

## 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 since Saul disobeyed God. But many things have happened to David since his anointing.

David faced the giant Goliath and defeated him with a sling and a stone. Then David entered King Saul's service. God gave him success in all he did, and Saul became jealous. He attempted to kill David twice with a spear, but God protected David. David also became friends with Saul's son Jonathan.

David eventually had to run away from Saul, who continued to chase him all over the country. David had several opportunities to kill Saul, in a cave and when Saul was asleep in his camp, but David refused to lift his hand against God's anointed king. He was willing to wait and trust God's timing for when he would become king.

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

Waiting is hard for us, like it was for David. See this fruit? Show unripe 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.

Yes! Time has to pass for the fruit to ripen. But if we're patient, we can enjoy the fruit when it's 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.

## David Lives with the Philistines

Pass out the Class Notes.

Because of the threat of Saul trying to kill him, David eventually left the land of Israel and fled to Achish, king of Gath. Gath was a city in the land of the Philistines, the enemies of Israel. But Achish liked David and let him stay and work for him. Saul couldn't follow David into the land of the Philistines without starting a war, so he stopped trying to hunt him. Achish gave David the city of Ziklag for him and his men and their families to live. For over a year, David and his men raided the enemies of Israel, like the Amalekites, but David told Achish they were raiding the Israelites.

Why do you think David said that? Allow discussion. He wanted Achish to trust him.

### Slide #3

Show the Lesson Theme Poster. David still loved and cared for his people even though he was forced to live in the land of the Philistines. So, he and his men fought against the enemies of Israel. Here is David in the Lesson Theme Poster dressed for battle. 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 thought that the Israelites must really hate David because he was raiding their cities, but the opposite was true. The Israelites loved David because he continued to protect them and fight for them.

David was grateful to Achish for protecting him and giving him a place to live, but David was also 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. This was terrible! Would David be forced to fight against his own people, including his friend Jonathan?

## 1 Samuel 29:2-7

### Slide #4

### Slide #5

### Slide #6

Let's read what happened! Turn to 1 Samuel 29. Who will read verses 2-7? Assign readers.

What did the commanders of the Philistines say when they saw David and his men with Achish? Look in verse 3. What are these Hebrews doing here?

A Hebrew is another name for an Israelite. Achish defended David, saying he had found no fault in him. But why didn't the commanders want David to come with them into battle? They thought he would change sides and fight with the Israelites against them.

Yes, the commanders were worried that David would turn on them during the fighting as a way of gaining the approval of King Saul.

What did Achish tell David to do? Return home (to Ziklag) peacefully.

David acted offended that he wasn't allowed to stay and show his loyalty to Achish. But in reality, he was probably relieved and thanking God for

getting him out of there!

So, David and his men returned 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 #7

Let's see how David and his men felt. 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 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. But how did David respond? What did he do at the end of verse 6? 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 pursue the Amalekites and rescue all the people taken from Ziklag. And that's what they did! David and his men chased after the Amalekites, intent on rescuing their families.

They reached the camp of the Amalekites in the evening while their enemies were eating and drinking and dancing. The Amalekites were happy about all the people and things they had stolen. David and his men were furious. They attacked and struck down the Amalekites, killing everyone except 400 young men who escaped on camels.

But in the camp, they found all their wives and sons and daughters; not one was missing or killed! David and his men were reunited with their families. They returned to Ziklag together along with all the animals and goods that the Amalekites had stolen on their raid.

### Slide #8

### Slide #9

Let's start the Class Notes. You will circle the correct answer to complete each statement.

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.

Remember that David earned Achish's trust because Achish thought David was raiding the Israelites when he was actually raiding the enemies of Israel.

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

Achish was a Philistine king so he was called to fight the Israelites. Thankfully, the other Philistines didn't trust David, so they sent him and his men away from the battle.

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 did David and his men do when they caught up to the Amalekites? Choose a reader. Rescue. Have students complete #4.

Right! They rescued the captured people because they included their wives and children! And they brought them all safely back to Ziklag.

## **Saul and Jonathan Die in Battle**

So God blessed David and helped him and his men fight the Amalekites and save their families. But while that was happening to David, the Philistines were preparing for battle against the Israelites. King Saul saw the large Philistine army and was greatly afraid. Saul tried to inquire of God, but God did not answer him by giving a message to the priests or the prophets. This terrified Saul even more. Without the Spirit of God, Saul was fearful and uncertain.

1 Samuel 31:1-7

Slide #10

Slide #11

Slide #12

Slide #13

Let's read what happened in Saul's battle from 1 Samuel 31:1-7. 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 fled.

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

The armor-bearer was too afraid, so Saul fell on his own sword. Does that sound like the death of a man who is trusting God? No.

Where did David get his courage to face his angry men and chase the Amalekites? God.

When Saul stopped trusting and obeying God, he lost faith and courage. This battle with the Philistines was where God chose for Saul and three of

his sons to die.

An Amalekite man ran from the battle and told David that King Saul and his sons were dead. He brought Saul's crown and other things he had stolen from the battlefield. He thought the news would make David happy and David would reward him.

## 2 Samuel 1:11–12

### Slide #14

Turn to 2 Samuel now. Who will read 2 Samuel 1:11–12? Assign a reader. What did David do when he heard the news? Tore his clothes, mourned, wept, and fasted.

### Slide #15

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 genuine 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.

David also punished the Amalekite for stealing from Saul after he was killed. He refused to reward a man for doing wrong and disrespecting Israel's king.

### Slide #16

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

## **David Becomes King of Judah and Israel**

### Slide #17

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 Judah in Israel. All the people of the tribe of Judah, which was David's tribe, came to the city of Hebron and made David their king.

## 2 Samuel 2:8–11

### Slide #18

### Slide #19

Listen to what happened next 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.

Ish-bosheth's name means "man of shame," maybe because he didn't join his father and brothers in battle. Abner made Ish-bosheth king over the rest of Israel.

What tribe followed David as their king? Judah.

Because of Abner, there was a long 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. He spoke to all the elders of Israel then met with David in a peace talk to discuss making him king. After Abner left, he was met by David's general, Joab. Joab was mad because Abner killed his younger brother in one of the battles they'd fought. Joab tricked Abner into meeting with him and then killed him.

David knew this was wrong. Joab had murdered Abner in a time of peace. David mourned for Abner to show that it wasn't his plan to have him killed. When Ish-bosheth found out his general Abner was dead, he lost courage. Two of his own captains conspired against him and killed Ish-bosheth while he was in his house having a nap. The captains came to David and reported how they'd killed Ish-bosheth. Like the Amalekite who brought news of Saul's death, they thought David might reward them.

What do you think David did to those two men who murdered the last son of Saul? Do you think he rewarded them or punished them?

Allow guesses.

If you said punished them, you're right! David had those men killed for murdering Ish-bosheth.

With Ish-bosheth gone, there were no more sons of Saul to contest the throne against David. So what will the people do now?

## 2 Samuel 5:1–5

Slide #20

Slide #21

Slide #22

Turn to 2 Samuel 5. Who will read verses 1–5? Assign readers.

Who came to David at Hebron in Judah? All the tribes of Israel.

What did they say to David? You led our armies when Saul was king. The Lord said that you shall be prince over Israel.

The people recognized David as an Israelite, one of them, when they said "we are your bone and flesh." They remembered how David led Israel into battles when he was a commander in Saul's army. They also knew about God's promise that David would be the next king after Saul and "shepherd" or lead the people.

The elders of Israel anointed David king over all Israel, just as God promised would happen. How old was David when he became king here? 30.

How long did David reign over Judah before God made him ruler over all Israel? 7 years and 6 months.

David had to wait over seven years after Saul's death to be made king, but God was faithful to David.

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

God gave David a long reign as king over Israel. How many years does it say he reigned in verse 4? 40.

### Slide #23

Refer to David as king of Israel on the Lesson Theme Poster. God rewarded David's faith and patience to wait for his timing. The people came to make David king. He had the loyalty of all the tribes of Israel, and he would continue to lead and protect them just like a shepherd leads and protects the sheep of his flock.

But David wanted a new capital city, one that would unify the northern and southern tribes and be strong and fortified against 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 natural fortifications of steep valleys on three sides, it had a 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. They were confident David couldn't take over their city because of its natural defenses. They scoffed at David and said that blind and lame people could keep him from entering 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. 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 #24

### Slide #25

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 while Saul was from the tribe of Benjamin. So it was David's tribe that chose to follow him as king first.

Who will read #7? Choose a reader. Ish-bosheth. Have students complete #7.

And #8? What happened after Israel's commander Abner and Ish-bosheth were murdered? 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 #26

Refer to the Lesson Theme Poster. David was forced to leave Israel and live among the Philistines, serving King Achish for many years. Then King Saul and three of his sons died in battle, and David mourned for them. The tribe of Judah made David their king, but the rest of Israel followed Ish-bosheth until he was killed. Finally, all Israel came to David and crowned him king. David chose Jerusalem to be his capital city.

Did you know that there were people who tried to deny that there ever was a king named David in Israel? Those who don't believe the Bible said David was just a made-up hero that Jewish writers invented hundreds of years after he supposedly lived. They insisted that King David never really lived. But we believe there was a real man named David because the Bible tells us about him! The Bible records a lot about David's life, and the book of Psalms contains many songs that David wrote.

### Slide #27

Show the David Inscription Photo. During excavations of Tel Dan, an ancient city in northern Israel, archaeologists discovered what they call the Tel Dan stele. A stele is a stone monument. A piece from this stone monument had an inscription that said "House of David," referring to a king descended from David. This inscription is evidence that confirms the Bible is true! We don't wait to believe the Bible until we find evidence like this, but we can tell others that archaeology has proven the Bible to be historically true. We can trust what God says!

## 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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