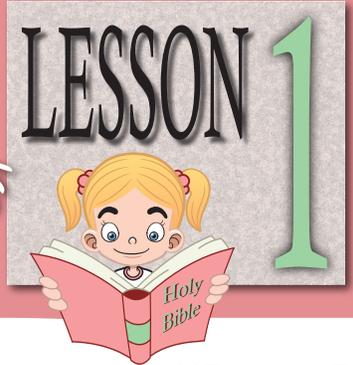


# The Kingdom of Israel Under Solomon

1 KINGS 1-11



Old Testament 7  
Part 1: The Divided Kingdom

## SUNDAY MORNING

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

### SCRIPTURE REFERENCES:

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

### MEMORY WORK:

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

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

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

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

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

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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



## PERSONAL APPLICATION:

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

## LESSON STARTS HERE

## INTRODUCTION:

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

## POINTS TO EMPHASIZE:

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

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

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

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

### Ages 2-5:

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

### 1st-2nd Graders:

- “Leap Frog” game: Write review questions from this lesson on the backs of lily pad cutouts. Place them randomly on the floor. Let each child toss a beanbag frog onto a lily pad. (Use a regular beanbag if you can't find a frog.) Read the question on the lily pad and ask the child to answer it. They can play in teams or individually. ([“Lily Pad Cutouts”](#) provided in activity sheets)
- Bring pretzels, raisins, M&M's®, peanuts, Goldfish®, and two bowls. Mix together equal amounts of the snacks to make a snack mix. Then show the kids a white powder (onion powder or garlic powder), and add it to one of the bowls. Ask the children to taste samples of the two batches and tell which one tastes better. Talk about how one ingredient can ruin something really good. Tell the children that Solomon had everything imaginable, but he made bad choices that ruined everything.
- Play Tic-Tac-Toe or Hang Man with review questions from this lesson. ([“Tic-Tac-Toe Instructions”](#) provided in activity sheets)
- Books of the Bible review: Write various books of the Bible on index cards. Divide the class into two teams. Have one person from each team stand up. Show an index card (or say the book out loud). The student who raises his/her hand first, names the books that come before and/or after the one you said. If he/she is correct, that team receives a point. ([“Books of the Bible Cutouts”](#) provided in activity sheets)

### 3rd-4th Graders:

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

batch. Relate it to Solomon and his bad choices.

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

## SONGS:

### “ECCLESIASTES 12:13-14”

Author: Jeff Miller

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

### “SOLOMON”

Author: Jewel Kendrick

(Tune: “Walking in Sunlight”)

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

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

Author: Unknown\*

(Tune: “London Bridge”)

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

God is with me all the time,

All the time, all the time.

God is with me all the time,

He is with me.

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

Author: Unknown\*

(Tune: “Mary Had a Little Lamb”)

Lord, I love You—yes, I do!

Yes, I do! Yes, I do!

Lord, I love You—yes, I do!

Because You love me so.

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

**“EPHESIANS 6:1”** ([Click to Hear](#))

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

VERSE 1:

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

CHORUS:

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

VERSE 2:

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

(CHORUS)

**“GIVE US A KING”**

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

**“WE THREE KINGS”**

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

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

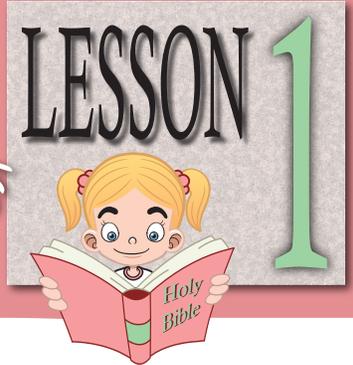
\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.





# The Kingdom of Israel Under Solomon

I KINGS 1-11



Old Testament 7  
Part 1: The Divided Kingdom

## WEDNESDAY EVENING

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

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- Pictures of idols



## PERSONAL APPLICATION:

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

## INTRODUCTION:

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

## POINTS TO EMPHASIZE:

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

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

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

See Sunday morning’s lesson

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