King Solomon
God Gives Wisdom

UNIT 4.5
KING DAVID
GOD GIVES WISDOM
TRANSFORMATIONAL PLANNING FRAMEWORK

A STRATEGY FOR SPIRITUAL FACILITATORS
ORIENTATION

LEARNER BAIT
CURIOSITY
HOOK
Huh?
- How will I hook them into this topic?
- How can I set the scene for exploring biblical truths?

LEARNING CONTEXT
BIG PICTURE
CONNECTION
Aahh!
- How will I help my students discover relevance?
- How will I link to prior learning, other lessons, ideas and big-picture issues?
- How will I discover what is known and what is unknown?

EXPLORATION

ANIMATED LEARNING
MEMORABLE
NARRATIVE
Oooh!
- As teacher, how will I share the story of the Bible in a meaningful, memorable way?
- What will enthusiasm look like as I present the Bible story/passage?

ENGAGED LEARNING
DEEP, PURPOSEFUL
EXPERIENCE
Yeah!
- How will I use the Nine Intelligences to bring variety that will engage and motivate students to investigate the story/passage?
- How will I challenge them to think about and own their learning?

REFLECTION

HEART LEARNING
CONNECTION
WITH GOD
Wow!
- How will I, as a teacher, facilitate worship with my students?
- How can my students grow closer to God?

SOUL LEARNING
REFLECTIVE
PRACTICE
Mmm!
- How will I help students process the learning in a reflective way?
- How will I encourage thinking and personal reflection?

CELEBRATION

LIFE LEARNING
APPLICATION AND
COMMITMENT
Yes!
- How will I encourage new godly habits?
- How can the learning make a difference in the real world as my students serve others?

KAIZEN LEARNING
LEARNING
CELEBRATION
Yahoo!
- How will I help my students share what they’ve learned?
- How will I truly celebrate students’ learning or new insights about God, and how will I honor them for their effort?
Dear Friend,

It is undeniable that life today is noisy and fast-paced — road traffic, construction, aircraft, phones, computing devices, and the media bombard us at every turn. Sometimes it feels like there is no escaping the commotion in our lives.

Imagine the largest church or cathedral you have ever seen. Now imagine how difficult it would be to build it in complete silence! King Solomon’s temple, built for God, was built noiselessly. God’s Word says, “The stones used in the construction of the Temple were finished at the quarry, so that there was no sound of hammer, ax, or any other iron tool at the building site.” (1 Kings 6:7, NLT)

While your classroom during school hours may be a hive of activity and noise, much of the work that you do in building and shaping your students’ learning is done silently. Your daily planning, consideration of students’ learning needs, organization of resources, and the restructuring of your classroom programs are often done in silence. Teaching is sometimes a silent and solitary job.

Be encouraged that the God Who created you in silence and Whose Holy Spirit lives in you notices the many silent things you do each day. The quiet, unnoticed talents and gestures you bring to your school and your classroom help to build beautiful children for His Kingdom. Commit all of your work to Him, both the seen and unseen, the noisy and the silent, and this will bring God great glory.

We pray that as God’s living temple, you will be filled with His power and presence each day as you work with your students.

Linda Curtis
<table>
<thead>
<tr>
<th>TRANSFORMATIONAL PHASE</th>
<th>CONTENT FOCUS</th>
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| Learner Bait            | • Identify that building projects need a plan.  
• Review the plan of salvation.                                                                                                                        |
| Learning Context        | • Identify roles in a building project.  
• Identify workers needed in God’s plan of salvation.  
• Identify people used by God for special purposes.  
• Explore story of the passing of the king’s role from David to Solomon.                                                                                |
| Animated Learning       | • Explore the story of Solomon asking God for wisdom.  
• Define “wisdom” and identify how it was expressed in Solomon’s life.                                                                                       |
| Engaged Learning        | • Explore King Solomon’s wise leadership in the building of the temple.  
• Understand that God was building Solomon’s character as Solomon built the temple.  
• Assemble a model of the temple.                                                                                                                      |
| Heart Learning          | • Understand that God lived in the temple so His children would see Him as close to them. He filled the temple with His glory.                                                                                   |
| Soul Learning           | • Identify ways Solomon showed God’s presence was with him.  
• Understand that as God’s temples, we can host His presence.                                                                                            |
| Life Learning           | • Find evidence of God shaping character.  
• Give God the glory for the good seen in others.                                                                                                         |
| Kaizen Learning         | • Identify the most important plan God has for our lives.  
• Celebrate godly character qualities in others.                                                                                                      |
### 4.5 King Solomon (God Gives Wisdom)

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<th>ESSENTIAL QUESTION</th>
<th>BIG IDEA</th>
<th>THE ISSUES</th>
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<tr>
<td>We are learning that God has great plans for our lives.</td>
<td>What is the greatest plan God has for our lives?</td>
<td>God’s greatest plan for our lives is that His presence will live and be seen in us.</td>
<td>God’s Plans, Wisdom, God’s Presence, Temple Building, Glory, Godly Character, We Are Temples of the Holy Spirit</td>
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<tr>
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<th>FUNDAMENTAL BELIEFS</th>
<th>UNIT DURATION</th>
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**UNIT CONTEXT**

This is the fourth unit in a series that explores the reigns of Israel’s early kings. In this unit, we consider the reign of David’s son, King Solomon. In the beginning, we see Solomon as a newly crowned king who earnestly prays for God’s wisdom. God answers his prayer, and Solomon becomes the wisest man who ever lived, ruling justly in his kingdom and carefully managing an epic building project — the building of God’s temple.

God clearly had great plans for Solomon’s life. This central theme goes on to explore the plans God has for our lives and how we are like His temples, filled with His presence so our lives can bring glory to Him and be a blessing to others. This is the biggest plan He has for each one of us.

**OLD TESTAMENT SERIES**

- **MY GOD HELPS AND GUIDES**
  - 4.1 Salvation (Survivor)
  - 4.2 Saul (God Offers Help)
  - 4.3 David (God Equips)
  - 4.4 David (God Strengthens)
  - 4.5 Solomon (God Gives Wisdom)
  - 4.6 Solomon (God’s Wisdom Guides)
  - 4.7 Solomon (God’s Wisdom Guides)

**Teacher References**

- Bible: 1 Kings 1-8; 1 Chronicles 28 through 2 Chronicles 8
- Neff, M.L., Champions of Faith, Vol. 4, Kings and Queens, Ch. 10, p. 57
- White, E.G., Prophets and Kings, Chs. 1-5, pp. 25–86

**UNIT RESOURCES**

- **Unit Resources Folder**
  - Unit outline
  - All graphic appendices
  - PowerPoints: Builder’s Plan, Building Roles, Amazing Architecture, Floor Plans, God’s Glory
  - Audio files: “Glory” by Blake Robinson

- **Unit Resources Kit**
  - Solomon’s Temple Model by Tim Dowley (book and model pattern)

The internet is ever changing. As with any resource, over time — good things may come to an end. Please check all links well in advance in the event you need to find an alternative resource.
UNIT LEARNING
BIG IDEA
God’s greatest plan for our lives is that His presence will live and be seen in us.

INTENTION
God has great plans for our lives.

THE ISSUES
God’s Plans, Wisdom, God’s Presence, Temple Building, Glory,

VISION
SPIRITUAL
Gospel

UNIT
Lordship
7 hours

DURATION

22: Christian Behavior

FOCUS
Presence

OLD TESTAMENT SERIES UNIT RESOURCES

UNIT CONTEXT
This is the fourth unit in a series that explores the reigns of Israel’s early kings. In this unit, we

• Bible: 1 Kings 1-8;

• Unit outline

• All graphic appendices

• Salvation (Survivor)

• Saul (God Offers Help)

• In the beginning, we see Solomon as a newly

• champions of faith

•, Vol. 4,

• Prophets and Kings

• White, E.G.,

• Floor Plans, God’s Glory

• The Specialty Unit, 4.6, Christmas

• This central theme goes on to explore the plans

• temples, filled with His presence so our lives can bring glory to Him and be a blessing to others.

STANDARDS

UNIT STANDARDS
B.1-4.RG.11 Accept that the Bible reveals the standard by which we are to live.
B.1-4.BK.10 Provide evidence that God had a plan for redemption before sin began and continues to love us in spite of our sin.
B.1-4.BF.13 Summarize what selected Bible passages reveal about God and identify their practical applications for daily life.
B.1-4.RG.5 Discuss promises and passages in the Bible that show the qualities of God’s character.
B.1-4.RG.16 Recognize that each person has been given unique talents and spiritual gifts by God.
B.1-4.BF.9 Refer to details and examples when explaining a Bible passage or drawing inferences.
B.1-4.RO.7 Give examples of how it is more important to make right choices than to have peer approval.
B.1-4.RG.11 Accept that the Bible reveals the standard by which we are to live.
B.1-4.BK.16 Explain the sanctuary service and its overarching illustration of the plan of salvation.
B.1-4.RO.10 Exhibit appropriate verbal and non-verbal responses that demonstrate caring Christian behavior.
B.1-4.RG.21 Explore a variety of ways to communicate with God.
B.1-4.RO.3 Support the claim that our bodies are the temple of God.
B.1-4.RG.9 Consider an invitation to accept Jesus as Savior and trust Him as Lord, recognizing that this is a personal decision.
B.1-4.RG.17 Identify and begin to develop a personal spiritual gift that would be relevant to sharing my faith.

OVERARCHING STANDARDS
PLEASE NOTE: These Overarching Standards apply across the grade-level units. Unlike the Unit Standards, they are not specifically identified within each unit. Please select and insert the Overarching Standards you plan to address in this particular unit to best suit your students’ needs.
B.1-4.BF.5 Memorize the books of the Bible in order and locate specific Bible passages by book, chapter, and verse.
B.1-4.BF.8 Make personal connections between Bible study and its application to daily living.
B.1-4.BF.12 Memorize passages of Scripture.
B.1-4.BF.16 Recognize that worshipping together strengthens our characters and equips us to help others.
B.1-4.RG.17 Share examples of how we can grow spiritually by both talking and listening to God in prayer.
B.1-4.RG.18 Participate in prayer and worship of God.
B.1-4.RG.19 Experience daily time alone with God to deepen our commitment to Jesus.
B.1-4.RO.4 Identify and demonstrate important personal values (e.g., honesty, kindness, respect, humility).
B.1-4.RG.19 Explore various ways of witnessing, including face-to-face and the use of technology.
B.3-5.RG.17 Participate in prayer and worship of God.
B.3-5.RG.18 Experience daily time alone with God to deepen our commitment to Jesus.
B.3-5.RG.4 Identify and demonstrate important personal values.
B.3-5.RG.19 Explore various ways of witnessing, including face-to-face and the use of technology.

TREASURE VERSES
The Treasure Verses for this unit are:
A. Jeremiah 29:11 “‘For I know the plans I have for you,’” says the Lord. “They are plans for good and not for disaster, to give you a future and a hope.” (NLT)
B. 1 Kings 3:12 “I will do what you have asked. I will give you a wise and discerning heart, so that there will never have been anyone like you, nor will there ever be.” (NIV)
C. 1 Chronicles 28:20 “Be strong and courageous, and do the work. Don’t be afraid or discouraged, for the Lord God, my God, is with you. He will not fail you or forsake you.” (NLT)
D. 1 Corinthians 6:19a “Your body is the temple of the Holy Spirit, who lives in you and was given to you by God.” (NLT)

Students can add small Treasure Verse cards to a loose-leaf ring collection they are building up throughout the elementary grades.

ACKNOWLEDGMENTS

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### UNIT PREPARATION

#### THINGS TO DO BEFORE YOU BEGIN

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<tbody>
<tr>
<td>1.</td>
<td>Read through the whole unit to gain a sense of its direction and flow. Identify how you would like to adapt it in light of your local circumstances and class group. Remember that the Bible is your textbook. Look for ways to open and read it every day. Some assessment suggestions are made at the end of the unit, or you may choose to create your own.</td>
</tr>
<tr>
<td></td>
<td>• Unit outline</td>
</tr>
<tr>
<td>2.</td>
<td>All appendices materials are available in the Unit Resources Folder on the Elementary Encounter website. Print and assemble all graphic materials you wish to use from this site. Laminate, if possible, for durability.</td>
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<tr>
<td></td>
<td>• Elementary Encounter website: elementaryencounter.org</td>
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<tr>
<td>3.</td>
<td>Explore your timetable and look for opportunities to integrate suggested ideas into other learning areas. Preview the Fundamental Beliefs in Appendix B and look for ways to reinforce their focus.</td>
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<tr>
<td></td>
<td>• Fundamental Beliefs: Appendix B</td>
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<td>4.</td>
<td>Look for opportunities to adapt the learning experiences described in the unit outline to make best use of the technologies available in your school.</td>
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<td>5.</td>
<td>Select which Treasure Verses you would like to teach your students. Print the appropriate posters. Reduced-sized versions of the Treasure Verse Posters are available in the Unit Resources Folder. Students can add verses to a loose-leaf ring collection that they are building up throughout the elementary grades.</td>
</tr>
<tr>
<td></td>
<td>• Treasure Verse Posters: Unit Resources Folder, Sample: Appendix A</td>
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<tr>
<td>6.</td>
<td>Your Epic Timeline will be used again in this unit. This Timeline will be progressively filled in to show the big picture of the Old and New Testaments as time goes on. Timeline is included in the School Resources Kit, purchased through Advent Source. A copy is also available for your convenience in the Unit Resources folder, along with the character illustrations to be displayed upon it.</td>
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<tr>
<td></td>
<td>• Epic Timeline: School Resources Kit and Unit Resources Folder.</td>
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<td></td>
<td>• Character Illustrations: Unit Resources Folder</td>
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<tr>
<td>7.</td>
<td>Make an origami object for Learner Bait. See Appendix D for patterns.</td>
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<tr>
<td></td>
<td>• Origami paper</td>
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<td></td>
<td>• Origami Frog or Boat: Unit Resources Folder, Sample: Appendix D</td>
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<tr>
<td>8.</td>
<td>In Heart Learning, before you share the story “God’s Glory Fills the Temple” found in Appendix O, you may choose to turn off the classroom lights and set up spotlights if you have some available. Give some students flashlights to hold and have ready to play the audio file “Glory.” Prearrange with your students to turn the lights, flashlights, and music on when you indicate.</td>
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<tr>
<td></td>
<td>• Flashlights, spotlights</td>
</tr>
<tr>
<td></td>
<td>• Audio file: “Glory” by Blake Robinson: Unit Resources Folder</td>
</tr>
<tr>
<td>9.</td>
<td>In Soul Learning, take a close-up photo of each student and print. Ensure photos fit inside the “I Am God’s Temple” Frame (see Appendix Q). Alternatively, students could draw a sketch of themselves. You might want to create a Glory Wall Display by drawing a large temple and placing it in the center of your wall. Cut long strips of yellow paper for rays of light. Frames can be displayed here. Choose and display a title: “We are God’s Glorious Temples” or “God’s Presence Lives in Us” or “God’s Glory Shines Through Us.”</td>
</tr>
<tr>
<td></td>
<td>• Camera</td>
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<tr>
<td></td>
<td>• “I am God’s Temple” Frame: Unit Resources Folder, Sample: Appendix Q</td>
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<tr>
<td></td>
<td>• Glory Wall Display decorations of your choice, including yellow paper</td>
</tr>
<tr>
<td>10.</td>
<td>In preparation for Kaizen Learning, write a personalized Temple Card for each student, affirming them for a godly character quality that God is building into their lives. These will be distributed in this final phase.</td>
</tr>
<tr>
<td></td>
<td>• Temple Card: Unit Resources Folder, Sample: Appendix V</td>
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## ORIENTATION · Learner Bait

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</table>
| Create something without a plan. | B.1-4.RG.11 Accept that the Bible reveals the standard by which we are to live. B.1-4.BK.10 Provide evidence that God had a plan for redemption before sin began and continues to love us in spite of our sin. | DO Show students your premade origami object. Have students carefully observe it, then give them four minutes to try and replicate it accurately without instructions. Invite them to share and compare to the original.  
• How difficult was this activity? What might have made it easier? | Unit Preparation, No. 7 Origami Frog or Boat: Unit Resources Folder, Sample: Appendix D Origami paper Origami Frog or Boat: Unit Resources Folder, Sample, Appendix D |
| Create something with a plan. | | RE-DO Give each student a new piece of paper along with the origami instructions. Ask them to follow the plan to make the origami object. Compare this experience with their first attempt.  
• What are the benefits of having a plan to follow? (e.g., Task is easier and less stressful, takes less time, confidence in a successful outcome, etc.) | |
| Brainstorm when plans are used. | | BRAINSTORM In pairs, brainstorm a list of situations/activities that could need a plan in order to be effective or successful.* As ideas are shared with the class, write each new suggestion on a separate sticky note. | |
| Place ideas on a continuum. | | ANALYZE Draw a continuum on the board. Write “Definitely need a plan” on one end and “Might need a plan” on the other end. Distribute the sticky notes and have students place them somewhere along the continuum. Ask them to justify their positions. | |
| Identify that building projects need a plan. | | VIEW/DISCUSS Discuss the idea that a building project definitely needs a plan. The more complex the building, the more important and detailed the plans become. Display the Builder’s Plan PowerPoint and discuss students’ observations.  
• Who made these plans? (Architect) Who are the plans for? (Builders/workers) | PowerPoint: Builder’s Plan: Unit Resources Folder |
| Explore the plan of salvation. | | CONNECT Display a Bible. Discuss the ways in which the Bible could be like the set of builder’s plans, then narrow the discussion to focus on the plan of salvation by discussing:  
• Have you heard the phrase “plan of salvation”? What does it mean?  
• Whose plan is it — Who is the Architect? What/who is it a plan for? | Bible Bibles |
| Synthesize learning. | | SYNTHESIZE Write “Plan of Salvation” on a sticky note and ask students where they would place it on the continuum. In their Encounter Journals, have students write a sentence justifying the placement of the “Plan of Salvation” sticky note. Share their ideas. | Sticky note Encounter Journals |

## NINE INTELLIGENCES

- Verbal/Linguistic
- Logical
- Visual
- Kinesthetic
- Musical
- Interpersonal
- Intrapersonal
- Natural
- Spiritual
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<td>Learning Context</td>
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<tr>
<td>Identify workers needed to build a building.</td>
<td>B.1–4.BF.13</td>
<td>ILLUSTRATE To illustrate that building plans are for all workers in the building project, show again the PowerPoint Builder’s Plan. Look carefully at the plans and brainstorm a list of all the workers who might be involved in the project.</td>
<td>PowerPoint: Builder’s Plan: Unit Resources Folder</td>
</tr>
<tr>
<td>Identify variety of roles needed in a building project.</td>
<td>B.1–4.RG.5</td>
<td>VIEW Share the PowerPoint Building Roles to help students understand the variety of people and tasks involved in a building project.</td>
<td>PowerPoint: Building Roles: Unit Resources Folder</td>
</tr>
<tr>
<td>Mime jobs.</td>
<td>B.1–4.RO.16</td>
<td>ROLE-PLAY Have students work in groups of three. Give each group a Building Job Card. Together they will mime the job on the card for the others to guess.</td>
<td>Building Jobs Card: Unit Resources Folder, Sample: Appendix E</td>
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<td>Teaching Point: The architect made plans for all the workers who are needed to complete the building project. Each person’s part is important and contributes to the success of the whole.</td>
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<td>CONNECT Read Hebrews 11:10 (NIV), wherein God is described as Architect and Builder.</td>
<td>Bibles</td>
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<tr>
<td>Identify workers needed in God’s plan of salvation.</td>
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<td></td>
<td>Epic Timeline: Unit Resources Kit</td>
</tr>
<tr>
<td>Identify Bible characters given jobs by God.</td>
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<td>Unit Preparation, No. 6</td>
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<td>Discuss jobs assigned.</td>
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<td></td>
<td>Treasure Verse Posters: Unit Resources Folder, Sample: Appendix A</td>
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<td>Bibles</td>
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**ORIENTATION • Learning Context**

**4.5 KING SOLOMON (GOD GIVES WISDOM)**

**Duration: 45 minutes**
Realize that God chooses according to the state of the heart. Identify people used by God for special purposes.

FOCUS UNIT STANDARDS LEARNING EXPERIENCES RESOURCES

Realize that God chooses according to the state of the heart. Identify people used by God for special purposes.

B.1-4.BF.9 Refer to details and examples when explaining a Bible passage or drawing inferences.

B.1-4.RO.16 Recognize that each person has been given unique talents and spiritual gifts by God.

SUMMARIZE When God chooses the best person for a job, He looks at his/her heart.

ILLUSTRATE To illustrate, give groups of students a copy of David’s Family Tree.* In their groups discuss:
- What do you remember about people on this tree?
- How was each of them important to God’s plan?
- Who was Ruth?
- Why do you think she was chosen as Boaz’s wife? (She had a loyal, humble, willing heart.)
- Why do you think God chose David for the job of king? (David belonged to God and was willing to be guided by Him.)

Teaching Point: God thinks, “Which heart will be open to My plans?” David did not have all the skills for his job as king at first, but he had a willing, teachable heart. Emphasize that God gifts us what we need to carry out His plans.

WRITE King David had many sons and daughters. For the sake of time, record only three of them — Solomon, Absalom, and Adonijah — in the blank spaces provided on David’s Family Tree. Share that during this unit, we are going to explore the plans God had for one of David’s sons.

RECORD (OPTIONAL) Recording/Extension Option: As a class or individually, have students annotate their copy of David’s Family Tree with the special plans/jobs God had for at least two of the following individuals: Ruth, David, Boaz, and Rahab.

TELL STORY Tell the story, “A New King,” about David passing the role of king to his youngest son, Solomon. Place Solomon on the Epic Timeline. Invite students to look for evidence during the unit that God chooses the best person for the job by looking at their hearts.

During this unit, the students will explore some of the great plans and jobs God had for King Solomon.

David’s Family Tree: Unit Resources Folder, Sample: Appendix F

*If helpful, remove the appropriate Character Illustrations from the Epic Timeline for visual support.

Tell story of the passing of the role of the king.

Tell story of the passing of the role of the king.

NINE INTELLIGENCES

- Verbal/Linguistic
- Logical
- Visual
- Kinesthetic
- Musical
- Interpersonal
- Intrapersonal
- Natural
- Spiritual
### THINK
Without preamble, ask students to respond on sticky notes to the following question:
- If you could have one wish granted (anything you want), for what would you ask?

Give only a short response time to get honest initial thoughts/reactions. Have students place their sticky notes, unnamed, on the whiteboard. Read out some of the responses, then have students consider:
- What if God was the one granting this wish?
- Would you ask for the same thing?
- In what way might this change your thinking?

Invite students to rewrite their wishes if they would like to. Use a new note and stick it as a flap over the original. Discuss the variety of possible responses.
- Requests for things for the benefit of self
- Requests for things for the benefit of others
- Requests for things for the benefit of God and His kingdom

### TELL STORY
Share the story of Solomon’s request for wisdom. When you reach the part where God tells Solomon to ask anything of Him, pause for students to make predictions:
- For what might Solomon ask?
- What would be important to a king?

This story will already be familiar to some students, so ask them to imagine what a king might ask for.*

Complete the story, highlighting Solomon’s one request.

* "Solomon's Prayer for Wisdom": Appendix H

* A long life, health, strength, wealth, splendid palace, popularity, fame, respect, sons, loyalty, good army, peaceful reign, victory in battle, etc.

### RESPOND
Give each student a copy of 1 Kings 3:5-14. Write the following questions on the board. Ask students to highlight evidence in the text to answer each question. Pair/Share, then discuss as a class:
- Why did Solomon ask for wisdom? (He didn’t know how to do a good job — v. 7-8)
- When would a king need wisdom? (Every time a decision needed to be made which would impact the people and the kingdom)
- How did God show He was pleased with Solomon’s request? (He not only granted his request but gave him all the things he didn’t ask for — v. 10-14)
## EXPLORATION · Animated Learning (continued)

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<tbody>
<tr>
<td>Define “wisdom.”</td>
<td>B.1-4.8F.9 Refer to details and examples when explaining a Bible passage or drawing inferences.</td>
<td>EXPLORE · What is wisdom?</td>
<td>Biblical Wisdom Activity: Unit Resources Folder, Sample: Appendix H Bibles</td>
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<tr>
<td>Identify how wisdom was expressed in Solomon’s life.</td>
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<tr>
<td>Explore a story of Solomon’s wise judgment.</td>
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<tr>
<td>Respond with wisdom to a challenging dilemma.</td>
<td>B.1-4.RG.7 Give examples of how it’s more important to make right choices than to have peer approval. B.1-4.RG.11 Accept that the Bible reveals the standard by which we are to live.</td>
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<tr>
<td>Write definition of wisdom.</td>
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<tr>
<td>EXPLORE</td>
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<tr>
<td>What is wisdom?</td>
<td>Explore what the Bible says about wisdom. Using the Biblical Wisdom Activity (Appendix H), have students match the five Scripture references to the five verses, then summarize what each verse is saying in five words or less.</td>
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<tr>
<td>OR</td>
<td>Place students into five groups and assign one of the five wisdom verses in Appendix H to each. Have the groups summarize their verses in five words or less, then create either a simple graphic or a series of creative movements to communicate the meaning of the verse. Have each group repeat their summary and share the group graphic/creative movements with the rest of the class.</td>
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<tr>
<td>DISPLAY</td>
<td>God’s gift would make Solomon a wise and great leader.</td>
<td>Title Cards: Unit Resources Folder, Sample: Appendix I</td>
<td></td>
</tr>
<tr>
<td>We are going to look at two ways we see this in his life. Display Title Cards 1 and 2: 1. Solomon Made Wise Judgments 2. Solomon’s Wise Leadership Built the Temple</td>
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<tr>
<td>TELL STORY</td>
<td>Refer to Title Card 1: Solomon Made Wise Judgments</td>
<td>Title Cards: Unit Resources Folder, Sample: Appendix I</td>
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<tr>
<td>To start looking at Solomon’s wise judgments, have students work in groups to read the play “Solomon Judges Wisely.” Assign parts and have them read through the play together once before discussing the response questions on the outline. Read the play a second time, making sure facial expressions and voices reflect the action and emotions to enhance the point.</td>
<td>“Solomon Judges Wisely”: Unit Resources Folder, Sample: Appendix J</td>
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<tr>
<td>APPLY</td>
<td>Challenge students to react to a difficult dilemma with a wise solution. To do this, divide the class into groups of two or three and give each group a Difficult Dilemma Card.</td>
<td>Difficult Dilemma Cards: Unit Resources Folder, Sample: Appendix J</td>
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</tr>
<tr>
<td>ROLE-PLAY</td>
<td>Ask them to discuss the scenario and develop a wise solution. They may then role-play the scenario showing the wise outcome. Demonstrate to the whole class. Teaching Point: Making good judgments is not always obvious or easy. Many situations need special wisdom from God, so we take the time to think and pray.</td>
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<tr>
<td>SYNTHESIZE</td>
<td>Ask students to think about all they have learned about what wisdom is and then write a simple definition. Ask them to share their ideas and, together, construct a class definition. A simple and easy to remember definition: Wisdom is making the best choice at the right time.</td>
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</table>

### NINE INTELLIGENCES
- Verbal/Linguistic
- Logical
- Visual
- Kinesthetic
- Musical
- Interpersonal
- Intrapersonal
- Natural
- Spiritual
<table>
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</table>
| Show how wisdom was expressed in Solomon’s building of the temple. | B.1-4.BK.16 Explain the sanctuary service and its overarching illustration of the plan of salvation. | DISCOVER | Refer to Title Card 2: Solomon’s Wise Leadership Built the Temple  
This is another example of how the gift of wisdom was expressed in Solomon’s life.  
Show students the Amazing Architecture PowerPoint.  
Have them choose their favorite building from the PowerPoint and write it on a small card or note paper. They will then move around the room and find someone with a matching favorite. With their partner, share the reasons it is their favorite and discuss for what the building might be used. Come together as a class and share the Architecture Notes about these buildings to support or amend their thinking. |
| Realize that needed detailed plans. Contextualize the temple. | B.1-4.BF.9 Refer to details and examples when explaining a Bible passage or drawing inferences. | COMPARE | Show Slides 1 and 2 of the Floor Plans PowerPoint.  
• Why do you think detailed plans were drawn up for this building?  
Show Slide 3 of the shack.  
• Do you think you need a plan to build a building like this? Why or why not?  
Teaching Point: The more complex and beautiful the building, the greater the need for a building plan and a person to manage the building project.  
Explain that the temple was a permanent Tabernacle. Show a picture of the Tabernacle or the Tabernacle Model created in Unit 2.6, to remind your students that the Tabernacle was a temporary building God gave plans for the Israelites to build in the wilderness. Briefly review its features and symbolism.  
Teaching Points: God’s presence lived in the Tabernacle in the Most Holy Place. Now that Israel was settled in their own Promised Land, God wanted a permanent temple to remind His people that He was with them always. |
| Dramatize a story. | | DRAMATIZE | Give each student a copy of the play “Passing On the Temple Plans.” Assign parts and have students silently read through the play, paying particular attention to their own parts. Read/act it out together using dramatic gestures and expression.  
Have students read 1 Chronicles 28:3-6 to find out why God chose Solomon to be the project manager of God’s temple and the reason David was not to do it.  
Teaching Points:  
➢ David wanted to build the temple, but he was a warrior and had shed blood.  
➢ God chose Solomon to build the temple to finish his father’s plan.  
➢ As project manager, Solomon would need special wisdom from God to make this building glorify God. |
| Realize that it was God’s plan to build Solomon’s character and skills through the temple-building process. | | SHARE | Display Treasure Verse C, “Be strong and courageous, and do the work. Don’t be afraid or discouraged …” 1 Chronicles 28:20 (NLT).  
Discuss this in relation to Solomon’s role.  
Explain that one of God’s plans for Solomon’s life was to build his character and skills through the temple-building process. Following God’s plans required effort, commitment, and reliance on God and His wisdom. |
| | | | Title Cards: Unit Resources Folder, Sample: Appendix I  
PowerPoint: Amazing Architecture: Unit Resources Folder  
Small cards/note paper  
Architecture Notes: Appendix K  
PowerPoint: Floor Plans: Unit Resources Folder |
| | | | Tabernacle Model from Unit 2.6 (Tabernacle Model Kit), or a picture of your choice  
“Passing on the Temple Plans”: Unit Resources Folder, Sample: Appendix L Bibles
# 4.5 KING SOLOMON (GOD GIVES WISDOM)

## EXPLORATION • Engaged Learning (continued)

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<tbody>
<tr>
<td>Read/Research</td>
<td>Have students untie and read the Temple Plans. Discuss the layout and features of the temple, noting the similarities and differences between this and the Tabernacle. As a class, complete a visual organizer such as a Double Bubble to compare/contrast. Allow students five to seven minutes to do an internet search of images of Solomon’s Temple, or share temple pictures from a source of your choice.</td>
<td>Temple Plans: Unit Resources Folder, Sample: Appendix L</td>
<td>Internet-enabled devices or pictures of Solomon’s Temple</td>
</tr>
<tr>
<td>Discuss</td>
<td>Have student pairs look at the pictures and the Temple Plans and discuss the types of workers (subcontractors) Solomon would need to carry out this building project (e.g., gold craftsmen, carvers, builders, brick-layers, stone cutters, etc.) Encourage them to think of less obvious jobs, too (e.g., cooks, accountants, cleaners, etc.).</td>
<td>Solomon’s Temple pictures</td>
<td>Temple Plans: Unit Resources Folder, Sample: Appendix L</td>
</tr>
<tr>
<td>Cooperate</td>
<td>Many people who are committed to the task and have specifically defined roles are needed for a project to succeed. To illustrate this, instruct the class to make a two-meter (6 ft) tower using dry spaghetti noodles and mini marshmallows, or newspaper and clear adhesive tape. Give a time limit of around five minutes. • Were you successful? Why/why not? • What would contribute to the success of a project like this? (e.g., a smaller group, a plan, one leader rather than many, particular roles identified and assigned, cooperation, perseverance, commitment to the task, etc.) Allow students to plan and organize themselves according to their ideas and try the task again.</td>
<td>Dry spaghetti noodles and mini marshmallows OR Newspaper and clear adhesive tape</td>
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<tr>
<td>Reflect</td>
<td>Ask students to write a short reflection about the activity and how it connects to Solomon’s job to build a temple for God.</td>
<td>Encounter Journals</td>
<td></td>
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<tr>
<td>Tell Story</td>
<td>Share the story “Solomon Builds the Temple.” Highlight the planning and wisdom required to organize such a large number of workers to complete the project. Emphasize that it takes teams of willing people to fulfill God’s plans. Solomon could never have built the temple on his own. Every person had to be committed to his/her particular task. All workers were valued for their contribution.</td>
<td>“Solomon Builds the Temple”: Appendix M</td>
<td>Solomon’s Temple Model: Unit Resources Kit</td>
</tr>
<tr>
<td>Build (Optional)*</td>
<td>In small groups, have students assemble the model of Solomon’s Temple (see Unit Resources Kit). Encourage students to organize themselves by distributing roles (e.g., cutters, gluers, colorers) before assembling their model. Use this activity to reinforce and personalize the point that we all have an important part to play in carrying out a plan. When we work hard together, we are able to create something special that pleases God. This is the wise way to work.</td>
<td>*Additional time to what is noted would be needed for this activity.</td>
<td>PLEASE NOTE: Ensure tabs are not folded, for more sturdy assembly. Assistance may be needed with this detailed model. Solomon Outline: Unit Resources Folder, Sample: Appendix N</td>
</tr>
<tr>
<td>Synthesize</td>
<td>Have students complete the Solomon Outline to synthesize their understanding of God’s plans for Solomon.</td>
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**NINE INTELLIGENCES**  
- Verbal/Linguistic  
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- Visual  
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## FOCUS: Heart Learning

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<tbody>
<tr>
<td>Draw where God lives.</td>
<td>B.1-4.BF.9 Refer to details and examples when explaining a Bible passage or drawing inferences.</td>
<td><strong>DRAW</strong> Give each student a piece of paper and ask them to draw a picture of where God lives. Ask them to cover their work so that each person produces a picture that reflects their own thinking. Invite students to reveal their pictures by holding them up.**&lt;br&gt;- Where does God live? Where is His home? What does the Bible say?</td>
<td>Paper and drawing supplies&lt;br&gt;*Most students will have depicted Heaven. But some may have drawn the Tabernacle, temple, or even a person/heart. Acknowledge these, but don’t elaborate at this point. Bibles</td>
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<tr>
<td>Realize that God lived in the temple so His children would see Him to be close.</td>
<td>B.1-4.BF.9 Refer to details and examples when explaining a Bible passage or drawing inferences.</td>
<td><strong>DISCUSS</strong> Show a picture of how the temple looked when completed after seven years of work. The temple was finished but empty — no one lived there.</td>
<td>Picture of the completed Solomon’s Temple Unit Preparation, No. 8 “God’s Glory Fills the Temple”: Appendix O Lights Audio file: “Glory”: Unit Resources Folder</td>
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<tr>
<td>Explore the story of God’s glory filling the temple.</td>
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<td><strong>TELL STORY</strong> PLEASE NOTE: Before you begin, set up lights and the audio file “Glory.”&lt;br&gt;Tell the story, “God’s Glory Fills the Temple” found in Appendix O. At the appropriate point, turn on the lights.</td>
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<tr>
<td>Define “glory.”</td>
<td>B.1-4.BF.9 Refer to details and examples when explaining a Bible passage or drawing inferences.</td>
<td><strong>LISTEN</strong> At the end of the story, play the music track. As they are listening, ask students to imagine the scenes as you have recounted them. Invite them to guess the musical moment that represents when God entered the temple.</td>
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<tr>
<td>Reflect on what it might have been like to be present on this occasion. See Appendix O for more details.</td>
<td></td>
<td><strong>RECORD</strong> Invite students to complete the God’s Glory Y Chart, which will allow them to note their reflections on God’s glory filling the temple. Encourage them to be specific.</td>
<td>God’s Glory Y Chart: Appendix O</td>
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<tr>
<td>Explore with a Y Chart.</td>
<td>B.1-4.BF.9 Refer to details and examples when explaining a Bible passage or drawing inferences.</td>
<td><strong>READ</strong> Have students read 2 Chronicles 5:13-14. Focus on the word “glory.”&lt;br&gt;- What does “glory” mean? (In this story, it means the light of His presence.)&lt;br&gt;- Start a mind map and record this definition.</td>
<td>Large sheet paper</td>
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<tr>
<td>Synthesize to build a bigger picture of what God’s glory is, have students look up the Glory Verses in Appendix O. Record further ideas, and then have students write a definition. Teaching Points: God’s glory is His presence. It is majestic, higher than the heavens, it shines over the Earth. His actions and character reveal His glory (unfailing love, righteousness, faithfulness, compassion).</td>
<td></td>
<td><strong>THINK</strong> What does “glory” mean? (In this story, it means the light of His presence.)&lt;br&gt;- Start a mind map and record this definition.</td>
<td>Glory Verses: Appendix O Encounter Journals</td>
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<tr>
<td>Respond to the idea of God’s glory.</td>
<td>B.1-4.RG.21 Explore a variety of ways to communicate with God.</td>
<td><strong>SYNTHESIZE</strong> To build a bigger picture of what God’s glory is, have students look up the Glory Verses in Appendix O. Record further ideas, and then have students write a definition.</td>
<td>PowerPoint: God’s Glory: Unit Resources Folder**&lt;br&gt;*e.g., illustration, poem, PowerPoint, drama, music, etc.</td>
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| Nine Intelligences | Verbal/Linguistic | Logical | Visual | Kinesthetic | Musical | Interpersonal | Intrapersonal | Natural | Spiritual |
|-------------------|-------------------|---------|--------|-------------|---------|---------------|--------------|---------|----------|-----------|
### 4.5 KING SOLOMON (GOD GIVES WISDOM)

**Duration:** 45 minutes

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<th>RESOURCES</th>
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<tbody>
<tr>
<td>Identify another place God lives.</td>
<td>B.1-4.RG.3</td>
<td><strong>SHARE</strong> Display and read Treasure Verse D to highlight another place where God dwells. 1 Corinthians 6:19a “Your body is the temple of the Holy Spirit, who lives in you and was given to you by God.” (NLT) Acknowledge those who may have chosen to depict a person/heart as God's home in the previous Heart Learning activity.</td>
<td>Treasure Verse Posters: Unit Resources Folder, Sample: Appendix A Bibles</td>
</tr>
<tr>
<td>Identify the ways Solomon showed God's presence was with him.</td>
<td>B.1-4.RG.3</td>
<td><strong>(OPTIONAL EXTENSION)</strong> Discuss the questions and teaching points in Appendix P to explore how we can be a kind of temple in which God can live.</td>
<td>Temple Verses: Appendix P Bibles</td>
</tr>
<tr>
<td>Reflect on a Treasure Verse.</td>
<td>B.1-4.RG.3</td>
<td><strong>REVIEW</strong> Solomon allowed God’s presence to come into his heart and mind. Because of this, he was able to fulfill a number of plans that God had for his life, in his role as leader of Israel. To review what he achieved, divide the class into groups and give each group a large sheet of paper. Give them one minute to quickly record all the ways that Solomon showed that God’s presence was with Him throughout his life and work as a king.</td>
<td>Butcher’s/Craft paper</td>
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</tbody>
</table>
| Reflect on a definition of “glory.” | B.1-4.RG.3 | **APPLY** Refer to the Treasure Verse A Poster to remind students that God has plans for all of us. Have students repeat the verse, giving emphasis to the word “you.”  
- To whom do you think the “you” in this verse refers?  
- Repeat the verse using some of the students own names in place of the word “you.”  
- Display two or more sets of God's Plan Cards around the classroom. Play some quiet music, and invite students to move silently around the three different cards and reflect on what is written there and how it might apply to them personally. | Treasure Verse Posters: Unit Resources Folder, Sample: Appendix A Bibles |
| Reflect on a commitment to being God’s temple. | B.1-4.RG.9 | **SHARE** Share that God wants to fill us, His temples, with His glory. To remind your students what “glory” means, read the glory definition formulated in Heart Learning. Emphasize the point that God’s actions and character show His glory.  
**Teaching Point:** When God’s presence is filling us, His actions and character will be clearly seen in our lives. This is His purpose for us and the reason He is building us. | Glory definition from Heart Learning |
|  |  | **COMMIT** Give students an opportunity to respond by choosing for God to make His home in their hearts. Have students attach a photo (see Unit Preparation, No. 9) of themselves inside the space provided in “I am God’s Temple” frames, or draw a sketch of themselves. Have them complete the reflective statements around the frame, inviting the expression of a desire to be built by God for His purpose.  
- Display frames on the Glory Wall Display (see Unit Preparation, No. 9). Gather around the wall to pray, asking that God fill each person with His presence and fulfill His plans for our lives. | Unit Preparation, No. 9 “I am God’s Temple” frame: Unit Resources Folder, Sample: Appendix Q Glory Wall Display Unit Preparation, No. 9 |

**NINE INTELLIGENCES**  
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### FOCUS
- Find evidence of God shaping and building someone’s character.
- Identify how Solomon gave glory to God.
- Give God the glory for the good qualities in others.
- Plan how to use strengths to bless others.

### UNIT STANDARDS
- B.1-4.BF.9 Refer to details and examples when explaining a Bible passage or drawing inferences.
- B.1-4.RO.16 Recognize that each person has been given unique talents and spiritual gifts by God.
- B.1-4.RO.17 Identify and begin to develop a personal spiritual gift that would be relevant to sharing my faith.

### LEARNING EXPERIENCES

<table>
<thead>
<tr>
<th>TELL</th>
<th>Tell the stories of John Newton, who let God fill him with His presence and build and shape his life. Encourage students to listen for evidence of this as the story is shared.</th>
</tr>
</thead>
</table>
|      | • What was John Newton’s life like before God?  
• What was his life like after he invited God to come and live in him?  
Emphasize that the transformation happened because he allowed God to build and shape his character. |
| READ | • Have you heard the phrase, “Give God the glory”?  
• What do you think it means? (The person who takes the glory is the one who gets the attention, stands out, takes the credit, is noticed and acknowledged, allowed to shine, etc.)  
Have students read 1 Kings 8:22-23.  
• What is Solomon doing here? (Solomon fulfilled God’s plan for His life in the building of the temple. He gave God the glory for this.) |
| ROLE-PLAY | Involve students in brainstorm situations where we could give God the glory and what that may look like. They can role-play responses. If needed, use the scenarios in Appendix S. |
| LIST | Write each student’s name on a piece of paper and put the names into a container.  
• What are the character qualities we admire in God that He shares with us?  
• Record these.* |
| IDENTIFY | Have each student pick another student’s name out of the container. On the CQ (Character Qualities) Cards, write three or more positive qualities that their selected person is known to show in his/her life.  
You might want to have students share with the class. Allow others to suggest further qualities. Present the card to the person.  
Emphasize that when we show God’s character, we show God’s glory. If God lives in us, His character will be seen in us. The more like God we are, the more His glory is seen in us. Refer to God’s Plan Cards B and C, used earlier in Soul Learning. |
| APPLY | • What plans do you think God might have for your future? (See Jeremiah 29:11.)  
To help students understand that God has plans for them just as He did for Solomon, have them reflect on the strengths that God has built into them. Have each student complete the online Multiple Intelligence Survey and then the application activity in Appendix U. Think of ways individual strengths could be used in the classroom, school, home, church, and community to bless others and glorify God.  
**Teaching Point:** God has built into us certain qualities that can be developed and refined so they can be used to bless others and bring God glory. This is another dream God has for our lives. |

### RESOURCES
- “The Slave Trader Who Found Grace” and “Restitution — The Stranger in the Heavy Coat”: Appendix R
- Giving God the Glory Cards: Unit Resources Folder; Sample: Appendix S
- Paper and container for names  
* e.g., courageous, wise, creative, compassionate, joyful, thoughtful, honest, reliable, loyal, peaceful, positive, helpful, etc.
- Names on paper in a container
- CQ (Character Quality) Cards: Unit Resources Folder; Sample: Appendix T
- God’s Plan Cards: Unit Resources Folder; Sample: Appendix P
- Multiple Intelligence Survey: lauracandler.com/free/misurvey
- Multiple Intelligence Discussion: Unit Resources Folder; Sample: Appendix U

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### 4.5 KING SOLOMON (GOD GIVES WISDOM)

**FOCUS**
Review learning.

**UNIT STANDARDS**
8.1-4.BF.9
Refer to details and examples when explaining a Bible passage or drawing inferences.

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<tr>
<td><strong>QUIZ</strong></td>
<td>To review learning about King Solomon’s life, display the Treasure Verses, Solomon’s Temple Model, Temple Plans, a bright light (switched on), Solomon Outline, and draw a picture of two babies on the board. Invite each student to write in their Encounter Journals three questions about King Solomon and events that happened in his life. Have students move around the classroom and partner with three different people. They will ask and answer one question each time. Discuss any misconceptions and unanswered questions as a class.</td>
</tr>
<tr>
<td><strong>EXPLAIN</strong></td>
<td>Share that Solomon went on to write the book of Proverbs (filled with many wonderful wise sayings), build a palace (as well as the temple), and have fleets of sailing ships to trade gold and other precious goods. God had many plans for him.</td>
</tr>
<tr>
<td><strong>REVIEW</strong></td>
<td>Review God’s Plan Card A. Reassure students that if they have already let Jesus into their hearts, they have already fulfilled God’s most important plan for them. Point out that they might not yet know every plan God has for their lives, but God will continue to show more of His plans as they journey through life together, just as God did with Solomon.</td>
</tr>
<tr>
<td><strong>SHARE</strong> (OPTIONAL)</td>
<td>Have students sit in a circle with one block each. Invite each student, in turn, to share one plan that God has for their life (e.g., to be wise in how they treat my brothers/sisters, to be more honest, to never doubt that God’s presence is with me, etc.). After each student shares his/her idea, he/she will place a block in the center of the circle to build a simple, sturdy temple or tower as a group. <strong>PLEASE NOTE:</strong> If the block temple or tower falls over, use this as a teachable moment. Sometimes we can have some setbacks along the way in life, but we must always pick ourselves back up again and let God rebuild us.</td>
</tr>
<tr>
<td><strong>CELEBRATE</strong></td>
<td>Have a time of celebration by presenting each student with a personalized Temple Card (see Unit Preparation, No. 10) to affirm them for their strengths and character qualities.</td>
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<tr>
<td><strong>PRAY</strong></td>
<td>Allow each student some quiet prayer time to personally thank and give God the glory for all the good things He is building into their lives. Conclude with a class prayer, thanking God for allowing us to be temples for His glorious presence. Ask Him to continue to reveal His great plans for our lives and that our characters will always bring Him glory.</td>
</tr>
</tbody>
</table>

| **NINE INTELLIGENCES** | Verbal/Linguistic | Logical | Visual | Kinesthetic | Musical | Interpersonal | Intrapersonal | Natural | Spiritual |
|-------------------------|-------------------|--------|--------|------------|--------|---------------|--------------|--------|----------|----------|

- **Bibles**
- **God’s Plan Cards:** Unit Resources Folder, Sample: Appendix P
- **Wooden blocks, sponge blocks, or Duplo® blocks selected by you**
- **Temple Card:** Unit Resources Folder, Sample: Appendix V
- **Unit Preparation, No. 10**

**Duration:** 45 minutes

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© ADVENTIST ENCOUNTER CURRICULUM

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CELEBRATION · Kaizen Learning
### Assessment Tasks

Many Formative Assessment tasks can be found throughout the unit. Below are a few selected samples.

**Assessment One:**
**Connect (Learning Context)**

**Students will:**
Consider how God has special plans for individuals.

**Task:**
As a class or individually, students will annotate their copy of David’s Family Tree with the special plans/jobs God had for at least two of the following individuals: Ruth, David, Boaz, and Rahab.

<table>
<thead>
<tr>
<th>Standards Assessed</th>
<th>Assessment</th>
<th>Peer</th>
<th>Teacher</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.1-4.BF.9 Refer to details and examples when explaining a Bible passage or drawing inferences.</td>
<td>SELF</td>
<td>PEER</td>
<td>TEACHER</td>
<td>OVERALL</td>
</tr>
<tr>
<td>B.1-4.RO.16 Recognize that each person has been given unique talents and spiritual gifts by God</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Two:**
**Explore Wisdom (Animated Learning)**

**Students will:**
Explore the meaning of wisdom.

**Task:**
Students will explore what the Bible says about wisdom. Using the Biblical Wisdom Activity (Appendix H), students will match the five Scripture references to the five verses, then summarize what each verse is saying in five words or less.

**OR**
Working in small groups, students will summarize their verse in five words or less then create either a simple graphic or a series of creative movements to communicate the meaning of the verse. Each group will repeat their summary and share the group graphic/creative movements with the rest of the class.

<table>
<thead>
<tr>
<th>Standards Assessed</th>
<th>Assessment</th>
<th>Peer</th>
<th>Teacher</th>
<th>Overall</th>
</tr>
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<tbody>
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<td>B.1-4.BF.9 Refer to details and examples when explaining a Bible passage or drawing inferences.</td>
<td>SELF</td>
<td>PEER</td>
<td>TEACHER</td>
<td>OVERALL</td>
</tr>
</tbody>
</table>

**Assessment Three:**

PLEASE NOTE: The inclusion of self, peer, and teacher assessment on this page may not necessarily be relevant for the specific assessment tasks listed here. They are simply a visual reminder for you to consider all three forms as you plan your assessment tasks for the whole year.
SUMMATIVE ASSESSMENT

Date Implemented: ____________________________

The suggested timing for Summative Assessments is toward the end of a unit before the Kaizen Learning phase.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>PRIORITY STANDARDS ASSESSED</th>
</tr>
</thead>
</table>

**Essential Question:** What is the greatest plan God has for our lives?

**Big Idea:** God’s greatest plan for our lives is that His presence will live and be seen in us.

○ self-assessment  ○ peer-assessment  ○ teacher-assessment
TEACHER UNIT REFLECTION

Date Implemented: ____________________________

In the following sections, please use a scale of 1 to 5: 1 = low, 5 = high.

I believe this unit fulfilled the Encounter Curriculum framework in the following ways:

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>Teacher’s reflections on this unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout this unit, I challenged my students to:</td>
<td></td>
</tr>
<tr>
<td>1 2 3 4 5 Experience God</td>
<td></td>
</tr>
<tr>
<td>1 2 3 4 5 Grow in their biblical knowledge</td>
<td></td>
</tr>
<tr>
<td>1 2 3 4 5 Catch a greater vision of what God is like</td>
<td></td>
</tr>
<tr>
<td>1 2 3 4 5 Catch a vision of what God thinks of them</td>
<td></td>
</tr>
<tr>
<td>1 2 3 4 5 Grow as a disciple</td>
<td></td>
</tr>
<tr>
<td>1 2 3 4 5 Experience the gospel</td>
<td></td>
</tr>
<tr>
<td>1 2 3 4 5 Live life differently because of their discoveries</td>
<td></td>
</tr>
<tr>
<td>1 2 3 4 5 Become more discerning in their decision making</td>
<td></td>
</tr>
<tr>
<td>1 2 3 4 5 Develop a servant heart</td>
<td></td>
</tr>
</tbody>
</table>

My students were challenged to contemplate God in the following ways:

- [ ] Vision
- [ ] Gospel
- [ ] Lordship
- [ ] Presence

TEACHING STRATEGIES

The following range of strategies were used:

| 1 2 3 4 5 Emotional Engagement | |
| 1 2 3 4 5 Dramatic Enthusiasm | |
| 1 2 3 4 5 Physical Movement | |
| 1 2 3 4 5 Variety | |
| 1 2 3 4 5 Novelty | |
| 1 2 3 4 5 Nine Intelligences | |
| 1 2 3 4 5 Thinking Skills/Inquiry Learning | |
| 1 2 3 4 5 Experiential Learning | |
| 1 2 3 4 5 Reflective Practice | |

CLASSROOM CULTURE

Rate the classroom culture during this unit:

| 1 2 3 4 5 Community | |
| 1 2 3 4 5 Belonging | |
| 1 2 3 4 5 Self-disclosure about real issues | |

Overall success of this biblical exploration:

| 1 2 3 4 5 Head | |
| 1 2 3 4 5 Heart | |
| 1 2 3 4 5 Hand | |
TREASURE VERSE POSTERS

The following Treasure Verse Posters can be found in the Unit Resources Folder. A blank version is included should you wish to add more verses to this unit or change the Bible translation used for memory work. Reduced-size cards of this verse can also be found in the folder. They can be copied and added to your students' loose-leaf ring collection of Treasure Verses.

APPENDIX A

“Be strong and courageous, and do the work. Don’t be afraid or discouraged, for the Lord God, my God, is with you. He will not fail you or forsake you.”

1 Chronicles 28:20 NLT

“For I know the plans I have for you,” says the Lord. “They are plans for good and not for disaster, to give you a future and a hope.”

Jeremiah 29:11 NLT

“I will do what you have asked. I will give you a wise and discerning heart, so that there will never have been anyone like you, nor will there ever be.”

1 Kings 3:12 NIV

“Your body is the temple of the Holy Spirit, who lives in you and was given to you by God.”

1 Corinthians 6:19a NLT
In Learning Context, two additional verses (from Units 4.4 and 4.3) are reviewed. These are also shown below.

**Ephesians 3:16,17 (NLT)**

“I pray that from his glorious, unlimited resources he will empower you with inner strength through his Spirit. Then Christ will make his home in your hearts as you trust in him. Your roots will grow down into God’s love and keep you strong.”

**1 Samuel 16:7 (NLT)**

“The Lord doesn’t see things the way you see them. People judge by outward appearance, but the Lord looks at the heart.”
**OFFICIAL SEVENTH-DAY ADVENTIST FUNDAMENTAL BELIEFS**

As noted by the General Conference in the Seventh-day Adventist Church Manual, 2015 (19th Edition), Chapter 14

### 5. The Holy Spirit:
God the eternal Spirit was active with the Father and the Son in Creation, incarnation, and redemption. He is as much a person as are the Father and the Son. He inspired the writers of Scripture. He filled Christ’s life with power. He draws and convicts human beings; and those who respond He renews and transforms into the image of God. Sent by the Father and the Son to be always with His children, He extends spiritual gifts to the church, empowers it to bear witness to Christ, and in harmony with the Scriptures leads it into all truth.

**(Gen. 1:1-2; 2 Sam. 23:2; Ps. 51:11; Isa. 61:1; Luke 1:35; 4:18; John 14:16-18, 26; 15:26; 16:7-13; Acts 1:8; 5:3; 10:38; Rom. 5:5; 1 Cor. 12:7-11; 2 Cor. 3:18; 2 Peter 1:21)**

### The Holy Spirit

**God the Holy Spirit has been active during creation, incarnation, and redemption. He makes contact, convicts, and transforms humans into the image of God. He inspired the writers of the Scriptures. He gives spiritual gifts to the church and empowers people to begin to reflect aspects of His character.**

### Christian Behavior:

We are called to be a godly people who think, feel, and act in harmony with biblical principles in all aspects of personal and social life. For the Spirit to recreate in us the character of our Lord we involve ourselves only in those things that will produce Christlike purity, health, and joy in our lives. This means that our amusement and entertainment should meet the highest standards of Christian taste and beauty. While recognizing cultural differences, our dress is to be simple, modest, and neat, befitting those whose true beauty does not consist of outward adornment but in the imperishable ornament of a gentle and quiet spirit. It also means that because our bodies are the temples of the Holy Spirit, we are to care for them intelligently. Along with adequate exercise and rest, we are to adopt the most healthful diet possible and abstain from the unclean foods identified in the Scriptures. Since alcoholic beverages, tobacco, and the irresponsible use of drugs and narcotics are harmful to our bodies, we are to abstain from them as well. Instead, we are to engage in whatever brings our thoughts and bodies into the discipline of Christ, who desires our wholesomeness, joy, and goodness.

**(Gen. 7:2; Exod. 20:15; Lev. 11:1-47; Ps. 106:3; Rom. 12:1, 2; 1 Cor. 6:19, 20; 10:31; 2 Cor. 6:14-7:1; 10:5; Eph. 5:1-21; Phil. 2:4; 4:8; 1 Tim. 2:9, 10; Titus 2:11, 12; 1 Peter 3:1-4; 1 John 2:6; 3 John 2)**

#### Christian Behavior

We are given the power to be godly people, thinking, feeling, and acting according to the principles of God’s law and love. The way we dress, speak, act, and care for ourselves and others should reflect these principles: loyalty, worship, reverence, spiritual maturity, respect, love, purity, honesty, truthfulness, and contentment. (See Exodus 20)

#### Just Like Jesus

You can tell who is following Jesus by the way they act. We should be kind and friendly and helpful like Jesus was. We take care of our bodies because they are a gift from God. (1 John 2:6)
SOLOMON ILLUSTRATION

Illustration by Sophie Risuleo.

This illustration is used in Learning Context on the Epic Timeline to introduce the Bible character King Solomon. Place him on your timeline around 950 BC. Copy-ready artwork can be found in the Unit Resources Folder.
ORIGAMI FROG

Follow the instructions to prepare a frog to show your students in Learner Bait. Students require a copy of the plans shown below.

Alternatively you could project one of the website plans on your interactive whiteboard for students to follow:
Easy: www.origami-instructions.com/easy-origami-frog.html
Hard: www.origami-instructions.com/origami-happy-frog.html
Copy-ready artwork can be found in the Unit Resources Folder.

**FROG ORIGAMI INSTRUCTIONS:**

Start with a square piece of paper. If it is origami paper, put the colored side facedown on the table as shown Figure 1. Then fold along the diagonal to make a triangle. (Fig 2)

Open the square and fold the opposite corners of the square diagonally to make a second crease line. (Fig 3 and Fig 4)

Fold one corner of the triangle upward as shown (Fig 5).

Bring the previous fold back, open the paper slightly as shown (Fig 6). Make a squash fold. The left edge should line up with the center crease. The right edges should line up as well (Fig 7).

Now rotate the paper 90 degrees counter clockwise so it looks like the photo in Fig 8.

Fold the left side over following the dash line as shown in Fig 9. (This fold line can be draw lightly in pencil or you can just use the diagram as a guide for this final fold.)

That is your easy origami frog! Decorate with eyes drawn on or alternatively stick on plastic googly eyes.
ORIGAMI BOAT

Follow the instructions to prepare a boat to show your students in Learner Bait. Students require a copy of the plans shown below.

Alternatively you could project one of the website plans on your interactive whiteboard for students to follow:
Easy: www.origami-instructions.com/easy-origami-boat.html
Hard: www.origami-instructions.com/origami-boat.html
Copy-ready artwork can be found in the Unit Resources Folder.

---

**BOAT ORIGAMI INSTRUCTIONS:**

Start with a square piece of paper, if it is origami paper, put the colored sideface down on the table as shown Figure 1. Then fold along the diagonal to make a triangle as shown (Fig 2).

Now fold one corner of the triangle upwards as shown, (Fig 3) then unfold again to form a crease line. Now do a reverse fold along that crease line.

Take that bottom corner and bring it upward between the sides of the boat, as shown in Figure 4. The boat should now look like Figure 5.

Now the pointed top of the boat cabin is flattened. You can do this by cutting off the top or you can do another reverse fold and tuck it into the middle of the cabin top (Fig 6).

Draw an anchor or some port holes on the side of the boat then open it up and it is ready to sail!
BUILDING JOBS CARD

Give one Building Jobs Card per group of three students for use in Learning Context. Copy-ready artwork can be found in the Unit Resources Folder.
DAVID’S FAMILY TREE

Graphic: Publisher image.
Give each student a copy for use in Learning Context. Copy-ready artwork can be found in the Unit Resources Folder.
Moabite; move to Bethlehem; marry an Israelite, Boaz; learn about the one true God; help mother-in-law, Naomi; have children...

Help the Israelites; escape safely from Jericho; learn about the one true God; live with the Israelites...

Farmer; love God; be a kind boss to his workers; marry Ruth...

Be a shepherd boy; fight Goliath and win; become the second king of Israel; man after God’s own heart; warrior...

Graphic: Publisher image.
This Annotated Family Tree is for teacher reference only.
King David’s mule clattered through the streets of Jerusalem. Ahead of the mule marched the commanders of the king’s army. Behind the mule walked Zadok the priest, Nathan the prophet, and Benaiah son of Jehoida, followed by more commanders of the king’s army and a growing crowd of people, all curious to see what might be happening.

On the mule sat Solomon, son of David and Bathsheba.

Through the city of Jerusalem and out the eastern gate they went, purposeful in their walk, until they came to the Gihon Spring. Water bubbled from the ground, making a fountain which flowed fresh and pure.

A tent stood nearby. For the past 27 years, the tent had housed the Ark of the Covenant. The Tabernacle itself was at Gibeon, but the Ark of the Covenant stood by the Gihon Spring where ceremonial washings before any great act of worship or religious service took place.

There, the soldiers stopped. There, Solomon stepped down from the mule. He washed in the clean, clear waters of Gihon. Then Zadok the priest, supervised by Nathan the prophet, anointed Solomon king over Israel, pouring over Solomon’s head olive oil taken from the sacred tent, and smearing it over his head and face with his hands.


The trumpeters blew their trumpets. “May King Solomon live!” The crier’s message rang across the valley, followed by more trumpet fanfare and a shout of approval from the people.

“Long live King Solomon! May the king live forever!”

And so it was that Solomon left the city of Jerusalem as a prince, and returned, chosen and anointed, to rule over God’s people for 40 years after the reign of his father, King David.
SOLOMON’S PRAYER FOR WISDOM


Adapted with permission from the Arthur S. Maxwell estate and the Review and Herald Publishing Association.

This story is to be shared in Animated Learning with your students.

So Solomon became the king after David, his father. Solomon was successful, and everyone in Israel obeyed him. Every official and every soldier, as well as all of David’s other sons, were loyal to him. The Lord made Solomon a great king, and the whole nation was amazed at how famous he was. In fact, no other king of Israel was as great as Solomon.

There was a reason why God gave such honor and blessing to this young man; he was always eager to do the right thing.

Soon after his coronation, Solomon called all the leaders of Israel to meet him at Gibeon, where the old, sacred tent was still standing. David had since moved the sacred chest to Jerusalem for safekeeping; but the brass altar made by Bezalel was still in its old place outside the faded tent, and Solomon offered 1,000 burned offerings on it as a mark of his devotion to God.

The fact that he, the new young king, was starting his reign in this way must have made a big impression on everybody who was there. Quickly the story spread all over the country, bringing hope of a great revival.

One night while Solomon was in Gibeon, the Lord appeared to him in a dream and asked, “Solomon, ask for anything you want, and I will give it to you.”

Solomon answered, “My father, David, your servant, was honest and did what you commanded. You were always loyal to him, and you gave him a son who is now the king. Lord God, I’m your servant and you’ve made me a king in my father’s place. But I’m very young and know so little about being a leader. And now I must rule your chosen people, even though there are too many of them to count. Please make me wise and teach me the difference between right and wrong. Then I’ll know how to rule your people. If you don’t, there is no way I could rule this great nation of yours.”

God was very pleased with Solomon’s prayer. What a sensible request it was. Most young men would have asked for a nice new chariot, or a gold-plated suit of armor, or maybe some expensive Arabian horses, but not this youth.

Instead, he merely asked for wisdom to do his job as it should be done.

And God said to him, “Solomon, I’m pleased that you asked for this. You could have asked to live a long time or to be rich. Or you could have asked for your enemies to be destroyed. Instead, you asked for wisdom to make right decisions. So I’ll make you wiser than anyone who has ever lived or ever will live.

“I’ll also give you what you didn’t ask for. You’ll be rich and respected as long as you live, and you’ll be greater than any other king. If you obey me and follow my commands, as your father, David, did, I’ll let you live a long time.”

Then “Solomon woke up and realized that God had spoken to him in the dream.” What a beautiful dream! And what a lesson it is for every person today!

If God said to you, “What will I give you?” what would you say to Him? Would you ask for the latest computer? Or for a new mountain bike? Or for lots of money? Or that you might be at the top of your class? Or that you might win first prize at your school sports day?

Or would you say, like Solomon, “Just make me wise, Lord, so that I can always choose the right, so I can please You in all that I do?”

If you pray a prayer like this, asking only for wisdom to do God’s will, He will be very pleased. And He will answer you as surely as He did King Solomon, giving you not only wisdom but also everything else you need.
BIBLICAL WISDOM ACTIVITY

In Animated Learning, students will cut out Verse Reference and Summary Cards and use their Bibles to match the reference to the text written on the Wisdom Outline shown below. They will then summarize what the text is saying in five words or less on the Verse Reference Card.

Print out one copy per student for use in Animated Learning. Copy-ready artwork can be found in the Unit Resources Folder.

Discuss student summaries for each Bible text, then discuss the following questions as a class:

DISCUSS

- From where does wisdom come?
- How important to God is having wisdom?
- Why do you think we should chase after wisdom?
- What are some of the benefits of having God’s wisdom?

TEACHER REFERENCE:

1. Proverbs 2:2–4
2. Proverbs 4:11
3. Proverbs 2:6
4. Proverbs 13:20
5. James 3:17
Print out one copy per student of the Verse Reference Cards for use in Animated Learning as described on the previous page.

Copy-ready artwork can be found in the Unit Resources Folder.
TITLE CARDS

Illustration by Sophie Risuleo.
Print out these cards for use in Animated and Engaged Learning. Copy-ready artwork can be found in the Unit Resources Folder.
SOLOMON JUDGES WISELY


Adapted with permission from the Arthur S. Maxwell estate and the Review and Herald Publishing Association.

This play is to be acted out in groups of four in Animated Learning. Print out one copy per student in the Unit Resources Folder.

Reader: One of the first problems King Solomon met was a very difficult one. Two women came to him, both claiming the same baby. They wanted him to decide whose it was. But how could he tell? Sitting on his throne, Solomon listened carefully to their story.

Woman 1: Your Majesty, this woman and I live in the same house. Not long ago my baby was born at home, and three days later her baby was born. Nobody else was there with us. One night while we were all asleep, she rolled over on her baby, and he died. Then, while I was still asleep, she got up and took my son out of my bed. She put him in her bed, then she put her dead baby next to me.

Reader: When the woman woke up the next morning to feed her baby, she found a dead child in her arms which was not hers, but the other woman’s.

Woman 2: (Shouting) No! He was your son. My baby is alive! The dead baby is yours, mine is alive!

Woman 1: (Shouting) How dare you try deceive everyone! You are not telling the truth! The dead baby is YOURS, mine is ALIVE!

Woman 2: (Shouting) What nonsense! You have got it all wrong! I can’t believe ...

Reader: Poor Solomon! He had never met anything like this before. If ever he needed the wisdom that God had promised him, it was now.

Solomon: Someone bring me a sword.

Reader: At once a servant brought him one, while silence fell in the room. Everyone wondered what Solomon was going to do with that sword.

Solomon: Cut the baby in half! That way each of you can have part of him.

Woman 1: (Gasp!)
Play: Solomon Judges Wisely (continued)

**Reader**: Surely he wasn’t really going to cut the baby in half! Everybody was shocked.

**Woman 1**: (Crying) Please don’t kill my son. Your Majesty, I love him very much, but give him to her. Just don’t kill him.

**Woman 2**: (Shouting) Go ahead and cut him in half. Then neither of us will have the baby!

**Solomon**: Aha! Now I know who the baby belongs to. Don’t kill the baby. She is the real mother (Pointing to Woman 1). Give the baby to her.

**Reader**: As the two women left the palace, their story went with them. It spread from city to city and from village to village until everybody from one end of the country to the other was talking about that baby and how Solomon had found out who its mother was. Everyone in Israel was amazed when they heard how Solomon had made his decision. They realized that God had given him wisdom to judge fairly.

**DISCUSSION QUESTIONS:**

- What was the problem in the story?
- How did Solomon show great wisdom in this story?
- How did he know Woman Number 1 was the real mother of the baby?
- Have you ever been in a situation where it was difficult to know what to do? Invite students to share.
- What have you learned about God’s wisdom from this story?

**TEACHING POINTS:**

- Solving problems wisely was preparing Solomon for greater jobs in the future.
- As king, he would need much more wisdom in the years to come.
- God was building Solomon’s wisdom so Solomon could fulfill God’s amazing plans for Solomon’s life.
DIFFICULT DILEMMA CARDS

Give one Difficult Dilemma card per group of two or three students for use in Animated Learning. Copy-ready artwork (two sets of all 3 cards per 8.5 x 11 inch page) can be found in the Unit Resources Folder.

Two boys have identical footballs. Both boys are playing with their footballs on the field with their friends. One boy loses his ball over the fence and then he takes the other boy’s ball. Both boys start to fight over the ball and both say the ball is theirs.

How would you solve this dilemma?

It’s a hot day at school and many students take off their school sweatshirts to keep cool. At the end of the day Tom can’t find his shirt in his school bag. All the other students have put their sweatshirts back on. Tom’s has a distinctive mark on the sleeve but it is not labeled with his name. Tom notices that another boy is wearing his shirt and tries to take it off him. The other boy thinks the sweatshirt belongs to him.

How would you solve this dilemma?

Yesterday your class completed a math test. Your teacher has marked all the tests and is congratulating your best friend for getting one of the highest scores in the class. Your friend even got given a certificate for academic excellence. You have a sick feeling in your stomach because yesterday during the test you noticed your friend was cheating. It doesn’t seem fair your friend is being rewarded.

How would you solve this dilemma?
## ARCHITECTURE NOTES

These Architecture Notes can be shared with your students after they have viewed the PowerPoint *Amazing Architecture* in Engaged Learning.

<table>
<thead>
<tr>
<th>Building</th>
<th>Location/Region</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Leaning Tower of Pisa</td>
<td>Pisa, Italy. Finished in 1264. It took approximately 90 years to be built. It is a free-standing bell tower of the nearby cathedral. Tourist attraction. It is leaning over because it is set in weak, unstable soil.</td>
<td></td>
</tr>
<tr>
<td>Sagrada Familia</td>
<td>Barcelona, Spain. Started being built in 1882 and is not finished. They hope to finish building in 2026. Cathedral in use and tourist attraction.</td>
<td></td>
</tr>
<tr>
<td>Petronas Twin Towers</td>
<td>Kuala Lumpur, Malaysia. Finished in 2000. Took 7 years to be built. First tower is occupied by Petronas, an oil and gas company, and the other tower is occupied by a range of businesses.</td>
<td></td>
</tr>
<tr>
<td>Burj Al Arab</td>
<td>Dubai, United Arab Emirates. Finished in 1999. Built on an artificial island. Took five years to build. 322m tall. Used as a luxury hotel.</td>
<td></td>
</tr>
<tr>
<td>Burj Khalifa</td>
<td>Dubai, United Arab Emirates. Started in 2004 and completed 2010. Took less than six years to build. Tallest man-made structure in the world at 829.8m at tip. According to Wikipedia, it holds 17 records. It has a multi-purpose use including tourism, residential apartments, communication, offices, and has hotel and business suites.</td>
<td></td>
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</tbody>
</table>
PASSING ON THE TEMPLE PLANS

By Christine Miles. Used by permission.
This play is to be acted out in groups in Engaged Learning. Print one copy per student from the Unit Resources Folder.

A Play: Passing on the Temple Plans

By Christine Miles

CHARACTERS: David, Solomon, crowd of officials (tribal leaders, commanders of the army, generals & captains, overseers, palace officials, mighty men, and all other warriors), trumpeteers; Voices x 3

N.B. Trumpeteers should decide what their fanfare will be before play begins. The teacher might wish to have a song of praise to be sung by the class at their disposal.

PROPS: a building plan, three sheets of paper covered with lists (could be aged for effect); a royal throne elevated to make the crowd appear lower, the crowd will look and feel more real if weaponry and palace-wear is in evidence. Overexaggeration of the props will enhance importance of atmosphere.

LOCATION: Jerusalem

ACT ONE

The crowd is gathered. Trumpeteers stand to one side, between the throne and the crowd.

CROWD: (flocking amongst themselves, calling out across the crowd to friends, jostling for position etc.)

TRUMPETERs: play fanfare. Pause. Play again. Enter David and Solomon. Crowds bow to the ground. David sits on throne. He has the temple plans in hand.

DAVID: (truly) My brothers and my people!

Crowd: (their heads, David greets for them to asise — crowd may sit or stand at this point)

DAVID: It was my desire to build a temple where the Ark of the Lord's covenant, God's footstool, could rest permanently. I made necessary preparations for building it, but God said to me —

VOICES: You must not build a temple to honour my name, for you are a warrior and have shed much blood.

Crowd: (their heads, David greets for them to asise — crowd may sit or stand at this point)

DAVID: I will proclaim: 'The Lord, the God of Israel, chose me from among all my father's family to be king over Israel forever. He chose the tribe of Judah to rule. And from among my sons, the Lord chose Solomon (instead of me) to become king after me. God said to me —

VOICES: Your son Solomon will build My Temple and its courtyards, for I have chosen him as my son, and I will be his Father. And He will continue to give My commands and regulations to him. So, I will make his kingdom last forever.

Crowd gasp, cheer. Trumpet fanfare. Solomon to indicate when to stop.

DAVID: Solomon, my son, get to know the God of your fathers. Worship and serve Him with your whole heart and with a willing mind. For the Lord sees every heart and understands and knows every plan and thought. If you seek Him, you will find Him. But if you refuse Him, He will reject you forever. Take this seriously: The Lord has chosen you to build a Temple as His sanctuary. Be strong, and do the work."

Crowd clap, cheer. Trumpet fanfare. Solomon stands with bowed head and hands clasped. Sudden silence when David finishes the Temple plans.

DAVID: — unded temple plans, displaying first to crowd and then to Solomon. Here are the plans, my son. You will see they are complete — here are the lampstands, and here the oil lamps, and here are the soap dishes, and here are the treasuries, and here are the upstairs rooms. Look at the inner rooms, and here, glory be to the Lord, the inner sanctuary where the Ark shall be kept.

Solomon takes the plans from his father and studies them while David continues talking.

DAVID: I will talk with you about the plans I have for the sanctuary. Pass here, Solomon a sheet of paper covered with writing. Here is a work list for the priests and Levites. Pass here, Solomon another piece of paper — here is a list of how much silver and gold you will need. Including details about how much silver and gold you will need to make each item — the lampstands and tamps, the metahas, basins, pitchers, and dishes. Here is a list of all the them that will be needed for worship and sacrifice.

Solomon takes each piece of paper, eyes getting bigger with each piece as though there is so much detail he can't believe it.

DAVID: Every part of this plan was given to me in writing from the hand of the Lord.

Solomon reads. The crowd claps, cheers. Trumpet fanfare.

DAVID: — works, passes all of Solomon's shoulders, two men face each other — be strong and courageous, and do the work. Don't be afraid or discouraged for the Lord God, my God, is with you. He will not fail you or forsake you.

Looking at crowd, nodding hea. Solomon and a group of officials, two men face each other. There is so much detail, so much planning. Trumpeteers to break into fanfare. Crowds sit or stand. Trumpeteers to break into fanfare. Crowds sit or stand. Trumpeteers to break into fanfare.

CROWD: Blessed be the name of the Lord!

David: (as though judging thei

Majority of crowd to raise arms with enthusiasm.

DAVID: Let us praise the Lord.

Everyone to kneel including trumpeteers. Remain silent for thirty seconds. Trumpeteers to break into fanfare. Crowd stop with rejoicing (singing praise song) and disperse.

APPENDIX L

4.5 KING SOLOMON (GOD GIVES WISDOM)
 TEMPLE PLANS

Print one copy for each student from the Unit Resources Folder for students to plan their individual service project in Life learning if Option One is chosen.

Plans: **Holy Temple**
Owner: **King Solomon**
Architect: **Huram Abi**

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**Cross-section:**

- Porch
- Holy Place
- Most Holy Place
- Priests Rooms
- Treasure/Storage Rooms

**Floor plan:**

- N
- S
- W
- E

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© ADVENTIST ENCOUNTER CURRICULUM

4.5 KING SOLOMON (GOD GIVES WISDOM)
With no enemies to fear and no wars to fight, Solomon was able to devote himself almost entirely to the task of building the temple his father had planned and prepared so lovingly.

Although David had made great preparations and gathered large amounts of timber and metals of various kings, they were not enough. As Solomon looked over the plans his father had given him for the temple, he saw that he would need a lot more material before he could start to build.

So he sent a message to David’s old friend Hiram, King of Tyre, and asked him for help. In particular he wanted more cedar trees out of the forests of Lebanon. He offered to pay whatever Hiram asked and to send men to help cut them down. David knew Hiram’s workers were more experienced than anyone else at cutting timber.

King Hiram sent a message back and said, “I am grateful that the Lord gave David such a wise son to be king of that great nation!” Then he promised to do everything Solomon asked. King Hiram said he would give Solomon all the cedar and pine logs he needed and his workers would carry them down from Lebanon to the Mediterranean Sea. His workers would tie the logs together and float them along the coast to where Solomon wanted.

So thousands of trees were cut and floated down the coast as far as Joppa. Then Solomon’s men hauled them up the steep road to Jerusalem. It was a long and heavy task and took years to complete.

To help Hiram in the cutting and sawing, Solomon called for 30,000 men, sending 10,000 every month to Lebanon in rotation. In addition, he had 70,000 men helping in other ways and 80,000 workers to cut stone in the hill country. He ordered the workers to cut and shape large blocks of good stone for the foundation of the temple.

What excitement there must have been as piles of timber and cut stones grew bigger and bigger! By this time, the building of the temple had become the center of interest for all Israel. With so many thousands at work on the project, and so many more thousands busy feeding them, it must have been the main topic of conversation from one end of the country to the other.

One of the special requests that Solomon made of King Hiram of Tyre was for a man skilled in handling metals. “Send me a worker who cannot only carve, but who can also work with gold, silver, bronze, and iron, as well as make brightly colored cloth,” he wrote to his friend.

Hiram found just the man. His name was Huram. He was a very talented man. He built two great pillars in the Jordan Valley, eight meters (26 feet) high and two meters (6.5 feet) thick out of clay and coated them in bronze.
Once they were completed, he had the huge task of getting them up to the mountain to Jerusalem. Huram’s laborers dragged the magnificent, gleaming bronze pillars inch by inch up the mountainside while Huram was busy making many other things, some of them almost as big and important as the two large pillars. For instance, he made a massive brass bowl, or as he called it, “the Sea.” This bowl stood on 12 brass bulls and it held almost 50,000 liters (13,000 gallons).

These are some of the other things Huram made: 400 brass pomegranates for the chain designs, 10 movable stands, 10 small bowls for the stands, pans for hot ashes, and shovels and sprinkling bowls.

Huram was not the only one with special skills and talents. There were thousands of other skillful and dedicated people who helped build that beautiful house of God. Solomon also had workers line the walls and floors with cedar and pine, so that no stones were seen. Then all the wood was covered with gold. Other workers carved designs of winged creatures into the walls. A curtain was made of fine linen and woven with blue, purple, and red wool, and embroidered with designs of winged creatures. In the Holy Place, a new golden altar of incense, new golden tables for the sacred bread, and 10 golden lamp stands were carefully made.

It must have been magnificent inside, with the bright colors of the curtain and twinkling lights of the 10 lamp stands all reflected in the polished gold of the walls, floor, and ceiling!

At last, seven years after the work was started, the building was finished. The plans that God had given to David had been carried out to the last detail. Everything, from the laying of the foundation stones to the polishing of the last brass pomegranate, had been done as well as men could do it. Everyone, from Solomon to the humblest stonecutter, had done his best to make this the most magnificent temple ever built.

Would God accept this building as His own and honor it with His presence as He had honored the sacred tent in the wilderness?
SOLOMON OUTLINE

Print one copy per student for use in Engaged Learning.
Copy-ready artwork can be found in the Unit Resources Folder.

<table>
<thead>
<tr>
<th>God’s Plans for Solomon’s Life:</th>
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<th>Godly Qualities Solomon showed:</th>
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<tr>
<th>How did Solomon show wisdom in his life?</th>
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<tr>
<th>What does Solomon think about God?</th>
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<tr>
<td><em>(Read 2 Chronicles 2:5)</em></td>
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<td>..................................</td>
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<tr>
<th>What is the temple for?</th>
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<td><em>(Read 2 Chronicles 2:4)</em></td>
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<tr>
<th>Interesting facts about the building of the temple:</th>
</tr>
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<tr>
<td>The temple was three stories high.</td>
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<tr>
<td>It took four years to gather the materials needed to build the temple.</td>
</tr>
<tr>
<td>The temple was built in seven years.</td>
</tr>
<tr>
<td>It was built on site without the sound of an axe, hammer, or any iron tool.</td>
</tr>
<tr>
<td>Stone was cut away from the building site and objects assembled away from the temple.</td>
</tr>
</tbody>
</table>
One thing was missing from the temple. The golden candlesticks were in place, and so were the golden tables for the sacred bread, the golden altar of incense, the many-colored curtain, and the two golden winged creatures; but there was no sacred chest (Ark of the Covenant). This was still in the tent which David had made for the Ark when he had brought it from Kiriath-Jearim to Jerusalem. Solomon decided to have the chest moved to the temple.

So when all the work on the temple was done and everything had been made as perfect as possible, Solomon called together the important leaders of Israel to help in moving the sacred chest.

What a procession that must have been! And what joy must have filled every heart as the people saw the precious sacred chest — now nearly 500 years old — carried reverently by the Levites to what they all believed would be its final resting place in the holy of holies of the beautiful new temple.

As the priests carried the chest into the Most Holy Place and put it under the winged creatures, whose wings covered the chest and the poles used for carrying it, they must have noticed how small it seemed. It was only 112 centimeters (44 inches) long and 67 centimeters (26 inches) wide, while the new Most Holy Place in the temple was 9 meters (30 feet) square and 9 meters (30 feet) high.

Although the sacred chest was so small and had nothing in it except for the two flat stones which Moses put in, a small gold jar of manna, and Aaron's budded staff, it was the most precious and important thing in the temple. Without it — without the law of God inside it and the mercy seat above it — the services in the temple would have been meaningless.

Suddenly, as the priest came out of the temple, having left the sacred chest in place, there was a great burst of music. A hundred and twenty priests blew trumpets, while others began to play on cymbals, harps, and other stringed instruments. Those not playing instruments began singing praises to God. They were praising the Lord by playing music and singing.

Then a cloud filled the temple as the priests were leaving the Most Holy Place. God’s glory was in the cloud.

The light from God’s glory was so bright that the priests couldn’t stay inside to do their work.

Solomon, standing on a brass platform one and half meters (5 feet) high in the center of the court in front of the temple, was told what had happened, and knew that the Lord’s glory was in the temple.

Deeply moved that God had been pleased to show this mark of approval, he lifted his arms toward heaven before the thousands of people crowded around him and praised and worshiped God with his whole heart.
Pause and allow silence to linger in your classroom.

Invite students to really think about God’s presence coming into that temple.

• What did the people experience when that occurred?

Invite them to close their eyes and listen to a piece of music that captures such a moment. Invite them to show the moment they think God arrives and fills the room with His presence through a predetermined action (e.g., folding their hands as if in prayer, or pointing up to God). Ask them to reflect on questions such as:

• What does God look like in your imagination?
• How does God’s presence make you feel inside?
• Can you feel His love for you?
• This God Who created the universe wants to be with you. Solomon responded to that. How do you respond to that?

Play the audio file “Glory,” then discuss responses.
GOD'S GLORY Y CHART

Print one copy one per student for use in Heart Learning. Copy-ready artwork can be found in the Unit Resources Folder.
GLORY VERSES

In Heart Learning, write on your whiteboard the Glory Verses references below (shown in the left column of the table). Students do not necessarily need to look up all these verses; they could choose from the selection. However, if this activity is completed as an introduction to Assessment One, the greater number of verses they explore, the greater will be their picture of God’s glory.

<table>
<thead>
<tr>
<th>REFERENCES (write on whiteboard)</th>
<th>The Glory Verses are provided below for teacher reference. Words relating to what God’s glory is like are bolded for your convenience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exodus 24:17 (NLT)</td>
<td>“To the Israelites at the foot of the mountain, the glory of the Lord appeared at the summit like a consuming fire.”</td>
</tr>
<tr>
<td>Exodus 16:10 (NLT)</td>
<td>“And as Aaron spoke to the whole community of Israel, they looked out toward the wilderness. There they could see the awesome glory of the Lord in the cloud.”</td>
</tr>
<tr>
<td>Exodus 33:18-19 (NLT)</td>
<td>“Moses responded, ‘Then show me your glorious presence.’ The Lord replied, ‘I will make all my goodness pass before you, and I will call out my name, Yahweh, before you. For I will show mercy to anyone I choose, and I will show compassion to anyone I choose.’”</td>
</tr>
<tr>
<td>Psalm 115:1 (NLT)</td>
<td>“Not to us, O Lord, not to us, but to your name goes all the glory for your unfailing love and faithfulness.”</td>
</tr>
<tr>
<td>Psalm 111:3 (NLT)</td>
<td>“Everything he does reveals his glory and majesty. His righteousness never fails.”</td>
</tr>
<tr>
<td>Psalm 57:5 (NLT)</td>
<td>“Be exalted, O God, above the highest heavens! May your glory shine over all the earth.”</td>
</tr>
<tr>
<td>Psalm 8:1 (NLT)</td>
<td>“O Lord, our Lord, your majestic name fills the earth! Your glory is higher than the heavens.”</td>
</tr>
</tbody>
</table>
In Soul Learning, write the Temple Verses references below (shown in the left column of the table) on the board. Students do not necessarily need to look up all these verses; they could choose from the selection.

**REFERENCES**

(Write on whiteboard)

The Temple Verses are provided below for teacher reference.

<table>
<thead>
<tr>
<th>REFERENCES</th>
<th>The Temple Verses are provided below for teacher reference.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Corinthians 3:16-17 (NLT)</td>
<td>“Don’t you realize that all of you together are the temple of God and that the Spirit of God lives in you? God will destroy anyone who destroys this temple. For God’s temple is holy, and you are that temple.”</td>
</tr>
<tr>
<td>Ephesians 2:21 (NLT)</td>
<td>“We are carefully joined together in him, becoming a holy temple for the Lord.”</td>
</tr>
<tr>
<td>1 Peter 2:5 (NLT)</td>
<td>“And you are living stones that God is building into his spiritual temple.”</td>
</tr>
</tbody>
</table>

**DISCUSSION QUESTIONS:**

- What do these verses tell us about where God lives? (With and in His people)
- Why does God call us a temple? (Just as the temple was filled with God’s presence and His glory, we too can be filled with His Holy Spirit and glory.)
- When does God enter inside a person? (He enters when we invite Him in. Point out that God is polite and considerate and He doesn’t force His way into people’s hearts. He waits to be invited. God gives us free choice to let Him into our hearts or not.)
- If you have let Jesus into your heart, how does it make you feel knowing that the God of the universe lives inside you?

**TEACHING POINTS:**

- Solomon’s Temple is no longer standing in Jerusalem. It was destroyed by the Babylonian army in 586 BC.
- We are God’s temples because He fills us with His presence through the Holy Spirit.
- God loves to see us worshiping Him in a church, but we don’t have to go to a temple building or church to be with God and to worship Him. God fills us with His presence right where we are.
- Having God’s Spirit (His presence) inside us can make us feel peaceful, joyful, and loved.
GOD’S PLAN CARDS

Illustration by Sophie Risuleo.

Print out one set of cards for use in Soul and Life Learning. Copy-ready artwork can be found in the Unit Resources Folder.

One of God’s great plans for me is that His presence lives in me.

One of God’s great plans for me is that He shapes and builds my character.

One of God’s great plans for me is that my life brings Him glory.
I AM GOD’S TEMPLE

Use this frame in Soul Learning.
Print out one per student from artwork found in the Unit Resources Folder.

Some great aspects of God’s character are...

God’s glory is shown through me when...

When I give God glory, I think He feels...

I would like God to build me into...

I give God permission to...

Photo goes here
When John Newton’s kind mother died before his seventh birthday, he felt very alone. Since his birth in London in 1725, she had raised him mostly by herself because his sea captain father was often away on long trips.

But then life changed for John. Even though his father remarried, John’s stepmother did not want him around and sent him off to boarding school.

When he was eleven, his father took him to sea. “Maybe now he will spend time with me,” hoped John, but his father was too busy.

Later, John was drafted into the British Royal Navy. He tried to escape but was caught and severely whipped. When his ship put into port near North Africa to make repairs, John arranged to trade himself for a skilled carpenter from another ship. He was glad to get out of the navy.

Thinking that life was treating him badly, John decided to treat others the same. He made life worse for himself by refusing to obey orders. Finally, he got work with a slave trader along the African coast. But then he himself was made a slave!

His father finally arranged his rescue, but the hard things John had experienced did not teach him to be kind to others. By the age of twenty-two, he became the captain of his own slave ship. Then one day, his ship was caught in a violent storm and nearly sank. When all seemed lost, John remembered the Lord his mother had told him about. He repented of his sins, and God saved him.

John Newton became a minister, worked to end slavery, and wrote many songs. His most famous hymn tells his own story: “Amazing grace! How sweet the sound that saved a wretch like me!”
RESTITUTION — THE STRANGER IN THE HEAVY COAT

As Pastor John Newton greeted the people after church, a stranger in a heavy coat approached him and slipped an envelope into his hand. “Sir,” the man whispered, “allow me to give you this. It is very important.” And then the man was gone.

“How strange,” thought Newton. “What could this be?”

Earlier, John Newton had written in a song, “Amazing grace! How sweet the sound that saved a wretch like me!”

Why would a preacher call himself something as awful a name as “wretch”? Possibly he was remembering the misery he had caused as a slave ship captain. The slave trade truly was an evil business. It involved kidnapping Africans from their homes, packing them into ships where many died or went crazy as they crossed the sea, and then selling them into a cruel life of slavery.

After Newton became a Christian, God spoke to him. Even though many people in those days thought slavery was all right, God reminded Newton of the horrible suffering it caused. And the more he thought about it, the more it made him sick. He began to see his own sin the way God saw it — a terrible, ugly thing. It had certainly taken God’s “amazing grace” to save someone as wicked as he.

Newton was sorry for his sin and thankful that God had saved him. In his thankfulness, he prayed, “Oh, God, allow me to help in some small way to make things right.” But what could he do? He couldn’t bring back the captives who had died at sea. He couldn’t return the living slaves to their homeland. What could he do?

God’s answer came in the form of the stranger in the heavy coat. When Newton opened the envelope the man had given him that cold Sunday morning, he found a letter from William Wilberforce, an important government official. “I feel God has some important plan for my life,” Wilberforce wrote. “Will you help me discover it?”

Newton was delighted. Could this be the answer to his prayers? As a government official, Wilberforce might be able to help change the laws and end slavery.

Together, Newton and Wilberforce worked hard. And in 1807, just months before John Newton died, the British government passed a law ending England’s role in the slave trade. Wilberforce continued to work to set things right, and in 1825, all the slaves in England were freed.

Restitution does not earn forgiveness. But in thankfulness for being forgiven, we choose to make right the wrong.

DISCUSS:
• Why did John Newton call himself a “wretch,” and what do you think that word means?
• For what did John Newton pray?
GIVING GOD THE GLORY CARDS

Illustration by Sophie Risuleo.

In Life Learning, students are encouraged to think of scenarios where they could be more intentional about praising and giving God the glory. Divide your class into small groups to do this. To differentiate and offer scaffolded help in this process, you may want to distribute some of the scenarios below and have students role-play how they might end with this intention in mind. Share reflections as a class.

PLEASE NOTE: Be discerning about how the responses are expressed, as we can easily acknowledge God for the wrong thing (e.g., if we win at basketball, we can praise God for healthy bodies and determined minds, rather than the win itself).

A sample of the 18 cards is shown below. Copy-ready artwork can be found in the Unit Resources Folder.

1. You just got a great score in your math test.
2. Another student in your class said something nice about you and your work.
3. Your basketball team won the finals.
4. You usually fight with your brother, but lately you've been getting along better.
5. You have started at a new school and students include you in their games.
CQ (CHARACTER QUALITY) CARDS

Illustration by Sophie Risuleo.
Have a supply of these available for students to use in Life Learning. Students will need at least two cards each. Copy-ready artwork can be found in the Unit Resources Folder.
MULTIPLE INTELLIGENCE DISCUSSION

Use the questions below, or similar discussion leads, to follow up a student Multiple Intelligence Survey, available with instructions at www.lauracandler.com/free/misurvey.

Once students have completed the Multiple Intelligence Survey, group them according to their dominant intelligence.

- How can these particular strengths be used right now to bless others and bring God glory?

Discuss and list things that they enjoy and are good at.

Think of ways that these strengths could be used in the classroom, school, home, and church to bless others and glorify God.

OR

- What job/career might someone with these strengths pursue?

Discuss what character qualities might be needed to complete that job and the ways in which that job could be used for good in the world to bring glory to God.
TEMPLE CARD

Illustration by Sophie Risuleo.

Write a personal note of affirmation to each student in your class noting how God is building them as His temple, shown by the qualities you see them demonstrate. Give one to each student in Kaizen Learning.

Copy-ready artwork can be found in the Unit Resources Folder (six per 8.5 x 11 inch page).