

# U N I T O N E

## The United Kingdom

### LESSON 1

# The Rise of Saul

**BUILDING ON LAST WEEK'S BIBLE TRUTH:** Last week we learned how God greatly blessed Ruth for obeying Him. This week we start a new quarter and begin learning about the kings who ruled Israel and how it was a turbulent period of time. Samuel warned the Israelites about wanting men to rule over them instead of accepting God's rule.

## Overview

### Lesson Scripture

1 Samuel 3, 7:15–12:25

### Bible Truth

Samuel was a faithful, humble servant of God. God used him to take care of His chosen people.

### Life Response Aim

To know that God lifts up the humble and uses those dedicated to Him.

### Memory Verse

"Now therefore stand and see this great thing, which the LORD will do before your eyes." *1 Samuel 12:16, KJV*

"Now then, stand still and see this great thing the LORD is about to do before your eyes!" *1 Samuel 12:16, NIV*

### Focus

**Making the Right Decisions**

### Discover

**Saul Is Anointed King**

### Respond

**Wrong Decisions = Bad Consequences**

## Materials

○ Bible; paper; pencils or pens

### Focus

○ Sheet 1, *Teaching Resources*

### Discover

○ *Bible Treasures*, page 3

### Respond

○ *Bible Treasures*, page 4

## Preparing Your Heart to Teach

**READ THIS WEEK'S LESSON PASSAGES: 1 SAMUEL 3; 7:15–12:25.**

- Looking back in Israel's history, we see how foolish the Israelites were in wanting a king, rather than God, as their ruler. Samuel foresaw trouble, but his warnings were not heeded.
- We often make the same mistake as Israel. We let friends rather than God's commands determine our choices and behaviors. We allow money, work, or selfish desires to determine what we are willing to do for God. As you prepare this lesson, ask yourself, "Is God really King over my life?"

## Making the Right Decisions

Your Juniors are at an age where they can make many important spiritual decisions that will affect the rest of their lives. They are old enough to understand important Bible teachings and can see the consequences of doing right or wrong. They are young enough to be easily taught, and they want to learn. Christian camp directors will tell you that far more decisions for salvation and dedication are made by Junior campers than by high school campers. Encourage your Juniors to make these important decisions and to establish strong spiritual habits now, while they are still young. Discuss with your students situations that require a right or wrong decision to be made.

**TRANSITION** Distribute Two Crowns Puzzles sections to the students from Sheet 1, *Teaching Resources*. Let them write on the sections as the instructions indicate. When they have completed this writing, let them join the sections to form their crowns. Then have them discuss what they wrote. Tell them they will learn in this class session how Israel chose her first king.

### ENRICHMENT IDEAS

#### DO YOU REMEMBER SAMUEL?

Provide a quick review of Samuel's early life. Read the questions below and have your students look up the verses to find the answers. Discuss the importance of Samuel's early commitment to God. How did it affect his life later?

**Who was Samuel's father?** (Elkanah; 1 Samuel 1:1)

**Who was Samuel's mother?** (Hannah; 1 Samuel 1:20)

**What did Hannah pray for?** (a son; 1 Samuel 1:11)

**Who told Hannah that her prayer would be answered?** (Eli; 1 Samuel 1:17)

**What was Hannah's promise to God?** (child would work in the Lord's house; 1 Samuel 1:24)

**When Samuel was asleep one night in God's house, who called to him?** (the Lord; 1 Samuel 3:4)

**What did Samuel say in response to the Lord?** ("Speak; for thy servant heareth"; 1 Samuel 3:10)

#### ILLUSTRATED BIBLE DICTIONARY

You may wish to have students make their own illustrated Bible dictionary. If so, provide construction paper, markers, and brads. Have students write their "Bible Words to Know" in a booklet and illustrate each word. This can be a continuing activity throughout the quarter.

*Prophet* – a person who spoke for and taught the people about God

*Cast lots* – a way of making a decision; similar to drawing straws

*Anoint* – to set someone apart for a special job for God, demonstrated by pouring oil on the person's head

*Amalekites* – a tribe of people who lived south of Israel. This tribe attacked Israel many times

*Humility* – being modest, not proud



## Saul Is Anointed King

Gather your students around and begin a discussion about obedience and disobedience. Talk about some of the good and bad effects. After a short review of Samuel's early years, reiterate how Samuel and his family were obedient to God. Ask your students about how God blessed their obedience.



Instruct your students to open their Bibles to 1 Samuel 3 to read about how Samuel was obedient even as a young child.

**From the time Samuel was a young child, he listened to God and obeyed Him. He was always a faithful servant of God, and God used him greatly. Samuel was a prophet, but he was also the last judge of Israel. While Samuel judged Israel, he traveled to various cities. When he grew older, he made his sons to be judges over Israel. But his sons were not like Samuel. They did not follow God, and they judged unfairly and took bribes from the people.**

### ISRAEL WANTS AN EARTHLY KING

A group of Israel's leaders came to Samuel and said, "We don't want your sons to take your place when you die. We want to be like other nations and have a king to judge us."

This request saddened Samuel because these men were rejecting God as their leader. Samuel prayed, and God told him, "Do what the people ask. They have not rejected you, but they have rejected Me as their king. But show them what their king will be like."

Samuel returned to the group of men. "Your king will take your sons and daughters away from you to work for him," Samuel told them. "He will take your best fields and vineyards and give them to his servants. He will take away a portion of the crops and herds you raise. You will be his slaves. You will cry out then because of your king, but the Lord will not hear you."



• **Why was it wrong for Israel's leaders to ask for a king?** (God was supposed to be their king. They were rejecting God as their ruler by asking for a king.)

### ISRAEL'S PRIDE

Even with this warning, the men insisted,

**"We will have a king over us so that we can be like all the other nations."**

**Why did the people insist on having a king?** (The Israelites insisted on having a king so they could be like all the other nations. They wanted a king even though God had told them their kings would do horrible things to them and their children.)

### SAUL IS ANOINTED

God told Samuel to anoint a man named Saul as king. Saul came to Samuel to ask for help in finding his lost donkeys. Samuel told Saul the donkeys had been found. Then he let Saul stay with him overnight as his guest. The next morning, Samuel anointed Saul as king by pouring oil on his head.

Samuel told Saul that three things would happen on his way home. He said that when the third thing took place, the Spirit of the Lord would come upon Saul. All three things took place, and the Spirit of the Lord *did* come upon Saul. When Saul got home, he did not tell anyone what had happened with Samuel. Only Saul and Samuel knew who had been chosen to be the king.



• **In what ways did Saul show his humility?** (He didn't brag about Samuel anointing him as king. He returned home to work in the fields even after he had been announced as king.)

### THE ISRAELITES HAVE A NEW KING


Then one day, Samuel called the people together to present the new king. The people cast lots to see who God had chosen. The lot narrowed the choice to the tribe of Benjamin, then to Saul's family, and finally to Saul. But the people couldn't find Saul, because he was hiding. Eventually, Saul was found and brought before all the people. The people were glad to see the man who would be their king. He was handsome and a full head taller than any of the other men.



• **Why do you think Saul was hiding?** Saul returned home and continued to work in the fields, until one day he learned that the city of Jabesh-gilead was being threatened by the Ammonites. He called together 330,000 men and led a

successful surprise attack on the Ammonites.

Now that Saul had proved himself in battle, the people were more eager than ever to have him as their king. Again, Samuel gathered the people, and they confirmed Saul as king. God had lifted up Saul from a humble man who worked in the fields to being king of Israel.


 • Why do you think the people believed that a good soldier would make a good king?

damaged.)

• **Why did Samuel say the thunder and rain would come?** (Because of the people's wickedness in asking for a king.)

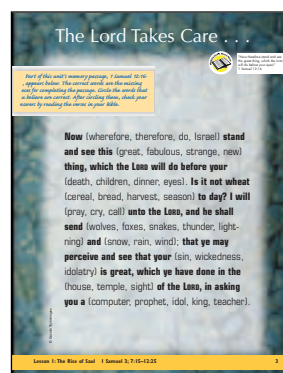
• **What was so wicked about asking for a king?** (God Himself was to be Israel's ruler. They should have been willing to worship, serve, and obey Him as their king.)

**THE LORD TAKES CARE . . .**

 To help your students memorize part of this quarter's memory passage have students complete page 3 in *Bible Treasures*. Students should circle words that belong in verses 16-17 of their memory passage. Then have them check their answers by reading these verses in their Bibles.

Discuss these questions to help students understand the passage:

 • **Why would thunder and rain be bad during wheat harvest?** (The people couldn't harvest their crops; the crops might be



*Bible Treasures*, page 3

**ENRICHMENT IDEAS**

**PROVERBS READING PLAN**

Distribute copies of the Proverbs Reading Plan, Copymaster 1 on Sheet 4b in *Teaching Resources*. Encourage students to use this plan throughout the quarter. Check in occasionally to see how they are doing. Present small, inexpensive prizes for those students who are following through with the plan.

**BIBLE VERSE MEMORIZATION**

The Bible passage for Unit 1 has been divided into individual verses in the first nine lessons. Give students a piece of construction paper and have them write the memory verse they learn each week. By the end of Unit 1 they should have the whole passage memorized. The memory passage is 1 Samuel 12:16-25.

**MY NAME IS PRIDE**

Share with your students the different types of prideful attitudes one can have. Use the verses below to begin discussions. Help your students understand that God gives them the abilities and talents they have. They should be thankful and use these abilities and talents for Him.

- Romans 1:21-22
- Proverbs 11:2
- Proverbs 28:25

You may want to have students use the concordance in their Bibles to look up other verses that discuss pride.

## Wrong Decisions = Bad Consequences

### LESSON REVIEW

**Israel was wrong to ask for a king, because the Lord was Israel's king.**

**Later, Israel would experience the bad consequences of her wrongdoing.**

**Have you ever insisted on having or doing something just to be like all the other kids, even though you knew the results would be bad for you? If so, what happened?**

**What should be our response when we are tempted to do something that God doesn't approve of?**

**What is likely to happen if we disobey God just so we will "fit in" with the other kids?** (All the bad things God warned us about may happen.)

**What are some ways students your age show they are proud?** (They brag and show off about things they can do, etc.)

**What actions would show humility?**

(Letting others recognize their accomplishments; complimenting others on their accomplishments.)

**If you know you're good at something, is that being proud?** (Only if you want to use your abilities to promote your selfish interests instead of to honor God.)

**If you think you're worth more than other people because you're good at something, is that being proud?** (Yes.)

**Who gives you health and skills and brains and all your other abilities?** (God.)

**What is the best attitude to have about the things you can do?** (Thank God for those abilities and use them to honor Him.)

**Today, too, bad consequences come back to those who disobey the Lord. What might come back to hurt a student who takes drugs?** (He might commit a crime, destroy his health, or even die.)

**What might come back to hurt a student who smokes cigarettes?** (He might get hooked on them and ruin his health.)

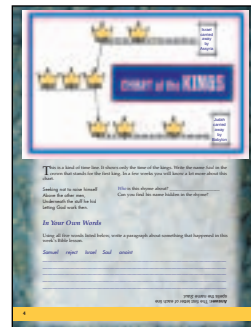
**What might come back to hurt a student who thinks it is OK to disobey and disrespect all authority figures?** (He or she might flunk out of school, be unable to hold down a job someday, or end up in jail.)

### CHART OF THE KINGS

The exercise on page 4 of *Bible Treasures* will chart your students' journey through the history of Israel's kings. Follow the workbook instructions. Have your students write *Saul* on the first crown. This chart will be used often during this course. Your students may want to enlarge this chart and place it where the entire church can watch their progress.

### IN YOUR OWN WORDS

Included on page 4 is an area where students can write a review of this week's Bible lesson using key words from the lesson. Have your students test their understanding of these words by writing a short paragraph using all the words. They can add *ed* or *ing* or other suffixes as needed.



*Bible Treasures*, page 4

### AT HOME THIS WEEK

Distribute this week's *Power Station* take-home paper and encourage your students to read it at home this week.

## WORSHIP IDEAS

### MUSIC:

Reinforce the theme of humble acknowledgment of God's gifts by singing "Praise God, from Whom All Blessings Flow."

### WORSHIP ACTIVITY:

Give your students three situations and have them write down a good attitude and a bad attitude for each. Discuss the consequences of the bad attitude and the blessings of the good attitude.

### CLOSING:

Pray with your students before dismissing them. Thank God for keeping His promises. Ask Him to help your students be humble servants for Him.