

Access[®] LEADER GUIDE

FOR ADULTS WITH
SPECIAL LEARNING NEEDS



Stories About Kings David and Solomon

Access LEADER GUIDE

*A guide for teaching Bible stories
to adults and older youth who have special learning needs*

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Sharing Your Faith

Your ultimate purpose as a Bible study leader is to share your faith with the men and women who attend your class—to help them understand how they can live for Jesus every day. Use the ABCs to help your learners understand God's plan of salvation.

A—ADMIT

Admit to God that you are a sinner. Repent, turning away from your sin. Read Romans 3:23; Romans 6:23; Acts 3:19.

B—BELIEVE

By faith receive Jesus Christ as God's Son and accept Jesus's gift of forgiveness from sin. Read John 3:16; John 14:6; Acts 4:12; Romans 5:8; Ephesians 2:8-9; John 1:11-13.

C—CONFESS

Confess your faith in Jesus Christ as Savior and Lord. Read 1 John 1:9; Romans 10:9-10,13.

If you are choosing right now to believe Jesus died for your sins and to receive new life through Him, pray to God, calling upon Him alone to be your Savior and Lord.

After you have received Jesus Christ into your life, share your decision with another person and, following Christ's example, ask for baptism by immersion in your local church as a public expression of your faith (Romans 6:4; Colossians 2:6).

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Gospel Accountability

He burst through the door and said excitedly, “I want to join the church and be baptized!” Ken was 45 years old, diagnosed with severe developmental delays. He was prone to seizures and wore a helmet for protection in a fall. He had always been attentive and cooperative in class. Unable to read, he was a good listener and answered questions accurately. He had attended Sunday School for several years.

The teacher sat with Ken and discussed the meaning of becoming a Christian, baptism, and church

membership. After several talks, the teacher was confident Ken was ready. Ken prayed a believer’s prayer and became a Christian.

A Common Concern. Many Christians say salvation is for everyone, but they hesitate to include persons with mental disabilities. Pastors, church leaders, and parents all express concern whether or not a person with a mental disability can experience salvation.

The insinuation is that mental disabilities are also spiritual disabilities. Absolutely not so! Anyone with



a disability, however severe, can come into God's kingdom. The soul of three-year-old Jenny, nonverbal, nonambulatory, and nonresponsive, can be as receptive to the working of the Holy Spirit as anyone else's.

In spite of countless books, sermons, and discussions about salvation, the new birth remains a mystery. Yet we know a change occurs within the soul and in behavior.

The work of the Holy Spirit is the common factor in all salvation experiences. To question whether anyone has the capacity to come into the kingdom questions the power of the Holy Spirit.

Gospel Accountability. Assuming a direct relationship exists between chronological age and spiritual accountability is wrong. The work of the Holy Spirit doesn't depend on a certain age.

Neither does it depend on IQ or intellectual accountability. The Holy Spirit's work isn't activated by a report card.

The salvation experience does depend on gospel accountability. Gospel accountability is the capacity of a person to have a saving revelation of God. This capacity cannot be identified, measured, or predicted. It is presupposed and not dependent on proof. Each person is assumed to have the capacity to enter God's kingdom, regardless of his functioning level.

Some clues indicate gospel accountability is present in a person's life. Ken's statement that he wanted to join the church and be baptized was a clue.

Questions are clues. "What does salvation (or any other religious term) mean?"

The desire to attend a worship service is another clue.

An ongoing interest and involvement in church functions shows the person is seeking deeper levels of commitment.

People often hesitate to witness to a person who is low-functioning, nonverbal, or nonresponsive. This reluctance is wrong. They need to hear the gospel too! The overriding goal is not to get a correct response from the person. Rather, it is to present biblical truths in such a way that invites the Holy Spirit to work.

You can teach about God's love through a smile and soft lilting words that express care. Place the learner where she can hear the music, singing, and the Bible story. Assume she is learning about God's love through your actions and your words. Then trust the Holy Spirit to do the rest.

"Now I Understand." Ken looked forward to baptism after he met with the pastor to discuss the routine. In the pool the pastor asked, "Do you choose to follow Jesus Christ as your Savior and Lord?" Ken answered with a very loud, "I sure do!" After coming out of the pool, he said with gusto, "I did it!"

In the dressing room with his teacher, Ken said, "You know all those things the preacher has been saying? Now I understand."

Ken has gospel accountability.

To assume any person has an automatic entry into God's kingdom is wrong. We must assume all individuals need to learn biblical truths that will lead to gospel accountability. Therefore, we are responsible for presenting biblical truths on each person's level of understanding.

Access Study Plan

YEAR 1

YEAR 2

Access follows a five-year study plan for adults and older youth who have special learning needs that utilizes a storytelling approach to studying the Bible. Each quarter, learners will examine the stories of Bible events or Bible people from the beginning to the end of the story.

The stories of the Old Testament are presented in chronological order so learners can better understand how the story of Israel unfolded. This will allow adults who have intellectual disabilities to gain some sense of Bible history and recognition of Bible book order. It also will help them know why it was necessary for God to send Jesus as our Savior and Lord.

Stories from Acts are told in sequence so learners can see how the first believers obeyed Jesus's command to share the gospel message first in Jerusalem, then in Judea and Samaria, and then throughout the earth.

Each year from the Christmas season through the Easter season, learners will study Jesus's life. Years 1–4 focus on one Gospel at a time, highlighting stories unique to each Gospel account. Year 5 overviews stories about Jesus's life and ministry that the Gospels share in common.

Here's a quick glance at what you'll study each quarter.

FALL 2022

**Stories About
How the World Began**
6 stories from Genesis 1–11

Stories About Abraham
*7 stories from
Genesis 11–22*

WINTER 2022-23
Stories About Jesus's Birth
*5 stories from Isaiah 9, Luke 1,
and Matthew 1–2*

**Matthew's Stories
About Jesus's Ministry**
8 stories from Matthew 3–16

SPRING 2023
**Matthew's Stories
About Jesus's Ministry**
*7 stories from
Matthew 17–28*

**Stories About
Isaac and Jacob**
*6 stories from
Genesis 24–33*

SUMMER 2023
Stories About Life in Egypt
*13 stories from
Genesis 37—Exodus 13*

FALL 2023

**Stories from
the Wilderness**
*13 stories from Exodus 13–40;
Numbers; and Deuteronomy*

Winter 2023-24
Stories About Jesus's Birth
*4 stories from Jeremiah,
Micah, and Luke 1–2*

**Mark's Stories About
Jesus's Ministry**
9 stories from Mark 1–10

SPRING 2024
**Mark's Stories About
Jesus's Ministry**
6 stories from Mark 10–16

**Stories About Settling the
Promised Land**
7 stories from Joshua and Ruth

SUMMER 2024
Stories About the Judges
5 stories from Judges

**Stories About
Israel's First Kings**
8 stories from 1 Samuel

YEAR 3

FALL 2024

Stories About
Kings David and Solomon
13 stories from 2 Samuel;
1 Kings; 1 Chronicles;
and 2 Chronicles

WINTER 2024-25

Stories About
Jesus's Birth and Childhood
6 stories from Luke 1–2

Luke's Stories About
Jesus's Ministry
7 stories from Luke 7–15

SPRING 2025

Luke's Stories About
Jesus's Ministry
9 stories from Luke 17–24

Stories About Elijah
4 stories from 1 & 2 Kings

SUMMER 2025

Stories About the Prophets
Who Warned Israel
14 stories from 2 Kings;
Amos; Jonah; Hosea;
Isaiah; and Micah

YEAR 4

FALL 2025

Stories About
the Fall of Jerusalem
13 stories from
2 Kings; 2 Chronicles;
and Jeremiah

WINTER 2025-26

Stories About Jesus's Birth
4 stories from Matthew 1–2
and Luke 1–2

Stories About
Jesus's Ministry
8 stories from Matthew,
Mark, Luke, and John

SPRING 2026

Stories About
Jesus's Last Days on Earth
7 stories from Matthew,
Mark, Luke, and John

Stories About
the First Church
7 stories from Acts 1–8

SUMMER 2026

Stories About
the First Church
5 stories from Acts 9–12

Stories from Ezekiel
4 stories from Ezekiel

Stories from Daniel
4 stories from Daniel 1–6

YEAR 5

FALL 2026

Stories from Esther
3 stories from Esther

Stories About
Rebuilding Jerusalem
7 stories from Ezra
and Nehemiah

Songs from Psalms
3 stories from Psalms

WINTER 2026-27

Stories About Jesus's Birth
4 stories from Matthew 1
and Luke 1–2

John's Stories About
Jesus's Ministry
9 stories from John

SPRING 2027

John's Stories About
Jesus's Ministry
6 stories from John

Stories About
Paul's Journeys
7 stories from Acts 13–17

SUMMER 2027

Stories About Paul's Journeys
6 stories from Acts 18–28

Stories About Letters
7 stories from Ephesians;
Philippians; Colossians;
1 and 2 Thessalonians, James,
1 and 2 Peter; and 1 John

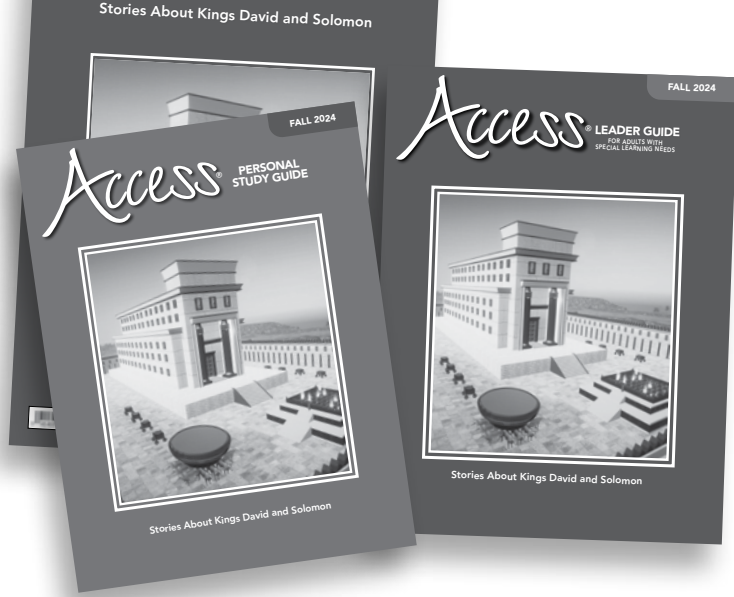


HOW TO USE Access

Your Access resources help you plan weekly Bible study sessions for adults with intellectual disabilities. The Personal Study Guide (for group members), works with the Leader Guide and Leader Pack to give you all you need to lead a group.

The Leader Guide includes more ideas than you can use during a one-hour session, giving you options for creating the perfect plan for your group. You know your learners better than anyone, so you need to determine what is best to do in any given Bible study session.

Read all the session plans, including the *Bonus Ideas!* at the bottom of the pages. Choose activities appropriate for your learners' skills, abilities, and chronological ages that will help learners understand the biblical truth and life application of each lesson.



Leader Guide

Your teaching plans begin at "Gather Together."

This lesson overview gives you a quick glance at the session content and your teaching goals.

Remember this lesson is for you as well as your learners!

Be sure to check out the Bonus Ideas.

You can quickly identify which Leader Pack poster and Personal Study Guide activities go with each lesson.

Bible Translation
All Bible quotations and commentary in this guide are based on the Christian Standard Bible®, available at book stores and www.lifewaystores.com.

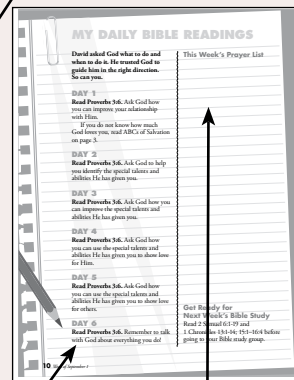
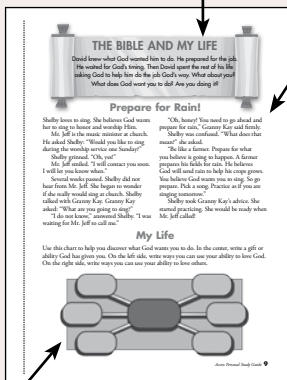
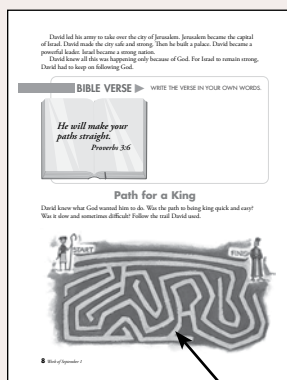
Class Schedule
The teaching plans are written for a one-hour session. They start with all learners in one large group and then move to smaller groups for the Bible story and life application activities. However, use whatever schedule works best for your group.

For example, you may start with learners in small groups for the Bible story, and then return to small groups for life application.

Personal Study Guide

Help learners connect the Bible truth to their daily lives.

Read and discuss the real-life story in class, or recommend learners read it at home during a devotional time.



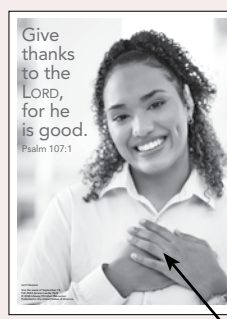
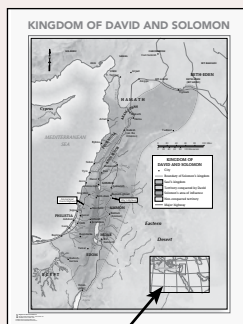
Each lesson includes a Bible story picture and a Bible story written just for adults who have intellectual disabilities.

The teaching plans in the Leader Guide explain how to use the review activity and the life application activity in the group time.

Encourage learners to read their Bibles daily.

Record class prayer requests here.

Leader Pack



Each Pack contains at least one poster for each lesson.

The Pack includes a card directing you to a digital pack on the Internet.

The digital pack includes Bible verse posters, Bible pictures, administrative forms, copies of the daily Bible readings from the Personal Study Guide, and teaching plans you can customize for your class.

Basic Classroom Supplies

- CD player or mobile device
- poster board
- newsprint
- construction paper
- large sheets of paper in various colors
- felt-tip markers
- colored pencils
- tempera paints
- colored chalk
- pens and pencils

- air-drying modeling clay
- paper towels
- dowel sticks
- scissors
- tape
- glue sticks
- rhythm instruments
- beach balls
- bandannas
- bean bags
- colored masking tape

Video Viewing

To show videos and DVDs, talk to your church leaders about securing the appropriate license from the Motion Picture Licensing Corporation (mplc.com).

Song Lyrics

To project song lyrics, talk to your church leaders about securing a license from Christian Copyright Licensing International (ccli.com).



The very young doctor said: “We need to do a tap, to check on her spinal fluid.”

“Why do we need to do that?” I asked. “She just has an ear infection.”

“We need to consider the possibility she might have bacterial meningitis.”

At that very moment, life as we knew it changed forever.

“How often does this happen?” I asked. “I mean, that an ear infection could turn into bacterial meningitis?”

“Not often,” said the doctor.

“Like maybe one in a million?” I said nervously.

“Yeah . . . maybe.”

A Painful Blur. We quickly were ushered out of the room by someone (it all became a blur) because “this procedure may be a bit uncomfortable for your daughter.” And standing in the hallway, bracing myself against the flat, white hospital wall, I heard the doctor count “1, 2, 3 . . .” and then my sweet little six-month-old Madison made the most horrible sound I have ever heard.

Moments later, the doctor called us in and held up the syringe. “See how milky that spinal fluid is? It should

be crystal clear. I am afraid she does have bacterial meningitis. We’ll run this to the lab to confirm it, but we need to get her upstairs right away.”

So they put tiny little Madison in a cold plastic bassinet and we all headed to the elevator. I was holding the plastic bag that held her clothes in one hand and clutched the hand of my pregnant wife with the other. A quiet moment later, we were in the pediatric intensive care unit (PICU), the place that would be our home for the next eleven days. Little did we know what the next eleven days would hold and how they would shape the rest of our lives.

A Feeble Prayer. For eleven days, we rode the wave of good news and bad news. Our hope would rise with a positive report from the doctor and fall with disappointing results from a test. We quickly learned anytime the doctor said, “I need to talk with you,” it was never good news.

At one point the doctor said: “We are concerned that, because of all the medicine Madison is taking for the seizures and the infection and other things, she may stop breathing at some point. So we would like to put her on life support now, while we are able to do it when

it is not an emergency. I'll give you a few minutes to talk about it." Of course, there was really nothing to discuss, so we agreed. After they escorted us out of the PICU, the doctor snaked a long plastic tube down Madison's throat and flipped on a machine that breathed for her the next few days.

While Madison was in the PICU, we were allowed to visit her a few minutes every two hours. As we sat at her bedside, we rubbed the soft skin on Madison's face or quietly said, "Madison, we love you very much."

Our confident feeling just a few months before at her birth was "This is our amazing child, given to us by God." In the course of a few hours, that certainty turned to "Is He planning on taking her back?" Even when we were concerned, afraid, and even angry, we never felt God left us or forgot our daughter. Even in the desperation of hearing she might die, we experienced a peace larger than any fear we had.

I remember praying by Madison's bedside during one of those brief visits to the PICU. A life support machine breathed for her, a feeding tube kept her nourished, tubes and IVs surrounded her little tiny arms and legs, and a raft of different monitors played sentinel to everything going on in her body and brain. And at this moment, I was not strong enough to pray for healing or wholeness. I was not confident enough to pray she would be restored or renewed. All I could utter at this point was a very feeble "God, give her joy in her life. That's it. Just joy. That is all I can pray right now."

And that prayer, from the bottom of the most desperate place I have ever been, is the prayer that is answered every day of her life, starting right there in the hospital.

Crystal Clear. Over the next few weeks, months, and years, we began to see fully the challenges resulting from Madison's bacterial meningitis. She lost the function of about a third of her brain due to the swelling and loss of blood flow during the fever. She has a significant seizure disorder that remains under varying degrees of control. She has a mild form of hemiplegic cerebral palsy and has all the expected cognitive and developmental challenges seen in people with similar brain injuries. Madison is active in her school, but continues to slide a bit further behind her peer group every year.

And while frankly, much more is unknown than known about Madison and her future, one thing is

crystal clear: God honored my desperate prayer of "God, give her joy in her life" in ways that are impossible to comprehend. He is using Madison to touch lives that typical kids probably never could. She has helped us all see simplicity, honesty, and sincerity are keys to life. Her friendships are not clouded by expectations or concerns of reciprocity or selfish agendas. It is simply, "Come with me and let's enjoy life."

At our church, a whole ministry to kids and families with special needs grew out of a loving children's pastor's desire to help Madison enjoy church. Now every week a group of kids with a range of different special needs get to participate, at a level appropriate for them, in children's worship and in an adapted Sunday School class. Her involvement at school has been instrumental in the development of a program to allow typical kids to buddy up with the special needs kids and help both groups learn.

Hope Despite Unknowns. More than almost anything else, Madison loves to sing worship songs. One day as she and I ran some errands around town, I felt angry that Madison seems to be prisoner in her own body. As I brooded, Madison said, "Daddy, play number 11, play number 11." She wanted to hear a specific song, so I played number 11 for her.

As the music came on, I looked back in the rearview mirror to watch as Madison sang to Jesus, "I will give you all my worship. I will give you all my praise." Then I realized Madison is not a prisoner. She is free. She is freer than most of us ever will be.

Madison is not concerned with what others think or with how things look. She is free to enjoy the life God gave her. And she is free indeed!

We do not know how Madison will intellectually develop, or if we will ever get a firm grip on the seizures. We do not know if our daughter will have a job or live independently. We do not know how she will fit into society as an adult or how she will relate to her peers. But in light of all those questions, we have one clear answer that gives us hope in all those areas. We know through every breath, every smile, every laugh, every song she sings, our Heavenly Father created her just as she is, He has numbered her days and ordered her life, and more than anything else, He has given her a life full of joy.

A Brittle Life



When Karli was two weeks old, her mother, Cristi, noticed her baby cried more than her other two children had. When Karli stopped eating and began losing weight, Cristi took her to the doctor. To her surprise, Cristi discovered her little girl had a broken arm, fractured ribs, and both of her femurs were healing from breaks that had happened two weeks before her birth.

Karli wasn't the victim of abuse or some devastating accident. She suffers from osteogenesis imperfecta (OI), a genetic disorder characterized by bones that break easily, often from little or no apparent cause. It is estimated that over 20,000 people in the United States suffer from OI.

What Is OI?

OI is caused by a genetic defect that hinders the body's production of collagen, the major protein of body tissue. A person with OI either has less collagen than normal or a poorer quality of collagen. This leads to weak bones that fracture easily. People with OI often have other medical problems, including loose joints, early hearing loss, brittle teeth, respiratory problems, and easy bruising.

OI has at least four recognized forms. Type I is the most common and mildest. Those with Type I OI have bones that fracture easily and have a tendency toward spinal curvature. Type II is the most severe form of OI and is frequently lethal at or shortly after birth. With Type III, bones fracture easily and fractures are often present at birth. Type IV is between I and III in severity.

OI typically is caused by a dominant gene defect. Some children inherit the disorder from a parent. In other children the gene mutates spontaneously. A person with OI has a 50 percent chance of passing on the disorder to each of his children. When a child with OI is born into a previously unaffected family due to a spontaneous mutation, in most cases the parents do not have an increased risk of having another child with OI.

How Do You Diagnose OI?

Because of its varying characteristics and relative rareness, OI can be difficult to diagnose and is sometimes mistaken for child abuse. Some children are diagnosed soon after birth while others endure years of mysterious breaks before a diagnosis is made. Bone fractures that occur with little or no trauma are often the first indication an infant or child may have OI.

Gail's daughter, Michelle, was diagnosed at 18 months after she suffered two tibia fractures. "We were blessed to have a family member direct us to an orthopedic surgeon who diagnosed Michelle right away, just by looking at her features," said Gail. "Her sclera (the whites of the eyes) was navy blue, her face is oval, her trunk is short, and of course the fractures were not caused by stress." Michelle, who is now 22, has Type I, the mildest form of OI, but has still had over twenty-five fractures and four surgeries since her diagnosis. Many people with OI undergo surgical rodding, in which metal rods are inserted into the long bones to control fractures.

How Do You Treat OI?

Surgeries are just one treatment for OI, which has no cure. The primary treatment is managing fractures and promoting mobility and independence, as too much immobility can further weaken bones and lead to muscle loss. Physical therapy should begin as soon as it is evident an infant has muscle weakness or motor skill delay.

Various minerals and medications also have been tested to determine if they strengthen bone in OI patients, and research is ongoing. Other treatments including growth hormone, gene therapies, and cell therapies are also being studied. The most current research in treating OI is seeking a way to prevent the poor structural components from being made, which would result in a less severe form of OI.

Recommended therapy includes these activities:

- exercising to promote muscle and bone strength
- swimming and water therapy (both pose little risk of fracture)
- maintaining a healthy weight
- eating nutritious foods
- avoiding smoking, excessive alcohol, caffeine, and steroids

What About Emotional Needs?

Most parents admit the difficulty in finding a balance in restricting activity and letting their child have an actual childhood. Karli's mother says, "It's hard to learn how to let your child live and play but pray that she doesn't fall or hurt herself. People want me to cushion her entire world, but she's still a two-year-old who wants to do all the things that any two-year-old wants to do."

"People with OI live, breathe, and feel just as you and I do," said Debbie, whose 12-year-old son, Daniel, has Type II OI, the most severe form.

"Please don't assume that just because someone uses a wheelchair, walker, crutches, or whatever to help them get around that they can't make their own decisions. Most people with OI are pretty independent and will usually let you know so. Just treat people with OI with the same respect you would any other person."

Respect is the key in dealing with OI, as with any disease. A child with OI may have different bone structure, but he is still a child. Though his care may be different, his basic needs for love, acceptance, and guidance are still the same.

DAVID'S JERUSALEM

After spending years fleeing King Saul, David succeeded in uniting the disparate tribes of Israel under his leadership. He needed a capital city for his new confederation. In a brilliant strategic move, he decided to capture a Canaanite stronghold in the Judean hill country. The city was known as Jebus in the time of David (Judg. 19:10-11; 1 Chron. 11:4-5), but also as *Urusalim* in the Amarna letters of the 14th century B.C.

A FORTIFIED CITY

The Canaanite city encompassed the 12-acre spur of hill south of what became the Temple Mount. The hill was bounded on the west by “the valley” (later known as the Tyropoeon) and on the east by the Kidron Valley. The hill extends about 2,000 feet and slopes down toward the south. The two valleys join at the southern tip of what would later become the city of David. As Psalm 125:2 poetically notes, the city is situated on the lowest of the local hills.

From the taunts recorded in 2 Samuel 5:6 and 1 Chronicles 11:5, the Jebusite inhabitants felt very secure in their stronghold, called in Hebrew the *Metsudat Tsion* or “stronghold of Zion” (2 Sam. 5:7, HCSB). This stronghold was probably located at the northern end



South of the City of David, base of a wall that was about 10 feet wide, dated to Middle Bronze Age (2220–1550 B.C.). The Assyrians destroyed the wall in 701 B.C.

of the town near its highest and most vulnerable point.

On the eastern slope of the hill, archaeologists have uncovered a massive architectural feature known as the Stepped-Stone Structure. This terraced mantle of stone courses laid over a substructure of terraces, rib walls, and fill extends down the slope at least 120 feet from the crest of the hill. Its full extent has not yet been determined. From its size and position, this is often considered to be the supporting foundation for the *Metsudat Tsion*, reused by David after his capture of the city.



Left: Proto-aeolic capital from Megiddo. A similar column capital has been found in recent excavations at what some think to be David's palace.

ILLUSTRATOR PHOTO/DAVID ROGERS (446/14)

In addition to the fortress on the north, fortification walls surrounded Jebus. Archaeologists have uncovered little if any of the western wall system from the tenth century. Possibly a structure exposed in the nineteenth century could be a western gate from this period. On the east side of the city it seems that a Middle Bronze Age (2200–1550 B.C.) wall continued to be used throughout the Late Bronze and Iron Ages (1550–586 B.C.). This wall, measuring some eight feet thick, was located halfway up the east slope at the top of a steep rock outcrop. Near the northern extent of this wall, below the Stepped-Stone Structure, famed archaeologist Kathleen Kenyon excavated what appears to be a gate in the wall.

STRATEGIC LOCATION

After reigning for more than seven years in his own tribal territory at Hebron, David needed to expand his influence (2 Sam. 5:1-5). Jebus was centrally located between his tribe, Judah, and the rest of the tribes. Although assigned to the Benjaminites (the tribe of David's former rival, Saul), no tribe had yet possessed it. Located on the border between Judah and Benjamin (Josh. 15:8), the city was attacked years earlier by the Judahites (v. 63; Judg. 1:8) who could not hold the city, and so it was given to the Benjaminites (Josh. 18:28) who also could not keep it (Judg. 1:21). The city remained a Jebusite enclave until the time of David, thus making it a perfect centralized capital city, one he could make his own city.

WATER FOR THE CITY

So David and his mighty men, his personal army, besieged Jebus. The biblical text notes that Joab became the commander of David's army when he took charge of the attack of Jebus. He accomplished this by "going up first" and "reaching" (or "striking" or "going through") the *tsinnor*, often translated as "water shaft" (1 Chron. 11:6; 2 Sam. 5:8; writer's translation). Most biblical scholars assume this means he climbed up a shaft in the water system near the Gihon Spring on the east slope of the city, entered the city, and let the Israelite army into the city. This spring, named for its intermittent "gushing" (Gihon is derived from a Hebrew root meaning "to gush"), is the only perennial water supply in the city of David.

Recently, archaeologists have discovered two massive fortification towers and a deep pool at the spring, and

dated them to the Middle Bronze Age (2200–1550 BC). These are outside of the Middle Bronze Age walls but seem to have been connected to the walls and possibly accessed by Kenyon's gate. Archaeologists have agreed that these walls were still in use during the days of the Jebusites and David. Certainly the spring was still used. A tunnel provided additional, more secure access to the spring. Commonly referred to as Warren's Shaft, this tunnel, carved from the soft limestone, crossed under the city walls and gave hidden access to the spring pool. Until recently, the tunnel appeared to end in a 40-foot natural vertical shaft where people would lower jugs to get water. This shaft was long thought to have been Joab's *tsinnor*. Recent excavations, however, indicate the vertical section was not exposed during the time of David and Joab, rather the tunnel connected to a cave whose mouth opened at the pool. So we presently do not know what exactly Joab's *tsinnor* was, but it does seem to have something to do with a water channel.

DAVID'S CAPITAL

Regardless of the precise method, Joab and David did capture the city. When David captured the *Metsudat Tzion* he renamed it the "city of David" (2 Sam. 5:9). David had taken the city with his army and so in effect it was his spoil of war, his personal stronghold. Thus David had shrewdly created a fortified capital city which was not the possession of any tribe, yet was centrally located.

According to 2 Samuel 5:9 and 1 Chronicles 11:8, David and Joab immediately began improvements to the city. While Joab could be credited with restoring the city to life (an allusion to residential restoration?), David would receive credit for building the northern end of town, the fortress and palace areas, including the area "from the *millo*."

The term *millo* seems to mean an in-filled area, and many take this to mean a terrace system (see 1 Chron. 11:8, HCSB). If this is the case, then the *millo* may refer to the terrace and fills used to extend the city northward toward the Temple Mount. Since David actually purchased the Temple Mount and placed the ark shrine there (2 Sam. 6, 24; 1 Chron. 21-22), we could reasonably conclude that he would begin filling in the space between the city of David and the Temple Mount. David's placement of the ark in the city of David was an important step in the creation of this as his capital city. Clearly David showed his loyalty to God in this act. On

another level we see his vision and political and religious acumen as he solidified for himself and the people his role as God's chosen and then solidified Jerusalem for Israel's capital (2 Sam. 6).



Above: A segment of the city wall in Jerusalem dating to the first temple period (1000–586 B.C.). This section of the wall, which protected the north side of Jerusalem, is almost 23 feet wide and over 200 feet long.

In 2 Samuel 5:11, we read that David also built a palace for himself. According to 2 Samuel 5:17, David had to “descend” to reach the *Metsudat Tsion*. If this fortress sat atop the Stepped-Stone Structure, then we would need to look up-slope to the north to find the palace. Recently, renowned archaeologist Eilat Mazar has uncovered monumental architecture in this area that she dates to the early Iron Age II (1000-900 BC), the time of David. Given its six to eight foot wide walls, Mazar calls her find “the Large-Stone Structure.” Mazar connects her finds to a short section of casemate wall (a typically Israelite wall style) uncovered nearby by Kenyon as well as some ashlar blocks (large, square-cut stones) and a proto-aolic column capital (decorative architectural remains, often found associated with Iron Age royal buildings) discovered down-slope. Evaluating her findings, Mazar cautiously argued that her structure comprises the foundations of David's royal palace.

The palace would have been an imposing building at the highest part of town. It would have served as the reception hall for emissaries to the young kingdom (2 Sam. 8:9-10) and housed the royal family (5:13-16). From there, David's wife Michal could look down on the procession bringing the ark into town (6:16) and David could look down on his city across the rooftops and see Bathsheba bathing (11:2). David could even keep an eye on his last remaining potential rival from Saul's house (2 Sam. 9).

David's rebuilding of the Jebusite city also included residential areas. Recent excavations have uncovered

houses inside the city wall on the east slope. These houses are constructed into the mantle of the Stepped-Stone Structure. Some archaeologists date these houses to the time of David. These domestic units are solidly built and are located just below the stronghold and the palace area. These may have been the houses of David's officials and elite soldiers (8:15-18; see 1 Chron. 11:10-47). Just below the Middle Bronze Age (2200–1550 B.C.) wall on the east slope, the Israeli archaeologist Yigal Shiloh excavated another residential neighborhood. This domestic area, outside the city walls, was unprotected and poorly constructed, with some evidence of household religious activity. The difference between houses inside and outside the walls may illustrate some social stratification in David's Jerusalem. The Bible also records that the nobility owned estates outside the city walls (14:30-31).

David's Jerusalem was his stronghold, a city small in size but complete with royal and administrative architecture, fortifications, a complex water supply, socially diverse domestic areas, and nearby agricultural lands. Archaeologists hope that future excavations will provide us with an even better understanding of the Jerusalem that David knew.

Below: Remains of the Stepped-Stone Structure.



This article is adapted from an article previously published in *Biblical Illustrator*.

Shopping List

Begin gathering these items for upcoming lessons.

guest book	Indian corn
poster board	natural raffia
yellow paper	pony beads
yarn	jewelry pins
scarves	blank puzzles
coffee cans	"Slow Fade"
dowels	small pumpkins
paper towel tubes	chenille stems
praise streamers	smartphone
portable photo printer	
dictionary	
"Thank You Very Much"	
"Thank You, Lord"	
stopwatch	
baby blanket	
large plastic box	
sand	
hand puppets	
tap light	
magnetic photo sleeves	
design-your-own mugs	
tea or hot chocolate packs	
mailing tube	
"I Wanna Be Like You"	
bean bags	
workshop tools	
zip-top plastic bags	
2 x 4 board	
nails	
gold paper	
wrapping paper tubes	
"Forever"	
acorns	
Thanksgiving book	

STORIES ABOUT KINGS DAVID AND SOLOMON

Memory Verse

Ascribe to the LORD the glory due his name.

Psalm 29:2

After Saul's death, David faced a divided nation. He eventually united everyone and brought prosperity and unity to Israel. David's commitment to God was unwavering, although he sometimes failed to live by God's laws in his personal life.

Israel's wealth and power grew under Solomon's reign, but Solomon failed to love the Lord as David did. His spiritual failures led to a permanent division of the kingdom.

DAVID BECOMES KING

Bible Passage

2 Samuel 2:1-11; 3:1; 5:1-12;
1 Chronicles 11:1-9

Bible Truth

After Saul's death, David became king of Israel.

Bible Verse

He will make your paths straight.
Proverbs 3:6

Life Application

I can live God's plan for my life.



KNOW THE STORY

After Saul's death, David asked the Lord whether he should move back to Judah. The Lord told him to return to the town of Hebron. So David went there with his two wives, Ahinoam and Abigail. His men and their families also moved to Judah and settled near Hebron. The men of Judah came and anointed David king over the tribe of Judah.

David learned the men of Jabesh-gilead had buried Saul. He sent them a message: "May the Lord bless you for being so kind to Saul by giving him a proper burial. May the Lord show you kindness and faithfulness. I will be good to you because of what you have done. Be strong and courageous. Saul is dead, but the tribe of Judah has made me their king."

Abner, the commander of Saul's army, established Saul's son Ish-bosheth as king over all Israel. Ish-bosheth was 40 years old and ruled for two years. David ruled as king over Judah for seven-and-a-half years.

Before long, those loyal to Saul's family and those loyal to David began to fight with each other, and it escalated into war. The war between the house of Saul

and the house of David was long and drawn out. David grew stronger, but Saul's side became weaker.

Because he grew jealous of Abner's growing power in the house of Saul, Ish-bosheth angered Abner by falsely accusing him of disloyalty. Abner then decided to give his loyalty to David. King David made an agreement with Abner and dismissed him in peace, but Joab, David's commander, killed him. David and all the people mourned over Abner. Ish-bosheth was assassinated soon thereafter.

After these events all the tribes of Israel went to David at Hebron and pledged their loyalty to him. They anointed him king over all Israel. David was 30 years old when he began his reign. He reigned for 40 years.

David led his army to Jerusalem to attack the Jebusites who lived there. He captured the fortress on Mount Zion by using the city's water tunnel.

David moved to Jerusalem and strengthened the city's fortifications. He named it the *city of David*. He knew the Lord had established him as king over Israel.

UNDERSTAND THE SETTING

Abner, Saul's cousin (1 Sam. 14:50-51), was a member of the royal family. He served as Saul's chief military commander. At festivals, his place at the table would have been by the king's side (20:25). His leadership enabled Saul to extend the territories controlled by Israel, as he aided the king in his military successes.

After David defeated the Philistine champion Goliath, Abner took the young shepherd to Saul's court and reported his victory (17:57). Since David served in Saul's army, he undoubtedly knew Abner and his abilities. He even might have fought with him.

As the relationship between Saul and David deteriorated due to Saul's jealousy and anger, Abner acted as a bodyguard for King Saul and commanded the troops who were hunting David. One night during Saul's pursuit of David, David and one of his men crept into Saul's camp. While Saul and Abner slept, David took the king's spear and water jug. After leaving the camp, David called out to Saul and woke him. He mockingly rebuked Abner for failing to protect the Lord's anointed (26:7-16).

After Saul and his son Jonathan died in battle with the Philistines, Abner revealed the strength of his leadership. He held the kingdom together, with the exception of the tribe of Judah, for Ish-bosheth, Saul's son and successor (2 Sam. 2:8-10). But Ish-bosheth was a weak ruler, and Abner continued to gain more power in the house of Saul. Ish-bosheth came to believe Abner was trying to usurp him as king and accused him of treason for having sexual relations with one of his father's concubines. Abner then switched his loyalty to David. He also worked diplomatically to bring the rest of the tribes under David's rule (3:6-18).

David accepted Abner and his agreement to unite Israel under one king. He sent him away in peace. David's own military leader, Joab, returned from a raid and learned of the king's arrangement with Abner. This angered Joab. Since Abner had killed Joab's brother Asahel in the battle at Gibeon, Joab did not trust Abner. Furthermore, he wanted to avenge his brother's death. Therefore, Joab and his brother Abishai tricked Abner and murdered him (3:24-27,30).

David mourned Abner's death and wrote a song of lament extolling the virtue of his capable leadership. He gave him a funeral fit for royalty, burying him in Hebron. The respect David showed Abner in his death impacted Abner's men and others who had served with

him for Ish-bosheth. Eventually all the tribes gave their loyalty to David as king after Ish-bosheth also was assassinated (3:31-34; 4:5-8; 5:1-3).



DETERMINE THE RELEVANCE

David knew God's plan for his life. Which of the following would help you discover God's plan for your life? Check all that apply.

- Read the Bible daily.
- Pray daily.
- Worship regularly.
- Fellowship with other believers.
- Share with an accountability partner.
- Memorize Scripture verses.
- Participate regularly in some type of ministry.

Which will you commit to do? Put a second check by those.

What is the difference between knowing God's plan for your life and living out that plan?

List some of the specifics of God's plan for your life. (Think about some commands in the Bible!)

Evaluate how well you are living these each day.

EXAMINE A KEY PHRASE

shepherd my people

(2 Samuel 5:2)

The Ancient Near East often used the shepherd symbol to refer to a ruler's duties. A shepherd provided for all the needs of those for whom he was responsible. To *shepherd God's people* meant David would take care of them. As their shepherd ruler, he would also defend, protect, and lead his people.

This Week's Prayer Concerns

CREATE INTEREST

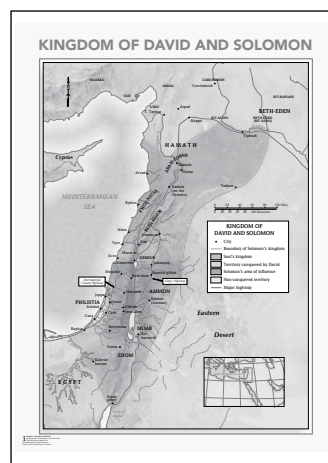
GET READY

- ❑ Locate **Poster 1** in *Access Leader Pack*.
- ❑ Make a list of actions that kings would do, like *lead your people*. Print each on card stock and cut apart.

LEAD

Display **Poster 1**. Explain: *This is a map of the kingdom of Israel. It was a mighty kingdom. Today you're going to discover what kind of king it took to rule over such a mighty kingdom.* Distribute the charade cards to learners. Ask them to take turns acting out the charades and guessing what the king of mighty Israel did.

Say: *You all acted like great kings. Over the next few weeks, we'll hear if David did all these things as king of Israel.*



POSTER 1

GATHER TOGETHER

Lesson Truth

Discover God's plan for your life and live it each day.

GET READY

- ❑ Gather attendance records.
- ❑ Prepare announcements.
- ❑ Prepare to play "Blessed Be the Name of the Lord," "Holy, Holy," and "I Am Alive."
- ❑ Purchase a guest book and pen.

LEAD

Greet learners at the door. Take attendance. Collect offerings. Signal time for large group and make announcements.

Lead praise and worship. Include songs your learners know well and enjoy singing. Invite learners to clap in rhythm.

Say: *Let's continue our worship with prayer.* Invite learners to sign the guest book. Say a sentence prayer for each learner as he signs his name.

TELL THE STORY

GET READY

- ❑ Provide Bibles and *Access Personal Study Guide*.
- ❑ Print today's Bible story picture from the digital pack.

GATHER TOGETHER

(1) Lead early arrivers to make thank you posters for the church staff to thank them for all the hard work they do for the church.

(2) Ask early arrivers to cut yellow paper strips and tape them to form crowns. Plan to use the crowns during "Tell the Story."

CREATE INTEREST

(1) Call on four volunteers to dress up and model as a shepherd, musician, soldier, and king. Explain: *We've been hearing about David. He was a shepherd, a musician, and a soldier. God chose David to be king over His people, Israel. Today we'll hear David finally became king.*

(2) Display **Poster 1**. Comment: *We've been learning about King Saul. Saul was able to help the people keep the land they already had.* (Point out the purple area on

the map.) *But he wasn't able to grow the kingdom because he did not completely love and obey God. God was not with Saul. Today we'll begin learning about David's time as king. David was a great military leader and was able to take over all the land colored green on the map. David was so successful because he loved God and God was with Him.*

(3) Go on a nature path walk around the churchyard. Tell learners today we'll hear David followed God's path for his life. So can we.

Bonus Ideas!

- ❑ Prepare paper crowns. Cut long strips of yellow paper and tape the ends to make a circle.

LEAD

Remind: *God had a plan for David's life. God chose him to be king of Israel. David knew God's plan for him. He waited many years for God's time to be just right. Today we'll hear it was finally time for David to be king.* Give each learner a paper crown. Instruct learners to put on the crowns when they hear David was crowned king of all Israel.

Tell the story in words learners understand. Hold up the Bible story picture at the appropriate time.

David Becomes King

(based on 2 Samuel 2:1-11; 3:1; 5:1-12; 1 Chronicles 11:1-9)

When David was just a boy, God chose him to be king of Israel. But David had to wait. Saul was still king. David waited many years. David learned from King Saul. He became a great soldier. He learned how to lead people. He showed loyalty to God. He trusted God. He asked God what to do and when to do it.

Now King Saul was dead. It was time for David to be king. David asked God what to do. God told David to move to Judah. The people of Judah loved David. They crowned him king.

But the other eleven tribes of Israel remained loyal to King Saul. They asked one of Saul's sons to be their king.

Saul's soldiers fought David's soldiers. There was a long war. David's army grew stronger and stronger. Saul's army grew weaker and weaker.

At last, Israel gave up. All the leaders went to David. "We want you to be our king," they said. "Even when Saul was king, you were the one who led us in battle. You were the one who brought us safely home. We know God chose you to be king."

Now David was king over all of Israel. This was God's plan for David. This was God's plan for Israel.

David led his army to take over the city of Jerusalem. Jerusalem became the capital of Israel. David made the city safe and strong. Then he built a palace. David became a powerful leader. Israel became a strong nation.

David knew all this was happening only because of God. For Israel to remain strong, David had to keep on following God.

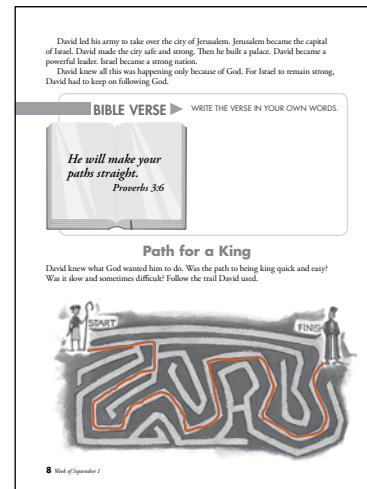
REVIEW THE STORY

GET READY

- ❑ Locate **Poster 2** in the Leader Pack.

LEAD

Invite a learner to display **Poster 2** near **Poster 1**. Comment: *God had a plan for David's life. David knew the plan and followed it. Let's decide if following God's plan was quick and easy for David.* Direct learners to complete "Path for a King" on page 8 in their books.

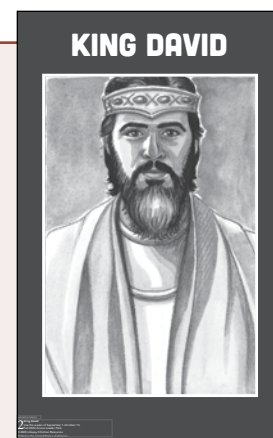


TELL THE STORY

Call on learners to represent David and the twelve tribes of Israel. Direct simple pantomimes or motions as you tell the story. For instance, direct eleven people to step away from David when he becomes king of Judah.

REVIEW THE STORY

Make a simple crown from a strip of poster board. Find and print today's "Questions" from the digital pack. Form a circle. Pass the crown to a learner and begin counting to 10 as learners pass the crown. Whoever has the crown at 10 will answer a question. Continue until each learner has a turn.



POSTER 2

Bonus Ideas!

TEACH THE BIBLE VERSE

GET READY

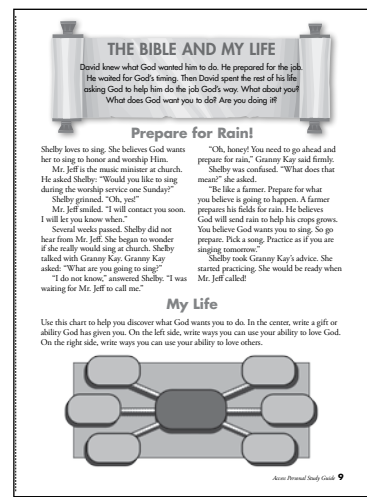
- ❑ Print today's Bible verse poster from the digital pack.
- ❑ Print each word of the verse on a different color of construction paper. Attach the papers to different objects such as chairs and tables around the room. Locate a ball of yarn and attach the end of the string to the first word card.

LEAD

Say: *David was willing to follow the slow and sometimes difficult path to becoming king because he trusted God completely. He knew God would guide him in the right direction. Our Bible verse for today assures us that God guides us in the right directions too.* Hold up the Bible verse poster and read the verse together. Call on a learner to find the first word card and unroll the yarn ball until he gets to the second word. Call on another learner to unroll the yarn from the second to the third word. Continue until the verse is complete. Then ask learners to follow the yarn path and read the complete verse.

APPLY THE LESSON TO LIFE

Comment: *David knew what God wanted him to do. He prepared for the job. He waited for God's timing. Then David spent the rest of his life asking God to help him do the job. What about you? What does God want you to do?* Lead learners to complete "My Life" on page 9 in the Personal Study Guide.



CONCLUDE THE SESSION

Remind: *Today we learned King David trusted and followed God's path for his life. We can trust and follow God's path for our lives too.* Ask learners to repeat today's Bible verse. Continue: *When you need to know what God wants you to do with your life, remember today's Bible verse and ask God for directions.* Dismiss with prayer.

FOLLOW UP

- ❑ Send today's Personal Study Guide pages to absentees.
- ❑ Remind learners to complete their daily Bible readings in the Personal Study Guide. If you keep the books in the classroom, print and send home the "Daily Bible Readings" pages from the digital pack.
- ❑ Tell learners helping others is one thing God plans for us to do. Lead them to choose a ministry project.
- ❑ When learners are making decisions about what to do, remind them to pray and ask God to guide them to the right path.

Bonus Ideas!

TEACH THE BIBLE VERSE

(1) Write several names on word cards, including *God*. Hide the cards under learners' chairs. Write the verse on a white board. Erase *He*. Ask learners to find the names under their chairs and decide which name should replace *He*.

(2) Direct learners to make and decorate bookmarks. Print *God will guide me* on each bookmark. Instruct learners to place their bookmarks at Proverbs 3:6 in their Bibles.

APPLY THE LESSON TO LIFE

(1) Read and discuss "Prepare for Rain!" on page 9 in the Personal Study Guide.

(2) Present the ABCs of Salvation (see p. 2). Explain God's plan for all people is salvation through faith in Jesus.