

# Doing What Is Just!

April 5, 2020—Lesson 6

**Background Scripture:** Matthew 21 • **Lesson Scripture:** Matthew 21:1-2, 6-8, 12-17

**Key Verse:** The disciples went and did as Jesus had instructed them. (*Matthew 21:6*)

**Lesson Objectives:** The students will begin to understand that Jesus is the Messiah that God had promised to the people, and that Jesus teaches us how to do what is right and fair.

**Materials Needed:** *Middle Elementary* student books, Bibles (NIV), index cards, pencils, crayons, markers, two buckets, cleaning supplies (including sponges), an instrumental praise music CD and CD player, very sturdy white card stock, glue sticks, scissors, small plastic baggies, other art supplies. (**Optional:** whiteboard; construction paper; Older Children’s Resource Kit [attendance chart and lesson 6 materials].)

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## BEGINNING THE JOURNEY



✂ If you purchased the Older Children’s Resource Kit, post the attendance chart and purchase stickers (such as stars) to place on the chart. Also, gather any materials that may be needed for any of the activities for this lesson prior to class (found in the Teacher’s Guide of the Resource Kit).

✂ Prior to class, clear the center of the classroom for ease of movement; clearly mark a START line and a FINISH line for today’s activity.

## Welcome and Worship

Arrive early enough to class to have time to set up before the students arrive. Welcome the students and their parents or guardians to the classroom. Provide time for them to get situated. Acknowledge any visiting students. Open the class with a weekly check-in, letting students who desire to do so give a praise report or prayer request. Then pray or ask a volunteer to lead the class in prayer. Complete the roll call and then collect any offerings the students or any others may have brought.

## Opening Activity

The students will participate in a CLEANING RELAY.

Divide the class into two teams. Divide the cleaning supplies between the two buckets. Make sure each bucket has the same amount of cleaning items in it. Place the buckets at the FINISH line. Have the students line up across the room at the START line. Tell the students that they will be running a “cleaning relay.” When you say “Start!” the first student in the line for each team will race across to his/her cleaning bucket, take out one item, and then bring it back to his/her team and go to the end of the line. While he/she is going to the back of the line, he/

she has to tag the next player on the team—who will then repeat the process. This will continue until the bucket is empty. The team that empties their bucket first is the winner.

**Say:** Today’s lesson discusses how Jesus went to the Temple and cleared it. Jesus brought God’s justice to the Temple and drove out anyone who was misusing it.

Help the students understand how Jesus was fulfilling a promise to the people that God would provide them with a Messiah.

Prepare the students for the Bible story.

## BIBLE VOYAGE



### The Bible Story

Always encourage your students to bring Bibles (New International Version) to class. Have extra Bibles available for classroom use.

You may choose to read today’s Scripture passage to the students from the Bible first. Then, using the student books, let volunteers take turns alternating reading different paragraphs of the Bible story aloud.

## Doing What Is Just!

Jesus and His disciples went to Bethphage, a town on the Mount of Olives. Jesus sent two disciples to find a donkey with its colt tied to a tree and bring them to Him. When they did this, they threw their garments over them and Jesus sat on them.

People spread their coats on the road ahead of Jesus. Others cut branches from the trees and spread them on the road for Jesus.

Later, after Jesus entered the Temple courts, He drove out the *merchants* (sellers) and their customers. He knocked over the money changers’ tables and the dove sellers’ stalls. He said the Scriptures taught that the Lord’s Temple was a place to pray in, but it had been turned into a den of thieves.

Then the blind and the *lame* (those unable to walk) came to Jesus in the Temple and He healed them there. The head priests and teachers of religious Law saw this and heard the children shouting praise to God for Jesus. They were angry and asked Jesus if He heard the children shouting. Jesus asked them if they read the Scriptures that state that God called children to praise Him. After this, He went to Bethany.

After reading the story, discuss the following questions:

1. What did Jesus send the disciples to find? (*He told them they would find a donkey and its colt tied to a tree.*)
2. What did the people do when Jesus rode into town? (*They laid their coats on the road before Him. Some of them cut down branches and laid them on the road.*)
3. Where did Jesus go in the town? (*He went to the Temple.*)
4. What did Jesus say they had turned the Temple into? (*He said that they had turned the Temple into a den of thieves [or robbers].*)

## FUN EXPEDITIONS



### Search for the Clue

Give the students pencils and provide time for them to complete the activity in their student books. Make sure they understand what it is they are being asked to do. Assist as needed. After they complete the activity, review the answers aloud.

**Answers:** (1) J; (2) E; (3) S; (4) U; (5) S

**Completed Statement:** The people spread their coats and branches on the road before Jesus.

### The Contemporary Story

Read the story to the class, or let the students take turns alternating reading different paragraphs/sentences of the story aloud.

#### Finders Keepers?

When Mac walked outside to the recess area during school, he never thought that he would find some balled-up money on the ground. But that is exactly what happened. He could not believe it! A whole ten dollars was in the corner near the swing sets and the sandbox. No one else saw it on the ground, so he bent down fast and picked it up.

“Wow, a whole ten dollars,” he said to himself as he thought of all the stuff he could buy with it. He looked around the playground to see if someone was searching for something on the ground. It did not seem like anyone lost anything, so he put it in his pocket.

Still, he felt guilty. Mac knew what it would feel like to lose that money if it was his. Even though it was not stealing, it just did not seem right for him to keep it. He decided to hold

on to it and listen to see if one of the other students talked about losing it during lunch.

“Hmm . . . that might be too late,” Mac thought to himself, walking over to give it to the teacher.

Then, discuss the following questions:

1. What did Mac find on the playground? (*He found a wadded-up ten-dollar bill.*)
2. What did Mac ultimately decide to do with the money? (*He decided not to keep it and to give it to the teacher in case someone was looking for it.*)
3. What would you have done in that situation? (*Responses will vary.*)

### Exploring the Story in Ruby’s Lab

Let one or two students read Ruby’s words aloud. Discuss Ruby’s words and questions with the students. Lead the students in a brief discussion of how doing what is right is how God wants us to live.

### True or False?

Give the students pencils and provide time for them to complete the activity in their student books. Assist any students who struggle with figuring out the answers. After they complete the activity, review the answers aloud.

**Answers:** (1) T; (2) T; (3) F; (4) F; (5) T

### Make a “Seeking Justice!” Puzzle

Refer to the reproducible activity (*page 66*) and, using sturdy white card stock, make a copy of the page for each student in your class. Distribute the template and some coloring pencils to each student. Allow time for the students to color or decorate their picture as they would like. (For extra sturdiness, feel free to glue the template onto a sheet of construction paper [optional].) Once done, pass out some scissors and instruct the students to cut out the different puzzle pieces of their picture (along the puzzle-piece lines as indicated). When all the pieces are cut apart, allow time for the students to assemble their puzzle. Pass out a plastic baggie to each student for them to put their pieces in to take home.

### ENDING THE JOURNEY

Gather the class together to review the Key Verse and the lesson.

**Ask:** What have you learned from today’s lesson? (*Pause for responses and discussion.*)

Take the time to answer any remaining questions that the students might have. Ask for a volunteer to end the class session with prayer.

# Doing What Is Just!

April 5, 2020—Lesson 6

**Background Scripture:** Matthew 21 • **Lesson Scripture:** Matthew 21:1-2, 6-8, 12-17

**Key Verse:** The disciples went and did as Jesus had instructed them. (*Matthew 21:6*)

**Lesson Objective:** The students will hear about the importance of modeling Jesus' actions by treating others fairly.

**Materials Needed:** *Upper Elementary* student books, Bibles, star stickers, pens, pencils, coloring pencils, markers, index cards, tape, an instrumental praise music CD and CD player. (**Optional:** Older Children's Resource Kit [lesson 6 materials].)

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## BEGINNING THE JOURNEY



✂ If you purchased the Older Children's Resource Kit, post the attendance chart and purchase stickers (such as stars) to place on the chart. Also, gather any materials that may be needed for any of the activities for this lesson prior to class (found in the Teacher's Guide of the Resource Kit).

✂ Prior to class, write the words of the Key Verse on index cards (one word per card). Then tape each of the cards underneath different chairs and tables in the classroom.

## Welcome and Worship

Arrive 15-20 minutes prior to class for planning and setup. Greet the students by name as they enter the classroom. Introduce yourself as the teacher and your assistant (if applicable). Make each student feel welcome and comfortable. When guests are in attendance, have the class say, "We're glad you're here with us today." Ask for a volunteer to open the class session with a prayer. Collect any offerings the students may have brought and take attendance. (*Optional:* The attendance chart found in the Leadership Resource Kit for Older Children may be posted to keep attendance, placing a star sticker on the chart for each student every day of his or her presence in class.)

## Opening Activity

Invite the students to look under the tables and chairs in the room to discover the cards containing the words of the Key Verse (altogether, you should have eleven [11] cards, which includes the Scripture reference [Matthew 21:6]). Let them know the number of cards they are looking for so they will know when they find all of them. Once they have found all of them, lead the students to arrange the cards to put the words of the Key Verse in order. Once the task is completed, allow the class an opportunity to read the verse aloud.

Prepare the students for the Bible story.

## BIBLE VOYAGE



### The Bible Story

Have extra classroom Bibles (New International Version) if possible. For those who may not have a personal Bible, try to provide a checkout loan procedure whereby the students return the Bibles every so often so that they can then be rotated out to other students.

If your students do not know how to find the passage or verse they are looking for, teach and review Bible skills on a weekly basis through the use of interactive drills, games, and so forth.

Let the students read the Scripture passage from the Bible first. Then, have volunteers take turns alternating reading different paragraphs of the Bible story printed in their student books aloud.

## Doing What Is Just!

As Jesus and His disciples approached Jerusalem, He sent two disciples ahead. He told them that they would find a donkey and a colt together. He instructed them to bring the animals to Him. They did as Jesus instructed. When they returned, the disciples put their cloaks on the donkey and colt so Jesus could sit on it. When they came to the city, a large crowd was there. They threw down their cloaks and cut down branches and spread them on the road as Jesus passed by.

After that, Jesus went to the Temple. What He saw there made Him angry. People were doing things that they were not supposed to be doing. Some were buying and selling animals for sacrifices. Other people had set up tables, and they were exchanging money. Jesus knocked over the chairs and table. He said, "My house will be called a 'house of prayer,' but you are making it 'a den of robbers.'"

While Jesus was still at the Temple, He healed a blind man. The children began to shout, "Hosanna to the Son of David." When the chief priests saw all the good things Jesus

did and heard what the children were saying, they became angry and approached Jesus. “Do you hear what these children are saying?” they asked. “Yes,” Jesus replied. “Have you never read, ‘From the lips of children and infants you, Lord, have called forth your praise?’” Jesus then left them and went to Bethany, where He spent the night.

**Ask:** Why were so many people travelling to Jerusalem? (*To celebrate the Passover.*) What did Jesus see the people doing in the Temple area? (*Selling animals and exchanging money.*)

## FUN EXPEDITIONS

### The Contemporary Story (Part 1)

Let the students take turns alternating reading different paragraphs of the first part of the contemporary story aloud.

#### Do the Right Thing (Part 1)

“Papa, last week we talked about Dr. Martin Luther King Jr. I remembered the stories you told about marching with him,” Tyler said.

“Yesterday was the fifty-second anniversary of his death,” Papa commented.

“We learned that in class. That’s what I wanted to talk to you about. He wasn’t treated fairly. We read that he was put in jail twenty-nine times for doing the right thing!” Tyler noted.

“No, he wasn’t treated fairly, but Dr. King was fighting so things would become fair for everyone,” Papa explained.

“Papa, did you ever want to give up marching with Dr. King back then?” Tyler asked.

“Yes . . . every other day,” Papa replied.

### Exploring the Story with Nicholas and Cornelius (first section)

Let students volunteer to read the information in this section aloud. Allow time for the students to respond to and discuss any questions that are posed.

### The Contemporary Story (Part 2)

Let the students take turns alternating reading different paragraphs of the second part of the contemporary story aloud.

#### Do the Right Thing (Part 2)

“Tyler, it wasn’t easy to go out and not fight back. See this scar on my head? I was hit with a brick during one of the marches,” Papa shared.

“Why didn’t you fight back?” Tyler inquired.

“This was the way we protested. It was the right thing to do. Dr. King taught us that ‘darkness cannot drive out darkness;

only light can do that. Hate cannot drive out hate; only love can do that.’ We were trying to be lights in a dark situation,” Papa explained.

“Papa, I’m going to tell my friends how you and Dr. King did the right thing. I only hope I’ll always do the right thing too,” Tyler replied.

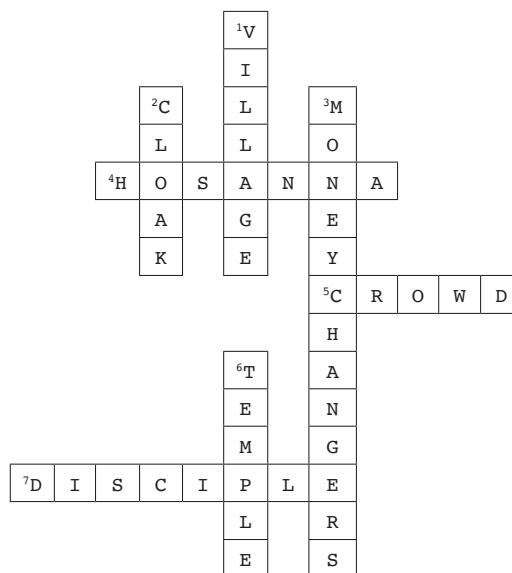
**Ask:** What are some ways in which Dr. King was treated unfairly? Why was Dr. King fighting? What happened to Papa when he marched? What are some things you can do to treat others justly? (*Pause for responses and discussion.*)

### Exploring the Story with Nicholas and Cornelius (second section)

Let students volunteer to read the information in this section aloud. Allow time for the students to respond to any questions that are posed, offering insight as deemed necessary.

### A Crossword Puzzle

Allow time for the students to complete the activity in their student books. Assist as needed. After the students complete the activity, review the answers aloud.



### ENDING THE JOURNEY

Assemble the class to reflect on the main points of the lesson by focusing on the central characters, places, conflicts, etc. Take a few minutes to review the Key Verse from today’s lesson by having the class read it together. Take the time to answer any questions that the students might have. Ask for a volunteer to end the class session with a prayer, encouraging him or her to include some aspect related to the lesson in the prayer.



Middle Elementary Reproducible  
**Lesson 6**

Make a “Seeking Justice!” Puzzle

