

Joash

A Boy King in Judah

2 Kings 11 and 12



Old Testament 8
Part 1: The Divided Kingdom

SUNDAY MORNING

Old Testament 8 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

2 Kings 11 and 12; 2 Chronicles 22-24; Deuteronomy 15:10; 2 Corinthians 9:6-11

MEMORY WORK:

YOUNGER CHILDREN: "God loves a cheerful giver" (2 Corinthians 9:7b).

OLDER CHILDREN: "So let each one give as he purposes in his heart, not grudgingly or of necessity; for God loves a cheerful giver" (2 Corinthians 9:7).

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

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

- ["Giving to Jesus"](#)
- ["Let Us Freely Give"](#)
- ["God Is So Good"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [The Divided Kingdom 2](#) Bible fact cards (provided under "O.T. 8 Bible Facts")
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/ Learning Centers
- Betty Lukens' felt pieces
- ["Map of the Divided Kingdom"](#) (provided in activity sheets)

PERSONAL APPLICATION:

God has blessed me with many, many good things. I will gladly give back to Him so that others can be helped and taught about Jesus.



LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Do all of you know what a king is/what he does? The Bible tells us about a lot of kings and things they did. Today we're going to talk about a boy who was only seven years old when he became king. God blessed him with a wise, older friend to help him until he grew old enough to make important decisions by himself. As a man, he made lots of good choices and was a good king for many years. Let's listen to see how he followed God.

INTRODUCTION: (OLDER CHILDREN)

What do you think it would have been like to become a king when you were seven years old? Do you think you would need help from older people? In the Old Testament, there was a boy who became king when he was that young. Because of this boy and his uncle, the nation of Judah stopped worshipping idols and started giving to God as He had commanded. Let's see what we can learn from this story.

POINTS TO EMPHASIZE:

1. A man named Jehu had been chosen by God to get rid of the wicked King of Judah named Ahaziah [also called Jehoahaz in 2 Chronicles 21:17; 25:23]. Ahaziah was the grandson of the good king, Jehoshaphat, but he was a very wicked, idol-worshipping man; both his father (Jehoram), his mother (Athaliah), and other grandparents (Ahab and Jezebel) were very evil people.
2. After Jehu got rid of Ahaziah (Ahaziah and his brothers were killed), his mother, Athaliah, decided she wanted to take over the throne herself. So she killed all of her grandchildren—or at least tried to—so that none would be “next in line” to become ruler of Judah. But the half-sister of the deceased Ahaziah (same father, different mother), named Jehosheba (or Jehoshabeath), took the youngest of Ahaziah's sons, Joash, and hid his nursemaid and him for six years in the Temple while Athaliah reigned as queen of Judah. Jehosheba was not only a princess, but she was the wife of a God-fearing priest named Jehoiada. During those six years hiding Joash, Jehoiada taught him about God and about his responsibilities as a future king of Judah.
3. When Joash was seven years old, Jehoiada decided it was time to bring the rightful heir to the throne of Judah out of hiding. Jehoiada had many loyal followers among the Levites and divided them into three groups: one-third to guard the king's house, one-third to guard an important gate of the Temple grounds, and one-third to guard the little boy Joash. He told the men who were guarding the Temple gate not to allow anyone inside the building except other priests and Levites. He gave the Levites weapons that had been stored in the Temple by David. When the crown was placed on the small boy's head, all the people shouted, “Long live the king!” Trumpets sounded, and the people sang and played instruments in their joy.
4. When Queen Athaliah came to see the cause of the commotion in the Temple, she was seized and killed. Then Jehoiada, Joash, and all the people recommitted themselves to obey God. Since Joash was so young, Jehoiada was his advisor and taught him how to be a good king. Under Jehoiada's leadership, the people of Judah immediately started getting rid of idols and collecting money to repair and restore the Temple. The Old Law had commanded that they give a tenth of all they had to support the Levites and take care of the Temple, but they had not been giving to God as they should have.

5. King Joash ordered that a money chest with a hole in the top be put outside the Temple gate as a collection place for the people's contributions. Whatever was collected was supposed to be given to the workmen so that the Temple could be completely restored. But some of the priests were dishonest, keeping some of the money for themselves. After 23 years, the work on the Temple was not finished! Joash was very angry and commanded the priests not to take any more of the money for themselves or their family and friends so that all of it could be used on the Temple and its furnishings as intended.
6. We are commanded to give back to God some of our money so that it can be used to teach others (in our hometowns as well as by missionaries in different places), to take care of our building, to help others in need, etc. God wants us to think carefully about how we give and not be selfish. He wants us to give willingly and cheerfully. [Talk about how God gives us our money and how we should use it, etc.]
7. **With older children, you may want to include the following points:** When Jehoiada died, at the age of 130, he was honored by being buried in the same place as kings of Judah because of all the good things he had done. Joash remained a good king as long as Jehoiada lived, but when his long-time friend and advisor died, Joash gave up on his promise to follow God's laws. God sent prophets to try to bring Joash and the people of Judah back to Him, but they would not listen (2 Chronicles 24:17-22). He reigned as king of Judah for 40 years. Our commitment to God depends on us individually and no one else. No one else can sing, pray, or give for us, and no one else will be rewarded for our obedience or punished for our mistakes. We must do what is right even if no one else does!

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

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

Ages 2-5:

- “[Joash Coloring Sheet](#)” (provided in activity sheets)
- “[Joash Maze](#)” (provided in activity sheets)
- Help the children make a bank out of collected cans or plastic bottles with lids or small milk cartons. They can decorate them with stickers, rickrack, ribbon, etc.
- Send home a note with the kids (or send one in the mail/e-mail) asking them to bring canned goods for the pantry for the next few weeks.
- Print the words of the memory verse on cardstock, one per child. Cut the verse into puzzle pieces, and let the children put their puzzles together. Put them in Ziploc® baggies to take home at the end of class. (For older children, print the verse in “bubble” letters; draw puzzle lines on cardstock; let the children color and cut out their verse before putting together.)

1st-2nd Graders:

- Let children make a bank out of collected cans or plastic bottles with lids or small milk cartons. They can decorate them with stickers, rickrack, ribbon, etc.
- To illustrate a tithe, put 10 dimes in front of you (real or play money). Explain that a dollar is made up of 10 dimes (or 10 dollars is made up of 10 one dollar bills). The Jews were commanded by God to give a **minimum** of one-tenth of everything they owned to God (one dime, one dollar bill, etc.). God doesn't command us to give a tenth, but to give generously to Him. If you are using

dollar bills, talk about what that dollar can do for the Lord's Church by breaking it down into change again. ("[Dime Cutouts](#)" provided in activity sheets)

- Send home a note with the kids (or send one in the mail/e-mail) asking them to bring canned goods for the pantry for the next few weeks.
- Write review questions over this and previous lessons on the backs of index cards or small, square pieces of cardstock. Write point values on the blank side, higher points for harder questions. Tape the cards, question side down, on the wall or board. Divide the students into two teams. Each team takes a turn choosing a card and trying to answer the question. If they get it right, that team gets the points. If they miss, the other team can answer and get the points.
- "[Joash Word Search](#)" (provided in activity sheets)

3rd-4th Graders:

- To illustrate a tithe, put 10 dimes in front of you (real or play money). Explain that a dollar is made up of 10 dimes (or 10 dollars is made up of 10 one dollar bills). The Jews were commanded by God to give a **minimum** of one-tenth of everything they owned to God (one dime, one dollar bill, etc.). God doesn't command us to give a tenth, but to give generously to Him. If you are using dollar bills, talk about what that dollar can do for the Lord's Church by breaking it down into change again. ("[Dime Cutouts](#)" provided in activity sheets)
- Send home a note with the kids (or send one in the mail/e-mail) asking them to bring canned goods for the pantry for the next few weeks.
- Write review questions over this and previous lessons on the backs of index cards or small, square pieces of cardstock. Write point values on the blank side, higher points for harder questions. Tape the cards, question side down, on the wall or board. Divide the students into two teams. Each team takes a turn choosing a card and trying to answer the question. If they get it right, that team gets the points. If they miss, the other team can answer and get the points.
- "[Joash Word Search](#)" (provided in activity sheets)
- Have the children read the following:
 - 2 Kings 11-12
 - *What if I Owned Everything?* by Larry Burkett, Tommy Nelson, Inc.
 - *Bethany Learns About Giving*, by Vicky Billings
 - *If Jesus Came to My House*, by Joan G. Thomas, Harper Collins Publishers
(DISCLAIMER: Skip two pages depicting worship. You could tape them together.)

FINGERPLAY:

"GIVING TO JESUS"

Author: Unknown*

[Frown and reluctantly reach into pocket to pay as you say first two lines.]

This is Billy when he buys a cookie.

This is Billy when he buys a toy.

But this is Billy when he gives to Jesus.

[Smile broadly and willingly reach into pocket.]

Did you ever see such a happy boy?

[Frown and reluctantly reach into pocket again.]
This is Becky when she goes shopping
To buy a ring or clothes or pearls.
But this is Becky when she gives to Jesus.
[Smile broadly and willingly reach into pocket again.]
Did you ever see such a happy girl?

SONGS:

“LET US FREELY GIVE” ([Click to Hear](#))

by: Lora Laycook
(Tune: “Sweet By and By”)

Let each one of us lay by in store,
On the first day of every new week;
Let us cheerfully give to our Lord.
This commandment we surely must keep.

CHORUS:

Let us give, freely give.
Let us give as our God gives to us;
Let us give, freely give,
Let us give as our God gives to us.

“GOD IS SO GOOD” ([Click to Hear](#))

Author: Traditional

God is so good,
God is so good,
God is so good,
He’s so good to me!

He cares for me,
He cares for me,
He cares for me,
He’s so good to me!

I love Him so,
I love Him so,
I love Him so,
He’s so good to me!

I praise His Name,
I praise His Name,
I praise His Name,
He’s so good to me!

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

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



Joash

A Boy King in Judah

2 Kings 11 and 12



Old Testament 8
Part 1: The Divided Kingdom

WEDNESDAY EVENING

Old Testament 8 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

2 Kings 11 and 12; 2 Chronicles 22-24; Deuteronomy 15:10; 2 Corinthians 9:6-11

MEMORY WORK:

YOUNGER CHILDREN: "God loves a cheerful giver" (2 Corinthians 9:7b).

OLDER CHILDREN: "So let each one give as he purposes in his heart, not grudgingly or of necessity; for God loves a cheerful giver" (2 Corinthians 9:7).

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

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

- ["Giving to Jesus"](#)
- ["Let Us Freely Give"](#)
- ["God Is So Good"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [The Divided Kingdom 2](#) Bible fact cards (provided under "O.T. 8 Bible Facts")
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Betty Lukens' felt pieces
- ["Map of the Divided Kingdom"](#) (provided in activity sheets)

PERSONAL APPLICATION:

God has blessed me with many, many good things. I will gladly give back to Him so that others can be helped and taught about Jesus.



INTRODUCTION:

Review [O.T. 8 Bible Fact Flash Cards](#) (provided under “O.T. 8 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Review Sunday’s lesson. (See [O.T. 8 Review Questions](#) for example questions.)
2. Talk about how much God has blessed us, the importance of not taking those blessings for granted, being willing to give back to Him, etc.
3. An illustration/story can be told about a child who was given an allowance of \$10 and was looking forward to spending the day with his mother. The child went to several places and spent money at each place (McDonald’s, the toy store, the candy store, etc.). At the end of the day, the child had none of his money left. The next day was Sunday and the family went to worship; however, when it was time to give back to God, the child had nothing to put in the offering plate. He felt very sad that he had spent all his money on himself and didn’t save anything to give to God. Ask the children what the child should have done. Explain how God wants us to set something aside for Him **before** we spend our money on ourselves or anything else. This story can be role played with real money. If possible, you may want to bring in a teenager to tell the story in first person.
4. Read and discuss the following passages: 1 Corinthians 16:1-2; Malachi 3:8-10; Luke 6:38; 2 Corinthians 9:6-13

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

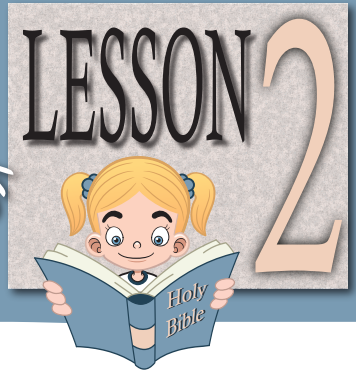
- See Sunday morning’s lesson.

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



Jonah's Mission to Israel's Enemies

Jonah 1-4



Old Testament 8
Part 1: The Divided Kingdom

SUNDAY MORNING

Old Testament 8 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Jonah 1-4; Matthew 28:18-20; James 2; Acts 10:34-35

MEMORY WORK:

YOUNGER CHILDREN: "God shows no partiality" (Acts 10:34b). [i.e., "God does not show favoritism."]

OLDER CHILDREN: "But if you show partiality, you sin" (James 2:9a).

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

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

- ["Jonah Won't You Go?"](#)
- ["Jonah Song"](#)
- ["There Was a Man Named Jonah"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [The Divided Kingdom 2](#) Bible fact cards (provided under "O.T. 8 Bible Facts")
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Betty Lukens' felt pieces
- Jonah A Beka Flash-a-Card Series (DISCLAIMER: use the cards, not the lesson book; on card 1.6, make a note—"We do not know what species the great sea creature was.")
- ["Map of the Divided Kingdom"](#) (provided in activity sheets)



PERSONAL APPLICATION:

God wants me to treat everyone the same and to teach them about Jesus.

LESSON STARTS HERE


INTRODUCTION: (YOUNGER CHILDREN)

Have you ever tried to run from your mom or dad or tried to hide from them? Did they find you? Have you ever been mean to someone? In our lesson today, we will learn about a man, a prophet, named Jonah.

INTRODUCTION: (OLDER CHILDREN)

Have you ever been asked to be friends with someone who is different than you are? When we are with our friends, how should we treat kids that may be different or who aren't necessarily our friends? Does God only want us to teach people whom we like? Today we're going to talk about a man who was told by God to go to a city and teach the people about God. But he didn't want to go. Let's see what happened.

POINTS TO EMPHASIZE:



HISTORICAL NOTE: Other than the Old Testament book bearing his name, Jonah is only mentioned one other time in the Old Testament: in 2 Kings 14:25. Based on that passage, he is identified as a chosen messenger (prophet) for God from the tribe of Zebulun (Joshua 19:10,13), the son of Amittai of the town of Gath-Hepher. He was one of the men active in sharing God's words in the Northern Kingdom (Israel) during the reign of Jeroboam II (ca. 790-750 B.C.). Jeroboam II is described as an evil king, doing the things that **he** wanted to do rather than what **God** wanted, just as the first Jeroboam had done. Jonah (whose name means "dove," usually a symbol of peace and reconciliation) is the only Old Testament minor prophet mentioned by Jesus. (Jesus mentioned Jonah being in the belly of the great fish as a historical event in Matthew 12:39 and 16:4; Luke 11:29.) Jonah was a contemporary of Hosea and Amos. About 150 years after Jonah, the prophet Nahum was sent to preach to Nineveh, but that time the people of Nineveh refused to listen or repent.

1. Nineveh was the capital city of the powerful Assyrian empire, and they were extremely wicked (Jonah 1:2). God wanted Jonah to preach to the people of Nineveh. This huge city was about 500 miles east of Israel. Jonah did not want to go to Nineveh because he did not want the Ninevites, enemies of Israel, to have the opportunity to repent and be forgiven by God (Jonah 4:2). The Assyrians were a cruel and ruthless people that Jonah did not think worthy of God's love and forgiveness.
2. Instead of going to Nineveh, Jonah went the opposite direction, to Tarshish, a small Phoenician colony in southwestern Spain—about 2,000 miles from Israel! He knew that God was the Creator of everything (Jonah 1:9), but he thought he could somehow sail away and escape the presence of God. He was soon reminded that God is everywhere (omnipresent), all-knowing (omniscient), and all-powerful (omnipotent).

3. A great storm came upon the ship and threatened to break it apart. The men sailing the vessel called to their gods, and nothing, of course, happened. Jonah, apparently unconcerned about the storm, was asleep in the ship. The captain of the ship woke him up and told him to pray to his God like the rest of the men were, to see if Jonah’s God would stop the storm. The men “**cast lots**” to determine who was causing the storm, and the lot fell on Jonah (1:7; cf. Proverbs 16:33).



Cast Lots: “[T]he lot was regarded as a solemn appeal to God, for his direct interference in cases which they could not themselves decide. Proverbs 16:33, ‘The lot is cast into the lap; but the whole disposing thereof is of the Lord.’ The choice of an apostle was an event of the same kind, and was regarded as a solemn appeal to God for his direction and guidance in a case which the apostles could not determine. [cf. Acts 1:26] The manner in which this was done is not certainly known. The common mode of casting lots, was to write the names of the persons on pieces of stone, wood, etc., and put them in one urn; and the name of the office, portion, etc., on others. These were then placed in an urn with other pieces of stone, etc., which were blank. The names were then drawn at random, and also the other pieces, and this determined the case.” [*Barnes’ Notes on the New Testament Explanatory and Practical* (2012), WORDsearch Corp., Acts 1:26]

4. The men immediately began to ask Jonah many questions about himself and what might be causing the storm. Jonah confessed that he was an Israelite and that he believed and followed “the Lord (i.e., Jehovah), the God of heaven, who made the sea and the dry land” (Jonah 1:9). Jonah admitted to the men that he had run away from God. They asked him what should be done to stop the storm, since the storm was getting even worse. Jonah said the men should pick him up and throw him into the sea, and the storm would stop.
5. The men did not want to throw Jonah overboard, knowing that Jonah would certainly drown, and not wanting to be guilty of shedding innocent blood. So they prayed to God, “please do not let us perish for this man’s life, and do not charge us with innocent blood; for You, O Lord, have done as it pleases You” (1:14). Then they threw Jonah into the sea—and the sea became calm. The men then feared God and offered to Him a sacrifice and took vows. Meanwhile, God had prepared a great sea creature (Jonah 1:17) for the special purpose of swallowing Jonah and saving him from drowning.



RECOMMENDED READING FOR TEACHERS: See the articles “[Jonah and the ‘Whale’?](#)” by Dave Miller and “[Was Jonah Swallowed by a Fish or a Whale?](#)” by Eric Lyons on the Apologetics Press Web site for a discussion about the nature of the creature that swallowed Jonah and responses to common allegations against the Bible regarding this story.

6. Having to spend time in the belly of the great fish for three days also taught Jonah some valuable lessons. One important lesson Jonah had to learn was that God wants everyone in the world to be saved—no matter how “evil” they may be, where they live, what they look like, how they dress, or what language they speak. God loves everyone everywhere the same.
7. Jonah prayed to God while in the belly of the great fish and repented of his behavior. So God “spoke to the fish, and it vomited Jonah onto dry land” (2:10). This time, when God spoke to Jonah, he obeyed God and went to Nineveh to preach to the city.

8. Discuss the size of Nineveh (cf. 3:3)—“a **three-day journey** in extent.” Discuss the magnitude of Jonah’s job. Talk with the children about the number of people in the world and the magnitude of the job of teaching all of them about Jesus. There are many places around the world, even places in the United States, where many people need to be taught about Jesus (Acts 17:24-31).



Three-Day Journey: “i.e., 60 miles in circumference. It was a great city. Jonah speaks of its greatness, under a name which he would only have used of real greatness. Varied accounts agree in ascribing this size to Nineveh.... An Eastern city enclosing often, as did Babylon, ground under tillage, the only marvel is, that such a space was enclosed by walls. Yet this too is no marvel, when we know from inscriptions, what masses of human strength the great empires of old had at their command, or of the more than threescore pyramids of Egypt.” [*Barnes’ Notes on the Old Testament* (2010), WORDsearch Corp., Jonah 3:3]

9. Jonah’s message was simple: God would destroy Nineveh in 40 days. No doubt the people of Nineveh had heard about what happened to Jonah and the sea creature. Jesus referred to Jonah as a “sign to the Ninevites,” comparing Himself being in the grave for three days to Jonah’s being in the belly of the sea creature for three days (Luke 11:29-30; Matthew 12:40). So due to the miracle that the men on the ship had witnessed, the message of Jonah to the Ninevites had been proven to be from God. Remember that the purpose of miracles, first and foremost, was to confirm the message of the speaker as being God-sent (Mark 16:20; Hebrews 2:3-4).
10. The people, including the king, believed Jonah’s message and repented. The entire city repented of their wicked deeds, prayed to God, and fasted (did not eat), begging God to have mercy on them. So God heard them and did not destroy them. The great news is that as He did with the Ninevites, God will forgive **all** who turn from their wicked ways, turn to Him, and do those things He requires. Read Acts 26:20 and compare it to the actions of the people of Nineveh.



RECOMMENDED READING FOR TEACHERS: See the article “[Why does God Sometimes Repent?](#)” on the Apologetics Press Web site for a response to an allegation against the nature of God from this story.

11. This short book is not about the prophet himself (who is mentioned 18 times). It is about God (mentioned 38 times), about His will and how we should respond to Him, about His love and how we should share it with others.



NOTE: “Research tells us that between ages 2 and 5, children become aware of gender, race, ethnicity, and disabilities. They also become sensitive to both the positive attitudes and negative biases attached to these four key aspects of identity, by their family and by society in general. Young children develop ‘pre-prejudice’: misconceptions, discomfort, fear, and rejection of differences that may develop into real prejudice if parents and teachers do not intervene.... Many adults... would prefer to believe that young children are blissfully unaware of the differences between people upon which prejudice and discrimination are based. But young children not only recognize differences, they also absorb values about which differences are positive and which are not. How we as parents and teachers react to the ideas that young children express will greatly affect the feelings they will form. If we want children to like themselves and to value diversity, then we must learn how to help them resist the biases and prejudice that are still far too prevalent in our society.” *(from a brochure of the National Association for the Education of Young Children; statement echoes James 2 and other biblical passages)*

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

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

Ages 2-5:

- [“Jonah Coloring Sheet”](#) (provided in activity sheets)
- [“Jonah Maze”](#) (provided in activity sheets)
- Help the children make a “Big Fish” puppet. [See patterns at <http://www.dltk-kids.com/animals/whales.htm>]
- Bring a small pool (or large bowl) to class and fill it with water; add several plastic fish. Let each child “catch” a fish (either with an aquarium net or a kitchen ladle). Then ask him/her a review question about this lesson and previous lessons. Serve Goldfish® crackers as a snack.
- Play “Hide and Seek.” When finished, discuss with the children how Jonah tried to hide from God but could not because God always knows where we are and what we are doing.

1st-2nd Graders:

- Help the children make a “Big Fish” puppet. [See patterns at <http://www.dltk-kids.com/animals/whales.htm>]
- [“Jonah Crossword Puzzle”](#) (provided in activity sheets)
- Ask a group of teenagers or adults from your congregation to do a skit about treating everyone the same way (e.g., not leaving someone out; being friends with someone until others come along, then not being that person’s friend; etc.), based on James 2.
- [“Jonah Verse Match”](#) (provided in activity sheets)

3rd-4th Graders:

- [“Jonah Crossword Puzzle”](#) (provided in activity sheets)
- Ask a group of teenagers or adults from your congregation to do a skit about treating everyone the same way (e.g., not leaving someone out; being friends with someone until others come along, then not being that person’s friend; etc.), based on James 2.
- [“Jonah Verse Match”](#) (provided in activity sheets)

- Have the children read the following:
- Jonah
 - Jonah. [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Jonah quiz from AP's [Advanced Bible Reader](#) site for the children to take.
 - *Jonah and the Big Fish and Other Favorite Bible Stories*, by Laura Kelly, Standard Publishing
 - *Jonah the Runaway Prophet*, by Larry Burgdorf, Arch books
 - *Jonah God's Messenger*, Dennis G. Jones, Zonderkidz I Can Read! Series
 - *Jonah and the Big Fish*, Kelly Pulley, Zonderkidz I Can Read! Series
 - *Elijah and the Great Prophets*, by Joy Melissa Jensen, Contemporary Bible Series, Scandinavia Publishing (DISCLAIMERS: p. 20—the text says a “great fish,” not a “whale”; p. 36—skip the phrase “like the one in his dream”; p. 49—skip the last two sentences; p. 61—change the first sentence of the second paragraph to “So a new law was written that protected the Jews.”)

SONGS:

“JONAH, WON'T YOU GO?” ([Click to Hear](#))

Author: Unknown*

(Tune: “Dinah, Won't You Blow”)

Jonah, won't you go, Jonah, won't you go,
 Jonah won't you go to Nineveh?
 “I'm afraid to go, I'm afraid to go, scared to go to Nineveh!”

Something's in the water with Jonah,
 Something's in the water out there!
 Something's in the water with Jonah,
 A fish that God prepared.

“Now I want to go, now I want to go, now I want to go to Nineveh!”
 The fish, he let him go; the fish, he let him go,
 And Jonah went to Nineveh.

“JONAH SONG” ([Click to Hear](#))

Author: Unknown*

(Tune: “Old MacDonald Had a Farm”)

Jonah was afraid of God. What did Jonah do?
 He tried to hide and sail away. What did Jonah do?
 With a storm over here, and a fish over there.
 Here a fish, there a fish, everywhere a big fish.
 What did he decide to do? What God told him to!

“THERE WAS A MAN NAMED JONAH” ([Click to Hear](#))

Author: Elbert and Sarah Richey

(Tune: “Down at the Station”)

There was a man named Jonah in the Bible,
God told him to go to Nineveh,
Jonah said, “No,” and sailed away to Tarshish.
He should have known you cannot hide from God. (REPEAT line 2X)

God caused a great big storm to come upon them.
He shook their boat and scared them half to death.
Jonah told them, “Throw me in the water,”
“I’m the reason God has sent this storm.” (REPEAT line 2X)

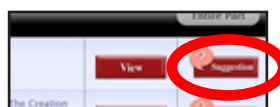
God had a great big fish to swallow Jonah.
Three days and nights he lived inside that fish.
He prayed to God, “Please let me go to Nineveh.”
Jonah was sorry he did not obey. (REPEAT line 2X)

That great big fish spat Jonah onto dry land.
Jonah was on his way to Nineveh.
Jonah preached and all the people listened.
God was so happy they wanted to obey. (REPEAT line 2X)

It would be good to make visuals to go with the songs. Make simple drawings of the following: Jonah telling God “No”; the boat in the storm; Jonah in the big fish; Jonah on his way to Tarshish; “happy” Jonah teaching the people. Copy the drawings onto fluorescent paper and mount them on white poster board. Shine a black light on the pictures as you sing the song.

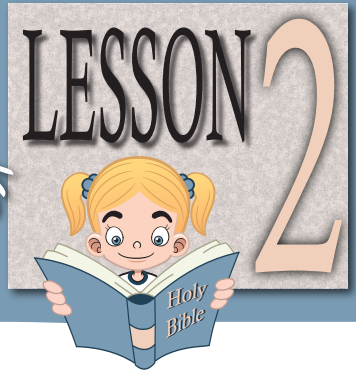
*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

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Jonah's Mission to Israel's Enemies

Jonah 1-4



Old Testament 8
Part 1: The Divided Kingdom

WEDNESDAY EVENING

Old Testament 8 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Jonah 1-4; Matthew 28:18-20; James 2; Acts 10:34-35

MEMORY WORK:

YOUNGER CHILDREN: "God shows no partiality" (Acts 10:34b). [i.e., "God does not show favoritism."]

OLDER CHILDREN: "But if you show partiality, you sin" (James 2:9a).

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

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

- ["Jonah Won't You Go?"](#)
- ["Jonah Song"](#)
- ["There Was a Man Named Jonah"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [The Divided Kingdom 2](#) Bible fact cards (provided under "O.T. 8 Bible Facts")
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Betty Lukens' felt pieces
- Jonah A Beka Flash-a-Card Series (DISCLAIMER: use the cards, not the lesson book; on card 1.6, make a note—"We do not know what species the great sea creature was.")
- ["Map of the Divided Kingdom"](#) (provided in activity sheets)



PERSONAL APPLICATION:

God wants me to treat everyone the same and to teach them about Jesus.

INTRODUCTION:

Review [O.T. 8 Bible Fact Flash Cards](#) (provided under “O.T. 8 Bible Facts” on curriculum Web site)

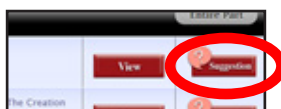
POINTS TO EMPHASIZE:

- Review Sunday’s lesson. (See [O.T. 8 Review Questions](#) for example questions.)
- Continue the story of Jonah in chapter 4. When God relented from destroying Nineveh, it angered Jonah. He stated his reason for not wanting to go to Nineveh in the first place: because he knew God is “a gracious and merciful God, slow to anger and abundant in lovingkindness, One who relents from doing harm” (4:2). Instead of that description of God being something to be extremely thankful for, Jonah clearly considered it to be a charge against God’s character. Jonah thought the Ninevites deserved destruction, and, to him, God was being a “pushover” for not being harder on them. Jonah said he would rather die than God not punish Nineveh.
- Thankfully for Jonah, just as God was patient and slow to anger with the Ninevites, He was patient and slow to anger with Jonah. God reasoned with Jonah that he should not be upset about God’s decision.
- Jonah went outside the city and sat in the shade of a plant that God had prepared for him while he watched what would become of Nineveh. Jonah was grateful for the plant, but when God prepared a worm to destroy the plant, causing it to wither the next day, resulting in Jonah having to sit in the Sun and hot wind, he grew faint. Again, Jonah wished for death.
- God again reasoned with Jonah: “Is it right for you to be angry about the plant?” Jonah said, “It is right for me to be angry, even to death!” (4:10). God reasoned with Jonah that it was not right for him to be more concerned for the withered plant—which had little value and for which Jonah had done no labor to grow and nourish it—than the city of Nineveh, which had 120,000 ignorant citizens, as well as animals. People have more inherent value than a plant (Matthew 6:26-30), considering that, unlike plants and animals, they were made in the image of God (Genesis 1:26). Further, God had been laboring for the city of Nineveh, and Jonah had as well, making the city even more valuable.
- Jonah should have been very happy that his message reached so many who decided to turn to God. Instead, his pride and his prejudices made him angry with God. God taught him a powerful lesson with the quickly growing plant which also quickly died.

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

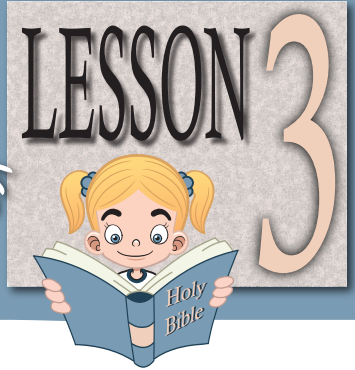
- See Sunday morning’s lesson.

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King Uzziah

2 Kings 15:1-7



Old Testament 8
Part 1: The Divided Kingdom

SUNDAY MORNING

Old Testament 8 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

2 Kings 15:1-7; 2 Chronicles 26; Proverbs 6:16-17; 16:5,18; 21:4, 29:23; Psalm 101:5; Jeremiah 9:23-24; Matthew 23:12; Philippians 2:3

MEMORY WORK:

YOUNGER CHILDREN: "When pride comes, then comes shame" (Proverbs 11:2a).

OLDER CHILDREN: "Everyone proud in heart is an abomination to the Lord; though they join forces, none will go unpunished" (Proverbs 16:5).

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

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

- ["Proverbs 16:18"](#)
- ["Walk Humbly"](#)
- ["Make Me A Servant"](#)
- ["Humble Yourselves in the Sight of the Lord"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [The Divided Kingdom 2](#) Bible fact cards (provided under "O.T. 8 Bible Facts")
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/ Learning Centers
- Betty Lukens' felt pieces.
- ["Map of the Divided Kingdom"](#) (provided in activity sheets)
- Trace a figure of a king onto a transparency, poster, or marker board (from a felt or flannel graph figure). As you talk about Uzziah, write descriptive terms about him or add items that would relate to his innovations as king. When you talk about God giving Uzziah leprosy, draw red dots all over his face and hands.



- Tell the story using a hand puppet or stick puppet to represent Uzziah. Let him tell what great things *he* did for Judah. Quote the memory verse and then draw red spots on the puppet’s face.
- “Humble and Haughty” from Sarah Richey’s *Creative Bible Teaching: Volume 1* (See end of Wednesday’s lesson for poem and illustration.)
- “[Inside the Tabernacle](#)” chart (provided in activity sheets)

PERSONAL APPLICATION:

Success in this life is not determined by how much money I may have or how famous I might become. I will be a success in God’s eyes if I passionately follow Him.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week we talked about a man who tried to run away from God. What was his name? What amazing thing(s) happened to him? What lesson did he learn?

What do you think about someone who brags on himself all the time? That’s called pride. We should be glad when we do good things, but we don’t want to brag and tell everyone else about them (Proverbs 27:2). Today we’re going to learn about a king who became so proud of himself that he forgot God.

INTRODUCTION: (OLDER CHILDREN)

Review last week’s lesson.

What does it mean to be proud? Is there a time when it’s okay to be proud? What is a person like who is sinfully proud? Today we’re going to learn about a king that God helped a lot, but then this man became proud and forgot to give God the glory and wanted to do things his way instead of God’s way. Let’s see what he did and how God reacted to his choices.

POINTS TO EMPHASIZE:

1. Uzziah became king when he was only 16 years old, after the death of his father, Amaziah. (Uzziah was also known as Azariah—not to be confused with Azariah the priest in 2 Chronicles 26:17.) He was king of Judah for 52 years.



RECOMMENDED READING FOR TEACHERS: See the article “[Different Names, Same Person](#)” by Eric Lyons on the Apologetics Press Web site for a response to an alleged Bible discrepancy regarding Uzziah.

2. Uzziah was a warrior and a builder, gaining territory among ancient enemies of the Israelites (namely, the Philistines and Ammonites). He became a very strong king, and his fame spread to faraway places. He added fortifications in and around Jerusalem and strengthened his army. “He loved the soil” and helped to develop agricultural projects and improvements throughout the land so that his people might have more food and more to trade.

3. Because of all the good that Uzziah did, he became very powerful and “as long as he sought the Lord, God made him prosper” (2 Chronicles 26:5b). “[H]e was marvelously helped till he became strong” (2 Chronicles 26:15b). But as he became stronger and more powerful, he became very proud of himself and started slowly drifting away from God. One day he decided to take incense into the Temple. But according to God’s Law, only priests were to carry incense into the Temple. [Use the “Inside the Tabernacle” chart from the recommend additional visuals to remind the kids that the altar of incense was in the first room of the Temple/Tabernacle. It was a symbol of the prayers to God.]
4. Because of this prideful act of disobedience, God punished Uzziah with the terrible disease of **leprosy**. The powerful king of Judah then had to live separated from everyone else because of his disease, and his son Jotham had to make decisions for the king. Uzziah was a good king for many years, but he started to take the credit for his success instead of giving God the credit. When he forgot to give God the glory, he began to think that he could make up his own rules to live by.



Leprosy: a disease that causes lesions on the skin and can cause permanent damage to the nerves, limbs, and eyes. During Bible times, there was no known cure for it. Those with leprosy had to live apart from everyone else and had to identify themselves as unclean. See Leviticus 13:1-46.



RECOMMENDED READING FOR TEACHERS: See the articles “**Technicalities**” and “**The Spirit and Letter of the Law**” by Dave Miller on the Apologetics Press Web site for a response to the doctrine that God is not concerned with so called “technicalities” in our actions.

5. Many people are prideful today because they measure success by how much money they have, how big their houses are, how famous they are, etc., rather than by whether or not they obey God. God measures success by how well we follow Him. With the OLDER CHILDREN, read Micah 6:8. [Use different examples of famous people that the kids know, as well as biblical examples of people who were not rich or famous, but were successful in God’s eyes.]

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

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

Ages 2-5:

- “[Uzziah Coloring Sheet](#)” (provided in activity sheets)
- Help the children make a sack or hand puppet of a king (Uzziah). Write the memory verse on the puppet. **Or** make a crown for each child on which you have written the memory verse.
- Write review questions about this and previous lessons on the backs of lily pad cutouts. Put the lily pads, question side down, on the floor. Let each child toss a beanbag onto a lily pad. Read the question, and let the child answer. (“[Lily Pad Cutouts](#)” provided in activity sheets)

1st-2nd Graders:

- “[Calculator Quiz](#)” (provided in activity sheets)
- “Kings of Judah Scrambled Eggs” game: Inside the indentions of an egg carton, write the names of

several kings of Judah. On plastic eggs, write the same names, but scramble the letters. The students need to unscramble the names on the eggs to match them to slots in the egg carton.

- Memory Verse Review: Write words to the memory verses from this unit on index cards, one word per card. Mix up the words, keeping each verse separate. Have students put the words in the correct order. Divide the class into groups, giving each group a verse. Upon completion of one verse, have the groups trade verses until every group has worked all the verses. ([“Memory Verse Cutouts”](#) for this lesson’s verse provided in activity sheets)

3rd-4th Graders:

- Divide the class into small groups. Give each group a concordance and ask them to find at least four or five scriptures that mention leprosy and/or pride. Have them look up those scriptures and read them to the class.
- [“Calculator Quiz”](#) (provided in activity sheets)
- “Kings of Judah Scrambled Eggs” game: Inside the indentions of an egg carton, write the names of several kings of Judah. On plastic eggs, write the same names, but scramble the letters. The students need to unscramble the names on the eggs to match them to slots in the egg carton.
- Memory Verse Review: Write words to the memory verses from this unit on index cards, one word per card. Mix up the words, keeping each verse separate. Have students put the words in the correct order. Divide the class into groups, giving each group a verse. Upon completion of one verse, have the groups trade verses until every group has worked all the verses. ([“Memory Verse Cutouts”](#) for this lesson’s verse provided in activity sheets)
- Have the children read 2 Kings 15 and 2 Chronicles 26

SONGS:

“PROVERBS 16:18”

Author: Jeff Miller

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

“WALK HUMBLY”

Author: Jeff Miller

(Words and Tune: See [“Kids Prep 2”](#) CD)

“MAKE ME A SERVANT” ([Click to Hear](#))

Author: Unknown*

(Tune: See Internet)

Make me a servant,
Lord, make me like you.
For you are a servant,
Make me one, too.

Make me a servant,
Do what you must do.

To make me a servant,
Make me like you.

“HUMBLE YOURSELVES IN THE SIGHT OF THE LORD”

Author: Bob Hudson
(See Internet)

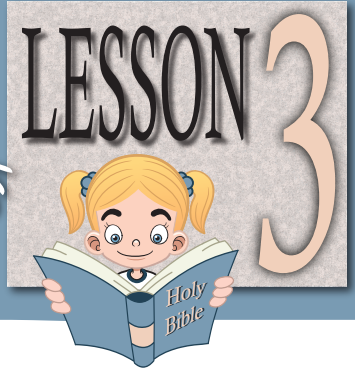
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King Uzziah

2 Kings 15:1-7



Old Testament 8
Part 1: The Divided Kingdom

WEDNESDAY EVENING

Old Testament 8 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

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MEMORY WORK:

YOUNGER CHILDREN: "When pride comes, then comes shame" (Proverbs 11:2a).

OLDER CHILDREN: "Everyone proud in heart is an abomination to the Lord; though they join forces, none will go unpunished" (Proverbs 16:5).

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

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- ["Proverbs 16:18"](#)
- ["Walk Humbly"](#)
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- ["Humble Yourselves in the Sight of the Lord"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/ Learning Centers
- Betty Lukens' felt pieces.
- ["Map of the Divided Kingdom"](#) (provided in activity sheets)
- Trace a figure of a king onto a transparency, poster, or marker board (from a felt or flannel graph figure). As you talk about Uzziah, write descriptive terms about him or add items that would relate to his innovations as king. When you talk about God



- giving Uzziah leprosy, draw red dots all over his face and hands.
- Tell the story using a hand puppet or stick puppet to represent Uzziah. Let him tell what great things *he* did for Judah. Quote the memory verse and then draw red spots on the puppet's face.
- “Humble and Haughty” from Sarah Richey’s *Creative Bible Teaching: Volume 1* (See end of Wednesday’s lesson for poem and illustration.)
- “[Inside the Tabernacle](#)” chart (provided in activity sheets)

PERSONAL APPLICATION:

Success in this life is not determined by how much money I may have or how famous I might become. I will be a success in God’s eyes if I passionately follow Him.

INTRODUCTION:

Review [O.T. 8 Bible Fact Flash Cards](#) (provided under “O.T. 8 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

Review Sunday’s lesson. (See [O.T. 8 Review Questions](#) for example questions.)

Read with the children the passages about pride that are listed under the “Scripture References” at the beginning of the lesson and discuss.

Discuss the pride of Herod, discussed in Acts 12:18-23.

Review Jesus’ parable of the Publican Prayer (Luke 18:9-14).

Read 1 Peter 5:5-6 with the children and discuss.

To help the children fully grasp the meaning of pride, arrogance, haughtiness, etc., spend time giving examples of how the children can be prideful: bragging about what they have, how good they are in sports (or other activities), not talking to certain people because they think that they are “better” than them, being a “know-it-all,” being bossy, correcting others, especially adults, etc.]. Discuss, too, the impact these types of behaviors have on others.

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

- See Sunday morning’s lesson.

“Humble and Haughty”

by Sarah Richey

Now **Humble** was a quiet girl.
 You hardly knew she was around,
 Except when someone had a need.
 That’s where **Humble** could be found.

Haughty, on the other hand,
 Was very much in view!

But whenever someone had a need,
She had something else to do.

When poor Mrs. Baker down the street,
Had the flu and had to stay in bed,
Humble went to see her to cheer her up,
When she could have been playing instead.

Haughty, on the other hand,
Knew of poor Mrs. Baker's plight,
But she just couldn't be bothered right then.
She **had** to ride her new bike!

A new girl came to school one day;
She was scared and kind of shy.
At recess **Humble** asked her to play.
At lunchtime, **Humble** shared her apple pie.

Haughty said, "Have you seen the new girl?
I've never seen such a nerd!
I wish you'd just look at her!
She really is absurd!"

When Mary Lou asked **Humble**,
To help her with her art,
Haughty said,
"I can't believe you'd ask her!
I'm so much more smart!"

So we, like **Humble**, should try our best
To help others when they have a need.
Don't be like **Haughty**, who's much too proud,
To do even one kind deed!

INSTRUCTIONS to illustrate "Humble and Haughty":

Make "Humble" and "Haughty" bodies: red hearts, yellow legs and arms (simple rectangles will suffice), and circle faces in cream or beige. "Humble" should look friendly, and "Haughty" should look "stuck up" and proud. Make each piece separate from the others.

As you read the poem, add the pieces to the magnetic board. Begin with Humble's heart, then Haughty's. Next add their legs, then arms, and finally faces. This can be done with one body part for each verse of the poem.

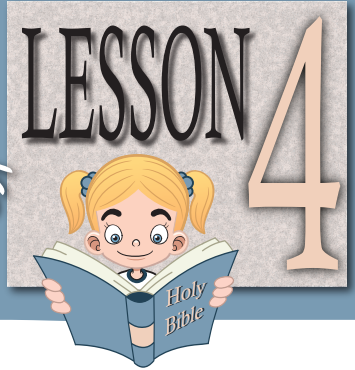
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King Hezekiah

Prays for Guidance

2 Kings 18-19



Old Testament 8
Part 1: The Divided Kingdom

SUNDAY MORNING

Old Testament 8 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

2 Kings 18; 19; 2 Chronicles 29:1-32:23; Isaiah 36-39

MEMORY WORK:

YOUNGER CHILDREN: "Be strong and courageous; do not be afraid" (2 Chronicles 32:7a).

OLDER CHILDREN: "Be strong and courageous; do not be afraid nor dismayed...for there are more with us than with him" (2 Chronicles 32:7).

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

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

- ["Whisper A Prayer In the Morning"](#)
- ["We Can Talk to God"](#)
- ["Prayer"](#)
- ["God Is So Good"](#)
- ["God Is Listening"](#)
- ["God Takes Care of Me"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Betty Lukens' felt pieces.
- ["Map of the Divided Kingdom"](#) (provided in activity sheets)



PERSONAL APPLICATION:

When I am in trouble, I need to remember that God cares about me and is always ready and willing to listen to me when I talk to Him.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

What man did we learn about last week? Did he obey God? What happened when he forgot to thank God and give God the credit for all the good things that happened to him?

Are any of you afraid of the dark? Are any of you afraid of animals? (Discuss some things that scare children.) In our lesson today, we will learn about a good king, Hezekiah, and how he overcame fear with his faith that God would take care of him. Let's see what made him scared and how God answered his prayers.

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

Discuss things that frighten children in general and your class in particular. What do you do when you're afraid? Today we're going to talk about a king who was very scared. He did something very wise, and it saved his people. Let's see what he did.

POINTS TO EMPHASIZE:

1. Hezekiah became king of Judah at the age of 25, and unlike his father Ahaz, he was a good king (ca. 724-695 B.C.). He was devoted to God (2 Chronicles 31:20-21) and abolished idol worship and destroyed the many places devoted to idol worship. [The Israelites had even begun to worship the brass serpent that Moses made in the wilderness. Hezekiah destroyed it.] In the first month of his first year as king of Judah, he opened the Temple again and began another restoration process (2 Chronicles 29:3).



HISTORICAL NOTE: During the time Hezekiah was king of Judah, Assyria and Egypt were the most powerful nations in the world. Also during that time, the first Olympiad was held in Greece (776 B.C.), and Rome was founded about 753 B.C.



RECOMMENDED READING FOR TEACHERS: See the article "[The Saga of Shebna](#)" by Wayne Jackson on the Apologetics Press Web site for information about an official for Hezekiah discussed in Isaiah.

2. Hezekiah gathered the priests and Levites to find out how many of them were still willing to follow God and not lead the people in idol worship. He prepared his people (the Jews) to celebrate the great festival of Passover, which had not been celebrated to this extent for many, many years (since the days of Solomon—2 Chronicles 30:26). Hezekiah sent royal decrees (messages) to all the people of the Southern Kingdom (Judah) as well as to all the Jews in the Northern Kingdom (Israel). The king sent men all over Judah and Israel to read his decree to

the people. Hezekiah urged the people, “And do not be like your fathers and your brethren, who trespassed against the Lord God of their fathers.... [D]o not be stiff-necked, as your fathers were, but yield yourselves to the Lord...and serve the Lord your God” (2 Chronicles 30:7-8a). Not everyone who heard the king’s message liked it or wanted to obey it (2 Chronicles 30:10-11). [OLDER CHILDREN: Read 2 Chronicles 31:20,21; 32:7,8.]

3. The Assyrians were taking over the Northern Kingdom (Israel) because they gave up worshipping the one true God for idols. Finally, even Samaria, the capital city of the Northern Kingdom, fell to the Assyrians (in 722 B.C.). They forcibly took Jews back to Assyria to be their slaves (in repeated deportations). In the 14th year of Hezekiah’s 22-year reign, the king of Assyria, Sennacherib, invaded the Southern Kingdom (Judah), too. He taunted Hezekiah and told him that “his god” was no better than the idols that the Assyrians worshipped. He also shouted to the people inside the walls of the city, telling them that Hezekiah was not a good leader and telling them of his plans to destroy the city unless they surrendered (2 Chronicles 32:9-16). Then Sennacherib sent a threatening letter to Hezekiah—a letter describing his plans to destroy Jerusalem and kill all its people. Hezekiah was very afraid of the massive army surrounding the city. So he went to the Temple, spread out the letter before God, and prayed earnestly for God’s guidance and help (2 Kings 19:14-19). Hezekiah knew that the Assyrian army was coming, and he did all he could to prepare. But he knew he could not save his people alone. [See 2 Chronicles 32:1-8]
4. The Bible tells us about several prayers of Hezekiah, as well as how God answered his prayers (often through the prophet Isaiah.). [Isaiah 37 is almost identical to 2 Kings 19.] After Hezekiah prayed to God about the letter from Sennacherib, God sent Isaiah to him again, promising Hezekiah that God would save Jerusalem and its people. In fact, Sennacherib would not even be able to enter Jerusalem or fire a single arrow there. God told Hezekiah (through Isaiah) that Sennacherib would return to his own land and be killed by the sword there (2 Kings 19:7).
5. Then one night while the Assyrians were camped outside Jerusalem, God sent His Angel to strike down 185,000 Assyrians! Then mighty King Sennacherib was afraid, and Hezekiah rejoiced! Sennacherib returned to his capital, Nineveh, in disgrace (and was killed by two of his sons thereafter).
6. Hezekiah knew that he needed God’s help to be a good man—and to be a good king. His people and he had no doubt heard about the cruelty of the Assyrians and had reason to be afraid of them. But Hezekiah prayed at every turn and encouraged his people to be strong and not to be overcome by fear. He prayed for guidance, he prayed for his people, and he prayed for strength. When we are having troubled times, when we are afraid, when we don’t know what to do, we can do the same things: pray for guidance and wisdom, pray for those around us (think about others and their needs), and pray for strength.
7. James wrote, “the effective, fervent prayer of a righteous man avails much” (James 5:16b). He also said that we cannot expect to receive anything from God if we don’t ask Him (James 4:2), but we have to be careful not to ask with the wrong motive/reason (James 4:3). Prayer is our way of talking to God. Although He doesn’t literally speak to us, like He did to people in the Bible, He hears every word we say, speaks to us through His word, and He **will** answer our prayers and help us when we are in trouble.



RECOMMENDED READING FOR TEACHERS: See the articles “[Archaeology and the Old Testament](#)” and “[Hezekiah Bulla: More Evidence for Bible Inspiration](#)” by Kyle Butt on the Apologetics Press Web site for evidence of Bible inspiration from the story of Hezekiah.

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

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

Ages 2-5:

- “[King Hezekiah Prays Coloring Sheet](#)” (provided in activity sheets)
- Provide each child with a piece of card stock or construction paper and a picture or cutout of “praying” hands. (Patterns for praying hands can be found on-line, including www.biblepuzzles.blogspot.com.) Write the phrase “God hears and answers my prayers” on each paper. Let the children glue their praying hands on the larger sheet of paper. Ask each child about something or someone they pray for and write it on his/her paper.
- Discuss with the children people (and things) for whom we can pray. Cut out magazine pictures to represent those things and people. **Or** use small figures and pictures from old curricula, or diecuts. Write “I Can Pray to God” on a piece of construction paper or card stock. Let the children glue the pictures you provide (or draw their own) on their papers. (“[I Can Pray To God Activity](#)” provided in activity sheets)
- Help the kids make Hezekiah toilet roll dolls. Printable templates and instructions can be found at www.dltk-kids.com.

1st-2nd Graders:

- Write the memory verse on the board, and go over it several times with the class. Then ask them to close their eyes, and erase one word. Then ask the kids to open their eyes and tell you what word is missing. Ask them to close their eyes again and erase one or two more words. Continue this until the entire verse is erased. Each time they open their eyes, they should be able to recognize the word(s) that is/are missing and eventually put the entire verse together.
- Start a prayer journal for the class. Each week write down things/people for which they are praying, and keep track of how God answers their prayers. Encourage the students to keep a prayer journal at home.
- Help the children make their own prayer journals to keep at home: cut pieces of white copy paper in half (enough so each child has several sheets). Cut several sheets of card stock in half; enough so that each child has two pieces, one to be the front cover and one to be the back cover. Let them decorate the front covers of their journals, and help the kids bind their books. (Punch holes through card stock and paper; run yarn through the holes or small rings through the holes.)
- Play Hang Man using names of people in the Bible whose prayers God answered (Hannah, Jonah, Elijah, Noah, Peter, Jesus, Daniel, Sarah, etc.). As children correctly guess the names, have them tell what the person prayed for and how God answered their prayers. At the end of the activity, discuss with the class things all of you have prayed for and how God answered your prayers.
- “[King Hezekiah Prays Word Search](#)” (provided in activity sheets)
- “[King Hezekiah Prays Fill in the Blank](#)” (provided in activity sheets)

3rd-4th Graders:

- Write the memory verse on the board, and go over it several times with the class. Then ask them to close their eyes, and erase one word. Then ask the kids to open their eyes and tell

you what word is missing. Ask them to close their eyes again and erase one or two more words. Continue this until the entire verse is erased. Each time they open their eyes, they should be able to recognize the word(s) that is/are missing and eventually put the entire verse together.

- Start a prayer journal for the class. Each week write down things/people for which they are praying, and keep track of how God answers their prayers. Encourage the students to keep a prayer journal at home.
- Help the children make their own prayer journals to keep at home: cut pieces of white copy paper in half (enough so each child has several sheets). Cut several sheets of card stock in half; enough so that each child has two pieces, one to be the front cover and one to be the back cover. Let them decorate the front covers of their journals, and help the kids bind their books. (Punch holes through card stock and paper; run yarn through the holes or small rings through the holes.)
- Play Hang Man using names of people in the Bible whose prayers God answered (Hannah, Jonah, Elijah, Noah, Peter, Jesus, Daniel, Sarah, etc.). As children correctly guess the names, have them tell what the person prayed for and how God answered their prayers. At the end of the activity, discuss with the class things all of you have prayed for and how God answered your prayers.
- “[King Hezekiah Prays Word Search](#)” (provided in activity sheets)
- “[King Hezekiah Prays Fill in the Blank](#)” (provided in activity sheets)
- Have the children read the following:
 - 2 Kings 18-19; 2 Chronicles 29-32; Isaiah 36-39
 - *God Saves Jerusalem*, by Larry Burgdorf, Arch books [DISCLAIMERS: p. 13--angels are not described with wings in the Bible; skip pp. 14-15 (starting with “As God protected...”); skip the note to parents]
 - *Faithful Hezekiah Prays*, by Eric C. Bohnet, Arch books (DISCLAIMER: p. 2—change “And closed” to “Ahaz closed”)
 - *The Great Celebration: A Puzzle Book About Hezekiah*, by Ros Woodman, Christian Focus Publications

SONGS:

“WHISPER A PRAYER IN THE MORNING” ([Click to Hear](#))

Author: Unknown*

(Tune: See Internet)

Whisper a prayer in the morning,
Whisper a prayer at noon.
Whisper a prayer in the evening,
To keep your heart in tune.

God hears our prayers in the morning,
God hears our prayers at noon.
God hears our prayers in the evening,
So keep your heart in tune.

“WE CAN TALK TO GOD” ([Click to Hear](#))

Author: Unknown*

(Tune: “Farmer in the Dell”)

We can talk to God,
We should do it every day.
He knows what we’re doing, and,
He listens when we pray.

“BOW YOUR HEAD” ([Click to Hear](#))

Author: Unknown*

(Tune: “Taps”)

Bow your head,
Close your eyes,
Send a prayer,
Send a prayer,
Through the skies.
God is list’ning above.
God is love.

“GOD IS SO GOOD” ([Click to Hear](#))

Author: Traditional

(Tune: See Internet)

God is so good,
God is so good,
God is so good,
He’s so good to me!

He cares for me,
He cares for me,
He cares for me,
He’s so good to me!

I love Him so,
I love Him so,
I love Him so,
He’s so good to me!

I praise His Name,
I praise His Name,
I praise His Name,
He’s so good to me!

“GOD IS LISTENING” ([Click to Hear](#))

Author: Lora Laycook
(Tune: “Frère Jacques”)

God is listening, God is listening, (put your hand to your ear)
While we pray, while we pray, (put hands together as if to pray)
Bow your head so lightly, (bow your head)
Close your eyes so tightly, (close your eyes)
Let us pray, let us pray.

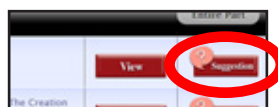
“GOD TAKES CARE OF ME” ([Click to Hear](#))

Author: Lora Laycook
(Tune: chorus of “Sunlight, Sunlight”)

Pray, pray; pray, pray,
Let us pray today.
Pray, pray; pray, pray,
As we work and play.
God is up in Heaven, so very good is He,
He will ever love and take good care of me.

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

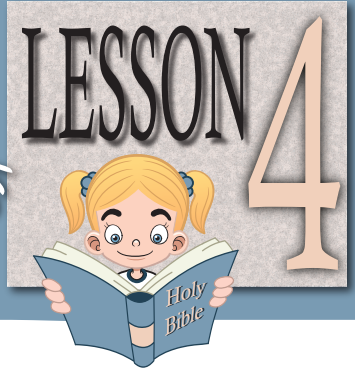
*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



King Hezekiah

Prays for Guidance

2 Kings 18-19



Old Testament 8
Part 1: The Divided Kingdom

WEDNESDAY EVENING

Old Testament 8 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

2 Kings 18; 19; 2 Chronicles 29:1-32:23; Isaiah 36-39

MEMORY WORK:

YOUNGER CHILDREN: "Be strong and courageous; do not be afraid" (2 Chronicles 32:7a).

OLDER CHILDREN: "Be strong and courageous; do not be afraid nor dismayed...for there are more with us than with him" (2 Chronicles 32:7).

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

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

- ["Whisper A Prayer In the Morning"](#)
- ["We Can Talk to God"](#)
- ["Prayer"](#)
- ["God Is So Good"](#)
- ["God Is Listening"](#)
- ["God Takes Care of Me"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [The Divided Kingdom 2](#) Bible fact cards (provided under "O.T. 8 Bible Facts")
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/ Learning Centers
- Betty Lukens' felt pieces.
- ["Map of the Divided Kingdom"](#) (provided in activity sheets)



PERSONAL APPLICATION:

When I am in trouble, I need to remember that God cares about me and is always ready and willing to listen to me when I talk to Him.

INTRODUCTION:

Review [O.T. 8 Bible Fact Flash Cards](#) (provided under “O.T. 8 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

Review Sunday’s lesson. (See [O.T. 8 Review Questions](#) for example questions.)

Discuss the power of prayer; review briefly how God answered Hezekiah’s prayer.

Let the children take turns providing clues about someone in the Bible whom God took care of and how He answered their prayers. The first one to raise his/her hand and guess the Bible character’s name correctly will be the next one to give clues. The teacher may want to provide names/clues to be drawn for this activity (e.g., Moses, Noah, Hannah, Sarah, Joseph, Isaac, Elijah, Daniel, Peter, etc.).

OLDER CHILDREN: Talk about enemies that the kids face every day, and ask them to look up scriptures relevant to those problems. For example: FEAR (Deuteronomy 31:6; Hebrews 13:6); PRIDE (Proverbs 18:2; Philippians 2:3); JEALOUSY (Proverbs 27:4; 1 Corinthians 3:3); LAZINESS (Proverbs 12:24; Hebrews 6:12); ANGER (Proverbs 29:22) [idea from ministry-to-children.com/hezekiah-prays-lesson/]

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

- See Sunday morning’s lesson.

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



Isaiah Encourages Hezekiah When He is Sick

2 Kings 20



Old Testament 8
Part 2: The Divided Kingdom

SUNDAY MORNING

Old Testament 8 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

2 Kings 20; Isaiah 38

MEMORY WORK:

YOUNGER CHILDREN: "I have heard your prayer" (2 Kings 20:5b).

OLDER CHILDREN: "I waited patiently for the Lord; and He inclined to me, and heard my cry" (Psalm 40:1b).

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

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

- ["Whisper A Prayer"](#)
- ["We Can Talk to God"](#)
- ["Prayer"](#)
- ["God Is So Good"](#)
- ["God Is Listening"](#)
- ["God Takes Care of Me"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [The Divided Kingdom 2](#) Bible fact cards (provided under "O.T. 8 Bible Facts")
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/ Learning Centers
- Betty Lukens' felt pieces.
- ["Map of the Divided Kingdom"](#) (provided in activity sheets)
- Make your own sundial from cardboard [Illustrate how it works by turning off the lights and using a flashlight to show how a shadow would make the "dial" appear to follow the hour. Pictures of sundials would also be helpful.]



- Pictures of Bible characters who were sick and asked God (or Jesus) for help. [Examples: Job; David’s prayer for his infant son; Elisha praying for the Shunnamite woman’s son; the woman with the issue of blood seeking Jesus’ healing touch; the 10 lepers; etc.]

PERSONAL APPLICATION:

God cares about me when I am sick and listens to my prayers for help to feel better.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Have you ever known someone who was very sick? What did they do? (Go to doctor or hospital) Did you pray for them? In our lesson today, we will learn that King Hezekiah became very sick. Last week, we talked about King Hezekiah being really scared. Do you remember why he was scared? What did he do? Today we’re going to talk about Hezekiah being afraid because he was sick. Let’s see what happens to King Hezekiah.

INTRODUCTION: (OLDER CHILDREN)

Review last week’s lesson.

Who takes care of you when you’re sick? Do you ever ask God for His help when you’re sick? Last week, we learned that King Hezekiah turned to God when he was afraid of the powerful Assyrian army. Today we’re going to see what he did when he was very sick.

POINTS TO EMPHASIZE:

1. King Hezekiah became **very sick**, and was near death. God sent the prophet Isaiah to tell the king that he would die very soon. Hezekiah did not want to die because he had many things to do for his people and for God. So he did what he had done in other troubled times (2 Chronicles 32:20): he **prayed** to God. God answered his prayer immediately; before Isaiah had left the palace, God sent him back to tell Hezekiah that he would live 15 more years. God also promised to protect Jerusalem from the Assyrians.



RECOMMENDED READING FOR TEACHERS: See the article “[Defending the Bible’s Position on Prayer](#)” by Kyle Butt on the Apologetics Press Web site for a response to charges made against the Bible’s teachings about prayer.



HISTORICAL NOTE: Hezekiah made some mistakes during the 15 years God gave him to live (like showing off his great wealth and his defenses to the Babylonians in 2 Kings 21:12ff). But during that time he was also busy with a group of scribes called the “men of Hezekiah” (Proverbs 25:1), who were copying Old Testament Scriptures. One commentator has stated that at the end of many O.T. books, in Hebrew manuscripts, are the Hebrew letters “H Z K,” indicating King Hezekiah had a hand in their production. [Remember that the Hebrew language had no vowels until the 12th century.]



NOTE: According to 2 Kings 20:7, Hezekiah’s sickness had something to do with a life-threatening boil of some sort. Isaiah told him to “[t]ake a lump of figs,” which was laid on the boil, causing him to recover. Concerning the lump of figs, commentator Albert Barnes said it was “[t]he usual remedy in the East, even at the present day, for ordinary boils. But such a remedy would not naturally cure the dangerous tumor or carbuncle from which Hezekiah suffered. Thus the means used in this miracle were means having a tendency toward the result performed by them, but insufficient of themselves to produce that result (compare 2 Kings 4:34...).”

[Barnes’ Notes on the Old Testament (2010), Electronic Database, 2 Kings 20:7]

2. Hezekiah asked for a sign that Isaiah’s suddenly changed message was really from God. Isaiah told the king he could choose between the shadow on the **sundial** going forward 10 steps or backward 10 steps. Hezekiah asked that the shadow go backwards, because he thought that would be harder/better proof of God’s power to heal him. Isaiah prayed to God and the shadow on the sundial moved backwards, just as the king had requested! Isaiah told the king that he would get well and that he would live for 15 more years.



NOTE: This **sundial** was apparently a stairway with steps to mark the hours, instead of the round sundial we usually think of. Note the description in Isaiah 38 as well.



RECOMMENDED READING FOR TEACHERS: See the article “[Has NASA Discovered Joshua’s ‘Lost Day’?](#)” on the Apologetics Press Web site for a response to the suggestion that astronomers have verified the “lost day” of Joshua 10 and the sundial incident in the current story.

3. Through Isaiah, God told Hezekiah, “I have heard your prayer, I have seen your tears” (2 Kings 20:5). God knows about every sad moment we have, about every tear we shed. He knows when we are sick and when we need help. The psalmist wrote (Psalm 56:8) that it is as if God puts our tears in a bottle and writes down the number of times we cry (“Are they not in Your book?”). Jesus said that God knows about every sparrow and cares about us so much more than the other living things in creation (Matthew 10:31; 6:26,30; 12:12). Whenever we get sick, God has blessed us with doctors and nurses to help us. But it is super important to talk to God and ask for His help.
4. In the Bible, many sick people are mentioned (Job, Paul, 10 lepers, Naaman, etc.). Not all of them were healed like Hezekiah. The Bible tells us about people who died as well. God used miracles to heal **some** people because miracles proved that He was (and is) in control and to prove that the words of His messengers were true. He does not use miracles today in the same way they are described in the Bible, but He can and does listen to our prayers when we and others are sick, and He answers our prayers according to His will. We can remember how Hezekiah talked to God and know that God hears our prayers just as He did King Hezekiah’s so long ago.



RECOMMENDED READING FOR TEACHERS: See the article “[Modern-Day Miracles, Tongue-Speaking, and Holy Spirit Baptism: A Refutation—Extended Version](#)” by Dave Miller on the Apologetics Press Web site for a discussion about Bible miracles and why they do not occur today.

5. OLDER CHILDREN: This story about Hezekiah also reminds us that every day is a precious gift, and we must make good use of the time that God gives us. Hezekiah knew how many years he had to live. Fifteen years may sound like a long time to you, but it isn't really. None of us knows if we will live even one more day. What do you think you would do with each day if you knew how much longer you had to live? [This isn't intended to be a morbid discussion, but a time to direct the older kids' thoughts toward helping others and toward becoming Christians.]

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

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

Ages 2-5:

- [“Isaiah Encourages Hezekiah Coloring Sheet”](#) (provided in activity sheets)
- Cut squares or rectangles of scrap construction paper. On each square write one letter of a key word or name from this and previous lessons. Put each word in a plastic bag. Make sentence strips with blanks left in each sentence where the keywords would fit. Divide the class into pairs. Give each pair a plastic bag and sentence strips that go with the keyword they have. Ask them to put the letters in the correct order to spell the word that goes in the blanks on the strip. ([“Isaiah Encourages Hezekiah Sentence Strip Activity”](#) provided in activity sheets) [For younger children, use cutout letters, and trace around them on the sentence strip, so that the letters look exactly the same. The kids should be able to match the cutout letters with the outlined ones, like a puzzle.]
- Provide materials for the children to make cards for the sick and shut-ins of your congregation.

1st-2nd Graders:

- “Kings of Judah Scrambled Eggs” game: Write the names of some kings from Judah inside the indentions of an egg carton. On plastic eggs, write the same names, but scrambled. The students should unscramble the name on each egg and put them in the matching slot in the carton.
- Play “Bible Baseball” with review questions over this and previous lessons. Before class, write questions on cards and divide the cards into “single,” “double,” “triple,” and “homerun,” depending on how hard the question is. (Some sample questions are provided at the end of this lesson. See also the [Review Questions](#) for the entire quarter, provided in the curriculum Web site.) Divide the class into two teams. Assign places in the classroom for first, second, and third bases, as well as home plate. **Or** draw a baseball diamond on the board and use magnets to move the player from base to base. When a team is “up to bat,” a student selects a card and tries to answer the question. If he answers correctly, he takes the base indicated. If he answers incorrectly, he is out. After three outs, it is the other team's turn.
- “True or False?” Write statements about this and previous lessons on cards. (Some sample questions are provided at the end of this lesson that can be modified into statements. See also, [“Isaiah Encourages Hezekiah True or False,”](#) provided in the activity sheets.) Let each child draw one card at a time and decide if the statement is true or false. Added challenge: If the statement is false, have the students reword it correctly.
- Provide materials for the children to make cards for the sick and shut-ins of your congregation.

- Write scriptures on the board about the Bible characters listed in “Recommended Visuals.” Give each child (or team) three or four minutes to find as many as they can and write on a paper which scripture goes with which praying character. (“[Isaiah Encourages Hezekiah Scripture Find](#)” provided in activity sheets)

3rd-4th Graders:

- “Kings of Judah Scrambled Eggs” game: Write the names of some kings from Judah inside the indentions of an egg carton. On plastic eggs, write the same names, but scrambled. The students should unscramble the name on each egg and put them in the matching slot in the carton.
- Play “Bible Baseball” with review questions over this and previous lessons. Before class, write questions on cards and divide the cards into “single,” “double,” “triple,” and “homerun,” depending on how hard the question is. (Some sample questions are provided at the end of this lesson. See also the [Review Questions](#) for the entire quarter, provided in the curriculum Web site.) Divide the class into two teams. Assign places in the classroom for first, second, and third bases, as well as home plate. **Or** draw a baseball diamond on the board and use magnets to move the player from base to base. When a team is “up to bat,” a student selects a card and tries to answer the question. If he answers correctly, he takes the base indicated. If he answers incorrectly, he is out. After three outs, it is the other team’s turn.
- “True or False?” Write statements about this and previous lessons on cards. (Some sample questions are provided at the end of this lesson that can be modified into statements. See also, “[Isaiah Encourages Hezekiah True or False](#),” provided in the activity sheets.) Let each child draw one card at a time and decide if the statement is true or false. Added challenge: If the statement is false, have the students reword it correctly.
- Provide materials for the children to make cards for the sick and shut-ins of your congregation.
- Write scriptures on the board about the Bible characters listed in “Recommended Visuals.” Give each child (or team) three or four minutes to find as many as they can and write on a paper which scripture goes with which praying character. (“[Isaiah Encourages Hezekiah Scripture Find](#)” provided in activity sheets)
- Have the children read 2 Kings 20.

SONGS:

“WHISPER A PRAYER” ([Click to Hear](#))

Author: Unknown*

(Tune: See Internet)

Whisper a prayer in the morning,
Whisper a prayer at noon.
Whisper a prayer in the evening,
To keep your heart in tune.

God hears our prayers in the morning,
God hears our prayers at noon.
God hears our prayers in the evening,
So keep your heart in tune.

“WE CAN TALK TO GOD” ([Click to Hear](#))

Author: Unknown*

(Tune: “Farmer in the Dell”)

We can talk to God,
We should do it every day.
He knows what we’re doing, and,
He listens when we pray.

“BOW YOUR HEAD” ([Click to Hear](#))

Author: Unknown*

(Tune: “Taps”)

Bow your head, close your eyes,
Send a prayer, send a prayer to the skies.
God is list’ning above.
God is love.

“GOD IS SO GOOD” ([Click to Hear](#))

Author: Traditional

(Tune: See Internet)

God is so good,
God is so good,
God is so good,
He’s so good to me!

He cares for me,
He cares for me,
He cares for me,
He’s so good to me!

I love Him so,
I love Him so,
I love Him so,
He’s so good to me!

I praise His Name,
I praise His Name,
I praise His Name,
He’s so good to me!

“GOD IS LISTENING” ([Click to Hear](#))

Author: Lora Laycook
(Tune: “Frère Jacques”)

God is listening, God is listening, (put your hand to your ear)
While we pray, while we pray, (put hands together as if to pray)
Bow your head so lightly, (bow your head)
Close your eyes so tightly, (close your eyes)
Let us pray, let us pray.

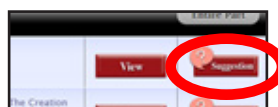
“GOD TAKES CARE OF ME” ([Click to Hear](#))

Author: Lora Laycook
(Tune: chorus of “Sunlight, Sunlight”)

Pray, pray, pray, pray,
Let us pray today.
Pray, pray, pray, pray,
As we work and play.
God is up in heaven, so very good is He.
He will ever love and take good care of me.

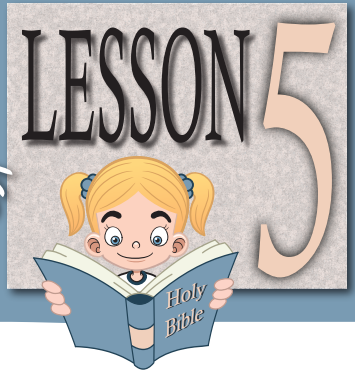
*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

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



Isaiah Encourages Hezekiah When He is Sick

2 Kings 20



Old Testament 8
Part 2: The Divided Kingdom

WEDNESDAY EVENING

Old Testament 8 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

2 Kings 20; Isaiah 38

MEMORY WORK:

YOUNGER CHILDREN: "I have heard your prayer" (2 Kings 20:5b).

OLDER CHILDREN: "I waited patiently for the Lord; and He inclined to me, and heard my cry" (Psalm 40:1b).

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

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

- ["Whisper A Prayer In the Morning"](#)
- ["We Can Talk to God"](#)
- ["Prayer"](#)
- ["God Is So Good"](#)
- ["God Is Listening"](#)
- ["God Takes Care of Me"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [The Divided Kingdom 2](#) Bible fact cards (provided under "O.T. 8 Bible Facts")
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/ Learning Centers
- Betty Lukens' felt pieces.
- ["Map of the Divided Kingdom"](#) (provided in activity sheets)
- Make your own sundial from cardboard [Illustrate how it works by turning off the

lights and using a flashlight to show how a shadow would make the “dial” appear to follow the hour. Pictures of sundials would also be helpful.]

- **Pictures of Bible characters who were sick and asked God (or Jesus) for help.**
[Examples: Job; David’s prayer for his infant son; Elisha praying for the Shunnamite woman’s son; the woman with the issue of blood seeking Jesus’ healing touch; the 10 lepers; etc.]

PERSONAL APPLICATION:

God cares about me when I am sick and listens to my prayers for help to feel better.

INTRODUCTION:

Review [O.T. 8 Bible Fact Flash Cards](#) (provided under “O.T. 8 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Review Sunday’s lesson. (See [O.T. 8 Review Questions](#) for example questions.)
2. Spend more time talking about the great prophet Isaiah. He was a special messenger for God, sent to His people in Judah (the Southern Kingdom). Isaiah was very careful to say only what God told him—not to add to or take away from God’s messages.
3. He worked during the reigns of kings Uzziah, Jotham, Ahaz, and Hezekiah. He was hated and opposed by Ahaz, who wanted to continue the worship of idols. But Uzziah and Hezekiah respected him. Hezekiah’s wicked son Manasseh probably killed him. [His contemporaries were Micah and Amos in Judah, and Hosea in Israel.]
4. The Old Testament book of Isaiah is one of the “Major Prophets,” meaning it is one of the five longest books of prophecy in the Old Testament. The book tells us much about the coming of Jesus (i.e., Messianic prophecies)—information that Isaiah could only have known by revelations from God.

OLDER CHILDREN: Read all or part of Isaiah 53 together.

YOUNGER CHILDREN: Help the children cut out large ears that can be attached to sunglasses or headbands. These should be used to remind the kids how important it is to listen to God’s Word.

“Bible Baseball” Questions:

1. What young boy became king of Judah when he was seven years old?
2. What did Joash’s grandmother try to do to all her children?
3. What building did Joash want to repair?
4. What was in the Temple that was not supposed to be there?
5. What prophet did God tell to go to Nineveh?
6. What did Jonah do (because he didn’t want to obey God)?

7. What happened while Jonah was on the ship?
8. What did God do to save Jonah from drowning?
9. When Hezekiah was king of Judah, the Assyrians threatened to attack Jerusalem. They sent Hezekiah a _____.
10. What did Hezekiah do when he received the letter from the Assyrians?
11. Who told his people “Be strong and courageous, do not fear”?
12. What prophet told Hezekiah he would die?
13. What did Isaiah tell Hezekiah he soon would do?
14. What did Hezekiah do when he received the news that he would die?
15. How many years did Isaiah say God would let Hezekiah live?
16. God gave Hezekiah a sign that he would live longer. What was the sign?

“True/False” Statements:

1. God gave Hezekiah a sign that His promise would come true.
2. Hezekiah was a good king, just like his father.
3. God promised Hezekiah that he would never die.
4. Hezekiah encouraged his people to observe the Feast of Pentecost because they had not done so in many years.
5. When Hezekiah received a threatening letter from the Assyrians, Hezekiah burned it.
6. Joash collected money from the people to repair his palace.
7. God sent a plague to kill 185,000 Assyrians in one night.
8. The three kings of the United Kingdom were Peter, James, and John.
9. The United Kingdom split into four parts.
10. God told Jonah to go to Nineveh to tell the people to repent.
11. The sailors on the ship gladly threw Jonah overboard.
12. Jonah tried to hide from God in his house.
13. Jonah was not able to convince anyone in Nineveh to repent.
14. Jonah was in the belly of a great fish for three days and three nights.
15. Amos told Hezekiah that God would let him live longer.
16. Joash was hidden from his grandfather who wanted to kill him.
17. The Assyrians that came to Jerusalem wanted to know more about God.
18. Joash was 20 years old when he became king of Judah.

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

- See Sunday morning’s lesson.

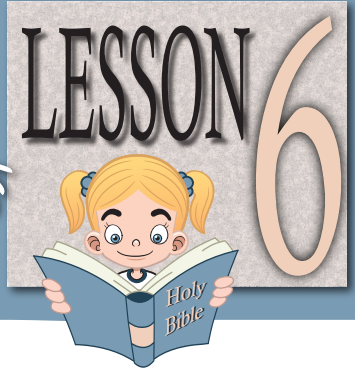
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Evil King Manasseh

Repents

2 Chronicles 33



Old Testament 8
Part 1: The Divided Kingdom

SUNDAY MORNING

Old Testament 8 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

2 Kings 21:1-18; 2 Chronicles 7:14; 2 Chronicles 33; Jeremiah 15:4; 31:34; Psalm 32:5; Isaiah 44:22; 55:6-7

MEMORY WORK:

YOUNGER CHILDREN: "Depart from evil and do good" (Psalm 34:14a).

OLDER CHILDREN: "Repent therefore, and turn back, that your sins may be blotted out" (Acts 3:19, ESV).

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

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

- ["Repent"](#)
- ["Trust and Obey"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [The Divided Kingdom 2](#) Bible fact cards (provided under "O.T. 8 Bible Facts")
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Betty Lukens' felt pieces.
- ["Map of the Divided Kingdom"](#) (provided in activity sheets)
- Wood, small nails, hammer
- Plate or cup that can be broken



PERSONAL APPLICATION:

If I make choices that I know are not what God wants me to do, I must be willing to tell Him I am sorry and choose to change the way I live (go back to God's way of doing things).

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

What king did we learn about last week? In our lesson today, we will talk about another king whose name was Manasseh. Manasseh was very, very wicked! But he finally decided to do something very good. Let's listen to the story of this king.

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

The Bible tells a lot about people who made bad choices and disobeyed God. Does God still love someone who does those bad things? Today we are going to talk about a king who did very wicked things, but then he decided to change his life and turn to God. Let's see if God forgave him.

POINTS TO EMPHASIZE:

1. Good King Hezekiah reigned over Judah (the Southern Kingdom) for 29 years. His son Manasseh, who was born during the last 15 years of his father's life, became king when he was only 12 years old (ca. 687 B.C.). He was king of Judah for 55 years—longer than any other king of Judah. Even though his father had been such a good king and a good man who obeyed God, Manasseh became the most wicked king in the history of Judah, worse than any before or after him. Instead of trying to be like his father Hezekiah, he imitated the other wicked kings before him and the kings of idol-worshipping nations around Judah.



NOTE: "Manasseh" means "one who forgets." How appropriate since he **willingly** forgot God's Laws!

2. Hezekiah had torn down all the idols and destroyed the places where they had been worshipped. Manasseh rebuilt the temples and put the idols back! He built altars for idols and worshipped them himself. He even built altars in the court of the holy Temple in Jerusalem. Manasseh went so far as to offer his own sons as sacrifices to idols! He practiced witchcraft and sorcery and did many other things that God had specifically forbidden under the Old Testament Law (Leviticus 18:21; 19:26,31; 20:1-6,27; Deuteronomy 18:10-14). The longer he was king, the more wicked the kingdom of Judah became.
3. Manasseh and the Jews were so determined to do evil that they would not listen to the Lord's prophets (2 Chronicles 33:10). The people of the Northern Kingdom (Israel) had already been taken into captivity years before (722 B.C.) as punishment for their sins against God, and the people of Judah knew this very well. But when God told Manasseh and the people of Judah that He was going to allow the same thing to happen to them, they ignored Him.



HISTORICAL NOTE: Jewish tradition says that Manasseh sawed the prophet Isaiah in half.

4. Manasseh led his people to destruction. God sent the Assyrian army against Judah. Many people were killed or carried away to be slaves, including King Manasseh.

HISTORICAL NOTE: The final destruction of Jerusalem would not occur until 586 B.C. – about 56 years after Manasseh’s death.



Even though the Assyrian army captured Manasseh, they took him to Babylon instead of Nineveh, their capital. Assyrian inscriptions recorded that Judah was paying tribute to Assyria, apparently throughout this time period. Hezekiah is mentioned by name [see [“Archaeology and the Old Testament”](#) by Kyle Butt on the Apologetics Press Web site]. Under Hezekiah, Judah had also paid tribute to Babylon. 2 Chronicles 33:11 says that Manasseh was captured and taken away “with hooks.” The Assyrians, known for their terrible cruelty, frequently put hooks through the noses of captives to prevent them from escaping.

5. Note 2 Chronicles 33:12. In terrible trouble, humiliated and defeated, Manasseh turned to God and asked for forgiveness. He repented, which means that he did more than just say he was sorry (2 Corinthians 7:9-10). He was willing to turn his life around completely. His attitude and his prayers were such that God was willing to accept his repentance and forgive him—even after all the terrible things he had done.
6. After some time (Scripture does not tell us how long), Manasseh was allowed to return to Judah and act as king again on behalf of the Assyrian Empire. We do not know at what point in his reign Manasseh was taken captive, nor how many years he had after his return. But whatever the amount of time he had left, Manasseh tried to correct some of his many mistakes. He took down the places of idol worship that he had built in Judah, and he tried to bring the people back to God, but sadly, they were not interested.
7. As evil as Manasseh was, he decided to change his way of living, and he turned to God. That is what repentance is all about. God is eager to forgive us of things we do wrong, and He wants everyone—even the most wicked people in the world—to repent (read 2 Peter 3:9). But sadly, the consequences of our bad choices and actions cannot be erased. (Give specific examples for this. You might bring a piece of wood, into which the kids can drive small nails. Point out that you can remove the nails, but the holes remain. Or let one of the kids break a cup or plate. Even if you can glue most of the pieces back together, the plate will never be the same. Talk about consequences of sin that cannot be erased, even though God can forgive them.)
8. God gives us all the ability to make choices. Some people think that they can do bad things while they are young and then try to live better when they get older. They think they can “have fun” or “sow their wild oats” while they are young, then “make up for it” by “being good” when they are older. But any time we make bad choices, there are consequences to pay. If we make bad choices we can also choose to change the way we think and the way we live. Repentance is more than just saying, “I’m sorry, God.” It is changing the choices we make and living as God wants us to. God is willing to forgive if we are willing to change (1 Corinthians 6:9-11).

9. Read Acts 26:20 and discuss the three parts of repentance discussed in that verse: repenting (turning away from sin), turning to God (making the commitment to try to do things God’s way), and doing “works befitting repentance” (cf. Matthew 3:8; showing fruits that indicate you are changed—e.g., paying someone back after tearing his stuff up; giving back something you stole; doing extra chores to make up for not obeying Dad and Mom about doing chores).



RECOMMENDED READING FOR TEACHERS: See the article “[One of Suffering’s Greatest Benefits](#)” by Kyle Butt on the Apologetics Press Web site for a discussion on one of the purposes of human suffering from the story of Manasseh.

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

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

Ages 2-5:

- “[King Manasseh Repents Coloring Sheet](#)” (provided in activity sheets)
- Play Tic Tac Toe with review questions from this and previous lessons. You can play the game on the board or make one on the floor, with squares large enough for one child to stand in. Give one team cutout X’s and one team O’s. When one team member answers a question correctly, let him/her stand in a square of his/her choosing, holding an X or an O. ([Tic-Tac-Toe Instructions](#) and [Review Questions](#) provided on curriculum Web site)

1st-2nd Graders:

- Play Tic Tac Toe with review questions from this and previous lessons. ([Tic-Tac-Toe Instructions](#) and [Review Questions](#) provided on curriculum Web site)
- Play Bingo with review questions from this and previous lessons. Give each student a blank Bingo card. On the board, write a list of possible answers to your prepared questions. Ask the students to write one answer in each blank of their Bingo boards; this should make everyone’s game card different. Give students small pieces of paper or some type of candy to use as markers. Play until at least one person has a Bingo. (You may want to set the cards up on Sunday and play on Wednesday night if time runs short.) (“[King Manasseh Repents Bingo Questions](#)” provided in activity sheets; “[Bingo Rules](#)” provided on curriculum Web site)
- “[King Manasseh Repents Word Search](#)” (provided in activity sheets)

3rd-4th Graders:

- Divide the class into small groups. Give each group a concordance (preferably a child’s concordance, available from many Bible bookstores). Show the children how to use the concordance. Then help them find at least three or four Scriptures that mention “repent” or “repentance.” Let them read the scriptures they find to the class.
- Play Tic Tac Toe with review questions from this and previous lessons. ([Tic-Tac-Toe Instructions](#) and [Review Questions](#) provided on curriculum Web site)
- Play Bingo with review questions from this and previous lessons. Give each student a blank Bingo card. On the board, write a list of possible answers to your prepared questions. Ask the students to write one answer in each blank of their Bingo boards; this should make

everyone's game card different. Give students small pieces of paper or some type of candy to use as markers. Play until at least one person has a Bingo. (You may want to set the cards up on Sunday and play on Wednesday night if time runs short.) ("[King Manasseh Repents Bingo Questions](#)" provided in activity sheets; "[Bingo Rules](#)" provided on curriculum Web site)

- "[King Manasseh Repents Word Search](#)" (provided in activity sheets)
- Have the children read the following:
 - 2 Kings 21; 2 Chronicles 33
 - *Discovery* magazine articles: "What Does It Mean To Repent" and "Manasseh: An Evil King Turned Good," [June, 2005](#); "Change Your Mind," [December, 2012](#)

SONGS:

"REPENT" ([Click to Hear](#))

Author: Jeff Miller

(Tune: "Here We Go Round the Mulberry Bush")

What does it mean for us to repent, us to repent, us to repent?

What does it mean for us to repent?

We change our minds about sinning.

What should we do when we disobey, disobey, disobey?

What should we do when we disobey God?

Repent, then pray and obey Him.

How can we show we are different then, different then, different then?

How can we show we are different then?

Bear fruits that prove we repented.

"TRUST AND OBEY" ([Click to Hear](#))

Author: John Sammis

(Tune: See church song book)

VERSE 1:

When we walk with the Lord,

In the light of His Word,

What a glory He sheds on our way!

While we do His good will,

He abides with us still,

And with all who will trust and obey.

CHORUS:

Trust and obey,

For there's no other way,

To be happy in Jesus,

But to trust and obey.

VERSE 2:

Then in fellowship sweet,

We will sit at His feet,

Or we'll walk by His side in the way.
What He says we will do.
Where He sends we will go.
Never fear, only trust and obey.

(CHORUS)

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



Evil King Manasseh

Repents

2 Kings 21:1-18



Old Testament 8
Part 1: The Divided Kingdom

WEDNESDAY EVENING

Old Testament 8 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

2 Kings 21:1-18; 2 Chronicles 7:14; 2 Chronicles 33; Jeremiah 15:4; 31:34; Psalm 32:5; Isaiah 44:22; 55:6-7

MEMORY WORK:

YOUNGER CHILDREN: "Depart from evil and do good" (Psalm 34:14a).

OLDER CHILDREN: "Repent therefore, and turn back, that your sins may be blotted out" (Acts 3:19, ESV).

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

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

- ["Repent"](#)
- ["Trust and Obey"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [The Divided Kingdom 2](#) Bible fact cards (provided under "O.T. 8 Bible Facts")
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/ Learning Centers
- Betty Lukens' felt pieces.
- "[Map of the Divided Kingdom](#)" (provided in activity sheets)
- Wood, small nails, hammer
- Plate or cup that can be broken



PERSONAL APPLICATION:

If I make choices that I know are not what God wants me to do, I must be willing to tell Him I am sorry and choose to change the way I live (go back to God's way of doing things).

INTRODUCTION:

Review [O.T. 8 Bible Fact Flash Cards](#) (provided under "O.T. 8 Bible Facts" on curriculum Web site)

POINTS TO EMPHASIZE:

1. Review Sunday's lesson. (See [O.T. 8 Review Questions](#) for example questions.)
2. Talk with the children about the meaning of "repent" and "repentance." Remind them of God's willingness, and even His eagerness to forgive when we repent (read 2 Peter 3:9; Romans 5:8). Go over the Parable of the Lost (Prodigal) Son as another example of repentance and God's eagerness for us to come back to Him when we make bad choices.

OLDER CHILDREN: Spend more time talking about the consequences of bad choices—consequences that sometimes remain even after we have repented.

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

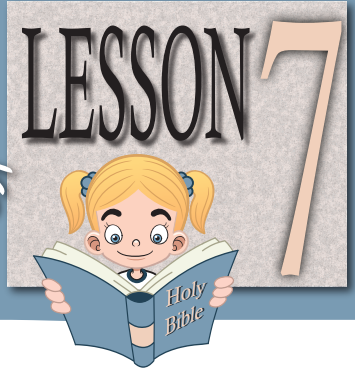
- See Sunday morning's lesson.

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Josiah and the Lost Book

2 Kings 21:19-23:3



Old Testament 8
Part 1: The Divided Kingdom

SUNDAY MORNING

Old Testament 8 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

2 Kings 21:19-23:3; 2 Chronicles 33:21-34:33; 2 Timothy 3:16,17; 2 Kings 23:25

MEMORY WORK:

YOUNGER CHILDREN: "I love Your commandments more than gold" (Psalm 119:127b).

OLDER CHILDREN: "Oh, how I love Your law! It is my meditation all the day" (Psalm 119:97).

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

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

- ["There's Not a Book Like the Holy Bible"](#)
- ["Listen to My Words"](#)
- ["Wise Kids"](#)
- ["The Bible"](#)
- ["Read Your Bible, Pray Everyday"](#)
- ["The B-I-B-L-E"](#)
- ["I Love the Bible"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [The Divided Kingdom 2](#) Bible fact cards (provided under "O.T. 8 Bible Facts")
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/ Learning Centers
- Betty Lukens' felt pieces.
- ["Map of the Divided Kingdom"](#) (provided in activity sheets)
- "No Time for the Bible" (poem to illustrate for application; listed after Wednesday's lesson)



PERSONAL APPLICATION:

God's Word (the Bible) is a precious gift for which I should be grateful and which I should read every day.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Who was the most wicked king in the history of God's people? What happened that made him change? Today we will learn about a very good king. Let's take a look at some of the things he did that were pleasing to God!

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

How many of you read every day? What if you didn't have any books to read? That would be awful, wouldn't it? What if you didn't have a Bible to read? Do you read it enough that you would miss it? There was a time in the history of the Jews when they didn't have God's Word (Old Testament scrolls) to read. They ended up turning away from God. Let's see what happened when a good king found a copy of the Old Law and made sure that all the people heard what it said.

POINTS TO EMPHASIZE:

1. After king Manasseh died, his evil son Amon became king of Judah for two years. Like his father, Amon worshipped idols, ignored God's Law, and encouraged his people to do the same. [Note the contrast between Amon and his son Josiah given in 2 Chronicles 33:23; 34:27,31.] Some of Amon's servants killed him, and "the people of the land made Josiah his son king in his place" (2 Kings 21:24).
2. Josiah was only eight years old when he became king of Judah, and he reigned for 31 years in Jerusalem. He was a very good king because he had a tender heart and a growing desire to follow God's Law. When he was 16, he "began to seek the God of his father David" (2 Chronicles 34:3), which undoubtedly means that he was listening to good prophets and teachers of the Law—including Jeremiah, Zephaniah, and Hilkiyah the high priest.
3. Twelve years later, when Josiah was 20 years old, he started cleaning up Jerusalem, as his great-grandfather Hezekiah had done before him. Josiah tore down idols and places of idol worship. He and his men went throughout the countryside—not just Jerusalem—tearing down idols and trying to make sure that idol worship would not return to Judah. Unfortunately, the good that Josiah did, and tried to do, did not affect the hearts of the people. The people were only half-hearted, at best, in their efforts to reform Judah. As long as Josiah was king, they did not worship idols, but they still loved idols and would return to them after Josiah's death (2 Chronicles 34:33).
4. After he got rid of the idols in Judah, Josiah then concentrated on his main mission: to restore the once-glorious Temple in Jerusalem. This effort began when he was 26 years old. He ordered money collections from all the people of Judah, as well as from the few remaining Jews (the remnant) left in Israel (the Northern Kingdom). All the money collected was given to the men

who were working to repair and restore the Temple “which the kings of Judah had destroyed” (2 Chronicles 34:11b).

5. During the restoration of the Temple, Hilkiah the priest found a scroll—a copy of at least part of the Law of Moses. When the words of the book were read to King Josiah, the young king tore his clothes in shame and fear of what might happen to Judah because of their many years of disobedience to God. He sent messengers to consult a prophetess named Huldah to find out what God would do. Huldah told Josiah that the Jews would be punished for their disobedience, but it would not come during his lifetime because he had been faithful to God.



RECOMMENDED READING FOR TEACHERS: See the article “[The Biblical View of Women](#)” by Kyle Butt on the Apologetics Press Web site for a response to the charge that God is sexist, including a discussion of the prophetess Huldah.

6. Josiah immediately called all the Jews together so that he could share the book of the Law with them. He had it read in public and then made a promise to his people, and to God, that he would always follow the Law. He asked his people to make that same promise, and as long as he was king, they did follow the Law.
7. When the restoration of the Temple was completed, he oversaw a Passover celebration of such a magnitude that had not been celebrated since the time of the judges and Samuel (2 Kings 23:22; 2 Chronicles 35:18). Josiah wanted his people to remember that they had been “bought with a price,” i.e., the lambs that were killed to provide blood over the doorposts of the Israelites before the Exodus. Josiah continued his dramatic reforms (2 Kings 23:4-20).



HISTORICAL NOTE: Josiah destroyed the connection of Tophet to idolatry (2 Kings 23:10). Tophet was the site of a “high place” for idol worship near the east gate of Jerusalem. Tophet was in the valley of Hinnom (also called the “valley of the son of Hinnom” and the “valley of the children of Hinnom”). It was at this valley that parents, including Manasseh and Ahaz, offered their children to idols (2 Chronicles 28:3). King Josiah made this valley a garbage dump and Ge-hinnom (literally, “valley of Hinnom”) became, by New Testament times, “Gehenna”—a very vivid picture of hell.



RECOMMENDED READING FOR TEACHERS: See the article “[Questions and Answers: ‘Their Worm Does Not Die’](#)” and “[The Origin, Nature, and Destiny of the Soul: Part V](#)” on the Apologetics Press Web site for further discussion of *Gehenna*.

8. Josiah knew the importance of listening to God’s Word. He knew the importance of taking care of the Scriptures, and so should we. Imagine what it would be like not to have a Bible. Many people throughout history have been without a Bible, and many people in faraway places still don’t have Bibles. But most of us have several Bibles in our houses and never read them. The Bible must be the most important book in the world for us or we will become like the people in Old Testament times that completely forgot about it and stopped living according to God’s Law.



RECOMMENDED READING FOR TEACHERS: See the article “[Where Did Josiah Die?](#)” by Jim Estabrook on the Apologetics Press Web site for a response to an alleged discrepancy in the Bible regarding the death of Josiah.

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

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

Ages 2-5:

- “[Josiah and the Lost Book Coloring Sheet](#)” (provided in activity sheets)
- Enlarge a picture of a coin and copy it, along with the memory verse, onto yellow construction paper. **Or** buy a package of large coin cutouts at a school supply store and write the memory verse on each one. Let the children glue “gems,” shiny stickers, etc. onto their coins. (“[Coin Cutout](#)” provided in activity sheets)
- Provide foam shapes or card stock shapes to use as bookmarks. Write on each one “I love God’s Word and read it every day.” Provide decorative items for the kids to glue onto their bookmarks.

1st-2nd Graders:

- Bible Book Disks: Write the books of the Bible on plastic milk lids or circular cutouts of the same size. Mix the discs up and let the students put them in the correct order. You can divide the class into small groups, and give each group a section of books (like “major prophets” or “epistles”) to put in order. Or let the entire class work together to complete all of the Old and/or New Testaments.
- Play Hang Man with words from this and previous lessons (Sample words: Hezekiah, Manasseh, Jonah, Passover, Isaiah, Temple, idol worship, Nineveh, Assyria, etc.)
- Sword Drills: Divide the class into teams, or let them work individually. Make sure each team/person has a Bible. Give the class a chapter and verse, and ask the students to look up the passage as quickly as possible. (Choose verses that talk about the importance of God’s Word, studying it, etc.) The student/team that finds the passage first, reads it out loud.
- On the board, write names/key words from this and previous lessons, scrambling the letters. Let the students work together to unscramble the names/key words.
- “[Josiah and the Lost Book Word Search](#)” (provided in activity sheets)

3rd-4th Graders:

- Bible Book Disks: Write the books of the Bible on plastic milk lids or circular cutouts of the same size. Mix the discs up and let the students put them in the correct order. You can divide the class into small groups, and give each group a section of books (like “major prophets” or “epistles”) to put in order. Or let the entire class work together to complete all of the Old and/or New Testaments.
- Play Hang Man with words from this and previous lessons (Sample words: Hezekiah, Manasseh, Jonah, Passover, Isaiah, Temple, idol worship, Nineveh, Assyria, etc.)
- Sword Drills: Divide the class into teams, or let them work individually. Make sure each team/person has a Bible. Give the class a chapter and verse, and ask the students to look up

the passage as quickly as possible. (Choose verses that talk about the importance of God’s Word, studying it, etc.) The student/team that finds the passage first, reads it out loud.

- On the board, write names/key words from this and previous lessons, scrambling the letters. Let the students work together to unscramble the names/key words.
- “[Josiah and the Lost Book Word Search](#)” (provided in activity sheets)
- Have the children read the following:
 - 2 Kings 22-23; 2 Chronicles 34
 - *King Josiah and God’s Book*, by Kristin R. Nelson, Arch books (DISCLAIMERS: p. 14—add the words “in that way” after “Passover night”; skip the note to parents)
 - *Josiah Finds a Bible*, Concordia Publishing House

SONGS:

“THERE’S NOT A BOOK LIKE THE HOLY BIBLE” ([Click to Hear](#))

Author: Lora Laycook

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

There’s not a Book like the Holy Bible!
No, not one! No, not one!
There’s not a Book that we love so dearly! No, not one! No, not one!

For it tells all about our Father,
And it tells all about His Son.
There’s not a Book like the Holy Bible!
No, not one! No, not one!

“LISTEN TO MY WORDS” ([Click to Hear](#))

Author: Unknown*

(Tune: “London Bridge”)

God gave me two ears to hear, ears to hear, ears to hear.
God gave me two ears to hear, I will listen.
God says, “Listen to My words, to My words, to My words.”
God says, “Listen to My words,” in the Bible.

“WISE KIDS” ([Click to Hear](#))

Author: Unknown*

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

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

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

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

“THE BIBLE” ([Click to Hear](#))

Author: Unknown*
(Tune: Go In and Out the Window)

I love to read the Bible, (REPEAT twice)
Because it is God's Word.

I will not tear its pages, (REPEAT twice)
Because I love God's Word.

I love to hear its stories, (REPEAT twice)
Because I love God's Word.

“READ YOUR BIBLE, PRAY EVERYDAY” ([Click to Hear](#))

Author: Unknown*
(Tune: See Internet)

If you read your Bible and pray everyday, you'll grow, grow, grow. (REPEAT)
Grow, grow, grow, grow,
Grow, grow, grow.

If you read your Bible and pray everyday, you'll grow, grow, grow.
(Make hand movements as if reading, praying, and like a child growing.)

If you neglect your Bible and forget to pray, you'll shrink, shrink, shrink.
(Make hand movements as if closing Bible, head gesture saying “No,” and like a child shrinking.)
(REPEAT)

Shrink, shrink, shrink, shrink,
Shrink, shrink, shrink.

If you neglect your Bible and forget to pray, you'll shrink, shrink, shrink.
(Make hand movements as if closing Bible, head gesture saying “No,” and like a child shrinking.)

So read your Bible and pray everyday, and you'll grow, grow, grow.
(Make hand movements as if reading, praying, and like a child growing.) (REPEAT)

Grow, grow, grow, grow,
Grow, grow, grow.

So read your Bible and pray everyday, and you'll grow, grow, grow.
(Make hand movements as if reading, praying, and like a child growing.)

“THE B-I-B-L-E” ([Click to Hear](#))

Author: Traditional

The B-I-B-L-E, yes that’s the book for me!
I stand alone on the Word of God,
The B-I-B-L-E.

The B-I-B-L-E, yes that’s the book for me!
I read and study and then obey,
The B-I-B-L-E.

“I LOVE THE BIBLE” ([Click to Hear](#))

Author: Unknown*

(Tune: “The More We Get Together”)

Oh, how I love the Bible, the Bible, the Bible,
Oh, how I love the Bible, for I know that it’s true.
In the front I find Genesis, in the mid-dle the Psalms, and
In the back is Revelation. There are many other books, too.

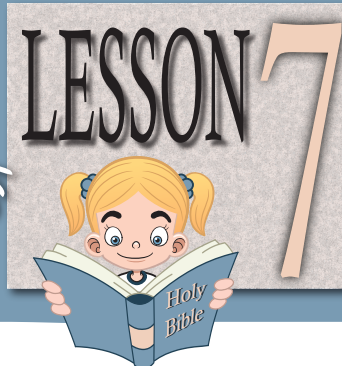
*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

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Josiah and the Lost Book

2 Kings 21:19-23:3



Old Testament 8
Part 1: The Divided Kingdom

WEDNESDAY EVENING

Old Testament 8 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Psalms 1:1-3; 19:7-10; 119:11,105,160; Matthew 4:1-10

MEMORY WORK:

YOUNGER CHILDREN: "I love Your commandments more than gold" (Psalm 119:127b).

OLDER CHILDREN: "Oh, how I love Your law! It is my meditation all the day" (Psalm 119:97).

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

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

- ["There's Not a Book Like the Holy Bible"](#)
- ["Listen to My Words"](#)
- ["Wise Kids"](#)
- ["The Bible"](#)
- ["Read Your Bible, Pray Everyday"](#)
- ["The B-I-B-L-E"](#)
- ["I Love the Bible"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [The Divided Kingdom 2](#) Bible fact cards (provided under "O.T. 8 Bible Facts")
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Betty Lukens' felt pieces.
- ["Map of the Divided Kingdom"](#) (provided in activity sheets)
- "No Time for the Bible" (poem to illustrate for application; listed after Wednesday's lesson)



PERSONAL APPLICATION:

God's Word (the Bible) is a precious gift for which I should be grateful and which I should read every day.

INTRODUCTION:

Review [O.T. 8 Bible Fact Flash Cards](#) (provided under "O.T. 8 Bible Facts" on curriculum Web site)

POINTS TO EMPHASIZE:

1. Review Sunday's lesson. (See [O.T. 8 Review Questions](#) for example questions.)
2. OLDER CHILDREN: Go over the following comparisons to God's Word: SWORD (Hebrews 4:12); LAMP or LIGHT (Psalm 119:105); HONEY (Psalm 119:103); SEED (Luke 8:11).
3. Talk about Jesus' defense against the temptations of the devil (Matthew 4:1-10). For every temptation, Jesus remembered God's Word and said, "It is written..." Psalm 119:37 says, "Turn away my eyes from looking at worthless things." The best way to avoid doing wrong is to obey God's Word with all our hearts, as Josiah tried to do (Psalm 119:69).

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

- See Sunday morning's lesson.

"NO TIME FOR THE BIBLE"

Author: Unknown*

A Bible came to our house.
We wanted it to stay.
So we unpacked it carefully,
And put it away.

We knew it was God's Word,
And revealed His love to us.
But we never took time to read it,
Because we were always in a rush.

Dad put it by the kitchen table,
Intending to read before meals.
But everybody had places to go,
So we didn't read it still.

Mom intended to read it,
After everyone was gone,
And, you'd think she'd have the time,
Since she was all alone.

But there were chores to do,
And dinner to cook,
And so many errands to run.
So the Bible was put aside,
While everything else was done.

After the evening meal,
We're tired as we can be.
So, we hunt our favorite book or magazine,
Or turn on the TV.

And now it is bedtime.
We've had a busy day.
If we just weren't so tired,
We'd read the Bible now, we say.

If we really loved the Lord,
We would make time His Word to read,
Because God tells us inside its pages,
Everything we need.

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

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