

Who Is the King?

By Jenn Joshua

for use as
STEP 1 

Lesson 3**Focus:**

Jesus is our
promised King.

Lesson 3**Bible Basis:**

Matthew 21:1-11

Lesson 3**Memory Verse:**

“Hosanna to the Son of David!” “Blessed is
he who comes in the name of the Lord!”
“Hosanna in the highest heaven!”
— Matthew 21:9

In order to introduce the lesson topic, students will talk about what it means to be king of something as they watch a video about the “king” of all home runs.

Materials:

Internet access

Everyone these days seems fascinated by royalty. We see headlines and hear conversations about different things that princes, kings, and queens have done or might do. There’s something about the idea of a king that makes people pay attention.

➤ **How would you describe a king? What would you say makes someone a king?** (Answers may vary.)

➤ **Are there different kinds of kings? What are some examples of kings that aren’t part of the royal family?** (Some possible answers: You could be the “king” of a particular type of music, a particular sport, or a genre such as mystery novels or comedy.)

The title of “king” can be common in sports, where a player who is particularly good at their sport or position will come to be called “the king.” In basketball, a player might be called the “king of the court” or “king of dunking” while in baseball, a “home run king” is someone who is particularly good at hitting home runs.

Famous baseball players Mickey Mantle and Babe Ruth have sometimes been called the “king of home runs” because of their ability to hit home runs out of the ballpark. In this video, however, a few guys get together to build a robot that can become the real “home run king.” Do you think they’ll be successful?

Play the video for the students [5:07]:

World’s Longest Home Run

<https://dcc-web-1.s3-us-west->

[2.amazonaws.com/RLD+Assets/World's+Longest+Home+Run+\(The+Mad+Batter+Machine\).mp](https://dcc-web-1.s3-us-west-2.amazonaws.com/RLD+Assets/World's+Longest+Home+Run+(The+Mad+Batter+Machine).mp4)

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➤ **Now that you've seen this example, can you think of any other kinds of kings?**
(Answers may vary.)

Our lesson today isn't about baseball, but it is about a king—a different kind of King. Let's find out more.

(Continue on to Steps 2 and 3 in your teacher's guide; your Step 4 appears below.)

Lesson 3 / March 15, 2020

Who Is the King?

for use as
STEP 4 

Lesson 3**Focus:**

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Lesson 3**Bible Basis:**

Matthew 21:1-11

Lesson 3**Memory Verse:**

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Materials:

- Paper (preferably parchment paper or ivory construction paper)
- Pens and markers
- Optional: Brown ink pad(s), makeup sponge wedges

Before class, decide whether you will provide optional supplies for students to “age” their activity page by distressing the edges with ink. A simple tutorial can be found here [1:44]:

Basics: How to ink the edge of your project with a sponge

<https://youtu.be/65IxAbvV-XM>

As students are finishing their activities from the last step, direct their attention back to the lesson focus. **Jesus declared Himself to be the King of all people when He rode into Jerusalem, but not everyone understood.**

- **What was the prophecy about a king on a donkey, and what did it mean?** (It meant that the Messiah would be a different kind of king than everyone expected.)
- **Can you name other prophecies Jesus fulfilled?** (Answers may vary; encourage discussion. A few mentioned might be born of a virgin, born in Bethlehem, came out of Egypt, from the tribe of Judah, etc.)

One of the greatest things about having Jesus as our King is that we know He is in control of everything and that we are on the right side. Of course, not every king is on the right side. When the United States first became a country, it was ruled by a king named King George III. However, when the founding fathers decided they’d had enough, they wrote a Declaration of Independence to tell the whole world that they weren’t part of King George’s rule anymore.

You can show your students what the Declaration of Independence looks like here:

https://en.wikipedia.org/wiki/United_States_Declaration_of_Independence

The Declaration of Independence listed off the reasons *not* to follow a particular king. However, we are different because we want to tell the world all about the reasons we *do* want to follow Jesus! Distribute paper and writing implements to the class.

Today, instead of a Declaration of Independence, we are going to create a Declaration of Allegiance: something that tells the world that you belong to King Jesus. At the top, write “Declaration of Allegiance” in as bold and fancy a way as you can. Then, underneath the title, write the reasons you follow King Jesus.

Check in on the students as they work. If students have difficulty thinking of reasons they follow Jesus, ask them to describe situations in their own lives where they have faced challenges with God’s help.

If time and supplies allow, give your students an opportunity to age or distress their Declaration of Allegiance with makeup sponge wedges and a brown ink pad. Information on this simple process can be found here [1:44]:

Basics: How to ink the edge of your project with a sponge

<https://youtu.be/65IxAbvV-XM>

Once the students have completed their activity, close the lesson. **Take your Declaration of Allegiance home with you and post it in a place where you’ll see it during the week.** Challenge your students to share with at least one person why Jesus is worthy as King of our allegiance.

Close in prayer.

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