

Lesson 81

David Becomes King

God fulfilled his promise to make David the next king of Israel.

Studying God's Word

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

Introduction

Refer to the Exodus to Malachi Timeline. We've been learning about David, who was anointed by Samuel to become the next king of Israel after Saul. But many things have happened since David's anointing at about age 15.

David faced the giant Goliath and defeated him with a sling and a stone. Then David began working for King Saul as a musician and armor-bearer. God helped David do well in all he did, and Saul became jealous. He tried to kill David twice with a spear, but God protected David. David also became friends with Saul's son Jonathan.

David finally had to run away from Saul, who continued to chase him all over the country. There were times when David could have killed Saul, in a cave and while Saul was asleep in his camp, but David refused to take revenge against God's anointed king. He was willing to wait and trust God's timing to make him king.

Bring unripe and ripe fruit and have a knife and paper towels to prepare samples.

Show unripe fruit. Waiting is hard for us, like it was for David. See this fruit? Does it look ready to be eaten? No.

Who would like to try a bite now? Choose one or more volunteers to try the unripe fruit (cut up in sections).

How did it taste? Allow answers.

Show ripe fruit. What about this fruit? Does it look ready to eat? Yes. Allow a student to touch or test it if it's a fruit that softens. Give a sample to one or more students to taste and let them describe it.

Compare unripe and ripe fruit. So, what's the difference between these two? One is ripe (ready to eat) and one is not.

What has to happen for the unripe fruit to become ready to eat? Time must pass. We have to wait.

Time has to pass for the fruit to ripen. But if we're patient, we can enjoy the fruit when it's ripe and ready and tastes best.

Refer to unripe fruit. This fruit is kind of like God's promise to David that he would become king of Israel. But David had to wait many years before the time was right to gain the reward. Refer to ripe fruit.

Today we'll see how God made this happen—at just the right time.

Keep some fruit to show again at the end of the lesson.

David Lives with the Philistines

Because of the threat of Saul trying to kill him, David eventually left the land of Israel and went back to Achish, the king of Gath. Remember, Gath was a city in the land of the Philistines, who were enemies of Israel. The last time David went there, he had to act crazy because they knew who David was—the one who killed their champion, Goliath, and many other Philistines. But King Achish liked David and let him stay and work for him. And since King Saul couldn't follow David into the enemy land without starting a war, he gave up hunting for David.

Achish gave David the city of Ziklag for him and his men and their families to live in. So, for over a year, David and his men went out and attacked and raided the enemies of Israel, like the Amalekites. But whenever Achish asked David where he had been, David told Achish they had raided the Israelites.

Why do you think David said that? Allow discussion. He wanted Achish to trust him and think he was working against the Israelites.

Slide #3

Show the Lesson Theme Poster. Here is David on the poster dressed for battle. David still loved and cared for his people even though he was forced to live in the land of the enemy Philistines. So, he and his men went out and fought against the enemies of Israel. But he didn't want Achish to know what he and his men were doing. That's why they lied and said they attacked places in Israel.

Achish trusted David. He thought the Israelites hated David now because he was raiding their cities—or so he said. But the opposite was true. The Israelites loved David because he was actually protecting them and fighting their enemies.

David was grateful to Achish for protecting him and giving him a place to live, but he was still loyal to his people. Now his loyalty was about to be tested. The Philistines went to war against the Israelites, led by King Saul. Because David was now working for Achish, he and his men had to join the Philistine army! Uh oh! Would David be forced to fight against his own people, including his friend Jonathan?

The day came to go to battle against Israel. David and his men were marching with King Achish and the Philistine army when the commanders noticed them. "King Achish," said the commanders. "What are David and his men doing here?"

"David has been with me for over a year," the king replied. "And I have found nothing wrong with him. You can trust him."

"Oh, no. He's not coming with us," the commanders insisted. "Send him back or else he will turn on us and fight against us. Remember, he's the one the Israelites sing songs about because he's killed so many of our people."

King Achish gave in and told David to take his men back to Ziklag so the commanders would not be displeased.

Whew! That was close. David acted like his feelings were hurt since he wasn't allowed to stay. But he was probably relieved and thanking God for getting him out of there! That would have been an awful situation to have to fight against his own people.

So, David and his men went back to Ziklag, but they discovered something terrible had happened while they were away! The Amalekites had raided Ziklag. They stole everything they could, captured all the women and children, and burned the city.

1 Samuel 30:4–6

Slide #4

Slide #5

Let's read about it. Who will read 1 Samuel 30:4–6? Assign readers. How did David and his men feel when they discovered what had happened? Sad, distressed, angry.

What did David and the men do in verse 4? Wept until they had no more strength.

Then the men got angry and bitter and blamed David. What were they talking about doing to David in verse 6? Stoning him.

Yes, all the men were really upset because their wives and children were taken captive. And they blamed David. They wanted to throw stones at him to kill him!

How did David find strength to deal with this situation? Look at the end of verse 6. He strengthened himself in the Lord his God.

David is a great example to us here. When things were dark and terrible—his wives and children and everything were taken and his men turned against him, David turned to the Lord for help and strength.

Then David asked the Lord what to do. God answered him and said to go after the Amalekites and rescue all the people. And that's what they did! They attacked the Amalekite camp at night and found all their wives and sons and daughters; not one person was missing or killed! They returned to Ziklag together along with all the animals and things the Amalekites had stolen.

Pass out the Class Notes.

Let's start the Class Notes. You will circle the correct bold word to complete each sentence.

Slide #6

Slide #7

Who will read #1 and give the name of the king David served for about a year? Choose a reader. Achish. Have students complete #1.

What happened in #2? Who will read that? Choose a reader. Philistines. Have students complete #2.

Who will read #3 and give the name of David's city that was raided? Choose a reader. Ziklag. Have students complete #3.

And #4? What happened next? Choose a reader. Rescued. Have students complete #4.

Saul and Jonathan Die in Battle

So God blessed David and helped him and his men fight the Amalekites and save their families and bring them back to Ziklag. But while that was happening to David, the Philistines were preparing to fight the Israelites. King Saul saw the large Philistine army and was terrified. When Saul stopped trusting and obeying God, he lost his faith and courage.

1 Samuel 31:1–4

Slide #8

Slide #9

Let's read what happened in this battle from 1 Samuel 31:1–4. Assign readers or you read the passage.

Who was with Saul at this battle? Look in verse 2. Three of his sons, including Jonathan.

Remember that Jonathan was David's close friend. He was a brave commander in the army.

What happened to Saul and his sons? They all died.

Many of the Israelite soldiers died along with them. It was a terrible defeat, and the survivors ran away.

Saul didn't want to be captured and mistreated by the Philistines, so what did he ask his armor-bearer to do with his sword in verse 4? Kill Saul.

The armor-bearer was too afraid, so Saul fell on his own sword. This battle with the Philistines was where God chose for Saul and three of his sons to die. When David heard the news of the battle he was so sad, he tore his clothes, mourned, wept, and fasted.

Slide #10

Refer to David mourning on the Lesson Theme Poster. Back in Bible times, tearing your clothes, weeping, and refusing to eat (fasting) were ways people showed great sorrow. David respected Saul as the first anointed king of Israel. He even wrote a lament, a song the people would learn and sing to remember Saul and Jonathan. You can see it in 2 Samuel chapter 1, starting in verse 19.

Slide #11

Look at your Class Notes. Who will read #5? Who died with Saul in the battle? Choose a reader. Jonathan. Have students complete #5.

David Becomes King of Judah and Israel

Slide #12

Refer to David as king of Judah on the Lesson Theme Poster. After Saul's death, God told David to return to the land of Israel. All the people of the tribe of Judah, which was David's tribe, came and made David their king. So David reigned over the land of Judah in a city called Hebron. Remember, this was only a small part of Israel, so who was king over the other part?

2 Samuel 2:8–11

Slide #13

Slide #14

Let's find out from 2 Samuel 2. Read 2 Samuel 2:8–11 or assign a reader.

Look in 2 Samuel 2:8. What was the name of the commander of Saul's army? Abner.

Abner was a cousin of Saul and the general of his army. He didn't want to follow David, so who did he make king over Israel? Ish-bosheth.

Who was Ish-bosheth? A son of Saul.

So the tribe of Judah followed David as their king, but the rest of the tribes of Israel followed Ish-bosheth. Because of Abner, there was a war between the house of Saul and the house of David. But David grew stronger and stronger because God was with him. Eventually, Abner got angry at Ish-bosheth and decided he would help David become king over all Israel. Then two of Ish-bosheth's own captains plotted against him and killed him. With Ish-bosheth gone, there were no more sons of Saul to be on the throne. So what would the people of Israel do now?

2 Samuel 5:3–5

Slide #15

Slide #16

Turn to 2 Samuel 5. Who will read verses 3–5? Assign readers.

Who came to David at Hebron? All the elders of Israel.

Right. All the elders from all the tribes. What did they do to David?

Anointed him as king over Israel.

David became king over all Israel, just as God promised would happen.

How old was David? 30.

How many years does it say he reigned as king in verse 4? 40.

Verse 5 explains that David was king over Judah for about seven years, then he was king over Judah and all the rest of Israel for 33 years, which adds up to 40.

Slide #17

Refer to David as king of Israel on the Lesson Theme Poster. God rewarded David's faith and patience to wait for his timing rather than trying to make it all happen himself. Now David had the loyalty of all the tribes of Israel, and he would continue to lead and protect them.

But David wanted a new capital city, one that would be more in the middle of the northern and southern tribes of Israel. But it had to be strong and fortified—very difficult for enemies to attack.

Can anyone guess the name of the city David chose? Allow guesses.

It was Jerusalem! Jerusalem was a good choice for a capital because it had steep valleys on three sides so enemies couldn't climb up to it very well. It also had its own natural source of fresh water, and it was close to trade routes, which was good for business.

But Jerusalem was controlled by people called the Jebusites, who said there was no way David could take over their city. But God gave David and his men success. They captured the city and removed the Jebusites.

David made Jerusalem his capital, and it was called the city of David and the stronghold of Zion. David built strong stone walls to protect the city even more, and his friend, King Hiram of Tyre, sent carpenters and stonecutters to build a palace for him. Finally, David was firmly established as king with a new capital, Jerusalem, which would become an important city in the history not only of Israel but also the world!

Slide #18

Slide #19

Let's finish the Class Notes. Who will read #6? Which tribe made David their king after Saul's death? Choose a reader. Judah. Have students complete #6.

Right. David was from the tribe of Judah, so it was David's tribe that chose to follow him as king first.

Who will read #7 and name who ruled over the other tribes of Israel? Choose a reader. Ish-bosheth. Have students complete #7.

And #8? What happened after Israel's commander Abner and Ish-bosheth were killed? Choose a reader. King. Have students complete #8.

Who will read #9 about how long David had to wait? Choose a reader. Years. Have students complete #9.

And what was David's new capital city? Who will read #10? Choose a reader. Jerusalem. Have students complete #10.

Application

Slide #20

Refer to the Lesson Theme Poster. David was anointed to be king when he was about 15 years old. But in our lesson today, we saw that he had to wait a long time before he actually became king. To find safety from King Saul, David was forced to leave Israel and live with the Philistines, serving King Achish. Then when King Saul and three of his sons died in battle, the tribe of Judah made David their king, but the rest of Israel followed Ish-bosheth. After seven years of fighting between the two sides, Ish-bosheth was killed. David was crowned king over all Israel, and he chose Jerusalem to be his capital city.

David had to wait for about 15 years from the time he was anointed as king to the time where he actually got to sit on the throne over Israel. Can you imagine 15 years? That's longer than any of you have been alive!

Have some fruit available to show.

Refer to the fruit from the Introduction. Remember the fruit? Is there anything we could do to make the unripe fruit ripen? No.

No. All we can do is wait for it to ripen; it just takes time. Waiting is something that is really hard to do, especially when we have so many things that are fast like microwaves that cook things really quickly and text messages that you send and receive in seconds!

So what helped David be patient and wait for God? Trust. Faith.

David trusted God. He didn't know when or how he would become king, but he knew God is faithful and would keep his promise. And since David knew God would take care of it all, he continued to live each day trusting and obeying God.

Refer to the Attributes of God Poster. Who will read the definition of faithful from the Attributes of God Poster? Assign a reader. Will always keep his promises.

Like David, we'll have times when we're just not sure how or what will happen and all we can do is wait for God. We may want to start doing things on our own, but God wants us to be patient. He promises to be there and work things out for our good and for his glory. God is faithful, so we can trust him in everything like David did.

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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