived near them came and told us ten times over, "Wherever you turn, they will attack us."***

***13Therefore I stationed some of the people behind the lowest points of the wall at the exposed places, posting them by families, with their swords, spears and bows. 14After I looked things over, I stood up and said to the nobles, the officials and the rest of the people, "Don't be afraid of them. Remember the Lord, who is great and awesome, and fight for your brothers, your sons and your daughters, your wives and your homes."***

***15When our enemies heard that we were aware of their plot and that God had frustrated it, we all returned to the wall, each to his own work.***

***16From that day on, half of my men did the work, while the other half were equipped with spears, shields, bows and armor. The officers posted themselves behind all the people of Judah 17who were building the wall. Those who carried materials did their work with one hand and held a weapon in the other, 18and each of the builders wore his sword at his side as he worked. But the man who sounded the trumpet stayed with me.***

***19Then I said to the nobles, the officials and the rest of the people, "The work is extensive and spread out, and we are widely separated from each other along the wall. 20Wherever you hear the sound of the trumpet, join us there. Our God will fight for us!"***

***21So we continued the work with half the men holding spears, from the first light of dawn till the stars came out. 22At that time I also said to the people, "Have every man and his helper stay inside Jerusalem at night, so that they can serve us as guards by night and workmen by day." 23Neither I nor my brothers nor my men nor the guards with me took off our clothes; each had his weapon, even when he went for water.***

For Discussion:

***How did Sanballat and Tobiah try to stop the work at first?***

***What did Nehemiah do when he heard Sanballat's teasing and threats?***

***Did the people stop building just because of the threats and teasing?***

***Why were the people able to build the wall to the halfway mark?***

***Did Sanballat and Israel's enemies give up trying to stop the walls of Jerusalem from being rebuilt?***

"So we rebuilt the wall till all of it reached half its height, for the people worked with all their heart."

"When our enemies heard that we were aware of their plot and that God had frustrated it, we all returned to the wall, each to his own work."

"From that day on, half of my men did the work, while the other half were equipped with spears, shields, bows and armor. The officers posted themselves behind all the people of Judah who were building the wall. Those who carried materials did their work with one hand and held a weapon in the other, and each of the builders wore his sword at his side as he worked. But the man who sounded the trumpet stayed with me."

"Then I said to the nobles, the officials and the rest of the people, 'The work is extensive and spread out, and we are widely separated from each other along the wall. 'Wherever you hear the sound of the trumpet, join us there. Our God will fight for us!'"

"So we continued the work with half the men holding spears, from the first light of dawn till the stars came out. 'At that time I also said to the people, 'Have every man and his helper stay inside Jerusalem at night, so that they can serve us as guards by night and workmen by day.' 'Neither I nor my brothers nor my men nor the guards with me took off our clothes; each had his weapon, even when he went for water."

"Therefore I stationed some of the people behind the lowest points of the wall at the exposed places, posting them by families, with their swords, spears and bows. 'After I looked things over, I stood up and said to the nobles, the officials and the rest of the people, 'Don't be afraid of them. Remember the Lord, who is great and awesome, and fight for your brothers, your sons and your daughters, your wives and your homes.'"



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## Teacher's Notes

In each Bible lesson, several of the *Twenty Biblical Truths* students learned in the worldview lessons are linked to the Bible stories presented. Select from these suggestions or choose other *Biblical Truths* you believe are relevant to the Bible story.

*Since their threats didn't stop the work, what plan did Sanballat and Tobiah make next?*

*When Nehemiah learned that actual fighting might begin, what did he do so that the work could continue?*

*Why did Israel's enemies finally give up trying to stop the work?*

*To be sure that their enemies would not stop their work, what did the builders and other people do as they continued their work on the walls?*

*What can you expect Satan and God's enemies to do when you serve and work for God?*

*With Satan and God's enemies against you, what do you need to do so you will be able to continue doing God's work?*

## WORLDVIEW LINKS

- [Link Topic 3 with Biblical Truths 2, 5, 6, 7, and 15.](#)

**Focus:** People living in broken fellowship with God (BT 7) often live in disharmony with God's children (BT 15) and attempt to stop God's plan for creation. Yet people who are living in fellowship with God (BT 5) can be assured that when they depend on Him (BT 6), He will sovereignly protect and fulfill His plans for their lives and for His kingdom (BT 2).

**DISPLAY the Worldview Model.**

Link the following Biblical Truths (or others you select) to the story of rebuilding the walls of Jerusalem using the designated **Symbol Cards** and the corresponding questions below.

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

**DISPLAY Symbol Card 7.**

For Discussion:

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

*What kind of relationship did Israel's enemies have with God? Why?*

*What kind of relationship do God's enemies have with Him today?*

**DISPLAY Symbol Card 15.**

For Discussion:

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

*What kind of relationship did Israel's enemies have with Israel?*

*Why did Israel's enemies continually cause disharmony with Israel?*

*What do God's enemies cause between themselves and God's children today? Why?*

**DISPLAY Symbol Card 5.**

For Discussion:

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

*What kind of relationship did Nehemiah and many of the Israelites building the wall have with God? How do you know?*

*If you want your work to help build God's kingdom, what kind of relationship must you have with God?*

## DISPLAY Symbol Card 6.

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
What did Nehemiah and the Israelites have to do knowing that their enemies were all around them?  
Who are some of your enemies today?  
How should you treat your enemies?  
Is it easy to pray for and love your enemies?  
On whom must you depend to help you love, pray for, and forgive your enemies?*

## DISPLAY Symbol Card 2.

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
Who frustrated the plans of Israel's enemies?  
Why was God able to frustrate Sanballat and Tobiah's plans?  
Why is God able to protect you and help you?*

### DAY 4 (Syllabus Day 45)

Teacher Manual: pp. 319-325 Student Workbook: pp. 297-300

## TOPIC 4. THE ISRAELITES COMPLETE THE WALLS AND EZRA READS GOD'S LAW

### Background for the Teacher

With the completion of Jerusalem's walls, Nehemiah and Ezra focused on the spiritual and social reconstruction of the community of returnees. Ezra again read the Book of the Law of Moses to the people, setting forth all the commands of the covenant. These laws prescribed not only how God's people were to worship Him, but also how they were to interact socially. There were problems with usury, inter-marriage with non-Jews, indentured servitude, and other social problems that needed to be addressed. (These social problems are not addressed in Lesson 11.)

The people responded to God's laws, confessed their sins, and renewed the covenant. Later, they dedicated the walls of the city with much celebration and sincere worship.

Have students turn to *Reading About It* on page 297.

Have them read the title of *Topic 4*. Discuss briefly as needed.

Have them read the *Introduction*.

### The Israelites Complete the Walls and Ezra Reads God's Law


### Introduction for Students

*After fifty-two days of hard and dangerous work, Nehemiah and the people completed the walls of Jerusalem. Then all the people assembled in the city square where Ezra read from the Book of the Law of Moses. Everyone listened carefully to everything Ezra read. Then they bowed down and worshiped the only true and almighty God. They also confessed their many sins and repented.*

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## Teacher's Notes

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Topic 4  
The Israelites Complete the Walls and Ezra Reads God's Law

**Introduction**

After fifty-two days of hard and dangerous work, Nehemiah and the people completed the walls of Jerusalem. Then all the people assembled in the city square where Ezra read from the Book of the Law of Moses. Everyone listened carefully to everything Ezra read. Then they bowed down and worshiped the only true and almighty God. They also confessed their many sins and repented.

Later, Nehemiah called the people together to dedicate the walls of the city to God. The priests and singers led the people in worship and praise. Everyone, from the little children to the old men and women, joined in the happy occasion. The people celebrated so loudly that the sound of rejoicing could be heard far away.

From this time forward, the people of Israel never again worshiped idols. They had learned through many difficult years in Babylon that God is the only true and almighty God and the only God they were created to worship and serve.

**Part 1: The Israelites Finish the Walls and Guard the City**

**Nehemiah 6**  
"So the wall was completed on the twenty-fifth of Elul, in the less days. When all our enemies heard about this, all the surrounding nations were afraid and lost their confidence, because they realized that this work had been done with the help of our God.

**Nehemiah 7**  
"After the wall had been rebuilt and I had set the doors in place, the gatekeepers and the singers and the Levites were appointed. I put in charge of Jerusalem my brother Hananiah, along with Sanballat the commander of the citadel, because he was a man of integrity and feared God more than most men do. I said to them, "The gates of Jerusalem are to be opened until the sun is hot. While the gatekeepers are still on duty, make them shut the doors and bar them. Also appoint residents of Jerusalem as guards, some at their posts and some near their own houses."

**Part 2: Ezra Reads God's Law to the People**

**Nehemiah 8**  
"On the seventh day of the month, all the people assembled as one man in the square before the Water Gate. They said to Ezra the scribe to bring out the Book of the Law of Moses, which the Lord had commanded for Israel.

"So on the first day of the seventh month, Ezra the priest brought the Law before the assembly, which was made up of men and women and all who were able to understand. He read it aloud from daylight till noon as he faced the square before the Water Gate in the presence of the men, women and others who could understand. And all the people listened attentively to the Book of the Law.

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Later, Nehemiah called the people together to dedicate the walls of the city to God. The priests and singers led the people in worship and praise. Everyone, from the little children to the old men and women, joined in the happy occasion. The people celebrated so loudly that the sound of rejoicing could be heard far away.

From this time forward, the people of Israel never again worshiped idols. They had learned through many difficult years in Babylon that God is the only true and almighty God and the only God they were created to worship and serve.

The Story

**Part 1: The Israelites Finish the Walls and Guard the City**  
(Student Workbook, page 297)

Have students turn to Part 1 on page 297.

Have them read the title of Part 1. Discuss briefly as needed.

For Discussion:

*How long do you think it took the Israelites to finish rebuilding the walls and gates of Jerusalem?*

Have students read Part 1.

**Nehemiah 6**  
*<sup>15</sup>So the wall was completed on the twenty-fifth of Elul, in fifty-two days. <sup>16</sup>When all our enemies heard about this, all the surrounding nations were afraid and lost their self-confidence, because they realized that this work had been done with the help of our God.*

**Nehemiah 7**  
*<sup>1</sup>After the wall had been rebuilt and I had set the doors in place, the gatekeepers and the singers and the Levites were appointed. <sup>2</sup>I put in charge of Jerusalem my brother Hanani, along with Hananiah the commander of the citadel, because he was a man of integrity and feared God more than most men do. <sup>3</sup>I said to them, "The gates of Jerusalem are not to be opened until the sun is hot. While the gatekeepers are still on duty, make them shut the doors and bar them. Also appoint residents of Jerusalem as guards, some at their posts and some near their own houses."*

For Discussion:

*How long did it take the Israelites to finish rebuilding the walls of Jerusalem?*

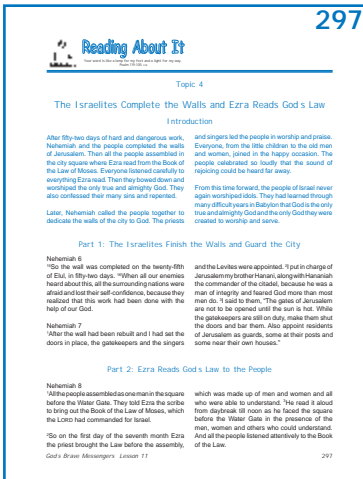
*How did Israel's enemies feel when they saw that the new walls and gates were finished?*

*Why do you think Israel's enemies then became afraid?*

*What did Nehemiah do to help protect Jerusalem after the walls were finished?*

*Because Nehemiah stationed guards around the city for protection, did that mean he didn't trust God to protect Israel? Why? Why not?*

*Although God does protect us from Satan and many dangers, does that mean we don't have to protect ourselves from sin or do things to take care of ourselves? Why? Why not?*



## Part 2: Ezra Reads God's Law to the People

(Student Workbook, pages 297-298)

Have students turn to Part 2 on pages 297-298.

Have them read the title of Part 2. Discuss briefly as needed.  
Have them read Part 2.

### Nehemiah 8

***1**All the people assembled as one man in the square before the Water Gate. They told Ezra the scribe to bring out the Book of the Law of Moses, which the LORD had commanded for Israel.*

***2**So on the first day of the seventh month Ezra the priest brought the Law before the assembly, which was made up of men and women and all who were able to understand. **3**He read it aloud from daybreak till noon as he faced the square before the Water Gate in the presence of the men, women and others who could understand. And all the people listened attentively to the Book of the Law.*

***4**Ezra the scribe stood on a high wooden platform built for the occasion.*

***5**Ezra opened the book. All the people could see him because he was standing above them; and as he opened it, the people all stood up. **6**Ezra praised the LORD, the great God; and all the people lifted their hands and responded, "Amen! Amen!" Then they bowed down and worshipped the LORD with their faces to the ground.*

*Later, the people of Israel confessed all the sins they and the generations before them had committed. They continued to read from the Book of God's Law and to worship God faithfully.*

For Discussion:

*After the walls were completed, what did Ezra the priest do?  
Why was it necessary to read God's laws to the people?  
Did the people agree with God's laws? How do you know?*

Explain that "amen" means "to approve or agree."

*What did the people do that shows you their hearts were changed during their time in captivity in Babylon?  
What heart changes does God want hearing His Word to make in your life?*

## Part 3: The Israelites Dedicate the Walls of Jerusalem to God

(Student Workbook, page 298)

Have students turn to Part 3 on page 298.

Have them read the title of Part 3. Discuss briefly as needed.  
Have them read Part 3.

### Nehemiah 12

***27**At the dedication of the wall of Jerusalem, the Levites were sought out from where they lived and were brought to Jerusalem to celebrate*

## Teacher's Notes

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**Reading About It**

Topic 4  
The Israelites Complete the Walls and Ezra Reads God's Law

Introduction

After fifty-two days of hard and dangerous work, Nehemiah and the people completed the walls of Jerusalem. Then all the people assembled in the city square where Ezra read from the Book of the Law of Moses. Everyone listened carefully to everything Ezra said. Then they bowed down and worshipped the only true and mighty God. They also confessed their many sins and repented.

Later, Nehemiah called the people together to dedicate the walls of the city to God. The priests and singers led the people in worship and praise. Everyone, from the little children to the old man and women, joined in the happy occasion. The people celebrated so loudly that the sound of rejoicing could be heard far away.

From this time forward, the people of Israel never again worshipped idols. They had learned through many difficult years in Babylon that God is the only true and mighty God and the only God they were created to worship and serve.

Part 1: The Israelites Finish the Walls and Guard the City

Nehemiah 6  
"So the wall was completed on the twenty-fifth of Elul in the two days. When all our enemies heard about this, all the surrounding nations were afraid and lost their confidence, because they realized that this work had been done with the help of our God.

Nehemiah 7  
"After the wall had been rebuilt and I had set the doors in place, the gatekeepers and the singers and the Levites were appointed. I put in charge of Jerusalem's border fortress along with Nehemiah the commander of the citadel, because he was a man of integrity and feared God more than most men do. I said to them, "The gates of Jerusalem are to be opened until the sun is hot. While the gatekeepers are still on duty, make them shut the doors and bar them. Also appoint residents of Jerusalem as guards, some at their posts and some near their own houses."

Part 2: Ezra Reads God's Law to the People

Nehemiah 8  
"The people assembled as one man in the square before the Water Gate. They told Ezra the scribe to bring out the Book of the Law of Moses, which the LORD had commanded for Israel.

"So on the first day of the seventh month, Ezra the priest brought the Law before the assembly, which was made up of men and women and all who were able to understand. He read it aloud from daybreak till noon as he faced the square before the Water Gate in the presence of the men, women and others who could understand. And all the people listened attentively to the Book of the Law.

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"Ezra the scribe stood on a high wooden platform built for the occasion.

"Ezra opened the book. All the people could see him because he was standing above them; and as he opened it, the people all stood up. "Ezra praised the LORD, the great God; and all the people lifted their hands and responded, "Amen! Amen!" Then they bowed down and worshipped the LORD with their faces to the ground.

Later, the people of Israel confessed all the sins they and the generations before them had committed. They continued to read from the Book of God's Law and to worship God faithfully.

Part 3: The Israelites Dedicate the Walls of Jerusalem to God

Nehemiah 12  
"At the dedication of the wall of Jerusalem, the Levites were sought out from where they lived and were brought to Jerusalem to celebrate joyfully the dedication with songs of thanksgiving and with the music of cymbals, harps and lyres. "The singers also were brought together from the region around Jerusalem. . . . "For the singers had both villages for themselves around Jerusalem. "When the priests and Levites had purified themselves emotionally, they purified the people, the gates and the wall.

"The two choirs that gave thanks then took their places in the House of God, as did I, together with half the officials. . . . "And on that day they offered great sacrifices, because God had given them great joy. The women and children also rejoiced. The sound of rejoicing in Jerusalem could be heard far away.

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*joyfully the dedication with songs of thanksgiving and with the music of cymbals, harps and lyres. <sup>28</sup>The singers also were brought together from the region around Jerusalem . . . <sup>29</sup>for the singers had built villages for themselves around Jerusalem. <sup>30</sup>When the priests and Levites had purified themselves ceremonially, they purified the people, the gates and the wall.*

*<sup>31</sup>I had the leaders of Judah go up on top of the wall. I also assigned two large choirs to give thanks.*

*<sup>40</sup>The two choirs that gave thanks then took their places in the house of God; so did I, together with half the officials . . . <sup>43</sup>And on that day they offered great sacrifices, rejoicing because God had given them great joy. The women and children also rejoiced. The sound of rejoicing in Jerusalem could be heard far away.*

For Discussion:

*What did the people do to celebrate and dedicate the new walls around their city of Jerusalem?*

*Who participated in the celebration and dedication?*

*What special occasions do we celebrate? (Christian holidays, special days in the church calendar, etc.)*

*How do we celebrate special times today? (often in worship)*

*How do you honor God in your celebrations?*

*Why do you think celebration is important?*

*Do you think God enjoys your celebrations? Why?*

## WORLDVIEW LINKS

- [Link Topic 4 with Biblical Truths 1, 5, 8, 12, 16, 18, and 20.](#)

**Focus:** In rebuilding the temple and the walls of Jerusalem, the Israelites not only demonstrated the purpose of their renewed relationship with God (**BT 5**), they also demonstrated wise stewardship in restoring and protecting all that God had given them (**BT 18**).

The restoration of the Israelites to their land as foretold by the prophets Isaiah and Jeremiah proved again the truthfulness of God's Word (**BT 1**). The people's attentiveness and response to Ezra's reading of God's Law demonstrated their belief that it was true (**BT 1**).

In restoring Israel to her land, God remained faithful to His eternal plan of redemption. Approximately 450 years after the walls of Jerusalem were rebuilt, Jesus was born from the tribe of Judah in the city of David according to God's covenant with Abraham, Isaac, Jacob, and David. In Christ, all the relationships of creation are redeemed and restored (**BT 8, 12, 16, and 20**).

**DISPLAY** the **Worldview Model**.

Link the following Biblical Truths (or others you select) to the rebuilding of Jerusalem's walls and the return of God's people to covenant worship using the designated **Symbol Cards** and the corresponding questions below.

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

**DISPLAY Symbol Card 5.**

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
 What did the Israelites learn about their relationship with God while they were in captivity in Babylon?  
 Why do you think they faithfully rebuilt the temple, the city of Jerusalem, and their nation when they returned?*

**DISPLAY Symbol Card 18.**

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
 How did the people of Judah demonstrate stewardship of everything God had given back to them?  
 Were rebuilding and caring for their temple, their city, and their nation easy tasks?  
 What stewardship responsibilities does God give you today?*

**DISPLAY Symbol Card 1.**

For Discussion:

*What Biblical Truth does this Symbol Card help us remember?  
 What did the prophets Jeremiah and Isaiah tell the people of Judah would happen after their punishment in Babylon was over?  
 Did the prophets' messages come true? Why?  
 How do you know the people believed God's messages through the prophets were true?  
 What are some truths in God's Word that are very important to you?  
 Why can you trust that what God says is always true?*

**DISPLAY Symbol Cards 8, 12, 16, and 20.**

**DISPLAY** the **Worldview Model** without the roof, showing the cross and the four walls of relationships.

For Discussion:

*What Biblical Truths do these Symbol Cards help us remember?  
 How do these Biblical Truths relate to God restoring the nation of Israel after their seventy years of captivity in Babylon?  
 What did God promise Abraham, Isaac, Jacob, and King David?  
 Did Israel's disobedience and captivity in Babylon bring an end to God's plan for redemption? Why not?*

**PRAYER**

Have students thank God for keeping His promises to Abraham, Isaac, Jacob, and King David in spite of Israel's disobedience. Have students consider their own relationship with Jesus and express their gratitude for the restoration of all the relationships of creation through Him.

## SUMMARY

- Review the stories from Lesson 11.

To review and/or summarize the topics developed in Lesson 11, choose activities from the list below or create your own.

1. List on the board or prepare flashcards of the names, words, and phrases related to the key themes and stories of the lesson. Ask discussion questions related to each flashcard or item listed on the board to help students retell the story details in chronological order.

2. 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.

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. Use the Words and Definitions, Important People and Places, and the Lesson Memory Verse in the Introducing . . . pages of the Student Workbook to summarize and review important lesson facts and concepts.

8. Encourage students to express what God is speaking to them indirectly through story characters or events.

## CHARACTER RESPONSE

Select and develop character trait applications around the people and key themes of the stories in Lesson 11. Choose from among the twenty character traits studied in the worldview section, *Servanthood*, or from others you feel appropriate to the way you developed the lesson.

Suggested traits for Lesson 11

CHARACTER TRAIT	PEOPLE IN THE STORY
<i>Initiative</i>	Ezra, Nehemiah
<i>Perseverance</i>	Ezra, Nehemiah, the Israelites
<i>Humility</i>	Ezra, Nehemiah, the Israelites
<i>Gratitude</i>	Nehemiah, the Israelites

CHARACTER TRAIT	PEOPLE IN THE STORY
<i>Trust</i>	Ezra, Nehemiah, the Israelites
<i>Orderliness</i>	Nehemiah, the Israelites
<i>Reverence</i>	Ezra, Nehemiah, the Israelites
<i>Joy</i>	Ezra, Nehemiah, the Israelites

### SUGGESTION FOR FURTHER STUDY: THE BOOK OF ESTHER

If you would like to explore an intriguing account of Jewish life in the time of the Persian empire, consider having students read the *Book of Esther*. The events described in the book are set in 483 B.C., a little over 100 years after Nebuchadnezzar invaded Judah and deported the people. Ezra had not yet led the second wave of people back to Jerusalem nor had Nehemiah returned to rebuild the walls. Babylon had fallen, and the Persian kings were in control of the world's most powerful empire.

The story centers around a young Jewess named Esther who was born into a family who had chosen to remain under Persian rule and not return to Israel when King Cyrus freed the Israelites in 538 B.C. The story illustrates God's divine protection of His chosen people through the faith and sacrifice of Esther, whom God had sovereignly elevated to queen of the Persian empire ruled by King Xerxes.

Study Bibles and other Bible references provide rich background material for understanding and presenting the story. The Biblical account is a great literary work known for its tightly woven and interest-holding narrative. The story is filled with tensions, sudden reversals, and intrigue. Most of all, it reveals God's sovereignty, His justice, and His love and care for those He has chosen to be His children.

