

ADULT BIBLE STUDY IN SIMPLIFIED ENGLISH

# TEACHING GUIDE

## The Special Wisdom of Solomon

### A Study of 1-2 Chronicles

#### WRITERS

Jennifer Carson   Amy Barker   Phyllis Merritt   Judy Hughes   John & Maggie Vasut

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# Adult Bible Study in Simplified English Teaching Guide

## The Special Wisdom of Solomon: 1-2 Chronicles

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### Additional contact information:

Baptist General Convention of Texas

7557 Rambler Road, Suite 1200

Dallas, TX 75231-2388

(888) 244-9400

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### LANGUAGE MATERIALS TEAM

**Study Guide Writers**

**Lessons 1-4: Jennifer Carson**

*First Baptist Church, Arlington, Texas*

**Lessons 5-6: Amy Barker**

*First Baptist Church, Belton, Texas*

**Lessons 7-8: Phyllis Merritt**

*Columbus Avenue Baptist Church, Waco, Texas*

**Lessons 9-12: Judy Hughes**

*First Baptist Church, Belton, Texas*

**Lesson 13/Easter Lesson: John & Maggie Vasut**

*Columbus Avenue Baptist Church, Waco, Texas*

**Study Guide Editors**

**Lessons 1-4: Emily Martin**

*Park Cities Baptist Church, Dallas, Texas*

**Lessons 5-6: Susan McClure**

*First Baptist Church, Arlington, Texas*

**Lessons 7-8: Jack Merritt**

*Columbus Avenue Baptist Church, Waco, Texas*

**Lessons 9-12: Amy Barker**

*First Baptist Church, Belton, Texas*

**Lesson 13/Easter; Team Coordinator: Cindy Dake**

*First Baptist Church, Arlington, Texas*

These lessons use the New Life Version (NLV) of the Bible. You can read it online at [www.biblegateway.com](http://www.biblegateway.com) and at [www.studylight.org](http://www.studylight.org). BibleGateway has a free app available for iPad, iPhone, Android phones, and Kindle Fire. If you prefer a hard copy of the NLV, go to [barbourbooks.com](http://barbourbooks.com) (search for "New Life").

# The Special Wisdom of Solomon: 1-2 Chronicles

## *Introduction for Teachers*

### **Welcome!**

The purpose of this Teaching Guide is to provide teachers with a plan for teaching a quality Bible lesson while helping participants improve their English language skills. Use of this material is suggested for International Sunday School classes or any Bible study group taught at a Basic English level.

The Teaching Guide begins with listings of the Lesson Focus, Focal/Background Text, and Memory Verse, all of which provide the premise for the lesson. This information is followed by a teaching plan under headings of Prior Preparation, Connect with Life, Guide the Study, and Encourage Application. At the end of each lesson, Extra Teaching Ideas are provided under those same headings. As the teacher, you may pick and choose from these helps to use along with the student's Study Guide to fit the lesson to your class members' abilities and needs.

### **Pray and prepare**

Prayer is key to every teacher's preparation, as well as an integral part of every teaching experience. We include a time of prayer in every lesson plan, but you can rearrange the plan to place the prayer time at a segment that is most conducive to your class experience. Use your own judgment as to where it best fits into your teaching session.

### **Online Resources and Study Helps**

At **Bible Stories for Use with ESL Students**, you will find free materials, including picture sequence pages for both Old and New Testaments. Go to: <http://pages.suddenlink.net/eslbiblestories/index.htm>. The picture pages cover all important Bible passages and are copyright-free, so you can make handouts and posters for your students.

**EasyEnglish** is a form of simple English developed by Wycliffe Associates (UK). Their website: [www.easyenglish.info](http://www.easyenglish.info) contains Bible commentaries, Bible translations, Bible studies, and other materials written in simple English. They are free for download and use.

At **BaptistWay Press**, you will find additional adult Bible study helps. Go to [BaptistWayPress.org](http://BaptistWayPress.org) and click Teacher Helps > Teaching Resource Items. While these are not specifically coordinated to the Simplified English Teaching Guide, they do coordinate with the theme/Bible passage for each unit.

The **Baptist Standard** online edition provides additional commentary on current lessons at [www.baptiststandard.com](http://www.baptiststandard.com) > Resources > Bible Study (or [www.baptiststandard.com/resources/bible-study](http://www.baptiststandard.com/resources/bible-study)).

### **Which Bible translation is used with these lessons?**

The Bible text printed in this curriculum uses the New Life Version (NLV), a translation (not a paraphrase) which uses a vocabulary of about 1,000 words.

**The NLV is accessed free online at: [www.biblegateway.com](http://www.biblegateway.com) and [www.studylight.org](http://www.studylight.org)**, so it is easily available to your students via their tablet or phone in class.

Bible Gateway also has a free app available for iPad, iPhone, Android phones, and Kindle Fire.

To order a hard copy of the NLV, go to [barbourbooks.com](http://barbourbooks.com) (search for "New Life").

### **Why use the New Life Version (NLV)?**

The NLV Bible often uses simplified phrases to express terms generally familiar to anyone raised in a Christian environment. In the Teaching Guide, these terms will usually be expressed using the NLV terminology, followed by the more common term in parentheses; for example, "proud religious lawkeeper (Pharisee)" or "early preacher (prophet)." The teacher has the option of using the NLV term for new Christians or beginning students or the common term where it will be better understood and less cumbersome in teaching. Once a word or phrase has been introduced in the Word List or teaching procedures, the familiar expression may be used to help students add it to their vocabulary.

This unique translation is gender-correct (same as the King James Version). All pronouns referring to God, Jesus, and the Holy Spirit are capitalized. Short sentences are used with the subject usually preceding the predicate. No contractions are used. Many paragraphs are preceded with captions which summarize the content. There are no footnotes. Most Old Testament quotations in the New Testament are followed by the reference. Most words are limited to one meaning, an important feature for new readers and people learning English as a second language.

# Ideas for Adapting Your Instruction to Video Conferencing, Email, and More

## These are unusual times...

This is the fourth unit produced during the era of COVID-19 which has disrupted our normal church and meeting routines. Many churches are now back to meeting — but in smaller numbers. Classes that meet in person still have members who have chosen to continue attending virtually due to health risks. We are beginning to anticipate we will never truly return to our “old normal,” so we all must continue to provide Bible study methods to our audiences in a variety of ways: socially distanced classroom settings and virtual instruction.

This page gives you a few ideas for how to adapt these lessons to a method that will meet your students’ needs in an online, prerecorded, or self-guided method. As a teacher, you know best what your class members are able to do and what level of distance teaching will work. We hope you find these ideas helpful.

## Low Tech: Mail and Phone Calls

- **Mail or deliver a hard copy of the Study Guide lessons to each class member.** If your class is small, deliver each lesson weekly. For larger groups, a monthly delivery or mailing might be more practical.
- **Each week, call your members to discuss and review the lesson content briefly.** Personal contact is vitally important in these isolated times; the fellowship and genuine care shown by believers can be essential to those who are living alone.



## Medium Tech: Email

- **Option 1:** Email the Study Guide lesson to your class members each week. In this unit’s download, we have included a folder with these lessons as individual PDFs so you can easily attach each lesson’s Study Guide to your weekly email. Along with the Study Guide, include in your email a few paragraphs to introduce or comment on the lesson material. Encourage them to read the lesson carefully, to read it several times during the week for practice, and to make their own observations about the content.
- **Option 2:** Send a weekly email in which you explain the lesson content in a summarized form. You can send the Study Guide PDF or copy/paste some of its content as you “teach” through the email. Explain the verses; apply them to current situations. If you want to include video links, music links, etc., pull those from the Teaching

Guide. Give a homework assignment to read the next lesson or next Scripture passage.

- **Remember: The Bible verses are what is most important.** Place the verses early in the body of the email (not down at the end). Encourage them to read the verses in their heart language as well as English.

## Medium Tech: YouTube and Texting

- **Make a YouTube video:** Simply turn on your camera phone’s video feature and record yourself teaching the lesson, explaining it as if sitting across the table from a student. Post the video to a private YouTube channel that you create for free, then send your group the video link by email.
- **Create a Text Group:** Give your class a way to communicate with each other for virtual class discussions. Most texting apps on phones only allow a small number of people in a text group (sometimes only 10). Consider using the free “WhatsApp” app as it allows groups of 250 members. Your students will need to download WhatsApp on their phones.



## High Tech: Video Conferencing

If your class members are computer savvy and have high-speed Internet, then video conferencing is by far the most interactive option. As a teacher, you can teach “live,” you can “share your screen” to show a PowerPoint, video, etc., and you can conduct class much as you normally would. Students can see you, see each other, and get that group experience they are missing.

- **Zoom:** (Zoom.us) Zoom allows you to host video meetings for free with up to 100 participants – but free meetings are limited to 40 minutes. To host with no time limit, a monthly subscription is needed. Check with your church staff to see if they already have a subscription you can use. Or one of your class members may have a Zoom account.. Your members will not need a subscription to attend your session.
- **Facebook Messenger Video Chat:** Using Facebook Messenger, add your students to a Messenger group, then click the video chat icon.
- **Facebook Live:** Host a livestream video presentation with your students. They can type their messages via a chat box but cannot see each other.
- **Cisco Webex:** (www.cisco.com) Teach virtually, facilitate group projects, and host webinars.
- **Hangouts Meet:** hangouts.google.com
- **Microsoft Teams:** www.microsoft.com/Microsoft/teams
- **Skype:** www.skype.com

# The Special Wisdom of Solomon: 1-2 Chronicles

## *Suggestions for Teaching*

### General Suggestions

1. Provide language edition Bibles so students can read the focal passage in their native languages.
2. Beginning students may require three sessions to complete one lesson.
3. Review the Word List before beginning the study. Provide Study Guide pages for class to keep vocabulary studies in their notebooks.
4. Prepare 9-12 core sentences which tell the most important part of the Bible focal text. Illustrate each sentence with stick figures and symbols in *picture sequence* form (see details below).
5. Prepare lesson outlines or written materials before class—make your own cling sheets by cutting apart white plastic garbage bags and writing on them with markers. The plastic bags will cling to the wall.

### Bible Comments/Focal Text

1. Help students hear English and practice their pronunciation by modeling phrases and sentence. Allow the entire class to repeat. Be consistent with stress and intonation. Speak naturally.
2. Allow individual students to read a sentence or paragraph at a time. For further practice, ask students to tell sections from Bible comments in their own words.
3. When time allows, pairs may read the lesson again to each other.
4. Class may close books and listen as a native speaker reads the section again.
5. Discuss lesson using “Things to Think About.”

### Memory Verse

1. Challenge class members to say the Memory Verse several times each day.
2. Provide blank paper for students to write Memory Verses.
3. Write phrases or individual words on separate pieces of paper. Give to students to place in order.
4. Write entire verse on board. Read in unison. Erase key words a few at a time. Recite until entire verse is erased and class can repeat by memory.
5. Make a symbol for each word or phrase of the verse.
6. Use the symbols as a reminder for saying the verse.

### Picture Sequencing (Lipson Method)

This method is especially suited for teaching beginners. It consists of a series of pictures with accompanying sentences that tell a story. It may be used solely for oral production (using pictures alone) or for integrated skills (engaging students in reading and writing the story).

You may use real pictures, videotape, pictures that are professionally drawn, or stick figures.

Other benefits include the following:

1. Relaxed, low-anxiety atmosphere as students focus on the pictures and create their own sentences to tell the story

Focus on fluency, not just accuracy

Focus on a message or task rather than form or grammar

Minimal error-correction as students tell the story

2. Pictures (even stick figures) convey meaning in every language.
3. The same set of pictures can be used with more than one level of students by making the sentences easier or more difficult.
4. The use of pictures helps students learn the language in “chunks” rather than words in isolation.
5. The only item needed is a piece of chalk—or a marker, if using a cling sheet or overhead transparency.

Picture Sequence pages for both Old/New Testaments are available free at Bible Studies for Use with ESL Students: <http://pages.suddenlink.net/eslbiblestories/index.htm>. The picture pages cover all important Bible passages and are copyright-free, so you can make handouts and posters for your students.

### Preparation

1. Put a story into sentences that are suitable for the level of your students. Try to tell the story with a maximum of ten sentences. For low beginners, choose the simplest and fewest words possible. Keep sentences in their most basic form, so students can combine sentences later.
2. Draw simple pictures or stick figures to illustrate key points in the story. These serve as prompts for the telling of the story. Other drawing tips:



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An “x” in a small square beside a picture enables you to cue for a negative as you tell the story.

Direct quotations may be indicated with a cartoon-type bubble.

### Procedure

1. Introduce the story by following your prepared script of sentences (for consistency) and pointing to the pictures as you speak. This will give students the main idea and help them think in chunks of language (as in real-life language use).
2. Introduce the new words as you again reference the pictures. Use props and/or dramatization as needed to establish understanding. Work on individual sounds and word stress as students repeat new words.
3. Lead students in repetition of the story, one sentence at a time, working on sentence stress and intonation.
4. Lead the class in one more repetition of the story (going straight through and continuing to refer to the pictures throughout the story).
5. Ask the class to tell you the story as you cue the story sequence by pointing to the pictures. (You become “stage prompter” at this point.)
6. Then ask for a single volunteer to tell the story. (This may open the door for several more proficient students to use what they know.)
7. Divide the class into small groups of 3-5 students to give each person practice in telling the story. (Inevitably, the most eager student will go first, followed by another “semi”-eager student. By the time it is the least proficient student’s turn, he/she will have learned a lot by listening, will have observed a good model at least a couple of times, and will have bolstered courage for risk-taking.)
8. Follow with questions to review story (begin by naming the setting, the characters, etc.—easy questions).
9. Conclude with life application questions that require some thought and give students opportunity to express opinion, emotion, and their own ideas.

### Lesson Expansion

If the setting and circumstances permit, use these ideas:

- Sequencing pictures (a set for each pair of students) while listening to you or to a taped voice tell the story
- Picture sequencing without hearing the story told
- Matching pictures and sentences

—Scrambled sentences to arrange in order (writing numbers or letters in front of sentences to show sequence; cutting up sentences and moving around to position correct order)

—Strip story (cutting up sentences, issuing one strip per student, asking students to arrange themselves in order, having them retell the story by contributing the portion on their paper strip)

—Cloze (supplying a written copy with every n<sup>th</sup> word blank; students work in pairs to fill in the missing words)

—Dictation (teacher or student telling the story while students write what they hear)

—Provide a copy of the sentences for each student. Ask that they read the story to a partner.

—Ask students to write the story in their own words.

### Bible passage as content for reading

#### Procedure

1. Tell the parable or story using pictures. Use animation and simple sentences.
2. Ask questions about the main idea of the story.
3. Read story aloud while students follow along and underline unknown words. Go over the meaning of these words with the whole class.
4. Intermediate or advanced students: Have students read silently a second time to look for answers to two or three questions about details that you have written on the board. Ask students to discuss their answers with a partner. Then go over answers with the whole class.
5. Beginning or low-intermediate students: Read story again and ask students to repeat it with you line by line.
6. Invite the class to read the story with you in unison.
7. Ask pairs to read the story to each other.
8. Ask for volunteers to tell the story in their own words.
9. Make drawings large enough for the back row to see.
10. Select a list of new words in the story—unfamiliar words that the students would not likely be able to figure out from context (generally 8-10 new words per lesson).
11. List the new words in categories: verbs, nouns, adjectives, adverbs. When listing verbs, you may write both simple present and past tense forms (e.g., eat/ate, walk/walked). Basic beginners would do well to tell the story in present tense, but high beginners could work in present tense, then retell the story in past tense.

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**Checklist for Successful Classrooms***Right Kind of Input*

1. New language in every lesson
2. Input that is slightly above the students' current level of proficiency
3. Content relevant to the students' real-life needs and interests
4. Language learned in meaningful chunks, not words in isolation
5. Comprehensibility achieved by use of the following:
  - Realia or authentic materials
  - Simplified language (rephrasing, repeating, clear enunciation)
  - Demonstration and multiple examples rather than explanation
  - Lots of gestures and nonverbal language

*Low Anxiety Environment*

Students should not be afraid to make mistakes or take risks in language learning. The following factors contribute to a relaxed and comfortable atmosphere and build a sense of community:

- Personally greeting and bidding farewell to students
- Sincere and frequent affirmation
- Minimal error correction from the teacher
- Frequent reference to the culture(s) of the students
- Smiles and laughter that are commonplace
- Connecting with students through eye contact and positioning yourself on students' eye level
- Calling students by name

*Checklist for Real-Life Interaction*

1. Pace activities with a balance of noisy/quiet and still/active
2. Attention to different learning styles (visual, auditory, tactile, kinesthetic)
3. Variety in grouping (predominately pairs and small groups of three or five; using whole class in initial presentation and again for feedback and wrap-up at the end)
4. A focus on a task or message rather than form (grammar)
5. Provision for all four skills (listening, speaking, reading, writing)
6. Avoidance of questions for which answers are known
7. Use of information gap activity in which partners have different pieces of information and must ask

each other questions in order to fill in their gaps of understanding

8. Other useful activities: surveys, interviews, role-play, problem-solving, and interactive games
9. Review previous material.

Some suggestions based on material developed for the *EFL Training Manual—Beyond our Borders*.

**Meet This Unit's Writers**

**Jennifer Carson** wrote Lessons 1-4. She and her husband, Mark, have six children and live in Saginaw, Texas. She is an English teacher.

**Amy Barker** wrote Lessons 5-6. She is a writer/editor who lives with her family near Moody, Texas.

**Phyllis Merritt** wrote Lessons 7-8. She has taught ESL since 1970. She and her husband live in Waco, Texas.

**Judy Hughes** wrote lessons 9-12. Judy has taught English to internationals in the U.S. and abroad, and now lives near Moody, Texas.

**John and Maggie Vasut** wrote Lesson 13 and the Easter Lesson. John teaches physics at Baylor University in Waco, and Maggie homeschools their four children.

# Teaching Guide

## Adult Bible Study

in Simplified English

### *The Special Wisdom of Solomon*

## Lesson 1: When God Says No

#### Lesson Focus

To lead adults to learn that God's wisdom is higher than human wisdom and can be trusted.

#### Bible Text

1 Chronicles 28:1-10

#### Memory Verse

"There are many plans in a man's heart, but it is the Lord's plan that will stand." (Proverbs 19:21)

#### Word List

**challenge:** a difficult task or problem; an invitation to take on something hard to do

**confidence:** a strong feeling or belief that someone will succeed

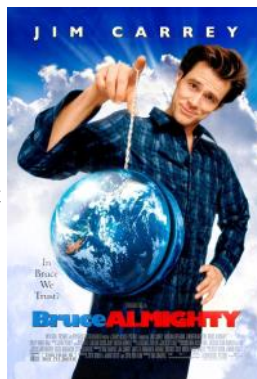
**presence:** the fact of being in a particular place or being present

**request:** something that a person asks for

**wisdom:** knowledge that is gained by having many experiences in life

### Prior Preparation

- ♦ For Connect with Life #1, arrange to show some movie clips from *Bruce Almighty*.
- ♦ For Encourage Application #6, prepare an image of a traffic stop light.
- ♦ For Extra Teaching Ideas/Connect with Life, find a recording and lyrics of Garth Brooks' song "Unanswered Prayers."
- ♦ For Extra Teaching Ideas/Encourage Application, obtain hymnals or a recording of "Trust and Obey."



### Connect with Life

1. Read or summarize the introduction from today's lesson. Help the class to understand the plot of *Bruce Almighty* by showing a movie clip about how Bruce responds to answering prayer requests. Clips like this can be found on YouTube or by using the link provided at the link below:

<https://www.youtube.com/watch?v=WHBQC0XYvYg>

After viewing the movie clip, ask a class member to read aloud the last paragraph from today's lesson introduction. Then lead the class to consider the following question: *Do you consider God to be wise?* After hearing some responses, guide the class to discuss Question #1 from Things to Think About in the Study Guide.

### Guide the Study

2. Ask a class member to read 1 Chronicles 28:1-3. Comment on these verses by drawing from the Study Guide section entitled "David's Request to God."
3. Read Psalm 132 for the class. Point out that this Psalm was written by David. Explain that in these verses, David speaks about his deep desire to build a special place of rest for the box with the Law of the Lord. Ask class members to listen for any words or phrases that show David's strong feelings about this. Use these words and phrases to help class members understand how much David wanted to build the Temple himself. Emphasize how important this was to David.

#### Psalm 132

**1** O Lord, remember David and all of his suffering. **2** Remember how he swore to the Lord, and how he made a promise to the Powerful One of Jacob: **3** "For sure I will not go into my house or lie on my bed, **4** or let sleep come and close my eyes, **5** until I find a place for the Lord, a house of worship for the Powerful One of Jacob."  
**6** See, we heard about it in Ephrathah. We found it in the field of Jaar. **7** Let us go into the House of God. Let us worship at His feet. **8** Rise up, O Lord. Go to the place where You can rest, You and the special box of the Way of Worship which is Your strength. **9** Let Your religious leaders be dressed with what is right and good. And let those who belong to You sing for joy.  
**10** Because of David Your servant, do not turn away from Your chosen one. **11** The Lord has made a sure promise to David that He will never break: "I will set upon your throne your own children. **12** If your sons will keep My Law and My Word which I will teach them, then their sons will sit upon your throne forever."

4. Ask another class member to read 1 Chronicles 28:4-5. Summarize the comments from the Study Guide section entitled "God Says No." Ask class members to share their responses to Question #2 from Things to Think About in the Study Guide.

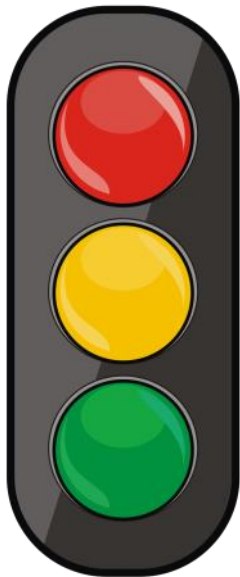


5. Ask a class member to read 1 Chronicles 28:9-10. Read or summarize comments about these verses by drawing from the Study Guide section entitled “David Speaks to Solomon.” Then lead the class to discuss Question #4 from Things to Think About in the Study Guide.

## Encourage Application

6. Draw a stop light on the markerboard or display an image like the one shown here. Remind class members that God may answer our prayers in three different ways. Say: *Sometimes God says “yes” to our requests. Sometimes God says “wait.” Other times God says “no.”*

Ask class members to think about how they might respond in each situation. Say: *It is important to remember that God answers every request according to His wisdom.*



NO

WAIT

YES

7. Read aloud the Study Guide section entitled “Things to Remember.” Discuss Question #5 from Things to Think About from the Study Guide.

8. Close the class in prayer that each member will submit to God’s wisdom in every area of their lives, even when they don’t understand it.

## Extra Teaching Ideas

### Connect with Life

♦ Play a music video and lyrics from the 1990s hit country song “Unanswered Prayers” by Garth Brooks. After sharing this with the class, ask if anyone can relate to the story told by this song. Then say: *In today’s lesson, we will see how one of Israel’s greatest leaders responded when God did not answer “yes” to one of his most fervent prayers.*

## Guide the Study

♦ Before reading the Scripture passages today, review some important facts about King David for those who might not be familiar with his life.

### King David

- ♦ He was a shepherd and a musician (1 Samuel 16-17).
- ♦ He was the youngest and the least of Jesse’s sons when Samuel announced that he was God’s anointed king (1 Samuel 16).
- ♦ He fought and killed a giant Philistine with only a slingshot (1 Samuel 17).
- ♦ King Saul feared David and tried to kill him many times (1 Samuel 18-30).
- ♦ David was not a perfect man; he committed sex sins with Bathsheba (2 Samuel 11).
- ♦ David repented of his sins with Bathsheba when Nathan confronted him (2 Samuel 12).
- ♦ David united all Israel and was a strong, powerful leader (2 Samuel 5).
- ♦ David was known as “a man who is pleasing to [God] in every way” (1 Samuel 13:14).

♦ Lead the class in a discussion to understand the term “wisdom.” Use questions such as: *How do people get wisdom? Does wisdom come from God? Can people work to get wisdom?*

Also, read Proverbs 1:7a and James 1:5.

“The fear of the Lord is the beginning of much learning.” (Proverbs 1:7a)

“If you do not have wisdom, ask God for it. He is always ready to give it to you and will never say you are wrong for asking.” (James 1:5)

## Encourage Application

♦ Invite someone to lead your class in singing the old hymn “Trust and Obey.” Provide hymnals or lyric sheets for the class. Use this song as a prayer that class members will trust God’s wisdom and obey it, even when they don’t clearly understand God’s reasons.

# Teaching Guide

## Adult Bible Study in Simplified English

### *The Special Wisdom of Solomon*

## Lesson 2: Doing God's Work Together

### Lesson Focus

To lead adults to recognize that God gives many different gifts to people so that they can work together for His purposes.

### Bible Text

1 Chronicles 28:11-21

### Memory Verse

"We all have different gifts that God has given to us by His loving-favor. We are to use them." (Romans 12:6a)

### Word List

**equip:** to prepare for an activity or problem

**generation:** a group of people born and living during the same time

**relay:** passing something from one person to another

**tradition:** a way of doing something

## Prior Preparation

- ♦ For Connect with Life #1, find and display some pictures or other items that symbolize the Olympics. Familiarize yourself with some Olympic famous athletes.
- ♦ For Encourage Application #9, prepare copies of Romans 1:6-8.
- ♦ For Extra Teaching Ideas, locate the referenced links.

## Connect with Life

1. As class members enter the room today, have on display some items or photos that represent the Olympic Games like the ones here. Possible items to display might be medals, photos of famous Olympians, a model of the Olympic rings, or a prop that resembles a torch.

As class begins, draw attention to these items and ask class members if they can guess what important event these items represent. Guide the class to identify the Olympic Games. Take a moment to share about your favorite Olympic athlete. Then ask class members if they have a favorite Olympic athlete, too. Encourage responses,



especially about Olympic athletes who might be from countries other than the United States.

2. Read or summarize the introduction from today's lesson with class members. Then lead the class in discussing Question #1 from Things to Think About in the Study Guide.

## Guide the Study

3. Read 2 Chronicles 28:11-19 aloud. Ask members to listen for all the things that were needed for worship in the Temple. Guide the class in listing these things on the markerboard. Then ask: *Who gave what was needed?*  
Lead the class to answer: *David.*

4. Point out in verse 19 that God's "hand was upon [David]." Explain that the presence of God led David in writing down these plans. Comment on these verses by drawing from the Study Guide section entitled "Building the Temple." Then ask class members to share their responses to Question #2 from Things to Think About in the Study Guide.

5. Ask a class member to read 2 Chronicles 28:20. Ask class members to listen for important words and phrases in David's advice to Solomon. Guide them to recognize some of the phrases below.

### What Was Needed ?

- ♦ Gold
- ♦ Silver
- ♦ Lamps
- ♦ Lampstands
- ♦ Tables
- ♦ Table of holy bread
- ♦ Meat-hooks
- ♦ Pots
- ♦ Cups
- ♦ Altar of special perfume
- ♦ Wagon
- ♦ Cherubim

6. Point out that David's words contain important advice for any leader. Then guide the class to discuss Question #3 from Things to Think About in the Study Guide.

Then David said to his son Solomon, "Be strong. Have strength of heart, and do it. Do not be afraid or troubled, for the Lord God, my God, is with you. He will not stop helping you. He will not leave you until all the work of the house of the Lord is finished."

7. Ask another class member to read 1 Chronicles 28:21. After reading, ask another class member to summarize this verse in his or her own words. Then lead a discussion of Question #4 from Things to Think About in the Study Guide.

## Encourage Application

8. Read or summarize the ideas from "Things to Remember" in the Study Guide. In light of these ideas, guide the class to discuss Question #5 from Things to Think About in the Study Guide.

9. Then read Romans 12:6 for class members. Ask them to listen for some of the different kinds of gifts God gives to people so that God's people can do His work together. Guide members to identify these and list them on the markerboard.

10. Call attention the Memory Verse and practice reciting it with class members. Recall the idea of a relay and consider turning this practice into a relay of sorts by asking class members to take turns reading one word at a time until the verse is completed.

11. Close the class in prayer that all members will obey Romans 12:6 and will look for ways to work together and use their gifts to do God's work.

## Extra Teaching Ideas

### Connect with Life

♦ To help members understand the introduction to today's lesson, plan a short relay race or game. This could involve passing a balloon or a beanbag from the front of the team to the back of the team. Or it might include using spoons to pass a hard-boiled egg around the circle. Any game where members must pass or take turns to beat the other team would help illustrate the idea of a relay race. If the weather is nice and you have space, you could even plan a short foot race outside.

♦ Alternatively, search YouTube and arrange to show some clips from the opening ceremonies of recent Olympic Games. Be sure to include a clip that shows a runner carrying the Olympic Torch to light the Olympic

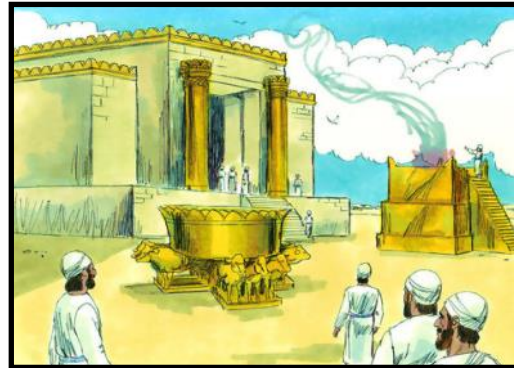
Bowl. Consider using the link found below:

<https://www.youtube.com/watch?v=80wMMFAcweQ>

## Guide the Study

♦ To help class members understand what the Temple looked like when it was built according to David's plans, consider showing the free slideshow found at the link below:

<https://freebibleimages.org/illustrations/solomon-temple/>



## Encourage Application

♦ Using the words and phrases underlined in Romans 12:6-8, invite class members to think about who they know, including themselves, that have one or more of these gifts.

### Romans 12:6-8

6 We all have different gifts that God has given to us by His loving-favor. We are to use them. If someone has the gift of preaching the Good News, he should preach. He should use the faith God has given him.

7 If someone has the gift of helping others, then he should help. If someone has the gift of teaching, he should teach.

8 If someone has the gift of speaking words of comfort and help, he should speak. If someone has the gift of sharing what he has, he should give from a willing heart. If someone has the gift of leading other people, he should lead them. If someone has the gift of showing kindness to others, he should be happy as he does it.

# Teaching Guide

## Adult Bible Study in Simplified English

### *The Special Wisdom of Solomon*

## Lesson 3: Giving Freely to God

#### Lesson Focus

To lead adults to realize that it is right to give freely to God and others because everything belongs to Him.

#### Bible Text

1 Chronicles 29:1-3, 6-16

#### Memory Verse

"The earth is the Lord's, and all that is in it, the world, and all who live in it." (Psalm 24:1)

#### Word List

**humble:** not proud; not thinking of yourself as better than others

**repentance:** feeling or showing that you are sorry for something bad or wrong that you did and that you want to do what is right

**ultrasound:** using sound waves to make pictures of the inside of the body

**wealth:** a large amount of money and possessions

### Prior Preparation

- ♦ For Connect with Life #1, locate a game of Monopoly®. Or use another game that has pretend money.
- ♦ For Encourage Application #9, obtain hymnals or a recording of the hymn "I Surrender All."
- ♦ For Extra Teaching Ideas/Connect with Life, obtain a sonogram image.
- ♦ For Extra Teaching Ideas/Encourage Application, prepare copies of the Giving Survey for each person.

### Connect with Life

1. Bring a Monopoly® game to class today and display the board, game pieces, and money on a table at the front of the room for members to examine as they arrive. When class begins, ask if any members are familiar with the game. If anyone is, allow him or her to explain the game to the class. Summarize the game by saying: *The object of the game is to become rich by buying property and collecting*

*rent. At the end of the game, the richest player is the winner.*

2. Point out the pile of Monopoly® money set up with the game board. Ask a volunteer, *How much money do you think it would take to be rich?* Ask

some other volunteers the same question and lead a discussion about how much money it takes to "be rich."



3. Read Question #1 from Things to Think About in the Study Guide the class to discuss their responses. Then read the introduction to today's lesson from the Study Guide.

### Guide the Study

4. Ask a class member to read 1 Chronicles 29:1-3. Instruct members to listen carefully for all the things David gave to Solomon so that he could build the Temple. Guide the class to list these on the marker board.

5. Then repeat verse 3: *The house of my God means much to me. Ask: How do you know that the house of God meant so much to David?* Direct members back to the list on the board and recall how David gave many riches and valuable gifts to build the Temple. In light of this evidence, guide the class to discuss Question #2 from Things to Think About in the Study Guide.

#### What David Gave

Gold

Silver

Brass

Iron

Wood

Stones of much worth

Silver-white stones

Stones of different colors

6. Ask a class member to read 1 Chronicles 29:6-9. Divide the class into two groups. Ask one group to listen for *WHAT* the people gave. Ask the other group to listen for *WHY* the people gave. Lead members to discuss and list their responses on the marker board.

#### WHAT they gave....

- ♦ Gold
- ♦ Silver
- ♦ Brass
- ♦ Iron
- ♦ Stones of much worth

#### WHY they gave...

- ♦ They wanted to (v. 6)
- ♦ For the work of the house of God (v. 6)
- ♦ Willing to give (v. 9)
- ♦ With a whole heart (v. 9)

7. Comment on these verses by drawing from the Study Guide section entitled "God's People Follow David." Discuss Question #3 from Things to Think About in the Study Guide.



8. Call attention to the Study Guide section entitled “Everything Belongs to God.” Instruct class members to listen for words or phrases that support this idea as you read aloud 1 Chronicles 29:10-16. Guide the class to identify and consider some of the underlined phrases below.

**10 So David praised the Lord in front of all the people. He said, “Honor and thanks be to You, O Lord God of Israel our father, forever and ever.**  
**11 O Lord, You have great power, shining-greatness and strength. Yes, everything in heaven and on earth belongs to You. You are the King, O Lord. And You are honored as head over all.**  
**12 Both riches and honor come from You. You rule over all. Power and strength are in Your hand. The power is in Your hand to make great and to give strength to all.**  
**13 So now, our God, we thank You. We praise Your great and honored name.**  
**14 “But who am I and who are my people, that we should be able to give so much? For all things come from You. We have given You only what already belongs to You.**  
**15 We are strangers before You. We are just staying here for a time, as all our fathers did. Our days on the earth are like a shadow, and without hope.**  
**16 O Lord our God, from Your hand are all these many things that we have given to build You a house for Your holy name. It all belongs to You.**

## Encourage Application

9. Read or summarize “Things to Remember” from the Study Guide. Then lead the class to discuss Question #4 from Things to Think About.

10. Guide the class to sing the hymn “I Surrender All.” Provide a music video with closed captioning or a lyrics sheet for class members to follow along. Be sure to point out this line: *All to Thee I freely give.*

11. As class ends, read the Memory Verse as a prayer of declaration and blessing to God.

## Extra Teaching Ideas

### Connect with Life

♦ In sharing the lesson introduction from the Study Guide, tell the class a little bit about Dr. Ian Donald,

who is credited with discovering modern medical sonography. Also consider showing an image of a sonogram. Recall from last week’s lesson how God gifts people in different ways. Take time to thank God for gifting men like Dr. Donald to help us understand and discover new things that help people live healthy lives.

***Ian Donald*** was a British doctor. He was also a professor of Obstetrics at the University of Glasgow. He knew that sonar technology had been used for many things since the early 1900s. Dr. Donald was the first person to use sonar technology to diagnose medical problems. He invented the first medical sonogram machine in 1963. The machine used sound



waves to form pictures of things inside the body. Dr. Donald used sonograms to detect problems in pregnancy. Because of his invention, doctors can find problems in unborn children and even operate on them before they are born.

## Encourage Application

♦ Encourage class members to complete a survey like the one below about their attitude toward giving.

### Giving Survey

Use the following scale to honestly rate yourself on each statement.

***Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)***

1. \_\_\_\_\_ When someone needs something, I am happy to give them something I have.
2. \_\_\_\_\_ If my friends need money, I like giving to them.
3. \_\_\_\_\_ If my church asks for money to do God’s work, I am one of the first to give.
4. \_\_\_\_\_ When my family needs something, I quickly help provide for them.
5. \_\_\_\_\_ I am happy to give if I have extra money or possessions.
6. \_\_\_\_\_ I am happy to give my money or possessions even when I don’t have extra.

# Teaching Guide

## Adult Bible Study

in Simplified English

### *The Special Wisdom of Solomon*

## Lesson 4: A Prayer for Wisdom

#### Lesson Focus

To lead adults to understand that true wisdom comes only from God and must be obeyed.

#### Bible Text

2 Chronicles 1:1-13

#### Memory Verse

"If you do not have wisdom, ask God for it. He is always ready to give it to you and will never say you are wrong for asking." (James 1:5)

#### Word List

**allies:** countries that help and support another country  
**sacrifice:** a religious ceremony that seeks to please God  
**sage:** a person who is very wise  
**secure:** protected from danger or harm

### Prior Preparation

- ♦ For Guide the Study #6, locate a map of Canaan and an image of Moses' tent of meeting.
- ♦ For Encourage Application #11, gather index cards and pens for each person.
- ♦ For Extra Teaching Ideas/Connect with Life, find images and information about Aladdin's magic lamp.

### Connect with Life

1. Before students arrive today, write this question on the marker board.

**Would you rather have...**

a million dollars

OR

a penny doubled every day for a month?

2. When class begins, ask some students to share their responses to this question. After discussing, say: *A million dollars might seem like a lot compared to some pennies. However, if you doubled a penny every day for a month, you would have far more than a million dollars. In fact, by the end of the month (after 30 days), you would have \$5,368,709.12. In the introduction to today's lesson, we will read about a man who had a similar choice to make.*

3. Read the lesson introduction for class members. Then lead the class to discuss Question #1 from Things to Think About in the Study Guide.

### Guide the Study

4. Ask a class member to read 2 Chronicles 1:1-4. Instruct class members to listen for the things in these verses that helped make Solomon a strong king for Israel. Guide the class to identify several of these things. Then ask members to respond to Question #2 from Things to Think About in the Study Guide.

#### Solomon's Leadership

God was with Him (v. 1)  
 He included all Israel's leaders (v. 2)  
 He spoke directly to the people (v. 2)  
 He led them to worship (v. 3)

5. Ask another class member to read 2 Chronicles 1:5-6. Draw comments about these verses from the Study Guide section entitled "Solomon Honors God." Guide the class to discuss Question #3 from Things to Think About in the Study Guide.

6. Provide a map that shows where Gibeon is in relationship to Jerusalem. Emphasize that this was an important place of worship for God's people because it was the place where Moses' altar of sacrifice stood. Also share a photo or a model of God's meeting tent like the one here and on page 14.





7. Ask class members to share their responses to Question #4 from Things to Think About in the Study Guide. Say: *Solomon had to answer this same question. His answer is very interesting.*

8. Read 2 Chronicles 1:7-13 for the class. Divide the class into two groups. Ask one group to listen carefully for things that describe God. Ask the other group to listen for things that describe Solomon. Some verses about God are underlined in red below. Some verses about Solomon are underlined in green below. Guide members to some of these verses.

7 That night God showed Himself to Solomon and said to him, "Ask Me for anything and I will give it to you."

8 Solomon said to God, "You have acted toward my father David with great loving-kindness. And You have made me king in his place.

9 Now, O Lord God, Your promise to my father David has come true. For You have made me king over as many people as the dust of the earth.

10 Now give me wisdom and much understanding, that I may lead these people. For who can rule this great nation of Yours?"

11 God said to Solomon, "You have not asked for riches, much money, or honor, or the life of those who hate you. And you have not asked for a long life for yourself. But you have asked for wisdom and much understanding, that you may rule My people over whom I have made you king. Because this was in your heart,

12 wisdom and much understanding have been given to you. And I will give you riches and much money and honor. You will have more than all the kings who were before you, and more than all who will come after you."

13 So Solomon went from the place of worship at Gibeon, from the meeting tent to Jerusalem. There he ruled over Israel.

9 Ask: *Based on the information and descriptions in these passages, what are some words you would use to describe God? Solomon?* Possible responses are listed below.

**God**  
Present  
Generous  
Kind  
Faithful

**Solomon**  
Humble  
Unselfish  
Wise  
Leader

## Encourage Application

10. Read or summarize Things to Remember from the Study Guide. Then discuss Question #5 from Things to Think About in the Study Guide.

11. Review the Memory Verse. Then pass out a blank index card to each class member. Instruct members to write the following on one side of their notecard.

### James 1:5

I need God's wisdom about \_\_\_\_\_.

Ask class members to place this card next to James 1:5 in their Bibles. Encourage them to ask God continuously this week for the wisdom they need. Also encourage them to write down any wisdom God reveals on the back of this notecard. When members return next week, allow them to share things God revealed to them.

12. Close in prayer that members will seek God alone for the wisdom they need in their lives and that they will have the courage to obey God's wisdom in all things.

## Extra Teaching Ideas

### Connect with Life

♦ Before class today, find a picture of Aladdin's magic lamp. Ask class members if they are familiar with this story. Consider showing a short movie clip to remind members about the plot of this story. A suitable link is provided below.

<https://www.youtube.com/watch?v=OczOUJw1Z7k>

Ask: *If you were granted anything you wished for, what would it be?* Allow responses, then say: *In today's lesson, God asks Solomon a similar question.*

## Encourage Application

♦ Consider sharing these additional verses.

### More Bible Verses About Wisdom

1 Corinthians 1:24	Proverbs 19:8
Proverbs 3:15	Proverbs 11:2
Proverbs 4:6-8	Luke 2:52
Proverbs 16:16	Ephesians 1:16-17



# Teaching Guide

## Adult Bible Study

### in Simplified English

## The Special Wisdom of Solomon

# Lesson 5: A House for the Lord

### Lesson Focus

To lead adults to learn that God's children are now His home and we worship Him by living lives that honor and please Him, and by working together to do His work in the world.

### Bible Text

2 Chronicles 2:1-9, 12

### Memory Verse

"Do you not know that your body is a house of God where the Holy Spirit lives? God gave you His Holy Spirit. Now you belong to God. You do not belong to yourselves." (1 Corinthians 6:19)

### Word List

**participate:** to be involved with others in doing something; to take part in an activity or event with others

**undertaking:** an important or difficult task or project

## Prior Preparation

- ◆ For Encourage Application #10, make a copy of the Scriptures provided on the following page and cut the four passages apart to make cards to be used in group work.
- ◆ For Encourage Application #11, write the Memory Verse on the marker board before class begins.
- ◆ For Extra Teaching Ideas/Connect with Life, make a copy of the timeline provided on the next page and cut it into strips separating the dates. Draw timeline on marker board.
- ◆ Optional: Search the Internet for pictures of the tabernacle and the items mentioned in this lesson material. Use the pictures as needed to supplement your teaching.

## Connect with Life

1. Before class, write the two words from the Word List on the board: *participate* and *undertaking*. Begin class by inviting class members to read the words aloud with you and practice pronunciation. Say: *These are two words that relate to our lesson today.* Then read the definitions

together in the Study Guide. Clarify understanding for any who need help, then ask: *When have you participated in an undertaking?*

Invite class members to share stories of working with others on teams or in groups on big projects. Ask probing questions such as: *Was it a job you could have done by yourself? How many worked on the job? How did you get on the team? Was the job completed? Etc.*

Say: *In today's story, we will look at an undertaking that Solomon began and see why he needed others to participate in this project.*

## Guide the Study

2. Ask: *Why do we sometimes work in teams rather than just working alone?* Begin a chart on the board such as the one below. Invite class members to help you fill in the chart listing benefits of working together first. Then move to list difficulties of working with others. Leave the chart on the board as you continue the lesson.

Working with Others	
Benefits (Good Things)	Difficulties
More skills and abilities More ideas from more minds More hands make the work go faster The pleasure of fellowship Divide up the tasks	Potential for conflict Differences of opinion Different work styles Possibility of miscommunication Dependence on others to get their part done

3. Call for a volunteer to read aloud 2 Chronicles 2:1-3. Ask: *Solomon had two undertakings he wanted to do. What were they? (build a house for God's name and build a king's house for himself) Which do you think was more important? (God's house) Who did he ask to participate? (Other Israelite men and King Hiram) Why did he need people to help him? (It was a big job!)*

Discuss the phrase "a house for God's name" and what it means. Guide the class to the understanding that this was to be a Temple to reflect the greatness and glory of God.

Discuss what would be needed to build such a grand temple to God. Point out that King Hiram was a friend of Solomon's father, David. He was someone with experience in building grand buildings of this sort.

4. Invite a volunteer to read aloud 2 Chronicles 2:4-6. Ask: *Why did Solomon want to build a house for God?* Allow time for responses then invite a good reader to read aloud the first paragraph of the Study Guide section entitled "A House for Sacrifice," which includes Isaiah 66:1.

Say: *The writer of this lesson says that God did not need this house. Do you agree? She also says that it was God's people who needed this temple. What do you think she means?* Allow class members to respond with their thoughts but allow them to wrestle with the question if they do not know the answer. Allow them to discover it through the course of the remainder of the lesson.

5. Ask class members to list off the activities that will be done in this building: the burning of special perfume, the



display of the special bread, and the burning of animal and food sacrifices. List the activities on the board as they are named.

Ask: *What is the purpose of these activities? Where would they get the perfume, food, and animals?* Say: *We call these gifts to God sacrifices. A sacrifice is something you give up to give to someone else.*

Ask: *Why did the people need to give sacrifices to God?* Now guide the discussion to the idea that sacrifices were how the people worshipped God. They helped the people to remember their sin and their need for God's forgiveness.

If needed, read aloud the second paragraph of the Study Guide section entitled, "A House for Sacrifice."

6. Call for volunteers to read aloud 2 Chronicles 2:7-9, 12 from the Study Guide. Say: *Notice that Solomon asked King Hiram to send workers to help work on the Temple.*

Ask: *Why do you think Solomon asked for men from Tyre to help in the building?*

7. Ask: *How did King Hiram respond to Solomon's message?* Explain that King Hiram's people were not like God's people; they did not worship only Him.

Ask: *What do you think of Solomon's decision to include people who were not God's people in this project?* Note that Hiram responded by honoring God and that his participation in the project gave him and his people an opportunity to learn more about God.

## Encourage Application

8. Call attention back to the chart written on the board from the beginning of class. Ask: *What benefits (good things) do you think Solomon got from working with the King of Tyre? Do you think he had any difficulties?*

9. Say: *God's people worshipped God by giving sacrifices at the Temple.* Ask: *Why do we not make sacrifices at a temple today?*

After some discussion, say: *Jesus changed the way we worship God because He gave Himself as the final sacrifice needed for our sin. But the Bible does still call for us to give sacrifices today. Let's look at that together.*

10. Divide the class into four groups and assign each group one of the following Scripture passages: Romans 12:1, 1 Peter 2:5, Ephesians 2:20-22, and Hebrews 13:15-16. Provide each group with the Scripture cards you prepared. Instruct groups to look for answers to these questions (write them on the board):

- *Why do we no longer need a Temple?*
- *What are the gifts God asks us to give today?*

After groups have had time to read and discuss, invite them to share their findings. Lead the discussion to the understanding that God's people are His temple now that His Spirit lives in us. The gifts we give Him are our lives, which we live to honor and please Him.

11. Direct members' attention to the Memory Verse and read it aloud together. Discuss what it means, then erase one or two key words and read it aloud together again, filling in the missing words from memory. Continue erasing words and repeating the verse until most/all of the verse can be recited from memory.

12. Invite readers to read aloud the Study Guide section entitled "Things to Remember." Discuss how all of life can be an act of worship to God, then end in prayer.

## Extra Teaching Ideas

### Connect with Life

♦ The following activity demonstrates working together on a project. Complete a timeline of Solomon's Temple. Use the date strips prepared in advance, giving strips to various class members around the room. The class must then put the date strips in order on the timeline on the marker board.

#### Timeline of Solomon's Temple

- 1004-971 BC—David began plans for building the Temple (1 Chronicles 22:1,17; 28:11)
- 971 BC—Solomon became king (1 Kings 2:10-12)
- 967 BC—Solomon began building the Temple (1 Kings 6:1)
- 960 BC—Solomon finished the Temple (1 Kings 6:38)
- 960 BC—Solomon placed the Ark of the Covenant in the Temple (1 Kings 8:1)
- 586 BC—Babylonians destroyed the Temple (2 Kings 25:1, 8-9)

**Romans 12:1** — "Christian brothers, I ask you from my heart to give your bodies to God because of His loving-kindness to us. Let your bodies be a living and holy gift given to God. He is pleased with this kind of gift. This is the true worship that you should give Him."

**1 Peter 2:5** — "You are to be as living stones in the building God is making also. You are His religious leaders giving yourselves to God through Jesus Christ. This kind of gift pleases God."

**Ephesians 2:20-22** — "This family is built on the teachings of the missionaries and the early preachers. Jesus Christ Himself is the cornerstone, which is the most important part of the building. Christ keeps this building together and it is growing into a holy building for the Lord. You are also being put together as a part of this building because God lives in you by His Spirit."

**Hebrews 13:15-16** — "Let us give thanks all the time to God through Jesus Christ. Our gift to Him is to give thanks. Our lips should always give thanks to His name. Remember to do good and help each other. Gifts like this please God."

# Teaching Guide

## Adult Bible Study

in Simplified English

### *The Special Wisdom of Solomon*

## Lesson 6: The Cost of Worship

#### Lesson Focus

To lead adults to recognize the price that Jesus paid so that we could come near to God and worship Him.

#### Bible Text

2 Chronicles 3:1-2, 7-10, 14-17

#### Memory Verse

"God bought you with a great price. So honor God with your body. You belong to Him." (1 Corinthians 6:20)

#### Word List

**cost:** the price of something; the amount of money that is needed to pay for or buy something

**establish:** to begin or create something that is meant to last for a long time

**expensive:** costing a lot of money

### Prior Preparation

♦ For Connect with Life #1, gather several local grocery or dollar store flyers to bring to class.

♦ For Guide the Study #2, locate pictures of the story of Abraham's sacrifice of Isaac and download or print to display in class. Images and a slideshow can be found at:

<https://www.freebibleimages.org/illustrations/ls-abraham-isaac/>

♦ For Guide the Study #6, bring blank copy or drawing paper and colored pencils to class.

♦ For Encourage Application #8, print Matthew 27:50-51 on a card in an easy-to-read translation.

♦ For Encourage Application #10, make a poster of the words from 1 Corinthians 6:19 (the Memory Verse from Lesson 5) with blanks in the place of several key words. Write the words to 1 Corinthians 6:20 on the marker board and cover it with the poster before class.

♦ For Extra Teaching Ideas/Encourage Application, make arrangements to show the following video of 1 Corinthians

6:19-20 set to song in class:

<https://youtu.be/yZknKUa8QVo>

♦ Optional: Search the Internet for pictures of the tabernacle and the items mentioned in this lesson material. Use the pictures as needed to supplement your teaching.

### Connect with Life

1. Before class, write the words from the Word List on the board: *cost*, *establish*, and *expensive*. Distribute the store advertisements around the room for class members to look at before class. Begin class by inviting class members to examine the advertisements. Point to the word *cost* and say: *A cost is how much you have to pay for something.*

Ask class members to look at the flyers and tell you the cost of different items listed. As you discuss costs, point out that the word can also be used as a verb to say that something *costs* an amount.

Then point to the word *expensive* and say: *When something costs a lot of money, we call it expensive.* Instruct class members to look through the flyers to find the most expensive items.

Say: *Sometimes, the cost of something is more than just the amount of money that you pay. Some gifts we give have costs in the time or effort we give.*

Invite class members to think of gifts they have received that cost more than money. Be prepared with an example of your own.

Then ask: *What is the most expensive gift you have been given?*

After class members have shared a few things, say: *Today we are going to be talking about the cost of worship. Did you know that worship has a cost?*

### Guide the Study

2. Call for a volunteer to read aloud 2 Chronicles 3:1-2. Say: *The spot where Solomon planned to build the house of God was a special place. Something happened long before Solomon was born that made this an important place.*

Display the slideshow or pictures of the story of Abraham's sacrifice of Isaac from Genesis 22 and ask if any class members know the story. Invite any who do to share what they remember of the story for the class. Be prepared to tell the story yourself or add or correct any significant points to the story told by class members.

Then say: *The place where this happened to Abraham and Isaac was Mount Moriah. And that is the place where David chose to build the house for God.*

3. Say: *There is also an interesting story of how David got this piece of land. One time, King David made God angry, and God sent a sickness among His people. David prayed and asked God to punish him instead of the people.*

Slowly read 1 Chronicles 21:18-26 to the class from a simple English translation. Then ask: *Why did David say he wanted to pay for the land? Do you think worship should cost us all something?*

4. Invite several volunteers to read aloud 2 Chronicles 3:7-10. Say: *King David wanted to build the house of God, and did many things to prepare for it. But Solomon was the*

man God chose to build His house. Solomon also had to pay a cost for this project. Then ask: *What do these verses tell us about the cost of the project for Solomon?* (Everything was covered with gold. Many details were made for the most holy place.)

5. Call on a good reader to read aloud the second paragraph of the Study Guide section entitled, “A Holy Place” or read it aloud yourself.

Ask: *What do God’s instructions to Moses tell us about how God wanted His people to treat the most holy place? Why do you think He only let one person go in it just one time a year?*

Discuss the holiness of God and help the class to grasp why His holiness is dangerous to us because of our sin.

6. Pass out the drawing paper and pencils to class members. Instruct them to read along with you silently and listen for what the verses describe.

Slowly read aloud 2 Chronicles 3:14-17. Then instruct class members to try to draw the pillars that were described in what you read.

Allow a few minutes for them to draw then invite volunteers to share their drawings. Discuss the size and beauty of the pillars.

7. Instruct class members to write the names of the pillars on their drawings if they haven’t already done so. Explain that each name had a special meaning. Say: *The name Jachin means “He establishes.”* (Now point to the word written on the board.) *This means that God is the one who makes something last a long time. The name Boaz means “He gives strength.” But notice that these pillars were not in the center of the building. They were not the ones holding up the full weight of the building. Why do you think Solomon named these pillars at the front of the building these names?*

## Encourage Application

8. Ask a class member to read aloud 2 Chronicles 3:14 again. Ask: *What was the purpose of the curtain?* (to separate the most holy place from the rest of the Temple) Explain that this Temple was later destroyed by an enemy of God’s people but that a new Temple was later built. The new Temple was the place where Jesus went during His time on earth, and it was not far from where Jesus was crucified. It also had a curtain separating the most holy place from the rest of the Temple.

Now instruct a class member to read aloud Matthew 27:50-51. Ask: *What do you think it means that the curtain tore from top to bottom?*

Guide the discussion to the understanding of the symbolism of the curtain tearing from the top. God Himself had now made a way for us to enter into His presence. We are no longer separated from Him because of what Jesus did when He died for us.

9. Call on a strong reader to read aloud the last

paragraph of the lesson in the Study Guide. Then discuss Question #1 of Things to Think About.

10. Display the poster made of 1 Corinthians 6:19 to review the Memory Verse from Lesson 5. Encourage the class to recite it with you, filling in the missing words from memory. Then say: *Today we are going to add the next verse.* Move the poster to reveal the next verse written on the board. Read the verse aloud together. Then erase one or two key words and read it aloud again together. Continue until most or all of the words have been erased and practice saying it all together. Then put the two verses together and try reciting them both.

11. Direct attention to Question #3 of Things to Think About and ask class members to take a moment to ponder the question silently.

Provide a few moments of silence then end in prayer that we would never forget the price Jesus paid so that we could know Him and that He would be pleased with our worship.

## Extra Teaching Ideas

### Connect with Life

♦ Use Question #2 of Things to Think About to begin the lesson. Read the question to the class then ask class members to share their experiences of different or unique places they have gone to worship God.

## Encourage Application

♦ Play a video of 1 Corinthians 6:19-20 set to music for the class to watch. Invite class members to sing along as the words are shown on the screen. Ask: *How can you honor God with your body?*

# Teaching Guide

## Adult Bible Study

in Simplified English

### The Special Wisdom of Solomon

## Lesson 7: Praising God

#### Lesson Focus

The people praised God when the special box was brought into His house and God showed Himself to His people. God is also with us today.

#### Bible Text

2 Chronicles 5:1-2, 6-8, 10, 13-14

#### Memory Verse

"They praised the Lord, saying, 'He is good. For His loving-kindness lasts forever.'" (2 Chronicles 5:13b)

#### Word List

**cherubim:** angels who serve God; also, statues of angels who serve God

**temple:** special building for **worship**; house of the Lord

**worship:** what you do to show God that you know who He is and what He has done

### Prior Preparation

♦ For Connect with Life #1, play the sounds of music as recorded in pulses from stars. To hear the drumbeats of Star PSR B0329+54, go to:

<https://www.youtube.com/watch?v=FC05QMJSa8U>

To hear Star PSR B1937+21 and others - high pitch:

<https://www.youtube.com/watch?v=x5BQV3WX80E>

Locate pictures of stars in our galaxy as found in Google Image search.

♦ For Guide the Study #3ff, locate pictures to illustrate King David, King Solomon, the religious leaders, the worship tent, the House of God, other leaders of Israel, the special box and the gold angel statues. See illustrations found in Harthcock's **Bible Stories for Use with ESL Students**:

<http://pages.suddenlink.net/eslbiblestories/index.htm>

♦ For Guide the Study #4ff, prepare the lesson outline poster.

♦ For Encourage Application #7, prepare "Practical Ways to Prepare for Worship" poster.

### Connect with Life

1. Read Psalm 19:1: *The heavens are telling of the greatness of God and the great open spaces above show the work of His hands.* Explain that everything God made tells of His work. Read Isaiah 55:12b: *The mountains and hills will break out into sounds of joy and the trees of the field will clap their hands.* Say: *Even the stars sing to worship God.* Play the recording of music sent back by space radio of the sound of drumbeats and tunes made by the pulses of stars.



2. Say: *In this lesson, we will learn what happened when the singers and music makers praised God with one voice. This was when Solomon had a special time to set apart the house of the Lord.* Explain that in this study we see how God's shining-glory is seen in worship.

Say: *It is moving day. The first chapters of 2 Chronicles tell of the journey of building the house of the Lord. Now they have arrived to praise God.*

### Guide the Study

3. Ask volunteers to read the Study Guide commentary and Bible verses. Use pictures, diagrams, and definitions for explanations. Practice pronunciation. Prepare enough picture copies for each person to hold one in the air when it is discussed. Make duplicates if necessary. See examples of pictures below:



Tent



Cloud



Solomon,  
David's son



House of the Lord



Special Box

4. Refer to this session poster during the study:

#### The Special Wisdom of Solomon

#### Lesson 7: Praising God

2 Chronicles 5:1-2, 6-8, 10, 13-14

1. The House of the Lord is Finished (5:1-2)
2. Offerings and the Special Box (5:6-8, 10)
3. God is praised and His Shining-Greatness is Seen (5:13-14)

5. Call on volunteers to read the Bible verses using information below to explain and discuss:

**2 Chronicles 5:1-2** - Ask: *How do you feel when something you have worked on for a long time is finally done?* Give examples such as completing a quilt, watching a TV show where a home is searched for and then bought,



or repaired. Explain that for many years, the people had worshipped in a large tent that moved with them. The tent was 45 feet by 15 feet by 15 feet. Now they had a permanent building in Jerusalem.

Discuss how difficult it can be to move from a house or an apartment. Note that Israel's move into the new house of the Lord was a huge job. The building was 180 feet long, 90 feet wide, and 50 feet high. The highest point was about 20 stories.

Say: *The whole nation celebrated when it was completed.* List some of the items that were moved into the new House of the Lord that David had prepared: gold and silver, the special box, everything David had set apart. Explain that Exodus 25-27 are three chapters of what went into the tent of worship. All of these things, and the tent came into the new house of the Lord.

Say: *The religious leaders brought the special box into the house of the Lord. Also, they brought the holy tent. It had been in the town called Gibeon. With the tent, they brought all the holy things that were in it.*

**2 Chronicles 5:6-8, 10:** Say: *Solomon and the people came in front of the special box and gave an offering of animals. Ask: Can you guess how many animals were given that day? Say: These verses tell us there were too many to count. Say: Other books in the Bible tell some of the numbers (1 Kings 8:63 lists 22,000 cattle and 120,000 goats).*

Ask: *What happened next?* Explain that the religious leaders took the box into the holy place where only religious leaders go. They put the box beneath the statues of the cherubim at the end of the room. There were curtains between the holy place and the most holy place. But the priests could see the poles from the holy place.

Ask: *What was in the box?* (Two stone writings with God's Ten Great Laws).

**2 Chronicles 5:13-14:** Ask the class to call out words that tell what this time was like (joyful, thankful, praising, etc.). Ask: *When was there a time you felt like this?*

Point out that 13b is the Memory Verse ("He is good. For His loving-kindness lasts forever.") Repeat together. Explain that these words are an example of praise. Ask: *How do we praise God in church today?* (music instruments; choirs; singing; etc.).

Ask: *What did God do when His people praised Him with one voice?* (God appeared in a cloud that filled the building.) Say: *Imagine you were there that day. How would you have felt if you heard everyone singing with one voice and saw the cloud of God's shining-glory come down to fill the building? In what ways might that have changed your life and faith?*

## Encourage Application

6. Ask: *Can we feel God's shining-glory even without seeing a cloud of smoke?* Ask members to share times of worship that were meaningful to them.

7. Read John 4:24. Discuss what it means to worship God "in spirit and in truth." Have the class suggest some steps today's believers might take to deepen their times of worship and praise. Use this chart to lead in the discussion:

### Practical Ways to Prepare for Worship

- \* Begin by understanding that you only come to God through Jesus by the Spirit.
  - \* Ask God every day this week to help you become more aware of Him in your church.
  - \* Wake up early on Sunday, spend time reading the Bible, sing a song of praise, tell God of your joy to worship Him at church.
  - \* Arrive at church. As you sing, think about the words with thanks in your heart for the gift of worship.
- Do it all again next week*

## Extra Teaching Ideas

### Connect with Life

- ♦ Ask class to name their favorite church songs and hymns. Discuss songs they listen to during the week.
- ♦ Read Hebrews 13:15. Ask the class for a definition of the word "praise." Note that praise is to say something good about what is true about someone or something. Say: *A teacher might praise a child with: You worked hard on that picture or I'm so pleased you are being kind to your friends, or You did a good job cleaning the room.* Ask the class to suggest words we can use when we praise God that say something good about who He is and what He does (You are holy, You are loving, You are merciful, etc.).
- ♦ Explain that God showed Himself in a very public, and powerful way to the praises of His people when Solomon called the people together to worship as the house of the Lord was completed.

## Encourage Application

- ♦ Consider Question 1 from the Study Guide's Things to Think About.
- ♦ Say: *Solomon built the temple, so people could go there to worship God. Today we worship God in churches.* Discuss what we do during worship time at church that Solomon and the people of Israel did when they worshipped? Ask: *What do we do that is different?*
- ♦ Go on a "worship walk" visiting different places in your church building. At each new location, invite members to stop and worship God. Sing a praise song at each place, or recite together the last part of the Memory Verse. ("He is good. For His loving-kindness lasts forever.").
- ♦ Close in prayer asking God to take away anything that keeps us from worship and to show Himself through His Spirit that lives within each believer.

# Teaching Guide

## Adult Bible Study in Simplified English

### *The Special Wisdom of Solomon*

## Lesson 8: God Keeps His Promises

### Lesson Focus

God's plans are the right plans to obey and He keeps His promises.

### Bible Text

2 Chronicles 6:1-11

### Memory Verse

"Now the Lord has kept His promise which He made."  
(2 Chronicles 6:10a)

### Word List

**dedicate/dedication:** set apart for God

## Prior Preparation

♦ For Connect with Life #1, use pictures of beautiful churches around the world, such as Sagrada Familia in Barcelona, Spain; St Basil's in Moscow; the Cologne Cathedral in Cologne, Germany; and other places your students are from. Find pictures online or in reference books such as travel guides. See:

<https://biblepathwayadventures.com/activities/solomons-temple-2/>

- ♦ For Connect with Life #3, search for a YouTube video explaining Solomon's Temple. Find other information by searching for "Interesting Facts about Solomon's Temple."
- ♦ For Guide the Study #7, prepare Session Outline poster.
- ♦ For #9, make Ten Great Laws poster.
- ♦ For Extra Teaching Ideas/Encourage Application, prepare for the class to sing "Standing on the Promises of God."

## Connect with Life

1. Show pictures to the class of beautiful church buildings around the world. Project them onto a screen, use in a PowerPoint, or have them copied/printed. See examples next column:



← **Sagrada Familia** in Barcelona, Spain, which took more than 20 years just to make the first drawings, then over 129 years to build (and is still not completed).

**St. Basil's Cathedral** → in Moscow, built in 1560 but now only used one time a year for church services.

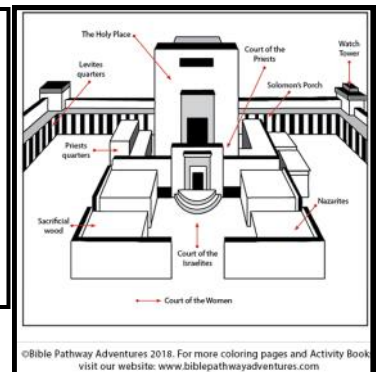


2. Ask: *What is the largest, most beautiful church you have ever seen? How did you feel when you were inside?* Allow time for discussion.

3. Show a picture of the building Solomon built for the Lord. Review the cost and construction for the building. Say: *Solomon used all the finest materials.* Review using statistics below:

The Temple was about 90 ft. long, 30 ft. broad, and 45 ft. high, twice the size of the old tent.

- 153,000 workers
- 4,000 tons of gold
- 40,000 tons of silver
- Other precious stones, craftsmanship, trees, Estimated value greater than \$216 billion USD.



4. Explain that David's dream to build a house for God's glory finally happened, but it was many years after his death. God chose David's son, Solomon, to build it.

## Guide the Study

5. Preview by asking members to look quickly at all the verses and circle each time they find the word promise. Ask them to underline the times Solomon mentions his father David, as part of the building of the house of the Lord. Instruct class to put a rectangle around each time they find the words: My name, or name of the Lord.

6. Ask volunteers to read the Bible passages and the Study Guide. Use pictures, diagrams, and words to explain the meanings of the Study Guide and the Bible verses. Prepare pictures as illustrations. Help with pronunciation.

7. Use Session Outline poster during class:

### The Special Wisdom of Solomon

#### Lesson 8: God Keeps His Promises - 2 Chronicles 6:1-11

Solomon Sees God is with Them - 2 Chronicles 6:1-4

God's Faithfulness - 2 Chronicles 6:3-9

God Keeps His Promise - 2 Chronicles 6:10-11

8. Use the following for information and discussion as verses are read aloud from the last page of the Study Guide:

**2 Chronicles 6:1-2:** Discuss other times God appears in a

cloud and reasons that those who see God cannot see Him fully and still live. Explain that the dark cloud was to show God was present with them. Remind the class that it has been over 400 years since God led them through the wilderness with smoke by day and a fire by night. No one from that time would have still been alive to see the cloud or fire.

Discuss with class members how they might have felt standing outside the building seeing what might be described as a wonderful, unexpected and even scary sight. Ask: *Where did Solomon say God would be with them now?* (“In the great house I have built for you.”).

**2 Chronicles 6:3:** Review Solomon’s prayer. Say: *The time to set apart the Lord’s house had begun. The people were all there. Solomon prays for their good as the people stood.* Ask class read the next verses to see how Solomon praises God for choosing Jerusalem as His special city, for choosing David as ruler (verse 6) and for keeping His promise to have a son of David become king and build the house of the Lord (verse 10).

**2 Chronicles 6:4-6:** Say: *In verse 4, the words mouth and hands are used. God had made a promise (ask class to point to their mouth) and now it has happened (hold up a hand). David and Solomon were both used as God’s hands (hold up both hands).* Ask: *In what ways have you acted as God’s hands to make His promises come true?*

**2 Chronicles 6:7-9:** Ask: *What do we learn about those who want to partner with God and be His hands?* State that though it was in David’s heart to build the house of the Lord, it was not God’s plan. Say: *His dreams and plans came true through his son, Solomon. We must want our will to be what God wills.*

**2 Chronicles 6:10-11:** Say: *Solomon could have boasted about all of the beautiful things that he had placed in the house of the Lord but instead he speaks about God.* Ask: *Do you think it shows Solomon’s wisdom that he gave all of the credit for the building of the temple to his father David, and then more credit to God who had kept His Word?* State that Solomon knew he had become the king because that was God’s plan. The special box meant God was with them. The Ten Great Laws was a sign of the agreement or promise God had made with His people.

Review the Law of the Lord that was in the special box. Show poster and discuss their importance:

#### The Ten Great Laws - Exodus 20:1-17

- |                            |                 |
|----------------------------|-----------------|
| 1. No other gods           | 6. No murder    |
| 2. No images               | 7. No sex sins  |
| 3. Honor God’s name        | 8. No stealing  |
| 4. Honor the Day of Rest   | 9. No lying     |
| 5. Honor Father and Mother | 10. No coveting |

## Encourage Application

9. Discuss what Solomon meant in verses 1-10 when he said he had built the house of the Lord for God’s “name.” Note that “My name” or “the name of the Lord” appears in every verse from 5-10.

10. Discuss David’s vision of building the Lord’s Temple. Ask: *Do you think David was disappointed when God said it wasn’t his job?* Say: *Do you believe it was David’s hope and belief that Solomon would be able to complete it?*

11. After the verses are read, explained, and discussed, ask: *What part did David’s faith seem to have played in Solomon’s willingness to carry out his father’s dream? Do you think this helped Solomon to have faith to do this work of building God’s house?*

12. Pray for God’s vision to become clear in each life, and for His guidance to do the work He has planned for every person to do.

## Extra Teaching Ideas

### Connect with Life

♦ Ask: *Do you believe that God Who made the heavens and the earth is interested in showing you Who He is when you worship Him?* Say: *King Solomon prayed at the celebration for the house of the Lord. This prayer teaches us about God who makes Himself known.*

### Guide the Study

♦ Use the study outline (#7) and review the verses and discuss words and phrases that show Solomon was thinking about God and not himself.

## Encourage Application

♦ Note that the Babylonians destroyed Solomon’s temple in 586 B.C. This was 410 years after it was finished. Ask: *Why should we continue in our work for God if we never see the results of our efforts?* Discuss the faithfulness of Moses and David.

♦ Read Question 4 in “Things to Think About” in the Study Guide (Do you trust God to carry out His plans, even if it takes years or does not happen in your lifetime?). Discuss ways we might never see the rest of God’s plan in our lifetimes. Give examples: people we have told about Jesus who believe in Him after our death, disobedient children who return to the Lord, etc.

♦ Sing, “Standing on the Promises of God.”

♦ Write the Memory Verse on the marker board: “Now the Lord has kept His promise which He made” (2 Corinthians 6:10a). Read the words together. Erase one word at a time until all the words are gone and the class can recite it by memory.

# Teaching Guide

## Adult Bible Study in Simplified English

### *The Special Wisdom of Solomon*

## Lesson 9: Dedicated

### Lesson Focus

To lead adults to learn that our nations, cities, churches, and families are blessed when we are dedicated to God by living a life free from sin.

### Bible Text

1 Chronicles 6:12-14, 18, 38-39

### Memory Verse

“Do you not know that you are a house of God and that the Holy Spirit lives in you?” (1 Corinthians 3:16)

### Word List

**dedicate:** to officially make something a place for honoring or remembering God or to say that something will be used for only one purpose

**humble:** to do or say something which shows that you are not proud or that you do not think of yourself as better than other people

**symbol:** an action, object, or event that represents a particular idea or quality

## Prior Preparation

- ♦ For Guide the Study #4, bring masking tape or items to use as place markers.
- ♦ For Guide the Study #9, prepare a chart like the one on the next page on the marker board or on a poster with the spaces left blank. Prepare sentence strips of 2 Chronicles 6:23, 25, 27, 30-31, 33, 35, and 39. Or, if your class could handle a more challenging project, print out 2 Chronicles 6:22-39 and allow the class to complete the chart in groups.
- ♦ For Extra Teaching Ideas/Guide the Study, prepare copies of Romans 12:1-2.
- ♦ For Extra Teaching Ideas/Encourage Application, Prepare to show the video “The Temple Then vs Now.” The video can be found at:  
<https://www.youtube.com/watch?v=OsoXww8McaU>

## Connect with Life

1. Start by introducing the Word List. Point out the two definitions of dedicate. Say: *We can make something a place for honoring God. And we can dedicate something for only God’s purposes. The most important thing we can dedicate to God is our lives.*

### Dedicate:

- to officially make something a place for honoring or remembering God
- to say that something will be used for only one purpose

2. Say: *Today’s Bible passage follows last week’s lesson on the great day of celebration in dedicating the Temple. If you were on the team to plan the dedication of a new church building, what would you include?*

Allow time for groups of students to make a list of activities or items to include in a dedication ceremony. Ask: *If you were asked to say the prayer of dedication, what would you include in that prayer? Today, we will look at the dedication prayer of Solomon.*

## Guide the Study

3. Invite someone to read 2 Chronicles 6:12-13. Use the Study Guide section entitled “A Surprising Beginning” to develop the idea of what was surprising about Solomon’s plan. Ask: *What was surprising about where Solomon stood? Why?* (He drew attention, not to the building, but to the altar of God.)

4. Invite a student to come forward and step off three steps in each direction. Place tape or markers on the floor to indicate the size of the platform. Ask the student to hold his hand in the middle of his chest to show the height. Ask: *Why did Solomon build such a large and tall platform?* (It was large enough to kneel on and tall enough so everyone could see and hear his prayer.)

5. Ask: *Why was it surprising that King Solomon knelt to pray?* (Kings don’t kneel. King Solomon humbled himself before God.)

6. Enlist a reader for 2 Chronicles 6:14 & 18. Ask: *Why did Solomon make the point that there is no God like our God?* Point out why there was such a temptation to worship idols in this nation. Ask: *What is the difference between an idol and the One True God?* (God makes promises and keeps them. He hears our prayers.) *Why was it important to remind the people that the Temple was a symbol of God’s presence?* (They might be tempted to worship the Temple or the altar.) *Why was it important for the people to understand that God cannot be held in the Temple?* (to understand God’s magnitude)

7. Read verse 18 again. Say: *Solomon seems to be surprised that God promised to live on the earth with us. How did God keep that promise?* (Jesus came to live among us and then left His Holy Spirit to live with us.)

8. Say: *We all would expect the King to say a prayer of blessing over the Temple, but that is not what Solomon did.*



*He listed seven problems that would come if they fell into sin. Let's look at these problems.*

9. Begin a chart like the one on this page. If possible, print out 2 Chronicles 6:22-39. Divide the class into groups and provide them with a copy of the empty chart. Allow them to research the scriptures and fill in the blanks. Or, if necessary, fill in the problem and the reason for the class and use the sentence strips to allow class members to fill in the prayer section of the chart together at the board.

10. Ask: *What is the most frequent cause of these troubles? (sin against God) Does every kind of trouble happen because of sin? (no) What two problems come because of God's plan? (strangers among us and going out to battle) Why do you think God would send people from other lands into Israel? (so all people may know about Him) Why does God send His people into battle? (to overcome evil)*

11. Ask: *Do you think the people expected to talk about sin on this special day?* Invite someone to read the first paragraph of "Things to Remember." Discuss our tendency to avoid the thought that God might be punishing us for sin. Point out that we usually think it is someone else's sin that causes trouble.

## Encourage Application

12. Say: *There are two important questions to ask ourselves: Do I examine my life for sin and ask for forgiveness frequently? Does my life measure up to God's standard as His Temple on earth today? Let me pray a prayer of dedication for our lives today.* (End in a prayer following Solomon's example of praise, wonder at God's great promises and confession of sin and asking for forgiveness.)

## Extra Teaching Ideas

### Guide the Study

♦ As you conclude the lesson with the thought that the Temple of God today is in His children, consider using Romans 12:1-2 to expand on the idea of our needing to cleanse ourselves to truly be the Temple of the Holy Spirit. Contrast the old Temple with the new.

#### Then

Dead animal sacrifices  
Be set apart for God  
Follow the Law  
With all your heart  
Pleasing to God  
Worship in the Temple

#### Now

Living and holy bodies  
Do not act like sinful people  
Have a new mind  
From your heart  
God is pleased  
True worship that is good and pleasing and perfect

## Encourage Application

♦ Consider using the video "The Temple Then vs Now" to explain the relationship between God's presence in the Temple in the Old Testament and His presence in our lives as we are now the temple of the Holy Spirit.

The Problem	The Reason	The Prayer
V. 22 Crime	Sin against neighbors	V. 23 Hear, act, judge Your servants, punish the guilty, bring good on the right
V. 24 Enemy attack	Sin against God	V. 25 Hear and forgive the sin and bring the people back
V. 26 No rain	Sin against God	V. 27 Hear and forgive the sin and teach them the good way, send rain
V. 28 Hunger, disease, and trouble		V. 30-31 Hear and forgive, give each what he should have, may they fear you and walk in Your ways
V.32 Strangers among them	Your great name, Your powerful hand, and Your strong arm	V. 33 Hear, answer the prayers of strangers so that all the people of the earth may know Your name and honor You
V.33 Sent into battle	Whatever way You send them	V. 35 Hear and help them
V.36 Carried far away	Sin against God	V.39 Hear, help, and forgive

# Teaching Guide

## Adult Bible Study

in Simplified English

### The Special Wisdom of Solomon

## Lesson 10: Changed by God's Fire

#### Lesson Focus

To lead adults to recognize the signs of pure worship of God in Solomon's day and today.

#### Bible Text

2 Chronicles 7:1-7

#### Memory Verse

"Since we have received a holy nation that cannot be moved, let us be thankful. Let us please God and worship Him with honor and fear. For our God is a fire that destroys everything." (Hebrews 12:28-29)

#### Word List

**consume:** to eat or drink, to use completely, to destroy, to take all of one's attention.

**generous:** freely giving or sharing money and other valuable things

### Prior Preparation

- ♦ For Connect with Life #1, secure two candles. Burn one half way down and keep the other untouched.
- ♦ For Guide the Study #3, write the memory verse on the white board or prepare a poster large enough for all to see.
- ♦ For Guide the Study #5 & 7, locate a picture of the floorplan of Solomon's Temple and arrange to display it.
- ♦ For Guide the Study #9, make 3 signs or labels that read *gift*, *giver*, and *priest* that can be used to label the actors in the pantomime.
- ♦ For Extra Teaching Ideas/Guide the Study, be prepared to give an explanation for the timing of the dedication as mentioned in 2 Chronicles 7:8-10.
- ♦ For Extra Teaching Ideas/Encourage Application, prepare the following verses on cards to be read in class:  
1 Chronicles 16:34, Psalm 106:1, Psalm 107:1, Psalm 118:1, Psalm 118:29, Psalm 136:1, and Jeremiah 33:11.

### Connect with Life

1. Before class begins, light the partially used candle. As class begins, draw attention to the candles. Ask: *Why is this lighted candle so much shorter than this unlighted one?* Use the word "consumed" to explain that the fire consumes the wax and wick.

Say: *In today's lesson we will see what happened right after Solomon finished praying. Fire from heaven came down and consumed the offerings on that day.*

### Guide the Study

2. Direct attention to the Memory Verse. Ask: *What is it we should be thankful for?* Underline "Since we have received a holy nation that cannot be moved," from verse 28 with a colored marker. Ask: *How do we show we are thankful?* Underline "Let us please God and worship Him with honor and fear" from verse 29 in another color. Ask: *Why should we worship in honor and fear?* Underline "For our God is a fire that destroys everything" in a third color.

3. Point to the burning candle and discuss the properties of fire as mentioned in the introduction of the lesson. Ask: *How do you think this applies to fire from heaven?* Mention Moses' experience with the burning bush that was not consumed. Point out that ordinary fire would have burned the bush. What was consumed by God's fire on that day was Moses' life. God purified him and then used him for the rest of his life in powerful ways.



Image source: <http://res.freestockphotos.biz/pictures/2/2302-a-burning-candle-pv.jpg>

4. Ask someone to read 2 Chronicles 7:1-3 as you display the Temple floor plan. Recall the prayer that Solomon prayed. Say: *Remember the Temple was built from cedar from Lebanon. Cedar burns very easily.* Point out the altar that would have held the burnt offering and the fact that the fire fell directly on that altar. Ask: *What does that tell you about God?* (He is always under control.)

5. Ask: *What changed when God's glory filled the Temple that day? The priests had planned things they would do on this day, but God's presence changed their plans. Everyone saw the glory of God fill the Temple. What does that tell you about God?* (He always has a plan for the lives of everyone. Pure worship changes us.) *What did the fire from heaven consume on that day?* (the offerings and the hearts of the people) *Have you ever been surprised by God's presence in a worship service?*

6. Invite someone to read 2 Chronicles 7:4-6. Point out that the first response to God's glory was generous giving and joyful worship. Ask: *Who gave gifts to God on this day?* (the king and all the people) Say: *King Solomon was the richest man in the land and he gave the most, but everyone gave gifts that day.*

7. Point out the altar in the Temple floor plan. Explain that Solomon's gift was probably not brought in all at once. There were so many gifts given that Solomon had to say that the whole area could become an altar.

8. Ask: *How did the people express their joy in worship?* (in song) Make the point that the song sung was very familiar to the people. It is repeated in Scripture seven times. This might be like our singing "How Great Thou Art" or "Amazing Grace." Everyone knew the words to this song and everyone sang together. The musical instruments used were some that David had made.

Read 1 Peter 1:8 and discuss: "And you have joy so great that words cannot tell about it." Some translations say, "Joy inexpressible and full of glory."

"You have never seen Him but you love Him. You cannot see Him now but you are putting your trust in Him. And you have joy so great that words cannot tell about it." (1 Peter 1:8)

9. Invite someone to read 2 Chronicles 7:7. Say: *Let's look at a burnt offering for a few minutes.* Enlist three people to come forward and pantomime while a good reader reads instructions on how to perform a burnt offering from the Study Guide. Put labels on each actor to represent the sacrificial animal (the gift), the giver, and the priest. Direct the reader to read the second paragraph in the Study Guide section entitled "Pure Worship Is in Truth." The "actors" should pantomime how the gift was offered to God in the Temple.

## Encourage Application

10. Draw this lesson to a conclusion by relating the burnt offering to the sacrifice of Jesus Christ. Point out that we all, like the giver of the offering, must do the work of confessing our sin and asking for forgiveness. But Christ is our high priest who takes our need to the altar of God and secures forgiveness for us.

11. Recall attention to the candle. Relate the qualities of fire with the power of God in our lives. Use "Things to Remember" to discuss how God purifies our lives, warms our hearts, and fills us with joy when we see His glory. Then end in prayer.

## Extra Teaching Ideas

### Guide the Study

♦ Second Chronicles 7:8-10 gives some specifics about the dedication feast that might be interesting if time allows.

The month of Tishri happens in September — October in a modern calendar. The Day of Atonement is the only feast commanded in the law. This most important day was always celebrated on the tenth of Tishri. Only on that day could the priest enter the Most Holy Place and offer a sacrifice for himself, his family, and all of Israel to atone for their sins. This brought them back to God's presence.

People from all over Israel came for the Dedication and stayed through the Day of Atonement and then through the Feast of Booths. This feast celebrated the time when the Jews lived in tents as they traveled to the Promised Land. People lived in small shelters they built for seven days to remember this time in their history.

## Encourage Application

♦ Distribute the cards of the seven verses you prepared ahead of time. Invite students to read the verse and the Scripture reference.

Ask: *Why would God repeat this verse seven times?* (We easily forget to be thankful. We doubt that God is good all the time. And we fear that there will come a day when his loving-kindness ends.) *How does it change our worship when we remember these three most important things about God?* (We are united to worship joyfully, generously, and truthfully.)

1 Chronicles 16:34	Psalms 106:1	Psalms 107:1	Psalms 118:1	Psalms 118:29	Psalms 136:1	Jeremiah 33:11
O give thanks to the Lord, for He is good. His loving-kindness lasts forever.	Praise the Lord! O give thanks to the Lord for He is good. His loving-kindness lasts forever.	Give thanks to the Lord for He is good! His loving-kindness lasts forever!	Give thanks to the Lord, for He is good. His loving-kindness lasts forever.	Give thanks to the Lord, for He is good. His loving-kindness lasts forever.	Give thanks to the Lord, for He is good, for His loving-kindness lasts forever.	... In this place will be heard the voice of the man to be married and the voice of the bride, and the voice of those who say, "Give thanks to the Lord of All, for the Lord is good. His loving-kindness lasts forever."

# Teaching Guide

## Adult Bible Study

in Simplified English

### *The Special Wisdom of Solomon*

## Lesson 11: Trust and Obey

#### Lesson Focus

To lead adults to recognize the responsibility of God's people to live according to their covenant with God.

#### Bible Text

2 Chronicles 7:11-16

#### Memory Verse

"If My people who are called by My name put away their pride and pray, and look for My face, and turn from their sinful ways, then I will hear from heaven. I will forgive their sin, and will heal their land." (2 Chronicles 7:14)

#### Word List

**covenant:** a formal and serious agreement or promise between two people or groups

### Prior Preparation

- ◆ For Connect with Life #1, secure copies of a contract. Use a loan agreement, insurance papers, or credit card contract to illustrate that both parties make promises.
- ◆ For Guide the Study #2, 5, and 10, provide copies of the first, fourth, and fifth verses of "Trust and Obey" or prepare slides of the verses to project.
- ◆ For Guide the Study #7, be prepared to display several warning signs such as: Danger: High Voltage. Warning: Strong Current. Danger: Thin Ice.
- ◆ For Guide the Study #9, print off the list of ways to obey 2 Chronicles 7:14a on individual sheets of paper large enough for the class to read from a distance. Provide tape or magnets to secure these to the marker board.
- ◆ For Extra Teaching Ideas/Connect with Life, bring an assortment of jelly beans to class.
- ◆ For Extra Teaching Ideas/Guide the Study, consider offering additional information about Solomon's Temple.

### Connect with Life

1. Begin class by showing a sample contract. Point out the two parties covered and the responsibilities of each.

Say: *Did you know that we have a contract with God? We call this our covenant or testament. When we say "Old Testament," we mean the covenant with God before Jesus. The New Testament is our covenant with God through Jesus. God's part is to bless us and punish sin. Our promise is to be faithful to God alone. Doesn't that sound like an easy contract to honor? You might even say it comes down to simply trusting God to keep His word and obeying Him.*

*"Trust and obey, for there's no other way  
To be happy in Jesus, but to trust and obey."*

### Guide the Study

2. Display the words to the first verse of "Trust and Obey." You can either sing the verse or read it as a chant alternating lines.

When we walk with the Lord,  
In the Light of His Word,  
What a glory He sheds on our way!  
While we do His good-will,  
He abides with us still,  
And with all who will trust and obey.

3. Invite a reader for 2 Chronicles 7:11-12. Say:

*Solomon's temple was a wonder in the ancient world. It took him 20 years to complete both the temple and the king's palace. Ask: What was God's glory like in the temple at the dedication? (So powerful the priests could not enter.) Would you be surprised to see God's glory in your bedroom? Why? Does God only appear in kings' homes and marvelous temples?*

4. Read Matthew 18:20. Ask: *What does this verse promise us today?* (God is with us even when there are just a few of us there in His name.) Point out that every humble church can be filled with God's presence.

5. Display or call attention to the words of the fourth verse of "Trust and Obey." Sing or chant this verse. Say: *If we trust God's warnings, we will live in a way that pleases Him by avoiding sin.*

But we never can prove  
The delights of His love  
Until all on the altar we lay;  
For the favor He shows,  
And the joy He bestows,  
Are for them who will trust and obey.

6. Ask: *What do the words "until all on the altar we lay" mean?* Say: *Our part of the covenant is to obey. That means we give up our opinions and desires to follow God's will. Will we ever know God's glory without first obeying Him?* (No)

7. Display several warnings signs as a volunteer reads 2 Chronicles 13-14a. Ask: *What would you do to show you trusted these signs? How would you behave if you did not trust these signs? What would be the result?* Say: *The same is true for God's warnings. We show we trust Him when we heed His warnings.*



Image source: [https://commons.wikimedia.org/wiki/File:Electricity\\_warning\\_sign.svg](https://commons.wikimedia.org/wiki/File:Electricity_warning_sign.svg)



8. Say: *God keeps His promise to punish sin. He knew the people would break their promises. But He planned in advance to forgive and bless them. This blessing is for His people. As Christians, we have taken the name of Christ. We are the people called by God's name. We are in a covenant with God to trust and obey Him.*

9. Ask: *What are the four things we must do to restore our relationship with God that has been broken by sin?* (put away pride, pray, seek God's face, and turn away from sin) Write these four things in four columns across the top of the marker board. Distribute to class members the pages prepared in advance. Invite them to come forward and attach their pages to the board in the correct columns.

Put Away Pride	Pray	Seek God's Face	Turn Away from Sin

- *Humble ourselves.*
- *Realize that we have sinned.*
- *Admit that only God can clean the sin from our lives.*
- *Talk with God.*
- *Listen to Him.*
- *Agree with God about our sin.*
- *Ask for forgiveness.*
- *Ask for wisdom to live in a sinful world without becoming sinful.*
- *Look for God's hand and smile all around us.*
- *Turn our eyes to see what God sees.*
- *Do not wait to do His will.*
- *Respond like God responds.*
- *Reject evil.*
- *Filter what we watch, read, listen to, and speak.*
- *Become holy because God is holy.*
- *Overcome evil with good.*

10. Call attention to the fifth verse of "Trust and Obey." Sing or chant these words.

Say: *We can trust God's promises, expecting to have that sweet fellowship at His feet. We are blessed when we do what he says.*

Then in fellowship sweet  
We will sit at His feet  
Or we'll walk by His side in the way;  
What He says we will do,  
Where He sends we will go -  
Never fear, only trust and obey.

11. Enlist a reader for 2 Chronicles 7:14b-16 from the Study Guide. Ask: *What three things does God promise to do when we repent and turn back to Him?* (hear our prayers, forgive our sin, and heal our land) *Write these labels beneath the four columns you created.*

## Encourage Application

12. Recall the history of the temple and the Jewish people, using Things to Remember as background. Say: *When God promised to be in the temple forever, He meant it. Today we are the temple of God. He will never leave us.*

13. Say: *God never breaks His promises. Forever is something only God can promise. Is it possible for us to promise to be faithful and obey forever? (no) But we can promise one day, one moment at a time. We must trust God's promises enough to obey His Word every day. The promise of a healed land, of answered prayer, and of forgiven sin is ours today, too. It is our part of the covenant to trust enough to obey every day.*

14. Dismiss with prayer to trust God's warnings enough to turn away from evil every day and to trust God's promises enough to seek His face every day.

## Extra Teaching Ideas

### Connect with Life

♦ Collect a variety of jelly beans in various flavors. Offer students a jelly bean. Say: *Let me warn you that you may not like some of the flavors. I promise if you get a bad flavor, I will replace it with a good one. Trust the warning, but also trust the promise.*

Lead a discussion about trusting a warning and a promise. Ask: *If you had really trusted the warning, what would you have done?* (rejected the offer of jelly beans) Say: *If we truly trust God's warnings, we will reject sin and live for Him. If we truly trust His promises, we will live expecting to be blessed by following His ways.*

### Guide the Study

♦ Below is additional information about the temple to be shared as needed.

Solomon began building the Temple in 966 B.C. It took seven years to build. He followed the instructions God had given his father King David in 1 Chronicles 28:11-13:19. It was very much like the tabernacle Israel used in the Exodus. But it was twice the size. It had an outer court where the burnt offering was made and all of Israel stood together. Inside, there were two large rooms like the tabernacle that only the priests could enter. The Holy Place was where there was an incense altar and five golden lampstands. Beyond that room was the Most Holy Place where the priest entered once a year on the Day of Atonement. This room held the Ark of the Covenant that held the ten stone tablets of God's law.

Solomon's Temple was built to represent the presence of God among the people. But as idol worship became a common sin among them, God left the Temple (Ezekiel 10:18). When Babylon attacked Jerusalem in 586 B.C., the Babylonians destroyed Solomon's Temple.

# Teaching Guide

## Adult Bible Study in Simplified English

### *The Special Wisdom of Solomon*

## Lesson 12: Wise Words and Living Proof

### Lesson Focus

To lead adults to learn that God has a plan for every life. He wants to bless us so that we can be a blessing to others.

### Bible Text

2 Chronicles 9:1-8

### Memory Verse

"We are His work. He has made us to belong to Christ Jesus so we can work for Him. He planned that we should do this."  
(Ephesians 2:10)

### Word List

**circumstance:** the way something happens: the specific details of an event

**hard:** (1) physically or mentally difficult; not easy  
(2) able to be clearly seen and measured; not able to be questioned or doubted

### Prior Preparation

♦ For Connect with Life #1, put this question on the marker board for all to see: "How do I respond when a new friend asks about my home life?"

♦ For Guide the Study #3, enlist someone to tell how they came to faith in Christ through observing the life of a believer. Ask them to make this a short but pointed testimony of how God had a plan for their life.

♦ For Guide the Study #4, prepare to display the map of Sheba from this website:

<https://www.neverthirsty.org/bible-studies/life-of-christ-ministry-judea/seeking-a-sign-from-heaven/>

♦ For Guide the Study #8, prepare sentence strips or signs for each of the sentences in Ephesians 2:10 and 2 Chronicles 9:8. Bring masking tape or magnets to stick the strips to the board. Or plan to draw the chart on the board during class.

♦ For Extra Teaching Ideas/Connect with Life, bring a scale to class.

### Connect with Life

1. As class begins, allow a few minutes for small groups to prepare an answer to the question written on the board. Allow time for each group to share their advice.

How do I respond when a new friend asks about my home life?

2. Say: *Most of us are a little hesitant to share how we live with a new friend. What is it the person really wants to know? How we live with others tells the most about us. Today's lesson shows us how Solomon shared his life in such a way that it led the Queen of Sheba to believe in the one true God. The way we live is a powerful witness we must be willing to share in words and in actions.*

### Guide the Study

3. Begin with the Word List. Emphasize the difference between a hard question and hard proof. Then discuss the word *circumstances*. Invite someone to explain the circumstances that led to the life they now live in Christ.

4. Display a map of the middle east that shows the country of Sheba and the distance to Jerusalem. Invite someone to read 2 Chronicles 9:1-2. Point out that Sheba is likely the modern day country of Yemen and that the trip would have been long and difficult. The amount of gold alone would have weighed over 4 tons!



Map Source: <https://www.neverthirsty.org/bible-studies/life-of-christ-ministry-judea/seeking-a-sign-from-heaven/>

5. Ask: *What do you think it*

*means in verse one when it says, "She talked with him about all that was on her heart"? Do you think their conversation was only about government issues? Say: Solomon must have shared how God had planned and directed the circumstances of his life. But Solomon did more than talk. He showed the queen how he lived.*

6. Invite a reader for each verse in 2 Chronicles 9:3-7. Encourage each reader to comment on the verse they read by telling how Solomon was giving living proof of his relationship with God. Extend the discussion with the following points on each verse.

v. 3 — She was surprised at the wisdom Solomon put into the building of his home. Ask: *Can the condition of our homes be a witness of our relationship with God?*

v. 4 — She was surprised that his servants were well-dressed. Ask: *How does the way we treat others show that we belong to the Lord? And she saw how Solomon*

worshiped. He invited her into the most important area of his life. This verse could be translated that she saw the private stairway Solomon built from his house to the temple. He could go directly from his home to the temple outer court without having to go out on the street. Solomon must have made worship a frequent practice if he needed a private way to get to the temple.

v. 5 — She was surprised that things she had heard and did not believe about Solomon were true. Say: *Very often unbelievers think the things we say and the way we live cannot be true.* Read 1 Corinthians 1:18, 23-25 to the class. Lead a discussion of how the truth of God seems foolish to unbelievers.

v. 6 — Seeing with her own eyes convinced her that Solomon was greater than she had heard. Ask: *How is this is surprising language from one ruler to another?*

v.7 — She was surprised that Solomon's servants were happy to be servants in his house. Our homes should be happy places because all are treated well.

7. Invite someone to read 2 Chronicles 9:8. Say: *These are the words of the queen of Sheba. When we look at the language she used, we see that she used the covenant name for God, YHWH. This means that Solomon must have shared the truth of God with her.*

8. Read together the Memory Verse for this lesson. Then divide the verse into the three sentences and discuss the meaning of each sentence. Draw a chart on the board such as the one below or use sentence strips prepared in advance to compare the two verses.

Ask: *What does it mean that we are God's work?* Point out that this word could mean we are His work of art. Compare that with the first sentence in verse 8. Say: *God is pleased with the work of art He has in you.*

Ask: *What does it mean that we were created to belong to Christ Jesus?* Compare this with the second sentence in verse 8. Say: *Solomon's job belonged to God and Solomon's work was for the Lord.* Ask: *What does it mean that we were created to work for Him?* (No matter what our life's work is, God sees it as ministry.)

Ask: *What does it mean that "He planned that we should do this"?* Compare this sentence with the last two sentences of verse 8. Say: *God's plan is for each of us to do what is fair, right, and good because He loves this world.*

Ephesians 2:10	2 Chronicles 9:8
We are His work.	Praise be to the Lord your God Who was pleased with you!
He has made us to belong to Christ Jesus so we can work for Him.	He set you on His throne as king for the Lord your God.
He planned that we should do this.	Your God loved Israel and would have them last forever. So He made you king over them to do what is fair and right and good.

## Encourage Application

9. Use the thoughts from Things to Remember to draw this lesson to a conclusion or invite someone to read it from the Study Guide.

10. Ask the class to bow in prayer. Ask them to pray about this question privately: *How do I see the plan of God working out in my life? Where has He put me so I can be fair, right and good?*

Allow a few minutes of silent prayer then end with a spoken prayer that all followers of Christ will be more aware of the people in our lives who need to hear our words of wisdom and see the living proof that we belong to Christ.

## Extra Teaching Ideas

### Connect with Life

♦ Place the scale you brought in front of the class. Invite a man to come forward and stand on the scale. Write his weight on the board and multiply it by 120. Say: *This is approximately how much gold the Queen of Sheba brought as a gift to Solomon. The spices she brought had never been tasted in Solomon's house before. She also brought precious stones.* Ask: *Why would she bring such expensive gifts to King Solomon?*

## Encourage Application

♦ Ask: *Do you think the queen of Sheba was changed by her visit with Solomon? How?* Invite someone to read Matthew 12:42 from the Study Guide. (It is provided on the last page of the lesson.) Explain that these are the words of Jesus. Ask: *How do we know that the queen became a believer?* (She will stand to speak against unbelievers in heaven on the last day.) *Who is the one "greater than Solomon"?* (Jesus!)

# Teaching Guide

## Adult Bible Study in Simplified English

### *The Special Wisdom of Solomon*

## Lesson 13: You Can't Take It With You

#### Lesson Focus

Wisdom, wealth, nor power can prepare you for death.

#### Bible Text

2 Chronicles 9:13, 15, 17, 19-20, 22-23, 25-26, 28, 30-31

#### Memory Verse

"For what does a man have if he gets all the world and loses his own soul? What can a man give to buy back his soul?"  
(Matthew 16:26)

#### Word List

**legacy:** something given to children or other people when a person dies

**shield:** a piece of metal or wood that is carried by a soldier to protect himself

### Prior Preparation

- ♦ Pray for your class members by name as you prepare for this session.
- ♦ Consider taping oversized, fake dollar bills around the room or around the edge of the marker board. Be sure to display the US motto, "In God We Trust" by highlighting it in yellow or circling it with a marker. To print some fake bills, search for "jumbo fake money printable." Or look for fake money in a dollar store's toy section.
- ♦ For Connect with Life #1, prepare the poster of Hebrews 9:27. Also, if desired, print a picture of each of the billionaires referred to in the opening exercise. Post the pictures on the board.
- ♦ For Guide the Study #5, bring a vase of simple flowers, such as daisies, to place on a table at the front. If possible, bring enough flowers so everyone can receive one.

### Connect with Life

1. Write the names of Elon Musk, Jeff Bezos, Bill Gates,

and Qin Yinglin on the board before class (or point to the pictures and ask the class to identify each by name). Next, ask the class what they have in common. (They are among the richest people in the world. All have invested in different arenas to make more money than in just one industry; all have benefited financially from the coronavirus pandemic; three are closely tied to technology; etc.) [Note: Qin Yinlin is probably unfamiliar to Americans; he is a billionaire pig breeder in China.]

Explain to the class that they, too, have something in common with these mega-billionaires. Display the poster of Hebrews 9:27 and read it aloud. Ask:

*So, what do you and I have in common with these famously rich men?* (Eventually, we will all die.)

It is in the plan that all men die once.

After that, they will stand before God and be judged.

Hebrews 9:27

Say: *In today's*

*lesson, we will wrap up our study of King Solomon, the richest man of his day, the wisest man of his generation, the most powerful king in that part of the world. But he was a man who died just like every other person has — or will. Today, let's talk about what kind of legacy Solomon left and what kind of legacy we can leave.*

### Guide the Study

2. Ask the class to refer to the Study Guide and then ask a class member to read 2 Chronicles 9:13.

Explain how that amount of gold every year was worth about \$1.4 billion today. (Verses 14 and 21 tell us that Solomon received even more money from traders, tribute, and trading ships.)

3. Ask if anybody in the class remembers what Solomon asked God for in Lesson 4. He asked and received the gift of wisdom. God promised Solomon in 2 Chronicles 1 that he would also receive riches and honor. God made a promise to Solomon; the writer of Chronicles records that God did indeed keep His promise.

4. Ask a class member to read verses 15, 17, 19-20, 22-23. Make this two-column chart on the marker board.

How did Solomon use his wealth?	What did Solomon <u>not</u> do with his wealth?

Ask: *How did King Solomon use his wealth?* (List responses in column 1, such as gold shields, the world's fanciest throne, expensive drinking cups, huge stables for thousands of horses, etc.)

Allow comments to be made, then direct discussion toward what Solomon did not use his wealth for (column 2). Some of column 2's answers will have to be inferred because a list is not directly given in Scripture. But we are



not told that he used his wealth to enrich his country or to care for the poor.

Remind the class that in Lesson 3, we learned how his father, King David, and others gave immense wealth to prepare for the Temple that Solomon would build early in his reign. Solomon did build the Temple, but he did not build a God-honoring legacy. David left a legacy of giving his wealth for God's purposes, and he worshipped God all his life. Solomon did not. Explain that Solomon:

- Demanded heavy taxes of the Israelite people to fund his other building projects and his personal wants/needs. (Background: Look at 1 Kings 7 for details about Solomon's palace. From 1 Kings 12:1-11, we learn that Solomon demanded much of the people—a "heavy load." His son, Rehoboam, was even worse.
- Had 700 wives and 300 concubines to support, plus their children. (Background: First Kings 11:3-4 tell us he had "700 wives, kings' daughters, and 300 women who acted as his wives. And his wives turned his heart away ... to follow other gods. His whole heart was not faithful to the Lord his God, as the heart of his father David had been.")
- Ordered 200 gold shields. Gold is very heavy yet very soft. Golden shields would look great in a military parade "for show," but they would not be very useful in battle.
- Ordered a great ivory throne be built for him and covered with pure gold. Nothing like it had ever been made for other kings.
- Had golden drinking cups. He was so surrounded by gold that silver was not worth much.

Clearly, he used his money to show off how rich he was and for his personal pleasures. Ask the class: *What do you think about Solomon's use of his wealth?*

5. Say: *Jesus referred to Solomon's extreme wealth in one of His sermons.* Explain that in Matthew 6 during His Sermon on the Mount, Jesus compared the glory of Solomon to the flowers of the field. (Point to the flowers in the vase, distributing them now or later if you have enough.) These simple flowers are "here today and gone tomorrow," yet Jesus said flowers like these are more glorious than Solomon's wealth. Jesus warns against gathering riches for yourself on earth (such as Solomon had done), but instead, you are to "gather together riches in heaven." Jesus tells His listeners that where your riches are, your heart will be there also.

Ask: *What do you think of Jesus' words? How easy or hard is it to obey Jesus' words to not worry about what we eat or drink? What do you think Jesus meant by "gather together riches in heaven" rather than gathering riches on earth?*

6. Ask a class member to read 2 Chronicles 9:25-26, 28. Ask the class: *Why do you think the writer of Chronicles included this information here?* It showed the riches and power of Solomon and God's fulfillment

of His promise in 2 Chronicles 1. It also points back to God's very specific warning/command in Deuteronomy 17:14-20 for kings to not do these things. If you have time in class, read this passage aloud and lead the class to check off the points that Solomon disobeyed.

7. Ask a class member to read 2 Chronicles 9:30-31. Ask: *What happened to Solomon?* He died and his son became king. Ask the class if the riches of Solomon helped him after he died.

## Encourage Application

8. Ask: *God had given Solomon many blessings. It seems that Solomon loved his riches and loved showing off his riches. Solomon let his blessings turn into curses that led him away from God. Are there any blessings in our lives that might lead us away from God?*

9. Lead the class in prayer, asking God to help us keep our trust in Him alone.

## Extra Teaching Ideas

### Guide the Study

♦ For Guide the Study #3, add this discussion item: Reflect on what has been learned in this three-month study. Have the class discuss the highs and lows of Solomon's life. Make a list on the board of his good and bad qualities.

♦ Supplement Guide the Study #5 by reading aloud Matthew 6:19-34. (Either read the passage yourself or ask a very strong reader to do so.) If your class is comprised of ESL students, narrow down the number of verses to the essential concepts (vv. 19-21, 25, 28-30).

## Encourage Application

♦ Ask: *Have you ever heard of the saying: "He who dies with the most toys wins"?* Have the class discuss what the world says we need to do to "win" in life and compare that with what the Memory Verse says. Lead a discussion of what the Bible tells us about what makes our lives meaningful.

# Teaching Guide

## Adult Bible Study in Simplified English

### Easter Lesson

## Seeing Jesus On the Road

#### Lesson Focus

We need to open our eyes to what Jesus is doing in our lives.

#### Bible Text

Luke 24:13-17, 19b-23a, 25-27, 30-33, 35

#### Memory Verse

"For sure the Lord is risen." (Luke 24:34b)

#### Word List

**disappear:** to stop being able to be seen

**optical illusion:** an image that looks different from the way it really is or an image that can be seen in more than one way

**resurrection:** a person coming back to life after he or she has died

### Prior Preparation

♦ For Connect with Life #1, be prepared to sing (or have someone lead) the group to sing an Easter song or hymn.

♦ For Connect with Life #2, show some optical illusions, especially ones that can be viewed different ways or where a hidden object can be seen.

Show several illusions, either on printed pages or on a computer screen. Some, like the dalmatian illusion, will be best viewed on a large screen. Here are some favorites:

—Good or evil: [https://www.researchgate.net/figure/Illustration-of-good-and-evil-as-an-optical-illusion-ambigram-This-illustration-of-the\\_fig2\\_280908950](https://www.researchgate.net/figure/Illustration-of-good-and-evil-as-an-optical-illusion-ambigram-This-illustration-of-the_fig2_280908950)

—Dalmatian illusion: <https://www.moillusions.com/mysterious-dots-optical-illusion/>

—Towels: <http://www.optical-illusionist.com/illusions/towels-dog>

—Duck/rabbit (pictured above): <https://en.surveyl.com/en/slideshow/do-you-see-a-duck-or-a-bunny-in-this-optical-illusion-your-answer-reveals-a-lot-about-you.html>



—Others to search for: Vase/Faces Illusion and Young Lady/Old Woman Illusion.

—Two short video illusions: The Door Study: <https://www.youtube.com/watch?v=FWsXSQsspiQ> and the Selective Attention Test: <https://www.youtube.com/watch?v=vJG698U2Mvo>

♦ For Extra Teaching Ideas/Encourage Application, find the poem "Footprints in the Sand" and be prepared to read it to your class and/or post it so the class can see it.

♦ Pray for class by name and for the upcoming session.

### Connect with Life

1. Sing an Easter song together, such as "Christ the Lord is Risen Today!"

2. Ask: *Have you ever seen an optical illusion?* Show a few, then ask the class what they see and discuss the ones where different people see different objects. Have people who see it one way explain it to the others.

Discuss how what you see often depends on what you are looking for (especially if you show the Selective Attention Test with the basketball/gorilla). If you show the duck/rabbit illusion, mention that around Easter, people are more likely to see the rabbit, but around Thanksgiving, people are more likely to see the duck.

Say: *How we see things depends on our perspective.*

3. Ask the class if there was time when they were really sad or depressed. Ask if that sadness affected how they saw the world. Ask the class to put themselves in the place of the two men on the road. They had hoped that Jesus was the Christ. When Jesus was killed, all of their dreams were shattered. All they could see was defeat.

### Guide the Study

4. Ask a class member to read aloud Luke 24:13-16. Remind them that this was most likely late afternoon of what now consider the first Easter Sunday. The two men had heard the report of the women that the tomb was empty. But they did not believe in the resurrection.

Ask: *Why do you think the followers of Jesus could not believe—yet?* Perhaps they were still in shock at seeing Jesus die. They could not understand how somebody could raise themselves from the dead. They had not seen Jesus yet. They had not been filled with the Holy Spirit yet.

5. Ask: *Why could they not see that the man was Jesus?* Perhaps it was simply because of their grief. They "knew" Jesus was dead and simply refused to process what they were seeing. Perhaps it was God veiling their eyes until the proper time so that they could learn from Jesus.

6. Ask a class member to read Luke 24:17, 19b-23a. Ask: *What were they talking about?*

If you have a board, write down the answers. Point out that they thought Jesus came to save the Jewish people from the Romans, that they did not understand that Jesus came to save everybody from their sins. Emphasize that everything that they said about Jesus was past tense.

7. Ask a class member to read Luke 24:25-27. Ask the class: *What are some things that you think that Jesus was telling them about Himself from the Old Testament?* List the class responses on the board. Some of the class may be very familiar with how the Messiah was prophesied in the Old Testament, while others will not be. Depending on your class's level of understanding/familiarity with the biblical narrative, choose several of the examples below to supplement this portion of the study discussion. Read (or ask a member to read) the verses associated with that item.

(The following list comes from *The Pulpit Commentary*.)

Jesus fulfilled:

- the promise to Eve (Genesis 3:15)
- the promise to Abraham (Genesis 22:18)

Jesus as the Messiah was prophesied to be:

- the Paschal (Passover) lamb (Exodus 12)
- the scapegoat (Leviticus 16:1-34)
- the greater prophet (Deuteronomy 18:15)
- the star and scepter (Numbers 24:17)
- the smitten rock (Numbers 20:11; 1 Corinthians 10:4)
- Immanuel (Isaiah 7:14)
- “Unto us a Child is born (Isaiah 9:6-7)
- the Good Shepherd (Isaiah 40:10-11)
- the Meek Sufferer (Isaiah 50:6)
- the One who bore our griefs (Isaiah 53:4-5)
- the Branch (Jeremiah 23:5; Jeremiah 33:14-15, Zechariah 6:12)
- the Heir of David (Ezekiel 34:23)
- the Ruler from Bethlehem (Micah 5:2)
- the lowly King (Zechariah 9:9)
- the pierced victim (Zechariah 12:10)
- the smitten Shepherd (Zechariah 13:7)
- the Messenger of the Covenant (Malachi 3:1)

*Note:* If you know that members of your class have not made Jesus their Savior and Lord, use this opportunity to more fully explain the plan of salvation so that it is clear. In the Old Testament writings, God laid the groundwork for people's need for a Savior, then Jesus fulfilled every prophecy of what the coming Messiah would be. His death on the cross paid the penalty for every person's sins, and His resurrection from the dead are evidence of how Jesus defeated sin and death, once and for all.

8. Explain what happened in verses that are not part of our study today (Luke 24:28-29).

*28 When they came to the town where they were going, Jesus acted as if He were going farther. 29 But they said to Him, “Stay with us. It will soon be evening. The day is about over.” He went in to stay with them.*

(Jesus was about to continue down the road but the two disciples urged Him to stay for dinner.)

9. Ask a class member to read Luke 24:30-33, 35.

Ask the class: *Why do you think their eyes were opened?*

Perhaps it was because the breaking of the bread was done in a characteristic way that they knew Jesus always broke bread with them. Or perhaps it was just because Jesus felt it was time for them to see that He was with them.

Also ask: *How did the two men respond to seeing Jesus?* Point out that they “got up at once” and ran back to Jerusalem so they could tell the other believers. Note that running back to Jerusalem was no easy task. Jerusalem is about 2,000 feet (609m) higher elevation than Emmaus, and they would be running in the dark.

## Encourage Application

10. Ask the class: *How did the mood of the two men change upon discovering that Jesus had been with them? How did they respond?*

Remind the class that they changed when they discovered Jesus was with them. Their perception of what had happened changed when they saw things from God's perspective instead of through their grief.

Read and discuss with the class the “Things to Think About” questions.

11. Wish the class *Happy Easter* and remind them that whatever happens, we can be full of joy because of the resurrection of Jesus Christ. If desired, sing another Easter song together.

Close the class time with prayer, thanking God for the gift of Jesus's sacrifice for our sins on the cross and for His resurrection from the dead. Ask God to fill each person with His presence and joy.

## Extra Teaching Ideas

### Encourage Application

♦ The followers of Jesus were very sad at the beginning of the story. They thought that Jesus had died and left them. When they were not expecting Jesus, He met them on the road. We know that the Holy Spirit abides with every Christian. We also know that there are times when we feel sad because of circumstances, the death of a loved one, the loss of a job, a rejection, etc. Often, during these times, we are so lost in our depression that we do not feel the presence of the Holy Spirit. Discuss such times with the class and then share the poem “Footprints in the Sand.”

### Encourage Application

♦ Seeing the cross from God's point of view changed the thinking of the disciples. Ask: *Where in today's culture does God see things differently than the world sees?* Ask them how they can try harder to see things from God's point of view.