

Ahab and Naboth's Vineyard

1 KINGS 20-21



Old Testament 7
Part 2: 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 20-21; Exodus 20:17; Deuteronomy 5:21; Proverbs 21:26; Micah 2:2; Matthew 16:26; 1 Timothy 6:17-19; Luke 12:15; Romans 1:29; 13:9; Ephesians 5:3,5; Hebrews 13:5

MEMORY WORK:

YOUNGER CHILDREN: "You shall not covet" (Exodus 20:17a).

OLDER CHILDREN: "Take heed and beware of covetousness, for one's life does not consist in the abundance of the things he possesses" (Luke 12:15b).

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.

- ["The Ten Commandments"](#)
- ["I'm Happy Today"](#)
- ["Be Kind to Others"](#)
- ["Being Kind to Others"](#)

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 any books listed under 3rd-4th Grader Pre-Class Activities/ Learning Centers
- Betty Lukens' felt pieces
- Elijah A Beka Flash-a-Card Series (DISCLAIMER: use the cards, not the lesson book; skip card 4.3)
- Let children role play the story or ask some young people to act out the story.
- ["Map of the Divided Kingdom"](#) (provided in activity sheets)



PERSONAL APPLICATION:

God does not want me to be greedy or covet what others have. He wants me to be happy (content) with what He has given me.

LESSON STARTS HERE

INTRODUCTION:

How do you feel when one of your friends gets something that you really want? Do you get mad at your friend when that happens, or mad at your parents for not getting it for you? God tells us that we should be happy with what we have and not want what others have. When we get angry because we don't have what someone else has, that means we are "coveting." Today we will talk about a king who wanted something another man had. Let's see what happened.

POINTS TO EMPHASIZE:

1. King Ahab fought many battles against the Syrians (Arameans) and their king, Benhadad. Ahab defeated the Syrians and even made a special deal with King Benhadad. God sent a prophet to Ahab to tell him that God was not pleased he had made such an agreement with someone who was not an Israelite. The prophet told Ahab that many lives would be lost because he was willing to work with idol-worshipping kings and not willing to obey God. Ahab returned to the capital city of Samaria very "sullen and displeased" (upset and pouting).
2. Sometime later, he went to Jezreel (the city to which Ahab fled after the contest on Mount Carmel) because he wanted to buy the vineyard of a man named Naboth. But Naboth would not sell his land to anyone, not even the king. Ahab was really angry and went to his big fancy palace to pout because he did not get what he wanted.



NOTE: Naboth's refusal to sell his land is related to the original division of the land of Canaan under Joshua's leadership. The land was God's, and the Israelites were God's chosen people who were entrusted with caring for the land (Leviticus 25:23). Land given to a tribe or family was not to be transferred or sold from one tribe to another (Numbers 36:7). When Ahab and Jezebel took the land away from Naboth, they denied his descendants its use and profit—what was understood, under the Law, to be their God-given heritage.

3. Jezebel was Ahab's wife, and she was one of the most wicked women who has ever lived. She couldn't understand why her husband, the powerful king of Israel, would pout over land that he wanted. If he was king, he should have whatever he wanted. She was more than happy to lie, steal, murder, and use other people and situations for her own benefit. [Describe Jezebel's trick, the false witnesses in a court setting, Naboth's death, etc.]
4. Naboth was stoned to death, not because he had done anything wrong, but because Ahab and Jezebel were greedy. They coveted what he had. One day Ahab went to the vineyard that he had stolen from Naboth, and Elijah the prophet went there to talk to the king. He told Ahab in no uncertain terms that he had stolen the vineyard from Naboth, and he warned Ahab that he and Jezebel would soon die as punishment for what they had done to a good man (and his family). Elijah said that Ahab had "sold [himself] to do evil in the sight of the Lord" because Jezebel his wife had "stirred him up" (1 Kings 21:20,25).

5. When Ahab heard Elijah’s words, he tore his clothes and put on rough sackcloth. He went without food and went around the palace very depressed (overcome with sadness). He was very sorry for what he had done and “humbled himself” before God. God accepted his actions of repentance.
6. One of the Ten Commandments is “You shall not covet” (Read Exodus 20:17 with OLDER CHILDREN). As the Israelites were struggling in the wilderness, God gave them the Ten Commandments, and many other laws, to tell them how they should treat Him and how they should treat one another. God knew that if they had no respect for one another—or for one another’s property—chaos and fighting would result. He also knew that the Israelites, just like all other groups of people, needed rules and boundaries to be a unified nation of people—all looking out for each other and caring for each other—not taking from each other or wanting what others might have.
7. “Greed” is basically another word for coveting. King Ahab was very rich, but he was greedy for what an ordinary farmer had (Do you remember another rich king in the Bible who was also greedy for something that one of his subjects owned?). In today’s world, we are encouraged (through game shows, movies which glamorize stealing, commercials on TV, etc.) to want what others have. Bad things always happen to us and to those around us when we want what others have. Instead of always looking to see what others have and wanting those things, we should be content (happy, satisfied) with what we have and look for ways to share what we have with others (1 Timothy 6:17-19). We cannot go to heaven if we are greedy (covet) (Ephesians 5:5).

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:

- [“Ahab and Naboth’s Vineyard Coloring Sheet”](#) (provided in activity sheets)
- Write the memory verse on the board or a sheet of poster board. Using magazines, toy catalogs, etc., let the children cut out pictures of things they want and things their friends already have. Put the pictures on the board (with tape or magnets) or the poster (with tape or glue). Discuss being happy for our friends when they have things versus being angry that we don’t have those same things. Talk about scenarios when two toddlers are playing with two different toys: one takes the other’s toy, the second child cries, etc. Babies and toddlers are selfish and think they should always get their way. But God expects us to grow out of that selfish, “gimme” behavior, and be happy for others when they have things—even things we want. We should never hurt anyone just to get something we want.
- I Am Thankful: Draw a branch with leaves on a piece of construction paper. At the top of the page write “I am thankful a BUNCH!” Make a copy of the page for each child in your class. Give each child 8-10 purple circles (“grapes”). Help the children write something for which they are thankful on each circle (or put a sticker on each circle). Let them glue their purple circles onto their branches like a cluster of grapes. Discuss: When we have thankful hearts, we won’t be worried about what we don’t have, but thankful for what we do have! (“[I Am Thankful a BUNCH’ Activity](#)” provided in activity sheets)
- Review Game: On a white poster board, draw a branch with leaves. Put Velcro® pieces where you want the children to add the “grapes.” Cut out 10-12 circles from purple construction paper; write one review question on each circle; laminate them and add corresponding pieces of Velcro® to the backs. Let the children take turns drawing “grapes” from a basket, then answering the questions on them. As they answer correctly, they can stick their grapes to the poster board. (After the review,

give the kids grapes as a snack. Cut the grapes in half for the 2- and 3-year-olds.)

1st-2nd Graders:

- In magazines and toy catalogs, find pictures of things kids like to have (new bike, new game system, iPod, good grade, etc.). As you show the pictures, discuss how they feel when a friend gets something they really want (happy/angry/jealous, etc.). Discuss what it means to covet. [It is more than wanting a bike like your friend. It is wanting the bike your friend has so badly that it makes you upset—maybe upset with your friend enough to even want to hurt him because he has the new bike. It is being angry with your friend because he made the All-star team and you did not. It is being jealous and angry of someone who makes a better grade than you—and being ugly toward him.] Discuss how we need to be content with the things we have and be happy for others when they get something new.
- [“Ahab and Naboth Word Search”](#) (provided in activity sheets). As each student finds a word, ask him to tell the importance of that word to the Bible story.
- [“Ahab and Naboth Word Scramble”](#) (provided in activity sheets)
- Review Game: On a white poster board, draw a branch with leaves. Put Velcro® pieces where you want the children to add the “grapes.” Cut out 10-12 circles from purple construction paper; write one review question on each circle; laminate them and add corresponding pieces of Velcro® to the backs. Let the children take turns drawing “grapes” from a basket, then answering the questions on them. As they answer correctly, they can stick their grapes to the poster board.

3rd-4th Graders:

- In magazines and toy catalogs, find pictures of things kids like to have (new bike, new game system, iPod, good grade, etc.). As you show the pictures, discuss how they feel when a friend gets something they really want (happy/angry/jealous, etc.). Discuss what it means to covet. [It is more than wanting a bike like your friend. It is wanting the bike your friend has so badly that it makes you upset—maybe upset with your friend enough to even want to hurt him because he has the new bike. It is being angry with your friend because he made the All-star team and you did not. It is being jealous and angry of someone who makes a better grade than you—and being ugly toward him.] Discuss how we need to be content with the things we have and be happy for others when they get something new.
- [“Ahab and Naboth Word Search”](#) (provided in activity sheets). As each student finds a word, ask him to tell the importance of that word to the Bible story.
- [“Ahab and Naboth Word Scramble”](#) (provided in activity sheets)
- Have the children read the following:
 - 1 Kings 20-21
 - *The Berenstain Bears and the Green-Eyed Monster*, by Stan and Jan Berenstain
 - *Too Bad, Ahab: Naboth's Vineyard*, by Marilyn Lashbro, Me Too! Readers

SONGS:

“THE TEN COMMANDMENTS”

Author: Jeff Miller
(Tune: See “[Kids Prep](#)” CD)

“I’M HAPPY TODAY” ([Click to Hear](#))

Author: Unknown*
(Tune: See Internet)

I’m happy today.
Oh, yes, I’m happy today.
In Jesus Christ, I’m happy today.
Because He’s taken all my sins away.
And that’s why I’m happy today.

VERSE 2:

I’m singing today....

VERSE 3:

I’m praying today....

VERSE 4:

I’m sharing my faith....

“BE KIND TO OTHERS” ([Click to Hear](#))

Author: Unknown*
(Tune: “Jesus Loves Me”)

Help somebody when you can,
Baby, woman, child, or man;
There is work for you to do,
Be forever kind and true!

CHORUS:

Be kind to others. Be kind to others.
Be kind to others. God wants you to be kind.

“BEING KIND TO OTHERS” ([Click to Hear](#))

Author: Lora Laycook
(Tune: “Bringing in the Sheaves”)

Being kind to others, being kind to others;
Being kind to others, every night and day.
Being kind to others, being kind to others;
Jesus ever taught us that we must obey.

CHORUS:

O we must be kind! O we must be kind!
Jesus ever taught us that we must be kind.

(REPEAT)

*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.



Ahab and Naboth's Vineyard

1 KINGS 20-21



Old Testament 7
Part 2: The Divided Kingdom

WEDNESDAY EVENING

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 20-21; Exodus 20:17; Deuteronomy 5:21; Proverbs 21:26; Micah 2:2; Matthew 16:26; 1 Timothy 6:17-19; Luke 12:15; Romans 1:29; 13:9; Ephesians 5:3,5; Hebrews 13:5

MEMORY WORK:

YOUNGER CHILDREN: "You shall not covet" (Exodus 20:17a).

OLDER CHILDREN: "Take heed and beware of covetousness, for one's life does not consist in the abundance of the things he possesses" (Luke 12:15b).

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.

- ["The Ten Commandments"](#)
- ["I'm Happy Today"](#)
- ["Be Kind to Others"](#)
- ["Being Kind to Others"](#)

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 any books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Betty Lukens' felt pieces
- [Elijah A Beka Flash-a-Card Series](#) (DISCLAIMER: use the cards, not the lesson book; skip card 4.3)
- Let children role play the story or ask some young people to act out the story.
- ["Map of the Divided Kingdom"](#) (provided in activity sheets)



PERSONAL APPLICATION:

God does not want me to be greedy or covet what others have. He wants me to be happy (content) with what He has given me.

INTRODUCTION:

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

POINTS TO EMPHASIZE:

1. Review Sunday’s lesson. (See [O.T. 7 Review Questions](#) for example questions.)
2. Spend more time talking about what it means to covet (in age-appropriate terms) and what we can do to overcome those feelings. With OLDER CHILDREN discuss how today’s society is pushing all the “things” we must have to be happy. Talk about how TV commercials are designed to make you want more than you have—to not be content with what God has given you; to want what others have; to covet.
3. Do we really need all those things to go to heaven? What does God want us to be focused on while we are here on Earth? Read and discuss Hebrews 13:5; 1 Timothy 6:8; Philippians 4:11-13.

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

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Elijah Goes to Heaven; Elisha Takes His Place

1 KINGS 19:16



Old Testament 7
Part 2: 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 19:16,19-21; 2 Kings 2:1-15; John 14:1-3; Revelation 21

MEMORY WORK:

YOUNGER CHILDREN: “[A]nd Elijah went up by a whirlwind into heaven” (2 Kings 2:11b).

OLDER CHILDREN: “Then it happened, as they continued on and talked, that suddenly a chariot of fire appeared with horses of fire, and separated the two of them; and Elijah went up by a whirlwind into heaven” (2 Kings 2:11).

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.

- [“2 Kings 2:11-12”](#)
- [“Sing a Song of Heaven”](#)
- [“Heaven is a Wonderful Place”](#)
- [“Elijah and Elisha”](#)

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 any books listed under 3rd-4th Grader Pre-Class Activities/ Learning Centers
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- Elijah A Beka Flash-a-Card Series (DISCLAIMER: use the cards, not the lesson book; skip card 4.3)
- [“Map of the Divided Kingdom”](#) (provided in activity sheets)



PERSONAL APPLICATION:

Heaven is a wonderful, special, beautiful place. Some day I want to live there with Jesus!

LESSON STARTS HERE

INTRODUCTION:

Review last week's lesson.

All the people in the Bible died except two men. One was Enoch (in the book of Genesis). He went to heaven to be with God without dying. Today we're going to learn how the great prophet Elijah went to heaven.

POINTS TO EMPHASIZE:

1. When Elijah was feeling sorry for himself and seeking refuge in a cave at Mount Horeb (Sinai), God reminded Elijah of His great power (in the storm, the fire, the earthquake, and the still, small voice). Then God told Elijah to get back to work. One of the things God told him to do was to find a man named Elisha to take his place as God's prophet (1 Kings 19:19-21). Elijah left Mount Horeb and traveled back to find Elisha.
2. Elisha left his father's farm behind to follow Elijah and learn from him. About 10 years passed. Elijah encouraged Elisha to leave him and go to different towns [Gilgal, Bethel (one of the centers of idol worship in Israel), and Jericho] while the old prophet went on with his work for God. But Elisha stubbornly refused to leave his old friend; he knew that the king of Israel (Ahaziah, son of Ahab) had tried to kill Elijah, and he wanted to stay with him. When they arrived in Bethel, a group of prophets (called "the sons of the prophets") who were living there asked Elisha if he knew that day would be Elijah's last. Elisha told them that he knew and asked them not to say anything ("**Keep silent**"—2 Kings 2:3).



NOTE: When Elisha told the sons of the prophets to "**keep silent,**" perhaps he did not want them to be upset about Elijah leaving, or he, himself, did not want to be upset about it. He was likely very close to Elijah, having served at his side for ten years. He did not want to leave Elijah's side (2 Kings 2:4,6), and called him "father" (2 Kings 2:12). He also may simply have not wanted to discuss it at that moment because of the gravity of the moment.

3. Elijah and Elisha traveled on to Jericho that day and more sons of the prophets met Elisha to tell him that his master would be taken away that day. They came to the Jordan River, and Elijah took off his cloak (mantle), rolled it up, and hit the water with it. Immediately the water of the Jordan opened up and the two prophets walked to the other side. Fifty sons of the prophets saw this happen.
4. The sons of the prophets and Elisha weren't the only ones who knew that it was time for Elijah to go be with the Lord. Elijah knew, too. When they had reached the other side of the Jordan River, Elijah asked his young friend what he could do for him before he was "taken." Elisha said that all he wanted was a "double portion" of Elijah's spirit. He wanted to be as strong in his faith and as powerful a prophet as Elijah had been for so many years. This was a "hard

thing” that Elisha asked, but Elijah told him his wish would be granted **if** he saw Elijah going up into heaven.

5. They walked on and talked. Suddenly a chariot of fire and horses of fire appeared in the sky and took Elijah up into **heaven** in a whirlwind.



NOTE: The underlying Hebrew word for “**heaven**” in this story is plural—i.e., heavens. There are three heavens described in the Bible (see the article below): the atmosphere (sky—Genesis 1:20; 8:2; etc.), space (Genesis 15:5; 22:17; etc.), and the place where God and other celestial beings abide (Deuteronomy 10:14; 26:15; etc.). In this case, without further clarification as to his destination, it appears that the text is saying that Elijah was carried up into the sky (the “first heaven”), especially in light of John 3:13 (see the article referenced below) and Matthew 17:1-13, where he is depicted as being where Moses is, presumably in Hades.



RECOMMENDED READING FOR TEACHERS: See the article “**No One has Ascended to Heaven**” by Eric Lyons and “**One Second After Death**” by Dave Miller on the Apologetics Press Web site for a response to the allegation that Jesus made a mistake in making that claim and for a discussion of the three heavens of Scripture.

6. Elisha was so overwhelmed that he tore his clothes—in this case not only a sign of grief, but of absolute wonder/awe of what he had just seen. Elijah’s mantle fell to the ground as he was being taken into heaven, and Elisha picked it up. He walked back to the Jordan River, rolled up the mantle, struck the water, and walked to the other side on dry ground—just as Elijah had done. This was a sign to the **50 sons of the prophets** who were watching that Elisha was God’s choice (not just Elijah’s) to take Elijah’s place.



NOTE: See Joshua 3:1-4:24 for the other instance of the Jordan parting and the Israelites crossing on dry ground.



HISTORICAL NOTE: The phrase “**sons of prophets**” (or “schools of the prophets”) may be an indicator of the close relationships/associations these particular men had with Samuel, Elijah, and Elisha. The phrase first appears in Scripture during the time of Samuel. During the reign of King Saul, there was a great need for teachers who could (and would) encourage God’s chosen people to remember who they were and to obey Him. During that time, loosely-organized groups of prophets formed in order to be teachers of God’s Word. Some biblical commentators believe that Samuel started these groups. It is interesting that following his death, these groups are not mentioned again until the time of Elijah and Elisha, and then only in reference to the Northern Kingdom where Elijah and Elisha worked. They are not mentioned again after the death of Elisha.

7. Elijah is mentioned in other biblical passages, including Malachi 4:5-6 and Matthew 11:14 as an example of the prophet who would announce the coming of the Messiah. [John the Baptizer was that “Elijah.”] During the ministry of Jesus, Elijah (and Moses) appeared on the Mount of Transfiguration with Jesus (Matthew 17:3-4), representing the prophets who tried to teach and warn God’s people about the consequences of sin. Elijah was a powerful man of God, but he was not a perfect man. He

had his weak moments when he felt fear and uncertainty—like all of us do—but he loved God and served Him every day.

8. It is clear from this story (and by implication in Matthew 17:2-3) that Elijah will be in heaven. We sometimes sing the song “Heaven is a Wonderful Place.” Indeed, heaven **is** a wonderful place—a place where we want to go to be with God, Jesus, and people like Elijah forever and ever. God loved Elijah very much and chose this special way to take him to heaven. [It was a reward for Elijah, to be sure, but it was also a powerful sign to those watching that Elisha was to take his place. If we obey God like Elijah did, we, too, will go to heaven to be with God forever.]
9. Heaven is a happy place, a place with absolutely no sadness, no sickness, no war, no hunger, etc. In heaven we will sing and praise God all the time. Heaven is where Jesus went after His resurrection, and He has a special place prepared especially for each one of us. [Go into as much detail about heaven as you think appropriate for your class. As appropriate, talk to the children about Jesus’ Second Coming and the Judgment (meeting Jesus in the clouds, etc.).]



RECOMMENDED READING FOR TEACHERS: See the articles “[One Second After Death](#)” by Dave Miller and “[What Will Happen When Jesus Comes Again?](#)” by Kyle Butt on the Apologetics Press Web site for a discussion about how humans leave this World today.

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:

- “[Elijah in the Chariot Coloring Sheet](#)” (provided in activity sheets)
- Help children make “chariots” out of detergent scoops and milk jug lids. On each side of the scoops, help them attach milk jug lids with brads. Let them put red crinkly paper inside, along with a pipe cleaner figure of Elijah.
- “[Elijah and the Fiery Chariot Activity](#)”: Provide each child a picture of Elijah in the chariot that they can color; help them glue strips of orange and red tissue paper to the chariot to represent fire. Write the memory verse on each child’s paper. (provided in activity sheets)
- Review game: Make 8-10 “chariot” and “Elijah” cutouts. Write questions about the lesson on the chariots and corresponding answers on each “Elijah”. Attach magnets or Velcro® to the back of the “Elijah” cutouts and the front of the chariot cutouts. Ask each child (or pair of children) a review question, and help them match the correct answers to the questions. (“[Elijah and Chariot Cutouts](#)” provided in activity sheets)
- Make visuals to go with the song “2 Kings 2:11-12” and sing the song, using visuals, several times with children.

1st-2nd Graders:

- “[Elijah Goes to Heaven Word Search](#)” (provided in activity sheets)
- Play Hang Man with key words from this and previous lessons.
- Review game: Make 8-10 “chariot” and “Elijah” cutouts. Write questions about the lesson on the chariots and corresponding answers on each “Elijah”. Attach magnets or Velcro® to the back of the “Elijah” cutouts and the front of the chariot cutouts. Ask each child (or pair of

children) a review question, and help them match the correct answers to the questions. (“[Elijah and Chariot Cutouts](#)” provided in activity sheets)

- “[Elijah Goes to Heaven Fill in the Blank](#)” (provided in activity sheets)

3rd-4th Graders:

- “[Elijah Goes to Heaven Word Search](#)” (provided in activity sheets)
- Play Hang Man with key words from this and previous lessons.
- “[Elijah Goes to Heaven Fill in the Blank](#)” (provided in activity sheets)
- Have the children read the following:
 - 2 Kings 1-2; Revelation 21
 - *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.”)
 - *The Story of Elijah*, by Rhonda Colburn, Hambleton-Hill Publishing (DISCLAIMER: Skip the second paragraph on p. 12, starting with “They even...”)

SONGS:

“2 KINGS 2:11-12” ([Click to Hear](#))

Author: Unknown*

(Tune: “Are You Sleeping?”)

In a whirlwind, in a whirlwind,
Chariots of fire, chariots of fire;
Elijah going upward, Elijah going upward,
Heaven bound, heaven bound.

Elisha saw him, Elisha saw him,
Saw him go, saw him go;
Found Elijah’s mantle, found Elijah’s mantle,
Power from God, power from God.

Took the mantle, took the mantle,
Rolled it up, rolled it up;
Elisha struck the water, Elisha struck the water,
Jordan was dry, Jordan was dry.

“SING A SONG OF HEAVEN” ([Click to Hear](#))

Author: Jean Hooper (Adjustments made by Jeff Miller)

(Tune: “Jesus Loves Me”)

VERSE 1:

Heav’n is there for me, I know,
For the Bible tells me so.
Heav’n is where I want to be.
Jesus there I want to see.

CHORUS:

Yes, heaven's glory. (3X)
Jesus made for you and me.

VERSE 2:

Gates of pearl and streets of gold,
See my friends, both young and old.
Moses, Abraham, Elijah, too.
Heav'n is there for me and you.

(CHORUS)

VERSE 3:

No more sadness, no more fears;
God, Himself, will wipe our tears.
Heaven offers joy and love.
Happiness we'll find above.

(CHORUS)

VERSE 4:

We will take no bus nor train.
Ships don't go there, neither planes.
The only way that we can go,
Is through Jesus Christ I know.

(CHORUS)

“ELIJAH AND ELISHA” ([Click to Hear](#))

Author: Lora Laycook

(Tune: “Onward Christian Soldiers”)

Onward go Elisha! Marching on your way.
You must follow this man, learn to lead the way;
For God soon will take him, in a whirlwind, too.
Come, O come, Elisha, learn God's will to do.

CHORUS:

God will take Elijah, up to live above,
Come, O come Elisha, teach of God's great love.

“HEAVEN IS A WONDERFUL PLACE”

Author: O.A. Lambert

[See Internet for lyrics and tune]

*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.



Elijah Goes to Heaven; Elisha Takes His Place

1 KINGS 19:16



Old Testament 7
Part 2: The Divided Kingdom

WEDNESDAY EVENING

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 19:16,19-21; 2 Kings 2:1-15; John 14:1-3; Revelation 21

MEMORY WORK:

YOUNGER CHILDREN: “[A]nd Elijah went up by a whirlwind into heaven” (2 Kings 2:11b).

OLDER CHILDREN: “Then it happened, as they continued on and talked, that suddenly a chariot of fire appeared with horses of fire, and separated the two of them; and Elijah went up by a whirlwind into heaven” (2 Kings 2:11).

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.

- [“2 Kings 2:11-12”](#)
- [“Sing a Song of Heaven”](#)
- [“Heaven is a Wonderful Place”](#)
- [“Elijah and Elisha”](#)

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 any books listed under 3rd-4th Grader Pre-Class Activities/ Learning Centers
- Betty Lukens' felt pieces
- Elijah A Beka Flash-a-Card Series (DISCLAIMER: use the cards, not the lesson book; skip card 4.3)
- [“Map of the Divided Kingdom”](#) (provided in activity sheets)



PERSONAL APPLICATION:

Heaven is a wonderful, special, beautiful place. Some day I want to live there with Jesus!

INTRODUCTION:

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

POINTS TO EMPHASIZE:

1. Review Sunday’s lesson. (See [O.T. 7 Review Questions](#) for example questions.)
2. Review the miracles that Elijah performed and the highlights of his life. A “This is Your Life, Elijah” segment or holding a mock funeral, to review all the things Elijah did during his life, would be clever ways to present these highlights.

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.



Elisha Makes Water Pure and Helps a Poor Widow

2 KINGS 2:19-22



Old Testament 7
Part 2: 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:

2 Kings 2:19-22; 4:1-7; Leviticus 25:39-46; James 1:27

MEMORY WORK:

“But he who has mercy on the poor, happy is he” (Proverbs 14:21b).

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.

- [“From Elijah to Elisha”](#)
- [“Elijah and Elisha”](#)

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 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)
- Elisha A Beka Flash-a-Card Series (DISCLAIMER: use the cards, not the lesson book)
- Ask a woman from your congregation to dress up as the poor widow and tell the story to the class from her perspective.
- Glass of salt water

PERSONAL APPLICATION:

I can be kind, generous, helpful, and encouraging to those who do not have what they need.



LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

How did Elijah go into the heavens? What was the name of the man who took his place? Elijah helped a lot of people during his lifetime. The man who took his place would help others, too. We can learn a lot from these two great men and what we should do when someone needs our help.

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

Most of us have plenty of food to eat and plenty of clothes to wear. Have you ever known someone who didn't have enough food to eat? What does God want us to do when we know about people who need food or clothing or medicine? Elijah helped a lot of people during his lifetime. The man who took his place, Elisha, helped others, too. Today we're going to talk about one of those instances.

POINTS TO EMPHASIZE:

NOTE: Teachers of preschoolers should skip the part about the impure water and teach that part of the lesson on Wednesday night.

1. Elisha was chosen by God to be a prophet (a messenger or spokesman for God—1 Kings 19), chosen to take Elijah's place (2 Kings 2:12-15). Elisha was a prophet during the reigns of four kings of Israel (the Northern Kingdom): Jehoram*, Jehu, Jehoahaz, and Joash* [*not to be confused with kings of Judah with the same names]. Like Elijah, Elisha was sometimes sent by God to give advice and instruction to these kings and to warn them of dangers at other times.
2. After Elijah went up into the sky in the chariot of fire, Elisha crossed the Jordan River to return to Jericho. The men of the city believed Elisha had the ability to do miracles, as Elijah did, so they asked Elisha for help. Something was wrong with their water, and their crops were not growing. Elisha's simple command was to put some salt in a jar and bring it to him. He poured the salt into the city's water supply, and miraculously the water became pure and healthy—healthy for them to drink and healthy for their crops. [Put some salt into a glass of water and ask some of the children to taste it. How could a simple bowl of salt make water better? Only **God** could do that! Remind them that during the Israelites' wilderness wanderings, a similar thing happened when God told Moses to throw a tree branch into a spring to make the water sweet (Exodus 15:22-26).]
3. Elisha traveled from Jericho to **Bethel** and then to Mount Carmel where Elijah had the great contest with the prophets of Baal. Returning to these places where his mentor Elijah had been probably helped Elisha remember what he should do as a servant of God. Then he returned to the city of Samaria, the capital of Israel (the Northern Kingdom).



NOTE: Recall that Bethel was one of the places where Jeroboam had set up golden calves many years prior to Elisha.

4. As happened frequently in Bible times, a widow and her children were in a desperate situation, without hope or help from anyone. The woman’s husband had been one of the “sons of the prophets.” [See note in previous lesson regarding this group.] Since his death, she had no one to support her family, pay bills, or provide basic necessities. The widow’s children were soon to be sold as slaves to pay the family’s debts, as was the custom in Bible times [see **NOTE** below]. The poor woman begged Elisha for help.



NOTE: Since the Israelites had abandoned God, they had also abandoned His teachings about caring for the poor. See Leviticus 25:35-41 for one example of God’s directions for the poor, widows and orphans. Without men to provide for them and protect them, women and children were at the mercy of relatives and others. Sadly, those who should have taken care of them often did not.

5. Elisha instructed the widow to gather jars from her neighbors and fill them with the little oil she had left. She did exactly as he told her, filling the jars, putting each one aside, until there were no more jars. God turned the little amount of oil she had into more and more. It was a miracle that showed God’s great love and care for those who believe in Him, while proving that Elisha spoke for Him. With God’s help, the woman had enough money from selling the oil to pay her debts and prevent her sons from being sold into slavery. Elisha would do many more miracles because of his great faith in the all-powerful Jehovah.
6. We are not told the name of the woman in this story, but we do know that she was very important to God. She had to follow Elisha’s instructions to receive the blessing from God. She believed in God, and she believed that Elisha worked for God. Believing in God did not necessarily mean that terrible things would not happen to her. But good things also happened to her and her sons because of her faith and willingness to obey God.
7. For most of the history of the world there have been divisions between people who have a great deal and people who have little to nothing—the “haves” and the “have nots.” God knew that the poor would suffer a great deal, that they would be overlooked and abused by those around them who thought they were “better”/had more power. Today widows and their children aren’t often left to take care of themselves, but there are many people who still need our help. God has always expected us to treat people who are poor and lonely and in need as we would want to be treated if we were in their situation.

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:

- [“Elijah Meets Elisha Coloring Sheet”](#) (provided in activity sheets)
- Provide half-sheets of construction paper or colored copy paper, crayons, stickers, etc., so that the children can make “thinking of you” cards for the widows of your congregation. (Or you could help them make hand-print art on the cards.)
- Ask the children to bring canned food for your congregation’s pantry. Spend time talking about how that food helps people in need have something to eat. (Send notes home with the kids to help them and their parents remember.)

- Help each child make a handprint on a piece of card stock or construction paper. On each paper write “_____ Has Helping Hands” and/or a verse about helping others.
- [“Oil Pot Activity”](#): Let the children give examples of things they could do for or give to others. Write the examples on cutouts of oil pots (or help them write those examples, if they are able). (provided in activity sheets)
- [“How To Treat Others Activity”](#) (provided in activity sheets)

1st-2nd Graders:

- Cut out 8-10 shapes of pitchers or basic oil pots. On each pot write a sentence about the story. Ask the students to put the pots in chronological order. (Can make several sets and let students work in groups/pairs.) ([oil pot cutouts](#) provided in activity sheets)
- Provide half-sheets of construction paper or colored copy paper, crayons, stickers, etc., so that the children can make “thinking of you” cards for the widows of your congregation. (Or you could help them make hand-print art on the cards.)
- Ask the children to bring canned food for your congregation’s pantry or for food baskets that you are making for those in need. Spend time talking about how that food helps others, and how grateful you would be if someone brought you food when you were hungry. (Send notes home with the kids to help them and their parents remember.)
- Ask the children to bring items (e.g., clothes, toiletries, canned food, small toys, etc.) for victims of a natural disaster, or school items for underprivileged children, etc.
- [“Oil Pot Activity”](#): Let the children give examples of things they could do for or give to others. Write the examples on cutouts of oil pots (or help them write those examples, if they are able). (provided in activity sheets)
- Play Hang Man with key words from this and previous lessons. **Or** play Bible Alphabet Soup with key words. Divide the class into pairs or small teams. Give each pair/team a bag of plastic letters (like the magnetic refrigerator letters). Ask a review question and give the students time to spell the correct answer. (Example words: chariot, Gilgal, fire, Bethel, Mt. Horeb, Jericho, Ahaziah, Ahab, Naboth, Jezreel, Jezebel, widow, Elijah, Elisha)
- [“Elijah Meets Elisha Fill in the Blank”](#) and [“Elijah Meets Elisha Word Search”](#) (provided in activity sheets)

3rd-4th Graders:

- Cut out 8-10 shapes of pitchers or basic oil pots. On each pot write a sentence about the story. Ask the students to put the pots in chronological order. (Can make several sets and let students work in groups/pairs.) ([oil pot cutouts](#) provided in activity sheets)
- Provide half-sheets of construction paper or colored copy paper, crayons, stickers, etc., so that the children can make “thinking of you” cards for the widows of your congregation. (Or you could help them make hand-print art on the cards.)
- Ask the children to bring canned food for your congregation’s pantry or for food baskets that you are making for those in need. Spend time talking about how that food helps others, and how grateful you would be if someone brought you food when you were hungry. (Send notes home with the kids to help them and their parents remember.)
- Ask the children to bring items (e.g., clothes, toiletries, canned food, small toys, etc.) for victims of a natural disaster, or school items for underprivileged children, etc.
- Play Hang Man with key words from this and previous lessons. **Or** play Bible Alphabet Soup with key words. Divide the class into pairs or small teams. Give each pair/team a bag of plastic letters (like the magnetic refrigerator letters). Ask a review question and give the

students time to spell the correct answer. (Example words: chariot, Gilgal, fire, Bethel, Mt. Horeb, Jericho, Ahaziah, Ahab, Naboth, Jezreel, Jezebel, widow, Elijah, Elisha)

- [“Elijah Meets Elisha Fill in the Blank”](#) and [“Elijah Meets Elisha Word Search”](#) (provided in activity sheets)
- Have the children read the following:
 - Leviticus 25
 - *Don't Stop...Fill Every Pot!* by Marilyn Lashbrook, Me Too! Books
 - *The Berenstain Bears Think of Those in Need*, by Stan and Jan Berenstain (DISCLAIMER: Skip pp. 16-17, which start with “Now wait a minute...”)
 - *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:

“FROM ELIJAH TO ELISHA” ([Click to Hear](#))

Author: Unknown*

(Tune: “Are You Sleeping?”)

Bad water, bad water!
Elisha helped. Elisha helped.
Put salt in a new bowl, threw it in the spring.
All fresh now, all fresh now!

Sad young widow, sad young widow,
No money, had no food,
With God's help she had more,
With God's help she had more,
Paid her debts, paid her debts!

“ELIJAH AND ELISHA” ([Click to Hear](#))

Author: Lora Laycook

(Tune: “Onward Christian Soldiers”)

Onward go Elisha! Marching on your way.
You must follow this man, learn to lead the way;
For God soon will take him, in a whirlwind, too.
Come, O come, Elisha, learn God's will to do.

CHORUS:

God will take Elijah, up to live above,
Come, O come Elisha, teach of God's great love.

*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.



Elisha Makes Water Pure and Helps a Poor Widow

2 KINGS 2:19-22



Old Testament 7
Part 2: The Divided Kingdom

WEDNESDAY EVENING

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:

2 Kings 2:19-22; 4:1-7; Leviticus 25:39-46; James 1:27

MEMORY WORK:

“But he who has mercy on the poor, happy is he” (Proverbs 14:21b).

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.

- [“From Elijah to Elisha”](#)
- [“Elijah and Elisha”](#)

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 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)
- Elisha A Beka Flash-a-Card Series (DISCLAIMER: use the cards, not the lesson book)
- Ask a woman from your congregation to dress up as the poor widow and tell the story to the class from her perspective.
- Glass of salt water

PERSONAL APPLICATION:

I can be kind, generous, helpful, and encouraging to those who do not have what they need.



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.)

YOUNGER CHILDREN: Discuss story of Elisha purifying the water with salt.

OLDER CHILDREN: Read and discuss the story of the young men who insulted Elisha, its reference to showing respect to men in positions of authority. Read and explain the significance of Deuteronomy 21:18-21 (cf. Exodus 21:15,17).

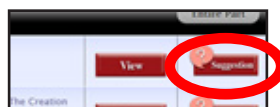


RECOMMENDED READING FOR TEACHERS: See the article “[Elisha and the Lads of Bethel](#)” by Wayne Jackson on the Apologetics Press Web site for a response to the charge that Elisha acted inappropriately in unleashing bears on the boys of 2 Kings 2.

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):

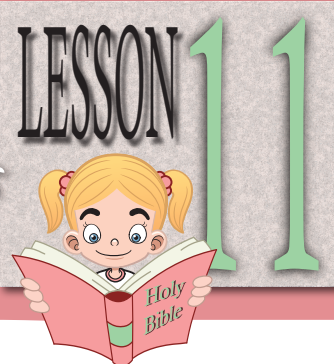
- See Sunday morning’s lesson.
- Let children role play these stories.

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



Shunammite Woman Helps Elisha; Elisha Raises Her Son from the Dead

2 KINGS 4:8-37



Old Testament 7
Part 2: 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:

2 Kings 4:8-37

MEMORY WORK:

YOUNGER CHILDREN: "Be kind to one another" (Ephesians 4:32a).

OLDER CHILDREN: "Do not withhold good from those to whom it is due, when it is in the power of your hand to do so" (Proverbs 3:27).

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.

- ["A Room for Elisha"](#)
- ["Elisha Raises the Shunammite's Son"](#)
- ["O We Must Be Kind"](#)

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 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)
- Elisha A Beka Flash-a-Card Series (DISCLAIMER: use the cards, not the lesson book)
- Visuals to illustrate the songs



PERSONAL APPLICATION:

I will be unselfish, kind, and thoughtful of others.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week, we learned about a man named Elisha and how he helped a widow. Do you remember what a “widow” is? Can anyone tell me what Elisha did to help the widow? Today, we are going to talk about a lady who was kind to Elisha, and he showed kindness back to her, too. God is always happy when we choose to be kind to others.

INTRODUCTION: (OLDER CHILDREN)

Review last week’s lesson.

Ask the children to tell the class about someone doing something nice for them. Discuss how that made them feel—and how they feel when they do something nice/kind for others. (Try to focus on how they felt when helping others, not the specific thing they did.) God wants us to help others/be kind to others any time we can. In today’s lesson, we will talk about a woman who helped Elisha, and how they were both blessed.

POINTS TO EMPHASIZE:

1. Elisha, known to be a “holy man of God,” frequently passed through **Shunem** (2 Kings 4:9). One day a wealthy woman offered food to the weary prophet. After that day, she made sure that every time he came that way, she provided him with a meal. She even persuaded her husband to build a small room on top of their house for Elisha, complete with a table, chair, and lamp stand so that the prophet could stay there as often as he needed to.



NOTE: **Shunem** was originally part of the land given to the tribe of Issachar (Joshua 19:18). It was about seven miles from Mount Carmel. Like so many women in the Bible, we do not know this woman’s name, but she has for centuries just been called “the Shunammite woman,” i.e., the woman from Shunem.

2. Elisha was so very grateful for this woman’s kindness and generosity that he offered to do something great for her in return. His servant, Gehazi, told him that the woman had long wanted children, but had none. So Elisha promised the woman that the following year, at that same time, she would have a baby boy. At first she did not believe that could be possible (because her husband was old, and they had been childless so long). But just as Elisha promised, the next year she did have a baby boy!
3. The boy grew, and the woman and her husband were so happy. One day, when he was old enough to go to the fields with his father and the farm workers, the boy complained of a terrible pain in his head. He was sent back to the house, and later that day, the boy died—in his mother’s lap. Distraught and grief-stricken, the Shunammite woman went to find the man of God. At first, Elisha offered only to send Gehazi, telling Gehazi to place Elisha’s staff across the boy’s body. But the woman refused to return home without Elisha. So Elisha went with her to her house and asked God to bring the boy back to life. [Give as much detail here as you think

appropriate about how Elisha got on the bed with the boy and laid on top of the boy's body, mouth to mouth, eyes to eyes, hands to hands, until the boy's body grew warm.] Elisha got very close to the boy on the bed, and he prayed. He then turned away and walked back and forth in the room and then got on the bed again. Suddenly, the boy sneezed seven times and opened his eyes!



RECOMMENDED READING FOR TEACHERS: See the article “[What About ‘Out-of-Body Experiences’?](#)” by Dave Miller on the Apologetics Press Web site for a response to the claim that one can die, leave his body, and still return to his body in modern times.

4. Elisha's prayers were answered, and the woman was called into the room to find her precious son alive again. She was so grateful that she bowed down at Elisha's feet in awe and gratitude.
5. Because of her unselfishness and her kindness, the Shunammite woman was blessed with two miracles: the birth of her son and the raising from the dead of her son. She had much for which to be grateful. Elisha was also unselfish and kind. He was willing to use the abilities that God had given him to help this woman of faith.
6. Like Elisha and the Shunammite woman, we all have many reasons to be thankful to God and many opportunities to be unselfish and kind to 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):

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

Ages 2-5:

- “[Elisha Raises a Boy Coloring Sheet](#)” (provided in activity sheets)
- The Sharing Game: Cut out circles from colored construction paper or posterboard, two per child. On one half of the circles, draw a “happy face.” On the other half, draw a “sad face.” Put a happy face and a sad face back-to-back and glue them together, along with a craftstick handle. Write the following statements (or make up your own) about sharing/not sharing on slips of paper (example [statement cutouts](#) provided in activity sheets). Fold the slips of paper, and put them in a basket or small container. As you take out each slip of paper and read each statement, ask the children to use their happy/sad faces to show if each situation describes sharing (happy face) or not sharing (sad face). Examples:

Would you like a cookie?	That's mine!
Go home!	Come to Bible class with me.
Do you want to play with me?	I'll go first.
I want that!	Why don't you sit by me?
- Ask the children to sit in a circle. Roll a ball to a child, and ask him/her to tell one kind thing he can do for someone else. He then rolls the ball back to you, and you roll it to someone else. Do this until everyone has had a turn.
- “Bee” necklaces: Make a bee cutout for each child in your class (“[Bee Necklace Cutouts](#)” provided in activity sheets). On each one, write “I will ‘bee’ kind to others” and/or the memory verse. Punch a hole in the top of the cutout, and let each child put a piece of yarn through it (long enough to wear around his/her neck).
- Bring a baby doll and play a review game where the teacher asks a question from the story and

the child holding the baby gets to answer. Pass the baby around so everyone gets a chance to hold the baby and answer a question.

1st-2nd Graders:

- The Sharing Game: Give each child a circle of construction paper or posterboard. Ask them to draw a smiley face on one side and a frowning face on the other. On slips of paper, write the following statements (and/or make up your own) about sharing/not sharing (example [statement cutouts](#) provided in activity sheets). Fold the slips of paper, and put them in a basket or small container. When you read each statement, ask the children to show their happy faces if the statement describes “sharing” or their frowning faces if it describes “not sharing.”

Would you like some cookies?	No, I’m going first!
Do you want to play on my swing?	Give it back to me!
I don’t want you to have that.	Have some popcorn.
Let’s look at this book together.	Let’s paint together.
You can use my marker.	Go home!
Let’s sing together.	I want that!
Have some French fries.	Let’s go outside and play.
Do you want to ride my bike?	Why don’t you sit with me?
Come to Bible class with me.	Here’s one for you.

- Play “Bible Alphabet Soup”: Divide the class into groups. Give each group a set of letters. Call out main words from this and the previous three lessons. Students race to see which team can spell the word correctly. The team that finishes first tells the importance of the word.
- Sword Drill: Before class, look up verses that use the word “kind” or “kindness.” Write a verse on the board, and tell the children to find it as quickly as possible. The first one to find it must raise his/her hand, and then read it out loud. (If you have students who do not know how to use their Bibles well or who don’t come to class often, make sure they are paired with someone who can help them be successful. The object of the exercise is not to make any student feel incompetent or stupid.)
- [“Being Kind to Others Matching Game”](#) (provided in activity sheets)

3rd-4th Graders:

- Play “Bible Alphabet Soup”: Divide the class into groups. Give each group a set of letters. Call out main words from this and the previous three lessons. Students race to see which team can spell the word correctly. The team that finishes first tells the importance of the word.
- Bible Concordance Challenge: Divide the class into small groups. Give each group a concordance. [Children’s versions of Bible concordances are usually available from Bible bookstores. If you have access to computers or iPads in your class, concordances are also available on-line.] Make sure everyone has a Bible. Ask the children to look up the words “kind” and “kindness” in their concordances. Let each group choose two or three verses to read out loud to the class.

- Sword Drill: Before class, look up verses that use the word “kind” or “kindness.” Write a verse on the board, and tell the children to find it as quickly as possible. The first one to find it must raise his/her hand, and then read it out loud. (If you have students who do not know how to use their Bibles well or who don’t come to class often, make sure they are paired with someone who can help them be successful. The object of the exercise is not to make any student feel incompetent or stupid.)
- [“Being Kind to Others Matching Game”](#) (provided in activity sheets)
- Have the children read the following:
 - 2 Kings 3-4
 - *Don’t Stop...Fill Every Pot!* by Marilyn Lashbrook, Me Too! Books
 - *The Berenstain Bears: Kindness Counts*, by Jan and Mike Berenstain

SONGS:

“A ROOM FOR ELISHA”

Author: Jewel Kendrick

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

“ELISHA RAISES THE SHUNAMMITE’S SON”

Author: Jewel Kendrick

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

“O WE MUST BE KIND” ([Click to Hear](#))

Author: Lora Laycook

(Tune: Chorus of “Blessed Be the Name”)

O we must be kind, O we must be kind,
 O we must be kind, kind to all;
 O we must be kind, O we must be kind,
 O we must be kind, kind to all.

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



Shunammite Woman Helps Elisha; Elisha Raises Her Son from the Dead

2 KINGS 4:8-37



Old Testament 7
Part 2: The Divided Kingdom

WEDNESDAY EVENING

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:

2 Kings 4:8-37

MEMORY WORK:

YOUNGER CHILDREN: "Be kind to one another" (Ephesians 4:32a).

OLDER CHILDREN: "Do not withhold good from those to whom it is due, when it is in the power of your hand to do so" (Proverbs 3:27).

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.

- ["A Room for Elisha"](#)
- ["Elisha Raises the Shunammite's Son"](#)
- ["O We Must Be Kind"](#)

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 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)
- Elisha A Beka Flash-a-Card Series (DISCLAIMER: use the cards, not the lesson book)
- Visuals to illustrate the songs



PERSONAL APPLICATION:

I will be unselfish, kind, and thoughtful of others.

INTRODUCTION:

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

POINTS TO EMPHASIZE:

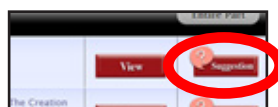
Review Sunday’s lesson. (See [O.T. 7 Review Questions](#) for example questions.)

Elisha warned the Shunammite woman that a terrible famine was coming to their land. So her household and she left their home and their land for seven years. When she returned (from Philistia), she tried to reclaim her land and house from people who were living there illegally. Elisha’s servant, Gehazi, was in the king’s palace (we are not told for what reason), and the king asked him to tell about the great deeds of Elisha. When Gehazi told King Jehoram the great things Elisha had done for the woman, the king ordered that all her land be returned to her and that she be paid for anything that was grown in her fields while she was gone (2 Kings 8:1-6). Elisha’s reputation as a man of God had spread far and wide. The good deeds we do for others, the kindnesses and unselfishness that we show, will not only help us to have a good reputation, but will also give glory to God, as all the miracles of Elisha did.

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.



Naaman

2 KINGS 5



Old Testament 7
Part 2: 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:

2 Kings 5

MEMORY WORK:

YOUNGER CHILDREN: "For this is the love of God, that we keep His commandments" (1 John 5:3a).

OLDER CHILDREN: "For this is the love of God, that we keep His commandments. And His commandments are not burdensome" (1 John 5:3).

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.

- ["Plan of Salvation"](#)
- ["Faith, Obedience, and Authority"](#)
- ["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 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 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)
- Elisha A Beka Flash-a-Card Series (DISCLAIMER: use the cards, not the lesson book)
- Make a number "7" as large as a full sheet of poster board. Cut it apart into several large puzzle pieces. On each piece, glue a picture or clue about the story. As you tell the story, put the number "7" together. (Small pictures can usually be found among



unused take-home papers, or in coloring books.) You could also use the letters from Naaman's name plus a happy face or something as the last piece of the puzzle.

- **Salvation Glove:** On each finger of a canvas work glove, write one of the steps of salvation with the appropriate Scripture reference.

PERSONAL APPLICATION:

I must do what God tells me to do if I want to be saved and go to heaven.

LESSON STARTS HERE

INTRODUCTION:

Briefly review the miracles Elisha performed in previous lessons. Ask the children what they think might have happened if the town, the widow, and the Shunammite woman had not done as Elisha told them to do. Discuss the importance of their obedience to Elisha's instructions.

Today we are going to learn about a man who needed Elisha's help, but this man did not want to do what Elisha said. When he decided to obey, something wonderful happened.

POINTS TO EMPHASIZE:

1. With 2- and 3-YEAR-OLDS, the emphasis of this lesson should be the helpful young Jewish girl that lived in Naaman's house. Even though she had been taken away from her family to a faraway land, she was kind and helpful to Naaman and his wife. She believed in God and believed in His ability to work through the prophet Elisha, and she shared that "good news" with her master. Talk to the younger children about being big enough to help. As Mary Ann Barnes has written, "Little people can do big things." Use the following questions from Mary Ann (with illustrations):

How big are you? As big as mother? As big as father? But big enough to share?

How big are you? As big as a doctor? As big as a mailman? But big enough to help?

How big are you? As big as a teacher? As big as a preacher? But big enough to tell others about Jesus?

WITH OLDER CHILDREN use the following points:

2. **Naaman heard the good news:** Naaman was a commander in the Syrian army who led his troops to many victories. He was brave and greatly respected, even by the Syrian king. He was a good man. But Naaman had a terrible problem: he had the deadly disease of **leprosy**. Living in his house was a servant girl, a Jewish girl who had been kidnapped during a raid and taken to Syria. She told Naaman's wife that she knew "the man of God" in Samaria could heal her master.

Leprosy: a skin disease that causes skin sores, nerve damage, and muscle weakness with symptoms getting worse over time. The Israelites who contracted this disease were commanded to quarantine themselves outside the camp. Like the lepers Jesus healed, they were to shout "Unclean!" if anyone came near. It appears that the Syrians did not have the same fear of the disease, or it could be that the word translated "leprosy" here may refer to another skin disease. [See Leviticus 13:1-46] The disease known today as





(cont.)

leprosy (or Hansen’s disease) is caused by a particular strain of bacteria. While it is not considered “highly infectious,” it can be transmitted with repeated close contact through moisture droplets from the nose and mouth. It can lie “dormant” for as long as five years; symptoms may not appear for as long as 20 years. [See the World Health Organization at www.who.int/mediacentre/factsheets/fs101/en/ for additional information.]

3. **Naaman tried to save himself:** Naaman told the king of Syria what the young girl had said. He sent a letter and gifts to the King of Israel asking that **he** cure Naaman of his leprosy! But the king of Israel did not understand this request and thought the king of Syria was trying to “pick a fight.” Elisha heard about Naaman’s request and the king of Israel’s distraught response; he sent word for Naaman to come directly to him.
4. **Naaman refused to do what was necessary to get well:** Naaman went to Elisha’s home, as any important official would, with servants, horses, chariots, and gifts. Elisha did not even come out to speak directly to Naaman but sent Gehazi, his servant, to tell him what to do: go wash in the Jordan River seven times. Naaman was angry because (1) Elisha sent word by a servant instead of coming out to meet such an important man (as if to say, “Doesn’t he know who I am?”), and (2) he did not want to wash in the dirty Jordan River. He thought he was too important to do something that simple—too important to humble himself in front of his servants like that.



NOTE: James 4:10 indicates that God wants those who desire to be lifted up to first be humble. By not coming out and doting over Naaman and by requiring him to wash seven times in a dirty river (in front of his entourage), God was requiring total, humble submission to His will before His blessing would be bestowed.

5. **Naaman was cured when he finally decided to obey, to put his faith into action:** Naaman was finally persuaded by his servants to go to the Jordan and do as Elisha said. Naaman was healed—but not because of anything miraculous in the water—but because he decided to obey. When he was cured, he returned to Elisha’s home and told him, “Indeed, now I **know** that there is no God in all the Earth except in Israel” (2 Kings 5:15). This miracle affirmed the prophet’s word and proved to Naaman the great power of God, forcing him to choose between the one true God and the idols that he had worshipped in Syria all his life.



RECOMMENDED READING FOR TEACHERS: See the articles “[Making Sense of Baptism](#)” and “[Two Different Questions: What and When?](#)” by Eric Lyons and “[The Meaning of Baptism and the Catholic Ritual](#)” by Moises Pinedo on the Apologetics Press Web site for a discussion of important implications from Naaman’s baptisms.

6. Today our problem is spiritual leprosy: sin. There are certain, specific things God has told us to do to get rid of sin (and be healed spiritually), just like Naaman was told something very specific to do to be healed physically. Sometimes people we talk to about Jesus get very excited and are interested in learning more about Him. Other people think that they can somehow save themselves if they are just “good people.” Some people will ignore what the Bible says to do or will work very hard to make excuses for not obeying God’s Word. But to be saved, **everyone** has to do what God says, whether or not they understand God’s commands or not. Many today do not believe that baptism is important. There is nothing miraculous in the water itself; it takes away our sins because we are doing what God commanded. Just like Naaman “dipped” (literally, went completely under the water) himself in

the Jordan River, baptism is an immersion under water. Hearing God’s Word, believing it, and choosing to become a Christian by being baptized are all actions of obedient faith.



RECOMMENDED READING FOR TEACHERS: See the article “[Questioning Quotation Marks](#)” by Eric Lyons on the Apologetics Press Web site for a response to alleged biblical discrepancies answered in part by the Naaman narrative.

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:

- “[Naaman Coloring Sheet](#)” (provided in activity sheets)
- Number “7” puzzle: Draw a large number seven on a piece of paper and, in very large print, write N A A M A N. Make copies on colored cardstock, one for each child in your class. Then cut each sheet into several pieces (more for 4- and 5-year-olds than for 2s and 3s); put the pieces for each puzzle into a plastic bag. You could add a piece of magnetic tape to the back of each piece if you want. (“[Naaman Puzzle](#)” provided in activity sheets)

If you have a copy machine that will make double-sided copies, each child could have a puzzle on one side and the coloring sheet (above) on the other.

Another idea: If you have a collection of different shapes/styles of bulletin board letters, you could trace several sevens randomly on the page. Write “Naaman obeyed.”

- For each child in the class, make a copy of a “Naaman” figure on both sides of a piece of paper. On one side write, “Naaman did not want to obey God,” and let the children paint or draw spots on him. (To make the spots, the children can dip a cotton swab in red or pink paint, or use a red or pink marker.) On the other side write, “Naaman obeyed God.” (You can also use men cutouts and glue them together, with a craft stick in between, as a Naaman stick puppet.) (“[Naaman Cutout](#)” provided in activity sheets)
- Let the children act out the story.
- Dip Naaman game: Purchase one old-fashioned (round top) clothespin and a blue plastic cup for each child in the class. Tie each clothespin to an 8”-10” piece of yarn. Attach the yarn in the bottom of the cup with strong tape. (**Or** punch a hole in the bottom of the cup, thread the yarn through the hole, and tape it to the underside of the cup.) Hold the cup with one hand and try to swing “Naaman” (the clothespin) into the cup. Try to “dip” him seven times (get the clothespin in the cup seven times).
- Review game: Bring a dish of water and a man figurine. Ask each child a review question from the story. If he answers correctly, let him dip Naaman in the water. Continue with the questions until every child has had a turn.
- Write the memory verse on a sheet of paper and make a copy for each child in the class. Let the children paint a river (with blue watercolor) on a piece of paper. Provide a Naaman figure for each child to color, cut out, and glue on the “water.” (The drawing of Naaman in the water on the [coloring sheet](#) could be cut out for this activity.)

1st-2nd Graders:

- Number “7” puzzle: Draw a large number seven on a piece of paper and, in very large print, write N A A M A N. Make copies on colored cardstock, one for each child in your class. Then cut each sheet into several pieces, and put the pieces for each puzzle into a plastic bag. You could add a piece of magnetic tape to the back of each piece if you want. (“[Naaman Puzzle](#)” provided in activity sheets)

If you have a copy machine that will make double-sided copies, each child could have a puzzle on one side and the coloring sheet (above) on the other.

Another idea: If you have a collection of different shapes/styles of bulletin board letters, you could trace several sevens randomly on the page. Write “Naaman obeyed.”

- Let the children take turns retelling the story using the large number “7” puzzle you made above.
- “Movin’ On Up!” ([provided in activity sheets](#)): On the board, draw six rectangles, one on top of the other, making them smaller as you go up. Beginning with the bottom rectangle, label them as follows: HEAR, BELIEVE, REPENT, CONFESS, BE BAPTIZED, LIVE FAITHFULLY

On index cards, write the following scriptures (and any others about salvation that you want to include). Give each student in the class one of the scriptures to look up. Ask each student to read his scripture out loud, and put the card on the correct rectangle on the board.

John 20:30-31; Acts 17:30; Romans 10:10; Acts 2:38; Luke 13:3; Romans 6:3-5; Romans 10:17; 1 Peter 1:9; Revelation 2:10

- “Who Said It?” ([provided in activity sheets](#)): From 2 Kings 5:1-14, write phrases that were said on index cards. Glue library pockets on a half sheet of poster board or a piece of cardboard. On the library pockets, write the names of the people who made the statements you chose (Naaman, Elisha, King of Israel, servant girl, etc). Let the children draw a card, read it, and see if they can match it with the correct pocket (the person who said it).
- Right on Target: Draw several targets on a piece of posterboard, and mount it on a small bulletin board. (There should be at least one target for each child in the class.) Write true and false statements about the lesson on the targets. Provide push pins, in two colors—one color for the **true** statements and one color for the **false** statements. Before you read the statements to the kids, tell them which color they should stick into their targets for **true** statements and which color they should use for **false** statements.

3rd-4th Graders:

- Let the children take turns retelling the story using the large number “7” puzzle from the Recommended Additional Visuals.
- “Movin’ On Up!” ([provided in activity sheets](#)): On the board, draw six rectangles, one on top of the other, making them smaller as you go up. Beginning with the bottom rectangle, label them as follows: HEAR, BELIEVE, REPENT, CONFESS, BE BAPTIZED, LIVE FAITHFULLY

On index cards, write the following scriptures (and any others about salvation that you want to include). Give each student in the class one of the scriptures to look up. Ask each student to read his scripture out loud, and put the card on the correct rectangle on the board.

John 20:30-31; Acts 17:30; Romans 10:10; Acts 2:38; Luke 13:3; Romans 6:3-5; Romans 10:17; 1 Peter 1:9; Revelation 2:10

- “Who Said It?” ([provided in activity sheets](#)): From 2 Kings 5:1-14, write phrases that were said on index cards. Glue library pockets on a half sheet of poster board or a piece of cardboard. On the

library pockets, write the names of the people who made the statements you chose (Naaman, Elisha, King of Israel, servant girl, etc). Let the children draw a card, read it, and see if they can match it with the correct pocket (the person who said it).

- **Right on Target:** Draw several targets on a piece of posterboard, and mount it on a small bulletin board. (There should be at least one target for each child in the class.) Write true and false statements about the lesson on the targets. Provide push pins, in two colors—one color for the **true** statements and one color for the **false** statements. Before you read the statements to the kids, tell them which color they should stick into their targets for **true** statements and which color they should use for **false** statements.

Another idea: Use multiple colors of pushpins. On each target, write the name of one of the important characters in this Bible story. Then tell each student something like this: “Put the BLUE pushpin on the name of the person who got leprosy for lying to Elisha.”

- Have the children read the following:
 - 2 Kings 5 (as well as 1-4 if they did not do so this quarter). [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the 2 Kings 1-5 quiz from AP’s [Advanced Bible Reader](#) site for the children to take.
 - *Good News for Naaman*, by Lisa Konzen, Arch books (DISCLAIMERS: p. 14—remove the third line, “And God forgave...”; skip the note to parents)

SONGS:

“PLAN OF SALVATION” ([Click to Hear](#))

Author: Unknown*

(Tune: “Here We Go ‘Round the Mulberry Bush”)

Hear, believe, repent, confess,
Be baptized in the water.
Rise up again to walk with Christ,
And live like you ought too.

(REPEAT)

[as you sing the song, point to each of your fingers]

Hear [pinky finger],
Believe [ring finger],
Repent [middle finger],
and confess [first finger],

Be baptized in the water [move the “pointer” finger of one hand down the side of the other pointer finger, down into the area between it and your thumb]
Rise up again to walk with Christ [move the “baptized” finger up the side of the thumb]
And live like you oughta! [give a thumbs up]

“FAITH, OBEDIENCE, AND AUTHORITY” ([Click to Hear](#))

Author: Sarah Richey

(Tune: “Farmer in the Dell”)

Believing in the Lord,
Believing in the Lord,

That's what faith is,
Believing in the Lord.

Doing what He said,
Doing what He said,
That is obedience,
Doing what He said.

Telling what to do,
Telling what to do,
That is authority,
Telling what to do.

“GOD IS SO GOOD” ([Click to Hear](#))

Traditional

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

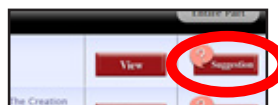
He cares for me,
He cares for me,
He cares for me,
He's so good to me!

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.



Naaman

2 KINGS 5



Old Testament 7
Part 2: The Divided Kingdom

WEDNESDAY EVENING

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:

2 Kings 5

MEMORY WORK:

YOUNGER CHILDREN: "For this is the love of God, that we keep His commandments" (1 John 5:3a).

OLDER CHILDREN: "For this is the love of God, that we keep His commandments. And His commandments are not burdensome" (1 John 5:3).

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.

- ["Plan of Salvation"](#)
- ["Faith, Obedience, and Authority"](#)
- ["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 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 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)
- Elisha A Beka Flash-a-Card Series (DISCLAIMER: use the cards, not the lesson book)
- Make a number "7" as large as a full sheet of poster board. Cut it apart into several large puzzle pieces. On each piece, glue a picture or clue about the story. As you tell



the story, put the number “7” together. (Small pictures can usually be found among unused take-home papers, or in coloring books.) You could also use the letters from Naaman’s name plus a happy face or something as the last piece of the puzzle.

- **Salvation Glove:** On each finger of a canvas work glove, write one of the steps of salvation with the appropriate Scripture reference.

PERSONAL APPLICATION:

I must do what God tells me to do if I want to be saved and go to heaven.

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.)

With OLDER CHILDREN, discuss Gehazi’s greed in 2 Kings 5:15-27.

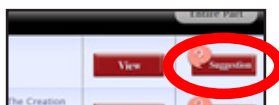


NOTE: 2 Kings 8:4-5 indicate that King Jehoram went to speak to Gehazi about Elisha’s great deeds, in spite of Gehazi’s leprosy. Commentators agree that the conversation likely took place at a distance, since physical contact with a leper would defile the individual and therefore was against the Law of Moses (Leviticus 7:21; 13:8).

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.
- Role play this story using a blue sheet (or shower curtain or tablecloth) for water and a white robe covered in red or pink spots (representing leprosy) to be worn by each student pretending to be Naaman. The robe will be removed when the student “dips” seven times in the water.

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



Syrians Attempt to Capture Elisha

2 KINGS 6:8-23



Old Testament 7
Part 2: 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:

2 Kings 6:8-23; Matthew 5:38-48; Romans 12:20-21; Proverbs 25:21-22; Psalm 46

MEMORY WORK:

YOUNGER CHILDREN: "Love your enemies" (Matthew 5:44b).

OLDER CHILDREN: "Love your enemies, do good to those who hate you, bless those who curse you, pray for those who abuse you" (Luke 6:27b-28, 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.

- ["God Is With Me"](#)
- ["Awesome God"](#)

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.]
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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)—show the children where Syria is, relative to Israel
- Elisha A Beka Flash-a-Card Series (DISCLAIMER: use the cards, not the lesson book)
- Traffic lights to illustrate "STOP before you fight back" and "THINK: what would Jesus do?" and "GO ahead and be good" [You can find large traffic signals at teacher supply stores or make your own out of posterboard.]



PERSONAL APPLICATION:

When someone hurts me, my first thought might be to hurt him back, but that's not what Jesus would do. He wants me to be kind instead, just as He would be.

LESSON STARTS HERE


INTRODUCTION:

Review last week's lesson.

Discuss with the children how they feel when someone is mean or hateful to them. Discuss how easy it is to strike back, or say something mean in return. God knows that it can be really hard to be nice to someone who is mean to us, but that's exactly what He wants us to do. Today, we're going to talk about how Elisha handled an entire army that came to hurt him.

POINTS TO EMPHASIZE:

1. In spite of Elisha healing one of the **Syrian** (or Aramean) army's most important leaders (Naaman), the Syrian king sent his army against Israel. But each time the Syrian army tried to attack, the Israelite army had moved. The King of Syria was very angry and wanted to know who was continually warning the Israelites of his plans. He thought he might have a spy in his army. Not knowing for certain, a servant suggested that "Elisha, the prophet who is in Israel" was the one who was warning the Israelites, since he was a close advisor to the King of Israel (Jehoram or Joram).



HISTORICAL NOTE: Syria was located between the Tarsus Mountains, the Euphrates River, the Syrian Desert, the Arabian Desert, and the Mediterranean Sea. "Aram" is the Hebrew name for Syria; thus its people were called Arameans. It is important to keep in mind that biblical Syria does not correspond to the current country's borders, any more than Israel does.

2. So the King of Syria sent a huge army to capture Elisha and "shut him up." The army surrounded the town of Dothan where Elisha was living. His servant [apparently not Gehazi, since he had been struck with leprosy] saw the great army and became very, very frightened. Elisha calmly reassured the servant that "those who are with us are more than those who are with them" (2 Kings 6:16). The servant must have looked at Elisha in disbelief, looking around to highlight the fact that nobody was with them. Elisha asked God to let the servant see the great heavenly forces protecting them. The servant saw that "the mountain was full of horses and chariots of fire all around Elisha" (vs. 17)—apparently like the ones described in 2 Kings 2:11 which carried Elijah into the heavens.
3. When the Syrian army approached Elisha's house, he asked God not to destroy the Syrians but to make the entire army blind. And that's what happened! The entire army—representing one of the most powerful nations in the world—was struck blind and became completely helpless. Elisha came out and faced all those soldiers, leading them into Samaria, the capital city. Then he prayed again—this time that their sight might be restored. When King Jehoram saw that all these enemy soldiers were right there in his city, he wanted to kill them all. But Elisha told him not to harm them. Instead, he told the king to prepare a great feast and feed them all.



RECOMMENDED READING FOR TEACHERS: See the article “[Did Elisha Lie?](#)” by Eric Lyons on the Apologetics Press Web site for a response to the charge that Elisha lied to the Syrians and sinned.

4. King Jehoram did as Elisha instructed. The Syrians ate and drank until they were full and then returned to their homeland and their king. The Israelites won a great victory over their enemies without firing a single arrow. They “killed them with kindness.”
5. There is a time for war and a time for peace. Elisha could have used this opportunity to destroy Israel’s enemies—and his enemies. After all, those soldiers had come to hunt him down and probably kill him, and would do a lot of harm to the Israelites in the future. But a much more powerful statement was made about the God whom Israel worshipped by Elisha’s actions. It was much more effective to use a miracle, proving the great power and control of Israel’s God, Jehovah. The Syrians were ancient enemies of Israel—and would continue to be their enemies. But this time kindness was a better weapon. No matter how many times other people hurt us, it is not right to try to “get back at them.” Jesus often taught, through words and His example, that hurting someone back will never solve the problem; it will only make things worse. When you get hurt, what should you do? **Stop** before you retaliate, **think** about what Jesus would do, and **go** ahead and be good anyway! “Return good for evil.”

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:

- “[Elisha and the Syrian Army Coloring Sheet](#)” (provided in activity sheets)
- Memory verse chain: Make or buy three heart cutouts per child. On each heart write one word of the memory verse. Punch two holes in the top edge of each heart and help the children string the hearts together with pre-cut lengths of yarn or ribbon. (“[Memory Verse Heart Cutouts](#)” provided in activity sheets)
- Memory verse search: Make or buy 15 small heart cutouts. On each heart, write one letter of the memory verse. Tape the small hearts all over the classroom. Show the children one word of the verse at a time (for example, the word “love”), and ask them to find the letters to spell that word. As they find the letters, ask them to put the letters together in the correct order to spell out the verse. (“[Heart Cutouts](#)” provided in activity sheets)

1st-2nd Graders:

- Play hangman and/or Tic Tac Toe with key words from this and previous lessons. (“[Tic-Tac-Toe Instructions](#)” provided in activity sheets)
- Trace an octagon shape on red construction paper or cardstock, and an octagon shape on yellow construction paper or cardstock, for each child in the class. The red octagon should say “____ before you fight back.” Ask the kids to fill in the blank with the word “STOP.” The yellow octagon should say “_____! What would Jesus do?” Ask the kids to fill in the blank with the word “THINK.” Let the kids glue the two octagons together, back-to-back, and then punch a hole in the top. They can put a pre-cut piece of yarn through the hole to hang their “stop and think” signs in

their rooms at home.

- Behavior Traffic Signals: Cut sheets of black construction paper in half, length-wise. You will need enough half-sheets to provide one per child. On another sheet of paper, draw three circles, one above the other. In the top circle write “STOP before you fight back.” In the middle circle write “THINK.” On the bottom circle write “GO ahead and be good.” Let the kids color the circles (red, yellow, green). They can cut out the circles and glue them to the black paper to make their own “behavior traffic signals.” (“[Behavior Traffic Circle Cutouts](#)” provided in activity sheets)
- “Love your enemies” review: Make or buy heart cutouts, at least one per child. Cut them in half down the middle. On one half, write a review question from any lesson on Elisha, and on the other write the corresponding answer. Put the answers on the board (with Scotch tape), and give the questions to the children. Let them put their questions on the board next to the correct answers. (“[Heart Cutouts](#)” provided in activity sheets)

3rd-4th Graders:

- Play hangman and/or Tic Tac Toe with key words from this and previous lessons. (“[Tic-Tac-Toe Instructions](#)” provided in activity sheets)
- “Love your enemies” review: Make or buy heart cutouts, at least one per child. Cut them in half down the middle. On one half, write a review question from any lesson on Elisha, and on the other write the corresponding answer. Put the answers on the board (with Scotch tape), and give the questions to the children. Let them put their questions on the board next to the correct answers. (“[Heart Cutouts](#)” provided in activity sheets)
- Memory verse review: Write Luke 6:27b-28 on the board and go over it several times with the class. Ask them to put their heads down on the table while you erase one or two words. When they raise their heads, ask them to fill in the spaces you have erased. Continue this activity until the students can say the entire memory verse.
- Have the children read the following:
 - 2 Kings 6; Psalm 46
 - *How Enemies Became Friends* Arch book, by Larry Burgdorf (DISCLAIMER: p. 6—change “his whole” to “a great”)
 - *The Berenstain Bears: Kindness Counts*, by Jan and Mike Berenstain

SONGS:

“GOD IS WITH ME” ([Click to Hear](#))

Author: Unknown*

(Tune: “London Bridge”)

God is with me all the time,
All the time, all the time.
God is with me all the time,
He is with me.

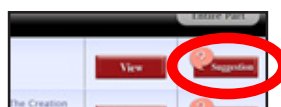
“AWESOME GOD”

Author: Rich Mullins

(Tune: See Internet for tune and lyrics)

*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.



Syrians Attempt to Capture Elisha

2 KINGS 6:8-23



Old Testament 7
Part 2: The Divided Kingdom

WEDNESDAY EVENING

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:

2 Kings 6:8-23; Matthew 5:38-48; Romans 12:20-21; Proverbs 25:21-22; Psalm 46;

MEMORY WORK:

YOUNGER CHILDREN: "Love your enemies" (Matthew 5:44b).

OLDER CHILDREN: "Love your enemies, do good to those who hate you, bless those who curse you, pray for those who abuse you" (Luke 6:27b-28, 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.

- ["God Is With Me"](#)
- ["Awesome God"](#)

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 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)—show the children where Syria is, relative to Israel
- Elisha A Beka Flash-a-Card Series (DISCLAIMER: use the cards, not the lesson book)
- Traffic lights to illustrate "STOP before you fight back" and "THINK: what would Jesus do?" and "GO ahead and be good" [You can find large traffic signals at teacher supply stores or make your own out of posterboard.]



PERSONAL APPLICATION:

When someone hurts me, my first thought might be to hurt him back, but that's not what Jesus would do. He wants me to be kind instead, just as He would be.

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.)

Review and discuss memory verse more.

After many years of serving God as a special prophet, performing miracles, and giving advice and counsel to several kings of Israel, Elisha died. He finished much of the work begun by his friend and teacher Elijah, such as destroying much of Baal worship and being a witness to the final destruction of evil Ahab and Jezebel.

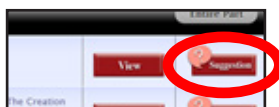
When it was time for Elisha to die, he was buried in an unmarked grave [it may have been a cave instead of a hole in the ground that would be used again]. Sometime later, Moabite invaders (one group of many groups who were like bandits/robbers) threw the body of one of their companions into the grave of Elisha. When the man's body touched the old bones of Elisha, the dead man immediately came back to life (2 Kings 13:21)! This was another miracle to show to unbelievers (non-Jews) that the words of God's prophets are true. The miracle also showed the great power of God—and how God's power had worked through a man like Elisha.

The Bible tells us more about the miracles attributed to Elisha than those of Elijah. As far as we know, he did not retreat to lonely places like Elijah did. And, as far as we know, he did not lose his focus, feeling sorry for himself like Elijah did. Elisha was a great teacher and preacher who glorified God in everything he did.

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.



The Prophet Amos

BONUS LESSON

AMOS



Old Testament 7
Part 2: 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:

Amos; Deuteronomy 15:7-11; Proverbs 14:31; 17:15; James 1:27; 2:1-9

MEMORY WORK:

YOUNGER CHILDREN: "Seek good and not evil" (Amos 5:14a).

OLDER CHILDREN: "But let justice roll down like water, and righteousness like a mighty stream" (Amos 5:24).

SONGS AND FINGERPLAYS:

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

- Any songs from this unit

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 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)—show the children where Syria is, relative to Israel
- A mask to illustrate the word "hypocrite"
- Pictures of children demonstrating both good behavior (during worship services, in school, on the playground, etc.), but misbehaving at other times
- Enlarge a simple drawing of a Bible times man ("Amos") onto a poster board (or project it onto the marker/chalk board with a projector). Write on the board key words about him and his message as you teach the lesson. Examples: was an ordinary man called to do extraordinary things, trusted God, was brave, was a



prophet = a messenger, spoke against the selfish rich, against those who were not fair, taught about right worship plus right living, etc.

- **Use a real plant and an artificial plant and talk about the differences. Use to compare those who *act* religious and those who are “the real thing.” Discuss what it means to be the “real thing.” Give biblical and current examples of “acting religiously” versus truly being Christ-like. Example: an athlete “praises” God for winning a ball game, but uses terrible language or actions during or after; an adult they know from their congregation uses terrible language at school or tells a lie, etc.**

PERSONAL APPLICATION:

God wants me to **always** follow His Word—not just when I’m around others from the church or when I am “at church.” He wants me to show my love for Him all day, every day, in the ways I treat other people.

LESSON STARTS HERE

INTRODUCTION:

Review last week’s lesson.

We have talked a lot about Elijah and Elisha. They were great prophets—chosen by God to be His special messengers, teachers of His Word. They performed miracles to prove they spoke for God and to show God’s great power. There were other great prophets in the Old Testament. Today we’re going to talk about a brave man whom God sent to tell the Israelites to live right (follow God’s Word) all day, every day.

POINTS TO EMPHASIZE:

1. 2- and 3-year-olds: Focus on the fact that God sent Amos to tell the Israelites they needed to change the way they were living. Amos was a good man whom God chose to teach His people that they were making bad decisions. Amos tried to get God’s people to live right and have the right attitude toward God’s Word. We can read the book of Amos and learn the same lessons: we must treat other people fairly and be unselfish. God wants us to worship Him, but He wants more than that. He wants us to do right all the time—when we are “at church,” when we are with friends on the playground, when we’re all by ourselves and think no one can see the choices we make, etc.
2. The Old Testament consists of 39 books, 17 of which are books of prophecy. “Prophecy” was a message from God, given through men specifically chosen by God. Sometimes their messages were about something that would happen in the future. Most of the time the prophets were sharing with the Israelites special messages/teachings from God. Twelve of the O.T. books of prophecy are usually called Minor Prophets, indicating their short length—not a lack of significance or importance. Amos is one of the Minor Prophets.
3. Amos was a herdsman of sheep and goats, as well as a “dresser of sycamore [or fig] trees” from the town of Tekoa, about 12 miles south of Jerusalem and about five miles south of Bethlehem. He preached God’s message in the Northern Kingdom (Israel) during the reign of King Jeroboam II, and for a short time in the Southern Kingdom (Judah) during the reign of King Uzziah. His contemporaries were Isaiah, Hosea, and Micah.

4. During the reign of Jeroboam II, Israel was almost as large as the kingdoms of David or Solomon. There was great prosperity for many, great trade opportunities, a booming economy, and great luxury for the wealthy. It was also a time of peace with neighboring nations. The Jews were very comfortable. [Amos equates the women of Israel to “fat cows” or “cows of Bashan.”] But all was not well in Israel. The rich people were only interested in making more money. They saw no need to help the poor. The gap between the rich and the poor got bigger and bigger. Instead of trying to relieve the terrible conditions of the poor, the rich seemed to look for ways to make their lives more miserable. There was rampant corruption, drunkenness, and idolatry. There was also hypocrisy among the Jews who did not worship idols but lived as if they did. Amos 3:10 is a sad commentary: “But they do not know how to do what is right.”
5. Amos was sent to Bethel, one of the two great centers of idol worship in Israel originally set up by Jeroboam I (the other being at the city of Dan). His God-given message included the following points:
 - God is the One who decides what is right and wrong; each man does not determine standards of morality for himself.
 - God expects you to show justice to everyone. Be fair and unselfish to those who are “different” (in this case, in a different socio-economic level).
 - It is of no benefit at all to go to the synagogue (i.e., to “go to church”), make sacrifices, and “go through the motions” of worship and religious festivals if you choose not to live as God wants every day. Stop being “hypocrites.” A hypocrite is someone who says one thing and does another; it’s as if he wears a mask that he takes off so he can be someone else/act like someone else.
 - Everyone must change (repent) and live according to God’s Law, or your entire nation will be destroyed.



NOTE: Note the repeated statements of Amos verifying that his message is from God: “thus says the Lord,” “hear this word which the Lord has spoken.” Also, note the repeated use of the phrase “for three transgressions and for four.” This is a Jewish idiom which means “an indefinite number that has finally come to an end,” referring to the end of God’s patience with the Jews.

The word “hypocrite” originated from Greek theater. For a long time, all the actors were men, and they changed from one role to another by wearing different masks. So, hypocrite is one who is “playing a role,” trying to be someone he is not. The phrase used today is “two-faced” and means the same thing.

6. Amos had five visions [discuss the meaning of a “vision”] which illustrated God’s patience with Israel—but also His role as the final and ultimate Judge. Through Amos, God warned the Israelites that His great patience would run out if they did not change their ways (repent).
7. The New Testament is filled with similar messages and warnings for God’s chosen people under the New Law, i.e., the Lord’s Church/Christians. We can’t just “go to church” and act like we love God for a few hours a week, then live like we don’t love God the rest of the time. [As the saying goes, “Sitting in a church building doesn’t make you a Christian any more than sitting in a hen house makes you a chicken.”] I must try to be like Jesus “24-7”—both at worship services and in how I act every day.



RECOMMENDED READING FOR TEACHERS: See the article “[Where is God when I Hurt?](#)” by Dave Miller on the Apologetics Press Web site for a discussion about how various Bible heroes weathered suffering and where God was while it happened.

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:

- “[The Prophet Amos Coloring Sheet](#)” (provided in activity sheets)
- Sack puppet: Provide each child with a paper bag (lunch size) and a face pattern. [Patterns for sack puppets can be found in pattern books from Bible book stores or on-line.] On the bottom of each sack puppet, write “Amos preached about doing what is right.”
- Memory verse reminder: Give each child a half sheet of card stock or construction paper on which the memory verse is printed. Let them decorate their papers (using stickers, stamps, “jewels,” etc.) and add a piece of magnetic tape to the back of their papers. While they work, discuss what the memory verse means (“Seek good and not evil.”) (“[Memory Verse Reminder](#)” provided in activity sheets)
- Picture frames: Cut posterboard or cardstock to make a picture frame for each child. (Or buy foam frames at a craft store.) Write “(child’s name) will seek good and not evil (Amos 5:14a)” on each frame. Let the children decorate their frames. Take their pictures with an instant camera, or take the pictures on Sunday morning and finish this activity on Wednesday night after the pictures have been developed/printed. Tape each picture, facing forward, to the back of the frame (so tape doesn’t show on the front). Add a magnet or ribbon to the back.
- Review game: Write the names Elijah, Elisha, Naaman, and Amos several times on craft sticks. Put the sticks in a can, bag, or box. Let each child take out a stick and tell something about that person. (Teacher may have to help.) Give the children stickers when they successfully tell something about the name they drew.
- Which One?: Make copies or cutouts of four different Bible times men. [Can be found on-line or in pattern books from Bible bookstores or can use old flannelgraph figures]. Put the figures on the board, with their names (Elijah, Elisha, Naaman, Amos).]. On index cards or strips of paper write facts about each man. Help the children match the facts to the correct men.

1st-2nd Graders:

- Sword Drill: Give the class passages of Scripture (one at a time) from some or all of the Minor Prophets. The first one to find each passage must raise his hand and then read it aloud.
- Memory Verse Review: Have the children sit in a circle. Write the Scripture reference on the board, as well as the first word for one of the verses in the unit. Ask the child sitting next to you to say the second word. The next child says the third word, and so on, until all the words in the verse have been said in the correct order. Do this with some or all of the memory verses in the unit, letting a different child start each time.
- “Who Am I?”: Give clues, one at a time, about people from this unit. Let the children guess about whom you are talking. The class can be divided into teams and point values can be given (e.g., guess right on first clue = three points, guess on second clue = two points, guess

- on third clue = one point, etc.). (“[Who Am I?](#)” questions provided in activity sheets)
- Review game: Write the names Elijah, Elisha, Naaman, and Amos several times on craft sticks. Put the sticks in a can, bag, or box. Let each child take out a stick and tell something about that person. Give the children stickers when they successfully tell something about the name they drew.
- Which One?: Make copies or cutouts of four different Bible times men. [Can be found on-line or in pattern books from Bible bookstores or can use old flannelgraph figures]. Put the figures on the board, with their names (Elijah, Elisha, Naaman, Amos).]. On index cards or strips of paper write facts about each man. Help the children match the facts to the correct men.
- “[The Divided Kingdom Word Search](#)” (provided in activity sheets)

3rd-4th Graders:

- Sword Drill: Give the class passages of Scripture (one at a time) from some or all of the Minor Prophets. The first one to find each passage must raise his hand and then read it aloud.
- Memory Verse Review: Have the children sit in a circle. Write the Scripture reference on the board, as well as the first word for one of the verses in the unit. Ask the child sitting next to you to say the second word. The next child says the third word, and so on, until all the words in the verse have been said in the correct order. Do this with some or all of the memory verses in the unit, letting a different child start each time.
- “Who Am I?”: Give clues, one at a time, about people from this unit. Let the children guess about whom you are talking. The class can be divided into teams and point values can be given (e.g., guess right on first clue = three points, guess on second clue = two points, guess on third clue = one point, etc.). (“[Who Am I?](#)” questions provided in activity sheets)
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- Which One?: Make copies or cutouts of four different Bible times men. [Can be found on-line or in pattern books from Bible bookstores or can use old flannelgraph figures]. Put the figures on the board, with their names (Elijah, Elisha, Naaman, Amos).]. On index cards or strips of paper write facts about each man. Help the children match the facts to the correct men.
- “[The Divided Kingdom Word Search](#)” (provided in activity sheets)
- Have the children read the book of Amos. [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the two Amos quizzes from AP’s [Advanced Bible Reader](#) site for the children to take.
- *Discovery* magazine articles: “Amos: The Shepherd Who Tried to Lead Israel Back to God,” [December, 2003](#)

SONGS:

Use songs from this quarter.

*** 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 Prophet Amos



AMOS



Old Testament 7
Part 2: The Divided Kingdom

WEDNESDAY EVENING

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:

Amos; Deuteronomy 15:7-11; Proverbs 14:31; 17:15; James 1:27; 2:1-9

MEMORY WORK:

YOUNGER CHILDREN: "Seek good and not evil" (Amos 5:14a).

OLDER CHILDREN: "But let justice roll down like water, and righteousness like a mighty stream" (Amos 5:24).

SONGS AND FINGERPLAYS:

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

- Any songs from this unit

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.]
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- Betty Lukens' felt pieces
- "[Map of the Divided Kingdom](#)" (provided in activity sheets)—show the children where Syria is, relative to Israel
- A mask to illustrate the word "hypocrite"
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- Enlarge a simple drawing of a Bible times man ("Amos") onto a poster board (or project it onto the marker/chalk board with a projector). Write on the board key words about him and his message as you teach the lesson. Examples: was an



ordinary man called to do extraordinary things, trusted God, was brave, was a prophet = a messenger, spoke against the selfish rich, against those who were not fair, taught about right worship plus right living, etc.

- Use a real plant and an artificial plant and talk about the differences. Use to compare those who *act* religious and those who are “the real thing.” Discuss what it means to be the “real thing.” Give biblical and current examples of “acting religiously” versus truly being Christ-like. Example: an athlete “praises” God for winning a ball game, but uses terrible language or actions during or after; an adult they know from their congregation uses terrible language at school or tells a lie, etc.

PERSONAL APPLICATION:

God wants me to **always** follow His Word—not just when I’m around others from the church or when I am “at church.” He wants me to show my love for Him all day, every day, in the ways I treat other people.

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.)

In the New Testament we can read Jesus’ parable of the Pharisee and the publican (Luke 18:9-14). This parable, as well as most of Jesus’ teachings against the Pharisees, emphasizes many of the same things Amos was preaching against. [See Matthew 23’s long list of “woes” against the Pharisees.] Emphasize the life of Jesus and how He is our best example of how to show our love for God and how to treat others. Encourage the children to give specific examples of “good” things they can do everyday for someone.

Discuss “real life” situations where the students would be tempted to act like a hypocrite.

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.

