

# Good King Asa of Judah

1 KINGS 15:9-24



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 15:9-24; 2 Chronicles 14-16

### MEMORY WORK:

YOUNGER CHILDREN: "But you, take courage!" (2 Chronicles 15:7a, ESV).

OLDER CHILDREN: "But you, be strong and do not let your hands be weak, for your work shall be rewarded!" (2 Chronicles 15:7).

### 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.

- ["I Will God Obey"](#)
- ["The Wise Man Built His House Upon the Rock"](#)

### 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
- Betty Lukens' felt pieces
- "[Who's on the Throne?](#)" bulletin board illustration: Draw two thrones and label them "Israel" and "Judah." Make a crown for the different kings of Israel and Judah (all of them, or only the ones that you will be studying this quarter). As you study each king, place his crown on the appropriate throne. (You can use this to review each week: take the crowns down after class, and the following week, see if the students can put the crowns back on the correct throne as you review previous lessons.) (crowns and thrones provided in activity sheets)
- Pictures of other Bible characters who chose not to give up (e.g., Paul, Job, Ruth,



- John, etc.) and some who did (e.g., Jonah, Judas, etc.)
- Pictures of Baal and Asherah (available on the Internet)
- “[Map of the Divided Kingdom](#)” (provided in activity sheets)
- Put a cutout figure or a picture of a man (or king) on the board to represent Asa. As you tell the story, write different facts/things to remember about Asa. To review the facts, erase a key word or phrase, one at a time, while the children have their eyes closed; ask them to fill in the blank with words they remember from the story.

### PERSONAL APPLICATION:

I can tell God that I will try to obey Him every day of my life, always trusting in Him over people or things.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

Who are some of the kings we have talked about this quarter? Tell me something about Solomon. Tell me something about Rehoboam. Did Jeroboam do what God wanted him to? What did he change? Does God want us to obey Him **all** the time—or just sometimes? Today, we’re going to talk about a king who made many good choices, but stopped doing what God wanted him to when he was old. Let’s see what happened to him.

### INTRODUCTION: (OLDER CHILDREN)

Review the kings studied so far; ask the children to tell you things about them.

Do Christians ever make mistakes and disobey God? What should we do when we mess up and disobey God? Should we just keep making bad choices? Today, we’re going to talk about a king who obeyed God for many years, then decided that he didn’t want to do what God said when he was old. Instead of making it right, he made more bad decisions. Listen and see if you can learn from his mistakes.

### POINTS TO EMPHASIZE:

1. **Asa** grew up in the palace at Jerusalem. He was the grandson of Rehoboam, the great grandson of Solomon, and the son of Abijah. He grew up around many people who worshipped idols. Even his grandmother, Maacah (a daughter of Absalom), had encouraged the nation of Judah to believe in/worship idols. But unlike many members of his family, Asa decided that he wanted to follow the one, true God and bring his people back to God’s Word, back to the right ways of worshipping Him.

**Asa:** means “physician” or “healer.”



Asa was the first of a few kings of Judah who were good kings in God’s sight (at least, in some ways or for a portion of their reigns). The two kings that were given “unqualified” commendation by God were Hezekiah and Josiah.



**NOTE:** The Canaanite religion, which gained greater and greater footholds in Judah and Israel, was based on trying to insure good harvests in an uncertain climate. The main god was *Baal*, god of storms, springs, and water. In Scripture, *Asherah* (Asherim, Ashteroth) [incorrectly translated “grove” in the KJV] is referred to as (1) a Canaanite, Phoenician, and Syrian goddess who was the female entity of immoral fertility practices in the name of religion; and (2) a wooden pole or wooden image decorated with gold, which was erected on “high places” to draw the worshippers physically closer to their gods. The Canaanites believed that they could help their gods bring about fertile soil (good crops) if the people “fertilized” one another in their places of worship; for that reason, every Canaanite place of worship had its own “sacred” prostitutes.

2. When Asa became King of Judah, he ordered that all the idols throughout the land be destroyed, along with the places where they were worshipped. He did not even allow his grandmother (the “queen mother”) to keep her personal idols. Because of his efforts and his determination to do what was right, God blessed Asa and his people with peace for about ten years, and the nation prospered. During those ten years of peace, Asa built up his army and fortified (made stronger) important cities throughout the land. When an army did attack, they were soundly defeated.



**NOTE:** The Ethiopian army which came against Asa and the people of Judah numbered probably as many as a million strong and had 300 chariots—at least double the size of Asa’s army. Their leader, called “Zerah” in the Old Testament, was probably the “Osorkon II” mentioned in historical records. In Old Testament times, “Ethiopia” could refer to a large section of the African continent (south of Egypt), as well as part of the Arabian Peninsula.

3. God warned Asa, through the prophet Azariah, that he must never forget Who was doing great things for him and his people. The prophet said that God would bless Asa and His people as long as they would stand fast (i.e., never give up) on their commitment to God (2 Chronicles 15:1-7). (Most of the kids will understand what it means not to give up during a ball game, when they’re working on a project or difficult homework, etc. Nothing worthwhile comes without effort—and living for God is definitely worthwhile!)
4. As time passed, word spread that Asa was destroying idols in Judah and was trying to bring the people back to God. Many people from the northern tribes of Ephraim, Manasseh, and Simeon left their homes to join Asa because they were tired of idol-worship and its consequences. During Asa’s 15th year as king, he gathered all the people together in Jerusalem for a celebration and a time to rededicate themselves to God. During this special time of worship, all the people made a public promise that they would serve the Lord God with all their hearts.
5. After 36 years of being a good king, Asa made a foolish mistake. The king of Israel (Baasha) was angry that so many people from the northern tribes (his kingdom) were joining Asa and rejecting idol worship. He even tried to stop people from going south. Asa did not like Baasha’s tactics, but instead of asking God for help, he turned to the king of Syria. Asa took huge amounts of silver and gold from the Temple treasuries and from his own treasury and gave them to the Syrian king. God sent another prophet, Hanani, to Asa to tell him that he had acted foolishly and that he would have to fight many battles from that point on (2 Chronicles 16:7-10). Asa was so angry that he had Hanani thrown in prison, and he even turned against some of his own people (apparently those who agreed with Hanani the prophet). Because of his stubbornness and pride, three years later Asa contracted

a terrible disease in his feet. Again, instead of turning to God for help, he listened only to the doctors who worked for him. Two years later, in his 41<sup>st</sup> year as king, Asa died.

6. Even though Asa was a good king for most of his life, the decisions that he made toward the end of his reign hurt him personally, and they hurt his people. He was not faithful to God until he died. When we decide to become Christians, it is important that we remain faithful our entire lives (until we die) (Revelation 2:10b). We must **NEVER** give up! That means that no matter what happens in our lives,
  - We will always trust in God over other people. Not everyone is trustworthy and not everyone wants to help us get to heaven.
  - We will read our Bibles every day. (God doesn't send prophets to speak to us today. Since we have His Word written down, He expects us to listen to Him through that Word.)
  - We will talk to God every day (through prayer), praising His name, thanking Him for all the ways that He blesses us, and asking for help in times of trouble (Philippians 4:6-7).

### 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:

- “[Good King Asa of Judah Coloring Sheet](#)” (provided in activity sheets)
- Make crowns for the children out of gold or white bulletin board border. Write the words of the memory verse on their crowns, and provide “jewels,” stickers, etc. for them to glue onto their crowns.
- 4 and 5-year-olds: Write the memory verse on a half sheet of card stock (one per child). Cut each sheet into puzzle pieces and put them in a Ziploc<sup>®</sup> bag. As the children put their puzzles together, discuss what it means to “not lose courage” (i.e., don't be afraid; always trust in God). ([memory verse cards provided in activity sheets](#))

#### 1st-2nd Graders:

- “Crown the Kings” matching game: Make several copies of a man's head, and cut out a crown for each one ([provided in activity sheets](#)). For a learning center, glue the heads onto a file folder; add magnetic tape (or Velcro<sup>®</sup>) above each head and to the back of each crown. Write review questions on or below the faces of the kings; write the answers on the crowns ([Review Questions provided on the Web site](#)). Ask the students to match each crown to the correct king's face. For a group activity, put the heads on a project board or magnetic board large enough for the whole class to use. (You can also make a library pocket game with the questions on the pockets and the answers on strips of cardstock or tongue depressors.)
- “Scrambled Eggs” game: Write the names of some kings from the Divided Kingdom inside the indentions of an egg carton. On plastic eggs, write the same names, but scrambled. Ask the students to unscramble the name on each egg and put it in the correct slot in the carton. (You can make enough sets to divide the class into teams and see who can unscramble all 12 of the names the fastest.)

#### 3rd-4th Graders:

- “Crown the Kings” matching game: Make several copies of a man's head, and cut out a

crown for each one ([provided in activity sheets](#)). For a learning center, glue the heads onto a file folder; add magnetic tape (or Velcro®) above each head and to the back of each crown. Write review questions on or below the faces of the kings; write the answers on the crowns ([Review Questions provided on the Web site](#)). Ask the students to match each crown to the correct king's face. For a group activity, put the heads on a project board or magnetic board large enough for the whole class to use. (You can also make a library pocket game with the questions on the pockets and the answers on strips of cardstock or tongue depressors.)

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- Variation of the “Scrambled Eggs” game: Write the names of several kings from the Divided Kingdom on squares of cardstock (one letter per square). Put the letters for each name in separate Ziploc® bags. Put all the bags into a large bowl or in the middle of the table. Divide the class into teams. Set a timer, and tell the students that they have 2-3 minutes to unscramble as many names as possible. When you say, “Go!” each team can grab one bag, unscramble the name, put it aside, and take another bag, etc. The team to unscramble the most names by the time the timer goes off wins.
- Have the children read 1 Kings 15 and 2 Chronicles 13-16 (as well as chapters 11-12 if they did not do so this quarter). [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the 2 Chronicles 11-15 quiz from AP's [Advanced Bible Reader](#) site for the children to take.

## SONGS:

### “I WILL GOD OBEY” ([Click to Hear](#))

Author: Lora Laycook [revisions by Jeff Miller]  
(Tune: chorus of “Sunlight, Sunlight”)

I will, I will, I will God obey!  
I will, I will, obey Him ev'ry day.  
Every day, every way, I will God obey!  
If I will obey Him, He'll be pleased always.

### “THE WISE MAN BUILT HIS HOUSE UPON THE ROCK” ([Click to Hear](#))

Author: Ann Omley  
(Tune: See Internet)

The wise man built his house upon the rock. (3X)  
And the rains came tumbling down.  
Oh! The rains came down, and the floods came up.  
The rains came down, and the floods came up. (REPEAT)  
And the wise man's house stood firm.

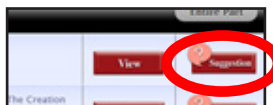
But! The foolish man built his house upon the sand.  
The foolish man built his house upon the sand. (REPEAT)  
And the rains came tumbling down.

Oh! The rains came down and the floods came up.  
The rains came down and the floods came up. (REPEAT)  
And the foolish man's house went splat.

So! Build your house on the Word of Jesus Christ.  
Build your house on the Word of Jesus Christ. (REPEAT)  
And the blessings will come down.

Oh! The blessings come down as the prayers go up.  
The blessings come down as the prayers go up. (REPEAT)  
So build your house on the Word of Jesus Christ.

\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE  
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### PERSONAL APPLICATION:

I can tell God that I will try to obey Him every day of my life, always trusting in Him over people or things.

### 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.)

Remind the children of the importance of persevering, standing firm, and “sticking with it” in any part of their lives, but especially in their commitment to follow God.

Review the kings of Israel and Judah that have been studied so far.

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See Sunday morning’s lesson

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