

Lesson 86

Solomon Asks for Wisdom

Solomon asked God for wisdom to rule his people.

Studying God's Word

Don't forget! Review the Optional Supplements and determine where you can use them.

Introduction

To start today, I'm going to describe brother and sister twins named Katie and Kyle. Then I'll ask you some questions about them. Both Katie and Kyle went to church every week with their parents and learned about God from the Bible. They were studying David, just like we've been doing. Katie and Kyle both loved the account of David defeating Goliath with a stone and sling. They even made their own slings to play with at home! They understood that God gave David the courage to fight Goliath.

When they came to church the next week, Katie got every question right for her team in the review game. The teacher was impressed that Katie remembered so many things from the Bible lesson.

Kyle didn't get any questions right in the game, but he remembered how David showed courage. Kyle had been feeling bad for not telling his mom he'd lost his glasses. He'd been too afraid to tell her because this was the second pair he'd lost this year. But after church, Kyle went to his mom and told her the truth. He asked for forgiveness, and she forgave him.

Okay. Raise your hand if you think Katie showed more wisdom than Kyle in this story. Show of hands.

Raise your hand if you think Kyle showed more wisdom than Katie in this story. Show of hands.

Why did you choose Katie/Kyle? Allow discussion.

What is wisdom? How would you describe it? Allow answers.

How is wisdom different than knowledge? Allow discussion.

Slide #3

Wisdom is knowing and using God's truth in our own lives. Knowledge is facts about things or skills we can learn.

Wisdom: knowing and using God's truth in our own lives Knowledge: facts about things or skills we can learn

Did you know it's possible to have knowledge but not have wisdom? Like Katie, many people know facts about the Bible. She had knowledge. But Kyle showed wisdom because he took what he learned in the Bible and chose to apply it to his life. He did something he knew would please God. That's wisdom!

We'll see another example of wisdom in our lesson today. But first, let's review what we learned about David in our last lesson.

Slide #4

Slide #5Slide #6

Refer to Lesson 83 Theme Poster. Even though David had a heart that loved God, he still struggled with sin just like we do. When David sinned with Bathsheba and had her husband killed, he repented and asked God for forgiveness. But he still faced consequences for his sin.

Refer to Lesson 84 Theme Poster. One of the consequences of David's sin was trouble in his own family. His son Absalom tried to take the kingdom away. But Absalom was killed by David's commander after he got caught in a tree. David returned to Jerusalem and continued to rule the people of Israel. He reigned as king for a total of 40 years.

Refer to Lesson 85 Theme Poster. In our last lesson, we looked at the book of Psalms. God directed many writers, including King David, to compose these songs and prayers that we can use to help us praise and worship God.

What kinds of psalms did we talk about? Psalms of praise, psalms of lament, and psalms of thanksgiving.

Today we'll find out which son of David became the next king of Israel.

Solomon Becomes King

Refer to the Books of the Bible Poster. Turn to 1 Kings chapter 1. The book of 1 Kings starts with David as an old man at the end of his reign as king. David had promised Bathsheba that their son Solomon would be king after him, but he hadn't told his family or the people yet. Meanwhile, one of David's other sons, Adonijah, decided that he would be the next king. He gathered some powerful men to help him, including David's commander, Joab, and the priest Abiathar. But Zadok the priest, Nathan the prophet, and David's mighty men did not follow Adonijah.

Adonijah gathered his men and held a feast to announce that he was the new king. Bathsheba hurried to tell King David what was happening. This wasn't part of David's plan! Would David stop Adonijah from becoming king instead of Solomon?

1 Kings 1:32-35

Let's read 1 Kings 1:32-35 to find out! Choose readers.

Slide #7Slide #8

David had to work fast to make Solomon king.

Who did David call to come before him? What three men? 1 Kings 1:32. Zadok the priest, Nathan the prophet, and Benaiah the son of Jehoiada. Benaiah was one of David's mighty men and in charge of his bodyguard, so he could help protect Solomon from any of Adonijah's men. What were

Zadok the priest and Nathan the prophet told to do? 1 Kings 1:34. Anoint Solomon king over Israel.

The three men listened and obeyed David's instructions. They brought Solomon to Gihon on the king's mule, and Zadok anointed Solomon king. Then they blew the trumpet and all the people shouted, "Long live King Solomon!" They rejoiced and played instruments and celebrated so loudly that Adonijah heard the noise from where he was feasting.

What do you think Adonijah did when he found out Solomon was king instead of him? Allow guesses.

All of Adonijah's guests were afraid they would be in big trouble for being with him, so they all left the feast in a hurry. Adonijah feared for his life, too! But Solomon sent for his brother and said he wouldn't harm him as long as he didn't try to steal the throne. Whew! Solomon was made king just in time.

Soon it was time for David to die. He called Solomon to him to pass God's promises on to his son. God had promised David that his sons would continue to reign over Israel as long as they obeyed God's commands. God wanted them to be faithful to him with all their heart and with all their soul.

Pass out the Class Notes.

What a wonderful promise! And it started with Solomon. David encouraged Solomon to be strong in the Lord and obey him faithfully.

Slide #9

Slide #10

Let's start on our Class Notes. You will have to circle the correct bold word for each sentence. Who will read #1 for us? Choose a reader. 40.

How about #2? Which son tried to become king without David's permission? Choose a reader. Adonijah.

Who will read #3 for us? Which son was David's choice to follow him as king? Choose a reader. Solomon.

And #4? What did David tell Solomon he must always keep? Choose a reader. God's commandments.

Solomon Requests Wisdom

Solomon began to rule over Judah and Israel. The kingdom was firmly established under his reign. Solomon loved the Lord and offered many sacrifices to God.

One time after Solomon offered a thousand burnt offerings, God appeared to him in a dream and said, "Ask what I shall give you."

Can you imagine this? Having God come to you and offer to give you anything you asked for? Many books and movies tell stories of people who get to ask for wishes.

What kinds of things do they usually wish for? Allow discussion or give an example. Answers may include asking for wealth, position, power, etc.

What would you ask for if God came and said this to you? Allow answers.

1 Kings 3:9–10

Let's see what Solomon asked for. Who will read 1 Kings 3:9–10? Assign a reader.

Slide #11

Solomon knew he had a very big job ahead of him as king over Israel. He knew he wasn't as old or experienced as his father, David.

What did Solomon ask God for? An understanding mind to govern the people and discern between good and evil.

Solomon could have asked God for anything, but he asked for an understanding mind—for wisdom to know right from wrong and to be able to make wise decisions.

What did God think of Solomon's request? He was pleased that Solomon would ask this.

God was very pleased that Solomon asked for wisdom when he could have asked for long life, riches, or revenge on his enemies. Those are the kinds of things people usually want.

1 Kings 3:12–14

Slide #12

Slide #13

So what did God do because he was so pleased with Solomon? Listen to this. Read 1 Kings 3:12–14.

God said he would grant Solomon's request and give him a wise and discerning mind unlike anyone before or after him.

Would there ever be another man as wise as Solomon? No.

But God also said he'd give him two things he didn't ask for. What were they? Look at verse 13. Riches and honor.

And at the end of verse 14, how else would God bless him? He would lengthen his days. Long life.

But what did God tell Solomon he must do? Walk in God's ways; keep his statutes and commandments.

What are God's statutes and commandments? Allow discussion.

Refer to the Books of the Bible Poster. God's statutes and commandments are also called God's laws, which were written down by Moses. We have these books in our Bibles today. What books are they? Genesis through Deuteronomy. The books of the Law.

According to 1 Kings 3:14, who was Solomon to act like? Whose example was he to follow? His father, David.

Look at the Attributes of God Poster. When we say that God is wise, what do we mean? He does everything perfectly without mistakes.

God is the only one who does everything perfectly, without mistakes. He is the only one that has true wisdom. Solomon wanted God to give him

wisdom to rule the people well. And God granted that request.

Solomon Shows Wisdom

Kings in Solomon's day had many jobs, and one of those was to act as a judge. Let's look at an example of how Solomon used his God-given wisdom to judge a tough problem between two women.

You see, these two women lived in the same house and each gave birth to a baby boy. But one of the women woke up in the night and discovered her baby had died. She sneaked over to the other mother's bed, took her baby, and placed her dead baby next to that mother while she slept.

In the morning, the mother next to the dead baby could tell he wasn't her son. But the other woman insisted he was. They came before King Solomon so he could decide what to do with the baby that lived.

Have the Wisdom in Action Skit printed and props ready.

Wisdom in Action Skit

I need four volunteers to act out the scene in Solomon's throne room. Follow the directions in the Wisdom in Action Skit to choose volunteers and set up the scene. You will read the script and direct the actors. Continue with the lesson below when finished with the skit.

Solomon wisely judged a tough case between two women who each said the baby was hers.

Slide #14

Show the Lesson Theme Poster. Why did Solomon call for a sword to be brought? What did he say to do with it? Use the sword to divide the living child in two.

Did he really plan to cut the baby in half? What was he really doing? Allow discussion. He was testing the two women to see how they would respond. What did the real mother say when the sword was brought? She said to give the baby to the other woman and not to kill him.

What did the other woman say? Neither of us will have him; divide the baby (kill him).

How did their responses show Solomon who the real mother was? The real mother cared about the baby and would give him up rather than see him killed. The other woman didn't love the baby and thought he should be killed. If she couldn't have him, she didn't want the other woman to have him either.

What did all the people think when they heard how Solomon solved the case of these two women? They were in awe of the king.

Where did they recognize Solomon's wisdom came from? God.

Yes. The people realized that Solomon's wisdom was from God, and Solomon was using his wisdom to judge the people well.

1 Kings 4:29–30

Slide #15

Let's turn now to 1 Kings 4:29 to see more about Solomon's wisdom. Who will read verses 29–30? Assign readers.

What do these verses say about Solomon's wisdom and understanding? It was beyond measure and breadth of mind like sand on the seashore. He was wiser than all men.

There's a lot of sand on the seashore—so much that it can't be measured. Solomon had greater wisdom and could figure things out better than anyone.

1 Kings 4:32–34

Slide #16

Besides judging people's problems, what else did Solomon do with his wisdom and understanding? Will someone read verses 32–34? Assign a reader.

How many wise sayings, or proverbs, did he speak? 3,000 proverbs.

How many songs did he write? 1,005 songs.

What did he study and teach about? Trees, beasts, birds, reptiles, and fish.

Solomon used his wisdom in many different areas: poetry, music, and science! He was wiser than anyone of his day, and people came from all over the earth to hear his wisdom.

Slide #17

Slide #18

We'll finish our Class Notes now. Will someone read #5? What did Solomon ask for? Choose a reader. Wisdom.

How about #6? What did God give Solomon? Choose a reader. Honor.

Look at #7. Why did Solomon call for a sword? Choose a reader. Spared.

In #8, who will read the definition of wisdom? Choose a reader. Using God's truth.

Application

Slide #19

Refer to the Lesson Theme Poster. Solomon is known in history as the wisest man who ever lived! After he became king of Israel, God came to him in a dream and said he would grant whatever Solomon asked for. Instead of asking for something selfish, Solomon humbly asked God for an understanding mind—for wisdom—to rule the people of Israel. God was pleased with Solomon's request. He blessed Solomon with great wisdom and also with riches and honor. Then the Lord told Solomon to be obedient to his commands, as David had been.

We, too, can be wise. Solomon did not have the entire Bible to turn to for his wisdom, but we do! True wisdom comes from God and his Word. That's where we need to go to get it. We need to take time to study and learn about it.

How else can we get wisdom? What does our memory verse say? Ask God.

Remember our definitions of wisdom and knowledge? Wisdom is more than just knowing facts about God and his Word. Wisdom is using God's truth in our daily lives, like Kyle did. He didn't just know about courage; he showed courage (and honesty) when he told his mom the truth.

Solomon was called to obey God and his commands, and so are we. If we believe in Jesus as our Savior and obey with a humble and cheerful heart by using wisdom, we will be blessed by God, too. Our blessings may not be like Solomon's riches and honor, but God promises to give us a full life and to never leave or forsake us. And we will have eternal life with him forever!

Lesson Review

We all learn best with review and repetition! We encourage you to play a lesson review game.

Bible Baseball

Students will answer questions and run the bases!

Materials

Review Questions (included in lesson)
Three chairs set out for bases
Optional: gift wrap tube and a large balloon

Instructions

Print one copy of the Review Questions for your use. Set out chairs as bases. Have the students line up by the home base area facing you (at the pitcher's mound). Each student up to "bat" will have a chance to answer a review question. If he can answer it correctly, let him run the bases. If he can't answer correctly, give the answer and ask him to go to the end of the line and try again.

You may want the students to sit on the chair at each base while they wait to run to the next base or have them run all the way around and return to the line. Repeat the questions until all the students have run around the bases.

For some added fun, you can use a gift wrap tube as a bat and toss a large balloon for students to hit after they answer each question.

Box Toss

Students will answer review questions then toss the beanbag at the holes in the box to gain points for their team.

Materials

Review Questions (included in lesson)
Medium-sized cardboard box
Scissors or knife
Four beanbags
Masking tape

Instructions

Print one copy of the Review Questions for your use. Use scissors or a knife to cut two or three holes in the bottom of the box. Make sure they are large enough for a beanbag to easily pass through. Label each hole with a point number: 5, 10, and 15. Use masking tape to make a tossing line several feet away from the box.

Divide the class into teams. Have the teams line up behind the line across from the box. Give each team two beanbags. Alternate asking each team a review question. Students who answer correctly will toss the beanbags at the target holes in the box to earn points for their team. If they answer incorrectly, they may toss the beanbags for fun without the points counting. Students will go to the end of the line after tossing the beanbags. Keep score for both teams. Continue play until all questions have been answered correctly and students have all had a chance to toss the beanbags.

Draw Dice

Teams will answer questions and complete a simple drawing to win. Who will finish their drawing first?

Materials

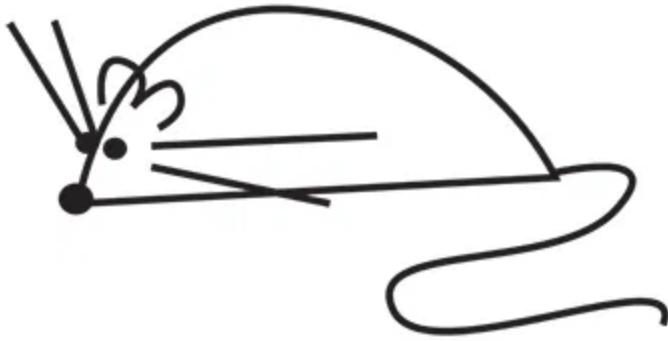
Review Questions (included in lesson)
One drawing area for each team (paper, white board, etc.)
Pencils or white board markers
One die

Instructions

Print one copy of the Review Questions for your use. Divide the class into two teams. Give each team a sheet of paper and a pencil, or divide the white board in half. Draw a mouse on the board as an example.

Ask the first team a question from the lesson. If they answer correctly, have them roll the die.

To begin drawing their mouse, each team must wait until they get a six. They will then draw the mouse's body on their paper or the board. After they have drawn the body, as they give correct answers to the questions, they can continue to draw the other parts of the mouse according to the numbers they roll.



They can draw according to the numbers below:

6 = body

5 = nose

4 = whiskers

3 = eyes

2 = ears

1 = tail

Continue giving each team a turn to answer a question and roll the die. Repeat the questions as necessary. The first team to finish their mouse wins.

You may choose to draw a simple object from the lesson, such as a crown, an open Bible, a fish, etc. Be sure to assign numbers (as above) to each part of the object to be drawn before the game begins.

Four in a Row

Students will answer questions and add a marker for their team onto the grid. Which team will be the first to get four in a row?

Materials

Review Questions (included in lesson)

Masking tape

Red and black paper circles or other markers for each team

Instructions

Print one copy of the Review Questions for your use. Use masking tape to make a 16-section grid on the floor. The grid should be four sections wide by four sections long. Each section should be equal in size. Use eight red circles and eight black circles cut from construction paper or other markers for the two teams.

Divide the students into two teams. Give each team eight markers. They will take turns answering the questions. If they answer correctly, they can put a marker in a square on the grid. The first team to get four markers in a row wins the game.

Goofy Golf

Hit the sock with the noodle? Teams must work together to answer the questions and putt to get a hole-in-one in this crazy golf game!

Materials

- Review Questions (included in lesson)
- Swimming noodles or rolled up newspapers
- Rolled up socks
- Masking tape
- Ten sheets of paper
- Markers

Instructions

Print one copy of the Review Questions for your use. Use the markers to number sheets of paper 1–10 (use more or less depending on class size and time). Tape down the sheets of paper around the room in a random pattern to form a golf course. You may want to add chairs as obstacles in the path.

Divide the class into teams. Give each team a rolled up sock and a swimming noodle. Ask the first student a review question from the lesson. If he answers correctly, allow him to use the noodle to drive the rolled up sock toward the first sheet of paper labeled #1. Continue with the next team. Take turns allowing team members to answer questions and continue putting the socks along the course to each hole, continuing from where the last teammate left off. The sock must touch or roll over the sheet of paper to consider it in the hole. The first team to reach the tenth hole wins.

Pick a Point

Answer the questions correctly to earn the right to pick a point.

Materials

- Review Questions (included in lesson)
- Small paper strips
- Cup or basket

Instructions

Print one copy of the Review Questions for your use. Write various numbers in increments of 5 or 10 on strips of paper to use as point cards. Put the point

cards into the cup or basket. Divide students into teams of 4–5 students each. Have each team take turns answering a review question. After each correct answer, let a member of the team draw a point card from the cup.

The number of points on the cards will vary, so the score will have nothing to do with how skilled one team might be. Keep track of each team's points. If time allows, repeat the questions!

Racetrack

Who will reach the checkered flag first? Teams will race to the finish by answering review questions.

Materials

Review Questions (included in lesson)
White board or chalkboard
Markers/chalk
Optional: paper cutouts for each team (cars, animals, circles, etc.),
tape/poster putty

Instructions

Print one copy of the Review Questions for your use. Draw a racetrack on the board. It may be as simple as a straight horizontal path or a curvy circle. Label "Start" and "Finish" (with a checkered flag) at either end of the track. Add numbers along the track (e.g., 1–10) at equal intervals between Start and Finish. The numbers will be used as placement points for the racers as they progress along the track.

Divide the class into teams. You may draw a different symbol (e.g., stick figure, circle, X or O) to represent each team at the Start, or use paper cutouts as team markers and stick them to the board with tape/poster putty.

Ask the first team a review question. If they answer correctly, move their marker or redraw their symbol along the track at #1. If they answer incorrectly, give the next team a chance to answer and move to the first number. If they do not know, give the answer and ask that question again later. Continue to alternate asking review questions and moving teams' markers along the racetrack according to the numbers along the track. The first team to reach the Finish wins!

Toss for It

How many points? Toss for it! Students answer the questions and toss the beanbag to earn points for their team.

Materials

Review Questions (included in lesson)

A deck of numbered cards, or numbers and "wild" written on index cards
One beanbag
Masking tape
Two baskets or containers for cards

Instructions

Print one copy of the Review Questions for your use. Place several rows of numbered cards facedown with a few inches between them to form a grid pattern (make sure to put several wild cards or Jokers down, too). Use the masking tape to make a tossing line several feet from the cards.

Divide students into teams and have them line up behind the tossing line. Ask the first student a review question. If he gives the correct answer, have him toss the beanbag onto a card. Turn the card over to reveal the points he receives for his team. Face cards or word cards are 10 points each. Wild or Jokers are also 10—plus another turn. All other cards are face value.

Have the student pick up his card and put it in the team's basket to be counted at the end of the game. Next team's turn. If a student gives an incorrect answer, he should go to the end of the line. Give the answer and repeat that question later. Continue taking turns until all the questions have been answered. Add more cards to the grid if necessary.

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