

Lesson 74

God Calls Samuel

God gave Samuel a message of judgment on Israel and the house of Eli.

Studying God's Word

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

Introduction

Pass out name tags and have students write their name and put them on. Go ahead and write your name on your name tag. You can add some art or personal flair to the design if you like before you put it on. Then we'll go around the room, and I want you to give your name and share something about you that we may not know. Allow short time for each student to share.

You may be wondering why we took time to create name tags, so I'll explain the name game we'll play. In our lesson today, God called a young man by name and gave him an important message to share. When God called his name, he answered, "Speak, for your servant hears." His answer showed respect and obedience to God. This young man would become the last judge of Israel, a prophet, and a priest!

Pull out treats you brought and place them up front. I will call on each of you throughout the lesson to answer a question from our Bible reading, so make sure you're paying attention! When I call your name and give you a question,

you may pick a treat if you answer correctly. If you answer incorrectly, I'll call on another student. There are a limited number of questions so you'll want to get yours right on your turn. There are 25 questions to address to individual students throughout the lesson, not including Class Notes questions. Depending on your class size and number of treats, you may be able to ask several questions to each student or you may need to pair/group students and let them answer together.

Any questions? Respond to any questions.

Okay! Let's start with a quick review of what we've been learning.

Slide #3

Slide #4

Slide #5

Refer to Lessons 71–72 Theme Posters and the Exodus to Malachi Timeline. During the time of the judges, Israel repeated a cycle of idolatry, punishment from God in the form of enemies, repentance, and then deliverance when God raised up a judge. God chose Gideon to lead the Israelites to victory against the Midianites. Then God chose Samson and gave him special strength to fight against the Philistines. Even after Samson sinned, God answered his prayer by giving him strength to bring down a building full of Philistines.

Refer to Lesson 73 Theme Poster. We also learned about Ruth. Ruth was from the country of Moab, and she married one of Naomi's sons. Sadly, Naomi's husband and two sons died while they lived in Moab. Ruth refused to leave Naomi, so she traveled with her back to Israel. Ruth left her country, her family, and her false gods to live with the Israelites and follow the one true God.

_____ (insert a student's name), what was the name of the town Ruth and Naomi journeyed back to? Bethlehem. Allow student to pick a treat if answered correctly.

Back in Bethlehem, Naomi and Ruth were in a desperate situation because they had no husbands to care for them. They were poor and needed food. But God arranged for Ruth to work in Boaz's field. Boaz was a close relative of Naomi's husband, and he was able to buy Naomi's land, marry Ruth, and take care of both women. God blessed Boaz's kindness and Ruth's faithfulness by giving them a son named Obed.

_____ (insert a student's name), what was the name of Obed's famous grandson? King David. Allow student to pick a treat if answered correctly.

Yes! Obed had a son named Jesse, and one of Jesse's sons was David, who became king of Israel. Many years later, Jesus was born

into the family of David. Boaz and Ruth became the ancestors of King David and Jesus. Both Boaz and Jesus were redeemers. Boaz redeemed Ruth and Naomi when he saved them from a helpless situation.

_____ (insert a student's name), who did Jesus redeem? Sinners. Allow student to pick a treat if answered correctly.

Samuel's Birth

Pass out the Class Notes.

Our lesson begins in a time about 300 years after God gave the Israelites the promised land and helped Joshua conquer it. God had raised up many judges to deliver the people when they repented from worshipping false gods. The judge who was leading Israel at this time was a priest named Eli. He served in the tabernacle of the Lord, which was set up in a town called Shiloh in the territory of Ephraim.

_____ (insert a student's name), what was kept in the tabernacle? It was covered in gold with two angels on top and held the Ten Commandments. The ark of the covenant. Allow student to pick a treat if answered correctly.

Continue to address each question in the lesson to specific students by

name. Award treats for correct answers.

Yes, the ark of the covenant was kept in the most holy place in the tabernacle. The tabernacle was where the people of Israel came to offer sacrifices to God and to celebrate several feasts every year. At one of these feasts, Eli spotted a woman who was praying. Her name was Hannah. Her lips were moving, but no sound was coming out because she was praying in her heart and mind. She was deeply distressed because she wanted a son so badly. She wept and promised the Lord that if he gave her a son, she would dedicate that son to serve God. Eli blessed Hannah, and she left the tabernacle feeling better because she'd given her request to God. God answered Hannah's prayer and gave her a son. Hannah named him Samuel.

When Samuel was a young boy, Hannah brought him to the tabernacle and gave him to Eli, the priest, so he could serve as a helper. Hannah kept her promise to give her son back to the Lord.

It must have been hard for Hannah to give up her son and have to live apart from him when he was so young. But she visited him every year at the tabernacle and brought him new clothes. God blessed Hannah and her husband with other sons and daughters.

Eli was grateful to have Samuel, who was a good helper.

But Eli's two sons, Hophni and Phinehas, were wicked men. As priests, they were supposed to love and serve God, but they were greedy and selfish. They even stole offerings that were dedicated to God! God was not pleased with Hophni and Phinehas, and neither was their father, Eli.

1 Samuel 2:23–26

Slide #6

Slide #7

Turn in your Bibles to 1 Samuel 2:23. Listen carefully and follow along as I read what Eli said to his sons. Read 1 Samuel 2:23–26.

Eli knew that his sons were doing evil. They were not helping the people honor God. In fact, they were leading the people into sin. Eli tried to convince them to stop sinning. He knew they would face God's judgment.

_____ (insert a student's name), how did Eli's sons respond to what he said? Look in verse 25. They would not listen.

_____ (insert a student's name), what was God planning to do to Hophni and Phinehas? 1 Samuel 2:25. Put them to death.

Eli's sons were rebellious against God and their father. They would not listen to his warning to repent and change their ways.

_____ (insert a student's name), at this time, how was Samuel living? Look in verse 26. He was growing up in favor with the Lord and man.

God loved Samuel, and Samuel was obedient. Other people liked Samuel, too. God was preparing Samuel to be the last judge, a holy priest, and a faithful prophet.

Slide #8

Slide #9

Let's review what we've covered so far in the Class Notes. You will circle the correct bold word in each statement. Who will read #1 and give the answer? Choose a reader.

Eli. Have students complete #1.

Who will read #2 about where the ark of the covenant was kept? Choose a reader.

Tabernacle. Have students complete #2.

And #3? Who prayed for a son? Choose a reader. Hannah. Have students complete #3.

What was her son's name in #4? Choose a reader. Samuel. Have students complete #4.

And #5? Who will read that? Choose a reader. Wicked. Have students complete #5.

Samuel's Calling

Samuel was a young man ministering to the Lord under Eli's direction when God first spoke to him. I need two volunteers to help act out what

happened from 1 Samuel 3. One of you will be young Samuel, probably a teenager at this time, and one will be the elderly Eli, whose eyesight is failing.

God Calls Samuel Skit

Choose two volunteers then follow the instructions and script in the God Calls Samuel Skit. After the skit, continue with the lesson below.

Turn to 1 Samuel 3 so you can look in specific verses to help you answer questions from the skit.

_____ (insert a student's name), where was Samuel when God called to him? Lying in bed in the tabernacle.

_____ (insert a student's name), who did Samuel think was calling him? Eli.

_____ (insert a student's name), why was Samuel confused about who was calling him? The answer is in 1 Samuel 3:7. He did not yet know the Lord.

Samuel knew of the Lord, but he did not know the Lord personally. That was going to change, and so was Samuel's life!

_____ (insert a student's name), how many times did the Lord call Samuel before Eli figured out what was happening? The answer is in 1 Samuel 3:8. Three times.

_____ (insert a student's name), what did Eli tell Samuel to say if God called him again? 1 Samuel 3:9. "Speak, Lord, for your servant hears."

Eli directed Samuel to give a respectful and obedient answer to the Lord. And Samuel responded as Eli told him to the next time God called him in his sleep.

The Lord's message to Samuel had two parts. The first part was a warning to Samuel against the Israelites because of their sin. The Lord said the message would make the ears of the people tingle! That is a figure of speech that means the people would not like hearing about the coming judgment.

_____ (insert a student's name), who was the second part of the warning about? It's in 1 Samuel 3:12–13. Eli and his house.

_____ (insert a student's name), why was God going to judge them? 1 Samuel 3:13. Because of the iniquity and blasphemy of his sons and because Eli did not restrain them.

_____ (insert a student's name), how did Samuel feel after hearing this message from God? Was he excited to share it? No. He was afraid to tell Eli.

Slide #10

Show the Lesson Theme Poster. God came to Samuel in a dream and called him.

Samuel was called to be one of God's prophets, chosen to share God's message to the people. But this was a terrible message! God was going to judge all the people of Israel for their sin. Not only that, he was also going to judge Eli and his evil sons! Samuel had to tell them that Israel would be judged and Eli and his sons would die.

_____ (insert a student's name), how did Eli respond after Samuel told him the message? He accepted it as from the Lord. Refer to the Attributes of God Poster. Which attribute of God reminds us that God's judgment against wickedness and sin is fair? God is just. Choose a student to read the definition.

Because God is holy, he is just to punish all sin. God's message through Samuel made it clear that he would finally judge the Israelites for turning away from him to false gods. God also wouldn't ignore the wickedness of Eli's sons.

Slide #11

Let's complete some more of the Class Notes. Who will read #6? Choose a reader. Sleeping. Have students complete #6. And #7? Who will read about God's message to Samuel? Choose a reader. Israelites. Have students complete #7.

God's Judgment

So, Samuel received his first prophecy from the Lord. Eli believed what the Lord told Samuel. Do you think it would be fulfilled? Would judgment come on Israel and Eli's household? Let's find out!

Remember the Philistines from the lesson on Samson? The Philistines were a nearby nation. They hated God's people and wanted to destroy them. Israel often had to fight the Philistines to keep them from taking over their cities and lands.

During one of their battles, Israel suffered a terrible defeat. About 4,000 men were killed by the Philistines. Let's see what the Israelites suggested they do in order to win the next battle. They think if they bring something into battle with them, they will have victory.

1 Samuel 4:3–4

Slide #12

Slide #13

Who will read 1 Samuel 4:3–4? Assign a reader.

_____ (insert a student's name), what question were the elders of Israel asking? 1 Samuel 4:3. Why has the Lord defeated us? They wondered why they had lost the battle against the Philistines. _____ (insert a student's name), what did they want to bring into battle with them from Shiloh? 1 Samuel 4:3. The ark of the covenant.

_____ (insert a student's name), what did they think would happen if the ark were with them? 1 Samuel 4:3. It would save them from the power of their enemies. Now look at the end of verse 4. _____ (insert a student's name), who came with the ark from Shiloh? The sons of Eli, Hophni and Phinehas.

This may seem like a good idea, but is it? The Israelites wanted to use the sacred ark of the covenant like a good luck charm. They thought if they brought it into battle, they would win. They had more faith in an object, the ark of the covenant, than they did in God himself!

1 Samuel 4:10–11

Slide #14

This doesn't look good. Who will read 1 Samuel 4:10–11 about the battle? Assign a reader.

_____ (insert a student's name), who was defeated? 1 Samuel 4:10. Israel.

_____ (insert a student's name), where did every man flee? 1 Samuel 4:10. To his home.

_____ (insert a student's name), how many Israelites died in the battle? 30,000!

_____ (insert a student's name), what was captured by the Philistines? 1 Samuel 4:11. The ark of the covenant.

Oh, no! The ark was taken. _____ (insert a student's name), who was also killed during the battle? Hophni and Phinehas.

The message God gave Samuel was fulfilled on this day. God judged the people of Israel for their sin, just as he said he would. God judged Eli and his sons, who were leading the people into sin, just as he said he would. God kept his word. The people were defeated and fled, the Philistines took the ark of the covenant, and Hophni and Phinehas died.

After the battle, the Bible says that Eli died, too. When he heard that his sons were killed and the ark had been captured, he was shocked, fell, and broke his neck. God's judgment had come. God's word to Samuel was fulfilled. People recognized that Samuel was God's prophet. God chose Samuel to be a prophet, priest, and the last judge of Israel. He was the only man to be all three!

Slide #15

Slide #16

Let's finish our Class Notes. Who will read #8? Choose a reader. The ark of the covenant. Have students complete #8. Who will read #9 about how many Israelites died? Choose a reader. 30,000. Have students complete #9.

And #10, what happened to the ark? Choose a reader. Captured. Have students

complete #10.

Who will read #11 about Eli? Choose a reader. Died. Have students complete #11.

Who will read #12 about Samuel? Choose a reader. Judge. Have students complete #12.

Application

Slide #17

Refer to the Lesson Theme Poster. We know that God gave Samuel the message that judgment was coming. The people did not listen to God. The nation of Israel was judged when the people were defeated by the Philistines and lost the ark of the covenant. Eli's sons, Hophni and Phinehas, were killed in the battle, and Eli died when he heard the news of all that had happened.

Refer to Samuel on the Exodus to Malachi Timeline. This wasn't an easy first job for Samuel. He was afraid to go to Eli and tell of God's judgment. But, he did obey the Lord, and the Lord's word came true. Because of Samuel's obedience, God would continue to use him as a prophet and judge. And later, God would use Samuel to anoint the first two kings of Israel!

Although there are no longer prophets in the world like Samuel to warn us, God uses people in our lives to teach us, warn us, instruct us, and correct us. God's instruction can come from many different people—parents, teachers, friends, family, and pastors. Our job is to listen

and learn from them as they tell us the truth of God's Word.

It is important to remember that because we now have the complete written Word of God, prophets like Samuel are no longer needed today. So, all of our instruction must be measured against the Bible. The Bible will verify if it is true or not.

We can trust that if we listen to God's Word, learn from it, and obey it, God will use us to accomplish his purpose.

Lesson Review

We encourage you to play a lesson review game.

Bible Baseball

Students will answer questions and run the bases!

Materials

Review Questions (included in lesson)

Three chairs set out for bases

Optional: gift wrap tube and a large balloon

Instructions

Print one copy of the Review Questions for your use. Set out chairs as bases. Have the students

line up by the home base area facing you (at the pitcher's mound). Each student up to "bat" will have a chance to answer a review question. If he can answer it correctly, let him run the bases. If he can't answer correctly, give the answer and ask him to go to the end of the line and try again.

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

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

Box Toss

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

Materials

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

Instructions

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

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

Draw Dice

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

Materials

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

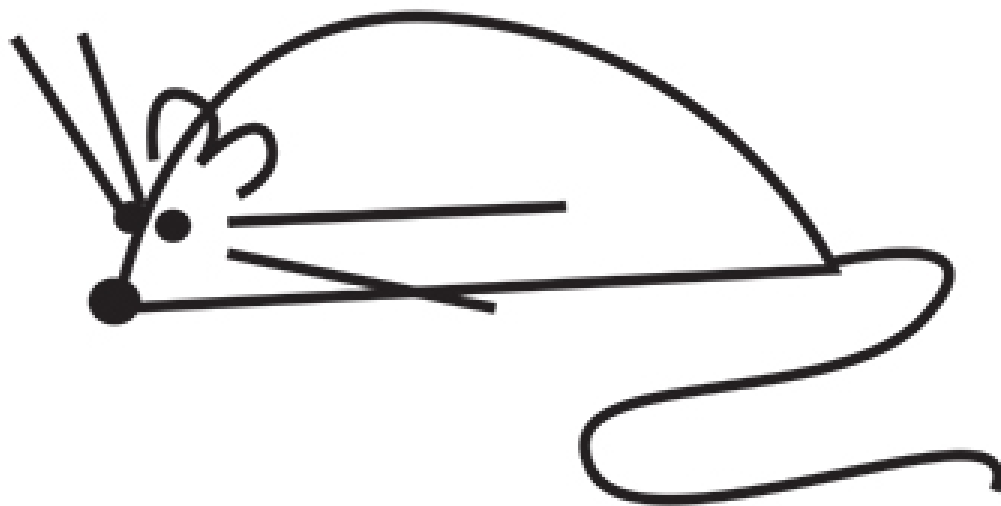
Pencils or white board markers
One die

Instructions

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

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

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



They can draw according to the numbers below:

6 = body

5 = nose

4 = whiskers

3 = eyes

2 = ears

1 = tail

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

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

Four in a Row

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

Materials

Review Questions (included in lesson)
Masking tape

Red and black paper circles or other markers for each team

Instructions

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

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

Goofy Golf

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

Materials

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

Markers

Instructions

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

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

Pick a Point

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

Materials

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

Instructions

Print one copy of the Review Questions for your use. Write various numbers in increments of 5 or 10 on strips of paper to use as point cards. Put the point cards into the cup or basket. Divide students into teams of 4–5 students each. Have each team take turns answering a review question. After each correct answer, let a member of the team draw a point card from the cup.

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

Racetrack

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

Materials

Review Questions (included in lesson)
White board or chalkboard
Markers/chalk

Optional: paper cutouts for each team (cars, animals, circles, etc.), tape/poster putty

Instructions

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

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

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

Toss for It

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

Materials

Review Questions (included in lesson)
A deck of numbered cards, or numbers and “wild” written on index cards
One beanbag
Masking tape
Two baskets or containers for cards

Instructions

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

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

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

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