

Justice Is Done!

April 26, 2020—Lesson 9

Background Scripture: 1 Kings 3:1-28 • **Lesson Scripture:** 1 Kings 3:16-28

Key Verse: When all Israel heard the verdict the king had given, they held the king in awe, because they saw that he had wisdom from God to administer justice. (1 Kings 3:28)

Lesson Objective: The students will hear about the justice administered and wisdom shown by King Solomon.

Materials Needed: *Middle Elementary* student books, Bibles (NIV), pens and/or pencils, crayons, index cards, markers, scissors, two baby dolls, an instrumental praise music CD and CD player, white copier paper, sturdy white card stock, glitter glue, gems, other decorative items. (**Optional:** whiteboard; Older Children’s Resource Kit [attendance chart and lesson 9 materials].)

* * * * *

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 to facilitate ease of movement. Clearly mark a START line and a FINISH line in the cleared area. Place the baby dolls at the FINISH line and wait for the students to arrive.

Welcome and Worship

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 BABY DOLL RELAY RACE. Divide the class into two teams. Line the students up at the *start* line. Instruct the students that when you say “Start!” the first person on both teams should hop as fast as they can to the *finish* line and retrieve their team’s baby doll. Then they should hop back to their team and tag the next team player and hand that person the baby doll. That player should begin hopping with the baby doll to the *finish* line and back and then tag the next player. The game continues in this fashion until all the members of one team have crossed the *finish* line with the baby doll. End the activity.

Say: Today’s lesson is about how King Solomon used the wisdom given to him by God to help him end the argument between two women.

Discuss with the students how God’s wisdom can help all of us out of difficult situations. Discuss with the class how the people were amazed at Solomon’s wisdom throughout the land.

Prepare the students for the Bible story.

BIBLE VOYAGE

Always encourage your students to bring Bibles (New International Version) to class. Have extra Bibles available for classroom use. Teach the students how to find the book, the chapter, and the verse(s) they are looking for.

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.

Justice Is Done!

Two women went to King Solomon with an issue. Both women claimed to be the mother of the same baby. They lived in the same house and each had her own baby. The second woman’s baby died, so she took the first woman’s baby while the woman slept. She laid her dead baby in the other woman’s arms. The next morning, the woman saw that her baby was dead. But when she looked closer, she realized that it was not her baby at all.

The women argued back and forth before the king. After hearing the story, the king called for a sword to have the baby cut in two in order to give each woman half to end the argument.

The woman who was really the mother of the living baby cried out for the king to spare the baby. The other woman

wanted the king to divide the baby. So, the king gave the baby to the woman who wanted him to live—because *she* was his mother!

The news of the king's decision spread quickly throughout the land. The people were amazed by the great wisdom that God had given the king to help him to make fair decisions.

After reading the story, discuss the following questions:

1. What were the women arguing about? (*They were arguing over who was the real mother of a baby boy.*)
2. What did King Solomon call someone to get for him? (*He called for a sword in order to cut the baby in two.*)
3. How did he determine which woman was the true mother of the baby? (*The woman who did not want the baby harmed was the true mother because she loved her baby.*)

FUN EXPEDITIONS

Word Scrambler

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

Answers: (1) justice; (2) living; (3) sword; (4) argument; (5) decision; (6) awed; (7) divide; (8) child

The Contemporary Story

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

Kickball Crazy!

Margo wanted to win—badly! Her team always lost at kickball during gym time, but this time they were so close to winning she could taste it. She pulled her leg back and kicked forward so hard that the ball flew into the air! It looked like it disappeared for a second. But she did not care.

“Go, Margo! Go!” her teammates shouted from behind her. She raced around the diamond and touched all the plates. She was going to make it to home plate, but the ball came flying back down to earth. She had to stop at third base.

Right as her foot hit the plate, Kimmie smacked her in the stomach with the ball! But it did not mean anything, since Margo's foot was already on the base.

“I tagged you out!” Kimmie screamed in Margo's face.

“No, you didn't. I was on the base,” Margo yelled back. Her stomach hurt from where Kimmy hit her and she was starting to get upset about how Kimmie was acting.

“You were not!” Kimmie said, getting louder.

Before Margo could respond, Mr. Jordan, the gym teacher, came over and spoke the truth—and that was that!

Then, discuss the following questions:

1. What was the dispute between Margo and Kimmie? (*Margo felt that she was safe on third base during the kickball game, and Kimmie thought that Margo had been tagged out.*)
2. Who came over to settle the dispute between the two girls? (*Mr. Jordan, the gym teacher, came over to help settle the dispute.*)
3. Who do you think can always help us settle arguments? (*Responses will vary but should ultimately point to God.*)

Exploring the Story in Ruby's Lab

Say: As you listen to Ruby, think about what she says. After we read this section, we will go back and discuss her statements, questions, and observations.

Let one or two students read Ruby's words aloud. Discuss Ruby's words with the students. Encourage the students to understand how most situations can be calmed with wisdom and thinking through things with cooler heads. Help them understand how important it is to face difficult situations with wisdom.

Decode the Message

Give the students pencils and provide time for them to complete the activity in their student books. Assist as needed. After they complete the activity, review the answer aloud.

Decoded Message: God's justice does not fail!

Make King Solomon's Sword

Refer to the reproducible activity (*page 67*) 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 and other decorating supplies to each student. Allow time for the students to color or decorate their sword as they would like. Once done, pass out some scissors and instruct the students to cut out their swords. The students will have a reminder of today's lesson to take home.

ENDING THE JOURNEY

Bring the lesson to a close by reviewing the Key Verse and the lesson.

Ask: How did the women's reactions determine who was the true mother of the baby? How would you have responded to the king's decision to cut the baby in half? (*Pause for responses and discussion.*)

Respond to any remaining questions that the students might have. End the class session with prayer.

Justice Is Done!

April 26, 2020—Lesson 9

Background Scripture: 1 Kings 3:1-28 • **Lesson Scripture:** 1 Kings 3:16-28

Key Verse: When all Israel heard the verdict the king had given, they held the king in awe, because they saw that he had wisdom from God to administer justice. (1 Kings 3:28)

Lesson Objective: The students will begin to understand why King Solomon asked God for wisdom and how he applied that wisdom.

Materials Needed: Upper Elementary student books, Bibles, star stickers, pens, pencils, index cards, coloring pencils, copier paper, other art supplies. (**Optional:** a timer; Older Children's Resource Kit [lesson 9 materials].)

* * * * *

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 wise or unwise scenarios on strips of paper. Here are some suggestions: (1) *Ahmad wasn't prepared for the test, so he asked a friend if he could have some of the answers;* (2) *Zoe knows that she should not spread rumors about her classmates but she likes how everyone keeps listening, so she continues.* (3) *Rod and R. Dale are best friends. When a new boy moves into the neighborhood, they invite him to play basketball.*

Welcome and Worship

Greet the students by name as they enter the classroom. Introduce yourself as the teacher and your assistant (if applicable). 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

Ask for student volunteers to read scenarios aloud to the class (prepared and passed out by you) and then, as a class, decide if the ending action is wise or unwise. After each scenario is read and the response is given, discuss the responses with the students. As time permits, go through this process with each scenario listed.

Say: Today, we are going to learn about a man that could have asked for anything he wanted—and he asked for wisdom. He needed wisdom to help solve a problem in today's lesson. Let's listen to the story to find out more.

Prepare the students for the Bible story.

BIBLE VOYAGE



The Bible Story

If you are not already doing so, encourage your students to bring Bibles to class. Have extra Bibles (*New International Version*) on hand, if possible.

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

Justice Is Done!

In today's Scripture passage, two women went to King Solomon with a problem. The women lived in the same house and each had a baby boy. During the night, one of the women rolled over on her baby while she slept, and the baby died. While the other woman was asleep, the woman with the dead son took the living son and replaced him with her dead son. When the other woman woke up to feed her baby, upon looking closely at the dead baby, she knew that he was not her son. The other woman would not give her son back; she said the baby was *her* son.

The women wanted the king to decide who would get the living baby. Solomon said, "Bring me a sword." When he was given the sword, he gave the order to cut the living child in two and give half to one woman and half to the other. The baby's mother loved her son so much that she begged King Solomon not to kill him. But the other woman agreed with the ruling, saying, "Neither I nor you shall have him. Cut him in two!" Solomon knew that the mother who wanted to spare her son's

life was the true mother and commanded that the child be returned to her.

When all Israel heard the verdict the king had given, they held the king in awe, because they saw that he had wisdom from God to administer justice.

Ask: Why were the two women in the story arguing? (*One of the women switched her dead son for the other woman's son, who was alive.*) To whom did they go for help? (*King Solomon.*) What was his solution? (*King Solomon said to cut the baby in half.*) What did he hope would happen with that decision? (*He would realize who the real mother of the child was and give the baby back to his mother.*)

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.

It's Mine! (Part 1)

"Mom, Jamal has my iPad again!" Kendra yelled.

"No, I don't. This is mine. I have stickers on mine, and she doesn't!" Jamal exclaimed.

"You are not the only one who has stickers on their iPad. I have stickers on mine too! Give me my iPad!" Kendra screamed.

"It seems like you two enjoy fighting. Can you two think of a way to resolve this issue?" Mom inquired.

"I think Jamal should stay out of my room and leave my things alone," Kendra commented.

"And I think you should stop trying to act like my iPad is yours!" Jamal retorted.

"It's my iPad!" Kendra exclaimed.

"Prove it!" Jamal demanded.

Kendra grabbed the iPad from her brother.

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.

It's Mine! (Part 2)

Kendra began to enter her password on the iPad. As soon

as she typed some characters, the screen changed and the words "Welcome back, Kendra!" popped up.

"I told you so," Kendra said, gloating.

"I think you two could have handled this a different way. I don't like that you two fight and argue all the time. Next time, I want you to talk things out," Mom commented.

"I'm sorry, Kendra—I really thought it was my iPad. I guess I should have tried to put in my password like you just did," Jamal responded.

"That's okay. Mom is right. We can work things out without fighting. Now let's see if we can find your iPad," Kendra suggested.

Ask: Why were Kendra and her brother arguing? Have you ever argued with your brother or sister? If so, how did you resolve your disagreement? (*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.

Searching for Completed Words

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

Answers: (1) sword; (2) wisdom; (3) king; (4) verdict; (5) justice; (6) ruling

W	K	J	W	Q	K	P	R	T	D	O	K	V
J	Y	K	U	U	V	E	R	D	I	C	T	W
S	C	Y	L	S	F	A	F	I	E	Q	B	I
C	G	I	M	H	T	D	R	O	W	S	J	S
G	N	S	O	D	W	I	N	L	K	I	L	D
G	N	B	A	K	Q	I	C	R	I	L	I	O
T	F	I	Q	L	Q	J	K	E	Y	Z	W	M
J	U	Q	K	R	X	N	L	M	W	P	N	K
E	A	P	H	B	W	Y	Z	I	M	B	C	Z
R	A	R	B	I	Y	S	P	X	R	B	C	X

ENDING THE JOURNEY

Gather the students together for a moment of reflection before ending the class. Lead the class in a brief discussion of the key points from today's lesson. Take the time to answer any questions that the students might have. Ask for a volunteer to end the class session with a prayer.

Middle Elementary Reproducible
Lesson 9

Make King Solomon's Sword

