

# OLD TESTAMENT CHAMPIONS



Core Bible

*Level 5, Quarter A*  
*Teacher Guide Sample (Lesson 7)*



# KINGS RULE

1 KINGS  
2, 10-11

◦ **Big Idea** *God anoints rulers who unify His people into one glorious nation, Israel.*

## Lesson Summary

**Kings Rule (1050–930 BC)** During this era, Saul disobeys the Lord shortly after Samuel anoints him king (1 Samuel). Samuel then anoints David who eventually unites all twelve tribes into one nation (2 Samuel). Later on, David's son, Solomon, builds the magnificent Temple in Jerusalem (1 Kings 1-11).

For 400 years, tribal judges led God's people. But discontent and insecurity became more and more evident. Israel's trust in God waned. The people wanted to be like other nations—with a king who would unify the people, centralize the government, and lead the military. Though God warned that the people's desire for a king would bring hardship, the Lord granted their wishes. He selected Samuel, the last judge, to anoint Israel's first two kings, Saul and David.

## Bible Background

1 Kings charts David's final days and the ascension of Solomon, his son. Solomon's kingdom was noted for its brilliance and glory—outstanding in size, affluence, and influence. When Solomon built and dedicated the Jerusalem Temple, his reign reached its pinnacle.

The “golden era” of Israel's history came to an end with Solomon—who rarely displayed the devotion to God and spiritual strength that characterized his father, David. Solomon's lavish public works and personal lifestyle sowed seeds of discord and mistrust, ultimately corrupting the kingdom. In spite of his lineage and wisdom, Solomon's spiritual life failed to sustain the potential expressed in the Temple dedication.

## Teacher Devotional

The Bible records both good and bad aspects of Israel's leaders. The first three kings, Saul, David, and Solomon, won great victories when they trusted God. They also made agonizing mistakes when they showed selfish independence. Our character is tested and shaped daily. Obedience brings abundant blessings. Sin leaves lasting scars.

*God of Glory, thank You for possessing infinite wisdom. Thank You for sharing it with Your children as we humbly ask. Create in my students a genuine hunger for You and Your wisdom. In Jesus' name, amen.*



## DISCIPLE TARGETS In this lesson, your children will...

### KNOWLEDGE (truths)

- K** • King Solomon pleased the Lord by asking for wisdom to rule God's people. (1 Kings 3:9)
- N** • As Israel's leaders remained committed to the Lord, He blessed their nation.
- O** • (2 Samuel 5:12)
- W** • God gives wisdom to those who ask for His help in making decisions. (James 1:5)

### CHARACTER (emotions)

- F** • Happy to consecrate themselves to the Lord's service.
- E** • Eager to follow God and stay on His path to wisdom.
- E** • Determined to cooperate with God and carry out His will.
- L** • Assured that God will give them wisdom when they ask.

### CONDUCT (actions)

- D** • Pray that God will use them to serve in His kingdom.
- O** • Trace the events in Solomon's reign as king over Israel.
- Choose a proverb that applies to their personal pursuit of wisdom.
- DiscipleSkill—Identify the 12 Old Testament Adventure Books.

# Make Disciples

**Teacher**—Decide where to place these elements into this lesson.

## Opening Prayer

Ask God to give the kids a desire to be consecrated to serve the Lord. Pray for insights into Solomon's life and into different kinds of people who may be wise, foolish, naïve, or mockers. Invite God to speak through His Word to each child.

## WorldWatch

**Missionary Biography 7 of 12—Don and Carol Richardson—Funny Mistakes** *Missionary stories can have a profound impact on a child. Take 1-2 minutes to read this brief narrative. Download discussion questions at [DiscipleLand.com/downloads](http://DiscipleLand.com/downloads).*

Don and Carol move into their new home near the Sawi village. Built with poles, a split palm bark floor, and insulated with palm leaves, it looks similar to the other Sawi homes. At night, however, the kerosene lamps inside make the home glow in the darkness! Carol runs a medical clinic from her front porch. She uses her nursing skills to treat people who are sick. Don works with the Sawi and learns their ways.

Slowly Don and Carol learn to speak the Sawi language. In order to learn a new word, Don points to an object and motions with his hands that he wants to know the name for that object. The Sawi say the word and then Don writes down the sounds of the new word in a notebook. Before long, Don realizes that every object he points at is called by the same word. He and Carol are puzzled and curious. Finally, they realize that word the Sawi are saying is not the word for the object he is pointing at, but the word for “finger”!

## Missions Education—The Target

To add this component to the lesson, download the teacher script at [DiscipleLand.com/downloads](http://DiscipleLand.com/downloads).

## DISCIPLESHIP TIP

Teachers sometimes see potential in a child even before he or she is aware of it. As you consider the skills and abilities of your children, communicate the potential you see in each one. You may want to do this publicly, or take a child aside and tell him or her what you have observed. Challenge your kids to use all their gifts for God.

## KeyVerse

**Topic:** Kings Rule

**Reference:** 2 Samuel 8:15

**Memorization Activity:** On a piece of paper, write the topic and reference for the memory verse. Pass it to a student who writes the first word and passes it to the next student, who writes the second word, passes it to the next, and so on. When the verse is finished, recite it together.

## Bonus Resources

Access free downloads for this lesson at [DiscipleLand.com/downloads](http://DiscipleLand.com/downloads).

- More activity ideas
- Activity templates and resources
- *Explore Scripture* teacher notecards

## SUPPLIES ✓

### General Supplies

- Bibles, Disciple Guides (pages 25-28)
- Pencils, markers, paper
- Notecards, scissors, tape, glue

### Make Disciples

- No additional supplies

### Spark Interest

- I AM SPECIAL: none
- BUILD THE TEMPLE: various building materials

### Explore Scripture

- Teaching Picture 5A.13—Era 7—Kings Rule
- Teaching Picture 5A.14—Solomon

### Inspire Action

- UP-TO-DATE WISDOM: no additional supplies
- BE A POET: no additional supplies

# Spark Interest

**Teacher**—Choose one activity that will involve students and grab their attention.

## **I Am Special** (10-15 minutes)

*This discussion activity helps kids consider the effects of peer pressure and conformity to the world.*

Ask students to describe times when they want to be like everyone else. **What is the cost of being different? What is the cost of conforming? What are the benefits of following the Lord?** Give examples from your own life, if possible. **Why did Israel want to be like all the other nations? What were the consequences of its decision to conform?** (See 1 Samuel 8:5-21.) Conclude by reading Romans 12:2 aloud together.

OR

## **Build the Temple** (15-20 minutes)

*This group craft encourages kids to imagine the splendor of Solomon's Temple. **Supplies:** miniature building materials such as cardboard, shoeboxes, Styrofoam, construction paper, markers, pens, fabric scraps, etc.*

Inform students that they are King Solomon's "conscripted" Temple builders. Separate kids into small teams. Assign each team one part of the Temple to build (foundation, interior, inner sanctuary, inner courtyard, furnishings). Give the kids fifteen minutes to construct the Temple. You can download a painting of the Temple at [DiscipleLand.com/downloads](http://DiscipleLand.com/downloads). When they are finished, explain that priests brought the Ark of the Lord and placed it into the Most Holy Place in the Temple. Conclude by reading (or asking students to read) sections of Solomon's dedication prayer: 1 Kings 8:23-24, 27-30. Then add your own prayer, dedicating yourself and your class to walk in God's ways.

## **Disciple Guide**—page 25

After the kids crack the code, discuss what it means to be consecrated to the Lord's service. Complete this page at the beginning of class or after a Spark Interest activity.

**25**  
God wanted His people to trust Him to be their King.

God wanted His people to trust Him to be their King.

This would set Israel apart from other nations. The LORD would be the center of their national identity. But His people wanted to have a human king—like the surrounding nations.

Crack the code to find out how God confirmed Saul (1 Samuel 10:1), David (16:3), and Solomon (1 Kings 1:39) to rule over His people, Israel.

they were  
anointed  
with oil

A D E H  
I L N O  
R T W Y

I'm all Yours, Lord!

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# Explore Scripture

Teacher—Teach the Bible lesson. Include Teaching Pictures and exercises from the student Disciple Guides.

## 1 Kings 3, 10-11

Era #7: Kings Rule (1050–930 BC)

We are building an Old Testament timeline and learning about champions who lived during each era. Today's lesson is about the "golden age" of Israel's history. For almost a century, Kings who were consecrated to the LORD ruled wisely over God's people. Show the Teaching Picture 5A.13 of Era 7—Kings Rule.



This era can be divided into three major sections:

- **Saul** (1050–1010 BC) *Saul disobeys the LORD after Samuel anoints him king (1 Samuel).* Key People—Samuel, Saul, Jonathan; Key Place—Canaan
- **David** (1010–970 BC) *David unites all twelve tribes into one nation (2 Samuel).* People—Samuel, David; Places—Canaan, Jerusalem
- **Solomon** (970–930 BC) *Solomon builds the beautiful Temple in Jerusalem (1 Kings 1-11).* People—Solomon; Places—Canaan, Jerusalem

Give each child a piece of paper and pen or pencil. Imagine that during a time when you are alone, God comes to talk with you personally. He tells you that He will give you whatever you ask for. Think about it for a minute and write down your request.

Open your Bibles to 1 Kings 3. When God asked King Solomon this same question, what did Solomon request? (Wisdom to rule God's people well.) Why did God give Solomon what he asked for? (His request was not self-serving. His prayer request was for the sake of others, God's beloved people.) How does Solomon's request compare with yours? (Encourage students to share their requests, but don't force them.)

Talk about the difference between "being smart" (mental intelligence; the ability to score well on tests) and "being wise" (spiritual intelligence; living with supernatural skill—with insight, integrity, and intensity; the ability to discern between good and bad, right and wrong).

## Champion: Solomon

Solomon's kingdom was noted for its brilliance and glory—outstanding in size, wealth, and influence.



Solomon built and dedicated the magnificent Jerusalem Temple. But Solomon's lavish personal lifestyle sowed seeds of mistrust. Solomon's spiritual life faltered and his kingdom did not remain strong. Show the Teaching Picture 5A.14 of Solomon.


## Disciple Guide—page 26

Talk about Solomon's life and why he is a "champion of faith." Discuss both sides of his life—the "up side" with its positive accomplishments, and the "down side," with his sin and idolatry.

The Book of Proverbs is like a treasure map that leads us to wise living. Solomon wrote most of these short, meaningful sayings called "proverbs."

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## Wise Solomon



**Solomon's Stats**

- ▶ "Wisest person who ever lived"
- ▶ Uncertain lifespan (about 1000–931 BC)
- ▶ Reigned as king over Israel for 40 years
- ▶ 1 Kings 3:9

**welcomes Queen of Sheba** (1 Kings 10:23-24)

**brings Ark to Sheba** (1 Kings 8:1-2)

**builds his palace** (1 Kings 7:1-13)

**writes songs and proverbs** (1 Kings 4:32)

**asks God for wisdom** (1 Kings 3:9-14)

**Solomon is born** (1 Kings 1:30)


**has many foreign wives** (1 Kings 11:2)

**follows false gods** (1 Kings 11:7-8)


**God warns He will take the kingdom** (1 Kings 11:14, 26)

**Solomon dies; Rehoboam becomes king** (1 Kings 11:42-43)


**King David** selected his son, Solomon, to succeed him as king. Solomon is remembered for building the Temple in Jerusalem and for his great wisdom. "Walk" up and down the Temple steps to trace Solomon's rise to fame and his fall into idolatry. Write a key word or phrase on each step.




**GOD REIGNS**  
before 4000–2200 BC




**GOD CREATES**  
2200–1800 BC




**FAMILIES WANDER**  
1800–1400 BC



**SLAVES ESCAPE**  
1400–1380 BC



**TRIBES CONQUER**  
1380–1050 BC



**LEADERS JUDGE**  
1380–1050 BC

## Disciple Guide—page 27

Encourage kids to compare themselves to the four types of people. Complete the HeartBeat, inviting each child to earnestly seek God's wisdom.

**Teacher—Choose one activity that will encourage learners to apply the Bible truth to their lives.**

### Up-to-Date Wisdom (10-15 minutes)

This comprehension activity encourages kids to dig out the meaning of a Proverb and put it in their own words. **Supplies:** Bibles

Explain that most of the Proverbs were written during King Solomon's reign. Ask kids to pair up and then assign one proverb from the list below to each pair. Have the children read their verse and consider what it means. Then have them write the Proverb as they would say it today, in their own words. When they're finished, invite each pair to read the original proverb and their paraphrase.

Proverbs 2:21-22, 3:11-12, 4:5-6, 4:14-17, 4:23, 4:26-27, 6:6-8, 6:12-15, 9:9, 10:1, 10:3, 10:5, 10:7, 10:9, 11:19, 12:1, 12:15, 13:18, 14:29, 15:1, 15:13, 16:28, 17:1, 17:22, 21:17, 22:1, 22:24-25, 25:17, 26:1, 26:11, 27:12, 28:13, 29:1-2, 29:15, 30:5-6, (add your favorites)

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## Choose Wisdom

Solomon wrote many proverbs that describe different types of people. Draw lines to connect the character traits from Proverbs with the type of person.

<p><b>wise</b></p> <p><b>simple/naive</b></p> <p><b>fool</b></p> <p><b>mockerscorner</b></p>	<p><b>Essential Trait</b></p> <ul style="list-style-type: none"> <li>• is proud (3:34)</li> <li>• lacks judgment (7:7)</li> <li>• is humble before God (15:33)</li> <li>• is irresponsible (17:16)</li> </ul> <p><b>Learning Style</b></p> <ul style="list-style-type: none"> <li>• grows by listening to others (1:5)</li> <li>• does not listen (13:1)</li> <li>• often refuses to learn (15:5)</li> <li>• learns by seeing others punished (21:11)</li> </ul> <p><b>Probable Destiny</b></p> <ul style="list-style-type: none"> <li>• waywardness and death (1:32)</li> <li>• a life of honor (3:35)</li> <li>• will come to ruin (10:8)</li> <li>• will be punished (19:29)</li> </ul>
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God anoints rulers who unify His people into one glorious nation, Israel. Wisdom from God was part of Israel's glory. Just as the principles of wisdom never change, neither do the issues that people face. List key phrases from Proverbs 2:1-7 that reveal how to become truly wise. Circle one or more that you want to apply to your life. How will you make this become true of you?

answers will vary

OR

### Be a Poet (10-15 minutes)

This creative writing activity reinforces the Bible story.

Lead the class in writing their own cinquain (pronounced "sin KANE") poems, individually, in groups, or as a whole class. Choose a person or event from today's lesson. Follow this formula to create a cinquain. When you're finished, display the poems in your classroom or in the hallway to share with others. [example in brackets]

Line 1 (noun—person, place, or thing)  
[David]

Line 2 (two adjectives—describing words)  
[brave, humble]

Line 3 (three "ing" words)  
[battling, praising, ruling]

Line 4 (a four-word statement)  
[making music for God]

Line 5 (synonym for line 1)  
[King]



## Closing Prayer

Ask the Lord to help each child walk on His path of wisdom. Encourage students to share their requests as well as to pray for them.

## Closing Words

Today we saw that God seeks people who are wholeheartedly consecrated to Him. Next time we will hear voices of prophets who openly warned Israel's leaders about their sins.



**Teacher**—Children should complete this page on their own or at home with a parent.

## DiscipleSkill

### How to Navigate the Old Testament

For 4,000 years, the Old Testament has molded Jewish civil, religious, social, and economic life. Never has one Book so greatly influenced the way of life of an entire nation!

During this quarter, kids will learn how the Old Testament fits together. Seventeen History books illumine the past, five Poetry books imprint the present, and seventeen Prophecy books inspire the future. Each one has a theme and message for today!

## DiscipleZone.com

Direct children to [DiscipleZone.com/5A7](http://DiscipleZone.com/5A7) for:

**XploreMore** Discover more about the era of kings.

**SwordWork** Read Psalm 51.

**WorldWatch** Discover Sawi customs.

**KeyVerse** Memorize 2 Samuel 8:15.

**HymnNotes** Learn "A Mighty Fortress Is Our God."

**How to Navigate the Old Testament**  
*History Review*

God inspired 17 Old Testament **History** books (Genesis through \_\_\_\_\_).  
These exciting stories record ancient events and activities of God's people.

**5** (#) books of the Law

Genesis	M
Exodus	M
Leviticus	M
Numbers	M
Deuteronomy	M

**12** (#) Adventure books

Joshua	*
Judges	S
Ruth	S
1 Samuel	*
2 Samuel	?
1 Kings	J
2 Kings	J
1 Chronicles	E
2 Chronicles	E
Ezra	*
Nehemiah	*
Esther	M

**AUTHOR KEY**  
**M** = written by Moses  
**\*** = book & author have same name  
**?** = author unknown  
**S** = written by Samuel  
**J** = written by Jeremiah  
**E** = written by Ezra  
**M** = probably written by Mordecai

**28** Class C  
Kings Rule  
2 Samuel 8:15  
What is the author asking for?  
Find the answer: [disciplezone.com/5A7](http://disciplezone.com/5A7)

**mercy/forgiveness**

## Disciple Guide—page 28

Encourage kids to complete DiscipleZone before the next lesson. Explain that activities are available at a special website—

[DiscipleZone.com](http://DiscipleZone.com)—where kids go to grow! Children should visit the website with their parents to complete the online activities.