

## Lesson 82

# God's Promise to David

God promised David a kingdom that would last forever.

# Studying God's Word

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

## Introduction

Before class, prepare three or more objects in a bag or box so students can't see them. Bring blindfolds and long athletic socks for students to put over their hands (one per volunteer).

Prepare several objects for the touch experiment and bring socks and blindfolds.

To start today's lesson, I need several volunteers to help with an experiment! Choose number of volunteers based on number of items you brought for students to touch.

These volunteers will be trying to guess various objects using only their sense of touch. But, to make it harder, they will each have a sock over their hands! Blindfold each student and put a sock over one hand. Instruct them to touch the object only with their sock-covered hand.

Let's see if they can figure out what the items are! No one give any hints. One at a time, hand volunteers an object from the bag/box. Let them feel the object and try to guess what it is. Then have them take off the sock or use their other hand to feel it and see if they want to keep or change their guess. Remove blindfolds and let them see the items. Continue until all items are guessed. Have volunteers return to seats.

Our volunteers did a great job! It's hard to know what things are when we can't see or touch them. God gave us an amazing sense of touch! We know when something is hot, prickly, or rough. Even with a sock over their hands, our volunteers could figure out the size and shape of the items.

In today's lesson, someone reaches out to touch something that he shouldn't—and the result is disastrous! Before we learn about that, let's review what we studied last time.

### Slide #3

Refer to Lesson 81 Theme Poster. In our last lesson, we learned how David and his men worked for the Philistine king Achish. David and his men almost had to fight against their own people with the Philistines, but they were sent away from the battle. Meanwhile, David's city of Ziklag was attacked by Amalekites while they were gone, and all the people and possessions were taken! David and his men chased after them, and God gave them victory. They rescued all their wives and children and everything that had been stolen.

But at the battle between the Philistines and the Israelites, King Saul and the Israelites lost. Saul and his three sons were killed, and David mourned for Saul

and Jonathan.

When David returned to the land of Israel, the tribe of Judah crowned him as their king. Saul's commander, Abner, made Saul's last son, Ish-bosheth, king over the rest of Israel. Eventually, both Abner and Ish-bosheth were killed, and David became king over all Israel. He chose Jerusalem as his capital city.

## **The Ark's Journey to Jerusalem**

God was with David in all he did. David built himself a house, and his family grew as he married more women and had more children.

David was grateful to God for his kindness and faithfulness to him. He loved God with all his heart. He wanted to bring the ark of the covenant to his city, Jerusalem.

What was the ark of the covenant? What do you know about it?  
Allow discussion.

### Slide #4

Show Illustration #1. The ark of the covenant was made during the time of Moses after God rescued the Israelites from slavery in Egypt. It was a wooden box covered in gold with two cherubim angels on top. The ark was holy because it represented God's presence with them. That's why it is sometimes called the ark of God. Wherever the ark was, that's where the Israelites worshipped and offered sacrifices to the Lord.

Refer to the Exodus to Malachi Timeline to show the time from Samuel to David. The last time we read about the ark was during the time of Samuel. The Israelites brought the ark of the covenant to a battle against the Philistines to use it like a good-luck charm, thinking it would help them win. But they lost the battle, and the ark was captured by the Philistines.

The Philistines brought the ark to their temple where they worshipped false gods. But God brought plagues on the Philistines and made them fearful until, finally, they decided to send the ark back to Israel. They put the ark on a cart pulled by milk cows, and God caused the cows to walk straight up the road back to a town in Israel.

The Israelites were glad the ark was back! It was moved to a city called Kiriath-jearim, and that's where the ark stayed for many years until the time of King David.

David didn't want the ark to stay in Kiriath-jearim; he wanted Jerusalem to be the place for the people to come and worship God. So David and the people put the ark on a new cart to bring it to Jerusalem. But something terrible happened along the way! A man named Uzzah was driving the cart. When the oxen pulling the cart stumbled, Uzzah reached out to steady the ark so it wouldn't fall. But when he touched the ark—he died! God struck Uzzah down for touching the ark of the covenant.

Wow! This was serious! Can anyone guess why Uzzah died for touching the ark? Allow guesses.

### Slide #5

Show Illustration #2. When the ark was first built, God had given Moses specific instructions for moving it. The Levites were supposed to walk with it, using poles to carry it. And no one was supposed to touch the ark because it was holy. Uzzah did not show proper fear and respect for the Lord when he reached out to steady the ark the way he would for any object. God had to punish Uzzah and teach the Israelites to obey his commands and respect his holiness.

David was so upset that Uzzah died, he was afraid to try to move it anymore, so he left the ark at a man's house. But after three months, David decided it was time to bring the ark to Jerusalem.

David understood that disobeying God's commands the first time had led to Uzzah's death. So this time, David followed God's instructions. The Levites carried the ark of God on their shoulders with poles the right way, and God helped them bring the ark to Jerusalem.

### Slide #6

Refer to the Lesson Theme Poster. David sacrificed offerings and danced with joy. The people joined him, shouting and blowing horns. This was a great celebration! There was dancing, singing, and music. After they set the ark inside the tent David set up for it, David offered more sacrifices to God. Then he blessed the people and gave them all gifts of bread, meat, and raisin cakes.

### Slide #7

### Slide #8

Let's start the Class Notes. You'll need to fill in the boxes of the crossword puzzle with each answer. Who wants to read the first sentence? Choose a reader. Ark. Have students complete #1.

Pass out the Class Notes.

Who will read #2 about what happened to Uzzah? Choose a reader. Died. Have students complete #2.

And #3, how did they move the ark the second time? Choose a reader. Poles. Have students complete #3.

## **God's Promise to David**

David was very happy to have the ark of God with him in Jerusalem. Then he got an idea! David lived in a beautiful house. He wondered why he should get to live in such a wonderful home while the ark of God was still in a tent. David wanted to build a temple for the ark where people could come and worship God together. But God had other plans. He told David not to build his temple. Instead, God blessed David with a special promise.

2 Samuel 7:12-13

### Slide #9

Refer to the Books of the Bible Poster. Turn to 2 Samuel 7:12–13. Follow along as you listen to the message God had for David. In these verses, the prophet Nathan is telling David what God said. Read the verses.

God was making a special promise, or covenant, with David. When would this promise take place? Look at the beginning of verse 12. When your days are fulfilled and you lie down with your fathers. After David has died. What did God say he would raise up after David? His offspring.

Offspring means one of David's descendants, one of his sons. So God told David that he wouldn't be the one to build the temple, but his son who ruled after him would build it.

But take a closer look at verse 13. This isn't talking about the son who would rule after David and build the temple. How do I know this? Listen to verse 13 again. Reread 2 Samuel 7:13.

How long would this throne, or kingdom, that God would establish last? Forever.

So, would one of David's sons live forever? Is he still alive today? No.

There are two parts to God's promise here. First, David's son would be king after him and build the temple for the ark of God. But the second part is even better! David's offspring, or one of his descendants—would be king forever!

Who is this promise talking about? Who has come to earth and built a kingdom that will never end? Allow discussion. Jesus.

This special offspring, a descendant from David's own family, would be Jesus Christ. God promised that the kingdom he set up with David would be passed to David's son and would last forever. After many years, through David's family, Jesus would be born. He would be the Messiah, the eternal King of kings!

#### Slide #10

What does the word messiah mean? Does anyone know? Allow guesses.

Messiah: anointed Christ: Greek word for anointed  
Messiah is a Hebrew word that means "anointed." There's a Greek word you've heard that also means anointed: Christ.

#### Slide #11

Show Illustration #3. Remember, when God chose David to be king, he sent the prophet Samuel to anoint David with oil. Anointing someone like that was showing that the person was specially chosen to be king.

So when you hear the word Messiah or Christ, remember that Jesus is the anointed one, the one God chose to be the King of kings forever.

David was so overjoyed by this promise of the Messiah that he went before the Lord and prayed a prayer of praise and thanksgiving. He

believed God's promise that this special king would come from his family line.

Slide #12

Slide #13

Let's fill in some more of the Class Notes. Who will read #4 about what David wanted to build for God? Choose a reader. Temple. Have students complete #4.

Who will read #5? Choose a reader. Build. Have students complete #5.

What did God promise David? Who will read #6? Choose a reader. King. Have students complete #6.

Remember the words we just learned? Someone read #7. Choose a reader. Anointed. Have students complete #7.

Isaiah 9:6–7

Slide #14

Slide #15

Refer to the Books of the Bible Poster. Let's find out more about this promised king. Turn to the book of Isaiah, chapter 9. Isaiah is one of the major prophets in the Old Testament. Follow along as I read Isaiah 9:6–7. Read the verses.

How many of you have heard these verses before? Show of hands.

We often hear these verses sung or read at Christmastime. Let's examine them a little closer.

Who was born according to Isaiah 9:6? A child.

Does anyone know who this child is? Allow discussion. Jesus.

This is talking about Jesus Christ. He was born hundreds of years after Isaiah wrote this. And yet, everything Isaiah said about him was true!

What are some of the things these verses say about Jesus? I'm looking for five names or titles Isaiah used for the coming Messiah in verse 6. A son, Wonderful Counselor, Mighty God, Everlasting Father, Prince of Peace.

This verse gives us names and descriptions of Jesus. He is the Son of God, given to mankind from the Father. He is a Wonderful Counselor, ruling with wisdom. He is mighty. He will be a Father to his people forever. He is the Prince of Peace.

Now look in Isaiah 9:7. Who else is mentioned? David.

That's right. The coming Messiah would be in David's family and sit on the throne of David.

How long will the kingdom or throne last? Forever.

Luke 1:31–33

Slide #16

Let's look at something else about the king—something I think you already know. I want to see if you catch it. Turn to Luke 1:31–33 in the New

Testament. Assign a reader.

Who is this passage about? Jesus.

This is what the angel Gabriel told Mary about her son Jesus—before he was born.

What does Luke 1:32 tell us about Jesus? He will be great, the Son of the Most High.

What throne is God going to give to Jesus? The throne of his father David.

Isaiah prophesied it and God promised it to David; now the angel told Mary that Jesus will sit on the throne of David.

How long will Jesus be on that throne? Forever.

When will Jesus' kingdom end? Never. His kingdom will have no end.

Isn't this amazing how the whole Bible fits together? This all started when King David wanted to build a temple—a glorious house for the ark of God! Nathan the prophet, speaking for God, told him no. Instead, one of David's sons would build the temple. We'll learn about this son in another lesson.

David's son would die—his kingdom would end. But God promised that someone from David's family would one day have a kingdom that would NEVER end. Who would this King of all kings be? It would be someone amazing! He would be called Wonderful Counselor, Mighty God, Everlasting Father, and Prince of Peace. He would be the Messiah, Jesus Christ.

#### Slide #17

Let's finish the Class Notes. Who will read #8? Choose a reader. Isaiah. Have students complete #8.

And #9? How long would the kingdom of the Messiah last? Choose a reader. Forever. Have students complete #9.

### **Application**

King David wanted to bring the ark of God to Jerusalem, his capital city. But David and the Israelites failed to follow God's specific instructions for how to carry the ark, and Uzzah was killed for touching it.

#### Slide #18

Refer to the Lesson Theme Poster. The second time, David and the Israelites did things God's way. The Levites carried the ark on poles and brought it to Jerusalem where all the people celebrated and worshipped the Lord.

Then David wanted to bless God by building a beautiful house for the ark. But God told David his son would build it instead of him. But God promised he would build a house for David—a kingdom that would last forever. The King of kings, Jesus, would come from David's family line.

#### Slide #19

Write "Davidic Covenant" on the board and circle "David" in the word. What we've talked about today is called the Davidic Covenant. It was the promise, or covenant, God made to David that the Messiah (Jesus Christ) would come from David's family and would have a kingdom forever.

Who else in the Old Testament did God promise a special descendant to? Someone who would bless all nations? Allow answers.

This promise to David was the same one given to Abraham, Isaac, and Jacob. When Jacob blessed his sons, he passed on the promise of the Messiah to his son Judah.

And which tribe was David from? Judah.

That's right! David was the first king of Israel from the tribe of Judah. (Saul was from the tribe of Benjamin.) And Jesus Christ came as part of King David's family just as God promised.

Jesus came to offer sinners—like you and me—forgiveness from our sins. God is holy and hates sin. Because we all sin, we can never get to heaven. Our sin separates us from God.

But Jesus came, just like God promised he would. And because of Jesus' life, death, and resurrection from the grave, we can live with God forever in heaven. The Bible says that everyone who is sorry for sinning, who turns away from their sin and believes and trusts in Jesus Christ, will be saved from their sin. They will one day be a part of the kingdom that God promised would never end. Jesus is the forever King of that kingdom!

## Lesson Review

We all learn best with review and repetition! 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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