

## THE FIFTH GRADE

**COURSE** is planned to meet the needs and abilities of fifth graders. This is an exciting study that involves teachers and students in learning that the Old Testament Scriptures point to Jesus Christ.

Inquisitive, eager fifth graders need special Bible teaching. This **Teacher's Manual** includes step-by-step teacher training helps, practical suggestions for early-time activities and a variety of methods for involving the pupil in a meaningful study of God's Word.

The **Multi-media Packet** correlated with this course is easy to use. Projected and non-projected visuals add interest and vividly illustrate Bible truths.

The colorful **Student Book** for this course is a biblical resource and personal Bible study guide, providing information and activities to stimulate study and make Bible truths more relevant.

The **Bible Memory Marathon** is the correlated memory program planned for fifth graders. This lively Olympic theme will challenge pupils to "press toward the mark" in memorizing the Word of God with understanding.

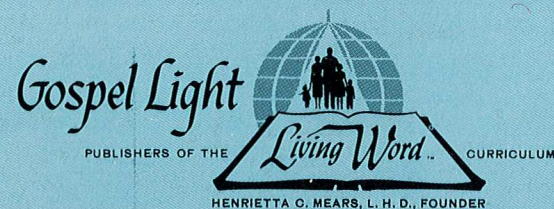


Ruth Bathauer

RUTH BATHAUER, EDITOR  
Junior Department Grade 5

JOANNE E. ESHELMAN, WRITER

JAMES PADGETT, ILLUSTRATOR



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TEACHER

Living Word  
CURRICULUM

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ONE  
NATION  
UNDER  
GOD

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# ONE NATION UNDER GOD

This course offers an opportunity to teach fifth graders, through sequential studies of the Old and New Testament narratives, that the entire Bible reveals God's Son, the Lord Jesus Christ. It reminds the pupil of God's plan for His people, Israel, and of His plan of redemption for all who believe in Jesus Christ, the Messiah of the Old Testament.

Personal use of the Bible is encouraged through the pupil's Bible Resource Guide, graded to the best educational standards for his grade and ability. Through the Holy Spirit's

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guidance and the use of these Bible teaching tools, you may encourage the pupil to receive the Lord Jesus Christ as Saviour and to trust Him for every need.

This quarter your pupils will meet Israel's two greatest kings, David and Solomon, as the young nation Israel becomes established. The pupils will discover that step by step God led these Old Testament characters according to His will. They will discover that these men were truly human; that God had a purpose for them, and dealt with them to accomplish His purposes. Through this study the pupil will discover that God also has a plan for his life. The fifth grader will find that God often provides experiences to accomplish His purposes for the pupil's life.

Three units make up this quarter's study. Carefully read the full description given at the beginning of each unit. (See pages 4, 20, and 36.)

## OUTLINE OF PUPIL ACTIVITIES AND TEACHING TOOLS

TITLES AND SCRIPTURES	SUGGESTED ACTIVITIES	TEACHING TOOLS
<b>1 FIGHT... TALK... OR RUN?</b> I Samuel 20:42-22; 23; 24, and 26	Have pupils locate Adullam, Ziph and En-gedi on the visual aid map; sing "Holy, Holy, Holy," and "What a Wonderful Saviour."	Visual aid book; <b>Everyone Sings, Sunday School Sings</b> (Praise Books, a division of G/L Publications) or other songbook.
<b>2 WHEN WILL IT END?</b> I Samuel 31:1-7; II Samuel 1	Illustrate the ending of stories written at home; begin making travel folder.	Visual aid book; paper, pencils, colored pencils or crayons; materials for making travel folders: construction paper, white paper, rulers, cellophane tape.
<b>3 LONG LIVE THE KING!</b> II Samuel 2:1-11; 5:1-25; I Chronicles 12:23-40	Read information in biblical resource guides and be prepared to share: "reporters" interview "eyewitnesses" of battle; write summary of David's lament; continue work on travel folder; find how David made a decision.	Visual aid book; projector and screen, S/35 film-strip, frames 1-12; paper and pencils; materials for making travel folders.
<b>4 I DON'T UNDERSTAND!</b> II Samuel 6:1-19; I Chronicles chap. 13, 15, and 16	Continue work on travel folder; choose from listed activities; make a stabile to illustrate a feast.	Visual aid book; materials for making travel folders; paper and pencils; wire clothes hanger, pliers, scissors, cardboard tubing, clay, small box lid, construction paper, thread.
<b>5 GREAT THINGS HE HAS DONE</b> II Samuel 8:1-15; 10:6-19; 12:26-31; Psalms 13; 18, and 30	Complete travel folder; find locations on world map of today; sing "Holy, Holy, Holy," and compare words with David's song; make lapboards.	Visual aid book; materials for making travel folders; world map of today; paper and pencils, colored pencils, rulers; songbook; poster board, ruler, spring clothespins; student's books.
<b>6 AT ANY COST</b> II Samuel 9	Write psalm, poem or paragraph of thanksgiving for answered prayer; begin poster showing loyalty in our times; prepare chart of biblical names with their respellings.	Visual aid book; paper and pencils; poster board, felt pens or crayons, newspapers, magazines, long sheet of paper, ruler, felt pen.
<b>7 ME FIRST!</b> II Samuel 15-19:15	Continue work on the loyalty poster; make hand puppets; write a paragraph; complete the sentence, "A Friend is loyal who is..."	Visual aid book; materials for making loyalty poster; chart of biblical names; cloth or heavy paper, colored yarn, large needle, felt pen or crayons, paper and pencils.
<b>8 WHERE YOU GO, I GO</b> II Samuel 15:17-37; 16:15-19; 17:1-22, 27-29; 19:1-8	Complete loyalty poster; plan how to use puppets in a review; search Scripture passage for certain information to share during class time.	Visual aid book; materials for making loyalty poster; puppets made last week; paper and pencils.
<b>9 COUNT ON ME</b> II Samuel 9; 15-19:15	Write cinquain poetry about loyalty; trace David's flight and measure the distance; make a list of supplies that were brought to David.	Visual aid book; paper (notebook, drawing, butcher), pencils; ruler, chalk; crayons.
<b>10 DON'T INVITE SOLOMON</b> I Kings 1:5-2:34; I Chronicles 28:1-21; 29:23-25	Begin making TV tapes; work together in pairs on memory work assignments; find locations on visual aid map.	Visual aid book; materials for making TV tapes: 3 1/4"x4 1/2" box, two 6" dowel sticks, paper punch, 3/4" width adding machine tape, felt pens or crayons, paste, scissors, ruler, shoe boxes.
<b>11 IF YOU HAD THREE WISHES...</b> I Kings 3:1-28; 4:29-34; 9:26-10:29; II Chronicles 1	Write a paragraph; continue work on TV tapes; find definitions of words to share during class time.	Visual aid book; paper and pencils; materials for making TV tapes; dictionary, file cards, pencils.
<b>12 SEVEN YEARS TO BUILD</b> I Kings 5:1-6:14; II Chron. 2:1-5:1,8-10	Continue work on TV tapes; make a list of Solomon's wealth; copy directions for an out-of-class research assignment; find locations on visual aid map.	Visual aid book; projector and screen, S/35 film-strip, frames 13-22; materials for making TV tapes; paper and pencils.
<b>13 THIS IS GOD'S HOUSE</b> I Kings 7:51-8:66	Complete any unfinished work for this quarter; discuss how pupils will share special research reports; complete TV tapes; find definition of the word "dedication."	Visual aid book; paper and pencils; research reports; materials for making TV tapes; dictionary; several of last week's adult or junior church bulletins.

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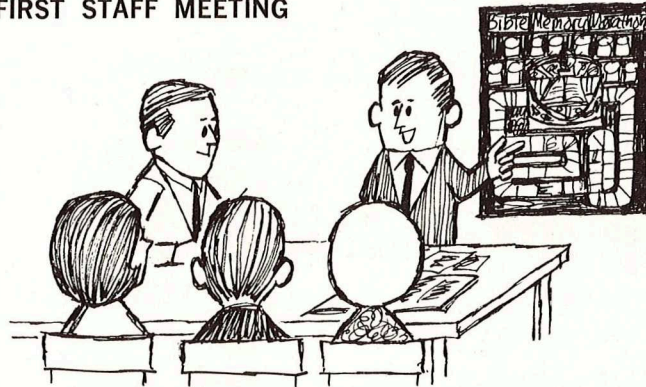
## A CURRICULUM THAT GROWS WITH JUNIORS

FOURTH GRADE	FIFTH GRADE
<b>PART 1</b> <b>Title:</b> Stories of the Beginnings <b>Scripture:</b> Gen. 1:1-18:16 The Bible is God's holy and inspired Word written for all people and all times. Christ, the eternal God and Creator of all things, has a plan for our salvation.	<b>PART 1</b> <b>Title:</b> Lord of My Life <b>Scripture:</b> Luke; John; Acts Christ, who gave himself willingly to become the Saviour of all who believe, must also become Lord of life. The Bible contains the pattern of growth for each believer.
<b>PART 2</b> <b>Title:</b> Old Testament Heroes <b>Scripture:</b> Gen. 18:16-50:26; Job 1-42 God worked out his plan in the lives of great men who trusted in him. Christ has a plan for our lives and helps us at all times.	<b>PART 2</b> <b>Title:</b> Men of Courage <b>Scripture:</b> Selections from Numbers 20-Judges 8 Joshua led the Israelites into the Promised Land. God gave them victory when they trusted and obeyed him. God helps us when we trust and obey him.
<b>PART 3</b> <b>Title:</b> Adventures in the Wilderness <b>Scripture:</b> Exod. 1:1-Num. 14:45 God delivered his people from bondage. He gave them the Law and the pattern of the Tabernacle. Christ is our deliverer and the fulfillment of the Law.	<b>PART 3</b> <b>Title:</b> Adventures with New Leaders <b>Scripture:</b> Selections from Judges 13-I Samuel 8 God worked through leaders who committed their lives to him. Christ wants first place in our lives. He will honor and bless those who are committed to him.
<b>PART 4</b> <b>Title:</b> Jesus, The Son of God <b>Scripture:</b> Matt.; Luke; John Christ is God's beloved Son, the Lord Jesus. The Lord Jesus Christ came in fulfillment of the prophecies to save us from sin.	<b>PART 4</b> <b>Title:</b> One Nation Under God <b>Scripture:</b> I Samuel 23-II Chronicles 9 David and Solomon became two of Israel's greatest kings. God used the two men to lead the nation, Israel. God leads and guides those who serve him.



## PLANNING THIS QUARTER

### FIRST STAFF MEETING



Attention Departmental Leader: The following suggestions will help you plan the work in your department for Unit I. Below is a list of items to check off *before* the first staff meeting. TEACHERS: You may want to talk to your department superintendent about these suggestions listed below.

#### Before the Staff Meeting

- ☐ Distribute the new material for the quarter. Each teacher should receive a teacher's book, pupil's book and visual aid book.
- ☐ Ask teachers to become familiar with lesson aims and the early teaching time suggestions for Unit I.
- ☐ Appoint one teacher to make up the visual aid book for the first unit and be ready to show it.
- ☐ Appoint one teacher to lead the discussion on the evaluation of Lesson 13, last quarter. See, "Did You Let Them Do It Themselves?" page 26. Ask teachers to bring samples of the work their pupils did for Lesson 13, "God's Man."
- ☐ Appoint someone to give a brief report on Memory Work.
- ☐ Appoint a teacher to study Lesson 5 carefully and be ready to explain the steps necessary for the map study in Lesson 5. OR have a teacher be prepared to actually teach the map study of that lesson to the others, letting the teachers prepare their own maps in their student's book as the lesson is taught. Use colored pencils for the map work.
- ☐ Make arrangements to preview S/35 frames 1-12 to be used in Lesson 3.

#### At the First Staff Meeting

1. Begin on time with prayer. Read one of David's Psalms, Psalm 145:1-10 responsively.
2. Look through each lesson in Unit I and become familiar with the lesson aims. Decide how you will adapt the aims to your classes.
3. Let a teacher display made-up visual aid book for Unit I.
4. Preview S/35 frames 1-12 for Lesson 3.
5. Select possible early teaching time activities you will use for Unit I.
6. Hear the report on the memory work and decide how the slow learners might be encouraged to continue their work or to catch up with the group.
7. Evaluate the committee work of Lesson 13, "God's Man," having a teacher lead the discussion as suggested in "Did You Let Them Do It Themselves?" page 26.
8. Let a teacher explain the map study of Lesson 5 OR "teach" the map study portion of Lesson 5.
9. Close meeting with prayer.

## SECOND STAFF MEETING

### Before the Meeting

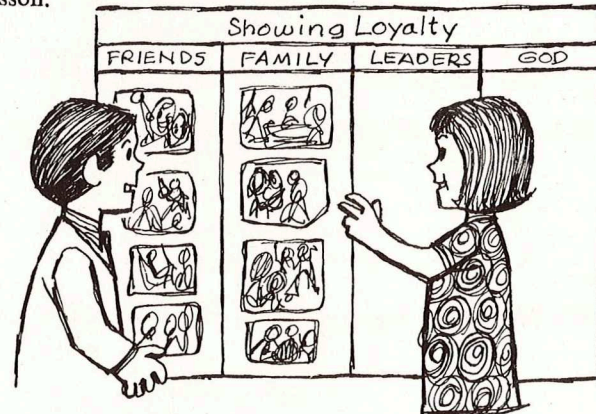
- ☐ Schedule a second staff meeting before teaching Units II and III.
- ☐ Appoint two teachers to make up the visual aid books, one for Unit II and one for Unit III.
- ☐ Check out from your church library the paperback books suggested for reading enrichment, page 3. These books are available from your Sunday School Supplier.
- ☐ Make preparations to preview the S/35 filmstrip to be used with Lesson 12.
- ☐ Assign one teacher to read and to be prepared to report on some of the biblical background material found in Lessons 10, 11, 12 and 13 in the student's book.
- ☐ Assign one teacher to read and be prepared to report on Chapter 7, "Jerusalem a Theocracy?" and Chapter 8, "Jerusalem and the Third Temple" from *Inside Jerusalem, City of Destiny* by Arnold T. Olson. Use these two reports, the one on biblical background from the student's book, and the other from the paperback and make comparisons of the city of Jerusalem.

### At the Second Staff Meeting

1. Start promptly by reading Psalm 119:41-48 in unison, followed by prayer.
2. Show the paperback books and encourage teachers to check them out for reading.
3. Become familiar with lesson aims and early time learning activities for Units II and III.
4. Have a teacher display the made-up visual aid book.
5. Preview frames 13-22 of the S/35 filmstrip for Lesson 12.
6. Hear the two reports assigned before the meeting and discuss them.
7. Review the list of suggestions made at the first staff meeting concerning committee work. Make plans for Lesson 9.
8. Close the meeting with prayer.

## EARLY TEACHING TIME

One of the new features of great potential in this course is the Early Teaching Time activity suggested in each lesson.



### What Is It?

It is that period between the time when your early pupil first arrives and the formal beginning of Sunday School. During this informal period of learning, you may help the pupil select and become involved in an early time activity.

### Why Have Early Time Teaching?

Early Bible teaching time means extra teaching time. If you will use just 15 minutes for these activities each Sunday, you will add 13 hours of teaching time a year! All activities are correlated to the lesson; thus as soon as the pupil arrives, constructive learning begins.

These activities cut down on discipline problems. Busy, energetic pupils get into less trouble than idle ones.

Early time activities encourage pupils to come on time. No junior will want to miss exciting and interesting things going on in Sunday School.

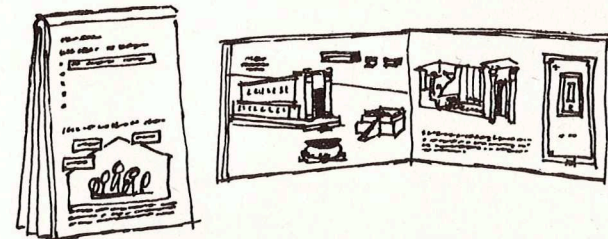
### How Is Early Teaching Time Conducted?

You will not need to use all suggestions. Select only those activities most useful to your group. Pupils will be working on some activities in groups and on others as individuals. Some of these will extend over a period of several weeks.

You, as the teacher, are responsible for the activities. Work with the department superintendent in conducting this extended teaching period.

## VISUAL AID KIT

Pupils learn by doing, seeing and hearing. Your visual aid kit has been designed to help your pupils learn by using these three senses. The visual aid kit contains a large, colorful visual aid book to be used as a flipchart to provide a variety of ways to present the lesson truths. (See sketch.) Instructions for making an easel for the flipchart are included in the kit. Two pages of precut figures and wordstrips are also included, plus complete instructions for visualizing the lessons.



One of the most exciting features of the visual aid kit is the addition of the Split/35 lesson strips which will enable you to project colorful pictures on a screen in your own classroom. Use the lesson strip as a tool—

- to stimulate interest
- to clarify concepts of Bible times and customs
- for review
- to introduce a unit
- to create a lasting impression
- to summarize.

## REGAL BOOKS FOR YOUR READING ENRICHMENT

You've heard again and again that a teacher should be well read. Perhaps you have promised yourself often that you would read more, but time and sometimes money to buy a book has kept you from it. Paperback books are inexpensive and small enough to be tucked in a pocket or purse to be read at odd moments. Some paperback books you will find helpful are:

BARRETT, ETHEL. *Don't Look Now But Your Personality Is Showing*. Glendale, California: Regal Books Division of Gospel Light Publications, 1968.

MEARS, HENRIETTA C. *A Look at the Old Testament, An Abridged Bible Survey*. Glendale, California: Regal Books Division of Gospel Light Publications, 1966.

MEARS, HENRIETTA C. *What the Bible Is All About*. Glendale, California: Regal Books Division of Gospel Light Publications, 1966.

OLSON, ARNOLD T. *Inside Jerusalem, City of Destiny*. Glendale, California: Regal Books Division of Gospel Light Publications, 1968.

WILCOX, ETHEL JONES. *Power for Christian Living*. Glendale, California: Regal Books Division of Gospel Light Publications, 1968.

All of the above books are available at your Sunday School Supplier.

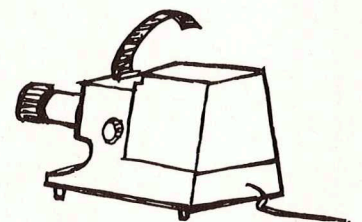
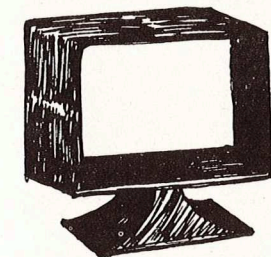
## A NEW TOOL TO HELP YOU TEACH

One of the new tools in your fifth grade Visual Aid Kit is an S/35 Lesson-Strip. Now's the time to take it out and look it over. You'll find it very attractive. But what's it for? What's the best way to use it?

First, you'll notice that the filmstrip is correlated with lessons in this quarter. It goes right along with them.

You'll also find your S/35 filmstrip easy to handle. It's only half the width of an ordinary 35mm filmstrip. It comes in a handy 9" x 12" teaching folder. You can keep it in your VA Kit or in a filing cabinet.

With an ordinary-sized class, you don't have to darken the room to show this filmstrip. You can project it on a special 9" x 12" tabletop screen. For large groups, you can project it on a large screen, but in that case it's better to darken the room. Either way you'll find S/35 filmstrip bright, colorful, fascinating.



### What About Equipment?

No problem at all. (1) You can use a standard 35mm projector by adding a simple adapter, (2) you can use an inexpensive little S/35 projector, or (3) you can use a combination standard 35mm and S/35 projector made by Standard Projector Company of Chicago.

### The Last Word

Don't worry. S/35 is not a device to replace you, the teacher. Its purpose is to help you wake up your pupils, interest them, stimulate their minds, encourage their questions and discussion—in short, S/35 is simply a way to help you communicate the Word of God to your pupils.



## UNIT I

### LONG LIVE KING DAVID

#### UNIT AIM

To help pupils discover, through the study of David's life, what kind of person God wants him to become.

#### UNIT AT A GLANCE

In the five lessons of Unit I, the pupil will do some Bible research concerning David's involvement with Saul and Jonathan. In this unit David will become the reigning king, and the pupils will see how God dealt with David, the man after God's own heart. As David was in the process of bringing the Ark of the Covenant to Jeru-

salem and back among the people, a tragedy occurred. From David's life the pupil will discover how David met difficulties and tragedies and yet continued to serve and praise God. A Split/35 filmstrip is to be used in Lesson 3 which presents a contemporary story of a fifth grader making the best of a very discouraging situation.

Some of David's prayers will be studied and the pupil will learn more about prayer for his own life.

Through pupil involvement in map study, the child will become better acquainted with the events by which David became the most powerful ruler of his day.

#### LESSON 1

### FIGHT...TALK...OR RUN?

#### PREPARATION

##### TEACHING AIMS

Teach so pupil will

**KNOW** that when threatened, David avoided fighting by talking things over when possible; otherwise he made wise choices between fighting back or running away.

**RESPOND** by asking the Lord to help him choose between talking things over, fighting back or running away when he is threatened.

##### MEMORY VERSE

*To every thing there is a season, and a time to every purpose under the heaven: a time to rend, and a time to sew; a time to keep silence, and a time to speak; a time to love, and a time to hate; a time of war, and a time of peace. Ecclesiastes 3:1,7,8*

##### SCRIPTURE

I Samuel 20:42-22;23;24, and 26

##### THINK ON THESE THINGS

It is a temptation to try to make up formulas for behavior in all situations. It would be convenient to adopt

a slogan, particularly a Bible text such as "an eye for an eye," and be ready in all emergencies to defend or revenge ourselves in the manner in which we are threatened. For many it is more convenient to misuse "turn the other cheek," also a Bible text, and in all cases refuse to deal with threats. But perhaps the hardest thing to do is to wait upon the Lord. (See Psalm 27:14.)

David was a surprising man. One of the greatest surprises about him was his reaction to threats. David was a fighter. But he did not always fight back. Read I Samuel 24:9-11,16.

David had figured out an intricate plan to get Saul to the conference table. It worked twice. After that David ran, convinced that Saul would not keep his word.

What was so surprising about David's reaction to threats? His reactions were never the same or automatic. He looked at each new threat as a unique experience. He decided which action was most in line with his knowledge of God's will. Then he ACTED.

How did David's reactions to threats mature over the years? In spite of David's active life he spent much time in fellowship with God. Later he wrote, *You both precede and follow me, and place Your hand of blessing on my head* (Psalm 139:5, *Living Psalms and Proverbs*, Ken Taylor).

##### TEACHING TOOLS

☐ Visual aid book. (See inside front cover of visual aid book for instructions.)

☐ *Everyone Sings, Sunday School Songs* or other songbook with familiar hymns.



#### EARLY TEACHING TIME

CHOOSE what is best for your class.

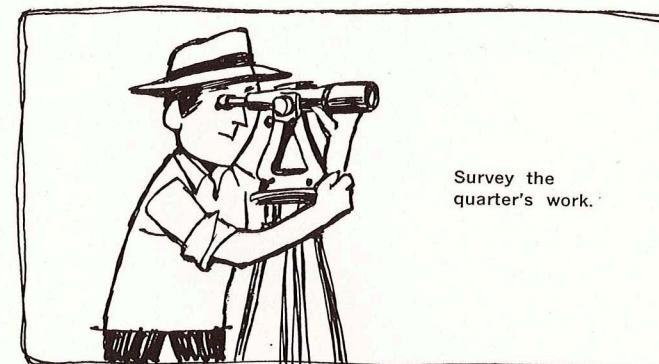
☐ Continue working on any portions of committee assignments which were not completed last week. (See teacher's book, third quarter, page 47.)

☐ Have one or two pupils locate Adullam, Ziph and En-gedi on the visual aid map, page 17, and be ready to locate them at the appropriate time in class.

☐ Encourage pupils who are behind in any memory work to use this time to catch up.

☐ Pupils who may not have handed in all their assignment sheets last quarter could use this time to complete their work and hand it in.

☐ Let interested pupils gather about the piano and be introduced to "Holy, Holy, Holy," the song pupils will learn this quarter. Also sing "What a Wonderful Saviour," the song they were to learn last quarter.



#### CLASS TIME

##### PRAYER

Open the class period with prayer.

##### REVIEW

(The review is included in the Bible lesson.)

##### POINT OF CONTACT

Today when we speak of "conventional warfare" we mean the kind of warfare we are used to. Our army lines up just out of sight and, hopefully, out of range of the enemy. They shoot with guns and artillery. Planes cross into enemy territory and drop bombs.

One great problem the United States faced while fighting in the Far East was that the enemy did not fight in the conventional way. They fought in roving bands of guerilla fighters. They struck unexpectedly at strange times. So the United States had to change drastically her way of fighting.

Saul used the conventional methods of warfare for his day. He had a standing army of three thousand divided into three companies. They were regular troops, highly trained and disciplined. In national emergencies he could call up one or more companies from each of the twelve tribes, similar to our reserve units. Saul used everything he had against David. David's situation looked hopeless. But Saul was in for a few surprises. Let's see what they were.

#### BIBLE LESSON

Jonathan proved to be a true friend to David. Jonathan found out from his father, King Saul, that it was not safe for David to return home. He met David secretly on the archery target range and told him the situation.

David told Jonathan good-bye and left, alone and frightened. He had no provisions or protection nor any way to know if Saul had put someone on his trail. He went to the city of Nob, hoping that the priests who lived there could help him. They found some food to offer him; but they told him almost apologetically, "The only weapon we have is the sword that belonged to Goliath." (See I Samuel 21:9.)

"There's not another sword in the world like that one! I'll take it!" David exclaimed. He left and went west toward the land of the Philistines. He felt he might be safe there, for Saul would be afraid to follow him into an enemy city.

David walked for many long, tiring hours, afraid that someone might be following him. For a long time his way went through the high hills of Judah. Then he crossed the gentle, low hills of the Shephelah. He finally entered the Philistine city of Gath, longing for a chance to rest. There he met danger immediately. The king's servants recognized him. They said to one another, "Isn't he the one they sing about: 'Saul has killed his thousands, and David his ten thousands?'"

Exhausted as he was, David had to escape that city! He found himself a criminal in the land of the Philistines because he had served his king well, and a fugitive from his own country because of the jealousy of that same king.

Near the city of Adullam, David found a cave where he could finally rest from his flight. It was such a good hiding place, he decided to stay. It had been a long, lonely journey. Yet he had not been entirely alone. The Lord had been with him all the way. David knew it, for later when he wrote of these frightening times; he said, *But thou, O LORD, art a shield for me; . . . I cried unto the LORD with my voice, and he heard me out of his holy hill. I laid me down and slept; I awaked; for the LORD sustained me. I will not be afraid of ten thousands of people, that have set themselves against me round about* (Psalm 3:3-6). And again, *I will both lay me down in peace, and sleep: for thou, LORD, only makest me dwell in safety* (Psalm 4:8). (Also see Psalm 18:1-3.)

Nevertheless, the danger was real and required not only faith in God, but action. Somehow he got word to his family of his hiding place. His brothers joined him as soon as they could; then all his father's family followed. A little later people of all descriptions straggled in: many who were in trouble of various sorts, many who owed money, and many who were discontent. There were a few good warriors, though. Three of his nephews, Joab, Abishai and Asahel, made good officers.

David soon had four hundred men. He began to train them in guerrilla tactics. When word came that the Philistines had attacked a nearby Judean town, David prayed to God, "Shall we go strike against the Philistines?" God in-



structed him to save the people at Keilah. Although they defeated the Philistines with a great slaughter, they exposed their position to Saul. Adullam was no longer safe. David took his fighters eastward to the wilderness called Jeshimon. There on the eastern side of the mountains it was hot, dry and steep. There were many huge caves for hiding so they were safe for a time.

### Saul Pursued David

Saul soon discovered that David had fled. He severely punished those who helped David. Probably for fear of Saul, the men of Ziph, the city nearest David's hideout, told him where David was. Saul took his regular army and marched toward Ziph. Again David was in grave danger! They had David trapped when word came that the Philistines had invaded and Saul had to return to fight them.

David moved his men far into the desert. They found a better hideout at En-gedi, "Fountain of the Goats." The place got its name from the spring nearby and the mountain goats that bounded up the steep, chalky hillsides all around. The only other living things for miles around were a few shepherds and their flocks of sheep. David's army got their water from three springs nearby, some of their food from plants growing around the springs, and nearby caves were large enough to hide an army of thousands.

### Saul Walked into an Ambush

David and his men drilled and trained. Occasionally more men joined them, usually small groups of officers who had left the army of Israel. One day David's scouts brought news that Saul had driven out the Philistines and was coming in their direction again. David gathered his men into a cave that he had chosen. Soon Saul's army was only a few hundred feet from the opening of the cave! The sentry darted in with the news that Saul was headed into the very cave where David was hiding.

David's men said, "Your enemy is walking right into your hands. The Lord has sent him here. Now you can get rid of him!"

Lead a discussion. ASK: What do you think David will do? Allow several pupils to offer ideas and reasons for their guesses. Direct them to see what David did by reading I Samuel 24:6-9. After silent reading, have a pupil tell what David did: that he let Saul leave safely and talked over the problems with Saul. ASK: What was his reason for not killing Saul? Help them see his reason was that Saul was the Lord's anointed.

David told them, "Saul is the Lord's anointed. I wouldn't dare to harm him. If the Lord sent him here, it was not for me to kill him. God would not want such a thing!"

Saul had passed near enough that David could have killed him easily. Instead, with his sharp sword, David cut off a piece of Saul's cloak and let him go.

David followed him out of the mouth of the cave. He called to him, "My lord, the king!" Saul swung around to see a figure kneeling to the earth. The figure spoke, "Why do you listen to the people who say, 'David is against you'? See for yourself how just now the Lord put you in a place where I could have killed you; but I didn't, for you are the Lord's anointed. See? Here is a piece of your robe in my hand. I could have killed you as easily as I cut this from your robe. Even though you are here in order to take my life, I won't pay you back with death. If the Lord doesn't do it, no one will. May the Lord keep me safe from what you intend to do!" (See I Samuel 24:9-12.)

Saul said, "Is that you, my son David?" And he broke down and cried. He said, "You are more righteous than I, for you repaid my evil with good. I can see now that you really are going to be king and make Israel strong. Promise me that you will never destroy my family and our name."

David promised. Saul took his army back over the hills to Gibeah and David took his men back to their stronghold. David had had too much experience with Saul's changing his mind to rush home and expect a happy reunion. He kept his men in the desert and continued training.

### Saul Pursued David Again

Saul was kept informed of David's activities. One day he again decided he would have to kill David. He gathered his army and headed out for the desert.

When David heard of their movement, he sent out spies to find the location of Saul's camp. He and some of his men found it while Saul's army slept. David took Abishai, one of his captains, and crept into the camp without being noticed. They cautiously made their way past the sleeping men until they came upon Abner, the commanding general, and King Saul himself!

### David Spared Saul's Life Again

Abishai spoke softly, "God has given you a chance at your enemy today. Let me pin him to the ground with a spear. I can do it with one blow."

David said, "No. Don't kill him. You cannot kill the Lord's anointed and be guiltless. If the Lord doesn't strike him down for what he is doing, he will eventually die or be killed in battle. But I'm not going to do it." (See I Samuel 26:9,10.)

David quietly pulled Saul's spear from the ground and picked up his water jar. He left the camp and climbed a hill from which he shouted, "Abner, wake up!"

Abner awoke suddenly and shouted, "Who are you?"

David shouted, "Someone came into your camp to kill your lord last night. You deserve to die; you didn't protect the Lord's anointed. I know, for I have his spear and his water jar!"

Then the king recognized David's voice and said, "Is that your voice, David, my son?"

Again David told him that he had no intentions to kill him. He said, "If the Lord has sent you against me, tell me so and I will see if He will accept an offering. But if men have told you I am your enemy, then I hope they get paid back for keeping me away from my land where the Lord is worshiped."

Saul was sorry, and apologized again. He took his army back home. As David returned to his men he continued to make plans to protect himself.

David had survived some extremely dangerous situations; he not only survived, but thrived. How did he do it?

### Fight, Run, or Talk?

Lead a discussion of the ways in which David handled threats of danger. Use the questions below. Encourage pupils to comment freely and help them discover the ideas given with each question below.

ASK: Do you think David prayed about the dangers he faced? We can be sure he prayed (not from the account in Samuel but from David's words in Psalms. This idea will be developed more in Lesson 2).

ASK: Did he try to settle the problem by talking things over? Yes. He tried several times to talk things over with Saul. As a result David gained enough time to escape, but he was not able to convince Saul to quit trying to kill him.

ASK: Did David ever run away from trouble? Yes. When he was convinced he should not kill Saul, but knew he was not strong enough to fight back, David ran away—first to a foreign country, then to Ziph and later to En-gedi. ASK: Did he ever try to kill Saul? No. Not even when it would have been easy. He was sure God did not want him to. ASK: Did he ever fight back? Yes, when the Philistines attacked a city in Judah. He prayed about it and the Lord sent him to help the suffering people in that city.

It is never a simple decision—whether to fight back, run away, or try to settle a matter by talking. Yet you will have to make that decision often in your life.

There are people who never "fight back"; they give up and run away or cry. Some of them say, "The Bible says turn the other cheek." On the other hand there are those who hit back at every little thing, real or imagined.

David's life makes us realize it takes more thought than that. He did not always take the obvious way. His friends thought it looked simple. They said, "Saul has walked right into your hands. The Lord must have sent him here for you to kill him!"

David, however, could see many other possibilities. He knew the Lord could have several reasons in sending Saul to him. He based his decision on a fact he felt sure of: The Lord did not want him to kill Saul, the Lord's anointed. It was true that Saul was trying to kill David. It was true that Saul's army outnumbered David's five to one. But based on all the facts, David thought, "In these circumstances the thing to do is to get Saul to stop and talk things over." Then David used every clever trick he could think up to get Saul to stop long enough to talk. It worked! Saul stopped; he talked; he went away.

Then the circumstances were different. David was sure Saul would change his mind and be back. He had time to do something. He knew he should not chase Saul and kill him. He thought, "In these circumstances the thing to do is run away." He moved his men to a better hiding place. It would be ridiculous to call his decision cowardly.

At another time when David was at Adullam, the enemy invaded a town of Judah. David had a decision to make. The people of the town needed help desperately; David and his men were able and available. However, there were dangers. His men were untested so he was not sure of their strength in battle; and when they came out of hiding Saul would probably discover where he was. He prayed about it. Then he decided to fight back. If he had not fought then, there would have been worse trouble later.

The Lord said, *I have found David . . . a man after mine own heart* (Acts 13:22). That is, David knew the Lord well enough to know what things really pleased the Lord. He was able to make many important decisions quickly when he knew so well what pleased God. David knew the Lord from studying the Law of the Lord (the first five books of the Bible). He thought a lot about what he found in the Law; we can tell that by the psalms he wrote. He also studied God's creation and tried to learn more about God.

### When You Must Choose

You can make decisions easier by getting to know God better all the time. You have more help in knowing God than David did. You have the whole Bible, not just the Law. It is important for you to read the Bible regularly so you will learn to know God better. If you are a Christian the Holy Spirit lives in your heart and He will help you understand God's Word. He will give you power to obey Christ's commands. Learn to know what really pleases God. Then when emergencies arise it will be easier to answer the questions, "Shall I fight? Shall I run? Is there a way I could get them to stop and talk?"

When emergencies come, look at each as a special case. See if by prayer, thought, or study, you could find something about the way God wants you to act that will help you make a decision. See if there is a fact *in this case* that will help you decide what to do. Then think about how your decision would affect you; how it would affect others. Could you get someone to talk things over? Would running away help or cause more hurt? Decide whether you should fight back. Strange as it sounds, sometimes fighting is the kindest or least hurtful thing to do.

To evaluate the pupils' understanding of the ideas in the lesson, lead a discussion of the case studies found in Lesson 1 of the

student book. Have them read each story silently, then aloud. Refer to page 1 of visual aid book as you discuss the stories.

Discuss the questions about the story of Steve. Remind them to base their decisions on what they know about God and about the way David made decisions. Comment on the pupils' good thinking if they have ideas similar to these: (1) His choices are to try to talk the problem over with John; to fight; to run away (go home another way). (2) Talking would take time and might not work out now; fighting probably is not necessary; going another way would settle the immediate problem. (3) A fact: His mother needed him home immediately. (4) The best choice would be to go out of his way and avoid meeting John. (5) He could arrange to talk things over later with John when other people were around.

If pupils have other valid ideas, accept them. If they stray too far from probability, ask, "Do you all agree?" or "Do you really think that would happen?"

Discuss the questions about the story of Jill. Comment on the pupils' good thinking if they have ideas similar to these: (1) Jill could run, fight or talk. (2) Pupils may find no fact, but they may see that Jesus said we should love one another or that friends should be kind. (3) No doubt it would be impossible to get Janet to stop and talk now. Jill should try it later, though. (4) She had better outrun Janet until Janet cools off.

Each of us faces decisions like those confronting Steve and Jill. As we learn to know God better and talk to Him we will find out in each case whether it is best to fight, run or talk. Look at the memory verses for the next week. (Refer to them in the visual aid book. Have someone read the verses.)

There is a time for everything. God has established certain laws of nature and in Ecclesiastes He tells us about some of them:

There is *a time to rend, and a time to sew* (3:7): In Bible times it was the custom to tear one's clothes as a sign of grief and sorrow. (See Job 1:20; 2:12.) The garment was then sewed up, also a sign of grief. What do you think this verse in Ecclesiastes tells us? (There is a time for sorrow.)

Look at the next part of the verse: *a time to keep silence, and a time to speak*. David had to decide when it was better to speak and when it was best to remain quiet. Who will summarize verse eight? (There is a time to talk things over; there is a time to fight.)

These memory verses summarize our Bible study quite well. You will be faced with decisions, but as you pray, the Lord will guide you to the decision which will be best.

### PRAYER

Pray that the Lord will guide your pupils daily as they make decisions.

### MEMORY WORK

Assign Ecclesiastes 3:1,7,8. These verses have been discussed in the Bible study. Indicate that these verses are a part of a unit to be learned for Extra Honor.

### ASSIGNMENT

☐ Return the checked assignment sheets for Lesson 13. If pupils plan to make new folders for their returned sheets for this quarter, see instructions, page 1, of their books.

☐ Distribute the students' new biblical research guides and have pupils write their names on them. Encourage pupils to follow the Bible reading selections daily. Remind them that the research assignment sheet is to be done at home each week and handed in each Sunday. If you plan to grade the work, tell pupils about it now. The assignment sheets are to be checked each week and returned to the pupils the following Sunday. These assignments are to be done *after* the lesson has been taught. The resource pages in each lesson will help pupils understand the Bible better.



## LESSON 2

# WHEN WILL IT END?

### PREPARATION

#### TEACHING AIMS

Teach so pupil will  
**KNOW** that David prayed boldly; that there were long periods before God answered his prayers, but God cared and answered when the time was right.  
**RESPOND** by praying more freely and naturally.  
**FEEL** secure that God cares for him even though He does not answer soon or solve his problem as the pupil expects.

#### MEMORY VERSE

For the LORD hath heard the voice of my weeping. The LORD hath heard my supplication; the LORD will receive my prayer. Psalm 6:8,9

#### SCRIPTURE

I Samuel 31:1-7; II Samuel 1\*

#### THINK ON THESE THINGS

What is prayer to you? Do your prayers include the same phrases, or do you speak frankly with the Lord?

"I did something awful last night," a woman confided to her friend. When she was sure her listener would try to understand, she told her about a problem with her teenagers which was distressing her. She had prayed about it the evening before. Her prayer time started the same as many had before. But suddenly something changed: she began to say what was on her mind. "I've prayed this over and over and You don't do anything! You haven't done anything about it in all this time!"

"That's what I said," confessed the woman. "I told God exactly how I felt. When I think about it now, I'm so ashamed of myself."

Her friend replied, "Did you know David prayed like that?"

David prayed boldly but in reverence. See some of the things David said to God in Psalms 6:3,6,7; 10:1,15; 13:1,2. Do you feel free to pray boldly?

As you talk with your pupils about prayer today, encourage them to tell God what is on their minds. Help them feel free to use their own words as they pray. Reassure them that they can talk to God about anything. Reinforce the ideas you share with them by using language the pupils feel comfortable with as you pray with them.

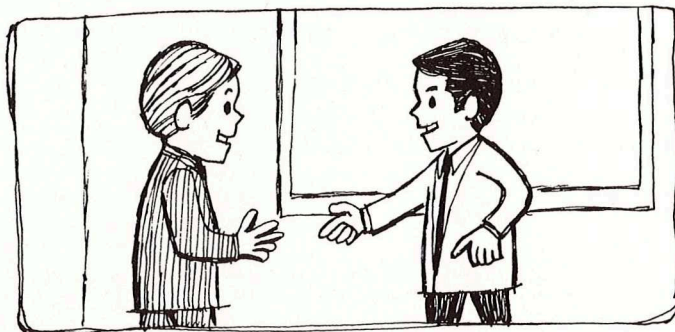
#### TEACHING TOOLS

☐ Visual aid book. (See inside front cover of visual aid book for instructions.)

☐ Paper, pencils, colored pencils or crayons.

☐ Materials for making travel folders: construction paper (9"x12"), unlined white paper (8½"x11"), rulers, pencils, crayons or colored pencils, cellophane tape, paste.

\*Also read I Samuel 27-29 for biblical background.



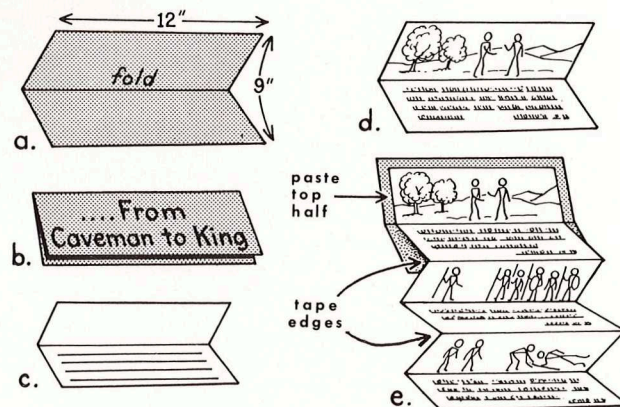
### EARLY TEACHING TIME

CHOOSE what is best for your class.

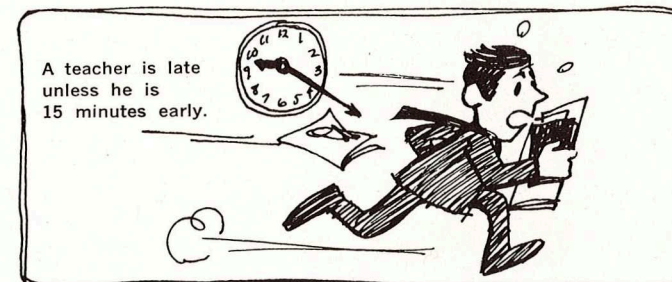
☐ Encourage pupils to complete the story assignment in their biblical resource guide if they failed to do it at home.

☐ Let pupils illustrate the endings to the stories about Steve and Jill, which they wrote at home, and be prepared to share their stories and illustrations in class.

☐ Have the pupils begin making a travel folder to show some of the events in David's life. Let them choose a title such as: "Travel Log of David," "David's Military Moves," "From Caveman to King." Explain the procedures for making the folder and let the pupils choose what part each would like to do.



**Procedures:** Fold a 9"x12" sheet of construction paper in half lengthwise (a); print travel folder title (b); fold 8½"x11" sheets of white paper in half lengthwise; draw lines one-half inch apart on bottom half (c); on each sheet of white paper, write a paragraph and illustrate an event from last week's lesson (d); attach the completed sheets together and paste top half of first sheet to inside title folder (e). Suggested events: Jonathan meets David on the archery range (I Sam. 20:41,42); David talks with priest who gives him Goliath's sword (I Sam. 21:9); David at a cave near Adullam—family and friends join him (I Sam. 22:1); David spares Saul's life (I Sam. 24:3,4); David again spares Saul's life (I Sam. 26:7,12).



### CLASS TIME

#### PRAYER

Ask for specific prayer requests and encourage several pupils to participate in sentence prayers.

#### REVIEW

Ask volunteers to share their stories of Steve and Jill by reading them to the class. Have the class decide on the best solutions; mount those stories with their illustrations on the bulletin board. Collect the rest of the stories and pictures; read them to check the understanding of Lesson 1. Return them all to be saved in notebooks.

#### INTRODUCTION

##### A Discussion of David's Situation

ASK: What did David do when he had a chance to kill Saul? He spared Saul's life both times. Have someone read aloud what Saul said to David when he realized what had happened: I Sam. 26:21,25. ASK: How seriously would you take him? See how seriously David took him in I Sam. 27:1. David did not believe Saul; he thought Saul would try again to kill him. ASK: Where did David decide to go? To the land of the Philistines. ASK: When had he been there before? What happened? Have them read I Sam. 24:10-22. David had gone there first; he found it dangerous and escaped.

ASK: Why did David think he might be safe this time? Probably because: (1) the Israelites were the enemies of the Philistines, and the Philistines knew by now that David and Saul were enemies; (2) David was not alone this time; (3) Saul was more of a danger to David than were the Philistines.

Have pupils read I Sam. 27:2,3. ASK: Who can describe what King Achish probably saw? Did he receive David in peace? Read verse 4. Did David's plan work? Two of your imaginative students may enjoy acting out the peaceful meeting of King Achish with David, who was leading 600 men and all their households.

Have pupils read verses 5 to 7. ASK: What did David want? A town out in the country.

#### BIBLE LESSON

Notice that David made it sound as though he thought he was not fit to live in a royal city. Judging by what he did after he moved to Ziklag, it is probable that he just wanted to get out from under the king. For David began to rule the southern part of Judah. He and his men occupied towns that the Israelites had never subdued. Whenever King Achish asked David whom he was fighting, David told him he was attacking and stealing from his own people. Achish thought to himself, *He hath made his people Israel utterly to abhor him; therefore he shall be my servant forever* (I Samuel 27:12).

One day King Achish reported to David that the Philistine army was planning a major invasion in the northern provinces of Israel. The king told David that he expected David's army to be his bodyguard.

When the Philistine armies began the march northward, David's army made up the rear guard with King Achish. The other Philistine commanders became alarmed. They

could see that when the battle started they would have Saul before them and David behind them. They said to Achish, "Now David will kill us all!"

Achish, however, felt sure that David was his faithful servant. The men became angry and insisted, *Is not this David, of whom they sang one to another in dances, saying, Saul slew his thousands, and David his ten thousands* (I Samuel 29:5)? The discussion must have gone on for a day or two, for they were far north when they reached a decision. Achish asked David to take his men and return home.

#### The Philistines Invaded Northern Israel

As David's army marched home, the Philistine armies continued northward up the plain near the coast. They turned inland and followed the valley of Jezreel toward the Jordan River. Soon they saw Saul's armies camped on the hills to their right. In the hills the chariot units, which gave them the advantage over Israel, could not be used. The Israelites had always been tricky about forcing them to fight in the hills. But the Philistines were determined that this time would be different! The valley which they had invaded went deep into Israel; they had split the country in half. So the Philistines camped in that valley. The Israelites would surely try to force them out, but they would have to fight in the valley and face the Philistine chariots to do it.

#### The Philistines Won the War

We know very little about the battle that followed except that Israel was defeated. Saul was seriously wounded by the archers. Realizing that the Philistine soldiers would find him dying, he begged his armorbearer to kill him. But the young man was too frightened to harm him. So Saul ended his own life with his sword. His armorbearer then killed himself.

Many brave soldiers of Israel died that day. Not only had the king been killed, but his three warrior sons and all Saul's bodyguards.

#### David Mourned for Saul and Jonathan

How do you suppose David felt about Saul's death? Do you think he rejoiced, thinking Saul had gotten what he deserved? (Let the children give their ideas.)

When David heard that Saul and Jonathan were dead, he mourned them in great sadness. Following the ritual of the Israelites of that day, he tore his clothing; he wept all day and ate nothing. All of his soldiers mourned also.

Then David's soul burst forth into words. His sorrowful song has been translated into English. Listen to the beauty of the poetry. Then we will talk about the parts which are hard to understand.

#### The Lament

You will be guiding the children to find meanings in the poetry from David's Lament, II Sam. 1:19-27. If they have the right idea, you do not need to repeat their ideas or develop them any further. If they cannot figure it out, you can explain it to them.

Open the visual aid book to page 2 so that the children can follow along as you read. Read it to them expressively.

To understand the poetry of this lament, you need to know that most Hebrew poetry is written in pairs of sentences about one idea. That is, each idea will be stated in two ways. Read the two lines of verse 19. They both express the same idea.

ASK: What is the idea? Israel's mightiest men had been killed. ASK: What are the two cities mentioned in verse 20? What do you know about them? Gath and Ashkelon. They were Philistine cities. David used them as symbols of all the land of the Philistines. Point to the words "Tell it not" and "Publish it not."



"Tell it not . . ." and "Publish it not . . ." are ways of saying, "Don't let the news get out." David knew what the Philistine women would do when they heard the news. Do you know?

They would be happy. (If any pupils ask the meaning of "uncircumcised" here, explain that David used it as we use the words heathen and pagan.) He knew they would make up a song and dance to gloat over killing Saul. ASK: Can you remember the words of the song the women of Israel sang to celebrate David's victories? *Saul hath slain his thousands, and David his ten thousands* (I Samuel 18:7). Explain that these words were sung after David killed Goliath, from Gath. Gath would rejoice over the defeat of Israel's king.

### The Eulogy

In II Samuel 1:22 David speaks of the ability of Saul and Jonathan as warriors.

Have a child read verse 22. ASK: Do you know what that means? Their weapons always found their mark. Have a child read verse 23b. ASK: What words describe Saul and Jonathan? They were swift, quick and very strong. Point out the word pictures of the eagle and the lion. Read verse 25. ASK: When David says "mighty" this time, whom does he mean? Jonathan. Let someone read verse 26. What word tells how he thought of Jonathan? Brother.

Read verse 27 aloud. Then have class read the poem aloud together with soft voices.

### David Prayed When He Was Sorrowful

In the following section, have pupils read the Bible passages from their Bibles if at all possible.

The events on Mt. Gilboa had probably made the way clear for David to go home to take his rightful place as king. But at such tragic cost! Jonathan, his faithful friend, was dead! David felt his grief deeply and showed it openly.

When David met hardship and tragedy he prayed to the Lord and told Him how he felt. Listen to the way he talked to God (from Psalm 13).

"How long wilt thou forget me, O LORD? forever?

How long wilt thou hide thy face from me?

How long shall I take counsel in my soul, having sorrow in my heart daily?

How long shall mine enemy be exalted over me?" (vs. 1,2)

Would you feel free to talk to God in such a way? Sometimes we feel that if we are frank with God, He will be displeased. We try to find a way to make our requests sound very holy for fear of making things worse than they are. Listen again and see how frank David was. (Read Psalm 13:1,2 again.) We know *God heard that prayer and helped David*. Why should we be afraid to pray like that?

Notice something else from that prayer. David had been troubled *for a long time*. It seemed like forever to David. He could see no end to it and his heart was full of sorrow every day. Besides that, his enemy who despised God had everything a man could want. There were some things David and his men had to learn from the hardship. What they learned proved to be very valuable to them later. God was not ignoring David; He answered at the right time.

Listen to some other things about which David prayed with a heavy heart. These verses are from Psalm 6.

"My soul is also sore vexed:

But thou, O LORD, how long?" (v. 3)

He asked the Lord exactly what he wanted to know without fear of offending Him.

"I am weary with my groaning;  
all the night make I my bed to swim;  
I water my couch with my tears.  
Mine eye is consumed because of grief;  
It waxeth old because of all mine enemies." (vs. 6,7)

*David cried when he was sorrowful!* He watered his bed with tears. Some nights it was practically swimming. Was he ashamed of crying? It doesn't sound like it:

"The LORD hath heard the voice of my weeping.

The LORD hath heard my supplication;

The LORD will receive my prayer." (vs. 8,9)

David was sure that the Lord heard him and would answer.

Now and then David prayed something quite surprising.

"Oh save me for thy mercies' sake.

For in death there is no remembrance of thee:

In the grave who shall give thee thanks?" (Psalm 6:4,5)

Can you find the reason he gave God for keeping him alive? (David could not give God thanks from the grave!) Look at David's prayer in Psalm 30:8,9. Find it in your Bible. (Have it read aloud. Explain that "dust" refers to the state of the body after death; lead the pupils to find that the "dust" is unable to praise the Lord or to declare His truth to the people.) Are you surprised that the Lord honored such a prayer? He did. Verse 8 says David prayed it and verse 11 says the Lord answered it: *Thou hast turned . . . my mourning into dancing*. (Explain that mourning is sadness caused by death; dancing stands for joy.)

### When You Pray

David's understanding of the Lord pleased the Lord very much. He said, *I have found . . . a man after mine own heart* (Acts 13:22). The Lord Himself praised David's understanding. It would be good if we prayed as David did.

When you pray, tell God what bothers you, and exactly how you feel about it. If you don't get an immediate answer, don't worry. Realize that it may take a long time before the answers come. David waited several years before the Lord answered his prayer to go home. As you wait, understand that the Lord is not ignoring you. He will answer when the time is right. You may have some things to learn first.

Sometimes your problems seem so big you feel like crying. Don't be afraid to cry. God understands how you feel. Sometimes you may not know what to pray for. Pray anyway. God doesn't expect you to have the wisdom He has. He knows the best answer to your prayer. (See Heb. 4:15,16.)

Before David ended a prayer, he usually told the Lord that he knew God was powerful enough to answer it. (Have a pupil read Psalm 13:5,6.) You can do the same.

And when the answer came and the problem was solved, David was full of praise. He knew the Lord had answered his prayer. Read Psalm 30:1,2.

"I will extol thee, O LORD; for thou hast lifted me up,

And hast not made my foes to rejoice over me."

David wrote many psalms of thanks to God for answered prayer. Be sure to thank God when He answers your prayer.

### PRAYER

Let's ask the Lord right now to teach us to pray.

### MEMORY WORK

☐ Assign Psalm 6:8b,9. Read it aloud.

☐ Explain that these verses are taken from a psalm written by David. The word "supplications" means pleadings and requests. These verses tell us of another way David said that he felt sure God would hear and answer his prayers.

### ASSIGNMENT

Distribute the checked research assignment sheets you collected last Sunday. Discuss any questions with which the pupils may have had trouble.

## LESSON 3

# LONG LIVE THE KING!

## PREPARATION

### TEACHING AIMS

Teach so pupil will  
KNOW that David made the most of every situation; even when in despair he did not indulge in self-pity, but depended upon God.

RESPOND by learning to depend upon the Lord to guide him to make the most of his abilities and surroundings instead of indulging in self-pity.

### MEMORY VERSE

*Cause me to hear thy lovingkindness in the morning;  
for in thee do I trust; cause me to know the way wherein  
I should walk; for I lift up my soul unto thee.* Psalm 143:8

### SCRIPTURE

II Samuel 2:1-11; 5:1-25; I Chronicles 12:23-40

### THINK ON THESE THINGS

Often the mention of "a man of prayer" creates the mental image of a man past his active years with lots of time to pray and wait upon God. Yet some men whose lives have demonstrated the greatest faith in prayer were some of the most breathtakingly active men who ever lived.

Consider some of David's accomplishments. In his mid-twenties he was the most skilled musician, gifted poet, persuasive talker and brilliant military leader in all of Israel. Consider what that indicates about the use of his resources during his youth as a shepherd.

The days following were even more impressive. He left Judah as a lone fugitive without food or weapons. The first people who straggled to him at Adullam must have added to his discouragement. His family and some fine warriors came, but then, *every one that was in distress, and every one that was in debt, and every one that was discontented, gathered themselves unto him* (I Sam. 22:2). Imagine trying to make an army of them!

David prayed: *My soul is also sore vexed: but thou, O LORD, how long? . . . deliver my soul . . . for in death there is no remembrance of thee: in the grave who shall give thee thanks* (Psalm 6:3-5)? Then he went to work!

Within two or three years, that one fugitive became the ruling monarch of a large portion of southern Judah from his own capital city of Ziklag. He commanded a very effective army. Imagine the activity to produce such results!

Are you a person of prayer or a person of action? Do you consider the two mutually exclusive? Do you find ways to be a person of PRAYER and a person of ACTION? David did. You can too.

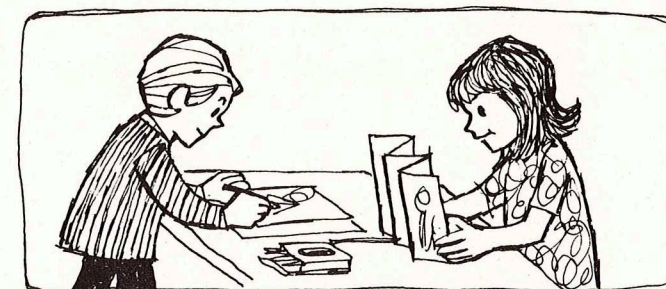
### TEACHING TOOLS

☐ Visual aid book; figures 1-6 and wordstrips 7-10. (See inside front cover of visual aid for instructions.)

☐ Projector and screen for viewing the S/35 filmstrip, frames 1-12. (Preview strip.)

☐ Paper and pencils.

☐ Materials for making travel folders (see page 8).



## EARLY TEACHING TIME

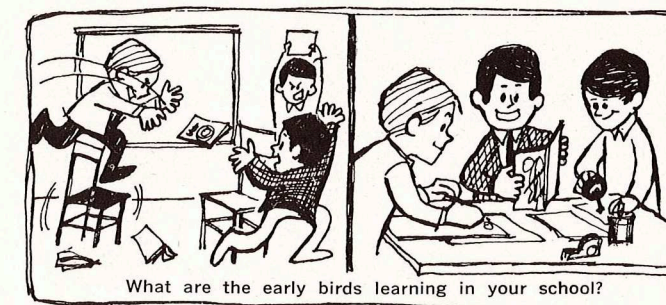
CHOOSE what is best for your class.

☐ \*Have several pupils read the information on page 11 of their biblical resource guides, and be prepared to share the information during the Bible lesson.

☐ Let several pupils prepare to be "eyewitnesses" of the battle at Mt. Gilboa. As a guide, write these questions on a chalkboard: "What armies were involved? What were some of the weapons used? Which army won? What important man was killed?" Let pupils read I Samuel 31. In class, let them be "reporters" and interview the "eyewitnesses" using the above questions.

☐ Let the pupils review David's lament. Display page 2 of the visual aid book. Have pupils write a paragraph summarizing David's words. They may wish to write the summary in a short poem of their own.

☐ Have pupils continue work on the travel folder. Explain procedures (see page 8). Let them complete any incomplete work and choose other events to illustrate as: David receives news of Saul and Jonathan's death (II Sam. 1:2-4), David mourns for Saul and Jonathan (II Sam. 1:11,12).



## CLASS TIME

### PRAYER

Give several pupils an opportunity to pray.

### REVIEW

Let the pupils who chose to be "reporters" interview the "eyewitnesses." Or hear the summaries of David's lament the pupils wrote. (See Early Teaching Time.)

\*This activity is necessary for the Bible lesson.



## POINT OF CONTACT

Have you ever wondered how a capital city of a country is chosen? Shortly after the United States won its independence from Great Britain and elected a president, it needed a capital city. Several states wanted one of their cities to be the capital and objected to its being in any other state. That presented a problem. Congress solved the problem with a bill to create a new district of land from several states in which to build a new city. The states accepted the idea because in that way no state would be treated with favoritism.

President Washington was asked to choose the site on the Potomac River. He selected a place near his Mt. Vernon home in Virginia. (Refer to visual aid book, page 3.) Congress honored President Washington by naming the capital city after him.

David faced the problem of choosing a capital city from which to rule. He solved it in an unusual way, which was his usual way of doing things.

*Before the Bible lesson:* To keep the discussion flowing more smoothly, let pupils locate the references in II Samuel 2:1-11; 5:1-25 and I Chronicles 11:1-3; 12:23-38 now and place a marker in each reference.

## BIBLE LESSON

When David's mourning for Jonathan was over, he had a big decision to make. So he prayed to the Lord about it. Now that Saul was dead, David would begin to serve as king and he had to decide whether to return home to rule.

David knew there might still be danger. Abner, the commander of Saul's armies, was safe on the other side of the Jordan River and Saul still had a son living. In many countries, the king's son became the next king. Although the Israelites had not yet decided whether to follow such a practice, Abner hoped they would. In fact he anointed Saul's son, Ishbosheth, king. Abner tried to keep for himself the power he had had as Saul's commander.

As David prayed to the Lord about his decision, he asked a question. Find the first question in II Samuel 2:1. (Have a child read it.) While he prayed, the Lord answered him. Who can read His answer? Then David needed to know something else. Read his second question. While he prayed, the Lord answered him. Read His answer.

Hebron was a good city for a king's residence. It was the highest city in the Judean mountains, making it easy to defend. It had a heritage of importance: Abraham had made his home there hundreds of years before. It had become the most important city of Judah.

## David's Army Came Home

David with his hundreds of soldiers and their families left Ziklag and returned to Judah. The elders of Judah came to Hebron and anointed David king of Judah. (Add figure 1 to visual aid book.) David made Hebron his capital city.

Abner continued Saul's war against David. Read in II Samuel 3:1 to see how this war went. (David became stronger and Ishbosheth became weaker.)

Ishbosheth seems to have been a bungler. Within two years he made an enemy of Abner and Abner left him. Shortly after that Ishbosheth was murdered by two of his military men. Israel was without a king.

## David Anointed King of Israel

Two years after the rulers of Judah made David king, the elders of the rest of the tribes of Israel came to make him their king also. (Add figure 2.) There was a huge celebration and what a celebration it was! Besides the tribal leaders, thousands of soldiers from every tribe of Israel came to Hebron. They had gone to battle with Saul

before. Now they came to pledge their loyalty to David. They feasted and celebrated for three days. Find out about the feast in I Chronicles 12:38-40.

Use these questions to lead a discussion: Who prepared the feast? Who brought the food? How did they bring the food? The people of Judah (and perhaps also of Simeon) prepared the celebration. People from all the provinces, even as far away as Issachar and Naphtali at the northern border, brought the food. (Attach figures 3-6 as you mention the people who came.) They brought loads of meal and oil, cakes of figs, clusters of raisins and skins of wine on the backs of camels, mules, and oxen. They herded along sheep and oxen to be prepared at the feast. Some had to travel three or four days.

The elders explained their wishes to David. Read what they said in II Samuel 5:1,2. To "lead in and bring out" is an old Hebrew expression used when talking about leading an army out to battle and victoriously home again.

ASK: What were the elders saying? "We are all descendants of Abraham. Even when Saul was king, it was you who took our armies to war and won the victories. And the Lord told you that you would be the shepherd of His people and the prince over Israel."

David promised to rule them as the Lord would have him rule. The elders anointed him king of all twelve tribes of Israel. As king, David had the big job of bringing the tribes together into a united kingdom.

## David Founded a New Capital City

Since David was king of all Israel, it was no longer appropriate for him to stay in Hebron. He began to make plans for a new capital city. There was an area of land held by the Jebusites which separated Judah from the rest of Israel. The city of Jebus and the area around it had been assigned to the tribe of Benjamin. They had never been able to take it from the Jebusites and keep it. David wanted that area to bring Judah and the rest of Israel closer together. The city would make an excellent capital, for it had never belonged to Judah or Israel.

The kingdom was united only in name at the time, but the army was united in fact. Saul's fine forces were joined to David's and David, a military leader of fearsome reputation, led them against the city of Jebus. Part of the account of the battle is missing, so it sounds strange when you read it. One Israeli scholar has a good idea of what happened. Several of you have prepared reports about it. We are ready for them now.

Have pupils give reports prepared during early time. If no one is prepared, have the children read the information on page 11 in their student books at this time.

David was disgusted with the whole display and despised the curse of blindness and lameness. But his men must have been terrified by it. For it seems it took a large reward to get anyone to defy the curse.

After they captured Jebus, David and his men moved right in with the Jebusites and made the city their own. David named it the City of David. Later it would receive the name we know it by—Jerusalem. From that city David ruled the nation.

## David Fought the Philistines

Now that King David had conquered the land of the Jebusites and moved the capital from Hebron to the City of David, he could give full attention to the Philistines.

The Philistines had dominated Israel ever since Saul's defeat seven years earlier. They had spread out all over the valley of Jezreel, occupying one city after another. When they heard David was king of Judah, they probably

weren't too concerned. But when they heard that David had been made king of all Israel, they began to worry. All of Israel fighting together would be dangerous, especially with David as their commander. The Philistines gathered fresh forces and marched toward the City of David. They camped in the valley of Rephaim near the city.

David had to decide what to do, so he prayed. Turn to II Samuel 5:19. Who will read David's two questions? Who will read the Lord's answer? The Lord kept His word. David fought the Philistines and defeated them. They were forced to retreat so suddenly, they left the idols they had carried into battle. David burned them all!

Soon the Philistines invaded again. Again David prayed. This time the Lord told him to march in a wide circle around the Philistine camp. At the far side, they were to wait for a signal. Find what it was in II Sam. 5:24.

Have it read aloud. They were to wait for a sound in the tree-tops as a signal that the Lord was with them. ASK: What did David do? Have a pupil read II Sam. 5:25. The Lord gave David a great victory. When the fighting was over, the Philistines were forced back into their own territory.

It was the last time the Philistines ever invaded Israel. They seemed to understand that David was allowing them to remain in their own cities only out of kindness.

## David Made the Most of Every Situation

It is amazing for a king to come out of exile and begin to rule with such power. The Philistines were caught off guard. They thought they had the country under control when they killed King Saul. By the time they realized David's strength, they were defeated!

How could such a thing happen? One reason was that David lived close to God. Another was that David made such good use of his time while he was forced to live in exile. He was away from home and in constant danger. He must have felt sad and discouraged but he often talked to God in prayer. David didn't stop there. He did not spend time complaining or feeling sorry for himself. In spite of many problems, David did all he could to get the most out of every situation. Let's see what he did.

While in hiding he explored the situation to see what advantages there were. At his first hideout at Adullam, he took his motley group and started a difficult training program. Under his leadership the men were formed into an effective guerrilla outfit. When the Philistines invaded a nearby town, David and his men put their strength to the test. They won and drove out the enemy!

Their victory gave them confidence, but again they had to flee from Saul. Their next hiding place, the desert of Jeshimon, was even worse than Adullam. But the men did not give up. They continued to improve their military abilities: they trained on the steep cliffs; they drilled with their weapons, and they made careful plans. From time to time there was fighting and the risk of death in battle, for Saul's army outnumbered them five to one.

When David went to Ziklag he put himself under the authority of an enemy king. That was a great risk, but his only choice was between danger and grave danger. At Ziklag you might expect David to be very quiet so the enemy king would not be aroused. But that was not David's way! David used another skill he had. David was clever with words, and he used that skill with King Ziklag. He told the king what he wanted to hear and soon the king gave David a city of his own on the Judean frontier. The king believed David was harmless and he never interfered with David.

David was far from harmless. He made use of another skill: his military skill to conquer one city after another.

David built a small kingdom of his own, right before the enemy king!

## When Problems Come

You will have times in your life that are hard for you just as David did. Perhaps you have recently moved to a new city and left all your friends behind. Or you may have lost a friend or someone from your family recently. There may be hundreds of things which don't sound earthshaking to anyone else but which cause you terrible unhappiness.

At this point use the S/35 to present a situation which presented a hardship to a fifth grader and see what he did about it. If you cannot use the S/35, continue with the material below.

When problems and unhappiness come to you, you can either give up and feel sorry for yourself or you can discover the help God has given you in His Word. (Refer to visual aid book and have a pupil find Philippians 4:6 and read.) When problems come you can talk to God about them boldly. (Attach wordstrip 7.)

God may not answer immediately, but still you need not give up. Look up the next verse, Ephesians 5:16 (have a pupil read it). Redeeming the time means to make good use of your time. (Attach wordstrip 8.) Use your curiosity and inventiveness to find things to enjoy while you wait for better times. If you are forced to be alone and feel lonely, dig out all the collections or projects you have ever started and get busy. Or get out the ball or the musical instrument and spend your day perfecting your skills. Do the same to keep your mind occupied when you have too many sad things to think about. The Bible verse found in II Timothy 2:15 gives you some excellent advice. (Have a pupil read it.) As you study because you want to be a better Christian (workman) you have opportunity to develop your mind and your skills. (Attach wordstrip 9.) You may find a chance to do something that you could never do again in your lifetime.

You will perhaps have good reason to be sad and unhappy from time to time. But you will never have good reason to give up and wait for someone to make you happy. Turn to Philippians 4:13 to find out why not. (After pupil has read the verse aloud, attach wordstrip 10.)

A healthy approach to facing problems is summed up in a poem called "Prayer for Serenity" (or peace of mind).

God grant me the  
Serenity to accept the things I cannot change,  
Courage to change the things I can,  
And the wisdom to know the difference.

## PRAYER

Close the class period with prayer.

## MEMORY WORK

□ Introduce the memory verse, Psalm 143:8. Explain that this is another prayer of David's. David had been facing problems, and he knew he needed God's help at once. The first part of the verse expresses the idea that he wanted God's answer the next morning. ASK: what words tell us David remembers what God had done in the past? (*for in thee do I trust*) What is the next thing for which David asks? (for God's guidance)

□ As you learn this verse next week you might want to make it a part of your prayer as you pray to the Lord.



## LESSON 4

# I DON'T UNDERSTAND!

### PREPARATION

#### TEACHING AIMS

Teach so pupil will  
**KNOW** that sometimes tragedies occurred in David's life which he could not understand, yet he obeyed God.  
**RESPOND** with a desire to know God better; worry less about situations hard to understand; and obey in matters he can understand.

#### MEMORY VERSE

*For now we see through a glass, darkly; but then face to face: now I know in part; but then shall I know even as also I am known.* I Corinthians 13:12

#### SCRIPTURE

II Samuel 6:1-19; I Chronicles 13; 15 and 16

#### THINK ON THESE THINGS

God is holy. David and the people were reminded of that fact in a very graphic way. The Lord has said, *I am the LORD: that is my name; and my glory will I not give to another, neither my praise to graven images* (Isa. 42:8).

From time to time, God reminded the Israelites that they were not to take Him for granted for He was their God.

Three months after God freed the Israelites from the Egyptians, they came to Mount Sinai. There God spoke to Moses, *I come unto thee in a thick cloud, that the people may hear when I speak with thee* (Exodus 19:9). It was the Lord's plan that the people would see the manifestation of His presence and hear His voice. To further impress His infinite holiness upon them, the Lord directed that the people were to prepare themselves, to be sanctified before God. Then a boundary was to be put up around the mountain. No man was to touch it or he would surely die, for the mountain was to serve as the holy of holies, the place of God's presence.

Many years later, the Ark of the Covenant became the symbol of God's presence. Yet after the Ark had been recovered from the tragic occurrence with the Philistines, the Israelites had almost forgotten its existence. Now David wanted to bring the Ark back among the people so they could worship according to God's plan.

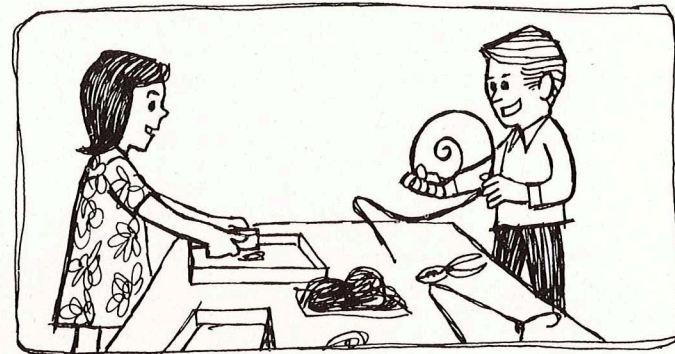
Because the Ark was the symbol of God's presence, it, according to law, was to be treated with great reverence. Never must the Israelites be permitted to take the presence of the Lord for granted.

Today Christian teachers are often frustrated because they take the Lord's presence and power for granted. You are a co-worker with the Lord. Do you personally realize that God is holy and powerful? Have you spent time in reverent worship before Him this week? Could some of your discipline problems perhaps be because the pupils do not realize who God is or that you are His representative?

#### TEACHING TOOLS

Visual aid book; figure 11 and wordstrips 12-15. (See inside front cover of visual aid book for instructions.)

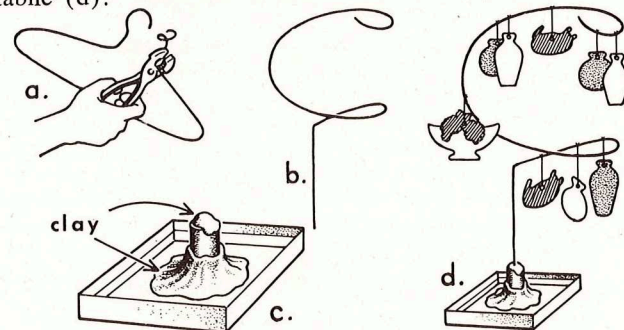
- ☐ Materials for making travel folders (see page 8).
- ☐ Paper and pencils.
- ☐ Materials for making a stabile: wire clothes hanger, pair of pliers, scissors, cardboard tubing, clay, small box lid, colored construction paper, thread.
- ☐ Assignments, cut from visual aid book, page 15. Be sure to collect assignments after class and keep intact.



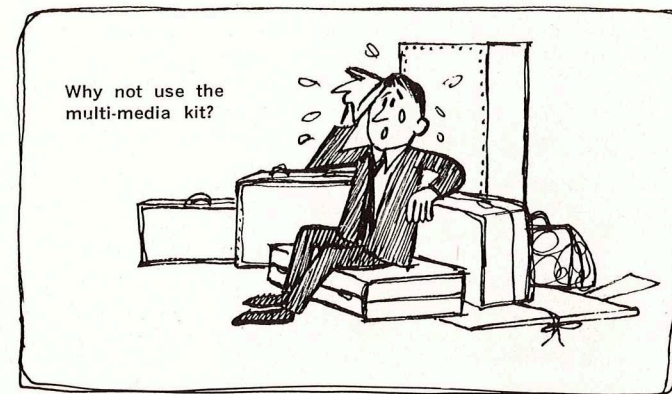
#### EARLY TEACHING TIME

CHOOSE what is best for your class.

- ☐ Let pupils continue working on the travel folder (see page 8). Suggested new events: David prays about a decision (II Sam. 2:1); David is anointed king of Judah (II Sam. 2:4); David is anointed king of Israel (II Sam. 5:3); a great celebration (I Chron. 12:38-40).
- ☐ Have pupils make a stabile to illustrate the feast of David. With a pair of pliers, cut apart and straighten a wire clothes hanger (a); bend it into an interesting shape (b); cut an inch length of cardboard tubing and attach with clay to the inside of a box lid (c); push end of stabile into clay-filled tubing and press more clay around entire base. Let other pupils draw and cut out construction paper shapes to represent the foods that were brought to the feast (see I Chron. 12:38-40); attach with a thread to the stabile (d).



- ☐ Have pupils choose one of the following activities:
  1. List the things David gave up when he was forced to live in exile.
  2. List the ways David made the most of his situation.
  3. List the things you can do to make the most out of times that are hard for you.



#### CLASS TIME

##### PRAYER

Ask for specific prayer requests, then spend a few moments in silent prayer.

##### REVIEW

Use the visual aid book, page 3, for review. Or use the suggested list of items in Early Teaching Time.

##### BIBLE LESSON

David was a man who worshiped the Lord. He had written many beautiful songs of worship and praise to God. While he was in exile, one of his greatest regrets was that he was shut off from worship before the Ark of the Covenant. David decided early in his reign as king of all Israel, to bring the Ark out of storage into a place of worship.

How do you think David should go about it? Before we can decide, we will need to review what we know about the Ark. Let's take a few minutes to see what David should have known about the Ark.

##### Group Research

Allow about ten minutes for pupils to prepare a paragraph answer to each question. Let them work in pairs and read the Bible passages listed on their assignments (see visual aid book, page 15); then they will decide on an answer and write it down. If they finish early, let them illustrate a phase of their subject with crayons.

Choose your most outgoing pupil. Ask him to choose a partner. Continue assigning pairs of pupils. Distribute assignments. Ask them to (1) read the questions, (2) find the answers in the Bible passage listed on the assignments, and (3) write a paragraph to answer each question. If you have a small class, combine some assignments. Assignments are below.

1. When and where did the Israelites get the Ark of the Covenant? Where did they get plans for it? Sources of information: Exodus 19:1,10-13; 24:12-18; 25:10-22; 37:1-9; 40:1-3,17-19.
2. What did the Ark of the Covenant look like? Sources of information: Exodus 25:1-22; 37:1-9. One cubit = about 18 inches.
3. What was the Ark of the Covenant used for? Sources of information: Exodus 16:33; 25:22; Numbers 17:10; Deuteronomy 10:1-5; Hebrews 9:4,5.
4. Where was the Ark of the Covenant to stay when the Israelites were not traveling? Sources of information: Exodus 26:(especially verses 31-34); 40:1-3.
5. How was the Ark of the Covenant to be taken care of? Sources of information: Exodus 25:12-14; Numbers 4:1-6,15; 7:1-9.
6. What did they do with the Ark of the Covenant as they traveled? Sources of information: Numbers 10:11-13,21,33-36; Joshua 3:1-6,14-17; 4:15-18; 6:6-11,15-20; 7:2-6.
7. What did they do with the Ark of the Covenant after they

settled in the Promised Land? Sources of information: Joshua 11:15,16,22,23; 18:1; I Samuel 4:3-6,10,11; 5:7; 6:1-4,14,15,21; 7:1,2.

Allow about five minutes for all committees to read or tell the answers to their questions. Refer to pictures A and B in visual aid book at the appropriate time during the reports. Below is a summary of information about the Ark which you may use to add or correct information at the end of pupils' reports. (Do it without calling attention to any pupil who made an error.) Be sure pupils understand that the Ark represented the presence of God; therefore it was to be handled with great reverence and respect.

The Lord told Moses to build the Ark of the Covenant while the Israelites were camped at the foot of Mount Sinai. There God gave Moses the Ten Commandments and the directions for building the Tabernacle. The most holy piece of furniture of the Tabernacle was the Ark of the Covenant. It was to be placed in the holy of holies.

The Ark was about 45 inches long, 27 inches wide and 27 inches high, made of acacia wood and covered with gold. On top of the Ark was the mercy seat and at each end was a golden cherub. The Lord told Moses He would speak from between the two cherubim and give commandments for all the people. The contents of the Ark are listed in Hebrews 9:4.

There were gold rings at four corners of the Ark. Two poles went through the rings, one in front and one in back. When the Ark was moved, the high priest and his sons covered it, first with the veil, then with badgers' skins, and a blue cloth over all. Four priests lifted it by the ends of the poles. They placed the ends of the poles on their shoulders and carried it.

When the Israelites moved, the Tabernacle and its belongings were cared for by the men from the tribe of Levi. (See Numbers 4:1-15.) One family of the Levites was named Kohath. The Kohathites were to carry all of the holiest articles on their shoulders by poles. (See Numbers 7:1-11.) The Lord warned them to be especially careful when they carried the Ark, not to touch it. (See Numbers 4:15.)

Nearly forty years later the Israelites crossed Jordan into Canaan and set up the Tabernacle at Gilgal. They placed the Ark in the holy of holies as the Lord commanded. A few years later it was moved to Shiloh, the religious center of Israel, where it was set up permanently.

It was during Samuel's time that the Ark was taken from the holy of holies into the battlefield! The Israelites lost both the battle and the Ark to the Philistines. It caused the Philistines so much trouble they soon returned it. For some reason it was never replaced in the holy of holies of the Tabernacle but was at a home in Kirjath-jearim. (See I Sam. 4:3-7:2.)

#### David Wanted to Bring the Ark Back

Remind pupils that David wanted to bring the Ark back so that the people could worship before it. **ASK:** How would you advise David to do it? Let pupils make suggestions. They will probably mention having the high priest cover it with cloths; having four Kohathites carry it on their shoulders; being careful not to touch it; placing it in the holy of holies in the Tabernacle.

David called together the chosen leaders of the cities and tribes and the military officers. He said, "If it seems good to you, and if it is the will of the Lord, let's send word to all the tribes and to the Levites in the cities among them. Let's gather them here. Then let's get the Ark of God, for we neglected it while Saul was king." Everyone agreed enthusiastically.

David constructed a tent for the Ark in the City of David. When the chosen day arrived the leaders of the people gathered and began their joyful trip to Kirjath-jearim, to the home of Abinadab where the Ark had been for many years. They hitched oxen to a brand-new cart made especially for the occasion and carefully placed the Ark on it. (Refer to illustration C.)

As the procession began, David and his men sang loud, joyous songs of praise. The music of lyres, harps, cymbals and trumpets added to the sound of their voices. Uzza and Ahio carefully drove the oxen with their precious load. Suddenly the dancing and singing were interrupted by a



cry and shouting. David turned and saw a crowd gathering at the side of the cart. He ran to the edge of the crowd and worked his way through. He perhaps heard snatches of conversation as: "... trying to keep it from falling," "It lurched to the side like this," "Is he dead?" "... would have broken to bits if he hadn't stopped it!" When David reached the center of the crowd he saw what had happened. Uzza, who had tried to keep the Ark from falling to the ground, was dead.

David was numb with shock. Then he became angry. It was so unfair! Of course the ceremony had to be called off. He was becoming increasingly afraid of God and cried, *How shall I bring the ark of God home to me* (I Chronicles 13:12)? He had no answer, so he carried it to the nearby home of a Levite named Obed-edom and left it in his care.

How sorrowful the procession back to the City of David must have been. David must have wondered again and again, "How could God let this happen?" "Why did it have to be this way?"

David probably lived his entire life without answers to some questions about that day. As time passed he began to understand some things. Word came that the Lord had blessed Obed-edom while the Ark was there. David felt confident then that the Lord was pleased to have the Ark brought to the City of David. He called the Levites together and said, "God told us how we should care for the Ark. You Levites are to carry it on your shoulders by the poles. The Lord punished us because we didn't do it that way the first time. I have pitched a tent nearby for the Ark. Have all the Levites sanctify themselves so that you can bring the Ark to the place I have made for it. Choose your best singers to make music with harps, lyres, and cymbals. Have them ready with beautiful songs of joy." The Levites did as David commanded.

David had not figured out all the answers. But when he felt he knew what the Lord wanted him to do he acted. When all was ready he gathered the people, the officers, and the Levites. The Levites all wore their robes of linen. David dressed for this occasion in a robe of linen also. Over it he wore the linen ephod that showed who was the chief of the Levites and priests.

No one was quite sure what would happen this time. Carefully the four carriers lifted the rods and began to walk. (Attach figure 11.) When they had gone a short way without trouble, they sacrificed seven bulls and seven rams in thanks to God. Then the celebration began. The choir sang and played their instruments. The rest of the procession shouted and danced. David sang and danced with all his might. That continued all the way to the gate of the city, through its streets to the door of the tent. When the Ark was in its place, David offered sacrifices, then he offered food to all his guests.

### Do You Wonder Why?

Do you wonder why Uzza had to die when it seemed as though he were doing what God wanted him to do? Three months later David told the Levites, "Uzza died because we didn't handle the Ark the way God told us to." It must have been hard for David when he realized that he had been partly responsible for a man's death. Sometimes when trouble came David felt so lonely he wondered if God cared. Earlier he asked such questions as, *Why do You stand afar off, O Lord? Why do You hide Yourself . . . in times of trouble* (Psalm 10:1, Amplified\*)?

Everyone has things happen to him that make him won-

\*From *The Amplified Bible*, copyright by Zondervan Publishing House. Used by permission.

der if God really cares. Maybe you have wondered whether God cares about you because things have happened that you don't understand. Some of you may have had someone you love very much die. Some of you may have had to live apart from one parent. You have probably wondered why there has to be sickness or why people are hurt.

David had a difficult time always understanding why God did what He did but David learned an important lesson which he shares with us in one of the psalms he wrote. Turn to Psalm 139:1 and read it.

Can you discover what that important lesson is? (God knows David.) What a wonderful discovery. Even though David couldn't understand God, he learned that God understood him. In the next verse he says God knows us so well that He knows everything we do; God knows what we are thinking even before our thoughts are clear to us! God understands us far better than we understand ourselves. (Attach wordstrip 12.) He understands when we have questions and become discouraged because things don't work out for us. Is it hard for you to understand how God is able to do that? It was hard for David, too. Read verse 6.

David also learned another lesson about God. He learned that God is so great it is impossible for man to understand God. Only God is all knowing and all powerful. Only God is so great that He is everywhere. In the next verses David says even if you wanted to, you couldn't go to a place where God is not. God is in the heavens, but He is also on the earth, sky and sea. Darkness can't hide you from God because through it all God sees and loves you. Surely a God who is so great can be trusted to take care of us and our problems even during times we don't understand what is happening. (Attach wordstrip 13.)

Look at verses 17 and 18. God is never too busy to be concerned about us and He constantly thinks about us. David didn't understand God, but he learned not to worry about the things he didn't understand. He obeyed God and trusted God to lead him (see verse 24). (Attach wordstrip 14.)

You may have to go ahead with life, doing as much as you know of God's will, not sure you know all that God wants you to do. But *as you go* He will direct you, as He did with David. (Attach wordstrip 15.)

### PRAYER

Let's thank God right now that we can know Him, and that we can trust Him no matter what happens.

### MEMORY WORK

☐ Assign I Corinthians 13:12 to be learned next week.

☐ Make sure pupils understand that the Bible tells us a great deal about God and how He wants us to live, but there are still many things we, as Christians, can't understand. It is like trying to see something through a frosted glass or a dark glass. You may only be able to see that there is someone behind the frosted glass. When we get to heaven, however, we will see the Lord face to face and understand many of the things which puzzle us today.

### ASSIGNMENT

Return corrected research assignment sheets. Emphasize the importance of each pupil's bringing his biblical research guide to class **next week**. You may wish to mail cards during the week to remind your pupils again.

## LESSON 5

# GREAT THINGS HE HAS DONE

## PREPARATION

### TEACHING AIMS

Teach so pupil will  
**KNOW** that David praised and thanked God for answers to prayer as freely as he made requests.  
**RESPOND** with an increased awareness of answers to his own prayers and thank God for them.

### MEMORY VERSE

*Thou hast turned for me my mourning into dancing . . . to the end that my glory may sing praise to thee, and not be silent. O LORD my God, I will give thanks unto thee forever.* Psalm 30:11,12

### SCRIPTURE

II Samuel 8:1-15; 10:6-19; 12:26-31; Psalms 13; 18; 30

### THINK ON THESE THINGS

It may be startling to realize that the man whom God called "a man after my own heart" was not a man without sin. The Bible has not covered up the faults of God's people, but has discussed them freely.

It was during the period of wars that David met Bathsheba. He had returned to Jerusalem for a time while Joab continued the campaign against the Ammonites. When David was notified that Bathsheba was going to have his child, he tried to get her husband Uriah home from the war to cover up for them. When that plan failed, David had Uriah sent into the thick of battle where he was killed.

When the word of the Lord came to him about his sin, David was contrite. He repented. Later when the child was stricken, David spent the entire period of the child's illness praying, fasting and weeping. When the child died, David went into the house of the Lord and worshiped. Then he returned home, ate for the first time, and comforted his wife. And the Lord was pleased with David's action. Once again we are reminded of the Holy Spirit's work in the hearts of men today. Man's repentance and confession of sin leads to Christ's gracious forgiveness.

Sometimes we are humiliated to think of the things we have done. Sometimes we feel inadequate. Some of us convince ourselves that we are not worthy to teach children. Do as David did—pray about it. Be assured that God can use you. God will be pleased to have you willing to serve Him.

### TEACHING TOOLS

- ☐ Visual aid book; figure 16 and wordstrips 17-29.
- ☐ Materials for making travel folders (see page 8).
- ☐ World map of today.
- ☐ Paper and pencils, colored pencils, rulers.
- ☐ *Everyone Sings, Sunday School Sings* or other songbook with familiar hymns.
- ☐ Poster board or heavy cardboard, scissors, ruler, spring clothespins or paper clamps.
- ☐ Student books.

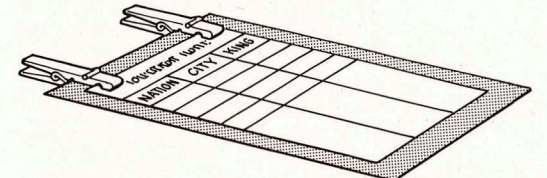
## EARLY TEACHING TIME

CHOOSE what is best for your class.

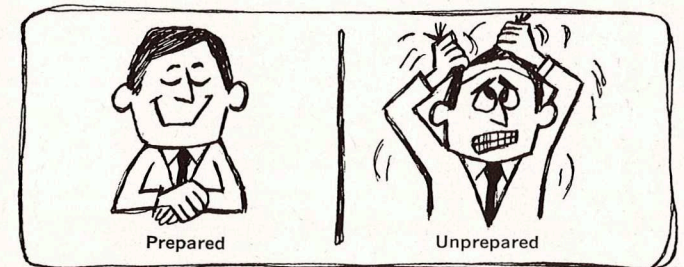
☐ Have pupils complete any unfinished sheets for the travel folder. Arrange sheets in order and attach as directed on page 8.

☐ Have pupils look at a world map of today and locate the following: Jordan, Israel, Syria, Lebanon, El Arish, Egypt, Euphrates River (now called El Furat).

☐ Have pupils make enough lapboards for each member if you do not have tables on which to work. Cut a 10"x12" piece of poster board or heavy cardboard. Clip two spring clothespins or paper clamps at top of each board. Slip a prepared sheet of notebook paper under clamps and the lapboard is ready for use. (See sketch.)



☐ Have the pupils gather around the piano and sing "Holy, Holy, Holy." Let them discuss the meaning of the words and compare them with David's song in I Chronicles 16:8-36.



## CLASS TIME

### PRAYER

Pray that your pupils will be impressed with the authority of the Bible and God's power.

### REVIEW

(Due to the nature of the lesson, the review has been omitted. There is considerable review within the study.)

### BIBLE LESSON

#### Getting Ready to Teach

This lesson is in three parts: Part I is a student's research; Part II is a teacher-directed map study; and Part III is a discussion on answered prayer. Plan your time carefully for all three parts: Part I \_\_\_\_\_ minutes; Part II \_\_\_\_\_ minutes; Part III \_\_\_\_\_ minutes.

In Part I pupils will do research in II Samuel. They will need Bibles (various translations will be helpful), student's books, colored pencils, paper, rulers and erasers.



Part I Bible Study (Research)

Have pupils write at the top of a sheet of notebook paper this title: LANDS THAT DAVID RULED. Have them crease the paper lengthwise into three parts to form three columns. Put a heading at the top of each column:

NATION CITY KING Now ask them to put down their materials and listen.

As soon as David was anointed king of all Israel, he began to strengthen the nation. He conquered the Canaanites in the city of Jebus and took over the city. He drove the Philistines out of Israel and let them remain in a small area along the coast, but they were still his subjects. Some of the cities in the land of Israel still belonged to the Canaanites. David soon drove out the Canaanites from within the Israel boundaries. (Refer to map on page 5 of visual aid book and point out Israel and Judah.) Soon David's power began to extend outside the boundaries of Judah and Israel. See how much information you can find about it in the Bible.

David's Kingdom Became Very Strong

Step 1: Pupils search for information in their Bibles. Allow five to ten minutes for research. Write these references on the board: II Samuel 8:1-15; 10:6-19; 12:26-31. Then instruct pupils to (1) read the Bible passages listed on the board; (2) list each nation that came under David's authority; (3) list their cities and king, if they are mentioned. Encourage pupils to use various Bible translations for easier reading. Explain that you will go over the answers together. Ask them to be ready to tell the verse where they found each answer. Pupils may study independently or in groups of two or three. Step 2: Pupils test their information. Plan to take about ten minutes to lead a discussion of the information. Do not be discouraged if their work is rather inaccurate. ASK: What is the first nation that was mentioned? Did it mention any cities? Any kings? For each response, ask the pupil to read the verse in which he found his answer. If he has trouble, let him choose someone to help him. When each piece of information is confirmed, list it on the board. Have the pupils erase any errors and copy the correct information while you go on. Continue with the above procedure for each nation. Your chart should be something like this:

NATION	CITY	KING	SCRIPTURE
1. Philistines	Metheg-ammah		II Sam. 8:1
2. Moab			II Sam. 8:2
3. Zobah	Beth Berothai	Hadadezer	II Sam. 8:3,8
4. Syrians	Damascus		II Sam. 8:5,6
5. Hamath		Toi	II Sam. 8:9,10
6. Ammon	Rabbah		II Sam. 8:12; 12:29
7. Amalek			II Sam. 8:12
8. Edom			II Sam. 8:13,14
9. Syrians	Beth-rehob Zobah *Maacah Ishtob	Hadadezer	II Sam. 10:6,19
*Not a king. See I Chronicles 19:6. Actually, Maacah, Zobah, and Beth-rehob were probably areas rather than cities, and Zobah is repeated; but it makes no difference in our study.			

Part II Pupils Locate the Areas on the Map

Ask pupils to find the map on the kingdom of David on page 57 of the student book. Make sure the map on page 5 of the visual aid book is visible to all. You are going to locate on the maps each nation listed on the chart above. Follow this procedure with each place: Step 1: Attach figure 16 over the map outline in the visual aid book. Attach wordstrips 17-19 for the color code under "Map Legend." As you talk about each area attach its wordstrip at the side of the map and locate the area on the map. Example: Locate Israel (I) on map; attach name Israel at side (wordstrip 21). Step 2: Instruct pupils to (a) find the corresponding area on their maps; (b) make a straight line across the area with pencil and ruler; (c) print the name of the area on the line; (d) color the area. (Colored pencils are best. Crayons may be used if pupils are warned repeatedly to color lightly. Heavy coloring not only covers the printing, but it flakes off and marks on articles it touches, as Bibles and clothes.) Step 3: Tell the pupils about the area as they follow your instructions to locate, letter and color it. Move around among the pupils as you talk, stopping to give help where needed. Following is some information which you can tell about each place that David ruled.

First we will locate the land of Israel. Judah was the first area to proclaim David king. (Now follow the three steps above.) In this map it includes the area that had been given to the tribe of Judah along with the land that had been given to the tribe of Simeon. Some of the cities of Judah had been taken from the Amalekites and Hittites. Israel includes the area of the other ten tribes. They anointed David to be their king about two years after Judah did. Some of the cities had been taken from the Canaanites. Now we will locate areas that David added to his kingdom. (When you begin discussion of each place, point to it in the chart which you created together.) 1. Philistines. Metheg-ammah (in the "city" column) is a Hebrew word. It is not the name of any city anyone has heard of. The phrase, David took Metheg-ammah out of the hand of the Philistines (II Samuel 8:1), probably means that he took the power over their cities out of the hands of the Philistines. He allowed them to stay in the land of the Philistines. Their kings still ruled, but they were David's servants, or vassals. 2. Moab. David defeated them thoroughly and took over.

3. Zobah; 4. Syrians; and, 9. Syrians: All these people were Syrians. They were also called Aramaeans. There were several kings who ruled here. They seemed to be under one king, Hadadezer. When David conquered them, he sent governors to Damascus, their chief city, to carry out his plans in ruling them. 5. Hamath. Toi, the king of Hamath, sent gifts to King David after the defeat of the Syrians. His own son delivered the gifts. Toi accepted David's authority peaceably. He continued ruling, but as a servant, or vassal, of David. 6. Ammon. This country is mentioned briefly in II Samuel 8:12. The story of its defeat is told in Chapter 10 and the last half of Chapter 12. This is the most complete account in the Bible of David's military strategy. The Ammonites had seriously insulted David by humiliating some of his officials. When they realized what they had done, they feared an attack. They sent huge sums of money (over two million dollars) to the Syrians, asking them to send their armies to help them. When Joab led the army of Israel in an attack on the Ammonite city of Rabbah, he did not know that the Syrian armies had come and made camp on the plain behind him. The Syrians surprised Joab with an attack from the rear. Joab made a quick decision that saved the army of Israel from disastrous defeat. He had his brother Abishai continue the attack against the Ammonite city of Rabbah with the reservist units. Joab took the regular army himself

and charged the Syrian armies. Joab and Abishai agreed to bring their forces to the aid of the other if either proved too weak for the enemy. The Syrian armies fled before Joab's charge. Seeing the Syrian retreat, the Ammonites retreated also. David abandoned his war with the Ammonites for a time to take care of the Syrians. David called up all of Israel's reserve units to go to war against the Syrians. The Syrian king Hadadezer called up the armies of all his vassal kings. There was a great battle. The Syrians suffered great losses, their commanding general was killed, and all the Syrian chariots were destroyed or seized by David. David was the victor. All the Syrian nations came under David's rule. Then David continued his attack on the Ammonites. After fierce fighting, the army of Israel was again victorious. The Ammonites came under David's rule also. 7. Amalek. The Amalekites were in the area that belonged to Judah. It does not appear as a separate area on the map. (There is no wordstrip for Amalek.) 8. Edom. David conquered Edom, south of the Dead Sea, and placed garrisons throughout the country. There are two countries that are not mentioned in the account we read of David's war of conquest. They are, however, listed as countries which entered into treaties with David to be his vassals. They are: Geshur and Tyre. Show the countries that occupy these areas today such as Jordan, Syria and Lebanon. Call on pupils who studied the map during early time to show on a world map the places they located. Explain that these are the countries where David reigned. Point out that the Euphrates and El Arish Rivers were the northern and southern boundaries of the kingdom of David. With all these victories, David became the most powerful ruler in all the world of his day. Egypt had been powerful, but was no longer strong. Assyria was going to become powerful, but was not yet. Part III Answered Prayers Pupils need not stop work on their maps at this point. They will need their Bibles for the rest of the lesson. When they need to look up information, ask them to stop coloring a moment and do so, then continue coloring the map. (If this becomes too difficult, let pupils discontinue map work now, and complete it at home.) ASK: Do you remember how David prayed when he was distressed and in serious trouble? Help them remember that he prayed boldly and frankly. ASK: Do you think David still prayed when he was the most powerful ruler in the world? Let the children offer their ideas; do not comment on them at this time. You will lead the children in a second look at several psalms studied in Lesson 2. These psalms tell how David prayed while in exile, how the prayer was answered, and how David continued to pray. See if you can lead the children to find for themselves the answers to the discussion questions below. Phrase questions of your own to help them. Have a child read aloud Psalm 13:1,2. Remind them of the boldness of that prayer. Have them read the rest of the psalm silently. ASK: Who found where it said that the Lord answered his prayer? What will David do as a result? Verse 6 says the Lord dealt bountifully with David. So David will sing unto the Lord. Have a child read Psalm 30:8-10. Remind them that David's life was in danger. He was asking God to save him from death so that he could praise God. ASK: which verse says God answered his prayer? Verse 11. Have a child read verse 12 aloud. ASK: David knew why God answered his prayer; do you? So that David could sing praise to God and thank Him. SAY: The first seven verses of this psalm make up one of David's prayers of praise and thanksgiving to the Lord for answering his prayer. ASK: Who can read it as you think David must have prayed it? Have a child read Psalm 30:1-7. Then ASK: Does anyone else want to try? How would you read it differently? Lead them to see that David was joyful and full of praise. If you have an inhibited group and no one wants to read it, ask them to read it silently and then listen. Read it aloud yourself joyfully.

Have a child read aloud II Samuel 22:1. Explain that Saul was not his last enemy, but David did consider him his worst enemy. When all of David's prayers of distress had been answered, he prayed this prayer. Have pupils read II Samuel 22:2-4 silently, then look at Psalm 18 and see what they can discover. II Samuel 22:2-51 is virtually the same as Psalm 18:1-50. Have a child read aloud Psalm 18:3,6. ASK: When had David prayed before? What had he prayed? David had prayed in his distress to be saved from his enemies. Have a child read aloud Psalm 18:17. ASK: How was David's prayer answered? The Lord saved him. Have the children read silently Psalm 18:18-25. What had made it possible for the Lord to answer his prayer? David's obedience. Have the children read silently Psalm 18:33-36. ASK: Where did David need this kind of help the most? On the cliffs of En-gedi he needed feet like hinds' (deers') feet, and the path made broader. ASK: Who would like to read his praise of the Lord in verses 46-50? Allow several to have a chance. Ask the children to comment on which reading sounded the most joyous and thankful. Again, encourage the children to volunteer to read, but do it yourself rather than push a child into it. ASK: Now that David was the most powerful ruler in the world, did he still pray? He certainly did. ASK: How did he pray? He praised and thanked the Lord.

Sometimes we think of prayer only as asking something from the Lord. A very important part of prayer is also to thank God for answered prayer and the blessings He gives. David spoke freely and boldly to God but he also was careful to say thank You to God. Look at Psalm 30:11a. Here David remembered that he had been in trouble but God saved him and protected him. Joyfully David said, "You have turned my sadness or mourning into dancing!" The word "dancing" was one way of describing how happy and joyous David felt. Look at verse 12. Because God heard David's prayer, what does David promise to do? (thank and praise God) How long will he give thanks to God? You can learn a great deal from David about prayer. Next week when you pray, remember to talk to God freely about everything: about the things which make you happy as well as the things that bother and upset you. Then think of all the prayers that the Lord has already answered for you. Decide which one you think was the most important to you. Write your own psalm, or poem or paragraph of praise and thanksgiving to the Lord for answered prayer. Bring it next Sunday if you would like me to see it.

You need not give more directions, for the pupils will be given more specific help in their own book this week. You will be talking about the assignment at the beginning of Lesson 6 next week. It would be helpful if you would read the instructions on page 21 of the student's book now and clarify any questions they might have.

PRAYER

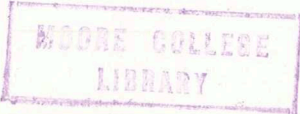
Close the class with praise for the study you have just had together.

MEMORY WORK

Assign Psalm 30:11a,12. This verse has already been discussed in the Bible study.

ASSIGNMENT

Return the corrected research assignment sheets. Alert the pupils to remember to bring their biblical research guides to class next Sunday. Tell them they will be doing some exciting research work in class.





## UNIT II

### LOYALTY TO FRIEND, FAMILY, LEADER AND GOD

#### UNIT AIM

To create within the pupil a response of greater loyalty to friends, family, leaders and to God for Jesus' sake.

#### UNIT AT A GLANCE

Lessons 6 through 9 make up a unit of study on loyalty. Group approval is very important to a fifth grader; therefore loyalty to friends is presented first and proceeds to the greatest loyalty—loyalty to Christ.

The pupil will discover ways he can be loyal to friends, family and leaders, or to those in authority. Because the greatest authority is God, a challenge is presented to the pupil that the real secret of loyalty to others is being faithful, obedient and loyal to Christ.

In Lesson 9 pupils will have an opportunity to work in committees as they review the three preceding lessons. From personalities of David, Absalom, Ittai, Hushai and others, they will review loyalty, disloyalty and the cost of loyalty. Plan well in advance to make Lesson 9 a success.

## LESSON 6

### AT ANY COST

#### PREPARATION

#### TEACHING AIMS

Teach so pupil will  
**KNOW** that David was kind to Mephibosheth out of loyalty to God, and loyalty to a promise he had made to Jonathan.  
**RESPOND** by showing his love to Christ in demonstrating loyalty to his friends by kindness and keeping promises.

#### MEMORY VERSE

*Be thou faithful unto death, and I will give thee a crown of life.* Revelation 2:10b

#### SCRIPTURE

II Samuel 9

#### THINK ON THESE THINGS

What a chance David took with Mephibosheth! For Mephibosheth, with his grandfather's wealth returned to him and his placement within the palace, could have been a threat to the security of David's reign. David, however, felt secure in God's promise that he was to reign, and he was trusting himself to God. He had promised Jonathan to show kindness to his family, and he kept his promise despite the risks.

David was shrewd enough to realize that Mephibosheth might not share the same feelings his father had had for David. For one thing, the young man might have been

reared in an atmosphere of hatred. He had been lame since the accident during that terrifying flight the day of his father's death. He had been reared without Jonathan's tempering influence. Saul's relatives could have taught Mephibosheth to be an enemy of David as well as of the Philistines who had made him fatherless.

Nevertheless, David, at the first chance, initiated proceedings to locate Jonathan's descendants. When he found that Jonathan had a living son, he restored his wealth to him and brought him to live in the palace like a prince.

David's actions speak to us of loyalty. It was not convenient or even safe for David to keep his agreement with Jonathan. Yet David had cared about Jonathan. Jonathan had risked something to help him, but David hadn't been able to do much for Jonathan while he lived. Now he wanted to do as much for him as he could, even though it had to be after his death. David was willing to take the risk.

To whom do you owe loyalty? For what reasons? Are you able to GIVE to them? Or do you wish people wouldn't do things for you because you later feel you owe them something you don't want to give? Think about it and pray about it. People around you need your loyal friendship, and so do the children you teach.

#### TEACHING TOOLS

- ☐ Visual aid book. (See inside front cover of visual aid.)
- ☐ Paper and pencils.
- ☐ Materials for making a loyalty poster: poster board, felt pens or crayons, newspapers, magazines, scissors, paste.
- ☐ Materials for making a chart of biblical names: long sheet of shelf paper, wrapping paper, ruler, felt pen.




#### EARLY TEACHING TIME

CHOOSE what is best for your class.

☐ If pupils have not written a psalm, poem or paragraph of praise and thanksgiving for answered prayer, let them do so now. (See Review to discover how this activity will be used in class.)

☐ Have pupils begin making a poster for Unit II showing loyalty in our times. Divide a large poster board into four equal columns. Print title at top such as, "Showing Loyalty." Print headings above each column: "Friends," "Family," "Leaders," "God". Now let pupils look through newspapers and magazines to find pictures and/or articles that show loyalty to friends. Let them paste these items on the poster in the column under "Friends." (See sketch.)

SHOWING LOYALTY			
Friends	Family	Leaders	God
			

☐ Have two pupils prepare a chart of biblical names with their respellings. With yardstick and pencil, mark one-inch lines on a long sheet of shelf paper or wrapping paper. Using a felt pen, copy all names and their respellings as found on page 29 of the student's biblical research guide. Display for class time use.



#### CLASS TIME

#### PRAYER

Ask for specific things for which you might give thanks and open the class with prayers of praise.

#### REVIEW

Ask volunteers to show the psalm, poem or paragraph they wrote last week. Do not require it, for some may

feel it is private. Some will want to share it. Give each of them warm praise for his attempt. You may want to use some of them in the Sunday School worship service.

If some feel they did not receive an answer, suggest that it might be because they haven't prayed for anything specific. If some wish to make an unanswered prayer a matter of group prayer, pray with them about it now. Help them develop ideas about how to pray about it privately later today. Encourage them with the fact that David waited a long time for some answers. Rejoice with those who have had answers and help them think of a way to praise and thank God for His answer.

#### Getting Ready to Teach

There are a number of difficult names in the next few lessons. One of the suggestions in Early Teaching Time is that several pupils prepare a chart of the names with their respellings. If it is impossible to use the assignment in early time, make the chart yourself; although it would be helpful for the pupils to do it for they would gain a great deal from the experience.

Display the chart for the class period where all can see. Go over the chart with the class, pronouncing each name for them and having them pronounce it softly together. A few minutes' careful work here will make everyone's reading easier for the rest of the lesson. Use the chart again in later lessons.

Show pupils the section of work with phonetic respellings in Lesson 6, page 26, of their book. Suggest that if they do that section first, it will make all the readings and working which they will do at home this week easier for them.

You will find the events of Jonathan and David's friendship presented again briefly in this lesson in an effort to help the pupil understand more adequately the loyalty of David to Jonathan in David's dealings with Mephibosheth. This will help the pupil to see that David's loyalty was carried on even after Jonathan's death. Draw upon the pupil's memory of these events as much as possible.

#### BIBLE LESSON

When David had finished making war, he called his advisers together and consulted them on an important matter. Turn in your Bible to II Samuel 9:1 to find what concerned David. (Have a child read it aloud. **ASK:** What does he mean "for Jonathan's sake"? Let pupils tell all they know of the loyalty David felt toward Jonathan. Proceed with the following story, building around what pupils have said.)

Although David was now a grown man and a strong military leader, his friendship with Jonathan began when both he and Jonathan were young men. After David's amazing defeat of Goliath, Saul (Jonathan's father) called David to him for he wanted to hear David's story of the battle. When Jonathan heard David's story, he knew he wanted David for a friend.

Can you see any ways in which Jonathan and David were alike? (Wait for pupils' ideas, then build on them.)

Jonathan himself was a very brave young man. You probably remember that once he took only his armorbearer with him and attacked a whole garrison of Philistines. Jonathan was also a successful military officer. He once led a battalion in a crucial victory over the Philistines. (See I Samuel 13:3.)

Jonathan was a man who had faith in God. You may remember that he once told his armorbearer that nothing could stop the Lord; God could win a battle with a few or many soldiers if He wished. (See I Samuel 14:6.)

When Jonathan first met David he must have seen some of his own characteristics in David. Both were outstanding young men: outstanding in personal bravery, in military leadership, and above all, in their faith in God. The two men probably understood one another's hopes, joys and ambitions better than anyone had before.

When Saul ordered David to remain with him, David



became an officer in Saul's army. David's days as a shepherd were ended and his military career had begun. It was during those days that David and Jonathan became well acquainted. They each grew in admiration for the other.

Since Jonathan was the prince, it was up to him to make friends when David first came to Saul. Do you remember what he did? It may sound strange to you that Jonathan gave him his robe, armor, sword, bow and belt. David, however, understood well what it meant. Jonathan was paying David a great honor and receiving him on equal basis as a friend. So they agreed to be friends forever.

Before much time had passed, Jonathan began to see that Saul was treating David very badly. One day he was horrified with the orders his father gave him: "Kill David!" Saul had told all his servants, "Kill David!" Jonathan warned David to hide, then he tried to calm his father. He warned Saul, "Don't commit this sin against David, for he has done only good to you."

Saul listened to his son and admitted that Jonathan was right. Saul promised he would not kill David.

When there was war again, David had great successes as an officer for Saul. Saul's gratitude was swallowed up by his jealousy. He again ordered to have David killed; but this time he kept it a secret from Jonathan.

David went to Jonathan and asked for his help. He asked Jonathan to find out if Saul was really trying to kill him. David was asking a lot. For both young men had begun to realize that David would be the next king. Saul wanted to be king; and he wanted Jonathan to be the next king. That made Saul an enemy of not only David but of all who helped David. So Jonathan not only helped his rival, but he risked his father's anger to do it.

There was something else also. It was the accepted custom in those days for a king who took over a throne to kill, not only the former king, but his sons and relatives as well. (See II Sam. 9:7.) Had it been any man but David, Jonathan would have been certain of death when David became king. But Jonathan and David were sure enough of each other's friendship that they could discuss the problem freely. They talked it over and promised not only safety to each other, but loyal friendship to each other and his children and grandchildren whatever should happen.

What did Saul do when Jonathan talked to him about David? (Help pupils recall that Saul, realizing that his son was on David's side, furiously flung his spear at Jonathan, his own son!)

Jonathan was heartbroken. What a loyalty problem he faced. He owed a loyalty to both David and Saul. Under these circumstances it would be very difficult to be a loyal friend to David and a loyal son to his father the king.

You perhaps remember the signal David and Jonathan had agreed upon by which Jonathan got word to David that the danger was great. Both men talked together and wept together. Read their parting promise to one another in I Samuel 20:42. (Ask a pupil to read it aloud.)

The two friends saw one another only once more. It was when David first took his army to Ziph in the wilderness of Jeshimon. You can read about the last time the two friends saw one another in I Samuel 23:15-18.

Have the children read it silently. ASK: What plans did they have for the future? that David would reign as king of Israel; that Jonathan would be his chief adviser. ASK: What do you think their covenant, or promise, to one another was? (Refer them to I Samuel 20:42.) Probably to continue their friendship to one another and to one another's children.

ASK: Do you know whether their plans for the future worked out? If they do not remember that Jonathan was killed while David was still a fugitive (in Ziklag), have them read I Samuel 31:1,2; II Samuel 1:11,12,17-19. They were never together again.

## Loyalty Which Continued

During his lifetime Jonathan had proved his loyalty to David. Now later, when David was king and there was peace for a time, he had a chance to demonstrate his loyalty to Jonathan. David probably knew that Jonathan had a son who was five years old at the time of Jonathan's death on Mt. Gilboa and that the son would be a young man by now. David may have known that the child had been injured in a fall at that time as his nurse tried to flee with him to safety; that the boy's feet had been crippled. But whether he was still alive and where he was were certainly a mystery. See if you can solve the mystery.

## Research in the Bible

*Instruct pupils* to: (1) find the eight questions on page 25 of their student books (ask those who have books to share them with those who forgot to bring theirs); (2) find answers to the questions in II Samuel, Chapter 9; and (3) write answers on a sheet of notebook paper. Tell them they may ask their neighbor for help if they need it.

Do not insist on complete sentences or worry about spelling. Stop in fifteen minutes or sooner if a few finish. First read the chapter aloud to them as they follow along. Then let them find answers to the questions. The questions on page 25 of the student's book are:

1. Who knew Jonathan's son?
2. What was the name of Jonathan's son?
3. With whom had he been staying? Where? Can you figure out why he had not gone back to Gibeah?
4. In verse 7, read David's first words. Why do you think he said it? Why should Mephibosheth feel that way?
5. What two things did David promise Mephibosheth?
6. What instructions did David give to Ziba? "All that belonged to Saul" was the family estate at Gibeah. How many men would run it for Mephibosheth?
7. Where did Mephibosheth live after this?
8. Can you see any danger David was facing in this?

*Discuss the answers* to the questions with the pupils. Work with one question at a time. Ask for a volunteer to tell his answer. If it is too incomplete, ask if someone can add to it. If it is questionable, ask him to read from the Bible the part that gave him the idea. See if other pupils can clear it up before doing so yourself. When a child finds the answer or part of the answer, praise his effort for good thinking or good ideas. If a child's idea is in error, praise him for being willing to share his idea and get the rest of you to thinking.

Below are *answers to the questions*. Answers are correct which say the same thing although in different words. Matters in parentheses are not in Chapter 9 but can be used by you to extend or clarify ideas.

1. Ziba. (It appears that he and his sons and servants had been running Saul's estate at Gibeah.)
2. Mephibosheth. (mi-fib'-uh-sheth) (sometimes called Maribbaal).
3. with Machir, the son of Ammiel. In Lo-debar. (It was east of Jordan near Mahanaim, to which Abner had taken Ishbosheth, anointed him king of Israel, and ruled with him for two years.)
4. because Mephibosheth showed that he was frightened. He had a reason to be; for, as we mentioned before, the custom was to kill the relatives of the former king. (Live relatives of former kings often tried to take back the throne by force.)
5. First, David returned to him all the land of Saul. Second, Mephibosheth would eat at the king's table from then on. (That meant he would live at the palace as one of the king's own sons.)
6. that he and his sons and his servants should till the land of Saul's estate and give its earnings (which were very substantial) to Mephibosheth.
7. at Jerusalem with David.
8. Mephibosheth was the son of Jonathan, but also the grandson of Saul. David had no way to know whether he would return David's kindness with kindness as Jonathan would have, or take advantage

of it and try to take the throne away from David as Saul would have. There were still people in Israel who would prefer to be ruled by a descendant of Saul rather than by David.

## Loyalty to Friends

Who would have known had David not kept his promise? No one but David and the Lord. David was a man of his word and it mattered to him that he kept it. He had learned long ago that this is what God expected. One of the main reasons he was loyal was because he loved God.

Sometimes it isn't easy to be loyal because it will cost something or there is a risk involved.

Jonathan risked a great deal to be a loyal friend to David. According to the custom of that day, Jonathan was in line to be the next king. But God had already chosen David to be king. Jonathan could have been upset and disloyal to him because David would have the position that by custom, belonged to Jonathan. Jonathan, however, was loyal to his friend—he cared about his friend. He put his own life in danger to help David escape.

David also risked a great deal to be a loyal friend to Jonathan. Mephibosheth was the only son of King Saul's eldest son. In most countries that would make him the rightful king. By giving back to him his father's estate, David put into his hands enough wealth to begin to build an army and to plan a revolt. There were still people who preferred Saul's rule to David's—particularly officials who had been put out of office when David began to reign. David created some danger by moving Mephibosheth right into his palace. But Mephibosheth was the beloved son of the person whom David had admired most in his life. His kindness to Mephibosheth was the only way he could show kindness to Jonathan—it was what Jonathan had requested should he not live to see David reigning. Despite the risk, David was loyal to his friend.

## Your Own Friends

Having friends is one of the most important things to boys and girls; and keeping them is often one of your greatest problems. Sometimes you feel it isn't worth the trouble or the risk.

(Refer to illustrations A and B in visual aid book, page 6.) Do you know anyone like Susan and Debbie? They are good friends. They like to play together after school. They try to get on the same teams for games. One day their teacher told their class that they would be electing new class officers in a few days. She asked them to be deciding who would do a good job.

At lunch several girls came to Susan and asked her if she thought Debbie would like to be president. They said they wanted to nominate her if she would accept.

At first Susan felt very bad, because she wanted to be president and had hoped the girls would think of her. Then she thought of how pleased Debbie would be to be elected.

*Lead a discussion* of Susan's responsibility to her friend. ASK: What do you think Susan should do? For each response ask: Why? Is there any way that that would hurt Susan? Is there any way that that would be good for Susan?

Listen to all their ideas. Allow them to agree or disagree with one another's ideas. Encourage the discussion to go in the direction of these conclusions: If Susan cares about her friend, she must be loyal to her and tell the girls that Debbie would be very pleased. It will cost her something, probably the presidency. (There is still the possibility that someone will nominate Susan and she will be elected, but at least she will be disappointed for a few days.) But the friendship with Debbie will continue to give her a lot of satisfaction. And she will have many chances to run for president.

Pupils may say Susan should tell the girls the truth and add that she would like to be president too, and they may be right. But trying

to talk them out of nominating Debbie would be disloyal. A friend should be loyal.

(Refer to illustrations C and D as you tell the story of Ted.)

Ted had worked very hard to be the regular first baseman on his Little League team. He and his best friend, Richard, had played with the team all last season when they came in second. They had thought that this year they were bound to be champions. But when practice began this year they found that several of their best players had moved away. The team was doing badly. Ted and his friends on the team were discouraged.

One day Ted found that the new boy in his class had already played two seasons of Little League. Excitedly he told Richard, "We should get him to be on our team! We need someone like him!"

Richard answered, "I heard him talking about it; he played first base. He might take your place."

Ted knew it would mean a lot to Richard and all his friends on the team to be champions this year. But getting the new boy on the team might mean that Ted would have to play outfielder or sit on the bench most of the game.

*Lead a discussion* of Ted's responsibility to his friends. ASK: What do you think Ted should do? For each response ask: Why? How might that be bad for Ted? How might that be good for Ted?

Listen to pupils' ideas. Do not offer any yourself if there is any way to avoid it. Encourage the discussion to go in the direction of these conclusions: To be loyal to his friends, Ted must do what he can to strengthen his team. He should invite the new boy. The boy might take Ted's position and move Ted to outfield or to second string where he would play one inning per game. (Don't let pupils get carried away with the idea that Ted could practice a lot and get better than the other boy; he might, but many boys simply cannot be outstanding players. Ted needs to try hard, but he also needs to understand his limitations.) On the other hand, the boy more likely is needed in another position; if he is good he could adjust to another base. In either case Ted will have some share in a better team and perhaps the championship. Some of his friends will recognize that Ted is a valuable friend.

## The Secret of Loyalty

As a summary of our discussion on loyalty to friends, let's look at the memory verse in Revelation 2:10b. This verse also speaks of loyalty but it isn't to friends. To whom are we to be loyal? (to the Lord Jesus Christ) When you ask Him to save you from sins, the Lord Jesus becomes your Saviour; He gives you a new life, and your goal now is to follow Him. In this verse the Lord Jesus asks that we be loyal and faithful to Him for the rest of our lives.

This is really the secret to loyalty to others. As you follow Christ you will want to be loyal first of all to Him; then because you love Him, the Lord Jesus will give you the power to be loyal to your friends. He will also help you to know where your loyalty should be in each situation. So if you are loyal first of all to the Lord Jesus Christ, you will find it much easier to be loyal to your friends.

## PRAYER

Let's bow our heads now and ask the Lord to teach us to be loyal first to Him and then to our friends.

## MEMORY WORK

Assign the memory verse, Revelation 2:10b, to be learned this week. The verse has already been discussed.

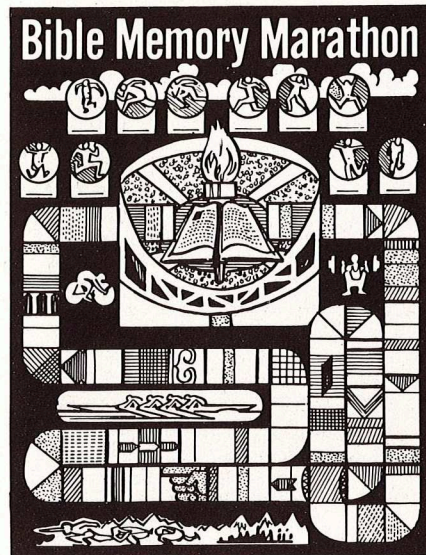
## ASSIGNMENT

Return the research assignment sheets which you collected and checked last week. Clarify any questions the pupils may have found difficult.



## FIFTH GRADE MEMORY COURSE —BIBLE MEMORY MARATHON

Use an Olympic theme to interest your pupils in "pressing toward the mark" in a memory work marathon. As assignments are completed, individual runners move certain distances on the marathon course. Display a Bible Memory Marathon poster in each classroom on which the pupils can visualize their individual progress by placement of runners and by adding colored coding dots and pennants to the poster. Write each pupil's name in the space provided below a numbered runner. Each marathon runner will be identified by his number throughout the course. (See sketch.)



The required memory work assignment is the memory verse for each week's lesson. These assignments are given in both the teacher's and pupil's books, as well as on the memory list cards (two sets of memory list cards provide a simple reference and record system, one card for each pupil and one for his department file. Extra honor assignments, including four songs, and completed pupils' books will also earn credit for advancement in the marathon. All the work can be easily completed if the assignments are done regularly. It is important to encourage your pupils to make rapid and consistent progress in the memory course. Get them off to a good start! (See the poster kit instructions for complete information.)

### POSTER KIT

Each kit contains materials to supply ten pupils for an entire year's Bible memory course. Complete instructions are included for displaying and using the poster.

### PROCEDURE

Select an adult to be memory work chairman (if necessary, organize a memory work committee of several people) to hear the pupils recite each week. Those chosen for this task may be people who wish to serve in some way but who cannot take the responsibility of a class. The memory work should be recited before and/or after class time so there are no interruptions during the lesson period. It may be feasible to have a pupil learn several verses before reciting to a "listener."

The chairman will be responsible for keeping an accurate permanent file of memory list cards for the department. When the pupil has memorized an assignment, he will report to a member of the memory work committee. This person must insist that the passage be recited perfectly with the reference. When a pupil has completed an assignment satisfactorily, it is indicated on the department file card and on the pupil's card.

Distances are gained in the marathon as follows:

- Required verse— $\frac{1}{4}$  mile
- Song (extra honor)— $\frac{1}{4}$  mile
- Scripture (extra honor)— $\frac{1}{2}$  mile
- One completed pupil's book—1 mile

Colored coding dots and pennants will be added to the poster in recognition of quarterly achievement. The coding dots (to be attached beside appropriate runner at top of poster) will be awarded as follows:

- red coding dot—13 required verses
- yellow coding dot—one extra honor (Scripture)
- blue coding dot—completed pupil's book

For each pupil who earns all three coding dots in a quarter, a colored pennant numbered to correspond to his runner will be attached to the poster stadium as follows:

- green—first quarter
- blue—second quarter
- yellow—third quarter
- red—fourth quarter

Each teacher should be responsible for keeping his poster up-to-date. The pupil's runner may be moved the distance gained each week, or the accumulated distance gained each month. In order to assure an accurate record, the memory work chairman should prepare a monthly progress report for each class.

### TEACHER, MAKE THE FINAL QUARTER COUNT

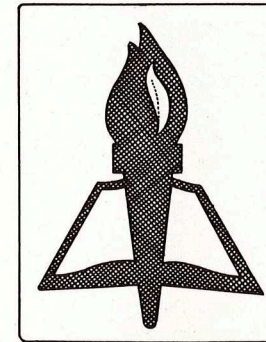
Your genuine interest will be of vital importance during this final quarter. Check on each pupil's progress NOW; give whatever assistance is needed. Plan how you will recognize the winners and those who have made some effort in memorizing Bible verses, but who have not quite attained an award. Praise them for work well done!

### MEMORY WORK FOR FOURTH QUARTER

Memory verses:	Lesson 1	Ecclesiastes 3:1,7,8
	Lesson 2	Psalms 6:8b,9
	Lesson 3	Psalms 143:8
	Lesson 4	I Corinthians 13:12
	Lesson 5	Psalms 30:11a,12
	Lesson 6	Revelation 2:10b
	Lesson 7	Galatians 6:7
	Lesson 8	Luke 12:48b
	Lesson 9	Proverbs 11:13
	Lesson 10	I Chronicles 28:20
	Lesson 11	James 1:5
	Lesson 12	I Corinthians 6:19,20
	Lesson 13	I Kings 8:23
Extra honor:		Ecclesiastes 3:1-6,8
		Psalms 30:1-6
		Psalms 30:7-12
		Isaiah 55:6-9; I Chronicles 16:8-10
		Song—"Holy, Holy, Holy"

### ACHIEVEMENT AWARDS

Department "finish" and "extra honor" awards will be given at the end of the fifth grade year. The "finish" award is a beautiful blue and white emblem\* bearing the Bible Memory Marathon symbols of the open Bible and a torch (sketch a). The "extra honor" award is a gold-plated pin\* which may be worn proudly on the clothing or attached to the "finish" award emblem (sketch b).



"Finish Award"



Extra Honor Award

Achievements required for the "finish" award:

- Fifty-two required verses—13 miles
- Extra honor assignments—2 miles
- Four completed pupil's books—4 miles
- Total—19 miles

Achievements required for the "extra honor" award:

- Fifty-two required verses—13 miles
- Extra honor assignments—9 miles
- Four completed pupil's books—4 miles
- Total—26 miles

\*Available at your Sunday School supplier.



### BIBLIOGRAPHY

#### For the Fifth Grade Reading Table

McELRATH, WILLIAM N. *A Bible Dictionary for Young Readers*. Nashville, Tennessee: Broadman Press, 1965.  
MORSLEY, H. V. *Junior Bible Archaeology*. New York: The MacMillan Company, 1956.  
YADIN, YIGAEI. *The Art of Warfare in Biblical Lands, Vol. II*. New York: McGraw-Hill Book Co., Inc. 1963.

#### For the Fifth Grade Teacher

(Some books on this list are available in public libraries. There is an Inter-Library Service at most public libraries making available to you a book from any public library in the country for a ten cent fee or from the Library of Congress for a fifty cent fee.)

DOUGLAS, J. D., editor. *The New Bible Dictionary*. Grand Rapids: Wm. B. Eerdmans Publ. Co., 1962.  
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PFEIFFER, CHARLES F. *Baker's Bible Atlas*. Grand Rapids: Baker Book House, 1961.  
*Sunday School Sings*. Glendale, California: Praise Book Publications, 1957.

*The Sacred Land*. (A unique system of interleaving color maps, Field Enterprises Educational Corp.) Philadelphia: A. J. Holman Company, 1966.  
UNGER, MERRILL F. *Unger's Bible Handbook*. Chicago: Moody Press, 1966.  
YADIN, YIGAEI. (listed above.)

### LEADING A PUPIL TO CHRIST

The age at which a boy or girl grasps the meaning of personal salvation depends somewhat on his training and background. Some boys and girls, especially from Christian homes, will be ready to receive Jesus Christ as Saviour and Lord earlier than others. Pray that the Holy Spirit will give you wisdom and will make you sensitive to every pupil's spiritual need. Remember that salvation is a supernatural work of the Holy Spirit. Unless God himself is speaking to the child, he cannot become a child of God.

Boys and girls can be easily influenced to follow the group. Therefore, avoid group decisions. Rather, plan for personal counseling and pray individually with any child who is ready to trust the Lord Jesus Christ as his Saviour.



Follow these basic steps in talking with the pupil:

1. Explain simply how to ask Christ to become his personal Saviour. Show him what God says in his Word.
  - a. God loves you so much that he wants you to be with him now and always (John 3:16).
  - b. Those who do wrong do not please God, for God is perfect and good. God's Word for wrongdoing is "sin." God says you have sinned (Romans 3:23), that sin will destroy your life and sin must be punished (Romans 6:23).
  - c. God loves you so much he sent his Son the Lord Jesus Christ to be punished in your place—to die on the cross for your sin (I Cor. 15:3) so that you can do the things that please God.
  - d. When you are really sorry you have sinned and you want to stop doing wrong and you believe Jesus Christ died on the cross for your sin, God forgives you. You become a member of God's family (John 1:12) because Christ is your Saviour.
2. When the pupil in simple faith trusts Christ and believes that Jesus Christ took the punishment for his sin, encourage him to thank God in his own words that Jesus did this for him.
3. Explain further that when a Christian (the name of those who are God's children) sins, he should tell God of the sin and ask God to forgive him for Jesus' sake (I John 1:9).
4. Encourage the pupil to tell others that he trusts Jesus Christ as his Saviour and has become a Christian.
5. Explain to the pupil that he may grow spiritually
  - a. by reading the Bible—Psalms 119:11
  - b. by praying—Philippians 4:6
  - c. by obeying God—James 1:22

As soon as possible, visit the pupil's parents and explain to them the child's decision. Talk with them about how they can guide him in his spiritual growth.



## LESSON 7 ME FIRST!

### PREPARATION

#### TEACHING AIMS

Teach so pupil will  
KNOW that because of selfishness Absalom was disloyal to his father David, and to his family.  
DISCOVER ways he might learn to be loyal to his own family because he loves the Lord.

#### MEMORY VERSE

*Be not deceived; God is not mocked: for whatsoever a man soweth, that shall he also reap. Galatians 6:7*

#### SCRIPTURE

II Samuel 15-19:15

#### THINK ON THESE THINGS

David had placed Saul's grandson, Mephibosheth, in the palace. It was from him that David should have feared treason. When treason came, the traitor was his own son! What a heartbreaking tragedy!

There is a telling phrase about David's relationship to his sons in I Kings 1:6, *And his father [David] had not displeased him [Adonijah] at any time in saying, Why hast thou done so?* David had never questioned his sons' actions! His indulgence helped make of Absalom a man unable to adjust to the realities of life.

Every generation has had its share of children who long for their parents to show their love enough to correct them. Children interpret lack of guidance as lack of love. Although boys and girls need enough freedom to develop as individuals, they also need guidance.

Know your pupils as individuals and encourage their individuality. But let them know what is the expected behavior in Sunday School. When they stray too far, kindly but firmly (and privately) deal with the matter. It will be reassuring to them to know you care.

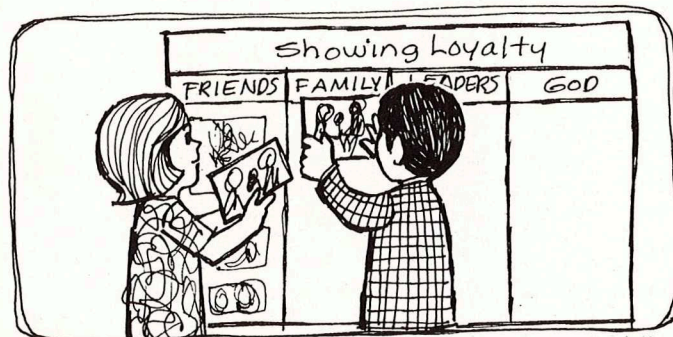
#### TEACHING TOOLS

- ☐ Visual aid book; wordstrips 30-39. (See inside front cover of visual aid book for instructions.)
- ☐ Materials for making a loyalty poster (see page 20).
- ☐ Chart of biblical names (see page 21).
- ☐ Materials for making puppets: cloth or heavy paper, colored yarn, large needle, felt pen or crayons.
- ☐ Paper and pencils.

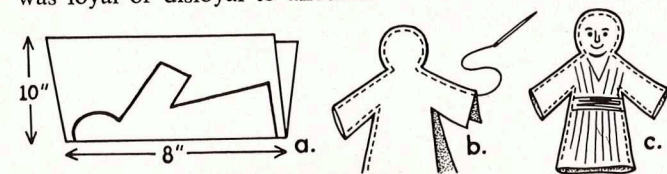
### EARLY TEACHING TIME

CHOOSE what is best for your class.

- ☐ Let pupils continue work on the loyalty poster (see page 21). Let them find pictures and/or articles that show loyalty to family. Paste these items to the poster in the column under "Family."



☐ Let pupils make simple hand puppets to depict King David, Hushai, Absalom and Ahithophel. Fold a piece of paper in half and cut a pattern as shown in sketch a; unfold. For each puppet cut two patterns, using cloth or heavy paper. Stitch around the edges with colored yarn (sketch b). Draw facial features and clothing with felt pens or crayons (sketch c). If more time is necessary, let pupils finish puppets at home. Tell them to be prepared to use the puppets next week and tell how each person was loyal or disloyal to another.



☐ Have pupils write a paragraph to express what they think Mephibosheth may have felt before and after his meeting with King David. (Refer pupils to II Samuel 9: 3-11.)

☐ Give slips of paper to pupils and have them complete the sentence, "A friend is loyal who is . . ." Tell pupils to save their sentences to share during class time.



### CLASS TIME

#### PRAYER

Pray that the Holy Spirit will guide you and your pupils as you study God's Word together.

#### REVIEW

Put up again the chart of names and phonetic spellings. Go over them *briefly*, in the same way as last week, before beginning the lesson.

How did David show his loyalty to Jonathan in his dealings with Jonathan's son? (Let pupils recall as much as they can. Have them share any paragraphs they may have written about Mephibosheth as suggested in Early Teaching Time.)

#### POINT OF CONTACT

"Me first!" Are you often tempted to shout these words as you and your friends get ready to play a game? Do you often use these words at home with your brothers/sisters? How do you feel about a person who always says, "Me first"? (Wait for comments. Point out that these words are usually symptoms of selfishness.)

A selfish person is usually not a person one would expect to be loyal; he thinks of himself first. What words would you use to describe a *loyal* person? (Pupils may mention such words as reliable, true, trustworthy, faithful. Let those who may have worked on this activity in early time share their work now.)

Today you will meet a man who was so concerned about getting the best for himself he was disloyal even to his own father! Watch and see what happened in David's family.

#### BIBLE LESSON

David had a large family. Like most fathers, David loved his children very much. Although he was a good king and military leader, David often spoiled his children. (See I Kings 1:6.) Perhaps David was so busy with wars he did not have time to spend with his family.

Absalom, one of David's sons, was a strong-willed young man. When he wanted something he usually took it, even if it meant hurting someone to get it.

One of the things Absalom wanted very much was to be king. He may have known David had promised the kingdom to his youngest son, Solomon. To become king, Absalom had to overthrow his father and keep his brothers from the throne, but that didn't stop Absalom! He carefully planned each step. Read II Samuel 15:1. The chariot and horses were part of his plot, for every king had them. By living like a king now, he wanted everyone to know he would soon be the ruling king!

#### Absalom Continues to Plot

Absalom did another thing in his clever campaign to get the throne. Find II Sam. 15:2-4 and read it silently. Where was Absalom? (Each morning he stood at the palace gate.) He stopped anyone who came to the palace with a complaint and sympathized with the person. "You have a good claim there," he said, "but the king won't see you; neither has he an agent who will listen to you."

Then Absalom boasted, *Oh, that I were judge in the land! Then every man with any suit or cause might come to me, and I would do him justice* (verse 4, Amplified)!

King David no doubt was so busy with other state affairs, he did not realize what was going on. The dissatisfied or unhappy people were pleased with Absalom's promises and some bowed before him. When they did, Absalom kissed their hand, as if he were their friend. All the time he was working for his own selfish gains. He wanted an army to help him take the throne from his father. Day by day, for four years, Absalom tried to turn the people of Israel against their king, David.

One day Absalom requested permission from his father to go to his birthplace in Hebron to keep a promise he had made to God while he was in Geshur. He said he wanted to worship the Lord and to offer sacrifice. Absalom was lying to David. He wanted to go to Hebron—not to worship, but to begin a revolt against his own father! Not

realizing that Absalom was lying David said, "Yes, my son, go in peace to Hebron."

Absalom invited two hundred friends and started to Hebron at once. Others followed later. Most of these people did not know of the plan for a revolt. Absalom sent secret messengers through all the Israel tribes saying, *As soon as you hear the sound of the trumpet, then say, Absalom is king at Hebron* (II Samuel 15:10, Amplified).

#### The King Flees from the City

Soon messengers rushed to David with the news that Absalom was marching into the city with an army to take over the kingdom. David was surprised and shocked! Quickly he made plans to leave the city. It would be better to fight outside the city; the city would not be destroyed, and it gave David more time to organize his troops.

Since Absalom had been stirring up the people, David could not trust too many to help him. His servants and the men in his standing army were loyal. Look at verse 15 to see what they said. (Let a pupil read it.) With his servants and standing army, David fled the city.

The priests, too, were loyal and went with David for a short distance carrying the Ark of the Covenant, but David sent them back. They could help get news of Absalom's activities to David. Two young men, Ahimaaz and Jonathan (not David's friend), would become messengers and take the news to David.

Absalom was clever, but David was also shrewd. He left one of his men, Hushai, in the city. Hushai pretended to be Absalom's friend but he was really a spy for David. Hushai planned to work against Absalom and to delay him. This gave David more time to complete his plans.

#### Absalom Enters the City

Absalom came into the city with Ahithophel, one of David's former men, as his counselor. David's loyal friend Hushai met Absalom and made him feel very welcome. He tried hard to make Absalom feel he was on his side. In making plans for their next move, Ahithophel's advice to Absalom was to follow King David at once. "Let me go out tonight," he said. "I'll take twelve thousand men and we'll make an attack tonight while King David is tired and his men are worn out. We can complete the capture at once!"

Absalom was pleased with the advice but he said, "Now call Hushai and let's hear what he says."

When Hushai heard what Ahithophel had said, he thought quickly. He knew an immediate attack would surely defeat David, for he had had no time to organize his troops! Calmly Hushai said, "The advice you have received is not good at this time. You know your father and his men are mighty men. Right now they are as angry as a mother bear robbed of her cubs! Besides, your father is an expert in war. He won't wait around with the people, and all Israel knows that." (Have a pupil read II Samuel 17:8-10.) Hushai let them believe they would be more certain of victory if they waited and Absalom accepted his advice.

Hushai knew that Absalom was very fickle and would easily change his mind. At once he sent the messengers, Jonathan and Ahimaaz, to David with the message, "Cross over the Jordan at once!"

David and his men were safe in the city of Mahanaim many miles away by the time Absalom reached the river.

At Mahanaim more of David's friends joined him until he had a good-sized army. It was still not as large as Absalom's but David's men were experienced military men who had fought under David before. Much as David disliked fighting his own son, he knew there was only one thing to do—to fight back. David divided his men into three battalions under the leadership of Joab, Abishai and



Ittai, and sent them to meet Absalom. David wanted to go to battle too, but the people said, "You are worth ten thousand other men. You must stay in the city and help from there."

As the men left, the people heard David tell the captains, *Deal gently for my sake with the young man Absalom* (II Samuel 18:5, Amplified). David was still loyal to his son and loved him very much!

### Absalom's Death

The battle took place in the forest of Ephraim and Absalom's men were badly defeated. When Absalom saw what had happened, he galloped away on his mule to save his own life. As he rode under an oak tree his hair got caught in the branches but the mule ran right on. Absalom was left hanging, helpless in the tree.

One of David's men saw Absalom and ran to tell Joab what he had seen.

"Why didn't you kill him?" asked Joab. "I would have given you ten pieces of silver and a belt for reward."

But the soldier replied, "If you would offer me a thousand pieces of silver I would not touch the king's son! I heard him tell you and the other two captains not to harm Absalom. If I had disobeyed the king's order, you would have punished me."

At once Joab himself went to the tree and shot Absalom with three darts. Ten of Joab's soldiers took Absalom down and buried the body in a pit. All of the Israelites who were with Absalom returned home.

Two messengers were sent to take the news of Absalom's death to King David. Anxiously the king was seated between two city gates while a watchman was at a lookout point on the wall. The watchman saw the men coming and announced their arrival. As the two met David, he could hardly wait to ask, "Is Absalom safe?" But the messenger began telling David about the battle and that the enemy had been defeated. Again the old king asked, "Is Absalom safe?" It must have been very difficult for the man to tell David the sad news. He tried to soften the answer a bit. Instead of saying Absalom was dead, the man said, "I wish all the enemies of my lord the king, and all who wish to do him harm were as that young man is."

Immediately David knew the truth. He was brokenhearted and sad. He went up to the small room over the city gate and cried. As he went he said, *O my son Absalom, my son, my son Absalom! Would God I had died for you, O Absalom, my son, my son* (II Samuel 18:33, Amplified)!

After Absalom's death, David and his family returned to Jerusalem and David again ruled over his people.

### Loyalty to Your Family

Last week we found that David was very loyal to Jonathan's son, Mephibosheth. Do you think Absalom followed David's example of loyalty? List some of the things Absalom did which were not loyal to his father.

Display page 7 of the visual aid book and be ready to attach wordstrips 30-34 as pupils answer. Accept answers which are similar to the wordstrips. Give pupils ample time to recall. ASK: What was the first disloyal thing Absalom did? What did he do next? Help pupils recall such things as: Absalom plotted to take his father's throne; turned the people against David; criticized the way David ran the government; collected followers by making promises of what

he would do if he were king; worked secretly behind David's back for several years; lied about the reason for going to Hebron; organized a revolt.

How do you know the Lord wants you to be loyal to your parents? (The Lord wants parents to guide you: He said, *Children, obey your parents.*) (See Ephesians 6:1). It is true David made mistakes; he failed and sinned. When he did, however, David confessed his sin and God forgave him. Instead of criticizing the way David ruled the people and turning them against David, what could Absalom have done? (He could have talked things over with his father and offered to help him by making suggestions which he felt might work.)

How loyal are you to your family? What are some ways you can be loyal to them?

ASK: How can you be loyal about family rules? About doing your share? Guide them to mention: obey your parents; forgive others when they fail; consider others when choosing what you want to do; keep family secrets; do your share of work. Attach wordstrips 35-39 as pupils mention the above or similar answers.

Read the memory verse aloud from the visual aid book. Point out the following words and discuss their meaning briefly:

Deceived—don't be misled or fooled; don't kid yourself.

Mocked—you can't ignore God or turn up your nose at God's commands.

Soweth and reap—you harvest what you plant.

This verse reminds us that God has certain laws which cannot be ignored or broken. No one, for example, will force you to obey God; or to be loyal to your family. The Lord has commanded you to honor your parents and to obey them, but He won't force you to do so. If you insist upon having your own way, you must be responsible for the results. The results may surprise you, and may not be very pleasant. God is fair and just. He gives you every chance to follow Him. When you are His child, Christ has offered to give you the power to do so. But the kind of actions and attitudes you "plant" depends upon you.

ASK: If you promise not to share a family secret, then go and tell your friends all about it, what are the results? You would probably have hurt someone's feelings in your family. Your family would be disappointed because you were disloyal. It would take a long time before they trusted you again. You would probably have to prove to them that you are trustworthy again.

Sometimes there may be a choice where your loyalty should go. Suppose that you have made a promise to God to be loyal to Him and have promised that you would attend church and Sunday School each week. However, one Sunday your mother asks you to stay home because she is ill. What is the best thing to do? (Help pupils see that they are really being loyal to God because they are obeying Him by being obedient to their parents.)

### PRAYER

Close the Bible study with prayer.

### MEMORY WORK

Assign the memory verse, Galatians 6:7, to be learned next week. The verse has been discussed in the Bible study.

## LESSON 8 WHERE YOU GO, I GO

### PREPARATION

#### TEACHING AIMS

Teach so pupil will  
KNOW that David found safety through God, and because many people were loyal and risked something to help him.  
RESPOND with a desire to follow Jesus Christ as Saviour, and to be loyal to Him each day.

#### MEMORY VERSE

*For unto whomsoever much is given, of him shall be much required: and to whom men have committed much, of him they will ask the more.* Luke 12:48

#### SCRIPTURE

II Samuel 15:17-37; 16:15-19; 17:1-22,27-29; 19:1-8

#### THINK ON THESE THINGS

There were many people at the time of Absalom's revolt whose loyalties to David were so questionable as to be useless. Mephibosheth was one; Ziba (former servant of Saul and now Mephibosheth's steward) was another.

During the emergency evacuation from Jerusalem, Ziba came to David with donkey-loads of provisions for him. When David asked about Mephibosheth, he was told he was in Jerusalem because he expected the throne to be returned to him now!

After the revolt when David returned, Ziba rushed out to meet him in a display of zeal. David found Mephibosheth unshaven and obviously in grief. (He said the grief was for David's misfortune.) When David asked the burning question, "Why didn't you go with me?" Mephibosheth explained that he had sent Ziba to saddle a donkey for him, but Ziba never returned, so he couldn't help!

Isn't it strange that Mephibosheth, with thirty-five men, plus the palace staff, couldn't have found another way to help? Apparently David felt neither of the men could be trusted. He gave Ziba and Mephibosheth joint ownership of the land and left them to settle their difficulties. It may not have been one of David's most just decisions. It does point out the uselessness of halfhearted loyalties.

At one time you probably gave your life to Christ to be used in service for Him. Where are your loyalties today? Are they true? Or halfhearted? Are you loyal to the Lord because of His love and all His mercies to you? Are you loyal to your pupils because you love them? What happens to your loyalties when discouragements come? Do you make one attempt at "sending for a donkey and give up" if it doesn't come to you? The Lord Jesus, when speaking of following Him said, *No man, having put his hand to the plough, and looking back, is fit for the kingdom of God* (Luke 9:62). Pray about the matter of wholehearted loyalty in your teaching.

#### TEACHING TOOLS

☐ Visual aid book; discussion questions 1-6 and wordstrips 40-42. (See inside front cover of visual aid book for instructions.)

- ☐ Materials for making a loyalty poster (see page 20).
- ☐ Puppets made last week (see page 26).
- ☐ Paper and pencils.



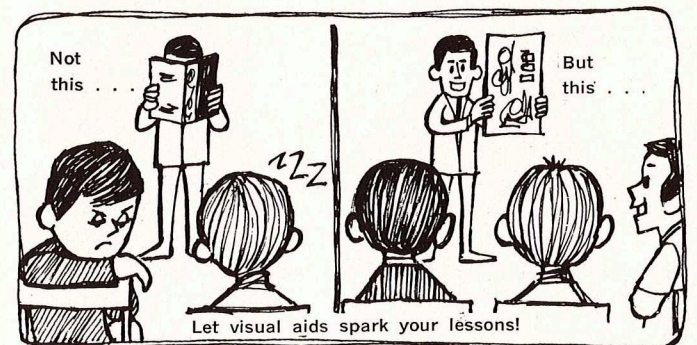
### EARLY TEACHING TIME

CHOOSE what is best for your class.

☐ Have pupils complete loyalty poster for Unit II (see page 21). Let them find pictures and/or articles in newspapers and magazines that show loyalty to God and to leaders. Paste these items on the poster in the proper columns.

☐ Let pupils plan how they will use their puppets to retell parts of last week's study, recalling where loyalty and disloyalty were shown by David, Hushai and Absalom.

☐ Have pupils read II Samuel 17:27-29 to find what three loyal men did to help King David and his people. Be ready to discuss the answer during class time.



### CLASS TIME

#### PRAYER

Open the class period with prayer, encouraging several pupils to participate.

#### REVIEW

One of David's sons wanted to become king. Who was he? Absalom did all he could to take the throne even though it meant being disloyal to his father. (Let pupils who made



puppets in early time retell briefly, by using their puppets, where loyalty and disloyalty were shown in the lives of David, Hushai, and Absalom.) Or use the visual aid book, page 7, for review.

### POINT OF CONTACT

When you lower our country's flag from a flagpole, how is it to be handled? Why is it not to touch the ground? Our respect for the flag is not because it is "magic" but it is one way to show respect and loyalty for our country.

There are many ways loyalty can be shown to our land. Many young men and women do it by defending their country in the armed forces. Sometimes a country hired soldiers from another country to strengthen her army. These hired, foreign soldiers are called "mercenaries."

In David's day it was the custom to keep a company or battalion of mercenaries. They were particularly useful in times of civil war or revolt. These mercenary soldiers had no reason to be loyal to anyone except the man who paid them. Watch and see whether David's mercenaries were loyal to their leader.

### BIBLE LESSON

It had been a great day of victory for the Israelites, but that evening the city streets of Mahanaim were strangely quiet. A short time ago the entire city of Jerusalem was in danger and the life of the king and his followers had been threatened. Now the man, Absalom, who wanted the throne, was dead. But the soldiers who had won the battle came sneaking back into the city of Mahanaim as though they had met the greatest defeat. There was no singing in the streets as the victorious soldiers returned. The great day of victory had turned into a day of mourning.

King David was alone in a room above the city gate. He did not come out to welcome the victorious army. The people slipped into the city almost afraid to disturb the quietness. In low voices they said to one another, "The king is weeping and mourning for his son Absalom."

Most of the people loved David and when he mourned, they too felt sorrowful. They went to Joab and talked to him about the king's mourning, perhaps hoping that Joab could do something to help the king.

Joab went to the king and reminded him of something which David, in his great grief for Absalom, had almost forgotten. Perhaps Joab's words were a bit cruel but it was something which needed to be said in order to make David remember his loyal followers. Joab told King David, "You have brought shame today to those who love you and who risked their lives for you. By your actions you are really saying that the princes and servants are nothing to you. I really believe that if Absalom had lived and all of us had died you would have been well pleased." (See II Samuel 19:5,6.) Joab then encouraged David to at least go out and speak to his men. Joab was right; many people had been loyal to David even at the risk of their lives. Let's think about some of David's loyal friends. (Turn to page 8 of the visual aid book and point to the names as you discuss them.)

### Ittai Was Loyal

One important loyal friend was Ittai. During the evacuation of Jerusalem, David stood at the edge of the city. As he sorrowfully watched his friends, servants and his army straggling out of the city, hurrying their children along through the confusion, he caught sight of his Gittite troops. These troops probably fought with David during his days in Ziklag, a Gittite town. They may have joined his army there and stayed with him when he returned home. David must have realized he needed them during this revolt more than ever.

David also realized that he had asked a lot of his soldiers. Jerusalem was a fine fortress city, one of the easiest to defend. He had expected a good performance from his mercenaries, for that was why he paid them. Yet he perhaps felt he was asking more of them than was right. He called aside their commander Ittai and asked, "Why do you come too? You are a foreigner in our country, an exile from your own. Return home to the land of your own king. Is it fair for me to make you wander around with us? Go back home, all of you. May love and truth be with you."

Ittai's answer must have surprised David. He did not tell David a grateful good-bye. Turn to II Samuel 15:21 and read what Ittai said. (Have someone read it aloud.)

All David could answer his loyal friend then was, *Go and pass over* (II Samuel 15:22). And Ittai led his troops across the brook Kidron toward the wilderness.

### Hushai, David's Spy

Hushai was another of David's good friends and advisers. At the news of the revolt, he met David outside Jerusalem and was ready to go with him. But David said, "You can be more help to me in the city." Do you remember what David wanted Hushai to do? (to spy and report on Absalom)

Think of the danger Hushai put himself into. If Absalom had discovered that Hushai was a spy, he would not have hesitated to kill him. Hushai was very clever. He not only planned carefully what was best for David, but how to make Absalom believe it was best for Absalom!

Perhaps Hushai's loyalty to David made him strong. He met Absalom just as he entered the city and shouted, "Long live the king! Long live the king!"

Absalom must have been suspicious for he demanded, "Is this how you show your loyalty to your friend? Why did you not go with him?"

Hushai cleverly answered, "Oh, you've got it wrong. I am the servant of the man whom the Lord and the people of Israel have chosen. I will serve you as well as I served your father when he was king."

Absalom was flattered. He was happy to believe Hushai. Do you remember how Hushai helped David? (Help pupils recall that he advised Absalom not to follow Ahithophel's advice to follow David at once. Hushai painted a glorious picture of Absalom leading the entire army of Israel across Jordan tearing down the city where David hid, and wiping out David's entire army.)

Absalom liked Hushai's advice! He waited until he could muster all the armies. The decision was a disastrous one for Absalom, but Hushai's mission had been a success! Still Hushai didn't stop. Immediately he went to the two priests and told them to get word to David not to stop at the Jordan River but to move on at once.

### Jonathan and Ahimaaz Take a Great Risk

The priests and their sons proved to be loyal friends even at a great risk. The two priests took the news from Hushai. At once their two sons, Jonathan and Ahimaaz, started after David with the warning. Suddenly they realized they were being followed by some of Absalom's servants. Someone must have spotted them! The two young men hurried into the courtyard of a home nearby. The man and woman who lived there had a well in their yard. They let the two men down into the well. Quickly they put a cover over the well and spread grain on it. Here were two more people who were willing to take a risk. If they had been discovered harboring the two men Absalom wanted, their lives might have been in danger.

Absalom's men came into the courtyard and began milling around. While the two young men waited in the damp darkness they heard the voices of their pursuers asking where they were. The man and woman said, "They went

that way." At last the cover was removed and the man and woman peered in and told them they were safe. Absalom's servants had given up the search and returned to the city. The two men climbed out of the well and hurried on. As a result of their bravery and courage, David and his followers were safe in the city of Mahanaim before Absalom arrived!

Think of all the people who had been loyal to David. There were others we have not mentioned (see II Samuel 17:27-29). It is no small wonder Joab asked David to at least come out of his place of mourning and speak to them.

### The Cost of Loyalty

All of these friends thought a great deal of David and they wanted to help him. Yet their loyalty cost each one of them something.

Lead a discussion on what it cost the people who were loyal. ASK: What did it cost the Gittites or Ittai? It cost personal comfort and security. Their families were put in danger. They would have to fight from a more dangerous position. (Attach wordstrip 40 under the heading "At What Cost?" in the visual aid book.)

ASK: What did it cost Hushai? Personal safety, the risk of his own life. (Attach wordstrip 41.)

ASK: What did it cost Jonathan and Ahimaaz? The risk of their lives. Had they been caught, they might have been killed or questioned and their fathers mistreated. (Attach wordstrip 42.)

All of these men were willing to take the risk to be loyal to David. Notice that they took different kinds of risks; they helped in different ways. But they all helped David out of loyalty and did something that cost.

### Your Loyalty to Christ

We today do not have a king but there are those who have authority over us. Last week we said the Bible teaches us to be loyal and obedient to our parents.

Turn to Romans 13:1,2 and see what the Bible says about another authority: the law and police officers. (Let a pupil read it aloud.) Another Bible translation says it this way: *Every Christian ought to obey the civil authorities, for all legitimate authority is derived from God's authority, and the existing authority is appointed under God. To oppose authority then is to oppose God, and such opposition is bound to be punished* (Romans 13:1,2, Phillips\*). It is God's plan then, that there should be those in authority to enforce the laws.

There is an authority which is still greater than state or federal laws; do you know what it is? Yes, the greatest authority of all is God.

Many of you have already asked the Lord Jesus Christ to become your Saviour. (Be alert for any who may want to make a decision for Christ at the close of class.) That means that you belong to God; you are a child of God (see John 1:12). Because you are a child of God you are sometimes called a steward of God and more is expected of you than of a person who doesn't know Christ. What makes you a steward? It's because someone has given you something which does not really belong to you, but you have been asked to take care of it. As a Christian, Christ has given you His name. You are now called a CHRISTian. The word "Christian" was first given to those who followed Christ and they were called "little Christs."

What else has the Lord Jesus given to you, His follower? (eternal life) Even after this life on earth, you will go right on living with Him. Christ has also given you His power. When you became a Christian the Holy Spirit came

\*From *The New Testament in Modern English*. Copyright J. B. Phillips 1958. Used by permission of The Macmillan Company.

to live in your heart. The Lord Jesus, when teaching about the loyalty of His followers said, *For unto whomsoever much is given, of him shall be much required: and to whom men have committed much, of him they will ask the more* (Luke 12:48).

As a Christian, you have been given much: you have Christ's name; you have eternal life; you have His power if you choose to use it. You are a steward of Christ, so it is important that you be loyal to Christ each day.

Have you ever been in a situation where someone who was in authority needed your loyal help?

Give pupils time to think. They should be able to think of situations similar to those below. Ask a volunteer to tell about the situation. Ask questions as: What should you have done? Why? What would it have cost? What would you have gained? Ask the others if they agree. Study the discussion helps in the following paragraphs to see what responses to expect.

If pupils cannot think of times where their loyalty was needed, introduce one of the situations below. Cut discussion questions 1-6 from page 15 of the visual aid book and distribute them. Use the first three questions (and as many of the others as time permits) to guide their discussion:

1. *Has your teacher ever left your schoolroom and asked a student to be in charge for a few minutes?* ASK: what is your responsibility to the student in charge? Why? What might it cost you? What might you gain? His responsibility is to help the student in charge by being cooperative. He owes his teacher and other students his loyalty. It might cost him (for a time) the approval of friends who want to be uncooperative. He would gain in self-control and respect for himself and possibly in the gratitude of the student in charge and his teacher.

2. *Have you ever been in the situation where your parents had left you at home a short while with a job to do, and some friends called you to come and play?* Use the same procedures as above.

3. *Have you ever been in a situation where all your friends went off to do something that you were convinced God did not want you to do?* ASK: What is your responsibility to God? Why? What might it cost? What might you gain? His responsibility is to do what he is convinced God wants. He owes obedience to God, who made him and redeemed him; and he owes it to himself to do what God knows is best for his life. He might lose out on a time of fun. He might gain in the pleasure of knowing he pleased God, in strengthened self-control, and in the respect and trust of his parents.

### PRAYER

Let's ask the Lord to help us remember that we belong to Him and that we should be loyal because we love Him.

### MEMORY WORK

☐ Assign Luke 12:48b for next week.

☐ Divide the verse into two parts: *For unto whomsoever much is given, of him shall be much required.* Make sure pupils understand some of the gifts they have received from Christ. The Christian has been given much, so much will be required of him.

*To whom men have committed much, of him they will ask the more.* Make sure pupils understand that the more a person is trusted, the more people will expect of him.

### ASSIGNMENT

Return the corrected research assignment sheets. *Remind pupils* to bring their biblical research guides to class next Sunday. They will be doing some exciting committee work in class.



## LESSON 9 COUNT ON ME

### PREPARATION

#### TEACHING AIMS

Teach so pupil will  
KNOW that he is to show loyalty to friends, family, leaders,  
and to God.  
UNDERSTAND that loyalty may cost something but Christ  
will give him the needed power.

#### MEMORY VERSE

*A talebearer revealeth secrets: but he that is of a faith-  
ful spirit concealeth the matter.* Proverbs 11:13

#### SCRIPTURE

II Samuel 9; 15-19:15

#### THINK ON THESE THINGS

It is easy to wave a flag at a parade; to stand up with  
a crowd and declare your allegiance to Christ; to get into  
a campaign in which everyone is involved. But what about  
the time when you are almost buried with other responsi-  
bilities and you realize Sunday is coming and you have  
ANOTHER lesson to prepare? It can easily become hum-  
drum as Sunday after Sunday you prepare and teach with  
few exciting changes evident. Where is your loyalty then?  
Listen to what an old man wrote in an underground prison  
in Rome to a young teacher:

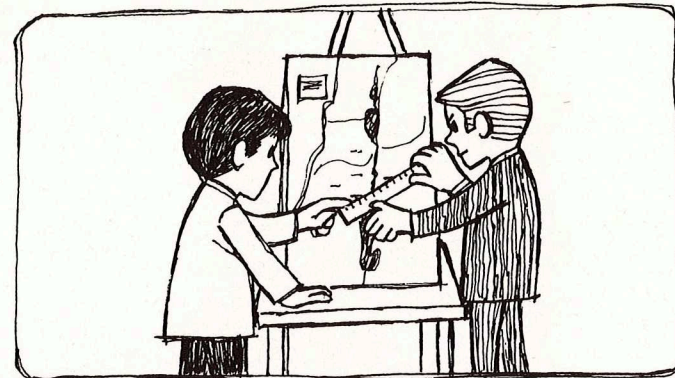
*I solemnly charge you . . . to preach the Word of God.  
Never lose your sense of urgency, in season or out of season.  
Prove, correct, and encourage, using the utmost patience  
in your teaching. For the time is coming when men will  
not tolerate wholesome teaching. They will want something  
to tickle their own fancies, and they will collect teachers  
who will pander to their own desires. They will no longer  
listen to the truth, but will wander off after man-made  
fictions.*

*For yourself, stand fast in all that you are doing, meeting  
whatever suffering this may involve. Go on steadily preach-  
ing the gospel and carry out to the full the commission that  
God gave you (II Timothy 4:1-5, Phillips).*

The apostle Paul realized that his time of service was  
soon to end; thus his challenge to young Timothy was, "You  
must carry on!" That same challenge has come down  
through the ages to you. You, too, must carry on in the  
power of Christ.

#### TEACHING TOOLS

- ☐ Visual aid book; committee assignments 1-5. (See in-  
side front cover of visual aid book for instructions.)
- ☐ Paper (notebook, drawing, butcher), pencils.
- ☐ Ruler, chalk.
- ☐ Crayons.



### EARLY TEACHING TIME

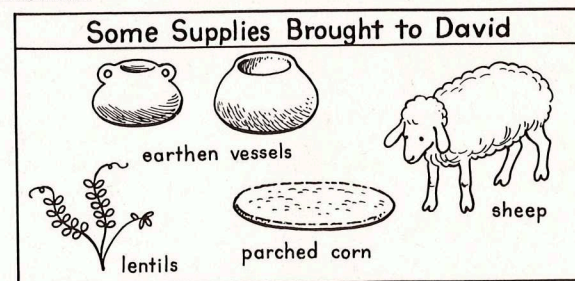
CHOOSE what is best for your class.

☐ Have pupils write cinquain (sing-kane') poetry to express  
their feelings about loyalty, or to define loyalty as, "Loyalty  
is . . ." One type of cinquain is a five-line stanza developed  
as follows (write instructions on chalkboard):

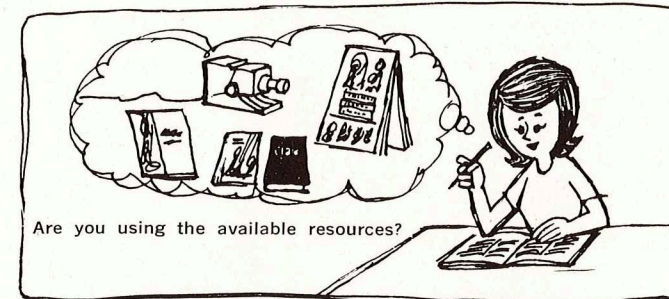
- line 1—one-word title (Loyalty);
- line 2—two words to describe the title;
- line 3—three words to express action about the title;
- line 4—four words to express feeling about the title;
- line 5—one-word synonym for title word.

Tell the pupils that the one-word title for line 1 is "loyalty."  
Let them finish the cinquain in their own words.

☐ Let two pupils work together to trace King David's  
flight from the city of Jerusalem, using the visual aid book  
map, page 17. Let them draw a line with a piece of white  
chalk from Jerusalem across the brook Kidron—over the  
Mt. of Olives—across the River Jordan—into the land of  
Gilead—to Mahanaim. Referring to the scale of miles on  
the map, let them measure with a ruler the approximate  
distance that David and his people had to travel away from  
Jerusalem.



- ☐ Have pupils make a list of the supplies that were brought  
to David and the people in exile by three loyal men. Refer  
the pupils to II Samuel 17:27-29. They may wish to make a  
poster illustrating as many of the supplies as is possible.
- ☐ Have pupils help prepare classroom as suggested on page  
33 for the committee activities to follow.



### CLASS TIME

#### PRAYER

Pray that the Lord will guide your pupils as they work  
together.

#### REVIEW

(Because this lesson is based on material covered in  
Lessons 6, 7 and 8, Review has been omitted.)

#### POINT OF CONTACT

(Because of the nature of this lesson, the Point of Con-  
tact has been omitted.)

#### ALTERNATE METHOD

The teaching procedures presented in complete detail for  
this lesson have consistently proved to be exciting and  
educationally worthwhile to boys and girls. You would  
grow in your abilities as a teacher by preparing such a  
lesson carefully and experiencing it with your class. If  
however, you are substituting, or don't feel secure enough  
with your class to try committee work, then prepare a  
lesson from the student book. Study the research assign-  
ment for Lesson 9 which provides a fine culmination of  
the unity on loyalty. Use the questions and have the pupils  
discover the answers in their Bibles. You may wish to copy  
the chart onto a chalkboard and fill in the information;  
but try to avoid having pupils do any writing in their books  
during class. This will be done at home.

### PREPARATION FOR COMMITTEE WORK

#### Introduction

Today the pupils will be working in groups that we will  
call committees. The lesson is based on the Bible account  
of David's adult life. You will not be telling a story. It  
will be similar to Lesson 13 of last quarter.

It is important that you understand the purposes and  
procedures of working in committees. Secure a copy of  
the teachers' manual for the last quarter, *Adventures with  
New Leaders*. Read again pages 46 to 48. Find three im-  
portant purposes of working in committees and list them  
here: (1) \_\_\_\_\_  
(2) \_\_\_\_\_  
(3) \_\_\_\_\_

Note the idea that pupils learn more when their minds  
are busy producing something than when they are sitting  
and listening. That idea is the basis of the *procedures of  
working in committees*. An interesting assignment is given  
to cause them to think and act. Their thinking and acting  
produce the changes in their understanding that we call

learning. The *changes in understanding* are the *results of  
the experience*. The *finished product* (map, picture, etc.)  
is *not the result of the experience*; it served as the incentive.  
You must remind yourself that you are concerned with the  
quality of thinking; you are only slightly concerned with  
the quality of the finished product (map, picture, etc.).

It is important that you make careful preparations ahead  
of time and have clearly in mind what you will do during  
class. Then you will be able to relax and enjoy watching  
the children work.

#### To do before class time:

1. Plan the lesson.
2. Decide how you will use the children's work; get ap-  
proval if necessary. (See "Using the Children's Work" in  
this lesson.)
3. Arrange the room. (See "Arranging the Room.")

#### To do during class time:

1. Plan the activities with your class. (See "Planning  
with the Children.")
2. Work on the assignments in committees. (See "Work-  
ing in Committees.")
3. Clean up.

#### To do after class time:

Use the children's work. (See "Using the Children's  
Work.")

### BEFORE CLASS

#### Planning the Lesson:

Read the entire lesson thoroughly. Underline strategic  
parts of the lesson for quick reference. Study the commit-  
tee assignments. Choose the ones you will use. Decide on  
the size of each committee. Collect the needed materials.

#### Arranging the Room:

Each committee should have a table and chairs. Several  
committees could share one table. If tables are not avail-  
able, put a sheet of plywood between two sawhorses or  
the seats of two large chairs. As a last resort, have a piece  
of plywood or bristol board for each child to work on in  
his lap, and group each committee in a circle of chairs.

Arrange chairs at a table for Committees 1, 2, 3, and  
5. For Committee 4, place a couple of chairs at a table  
next to the bulletin board (or a blank wall space). Pin  
the large paper on which they will be drawing their map  
to the bulletin board (or fasten it to the wall with Plasti-  
Tak or some other material that will not mar the wall).  
Display a model for the pupils to follow, such as the map  
of David's Kingdom on page 17 of the visual aid book.

Put these materials out at a central spot: pencils, rulers,  
marker (felt pen), crayons, notebook paper, and drawing  
paper (12"x18" and 3"x4").

### DURING CLASS

#### Planning with the children:

Limit this activity to five minutes. If you take longer,  
interest will drop rapidly. Those who need more explana-  
tion will get it from their committee members.

First, talk over standards for work. Briefly discuss with  
the children the previous experience in committees (in  
Lesson 13 of the last quarter). SAY: We worked in com-  
mittees one morning a couple of months ago. What are  
some things we did well that we want to do again?



They should mention such things in words of their own as: (1) most of them kept at their work; or (2) they helped one another with ideas; or (3) they stayed at their work and let the chairman walk to the supply table to get needed materials. Don't agree with them if they take credit for something they did not do. ASK: Do you all think you did that well? If they cannot think of anything to say, you may do it for them in the form of praise. SAY: I thought you all made very good use of your time. Be sure you give honest praise for something they really did well. Write here something that you feel they did well.

SAY: What are some things we could improve upon this time?

They should mention such things as: (1) We should stay at our places and let our chairman go for supplies; (2) we should talk over ideas with one another more; (3) we should choose a chairman quickly so we have more work time; or whatever was their problem. If they think of none, or if they miss their biggest problem, you tell them. Do not tell them what they did wrong. Tell them what they could do right. If, for instance, their biggest problem was relying on you too much, SAY: Your work would be better if you would talk over your ideas with one another; you really don't need my help. Write here the thing that you feel was their biggest problem.

Do not tell them what their biggest problem was. Tell them what to do right. Write that here.

Next, *introduce* the activities to the class. You could SAY: There are some interesting things to do on page 35 of your student book. There are things that you can do with several of your friends. Tell them in a sentence or two how their work will be used. Show page 9 of the visual aid book and tell them they may look at it when they need help with their drawings.

*Read the assignments with them and form committees.*

You could SAY: Turn to page 35 in your book. Read the assignments to yourself and see which one you would like most to do.

After the fastest reader has finished you could SAY: Now look at Number 1 as I read it to you. Read it to them. Then SAY: Raise your hand if this is the committee you would enjoy most. If there are more volunteers than you can use, you will have to choose. Try to keep children together with the friends they like best. Record their names on a blackboard or note pad. To those you couldn't use on Committee 1, you might SAY: I'm sorry. We don't have room for you. You'll find another place in a minute that you'll enjoy.

Use the same procedure with Committees 2, 3, 4 and 5.

When you are through, *place the leftovers*. You may SAY: Johnnie, we need you on Committee 1 (or wherever he could be used). Don't let their inability to decide keep you here very long.

Have pupils *walk to the work center*, one committee at a time. Read the names for Committee 1. Tell them where they will work. Instruct them to (1) choose a chairman to be in charge and to get the materials when they are needed; (2) stay at their work center and let their chairman go after everything they need; (3) read the assignment together again and decide how they are going to do it; (4) SAY: Please WALK to your table; you may get started right away.

Read the names for Committee 2. Show them where they will work. ASK: What will you do first? Choose a chairman. ASK: What will he do? Direct things; get supplies when they are needed. ASK: Who else will walk around? No one else but you. SAY: Please WALK to your table now.

Use the same procedure for the other committees.

### Working in Committees:

Limit this activity to 30 minutes. Pupils will tire by then and cooperation will be difficult. For suggestions of things you can do if they are not finished in 30 minutes, refer to the section "Completing Assignments."

Here are the assignments as they appear on page 35 of the student's book and some notes about them.

1. Read pages 22 and 23 of Lesson 6 in this book or II Samuel 4:4; 9:1-13 or both. Tell the story the way Mephibosheth would tell it. To help you feel about it the way he did, think about being called before a king who had reasons to think you might be a traitor and had the power to kill you. Write it in poetry if you want to. Illustrate the best part of the story with a large drawing.

NOTE: *Suggested committee size: 2 to 4 children.*

Encourage them to talk the event over with committee members to test and broaden their ideas. They may wish to work in pairs rather than individually.

Their chairman will pick up these materials: Bibles, pencils, crayons, notebook paper and drawing paper.

2. Read II Samuel 15:24-29 in several versions. Find two things David asked the two priests to do. Draw a picture of them doing one of the things. Be sure to include in your picture everything that is important to the story. Write a title for the picture.

Find one thing David believed that God would do. Write a sentence about it beneath the title.

NOTE: *Suggested committee size: 2 to 6 children.*

Encourage pupils to make group pictures rather than individual pictures. Group work promotes discussion which clears up ideas and understandings.

Their chairman will pick up these materials: Bibles in various translations, pencils, crayons, notebook paper and drawing paper.

3. Read pages 27, 28, 30 and 31 of Lessons 7 and 8 in this book. List the names of all the people who were loyal to David. Choose the friend of David whose loyalty you admire most. Draw or sketch a large picture of the way he showed his loyalty to David. Be ready to tell why you admire him most.

NOTE: *Suggested committee size: 4 to 8 children.*

Encourage group pictures. If they prefer to work individually, do not worry if some characters are repeated and others omitted. Remember what your real purposes are.

Their chairman will pick up these materials: Pencils, crayons, notebook paper, drawing paper.

4. Draw a large outline map of The Kingdom of David. List the three cities and one river mentioned in Lessons 7, 8 and 9 in this book. Locate each on the map and print its name. Draw a small picture (3"x4") of one thing that happened at each place. Paste it on the map beside the name of the place. Color the bodies of water and print their names. For all printing, use a ruler to make a straight line to print on.

NOTE: *Suggested committee size: 3 to 6 children.*

The committee can divide itself into smaller units: one to draw the outline map, one to list the places, and one to draw and paste the illustrations. Let them choose which they would rather do. The outline map can be drawn free-hand. Absolute accuracy has little value here. For a guide, display the map of The Kingdom of David on page 5 of the visual aid book.

Their chairman will pick up these materials: marker (felt-tip pen), crayons, pencils, ruler, drawing paper (3"x4"). A large piece of butcher paper or brown wrapping paper should be on the wall where his committee is working.

5. Divide a drawing paper into four equal areas. Draw four pictures showing four ways you could be loyal to your family. Write a title for each of the four pictures. If you have time, write a story or poem about one of the pictures. Your story may be either something that happened or something that could happen.

NOTE: *Suggested committee size: 2 to 4 children.*

This could be a group effort. Four children could decide upon the four ways; each could illustrate one.

Their chairman will pick up these materials: pencils, crayons, drawing paper.

Please remember that you don't have to spread yourself out over all these committees. They do not need you, even though they may think they do at first. They are perfectly capable of doing it without you, and with your encouragement to try it, they will.

Some things you can do to help *accomplish your purpose*: To help develop understandings, you can move from one group to another and listen. If a pupil asks you, "What should I do," "How," or "Where," try saying pleasantly, "Talk it over with your friends and see what they come up with." Indicate their committee members when you say "friends" and move away. Do not let them know you are paying any attention, but watch what happens. You may be surprised at what they can do. You are causing them to think and act for themselves. They will learn. Other good phrases to use are, "Do it the way you decide is best," or, "Do it the way you want to."

If they are puzzled for too long, suggest that they carefully reread the story or the directions.

If they keep leaning on you, listen in on their talk and tell them that you think that So-and-so's ideas would work. Then leave them in the hands of So-and-so.

There are some things that you can do to *teach ideas they failed to learn*. When you find that a child did not learn what was taught in previous lessons, or has some seriously mistaken ideas, you may want to sit down with him and talk it over with him as he works. But there are two better plans. Show him where he can find the information for himself; or ask the pupils in his committee if they can explain it to him. Then you may get to hear the ideas of all of them. Hear them out. If there are misconceptions they may clear them up for one another (especially if they have not been taught that it is bad manners to criticize anyone). If they don't, you can when they are finished. At that point their minds will be the most receptive you will ever find them. There is nothing that makes learning as efficient as facing a problem that seems impossible to solve. Be sure, however, not to steer a child away from some good critical thinking he has been doing on his own. He may have come upon a good idea no one has ever expressed before.

There are some things that you can do to *improve their ability to work together*. If you see extreme selfishness, destructiveness, or timidity, take note of it. Plan a time soon to discuss such problems with the children. Do it

in a way that will not call attention to the child with problems or embarrass him. You may find a child who needs attention so badly he cannot keep his mind on his work or let the others concentrate. Give him lots of attention. Help him find more acceptable ways to get attention. These problems of behavior are in part spiritual problems, which are the very things we are most concerned with. But take care of them in other lessons; don't try to settle them during this period unless there is some real harm being done. A single child keeping a committee from working can be gently called out to help you.

### Completing the Assignment:

If the work is too incomplete at the end of the period, you can do several things. You may schedule one more work period. Or you may wish to send home with each child his share of the assignment. Ask for the assignments to be returned the following Sunday but realize pupils may forget. Allow two weeks for them to be returned for sharing.

Be careful that you do not become too tedious about completing things. The pupils will be satisfied with quick sketchy work, and you must also. Remember your real purposes.

### Using the Children's Work:

It is important that the pupil knows that someone will see what he has done. It will be an incentive for him to try to understand and to try to make his work communicate his understandings.

The children's work could be "shared" with the class, but that will take 10 to 15 minutes of your class time.

It could be shared with the department during a worship period. Be sure to secure the superintendent's approval before you tell the pupils it will be done.

Or display it on a bulletin board or available wall space. Remember to attach anything to walls with a compound that will not mar the surface.

If each child shows his own work, let him be as brief as he likes. To those who wrote, SAY: Read to us your story (or poem). To those who drew, SAY: Tell us the story your picture tells. Be sure to ask members of Committee 3 to tell why they admired their subject most, because that was part of the assignment. To members of Committee 4, SAY: Tell us the places you have located on your map; what happened there?

### Evaluating the Experience:

In deciding for yourself whether the experience was successful, do so in light of the purposes. If the pupils learned biblical truths and gained in understanding, you were successful. If you found ideas that they had not learned and were able to help them learn them, you were successful. If the children improved in their ability to cooperate to achieve something together, you were successful. If the experience failed in some of these areas, you now know what you need to work on. You can talk about these failings at the beginning of another committee period and try to improve on them. Now you and your class will engage in committee work again sometime with more skill.

### PRAYER

Close the class session with prayer.

### MEMORY WORK

□ Assign Proverbs 11:13 to be learned next week.

□ Make sure pupils understand the meaning of the following words: talebearer—one who spreads gossip; faithful—one who is trustworthy and loyal; revealeth—to make known; concealeth—to hide a matter or to keep it hidden.



## UNIT III

### SOLOMON BECOMES A GREAT KING

#### UNIT AIM

To help pupil understand that Solomon received wisdom from God and became a wise king according to God's plan. To have pupil respond by accepting Jesus Christ as his Saviour and building a life pleasing to the Lord Jesus.

#### UNIT AT A GLANCE

In the four lessons of Unit III the pupil will learn of Solomon's unselfish request for wisdom so that he might

rule God's people effectively. The plan God had for the lives of David and Solomon will be clearly presented: David was to be a man of war, while Solomon was to reign in peace and build a temple to God's glory.

The pupil will discover that God has a plan for his life. The most important part of the plan is that he become a child of God, then build his life to honor Christ Jesus. Use the S/35 filmstrip in Lesson 12 to provide further biblical background information of life and times during Solomon's reign.

## LESSON 10

### DON'T INVITE SOLOMON

#### PREPARATION

#### TEACHING AIMS

Teach so pupil will  
**KNOW** that Solomon became the king according to God's plan.  
**RESPOND** to Christ as his personal Saviour and follow the plan God has for his life.

#### MEMORY VERSE

*And David said to Solomon his son, Be strong and of good courage . . . fear not, nor be dismayed: for the LORD God, even my God, will be with thee; he will not fail thee, nor forsake thee. I Chronicles 28:20*

#### SCRIPTURE

I Kings 1:5-2:34; I Chronicles 28:1-21; 29:23-25

#### THINK ON THESE THINGS

How can I know the will of God? That is a question all Christians face. From the study of the lives of persons in the Old Testament we know that God does have a plan for each one. God had a plan for Joseph. After years of trying circumstances, Joseph was able to recognize the hand of God in his life and said to his brothers, *Ye thought evil against me; but God meant it unto good* (Gen. 50:20).

God had a plan for men like Moses, Joshua, David and Solomon. Each plan was unique, as were the individuals.

Today God has a plan for you and your class. Part of His plan is that, as a teacher, you are faithful in giving the message to your pupils which is similar to David's words to Solomon. Years of walking with the Lord through good and difficult times had taught David there was no need for fear. Why? He said, "The Lord, even MY GOD will never forsake His own!" (See I Chronicles 28:20.)

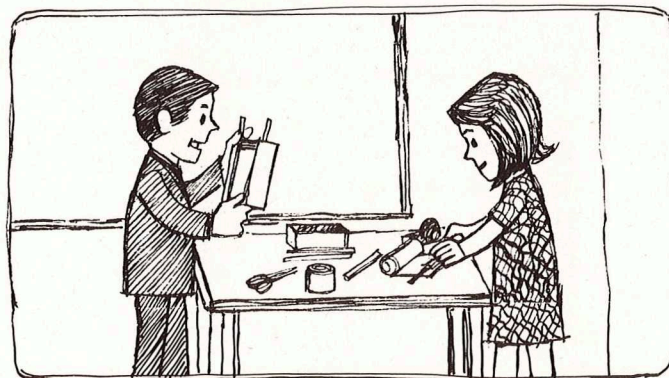
Doubtless you have had a much longer walk with the Lord than most of your pupils. You, too, know from experience the faithfulness of God and what He expects of His own. Your life and teaching can become a testimony to God. Look at David's first words, *And you, Solomon*

*my son, know the God of your father—have personal knowledge of Him, be acquainted with . . . Him; appreciate, heed and cherish Him—and serve Him with a blameless heart and a willing mind. For the Lord searches all hearts and minds, and understands all the wanderings of the thoughts. If you seek Him . . . you will find Him; but if you forsake Him, He will cast you off for ever* (I Chronicles 28:9, Amplified)!

#### TEACHING TOOLS

☐ Visual aid book; wordstrips 43-49. (See inside front cover of visual aid book for instructions.)

☐ Materials for making TV tape: notepaper box or other 3¼"x4½" box, two 6" dowel sticks, paper punch, 3" width adding machine tape (or cut strips from white shelf paper), felt pens or crayons, paste, scissors, ruler, shoe boxes.

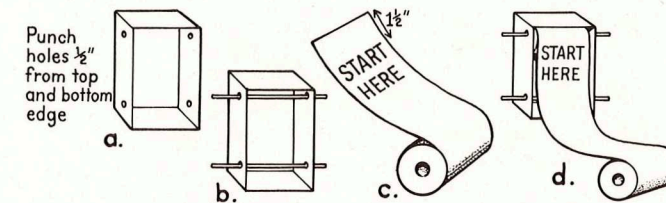


#### EARLY TEACHING TIME

CHOOSE what is best for your class.

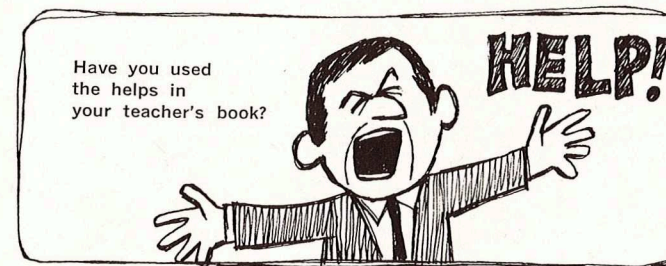
☐ Have pupils begin making TV tape to depict lessons on Solomon which they will continue throughout Unit III. (Directions are given for a minimum size reel so that each pupil who desires may make one to take home and retell the Bible story to relatives and friends.)

**Directions**—Using a paper punch, punch holes in two sides of a 3¼"x4½" notepaper box (a); push a 6" dowel stick through the holes at top and bottom of the box (b); unroll a strip of 3" width adding machine tape; print "START HERE" in large letters, leaving 1½" blank space on the end (c); paste blank end to top dowel stick in the box and roll to "START HERE" (d). Store each pupil's material in a shoe box; be sure his name is on the box.



☐ Have pupils work together in pairs reviewing and memorizing Bible verse assignments and songs listed on the Bible Memory Marathon record cards.

☐ Have a pupil locate En-rogel and Gihon on the visual aid map and be ready to point to them during class time.



#### CLASS TIME

#### PRAYER

Ask for specific prayer requests.

#### REVIEW (Omitted in this lesson.)

#### BIBLE LESSON

David was a great man. He constantly seemed to be busy doing something! When he had problems and troubles, he met them head-on with the Lord's help. He learned to put the Lord first in his life.

One of the things David wanted to do to show his love for the Lord was to build a beautiful temple. David said to Nathan, the prophet, "Here I am living in a beautiful palace made of cedar wood, but the Ark of the Lord is still in a tent."

But David was never permitted to build the Temple. God told Nathan, *Go and tell David My servant, Thus says the Lord, You shall not build Me a house to dwell in* (I Chronicles 17:4, Amplified). Then the Lord continued, "David is a fighting man, a soldier. I called him to lead my people, and I've walked with him and helped him. Tell David that I will choose one of his sons to follow him on the throne. That son will build a temple for me." (See verses 5-15.) Perhaps David was disappointed but he was pleased that God had chosen one of his sons to rule.

#### Adonijah's Sneaky Plans

Years went by and David became an old man. The time came when he stayed in his room and the people seldom saw their king.

Once again an attempt was made to take the throne. This time it was David's handsome son, Adonijah. He believed that since he was the eldest living son he had a

right to the throne. But there was no law at that time that said the eldest son was to succeed his father on the throne. Instead it was the reigning king who could choose the one to take his throne after he was gone. (See I Kings 1:20,27.) David had already chosen someone. Find who it was in I Kings 1:13. God had earlier told David that Solomon was to be the next ruler (see II Samuel 7:12-16).

Adonijah, like Absalom, was used to having his own way. The Bible says David always let Adonijah have his way without questioning him! (See I Kings 1:6.)

Adonijah saw that his father was becoming old and feeble. He said to himself, "I will be king!" And he began to force his way to the throne. He, like Absalom, selected a chariot, horsemen and fifty bodyguards to announce to the people that he would soon be king. More than that, Adonijah chose some of the men who in the past had been loyal to David, to help him. Both Joab, the general, and Abiathar, the priest, now joined Adonijah. Quietly Adonijah made plans for a feast at the well of En-rogel. (Refer to illustration in visual aid book, page 10.) There a big sacrifice of sheep and oxen would be made, and the announcement would be given that Adonijah had become king! All the royal officers of Judah, the king's family and friends were invited to the feast except Solomon (Adonijah's younger brother), Bathsheba (Solomon's mother), and two friends, Nathan and Benaiah.

Nathan, David's friend, heard about the secret plans. At once he went to Bathsheba and told her. Quickly they made plans. They decided to inform David of Adonijah's attempt to capture the throne.

Bathsheba must have been frightened when she heard Adonijah's plans to take the throne. Can you think of any reasons why this news would frighten her? Do you remember what happened to the person, and his relatives, who was competing for the throne? (The successful king could kill them.)

Bathsheba had hardly finished telling David about Adonijah's plot before Nathan also came and warned him.

#### Solomon Made King

David was old and feeble but his mind was still quick and keen. He knew it was time for immediate action. He called Zadok, the priest, Benaiah and Nathan and told them to make ready to anoint Solomon immediately.

David told the three men to take the king's mule on which no one but a king was allowed to ride, and take Solomon to Gihon. Even as the people gathered and saw Solomon riding on the king's mule, they knew he would soon be the king. With the king's guards, servants and officers, the party went to Gihon, a short distance west of Jerusalem. While Adonijah and his followers were on the southeast side of Jerusalem celebrating what they thought was the crowning of Adonijah, their plot was foiled!

In the presence of the large group of people who had followed them, Zadok, the priest, took the horn of holy oil and poured it on Solomon's head. Remember this was the same manner in which Samuel anointed David as king. Then the priests blew their trumpets and all the people shouted, "God save King Solomon!" They played on their pipes and rejoiced greatly. How pleased they were that David had chosen Solomon as the new king.

The sound of the people's joyous music and shouting drifted over to the feast of Adonijah. Joab heard the sounds just as they finished the feast and asked, "What is all this uproar in the city about?"

Before anyone answered, one of the priest's sons came dashing in. His words tumbled out, "Adonijah, King David has made Solomon king! He sent him to Gihon with Zadok, Nathan and Benaiah. Solomon was riding the king's mule. Then Zadok the priest anointed Solomon king! Right now the people are returning to the city from Gihon singing and rejoicing all the way!"



What frightening news that was. The people must have felt that what Adonijah had been doing was wrong. Quickly everyone went home; that is, everyone except Adonijah. He was very frightened. Now the picture had changed. Now his life was in danger. Because he had tried to get the throne and lost, Solomon had every right to kill him according to the custom of the day.

Adonijah could think of only one place where he would be safe. He hurried to the Tabernacle and knelt before the altar of the Lord. He took hold of the horns of the altar and said he would stay there until he heard that Solomon would not kill him.

Word reached Solomon that Adonijah was hiding and where he was. How do you think Solomon felt? The power was in his hand now. See I Kings 1:52 to see what he did.

Solomon kept his part of the promise. In a short time, however, Adonijah made a request to marry one of the women who had been in the king's palace. Through this marriage, Adonijah would have had another opportunity to become king. The danger was too great. Solomon did not trust Adonijah for he knew this was one more attempt to take the throne. It was then that Solomon ordered that Adonijah be killed.

### David's Charge to Solomon

For a time Solomon and David ruled Israel, but David's life was nearly over. One day before he died David met with Solomon and the people.

First he spoke to the people and told them about his wish to build a beautiful temple for the Lord. He had already begun to collect the material for it because he wanted it to be the most beautiful temple in the world. God, however, did not permit David to do that. David said, "God said to me, 'You shall not build a temple for Me for you have been a man of war.'" *Solomon your son shall build My house and My courts; for I have chosen him to be My son, and I will be his father* (I Chronicles 28:6, Amplified).

God's plan for Solomon was different from His plan for David. Solomon was to build the temple. David described how the temple should be built and left the plans for Solomon. Then he reminded Solomon to make the Lord an important part of his life as he fulfilled God's plan. Look at the charge David gave: (refer to the memory verse in the visual aid book, page 10).

The word "dismayed" means, discouraged or disappointed. There were times when David was frightened and discouraged but he discovered from experience that the Lord never failed to come through just when David needed Him. David wanted Solomon to learn to be courageous because God would never fail him.

Notice that David says, *for the LORD God, even my God*. David felt very close to God. He had served Him for many years. Now it was as though he were saying, "Solomon, I recommend my God to you. He has always been with me and helped me. I know about His power and goodness. I recommend Him to you because He will go with you, too, and guide you and help you. I know He will never leave you."

### God's Plan for You

God had a plan for David's life. (Attach wordstrip 43.) First David was a good shepherd. Then God had chosen David to become king and finally he became a strong warrior. Step by step, David learned to know God and what God wanted him to do.

God had plans for Solomon. (Attach wordstrip 44.) One plan was that Solomon was to become king when David died. Another, that he would build a temple to honor God.

God has a plan for you. (Attach wordstrip 45.) You perhaps have no idea what you will do when you are

grown, but you don't need to worry about it because God knows.

One important part of God's plan for your life right now is that you become His child. You, however, have the ability to choose whether or not you WANT to become His child. The choice is yours.

God's plan is that everyone should come to know Him personally through the Lord Jesus Christ. When God first created the world it was perfect. Then through the disobedience of Adam and Eve, sin came into the world and the world was no longer perfect. Every person who was born after Adam is now a sinner. Even children sin. Some take things that do not belong to them; others cheat; some tell lies. God calls these things sin. An unsaved sinner cannot be a child of God.

The most important question you will ever face is, "How do I get to be a child of God?" The first step is to believe that you really need a Saviour—to believe that the Bible is right when it says that all people are sinners (see Romans 3:23). (Attach wordstrip 46.)

The next step is to understand that there is nothing that you can do to save yourself. You need a Saviour and you must believe that Christ is the Saviour you need. The Bible says, *God sent not his Son into the world to condemn the world; but that the world through him [Jesus Christ] might be saved* (John 3:17). (Attach wordstrip 47.)

Since you understand that you do need a Saviour and that Christ is the only One who can save you, the next step is to ask the Lord Jesus to become your Saviour and believe He is able to save you (Acts 16:31). (Attach wordstrip 48.) Now thank the Lord Jesus for saving you from sin and making you His child. The Bible says, *But as many as received him, to them gave he power to become the sons of God, even to them that believe on his name* (John 1:12). (Attach wordstrip 49.) (Be alert for any pupil who may be ready to receive Christ. See "Leading a Pupil to Christ," page 25.)

If you have already asked the Lord Jesus to be your Saviour, you can use your time wisely, work hard in school and develop your abilities and interests so you will be ready and well trained for what God has for you when you are grown.

### The Lord Will Never Leave You

After you are a Christian you will still have problems and disappointments, but there is one very important difference now. The Lord Jesus, your Saviour, will now go through your problems with you and will give you the power and encouragement you need.

David learned that was true. Look at the rest of the memory verse. Can you find three reasons why a person who is God's child need not fear? (1. God will be with you; 2. He will not fail; 3. He won't leave you.)

This is an excellent verse for you to learn next week for it reminds you that no matter what happens, the Lord Jesus, your Saviour, is with you. The unpleasant situation may not change; the problem might still be there, but the Lord will help you through it and you can trust Him.

### PRAYER

Close the class session with prayer.

### MEMORY WORK

Assign I Chronicles 28:20 to be learned.

### ASSIGNMENT

Return the corrected research assignment sheets. Be sure that pupils understand which pages are to be done this week. Encourage pupils to complete any unfinished work.

## LESSON 11

# IF YOU HAD THREE WISHES...

## PREPARATION

### TEACHING AIMS

Teach so pupil will  
KNOW that God was pleased with Solomon's wise choice and that God gave him great wisdom.  
UNDERSTAND that God will help His child make wise choices; that God gives him wisdom through His Word.

### MEMORY VERSE

*If any of you lack wisdom, let him ask of God, that giveth to all men liberally, and upbraideth not; and it shall be given him.* James 1:5

### SCRIPTURE

I Kings 3:1-28; 4:29-34; 9:26-10:29; II Chronicles 1

### THINK ON THESE THINGS

God appeared to Solomon in a dream and asked him what he wanted most. His request for wisdom probably was an unusual one even in those days. The Lord was very pleased at his wish and granted it lavishly.

Have you ever wished that a fairy godmother would offer you three wishes? You could pay off your debts, unravel some knotty problems with family or friends, and make some extensive investments to secure the future.

Your wishes will not all be granted, but you do have Someone with unlimited power. The same One who gave Solomon wisdom can give it to you.

You have a particular need for wisdom in your special relationship as teacher of boys and girls. If you have only a little wisdom you understand the influence you have over them. They want to trust you and believe you and use you for a model. You need to use your influence wisely.

You, too, can ask God for wisdom with assurance of receiving it. J. B. Phillips has translated a familiar passage of Scripture in a meaningful way: *And if, in the process, any of you does not know how to meet any particular problem he has only to ask God—who gives generously to all men without making them feel foolish or guilty—and he may be quite sure that the necessary wisdom will be given him* (James 1:5). Use all the wisdom God gives you as you work with those children.

### TEACHING TOOLS

- ☐ Visual aid book (See inside front cover of visual aid book for instructions.)
- ☐ Paper and pencils.
- ☐ Materials for making TV tape of Solomon (see page 36).
- ☐ Dictionary, file cards, pencils.

## EARLY TEACHING TIME

CHOOSE what is best for your class.

- ☐ Have the pupils imagine themselves to be Adonijah. Let them write a paragraph to describe how he might have

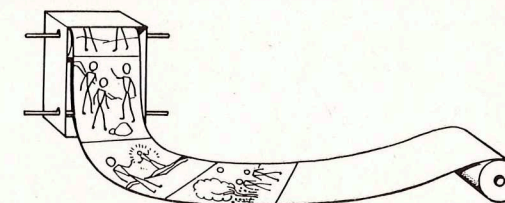


felt: (1) just before hearing that Solomon was anointed king; (2) just after Solomon was anointed.

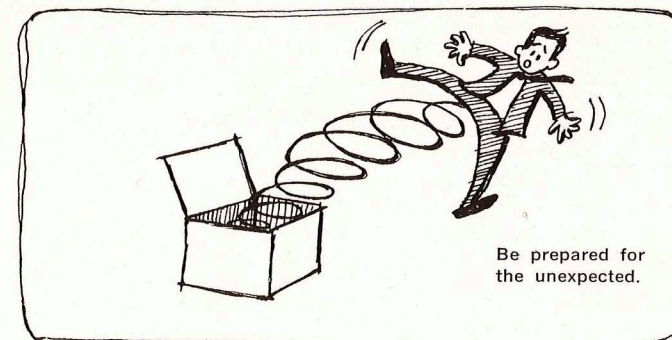
☐ Have pupils continue working on TV tape started last week. Unroll adding machine tape a little at a time being careful to leave the top end attached to the dowel stick. With a ruler, measure 3½" spaces on the tape. Print title in the first space: "Solomon Becomes a Great King." To help the pupils decide what to draw to begin their TV tape, write a number of captions on the chalkboard, such as:

- Adonijah decides to become king (I Kings 1:5);
- King David learns of the plot (I Kings 1:11-27);
- Solomon is anointed king (I Kings 1:30,38-40);
- Adonijah is fearful of his life (I Kings 1:49,50).

Tell the pupils to quickly draw as many pictures as they wish. As the pictures are drawn, the pupils may roll the tape on the top dowel stick of the picture reel (see sketch). Again store the materials in pupils' labeled shoe boxes.



☐ Let two pupils use a dictionary to look up the word "proverb." Have them write the definition in their own words and be ready to share it in class.



## CLASS TIME

### PRAYER

Open the class period with prayer.



## REVIEW

David had become an old man and it was time to choose another person to become king. What was Adonijah's secret plot? What did David do when he heard of Adonijah's plot? What advice did David give to Solomon?

## POINT OF CONTACT

Suppose you were told that you could ask for anything that you wanted and your wish would be granted. What would you wish for? Would your wish be unselfish, or selfish? It would be important to decide very carefully what your wish might be because you might never have another chance like that again.

Young King Solomon had the opportunity to wish for anything he wanted. Watch and see what he felt was most important to him.

## BIBLE LESSON

When Solomon became king, he was about twenty years old. He ruled with his father for three years before David died and then the job belonged completely to Solomon. The task must have looked big to him, but he moved ahead.

After Solomon had weeded out the people within his court who might have been his enemies, one of the first things the young king did was to make an alliance with Egypt. Egypt was Israel's nearest and most powerful neighbor, so such an alliance strengthened Israel against other nations. Solomon wanted to make sure that, as he started his rule, Israel would be strong from the inside as well as from the outside.

Then Solomon called all the chiefs and leaders from the tribes together for a big sacrifice at Gibeon where the tent of the Lord was. This festival was held to honor the Lord and to give thanks to God for past blessings. Smoke from a thousand altar fires moved lazily toward the sky as Solomon and the people prayed together asking God to continue to guide them as He had guided David.

### Solomon Makes a Wise Choice

That night in Gibeon, after the sacrifice, Solomon had a dream. In the dream the Lord appeared to him and said, "Ask anything you want that I may give you."

What an exciting choice! The great work which was before Solomon must have concerned him and he said, "Lord you have shown great kindness to my father in the past. Now you have made me to be king. I feel like a little boy and I hardly know how to begin or how to finish! Yet I am the leader of this huge group of people—so many people one can scarcely count them. So please, God, give me an understanding mind and a hearing heart so that I will be able to tell the difference between good and bad so that I can lead these people wisely." (See I Kings 3:6-9.)

Solomon knew he could never lead and rule the people without the help of God. So he prayed for guidance, not so much for his own sake, but for the sake of the people.

Solomon's unselfish request pleased the Lord God very much. God said, "Because you have not asked for riches, a long life, and military glory, I shall surely give you a wise and understanding heart. More than that, I shall give you both riches and honor—so much so that there will never be another king like you. And if you remember to obey my commandments as your father David kept them, you shall also have a long life."

When Solomon awoke, he knew that he had not had just an ordinary dream. He knew that the Lord God had spoken to him. He got up and went back to Jerusalem where he offered another burnt offering to the Lord.

God was true to His promise. He did greatly bless Solomon during his reign so that no other king became as rich

as Solomon. He ruled Israel for forty years and during that time he carried on a huge building program. The buildings were some of the finest and he used the best materials. The ships in his navy brought gold and silver, copper and metal, spices and ivory from far countries. The young king made trade agreements with other countries and strong sturdy cedar and cypress lumber were shipped in from Tyre. From Egypt Solomon imported beautiful horses and chariots.

Turn in your Bibles to II Chronicles 1:14-17. These verses give us just a glimpse of the wealth which became Solomon's during his rule. Read it silently first. How many chariots did Solomon have? (1,400) How many horsemen? (12,000) What clue do you find in these verses that helps you know that gold was plentiful? (It was as common as stones in Jerusalem.) Verse 17 tells you the price Solomon paid for a single chariot and a horse. You will have opportunity to transfer the amount into American money in your book next week. (Teacher: If time permits, and you enjoy math, you may let pupils figure out the price now. Three shekels are comparable to \$2.00.)

### Solomon's Great Wisdom

God was also true to His promise to give Solomon great wisdom. Solomon became wiser than any other man alive in that land. Far and wide the news spread of Solomon's wise choices. People came to him for help.

One day two women came to Solomon with a problem. One of the women tried to play a sneaky trick on the other, but Solomon was wise enough to figure out her plan. As they came to Solomon one of them said, "We live together and both of us have small babies. My baby is just three days older than hers. One night her baby died and during the night while I was asleep she stole my baby and left her dead baby beside me."

But the other woman insisted, "No, the living baby is mine. Her baby is dead."

There were no witnesses to be called in who could help in the case, so Solomon listened carefully to the women and then he had an idea. He thought of a plan by which he could quickly discover who the real mother was, without harming the baby at all. King Solomon turned to the guard and said, "Bring me a sword! Let's divide the child and we will give one half to each of you."

The king's suggestion frightened the real mother very much and she said, "Oh, no, my lord, please don't kill the baby! Let her have the baby!"

The other woman, however, thought the king's plan was good. King Solomon was very wise. He knew the real mother would love her child too much to let harm come to it. He pointed to the mother and said, "Give her the baby and don't harm it. She is the child's mother."

The story of the two mothers was told in every part of the land. Soon all of Israel had heard. Everyone was talking about what a wise judge their king was.

### A Queen Comes to Investigate

As years went by Solomon continued his trading and he became famous for his riches and his wisdom. News spread far and wide that Solomon was so wealthy he drank from golden cups. He was so rich he lived in a beautiful home which had walls made of gold. More than that, the rumors said this king had forty thousand horses in his stables!

In Arabia was a country called Sheba. Again and again the queen of the country of Sheba heard of the fame of King Solomon. One day she decided that she would go to see Solomon. "I will go myself and see whether it is true," said the queen. "I'll think of some difficult questions and see whether he can answer them. That will show whether he is as wise as they said he is!"

Perhaps another important reason for the queen's visit

was to set up trade agreements with Solomon. He had control of many of the trade routes and the queen had been losing some of the trade she had previously gotten from the caravans.

As was the custom in that day, the queen did not travel alone. She came to Jerusalem with a large caravan. In the caravan were her servants, plus camels loaded with much gold, precious stones, spices and wood.

At the time of the queen's visit, King Solomon had already built the Temple for the Lord. King Solomon welcomed the queen and showed her the Temple. She saw the king's palace, located on the slope of Mount Moriah right near the Temple. She saw the servants, the cupbearers and all the attendants in their fine clothes. She ate the fine food prepared for her. Everywhere the queen looked, from the management of the government to the building program, she saw evidences of Solomon's wisdom and riches.

In no other country at that time was a king so rich and wise as King Solomon. (Read I Kings 10:23,24.) When the queen had seen all, she was overcome and said to the king, *It was a true report I heard in my own land of your acts and sayings and wisdom. I did not believe it until I came and my eyes had seen. Behold, the half was not told me. You have added wisdom and goodness exceeding the fame I heard. Happy are your men . . . Blessed be the Lord your God, Who delighted in you and set you on the throne of Israel* (I Kings 10:6-9, Amplified).

Before she left, the queen gave Solomon the many gifts she had brought and he gave her many gifts in return.

### Solomon's Proverbs

During his lifetime Solomon wrote a thousand songs and three thousand sayings or proverbs. Many of his sayings are found in your Bible. Do you know the name of the book in the Bible in which these sayings are found? (Proverbs)

What is a proverb? (Pupils might suggest such definitions as a motto, a saying, a saying with a message.) Let's look at several proverbs in the Bible which Solomon has written. As we read them, let's see if we can find the message they have for us right now.

Let pupils find some of the following proverbs. It will be helpful to compare them in several Bible translations for clarity. Choose the proverbs most helpful to your group and use as many as time will permit. Use key questions to bring out the message for all as suggested in the first three.

Proverbs 6:6-8. What is a sluggard? What is the message you are to learn from the ant which will help you? A sluggard is a habitually lazy person. Among other things, this proverb teaches that we are to plan ahead to get our work done. We need not always wait for someone to tell us what to do but we are responsible for our own abilities.

Proverbs 15:15 and 17:22. Have two pupils read them. SAY: These two proverbs are somewhat alike. ASK: What is the message of these two verses? Another way of saying Proverbs 15:15 is, *When a man is gloomy, everything seems to go wrong; when he is cheerful, everything seems right.\**

Proverbs 25:27 and 27:2. Have pupils read them. Both of these proverbs seem to be related. ASK: What is their message?

Other proverbs which might be found and discussed are: Proverbs 16:32; 17:9; 20:11 and 24:10.

\* Scripture quoted from *Living Psalms and Proverbs, Paraphrased by Kenneth N. Taylor*, is copyrighted by Tyndale House Publishers 1967 and is used by permission.

## Wisdom for You

As a result of a wise choice which Solomon made when he was a young man, God gave him much wisdom and a great deal of riches.

Each day you and I are faced with choices in which we need to use wisdom to make the right choice. God has given you a mind and He expects you to use it. True, there will be times when you really don't know what to do about a situation. Sometimes when you face a choice, you might even feel like Solomon felt when he first became king; he hardly knew where to begin or to end. The Bible gives you a wonderful invitation when you need more wisdom to know what to do next. In fact this is such an important verse, you should memorize it. (Have a pupil read James 1:5 from the visual aid book, page 11.)

When you are faced with a choice and you don't know what to do about it, "if you lack wisdom," you are invited to ask God about it. Look at the rest of the verse. The Lord gives wisdom freely and generously to anyone who asks for it. In other words, God is ready to freely give you the wisdom you need. The words "upbraideth not" mean that God won't scold you, or find fault with you, for asking.

(Use the illustrations A and B on page 11 of the visual aid book as you tell the following story. Use the questions to stimulate discussion concerning the story.)

Bob had just loaded his papers on his bike and was ready to go on his paper route. The papers were heavy that night and he was eager to get through the route. He had gone several blocks when Jim came riding toward him. "Hey, Bob, got any extra papers? I'm short one."

Bob told him he didn't have any, but Jim tried to talk Bob into giving him one. When Bob wouldn't Jim grabbed one of the papers from Bob's bike and took off. What was Bob to do? What choices did he have? Would that be the wisest choice? (After discussion, continue the story using illustrations C, D and E.)

Bob finished delivering the rest of his papers. He still was one paper short, but he knew where Jim lived. Screwing up his courage, Bob went to Jim's home and rang the bell. When Jim's mother answered the door Bob said, "Jim took one of my papers tonight and I'm one paper short. I've come to get it back."

Sure enough there was an extra paper on the floor. Jim's mother gave the paper to Bob, who delivered it.

**DISCUSSION:** Was this the wisest way to handle the situation? What might have happened if the paper had not been there? What would Jim's mother have thought or said? How would that have hurt or helped Bob?

## PRAYER

Let's bow our heads and thank the Lord that He has promised to give us wisdom when we need it.

## MEMORY WORK

Assign James 1:5 to be learned next week. Make sure pupils understand the meaning of the words and the message.

## ASSIGNMENT

Return the research assignment sheet you have checked and clarify any problems you may have found.



# LESSON 12

## SEVEN YEARS TO BUILD

### PREPARATION

#### TEACHING AIMS

Teach so pupils will  
KNOW that Solomon built the Temple with the best and most beautiful materials available, according to God's plan.  
RESPOND with a desire to build his life for Christ with the best available material, according to God's plan.

#### MEMORY VERSE

*What? know ye not that your body is the temple of the Holy Ghost which is in you, which ye have of God, and ye are not your own? For ye are bought with a price: therefore glorify God in your body, and in your spirit, which are God's.* I Corinthians 6:19,20

#### SCRIPTURE

I Kings 5:1-6:14; II Chronicles 2:1-5:1,8-10

#### THINK ON THESE THINGS

The stones to be used in Solomon's Temple were hewn out of stone in the quarries and put into place in impressive silence (from I Kings 6:7). What a picture this is of the Church Christ is building. We, as lively [living] stones, are built up a spiritual house (I Peter 2:5). Christ is the chief cornerstone, in whom all the building fitly framed together groweth unto an holy temple in the Lord (Ephesians 2:21).

To each member of His body, the Church, Christ has given a particular task (see I Cor. 12:28). It is important that we all work together in harmony to accomplish the work Christ has for us to do.

David's task was to prepare the plans and material for the Temple. (See I Chron. 28:11; 29:2.) Solomon's task was to build the Temple. Each of these kings did his work as unto the Lord. Can you say, as David did, I have prepared with all my might (I Chron. 29:2)? Pray that the Lord will give to you this same dedication and faithfulness to your task of teaching.

#### TEACHING TOOLS

- ☐ Visual aid book; figures 50-53. (See inside front cover of visual aid book for instructions.)
- ☐ Projector and screen for viewing the S/35 filmstrip, frames 13-22. (Preview strip.)
- ☐ Materials for making TV tapes of Solomon (see page 36.)
- ☐ Paper and pencils.

#### EARLY TEACHING TIME

CHOOSE what is best for your class.

- ☐ Have pupils continue working on the TV tapes of Solomon. Have them measure 3½" spaces and draw pictures

to illustrate last week's lesson, rolling tape onto the top dowel stick as pictures are finished. Suggested illustrations are:

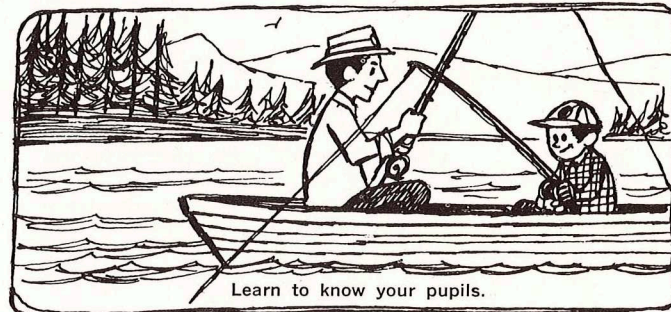
- Solomon has a dream (I Kings 3:5-15);
- Solomon shows wisdom (I Kings 3:16-28);
- King Solomon builds a navy (I Kings 9:26,27).

- ☐ Have the pupils make a list of Solomon's wealth on a piece of paper. Let them search the Scripture verses in I Kings 9:10-28 or II Chronicles 1:14-17.



- ☐ Assign an "outside-of-class" research report to pupils who like to do extra work (let them copy the assignment on a slip of paper). Tell them to go to the public or church library this week and find the *World Book Ency.*, Vol. 15, pages 7550, 7551 or *Halley's Bible Handbook*, pages 191, 192. Then let them write a report about one of the following: (1) Solomon's navy; (2) Solomon's stables; (3) Solomon's copper mines; (4) Solomon's buildings.

- ☐ Have two pupils work together to locate the Lebanon mountains, Joppa and Jerusalem on the visual aid map, page 17. Let them use the scale of miles and determine the approximate distance the lumber was transported to Jerusalem.



#### CLASS TIME

##### PRAYER

Pray that the Holy Spirit will guide you as you and your pupils study together.

##### REVIEW

King Solomon became king after David died, and he prepared a sacrifice to ask God to guide him and his people. What choice did God give Solomon in a dream? What request did Solomon make that pleased God? What did God give Solomon?

#### BIBLE LESSON

God had promised that during Solomon's reign there would be peace in the land of Israel and there was. During his reign the nation of Israel settled down and gained a measure of wealth such as they had never had before. Although Solomon did not lead his country in wars as David had done, there was a big task which God had given him to do. What was it? (to build a Temple to honor the Lord) Remember, David had wanted very much to build that Temple but God said, "No, I have another plan."

##### David's Preparations

David must have been disappointed that God did not permit him to build the Temple. Still he did have an important part in the Temple. A number of years before David died, he started to make plans for the Temple. He said, *Solomon my son is young and inexperienced, and the house that is to be built for the Lord must be exceedingly magnificent, of fame and glory throughout all lands; I will therefore make preparation for it* (I Chronicles 22:5, Amplified). And David did make preparations.

The above verse tells us how David felt about the Temple, "it must be exceedingly magnificent," or "it must be the most beautiful building anyone has ever seen!" David chose the spot where the Temple would be built and he purchased the land for the Temple from a man named Araunah, a Jebusite. The place was the threshing floor of Araunah. It was the very site where Abraham offered up his son Isaac (from Genesis 22:2). The place was in the city of Jerusalem and is called Mount Moriah.

Besides choosing the site for the Temple, David also began to gather material for it. Turn in your Bible to I Chronicles 22:3,4 and find what materials he collected. (iron, brass, lumber) Now look at verse 14 and you will find the great amount of gold and silver he collected.

(At this point introduce the S/35 to provide further background on the Phoenicians.) I Chronicles 22:4 mentioned people living in the cities of Sidon and Tyre. They were Phoenicians. While planning a magnificent building for the Lord, David thought of asking the Phoenician king, Hiram of Tyre, for help. We should know a little more about the Phoenicians to understand why. You may find out why in this filmstrip. (Show frames 12-22, then proceed with the material below.)

The Hebrew people had had very little experience in building. Can you figure out why this was true? (They had been nomads.) When they had to get help for building ideas they went to the Phoenicians who had much more experience. David had made arrangements with the Phoenicians to have skilled workmen such as stonecutters, carvers, dyers and other craftsmen to come and help build the Temple. Very carefully David planned and made preparations for the Temple. Before he died, David charged his son with the work. He said to Solomon, *You have workmen in abundance: hewers, workers of stone and timber, and all kinds of craftsmen without number, skillful in doing every kind of work with gold, silver, bronze, and iron. So arise and be doing, and the Lord be with you* (I Chronicles 22:15,16, Amplified)!

##### Solomon Builds the Temple

After Solomon had been king for about four years he began the great adventure of building the Temple. It was no doubt one of the most spectacular things King Solomon did during his reign.

After David's death, King Hiram, the neighboring king of Tyre, sent a delegation to Solomon to congratulate him on his new position as king. This was not only an act of courtesy but King Hiram no doubt wanted to continue the

friendship between his country and Israel which had been started during the time of David. Israel was important to the Phoenicians for this is where they got their grain.

King Solomon took up the agreements made by David earlier and he made a trade agreement with Hiram for lumber from Lebanon. One of his great needs was workmen, so King Solomon also arranged to get skilled laborers from Hiram. The Israelites still had to provide the biggest portions of laborers though. It was agreed that each year as Hiram furnished lumber and men, King Solomon would pay him with grains as wheat and barley plus a good supply of olive oil.

The building of the Temple began in spring during the months of April and May when the winter rains were over. It was a slow, long process and it took seven years before the beautiful Temple was completed. This might seem like a long time to us, but in that day it was considered to be an amazingly rapid building program. It took thirteen years to build Solomon's own home!

The trade agreement which Solomon made with Hiram said that the king of Tyre would supply the lumber of cedar and cypress wood from Lebanon. The mountains there must have been covered with trees. These beautiful trees were hundreds of years old. They were good for building because insects and worms did not attack the trees. The wood had a bitter taste. It did not decay as fast as other wood.

Hiram's men supervised cutting and shipping the lumber. Solomon's men then brought the logs down from Lebanon to the Mediterranean Sea. There the logs were tied together and made into rafts and floated to Joppa. Perhaps the rafts were towed by boats. From Joppa the lumber was taken up the mountains to the city of Jerusalem.

Cutting trees and bringing the lumber in was very hard work. There was no machinery so many men were needed for the job. Thirty thousand Israelite men were drafted just to work with the lumber. The men worked in relays. One group worked for a month, then came home to Jerusalem for two months and worked in their own fields. In the meantime another group of men from Israel would go to Lebanon. There were always at least ten thousand Israelites at work in Lebanon cutting and preparing lumber for shipment.

Besides the loggers and carpenters, there were thousands of men who worked in the stone quarries. The stones were used for the foundations of the Temple. Long hours of work were spent in cutting the stones and shaping them right in the quarry. The work was done so perfectly that when the stones were brought to the building site they fitted so closely together that even a penknife could not be inserted between them.

Another interesting feature of the building was that all the time it was being built the men didn't use hammers or an axe or any tool of iron on Mount Moriah where the Temple was built. (See I Kings 6:7.) Imagine erecting such a huge building so that the roofs and pillars were carved and made to join each other so that no one heard the pounding of a nail!

##### The Temple

The general plan of the Temple was the same as that of the Tabernacle but it was richer and larger. It was built of wood and stone instead of skins and cloth like a tent. (Refer to the picture of the Temple and of the Tabernacle on page 12 of the visual aid book.) The Temple was oblong and had three parts just as the Tabernacle did. Look at I Kings 6:2 to discover the size of the Temple. Can you figure out how large it was if one cubit is 18 inches? (90 ft. long, 30 ft. wide and 45 ft. high)

The Temple faced to the east and had two courts. The court in the front was for the people (See visual aid book, page 13). Then there was another court for the priests.



In this court was the great brass altar for the burnt offerings. (Attach figure 50.) This altar was much larger than the altar in the Tabernacle and it had to be approached by stairs.

Near the altar stood the great laver, or wash basin, filled with water. (Attach figure 51 and compare it to the laver of the Tabernacle.) It was made of brass and rested on the backs of twelve sculptured brass oxen. The oxen were in four groups of three. Ten small lavers were also placed in the priests' court for use in preparing the sacrifices. They were located on either side of the Temple.

Inside the court of the priests stood the Temple building made of marble and cedar. The outside of the Temple was made of white marble which gave it a radiant beauty in the sunlight. In the front was a great porch which had two huge pillars. The pillars gave one the impression that they were guarding the entrance. They were named Jachin and Boaz which probably meant "strength" and "firmness." (Attach figures 52 and 53 to the Temple.) The priests entered the Temple through the great porch. All along the side and back walls of the Temple were little rooms or chambers where the priests stored equipment.

Behind the porch was the holy place. (Refer to the inside view of the Temple, page 13.) Here were the tables for the shewbread and the golden candlesticks. In the Tabernacle there was one table and one candlestick, but in the Temple there were ten of each. High on the walls were little windows to let out the smoke from the candlesticks and to keep the Temple clean and fresh. Right in front of the beautiful veil which separated the holy place from the holy of holies stood the golden altar upon which incense burned continually.

In the holy of holies, there were two large cherubim of gold, whose wings stretched all the way across the room. (Refer to the inside view of the Temple.) The tip of the wing touched a side wall and the other wing reached to the center of the room, where it touched the wing of the other cherubim. (See II Chronicles 3:10-13.) When the Temple was completed, the Ark of the Covenant would be placed between the cherubim.

A very skillful man was hired by Solomon to mold metal into very beautiful objects. His name was Hiram too, but he was not the king. Hiram supervised men who worked with brass, silver and gold and they made the basins, laver, shovels, etc. for the Temple.

Hiram and his men covered all the boards of the holy place and the holy of holies with gold. First they carved figures of angels, palm trees and flowers all over the walls and ceilings, and then covered them with pure gold. Even the floors were covered with gold. What a magnificent building it was and how expensive it was to build! It cost more than seventeen million dollars just for the gold that was put on the walls, ceiling and floor of the holy of holies.

The dream which David had dreamed had come true and at last the Temple which would glorify God was completed.

### Your Body Is a Temple

Solomon and David both felt that the materials used to build the Temple of the Lord should be the very best. They felt that they really wanted to honor God.

In a sense you, too, are building a temple. It's not a temple which can be measured but it can be seen by others and it can either be an honor or a dishonor to God. The Bible teaches us that our bodies are the temple of the Holy Spirit. When we recognize that we are sinners and ask the Lord Jesus Christ to save us from our sin, He does.

Then God's Spirit comes to live in our hearts and we belong to God.

When a man buys a house he can show that the house belongs to him by buying it and then moving into it. The Bible teaches that God is willing to do something like that with your life. (Have a pupil read the memory verse, I Corinthians 6:19,20 from the visual aid book.)

Can you think of any way that God bought you? Look up Matthew 20:28. What does the word "ransom" mean? The price God paid to make you His own was to send His Son Jesus Christ to die on the cross for you. Then to show that you belong to Him, God sends His Spirit to live in your heart. If you accept Christ as your Saviour, you belong to God; you are no longer your own.

These verses also say that because you belong to God, you should glorify God in your body and in your spirit. Let's think about that a moment. David said that the Temple he would build for God was to be the very best. Both David and Solomon spent time in collecting the best building material to make the Temple just that. When people looked at the Temple they were reminded of God.

Just as Solomon used the best materials for the Temple in Jerusalem, so you need to use the best materials to develop your life. Turn in your Bible to I Peter 2:2 and see what guides this verse gives you for "building material." Can you find anything in this verse that might help you in building a life that is pleasing to God? What does the verse tell you to do? As milk makes a baby grow, so God's Word helps a Christian grow, because the Bible teaches us to know God better and it tells us what He wants us to do. Your attitudes and actions are part of the building material for your life. Using your Bibles, let's look for guides for our attitudes and actions:

Attitudes and Actions	Bible Guide
To God	Luke 10:25-27
To our parents	Ephesians 6:1
To our neighbors	Luke 10:25-27
To our enemies or those who mistreat us	Matthew 5:44
About carrying a grudge	Matthew 18:21,22
Toward serving God	Psalm 100:2

Have pupils look up the suggested Bible references above, read them silently and then encourage them to list what the Bible teaches about an attitude or an action. For example, "My attitude toward God . . ." You may want to write their ideas briefly on a chalkboard or newsprint. Try to direct the discussion to avoid vague general answers. Don't point out the answers until they need your help. Encourage them to give an example of how to show love to our neighbors, or list ways of serving the Lord gladly. Think of the needs and problems of your fifth graders, and use concrete examples of carrying a grudge, or a realistic treatment of those who might mistreat us.

If you are a Christian your body is the temple of the Holy Spirit. Each day you may ask the Holy Spirit to guide you in your attitudes and actions so that you will glorify the Lord Jesus, your Saviour.

### PRAYER

As we close our class period let's thank the Lord for the Holy Spirit who lives in the hearts of Christians.

### MEMORY WORK

Assign the memory verse, I Corinthians 6:19,20, to be learned. The verses have already been discussed in class.

## LESSON 13

# THIS IS GOD'S HOUSE

## PREPARATION

### TEACHING AIMS

Teach so pupil may  
**KNOW** that Solomon dedicated the Temple to the service of God.  
**UNDERSTAND** more fully how he may worship God.  
**RESPOND** by worshiping God.

### MEMORY VERSE

*And he said, LORD God of Israel, there is no God like thee, in heaven above, or on earth beneath, who keepest covenant and mercy with thy servants that walk before thee with all their heart. I Kings 8:23*

### SCRIPTURE

I Kings 7:51-8:66

### THINK ON THESE THINGS

The dedication of the Temple was a most significant event in Solomon's life. Building the Temple had been David's fondest dream but the responsibility for its construction had been passed on to Solomon. It was with great thankfulness to God for His direction and care that Solomon dedicated the place of worship.

Following the dedication, the Lord spoke to Solomon. We are familiar with some of the things He said: *If my people, which are called by my name, shall humble themselves, and pray, and seek my face, and turn from their wicked ways; then will I hear from heaven, and will forgive their sin, and will heal their land (II Chronicles 7:14).* The Lord gave him more promises of great blessings if the people continued to walk before Him in obedience. The Lord, however, did not speak only of blessings. He cautioned Solomon about the consequences should he stray away. At the height of Solomon's religious experience, the Lord spoke to him about sin. God knew that Solomon was most vulnerable at the time he was most successful.

There are times when you are filled with love for the Lord. It may be the result of answers to desperate prayers, or of startling new spiritual insights, or of evidences of growth in your pupils as a result of your teaching. At such times, as you praise and thank God, remember to listen to Him. He may be trying to say to you, "It's good to see you so happy. Just one word of caution: don't forget to continue walking with me day by day."

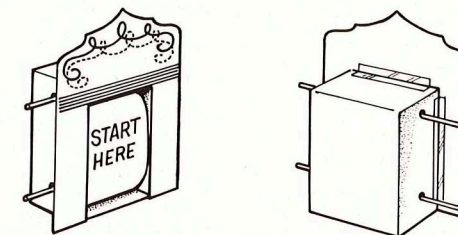
### TEACHING TOOLS

- ☐ Visual aid book; wordstrips 54-57. (See inside front cover of visual aid book for instructions.)
- ☐ Paper and pencils.
- ☐ Research reports (see page 42).
- ☐ Materials for making TV tapes of Solomon (see page 36).
- ☐ Dictionary.
- ☐ Several of last week's church or junior church bulletins.

## EARLY TEACHING TIME

CHOOSE what is best for your class.

- ☐ Let pupils work on any uncompleted work for this quarter such as memory work and research guide sheets.
- ☐ Discuss how pupils will share the special research reports in class which they prepared at home. Display their reports on the bulletin board after class.



- ☐ Have pupils complete the TV tapes for Unit III. Suggested illustrations are:

- Solomon pays in wheat and oil (I Kings 5:11);
- Solomon sends men to cut trees (I Kings 5:13-15);
- Solomon begins laying the foundation (I Kings 5:17);
- Solomon dedicates the Temple (I Kings 8:54).

When drawings are completed let pupils write "THE END" in the last space of the tape. Cut off tape, leaving 1½" blank end. Paste end securely to the bottom dowel stick. Now rewind the pictures onto the bottom dowel to the beginning space. Pupils may wish to paste a decorated frame to the front of their TV tapes to give them a finished appearance. See sketch.

- ☐ Let a pupil look up the meaning of the word "dedication" and be ready to share this information in class.



## CLASS TIME

### PRAYER

Pray that your pupils may be impressed with the reality of God and respond in moments of worship.

### REVIEW

Use pages 12-13 of the visual aid book. Perhaps one of the most important things Solomon did during his reign



was to build the Temple. Who helped him build? How was it different from the Tabernacle? How was it like the Tabernacle? (If pupils did research on Solomon as suggested on page 42, call for it now.)

### POINT OF CONTACT

How many of you have ever been to a dedication service? Sometimes a new church organ is dedicated. Sometimes new church furniture such as a pulpit or a communion table are dedicated. Often new church buildings are dedicated. What does a service of dedication mean? Listen to what the word "dedicated" means. (Let a pupil give a definition he looked up during early time.)

When a church building or its furniture are dedicated they are set apart for God, to be used for His glory. One of the reasons we show respect and reverence in church is because it is dedicated to the service of God.

### BIBLE LESSON

After seven years the beautiful Temple which Solomon and his people built was completed. No doubt Solomon was pleased with it. He wanted to show his gratitude to God by dedicating the Temple for God's use. He chose a time for the dedication which was held in connection with the Feast of the Tabernacles. The celebration lasted almost two weeks.

ASK: What do you know about the Feast of the Tabernacles? It was the most important yearly feast the Israelites celebrated. It was a thanksgiving feast, held after the crops were gathered in. ASK: Where did the people live during the feast? In booths decorated with branches. The booths were located all about the city.

### The Ark Brought to the Temple

After the Temple was completed the people were no doubt especially thankful to God as they made their way to Jerusalem for the dedication and Feast of Tabernacles. Solomon asked the leaders of Israel to bring the Ark of the Covenant to its new home in the Temple. Do you remember what the Ark of the Covenant represented? (It was a symbol of God's presence with the people.)

Solomon had learned from his father, David, that the Ark of the Covenant must be carried and handled in a special way according to God's instructions. Many years earlier when the Israelites were wandering in the wilderness God said the Ark was to be covered with treated leather skins to make it waterproof. It was then covered with a blue cloth (Numbers 4:6) to distinguish it from other furniture and to remind the people to treat it with reverence. God had warned the people not to touch the holy things lest they die. (See Numbers 4:15.) This was one way to teach the people to show reverence for the things of the Lord.

For the dedication of the Temple, Solomon sent the priests to bring the Ark into the Temple. Not only did they bring the Ark of the Covenant, but they brought the dismantled Tabernacle and the holy things from it into the Temple. (See I Kings 8:4.) No doubt these things, except the Ark, were stored in the side rooms around the Temple. The new furniture Solomon had made would be used in the Temple now.

A huge crowd of people had gathered at the Temple. It must have been an impressive sight as very carefully the priests carried the Ark and the holy things into the Temple area. No doubt every man, woman and child had often heard how God first gave the Israelites instructions for building the Tabernacle. They probably knew the story as well as you know some of your favorite Bible stories.

Perhaps a silent hush fell upon the people as the pro-

cession of priests neared the Temple. It was a solemn, sacred service. When they reached the outer court, the group stopped and the Ark of the Covenant was carefully put down. There Solomon offered a big sacrifice to the Lord. The Bible says so many sheep and oxen were sacrificed in the outer court they could not be counted!

When the sacrifice had been completed the priests carefully picked up the Ark and began the procession through the entrance between the two huge pillars, through the holy place and finally to the quiet room at the rear of the Temple to the holy of holies. There the Ark was carefully lowered and placed under the wide wings of the cherubim.

The people waited in the court. As the priests stepped out of the holy place, suddenly God's glory like a cloud filled the Temple. The glory was so bright that for a moment the priests could not continue the service. It was God's sign that He would dwell among the people! (See I Kings 8:10,11.)

### The Temple Is Dedicated

While the people stood in the courts, King Solomon continued the service of dedication as he stood on a high platform where the people could see him. He told them again why the Temple was built. He reminded them that God had led them step by step to Jerusalem; that God had chosen David for their king but God did not permit David to build the Temple. Then Solomon raised his hands and prayed, *LORD God of Israel, there is no God like thee, in heaven above, or on earth beneath, who keepest covenant and mercy with thy servants that walk before thee with all their heart* (I Kings 8:23). God is the only true God. These words were just the beginning of a long prayer of worship. Solomon said God was the only true God. He had shown that He is God by what He had done and by keeping all His promises. "Let the people know," prayed Solomon, "that thou are the Lord and none else."

At the close of this great dedication service, the people worshiped the Lord by bringing their gifts to Him. They brought 22,000 oxen and 120,000 sheep. (See I Kings 8:62,63.) It was a happy joyous occasion and the people were glad because of the goodness of the Lord. They said, *He is good; for his mercy endureth forever* (II Chronicles 7:3). From that time on the people gathered at the Temple in Jerusalem for worship.

### You Worship God

The people of the Old Testament worshiped at a certain place such as the Tabernacle or in the Temple. (Display illustration A on page 14 of the visual aid book.) They followed the rules of worship which God gave to Moses. When Jesus came to earth He came to show us what God is like. The Lord Jesus taught that a person who had accepted Him as personal Saviour could worship God any place. (Display illustration B in visual aid book.) Jesus said, *God is a Spirit* (John 4:24). That means that God is everywhere; He can be worshiped anywhere: at home, at church, at camp or anywhere else. Worship is no longer limited to one particular place as it was in the past.

When we worship God, we must realize that we are speaking to the great God who created us and the universe. God is holy and just (fair) and righteous. (See John 4:24.) When you really worship you feel honor, reverence and awe to God. "Worship" is such a big word that it's hard to define. It includes a number of different parts as:

#### 1. Praise and Adoration (Attach wordstrip 54.)

In the Old Testament times the people had to wait in the outer courts of the Tabernacle or Temple while the high priest went into the holy of holies. He could only go in once a year and then he prayed for the people. (Display illustration C in the visual aid book.)

When the Lord Jesus Christ died on the cross, the veil in the Temple was torn and the holy of holies was open. (See Matthew 27:51.) Therefore, you and I can worship the Lord without a priest. We can pray directly to God. (Display illustration D.) Even more important, we learned last week that when Jesus Christ saves us from sin, our bodies become the temple of the Holy Spirit. Because this is true, you can worship God even when you are all by yourself.

#### 2. Thanksgiving

Another very important part of worship is found in Psalm 100:4 and Ephesians 5:20. Find these verses and read them silently. What else is included in worship? (Attach wordstrip 55.) Do you remember always to say "thank you" to God for the many things He does for you?

#### 3. Asking God for Our Needs

Besides telling God how much we love Him and thanking Him for all His mercies to us, there is still another part of worship which is important. Turn in your Bibles to John 16:24 and Philippians 4:6. (Wait for pupils to find the references and then have both read aloud.) What is it the Lord tells us to do here? (to make all our wants and desires known to Him) (Attach wordstrip 56.)

Everything we have comes from God but God wants us to come to Him and ask Him to meet our needs.

#### 4. Our Gifts

Turn to II Corinthians 9:7. (Have a pupil read it aloud.) When we realize what God has done for us, it is only natural that we should want to do something for Him. (Attach wordstrip 57.) That is why we bring our love offerings every Sunday. Sometimes when the offering is received on Sunday morning we forget that it is part of the worship service and we use that time to talk and visit with our friends. This, too, should be a time of quiet and reverence as we bring our offering gifts to the Lord because we love Him.

Solomon gave the whole Temple to the Lord and God came in and filled it with His glory. God wants our lives even more than He wants our gifts. If you will give Him your life, He will guide your life each day.

### Our Church at Worship

If time permits, have pupils discuss the junior church or the church worship service they attended last week. Reviewing various parts of the worship service will make them more meaningful to pupils. A supply of last week's bulletins will help them recall.

SAY: Think about the worship service in our church last Sunday (or junior church). ASK: What were some of the things we did? What part of the service was praise and adoration? The hymns, choir music, call to worship, invocation, etc. ASK: Was there a special part for thanksgiving? Prayer, music, offering. ASK: How did we ask God to supply our needs? Through individual silent prayers and through the pastoral prayer when the minister prayed in our behalf. ASK: Since giving our offerings is part of worship, what do you feel your attitude should be during the offering?

### PRAYER

Thank God for the privilege of worshipping Him.

### MEMORY WORK

Assign the memory verse, I Kings 8:23, to be learned next week. This verse is a verse of worship. Solomon gave praise to God when he says there is no one like God. Explain that "covenant" means an agreement or promise. God is true to His Word; He always keeps His promises and often does even more than He promised.

### DURING THE WEEK ACTIVITY

Make arrangements to visit a neighboring Jewish synagogue during the week. Use some time in class to prepare pupils for the visit. To make it a good learning experience, prepare carefully for it.

### Before the Visit

1. Call a local synagogue well in advance and make an appointment for a visit during the week. Explain that your group has been studying Old Testament worship and the building and dedication of Solomon's Temple.
2. Ask a rabbi or guide to be available to explain the various scrolls and symbols.
3. Arrange for transportation with other teachers and/or parents.
4. Contact the homes of your pupils explaining to parents why this visit is being made. (to enrich pupil's background in studying worship)

### Prepare Your Pupils

1. Discuss conduct and courtesies which should be shown during the visit. Emphasize that the mode of worship will be different from your own but it is important to show respect for Jewish worship.
2. Discuss how the group might go into the synagogue with the least amount of disorder.
3. If possible use a book such as, *One God, and Ways We Worship Him*,\* by Florence Mary Fitch, to give pupils a richer background. Illustrated pictures in the book will stimulate ideas.
4. Think through questions to be asked and what to look for at the synagogue. Pupils may jot down questions to ask. Some ideas are:
  - a. Look for the Star of David. It looks something like a six-pointed star and is usually found above the door of the synagogue or on the heavy curtain before the Ark.
  - b. Notice the platform in the synagogue. Usually there are two reading desks. Try to discover their use and purpose.
  - c. Note the back wall of the platform where you will see a cabinet, sometimes called the Sacred Ark. Ask what the ark contains. (Often the rabbi will show the scrolls of the Torah kept in the ark.)
  - d. Look for the lamp which is usually near the ark. One name for it is the Eternal Light. Ask about its purpose.
  - e. Ask questions about the Hebrew worship service and the music. You will perhaps see the prayer shawls and head coverings which some worshipers wear. Ask who wears them.
  - f. Ask about the seating arrangement. Women usually sit in a special place in the Orthodox Jewish Synagogue. Ask why.
  - g. Decide who will express appreciation to the rabbi for permitting the visit and answering your questions.

### After the Visit

Evaluate your visit and discuss some of the new things the group has discovered from the visit.

\*While portions of this book are helpful, the publisher does not necessarily endorse the complete content.



# ADDITIONAL RESOURCES FOR THE BUSY TEACHER



## BEHAVIOR/MISBEHAVIOR

The boundless energy and a curious mind which God has given to fifth graders sometimes lead to discipline problems. The pupils, curious to see how much they can get away with, really want an authority which places a limit on them. It gives them a feeling of security. Because group approval is so important, they will often follow group rules more readily than those set up by an adult. Once rules are established, be consistent in enforcing them.

Discover the causes of poor behavior. Is the room environment disorderly? Is ventilation poor? If your tardiness allows rowdy behavior to develop before class time, it will carry over into the classroom. Be sure seats are arranged so you can see each pupil. Be aware of restlessness and try to discover its cause. Are you expecting pupils to sit still while you instill? Plan carefully to involve your pupils. Prepare your lesson well; venture out with some of the suggestions in your books which may be new to you. Plan how you will use the visual aid book.

A particularly difficult pupil may seek attention in negative ways because of lack of love and security at home. Learn of his home situation; talk with his school teacher concerning his adjustment at school. Know each pupil's interest and hobbies and relate these to your teaching whenever possible. Give the pupil love and attention. Pray for him.

## DID YOU LET THEM DO IT THEMSELVES?

Preparations of the Discussion Leader before the Meeting: Secure enough copies of the teachers' manual, "Adventures with New Leaders," for each person who should be at the meeting.

Read Lesson 13, "God's Man," again. Study the discussion of the *three main purposes of working in committees* in the section "Purposes of Committee Work" and the discussion of *some things you can do to help accomplish your purposes* in the section "Working in Committees." Be ready to distribute the books, make the reading assignment, ask the questions and direct the discussion in the meeting.

Read the sections listed above for the study of the discussion leader. Discuss these questions.

1. What are three important purposes of working in committees? Find the answers in the section you read.

2. Take each purpose in turn and ask of it: How well did the experience accomplish that purpose? How could you see that it was accomplished? Discuss not only evidence seen in the finished products but in the actions and discussions of the children as well.

3. What problems did you have for which the lesson suggested some solutions? How did the solutions work? If there is any confusion about the suggested solutions, read them aloud from the lesson and try to clarify them.

4. What problems did you have for which you found no solutions suggested in the lesson? What would be a good solution for them? Remember that laughter and talking aloud, if they are used in any connection with the assignment of their committee, are not problems and should not be discouraged. They are problems only if the children have strayed far from the purpose of the committee or have become excessively noisy so that other committees *show* they are distracted.

5. There will be another committee lesson this quarter (see Lesson 9). Suggest some ways to accomplish the stated purposes more effectively and decide on any you want to try. Keep a list of your suggestions and refer to them in the second staff meeting.

Show samples of work you brought which your class did for Lesson 13, "God's Man." Don't be discouraged by the quality of the work. Look for signs of understanding and learning in them. Remember that the things the children learned made up the real product.

The editors would be pleased to see samples of the work of your class. If your teachers encountered serious problems for which you can find no adequate solution, a letter from you about them would be welcome also.

## THEY WON'T TALK ABOUT THE LESSON

Do you find it difficult to start a discussion? Do you feel safer with the lecture method? Do the same pupils answer the questions you ask?

Stimulate class thinking by asking questions which motivate curiosity: "What if . . ." "What if David felt he had opportunity to get even with Saul in the cave?" "What if Absalom had not been killed?"

Problem solving related to a very real life situation of a fifth grader stimulates responses. As pupils discuss with one another, listen to the opinion of others, compare feelings, many barriers melt and even the shy pupils are drawn into the discussion of a problem which is very real to them.

A question such as, "What do you think?" often helps the pupil to clarify his own thoughts as he struggles to share his ideas with classmates. A pupil is stimulated to try to express his thoughts if he feels that you, his teacher, are really listening and are interested in what he thinks and feels. A feeling that teacher and pupils are learners together often stimulates the pupil to search for further information and share his "find" with the teacher.

You as the teacher are the guide to a good discussion.

## ANSWERS TO PUPILS' RESEARCH ASSIGNMENT QUESTIONS

(Pupils should be encouraged to think through the answers as much as possible. Be ready to accept reasonable answers.)

### LESSON 1

**Talk, Fight, or Run:** 1. he fought back, 2. he ran away, 3. he talked things over, 4. he talked things over, 5. he ran away.  
**David Prayed:** box-I Sam. 23:2, line-Ps. 3:4-6; 1-d, 2-a, 3-c, 4-b

**You Must Choose:** a paragraph in child's own words, 2 paragraphs in child's words

### LESSON 2

**News Release:** I Sam. 31:6, I Sam. 31:1, II Sam. 1:11,12, II Sam. 1:19, I Sam. 31:7, I Sam. 31:7; The beauty of Israel is slain (Thy glory, O Israel, is slain upon thy high places); The mighty are fallen (How are the mighty fallen); The bow of Jonathan turned not back; The sword of Saul returned not empty

**David Prayed:** forgotten, hid, Choose two-1) How long wilt thou forget me, O Lord? (How long, O Lord?) 2) Forever? (Wilt thou forget me forever?) 3) How long wilt thou hide thy face from me? v.2-How long shall mine (my) enemy be exalted over me? Talk it over with God; v.3-How long? v.6-He cried; v.8-voice (sound) weeping; v.9-supplication, received (accepts) prayer; all go unto (to) one place; dust again; praise thee; declare thy truth (tell of thy faithfulness); Thou hast turned for me my mourning into dancing; I would sing praise to thee (my soul may praise thee), be silent; pupil's own words about praising God.

### LESSON 3

**Judah Named a King:** Hebron, Judah, Judah, King, Judah, Ishbosheth, Israel, Saul, David, Saul

**Israel Named a King:** 1. We are thy (your) bone and thy flesh, 2. You led us out and brought us in, 3. The Lord said you would be a captain or shepherd over us.

**David Knew How to Get the Most Out of Life:** 1. Only trust in the Lord, 2. Ability to rule people wisely, 3. Courage and skill in fighting, 4. Ability to rule people wisely, 5. Only trust in the Lord, 6. Courage and skill in fighting, 7. Only trust in the Lord, 8. Courage and skill in fighting

**Do You Know How to Get the Most Out of Life:** Pupil's own words

### LESSON 4

**A Puzzling Tragedy:** proof verses-(1)T-1; (2)T-3; (3)F-4; (4)T-6; (5)F-7; (6)T-10; (7)T-11; (8)T-12; (9)T-12; (10)F-13; (11)T-14 false sentences-3, change "bad" to "good"; 5, change "on poles" to "in a cart"; 10, change "field" to "house"

**Bringing the Ark to the City of David:** How shall (can) I bring the ark of God home to me? Levites; 862 or 868 if 6 leaders are added; 1. elders of Israel, captains (commanders) over thousands, 2. joyful, 3. shouting and musical instruments

**Sometimes Life Puzzles Us:** 1. Ps. 19:1-God's 2. Ps. 8:1,3-the Lord, 3. Ps. 139:1-the Lord, 4. Ps. 32:5-acknowledge it and confess to God, 5. Ps. 23:6-in the house of the Lord

### LESSON 5

**David Used His Abilities:** 1. cunning (skillful) in playing, 2. a mighty valiant man (a man of valor), 3. a man of war, 4. prudent in speech, 5. a comely person (man of good presence), 6. The Lord is with him; 1. He was a skillful fighter (or trusted God), 2. He was wise with words, 3. He was a skillful musician, 4. He was very personable (or skillful musician), 5. He was very brave, 6.

He trusted and worshiped God, pupil's own words

**Psalms of Praise:** vs. 1,2-He tells how bad things were; vs. 3,4-He asks God for help; v.5-He tells how he trusted that God would answer; v.6-He praises God; puzzle-1. Amalek, 2. Hamath, 3. Moab, 4. Ammonites, 5. Syrians, 6. Zobah, 7. Edom, 8. Philistines

### LESSON 6

**Is Anyone Left of Jonathan's Family:** refer to page 22 in this book

**The Loyalty of Two Friends:** 1. Jonathan, David, 2. Jonathan, David, 3. David, 4. Jonathan, David; **Twenty or Thirty Years Later:** 1. Ziba, 2. Jonathan, 3. Mephibosheth, 4. Mephibosheth, 5. David, 6. Mephibosheth, 7. Mephibosheth, 8. David, Jonathan, 9. Ziba, 10. Mephibosheth; Mephibosheth, Lo-debar, Ziba, Machir, Ammiel

**How Can You Show Loyalty to Your Friends:** Loyalty sentences-1, 2, 4; 1. love my friends, 2. be happy with them when they are happy and sympathetic when they are sad, 3. be kind to them, forgive them

### LESSON 7

**Who Was Loyal:** 1. Absalom, 2. Ittai, 3. Gittite, 4. Zadok, 5. Abiathar, 6. Ahimaaz, 7. Hushai, 8. Jonathan, 9. Ahithophel, 10. Joab, 11. Abishai, 12. En-rogel, 13. Amasa, 14. Barzillai

**Friends and Foes:** 1. Absalom, 2. Ahithophel, 3. Hushai, 4. Mahanaim, 5. Joab, Abishai, Ittai, 6. Amasa  
**Loyalty to People You Care About:** 1. he was lying, 2. he deceived the people, himself, they would turn against David or they would want him to be king, himself, himself, no  
**Are You Loyal to the People You Care About:** pupil's own words for 1, 2, 3; 4. Love your enemies or pray for those who persecute you; my Father in heaven

### LESSON 8

**Many People Were Loyal to David:** 9A. Ittai, 5D. Gittites, 8A and 4D. Zadok, Abiathar, 11A. Hushai, 3A and 7A. Jonathan, Ahimaaz, 2D. En-rogel, 10A. Shobi, 6D. Machir, 1D. Barzillai

**Loyalty to Your Leaders:** 1. Saul, 2. Jonathan, 3. Ittai, 4. Barzillai; **His Friend's Request-** not to fight the Philistines, to kill Saul; **What God wanted for David** to fight the Philistines, for him not to kill Saul; **What David did-fought** the Philistines, did not kill Saul; Rom. 13:1,2-L/P; Eph. 6:1-P; Matt. 16:24,25-LJ; Rev. 2:10c-LJ

### LESSON 9

**We Owe Loyalty:** The Lord our God  
**David Obeyed God:** How David knew-1. he prayed, God told him, 2. he knew the Lord chose Saul, 3. he prayed, God told him, 4. he made a promise to Jonathan; **What he did-**1. he fought the Philistines, 2. he didn't kill Saul, 3. he moved to Hebron, 4. he gave Mephibosheth his lands; **What he risked** -1. defeat of his army, 2. being killed by Saul, 3. none mentioned, 4. having Mephibosheth try to take the throne

**David Trusted God:** 1. The Lord, whom shall I fear, he does not need to fear his enemies, 2. Wrong words-short, defeat, sad, doubted, his army, complain

**David Praised and Thanked God:** 1. The Lord, 2. God was his strength and power, taught his hands to war, made him surefooted, saved him from his enemies, 3. sing praises and thank Him

**David Was Loyal to God:** 1. Obey God even when it looks risky, 2. Trust God even when things are going wrong, 3. Praise God in all circumstances

### LESSON 10

**Adonijah's Coronation:** Place-En-rogel, Guest List-1. king's sons, 2. Joab, 3. Abiathar, 4. men of Judah (royal officials of Judah), king's servants, also captains of the host; Don't invite-1. Nathan, 2. Solomon, 3. David's mighty men, 4. Zadok, 5. Benaiah

**Solomon's Coronation:** Place-Gihon, Guest List-1. Zadok, 2. Nathan, 3. Benaiah, 4. Cherithites, 5. Pelethites; 1. Adonijah, Solomon, 2. Abiathar, 3. Solomon, 4. Zadok, Nathan, 5. David, 6. Adonijah  
**David's Advice to Solomon:** pupil's own words  
**God Had a Plan for Solomon:** 1. be born to thee (you), 2. rest (peace) from (all) his enemies, 3. shall be Solomon, 4. peace and quiet to Israel, 5. sit upon the throne  
All five sentences came true  
**God Has a Plan for You:** d, a, b, e, c, f

### LESSON 11

**Solomon's Wish:** pupil's own words; Wrong words-1. Nathan, 2. Jerusalem, 3. day, 4. health, 5. punish, 6. angry; God promised-understanding, long life, riches, honor

**The World Heard of His Wisdom and Wealth:** From traveling merchants; pupil's own words -he was wealthier than the rumors had said  
**Solomon Shared His Wisdom:** Correct endings-1. she gets her work done without anyone checking up, 2. being happy will make everything a lot of fun, 3. pretty worthless if you have to do it yourself, 4. controlling your anger is a greater achievement than conquering a city, 5. keep to yourself unpleasant remarks you hear about anyone; ask God for wisdom

### LESSON 12

**Solomon Got Ready to Build:** Solomon, Israel, Hiram, Tyre, 20,000 measures (cows), 20,000 measures (cows), 20,000 baths, 20,000 baths; cedar, fir (cypress), algar, Lebanon, floats (rafts), Joppa, Jerusalem, King Solomon

**Solomon Built the Temple:** 11, 8, 4, 2, 7, 6; hammer, axe, tool of iron, planks of fir (boards of cypress), cedar, knobs and flowers (in the form of gourds), pure gold, Hiram, brass (bronze), gold

**Building Your Life:** temple, Lord (Holy Spirit); love, God, love, thy (your) neighbor, obedience, parents, love, enemies, prayer, those who persecute me, forgiveness, others, joyfulness (gladness)

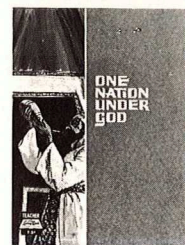
### LESSON 13

**Dedicating the Temple:** The priests put the Ark in its new place, a mighty choir sang of God's goodness and love, the glory of the Lord filled the house, Solomon prayed to dedicate the Temple, fire from heaven burnt the offering and sacrifices, all Israel feasted for a week

**The World Gave Solomon Honor:** wise and an understanding heart (discerning mind), riches, honor, lengthen thy (your) days, 1. queen of Sheba, that Solomon exceeded the fame (surpassed the report) she had heard, 2. kings of the earth, silver, gold, raiment, harness (garments, myrrh), spices, horses and mules, a. 600, b. 150, c. 400 d. 100; Lord God of Israel (O Lord, God of Israel), there is no God like thee, in heaven above or on earth beneath, who keepest covenant (keeping covenant), and mercy (and showing steadfast love), with thy (to thy) servants that (who) walk before thee with all their heart  
**Worship in Our Churches:** pupil's own words

**WARNING:** The answers above are a guide for you. Do not expect a pupil to phrase the answers as they are phrased above. Answers are correct if they mean the same as those suggested.

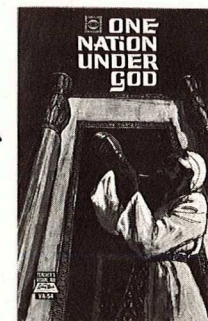
## CORRELATED TEACHING MATERIALS



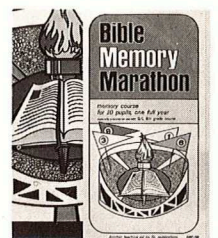
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