

## 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

Have name tags and treats ready.

Pass out name tags to each student. Write your name on your name tag and put it on. 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!

Keep the treats nearby so you can give them to students quickly as they answer questions during the lesson. I will call on each of you throughout the lesson to answer a question, if you answer correctly, you will get a treat. So, make sure you're paying attention! If you answer incorrectly, I'll call on another student. There's a limited number of questions, so you'll want to get yours right on your turn. There are 20 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.

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 (worshipping false gods), punishment from God by bringing enemies, repentance when the people cried out to God for help, and then deliverance when God raised up a judge to fight the enemies. God chose Gideon to lead the Israelites to victory against the Midianites. Later God chose Samson and gave him special strength to fight against the Philistines.

Refer to Lesson 73 Theme Poster. Last time we learned about Ruth who lived during the time of the judges. 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 would not leave Naomi; she insisted on traveling with her back to Naomi's hometown in 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. Give (or toss) a treat to the student if he or she answered correctly.

Back in Bethlehem, Naomi and Ruth were in a terrible 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.

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. Give a treat if answered correctly.

## **Samuel's Birth**

Refer to the Exodus to Malachi Timeline. Today our lesson is near the end of the time of judges, about 300 years after God gave the Israelites the promised land and helped Joshua conquer it. 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. Some of your Bibles may call this tabernacle a temple. But we know that the large temple in Jerusalem was not built until many years later. Whichever word your Bible uses, this was the place where people came to worship the God of Israel.

\_\_\_\_\_ (insert a student's name), think back to when God told Moses how to build the tabernacle. What was kept in the most holy place? It was a big box covered in gold with two angels on top and held the Ten Commandments. The ark of the covenant. Give a treat if answered correctly.

Continue to address each question in the lesson to specific students by name. Award treats for correct answers.

The ark of the covenant was kept in the most holy place in the tabernacle. The people of Israel came to the tabernacle to offer sacrifices to God and celebrate feasts every year. At one of these feasts, Eli spotted a woman who was praying. Her name was Hannah. She was deeply troubled because she had no children and wanted a son so badly. She cried and promised the Lord that if he gave her a son, she would give him back to God to be his servant. God

answered Hannah's prayer and gave her a son. Hannah named him Samuel.

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

It must have been hard for Hannah to give up her son and live apart from him. But she visited him every year and brought him new clothes. God blessed Hannah and her husband with other sons and daughters, too.

Eli was grateful to have Samuel there because he was a great help. But Eli's two sons, Hophni and Phinehas, were not helpful at all; they 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

Refer to the Books of the Bible Poster. Turn in your Bibles to 1 Samuel 2:23. Listen carefully 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? Look at the end of verse 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), what about Samuel? How was he growing up? Look in verse 26. He was growing up in favor with the Lord and man.

Slide #8

Slide #9

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.

Pass out the Class Notes.

Let’s review what we’ve covered so far in the Class Notes. You will match the shapes

then fill in the answer. Who will read #1 and give the answer? Choose a reader. Eli. Have students complete #1.

Who will read #2? Choose a reader.

Covenant. 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**

God first spoke to Samuel when he was a young man, probably a young teenager. He was still living with Eli and serving in the tabernacle. Let's find out how Samuel reacted when he first heard the Lord speak to him.

### **God Calls Samuel Skit**

Have the script and props/costumes ready for the skit.

I need two volunteers to help act out what happened from 1 Samuel 3. One of you will be young Samuel, and one will be the elderly Eli, whose eyesight is failing. 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 the 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.

\_\_\_\_\_ (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 verse 7. He did not yet know the Lord.

Samuel knew of the Lord, but he did not know God 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? Look in verse 8. Three times.

\_\_\_\_\_ (insert a student's name), what did Eli tell Samuel to say in verse 9 if God called him again? "Speak, Lord, for your servant hears."

Eli directed Samuel to give a respectful and obedient answer to the Lord. So the next time God called him in his sleep, Samuel said the words Eli told him to say.

The Lord's message to Samuel had two parts. The first part was a warning against the Israelites because of their sin. The Lord said that 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 verses 12–13. Eli and his house.

\_\_\_\_\_ (insert a student's name), why was God going to punish Eli and his family? Look in verse 13. Because of the iniquity and blasphemy of his sons and because Eli did not restrain them.

Remember, Eli knew about the sins of his sons, but he didn't make them stop. They were supposed to be God's priests, but they were doing evil things.

\_\_\_\_\_ (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

Refer to the Lesson Theme Poster. God came to Samuel in a dream and spoke to him. Samuel was called to be one of God's prophets, chosen to share God's message with the people. But this was a terrible message! God was going to punish all the people of Israel for their sin. Not only that, he was also going to judge Eli and his evil sons! Now it was Samuel's job to deliver the awful news.

\_\_\_\_\_ (insert a student's name), how did Eli respond after Samuel told him the message? What did he say? It is from the Lord. Let him do what seems good to him.

Eli accepted God's judgment. He knew his sin and the sins of his sons.

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 worship 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, a message from the Lord, and Eli believed it. But how would this judgment come on Israel and

Eli's household? Well, remember the Philistines? The Philistines hated God's people and wanted to destroy them. Israel often had to fight them to keep them from taking over their lands.

During one of their battles, Israel lost badly. About 4,000 men were killed by the Philistines. The Israelite leaders couldn't figure out why the Lord allowed them to lose.

They decided for the next battle, they should bring the ark of the covenant with them, hoping it would save them from the power of their enemies. So the people sent for the ark of the covenant, and it was brought from the tabernacle to their camp, along with the priests, Hophni and Phinehas. The Israelite soldiers were so happy to have it there with them—surely they would win against the Philistines now.

How many of you think this was a good idea? Show of hands.  
Why would this not be such a great plan?  
Where were they putting their trust? Allow discussion.

The Israelites were using the ark of the covenant like a good luck charm. They thought if they brought it to the battle, they would win! But they had more faith in this object than they did in God himself!

1 Samuel 4:10–11

Slide #12

This doesn't look good. Let's find out if their plan worked. Who will read 1 Samuel 4:10–11 about the battle? Assign a reader.

\_\_\_\_\_ (insert a student's name), who was defeated? Israel.

\_\_\_\_\_ (insert a student's name), where did every man flee? To his home.

\_\_\_\_\_ (insert a student's name), how many Israelite soldiers died in the battle? 30,000!

\_\_\_\_\_ (insert a student's name), what was captured by the Philistines? The ark of God (ark of the covenant).

\_\_\_\_\_ (insert a student's name), who else was killed during the battle? Hophni and Phinehas.

The message God gave Samuel was fulfilled on this day just as God said. God judged the people of Israel for their sin and also Eli and his sons. The Israelites were defeated and ran away; 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. Everything God told Samuel happened like he said it would.

People now knew that Samuel was God's prophet. God chose Samuel to be not only a prophet but also a priest and the last judge

of Israel. He was the only man to be all three!

Slide #13

Slide #14

Let's finish our Class Notes. Who will read #8? What seemed like a good idea, but wasn't really? Choose a reader. Charm. Have students complete #8.

How many Israelites died in the battle against the Philistines? Who will read #9? 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 what happened to Eli? Choose a reader. Died. Have students complete #11.

What three jobs did God give to Samuel in #12? Choose a reader. Judge. Have students complete #12.

## **Application**

Slide #15

Refer to the Lesson Theme Poster. God gave Samuel the message that judgment was coming because the people continued in their sin and wickedness. And we saw that, as always, God was faithful to keep his word. The nation of Israel was 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. But even though he was afraid to tell Eli of God's judgment, Samuel obeyed. God continued to use him as a prophet and judge. And later, God would use Samuel to anoint the first two kings of Israel!

Because we now have the complete written Word of God, prophets like Samuel are no longer needed today. However, God uses people in our lives to teach us, warn us, instruct us, and correct us.

Who are some of those people God uses in our lives? Parents, teachers, friends, family, and pastors.

God's instructions can come from many different people. Our job is to listen and learn from them as they tell us the truth of God's Word. We can trust that if we listen to God's Word, learn from it, and obey it, God will use us to accomplish his purposes, too.

## Lesson Review

We encourage you to play a lesson review game.

## 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.

## 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.

## 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

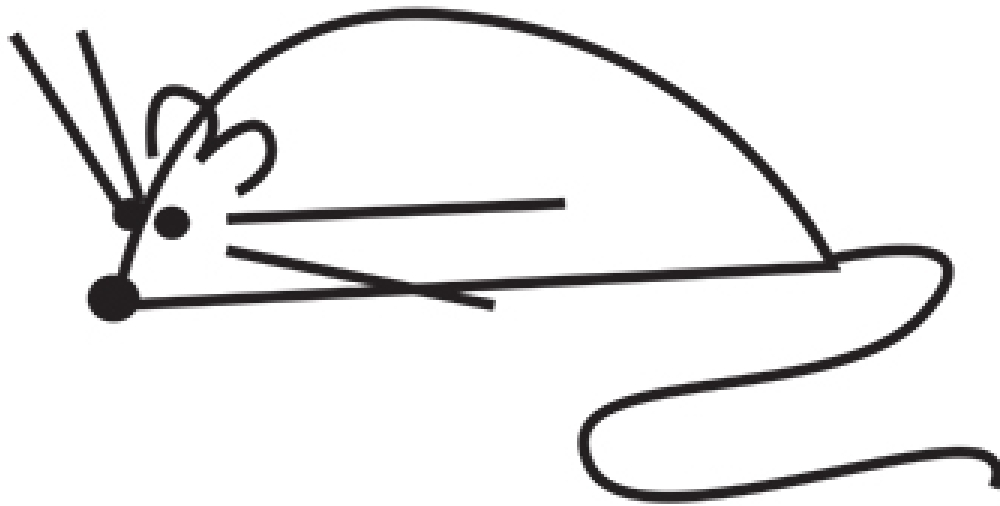
### Instructions

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.

## 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!

## 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!

## **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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