



MATERIALS

- Call Cards (Supplemental Materials)
- Number Cards (Supplemental Materials)
- Bible

Module 4 | Day 1

Orientation



Learner Bait

In this lesson students will simulate different types of calls and rate the urgency of the call. They will identify the Bible as God's call to people to know Him, and be introduced to *Treasure Verse A*, Isaiah 43:1.



Unit Standards: B.5–8.BF.13, B.5–8.RG.4

Investigate what Bible passages reveal about God; identify and share their practical applications for daily life.

Explain how the Bible shows that God is seeking a personal relationship with us.



Lesson

Activity

Play

On each Call Card is a situation inviting a certain type of call. You are to silently read the cards, and make the calls without telling your student the situation. Ask your student to suggest a possible situation that would match each call. Invite your student to share their observations/conclusions regarding this activity.

Do

Have your student read aloud what was on the Call Cards, and ask them to arrange them in order in a line next to the Number Cards according to the urgency of the situation and how important getting the person's attention really was. Discuss how the volume and tone of the call increased accordingly.

Discuss

Invite your student to consider if this type of situation appears in the Bible.

- Can you think of a time in the Bible when an urgent, loud call was given? (Skim through a Bible to help this process.)
- Who was calling? Who was being called?
- What level of urgency was being shown? Why?

Module 4 | Day 1 Cont.

Point out that, in a way, the whole Bible is God's call to people to know Him and connect with Him, so He can give them everything they need. At different times God had to use different types of calls to get the attention of His people (urgent calls such as in Revelation 14:7-12, and more gentle calls such as Matthew 11:28).

Treasure Verse

Read and discuss *Treasure Verse A*, Isaiah 43:1

“Fear not, for I have redeemed you; I have called you by name, you are mine.”(ESV)

- When God calls your name, how do you think He calls?
- What makes you say that?



MATERIALS

- 3 Kings Cards (Supplemental Materials)
- 9 index cards and a writing utensil
- Bible
- Piece of easily ripped cloth or paper

Module 4 | Day 2

Orientation



Learning Context

In this lesson students will recall facts about three kings — Saul, David, and Solomon. Then they will explore the concept of the Divided Kingdom.



Lesson

Review

Place the three Kings Cards (Saul, David, Solomon) on the ground. Give your student nine index cards. Ask them to recall three facts for each of the three kings, and write each one on a separate card. Place all the cards in a mixed up pile on the floor, and read them out one by one. Identify which king the fact pertains to, and place it in front of the correct king. Correct any facts that may have been inaccurate.

Activity

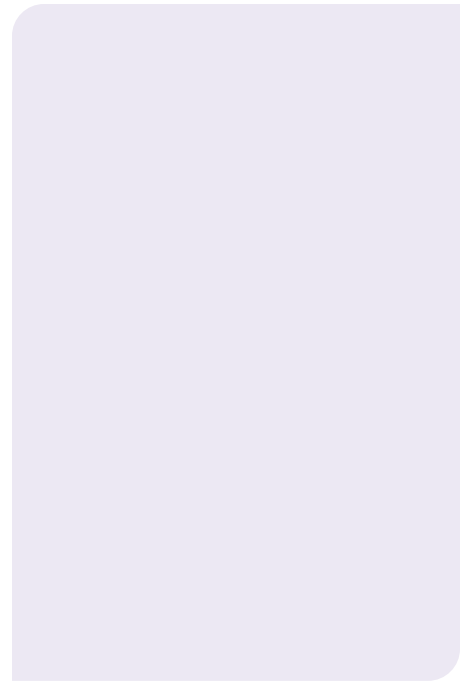
Read

Tell your student that Israel became a divided kingdom after these three kings ruled. Share the prophecy in 1 Kings 12:1-19. While you are sharing, take a thin piece of cloth (or paper) and tear it in two. Then take one part and tear it into 10 pieces, and tear the other into two, laying each one out in two separate groups as you go. Explain that one kingdom was divided into 10 tribes and became known as Israel (Northern Kingdom), and two more tribes, Judah and Benjamin, became known as Judah. Each kingdom had its own king. After sharing, invite your student to repeat this explanation to ensure understanding.

Share

Talk about how God's great plan for Isra-EL (His people who carried His name) was that they would be a people who would shine for Him. God put them just in the right place where they could do that – people would travel from the north and from the south through their land. Point out that while this was God's plan, the choice to respond was theirs. Then share what happened over the centuries as they turned away from God's plan through the influence of evil kings and disobedience. Share how there came a time in Israel's history where there were only a few who had kept shining for God. Israel is at a crisis point at the time Elijah enters the story.

Module 4 | Day 2 Cont.





MATERIALS

- Israel Kings Cards (Supplemental Materials)
- Judah Kings Cards (Supplemental Materials)
- Scissors
- Whiteboard and expo markers OR paper and a writing utensil
- Bible
- Devise for internet research

Module 4 | Day 3

Orientation



Learning Context (Continued)

In this lesson students will make a timeline of the kings of Judah and Israel, and explore the location and background of the Divided Kingdom.



Unit Standards: B.5–8.BF.16

Interpret the geographical, historical, and cultural contexts of Bible passages.



Lesson

Activity

Make

To further explore the kings of Judah and Israel, make a timeline of the ruling kings. Start with the three Kings' Crowns Cards of Saul, David, and Solomon. Initially show them in order on the floor. Then distribute all the Kings' Crowns Cards to your student, and have them organize them in order in two parallel lines, one representing Judah and the other representing Israel. To do this, they will need to open their Bible and skim the segment titles. Kings of Judah will start in 1 Kings 14:21. Kings of Israel will start in 1 Kings 15:25. Point out that Ahab was the King of Israel at the time you will be exploring in this unit.

Share

Write a list of words (see Reading Materials) on the whiteboard or on paper. See if your student can use them to predict and create a word picture of what things were like in Israel at this time.

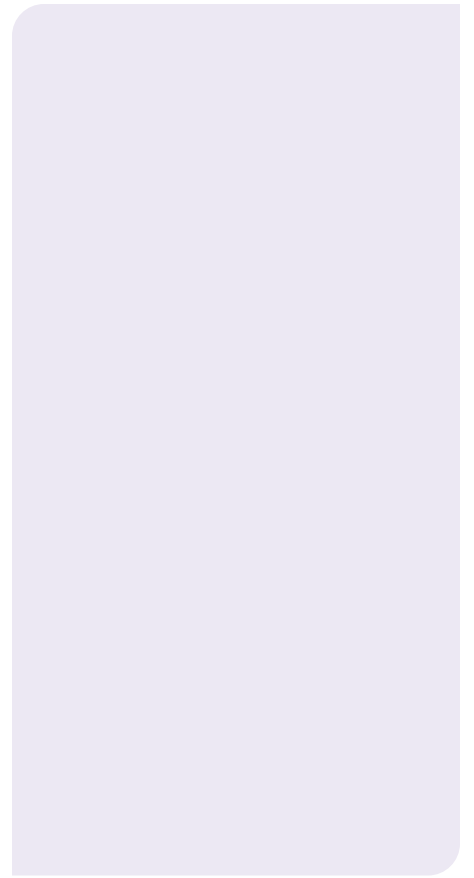


Research

Find a map of the area and point out the territories of the tribes of Israel and Judah. Point out Samaria and Jerusalem as the capital cities. Research the difference between then and now.

Module 4 | Day 3 Cont.

-





MATERIALS

- Tape
- Bible

Module 4 | Day 4

Orientation



Learning Context (Continued)

In this lesson students will play a game illustrating how Israel had not fulfilled the conditions for blessings. They will illustrate how Israel had moved far away from God, and recognize that God is gracious. He is full of grace.



Unit Standards: B.5–8.BF.13

Investigate what Bible passages reveal about God; identify and share their practical applications for daily life.



Lesson

Read

Have your student turn to Deuteronomy 28 to see the long lists of blessings for obedience and curses for disobedience spoken to Israel when they settled in Canaan.

Activity

Do

Use tape to make a line. Have your student stand on the line. Read the list of conditions for blessings from below. Based on prior knowledge, ask your student to take a step forward if they think Israel had fulfilled this condition or a step backward if not. Hold their position between each statement. You might want to give them time to think about and share an example once they have made their choice.

CONDITIONAL STATEMENTS:

- Do not carve or cast an idol.
- Worship only the God of Heaven.
- Fully obey the Lord.
- Do everything the Lord has commanded.
- Do not marry people of heathen nations.
- Take over the whole of the land.
- Do not follow the evil practices of the heathen religions.
- Honor and respect parents.
- Take care of the poor.

Module 4 | Day 4 Cont.

- Be honest in your dealing with all people.
- Do not quarrel with each other.

Discuss

Label the center line as “God.” Point out how far away Israel had moved from God by the time of our story. Discuss:

- How would you describe Israel at this time? Brainstorm a list of justifiable adjectives. (Hosea 4:1b, 2)
- How do you think God might have felt during this time? (Hosea 4:6; 11:3, 4, 7, 8)
- What were God’s options? (Refer to the verses in the previous question for the answer.)

Treasure Verse

Read *Treasure Verse B*, Psalm 86:15.

- What does this verse tell us about God?

Give your student time to reflect on this verse, then invite them to share it in their own words.

Point out that while God might choose for Israel to experience the consequences of their choices, He is patient and gracious, acting always in love. As Israel stepped further away, God started to allow some of the consequences He had warned them about, hoping it would help them to change their choices.

“Gracious” means full of grace. God is full of grace — He is gracious. Grace is the way God loves us even when we don’t deserve it (undeserved/unfair/unearned).

Give your student time to memorize the Treasure Verse and ask them to repeat it several times.

Assessment

Recite the Treasure Verse found in Psalm 86:15 by memory.

“But You, O Lord, are a God of compassion and mercy, slow to get angry and filled with unfailing love and faithfulness.” (NLT)



MATERIALS

- Bible
- Sticky notes and a writing utensil
- Elijah Illustration (Supplemental Materials)
- Epic Timeline (started in previous grade levels)

Module 4 | Day 5

Orientation



Learning Context (Continued)

In this lesson students will examine how God used consequences of choices to call the Israelites back to Him.



Unit Standards: B.5–8.RO.2, B.5–8.BK.18

Assess how choices and habits influence spiritual, mental, physical, and social development.

Use the tests of a prophet to clarify the role of prophets (including Ellen White) in reminding people of God's plan for their redemption.



Lesson

Discuss

God needed to get Israel's attention. Call attention to the Learner Bait calling activity. Ask your student to demonstrate how God would have been calling at this time (e.g., loudly, urgently, persistently, desperately).

- Why would He have been calling like this?

When He allowed Israel to live with the consequences of their choices, God was calling them to Him. As they resisted, His voice became increasingly loud and more insistent. It was His love that drove Him to do this.

Share

Declare the Learning Intention: We are learning that God does not give up, but continues to call us to come to Him. (He calls in a way that will best get our attention.)

Module 4 | Day 5 Cont.

Activity

Read

Israel didn't always understand their hardships as a call from God. So God needed a person to speak for Him and point out what was going on. Have your student read 1 Kings 17:1 for the name of this helper and the name of the ruling king in Israel.

Then establish prior knowledge by asking your student to share what they already know about Elijah. Challenge them to answer who, what, when, where, and why; and write their facts on sticky notes. Then read all their responses.

Explain that a prophet is a person who speaks for God with a specific message He has given them. Elijah was a prophet.

Show the illustration of Elijah (Artwork by Sophie Risuleo) and place it on the Epic Timeline at around 900-850BC.

