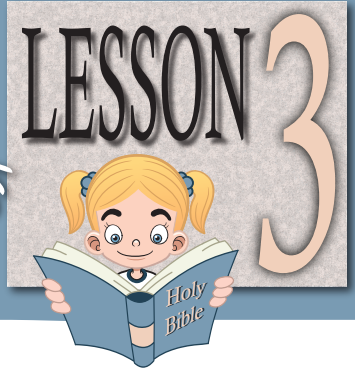


King Uzziah

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.
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- 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 HUMBLLY”

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)

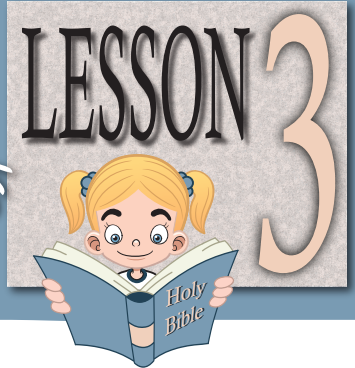
*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** 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 Uzziah

2 Kings 15:1-7



Old Testament 8
Part 1: The Divided Kingdom

WEDNESDAY EVENING

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- giving Uzziah leprosy, draw red dots all over his face and hands.
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PERSONAL APPLICATION:

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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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