OT503: The United Monarchy

Course Lecturer: John J. Davis, Th.D., Ph.D.
President and Professor Emeritus at Grace Theological Seminary

About This Course

This course was originally created through the Institute of Theological Studies in association with the Evangelical Seminary Deans’ Council. There are nearly 100 evangelical seminaries of various denominations represented within the council and many continue to use the ITS courses to supplement their curriculum. The lecturers were selected primarily by the Deans’ Council as highly recognized scholars in their particular fields of study.

Course Description

Why did Israel, the people of God, desire a human king? Why did God grant that desire? This course answers these and other important questions raised in the united monarchy as recorded in 1 and 2 Samuel and 1 Kings 1-11. Special emphasis is placed on archaeology, history, and theology. The course also considers parallel passages found in Chronicles and Psalms and focuses on Iron Age discoveries in Palestine as they relate to the biblical text. Dr. Davis examines the success and failures of Saul, David, and Solomon and gleans practical truths from their lives.

Course Objectives

Upon completion of the course, the student should be able to do the following:

• Acquire a competent working knowledge of the contents of the books of 1 and 2 Samuel and 1 Kings 1-11 with respect to theological themes, historical developments, personality profiles, and archaeological problems.

• Have a basic understanding of the events surrounding the rise of the monarchy in ancient Israel.

• Arrive at fresh insights about practical Christian living as illustrated by the lives of godly saints who lived during that era.

Accessibility

If you have particular accessibility needs, please contact the CUGN Registrar at the beginning of the course. This will allow us to work directly with you to make efforts to accommodate your situation and ensure as full as possible accessibility to the course.
Course Lecturer

Dr. John J. Davis is the President and Professor Emeritus at Grace Theological Seminary in Winona Lake, IN, where he has impacted students with his Old Testament and Archaeology courses. Dr. Davis has greatly influenced several fields in his remarkable career as an archaeologist, author, coach, columnist, dean, outdoorsman, pastor, professor, president, missionary, and recording artist. Over the years, he has been active in ministry or archaeological work in 44 countries, including Albania, Hungary, Korea, and Singapore. From 1970–1971, Dr. Davis served as the Executive Dean of the Near East Institute of Archeology in Jerusalem, Israel.

Among his numerous journal articles and other publications are the books *Paradise to Prison*, *Moses and the Gods of Egypt*, *Biblical Numerology*, and *Conquest and Crisis: Studies in Joshua, Judges, and Ruth*. He was also a translator and contributor to the *NIV Study Bible*.

Education:
- Trinity College, B.A.
- Grace Theological Seminary, M.Div., Th.M., and Th.D.
- Trinity College, D.D.
- University of Edinburgh, Scotland and the Near East School of Archaeology, Jerusalem, postgraduate work

Other CUGN courses by this professor:
- OT502 Conquest and Settlement

Online Professor

If you are taking this course for credit, CUGN will assign one of its faculty members as the online professor for this course. This professor will contact you upon enrollment in the course and will guide your study. Your online professor will be available to you by email and, at set times, by chat room or other real-time technology. Your online professor will do the following in order to stimulate student involvement and facilitate effective learning:
- Evaluate and assign grades to all coursework.
- Provide assistance with technological problems that may occur.
- Answer questions that may arise.
- Issue your final grades.

Course Texts

Required:

_____ and John C. Whitcomb. *Israel: From Conquest to Exile*. Winona Lake, IN.: BMH Books. (The material in *The Birth of a Kingdom* is contained in *Israel: From Conquest to Exile*, which is a single volume of several books written by the authors on Old Testament history.)
Collateral Reading:


**NOTE**: The lecturer may require reading from sources with which he does not agree in either the theological presuppositions or the conclusions. Such exposure is considered helpful to a better understanding of the problems encountered in these books, or to an acquaintance with various interpretive views of these books.

Textbooks can be ordered through our online store at CUGN.org, through your local bookstore, or through your preferred eReader when available.

**Academic Honesty**

At CUGN, we believe all we do is “as unto the Lord” and we thus hold to a high academic standard of honesty; we do not tolerate plagiarism and cheating. Students found guilty of any form of academic dishonesty face consequences ranging from interaction with the Academic Dean to expulsion from CUGN.

Quizzes and Exams: Any student found guilty of cheating on a quiz or exam will automatically receive a score of zero for that quiz or exam. A second offense will result in automatic course failure and possible disciplinary action and/or expulsion from CUGN. Please view the [CUGN Academic Catalog](http://cugn.org) for a full definition and examples of cheating.

Plagiarism: If a student’s work is found to be plagiarized, consequences will vary depending on the nature of the plagiarism.

If an offense is deemed unintentional, the student will have an opportunity to resubmit the work. A second offense will result in an automatic score of zero for that assignment, which may also result in failure of that course.

More serious plagiarism offenses could result in automatic course failure, disciplinary action, or
expulsion from CUGN. Please view the CUGN Academic Catalog for a full definition and examples of plagiarism. If you have questions about plagiarism, or would like to request resources for learning how to avoid plagiarism, please contact our Registrar’s Office at registrar@cugn.org or toll free at (888) 487-5376 ext. 3.

Course Requirements

1. **Time:** The student is required to spend a minimum of 120 hours in this course. All course requirements must be completed within 6 months of enrolling in the course.

2. **Recorded Lectures:** The student is required to listen to all 24 audio lectures recorded by Dr. John J. Davis.

3. **Reading:** Every chapter of 1 and 2 Samuel and 1 Kings 1-11 should be read at least two times, preferably in different translations or modern versions.

4. **Study Questions:** All the study questions in the Lesson Plans found at the end of this syllabus and “examination” questions in the Study Guide should be answered. These will help to foster detailed understanding of the lecture and reading material.

5. **Examinations:** There will be three written examinations: the first will be taken after Lecture 2; the second will cover Lectures 3 through 12 and the appropriate material in The Birth of a Kingdom and will be taken after Lecture 12; and the final examination will follow Lecture 24, covering the material in Lectures 13-24 only.

6. **Research Paper:** A research paper of 4000 words (approximately 20 pages, double-spaced) will be required on some topic of importance in the books of 1 and 2 Samuel or 1 Kings 1-11. Some suggested topics are as follows:

   “The Philistines and Modern Archaeology”
   “Samuel’s View of Kingdom in the Light of Near Eastern Archaeology”
   “The Ministry of the Holy Spirit During the United Monarchy”
   “The Amalakites”
   “The Repentance of Yahweh” (1 Samuel 15:11)
   “The Evil Spirit and Saul” (1 Samuel 16)
   “Saul and the Witch of En-dor” (1 Samuel 28)
   “David’s Capture of Jerusalem” (2 Samuel 5)
   “The Davidic Covenant” (2 Samuel 7)
   “Solomon’s Marriage to Pharaoh’s Daughter” (1 Kings 3:1)
   “Solomon’s Commercial Enterprises”
   “The Temple of Solomon”
This research paper is to be typed following the guidelines of *A Manual for Writers of Term Papers, Theses, and Dissertations* (eighth edition, revised) by Kate L. Turabian.

7. **Spiritual Formation Project**

RATIONALE: Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection and interaction in a community of learning. With this in mind, CUGN includes in all courses a capstone project addressing these issues and facilitating interaction beyond the formal learning environment (ATS schools, note Standards 3.2.1.3; 4.1.1; 10.3.3.3).

Write a **five-to-six page reflective essay** and **interview a mentor**, discussing the spiritual impact of this course on your life. Identify your mentor early in the course, and submit the essay to your grader when you take the final exam. This last project should not be a summary of course content, but an application of course principles. Complete the following:

**A. Personal Reflection and Evaluation:** Reflect on the course – To integrate your academic studies with your walk of faith, reflect on the content of the course and evaluate your life in light of what you learned.

i. Follow these steps in your reflection:
   - **Step 1:** What one theme, principle, or concept in the course is the most significant to you personally? Why is it significant?
   - **Step 2:** What portion(s) of the course brought this theme/principle/concept to light?
   - **Step 3:** Think about your past. Why is it vital now for you to deal with and apply this theme/principle/concept?
   - **Step 4:** How should this affect your thoughts and actions, and what specific steps should you take to concretely apply what you have learned?

ii. Write your answers to the above questions in full paragraph form. (Recommended length for this reflection: approximately three pages)

iii. Give a copy of this reflection to your mentor (see #2).

**B. Community Reflection and Interaction:** Interview a mentor – Since the Holy Spirit uses the input of others to guide and form His people, interview a mentor according to the following guidelines:

i. Who should you interview? (1-3 are required; 4-6 are recommended)

   1. Someone with whom you have a reasonably close relationship.
   2. Someone who is a mature Christian ministry leader (i.e. a pastor).
   3. Someone who is not your grader or a family member.
4. Someone who values the spiritual formation process.
5. Someone who is familiar with and values the subject of the course.
6. Someone who has experience using the content of the course in ministry.

**NOTE:** Identify your mentor early in the course, and give him/her the page entitled “Guidelines for Mentors.”

ii. Focus of the interview – Your interview should focus on the issues and questions you raise in your essay. For example:
- What feedback can your mentor give in response to your essay?
- In light of the course content, are the conclusions you made appropriate? Why or why not?
- What additional advice, deeper insights or broader applications might he/she suggest from his/her own life and ministry?

**NOTE:** Conduct this interview either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc). Suggested length: 45 minutes.

### C. Synthesis and Application

**Draw your final conclusions** – Having reflected on the curse and the discussion with your mentor, synthesize what you have learned in these three sections:

i. **Section 1:** Begin your essay with the personal reflection from #1 above. This should be exactly what you gave your mentor for the interview.

ii. **Section 2:** Comment on your interview, explaining what you discussed and the insights you gained from your mentor. Include the following:
- What were the mentor’s comments regarding your essay?
- What advice did he/she give?
- How did his/her comments expand or correct your application of the course?
- Include the person’s name, occupation, and the length of the interview.

iii. **Section 3:** Conclude with a synthesis of what you have learned. Answer the following:
- If your mentor corrected any thoughts in your “Personal Reflection and Evaluation”, how do you feel about these corrections? Do you agree or disagree? Why?
- Synthesizing your thoughts from section one and your mentor’s insight in section two, what final conclusions have you reached? How is this different from section one?
- In light of the interview and further reflection, what additional, specific changes need to occur in your life and what concrete steps will you take to implement them?

**NOTE TO STUDENTS:** Your effort in this assignment will determine its benefit. If by the end of this course you have not yet reflected critically on your life in light of what you have studied, allow this assignment to guide you in that process. The instructor for this course will not score your essay based on the amount of spiritual fruit you describe; so do not exaggerate
(or trivialize) what you have learned. The primary grading criteria is that you have thoughtfully considered the principles of the course and realistically sought to apply them to your life. If you have done this and met the minimal requirements (as noted above), you will earn the full points for this assignment.

Note on confidentiality: Perhaps the Holy Spirit is dealing with you in some very personal areas of your life. Because of this, your grader will keep your essay entirely confidential and either return or discard it.

Objective: to stimulate reflection and interaction on course principles in order to enhance personal spiritual formation.

8. A Note About Using the Lesson Plans: The lesson plans (found at the end of the Syllabus) are designed to guide and enhance the learning process, as well as to prepare the student for the exams. The following suggestions will help yield the optimum benefit.

A. Preview and fulfill the Assignments for each lesson **before** listening to the recorded lecture.

B. Preview the questions in the lesson plan (as well as the questions in the Study Guide) **before** listening to the recorded lecture.

C. Record the answers to the questions **while** listening to the recorded lecture.

D. Review the questions and answers in each lesson **before** proceeding to the next lecture.

E. Periodically review the questions and answers for all the lessons.

If these procedures are followed, the student will gain a solid understanding of this material and historical period. More importantly, the student should remember that the ultimate goal of any Bible study is conformity to the Word of God. It is the lecturer’s prayer that the student will allow the Holy Spirit to use the study of these key books to conform his/her heart and mind to the image of Christ.

Course Grading

Your grade for the course will be determined as follows:

<table>
<thead>
<tr>
<th>Study Questions</th>
<th>15% of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinations</td>
<td>60% of Course Grade (20% ea.)</td>
</tr>
<tr>
<td>Research Paper</td>
<td>15% of Course Grade</td>
</tr>
<tr>
<td>Spiritual Formation Project</td>
<td>10% of Course Grade</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grades will be issued within two weeks of the end of the course.
Guidelines for Mentors

(Students, give this sheet to your mentor for the Spiritual Formation Project.)

Thank you for your involvement in this student’s CUGN coursework. We believe the Christian life is more than an academic exercise, so we encourage students to critically reflect on their life in light of what they learn and then apply those insights to the daily life of faith.

Therefore, students taking CUGN courses are required to complete a final assignment called the “Spiritual Formation Project.” This assignment involves two parts: an essay and an interview:

The ESSAY: After completing their coursework, students reflect on the content of the course, evaluate their lives, and discuss the one theme, principle or concept that is most significant to them and why. Students are to identify specific ways this theme/principle/concept should apply to their lives and what action steps they plan to take in order to make these changes a reality.

The INTERVIEW: After writing this reflection, students give a copy to their mentor and meet with him/her to discuss their thoughts and get feedback. The goal of this interview is to facilitate the student’s growth through interaction with a mature believer.

NOTES ON THE INTERVIEW:

- You do not need to be familiar with the course to participate in this interview. You will primarily respond to the thoughts of the student. (However, general knowledge of the subject matter of the course and/or experience applying it to ministry is valuable.)
- Prior to meeting with the student, read his/her “Personal Reflection and Evaluation” and prepare to discuss the following:
  1. What feedback can you give the student in response to his/her essay?
  2. Are the student’s conclusions from the course appropriate? Why or why not?
  3. What additional advice, deeper insights or broader applications would you suggest from your own life and ministry?
- Meet with the student either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc.).
- Suggested length of the interview: 45 minutes

Thanks again for participating in this project! You have a real opportunity to guide this student in the application process and to help him/her connect academics to life – a valuable process for all who wish to grow in Christ.

NOTE: If the student’s school makes any changes to this assignment, their requirements should replace those described here.
Lecture Outline

Lecture 1: Introduction
Lecture 2: The Birth of Samuel (1 Sam. 1:1-2:11)
Lecture 3: The Childhood of Samuel (1 Sam. 2:11-3:21)
Lecture 4: The Capture and Return of the Ark (1 Sam. 4:1-7:17)
Lecture 5: Israel’s First King (1 Sam. 7:9-9:27)
Lecture 6: Saul Anointed and Challenged (1 Sam. 9:6-12:25)
Lecture 7: The Failures of the King (1 Sam. 13:1-15:35)
Lecture 8: Introduction to David (1 Sam. 16:1-17:58)
Lecture 9: Life in the Royal Court (1 Sam. 18:1-21:15)
Lecture 10: David as a Fugitive (1 Sam. 22:1-26:25)
Lecture 11: The Deeds of a Desperate Monarch (1 Sam. 27:1-28:25)
Lecture 12: The Last Days of Saul (1 Sam. 29:1-31:13)
Lecture 13: David’s Rule Over Judah (2 Sam. 1:1-3:39)
Lecture 14: Unification of the Land (2 Sam. 4:1-6:23)
Lecture 15: The Establishment of the Kingdom (2 Sam. 7:1-10:19)
Lecture 16: David’s Great Failure (2 Sam. 11:1-13:39)
Lecture 17: Absalom’s Rebellion (2 Sam. 14:1-17:29)
Lecture 18: Absalom’s Death and David’s Return (2 Sam. 18:1-20:26)
Lecture 19: Appendices to the Book (2 Sam. 21:1-22:51)
Lecture 21: Introduction (1 Kings 1:1-2:11)
Lecture 22: Solomon’s Establishment of the Kingdom (1 Kings 2:12-4:34)
Lecture 23: Construction of the Temple (1 Kings 5:1-8:66)
Lecture 24: The Last Years of Solomon (1 Kings 9:1-11:43)
Lesson Plans

Lecture 1: Introduction

Assignment

1. Read pp. 17-27 in *The Birth of a Kingdom*.
2. Be familiar with the basic data that appears on the chart, p. 16.
4. Answer the questions on page 31 of the Study Guide.

Questions

1. What is the lecturer’s view of the authorship of the books of Samuel and why?
2. How did the Hebrews classify these books and what are the implications from their classification?
3. Of what significance is the poor preservation of the text of these books?

Lecture 2: The Birth of Samuel (1 Samuel 1:1-2:11)

Assignment

1. Read pp. 28-32 in *The Birth of a Kingdom*.
2. Study the map on page 29 of the textbook and be familiar with the important cities involved in the Samuel account.
3. Answer the questions on page 31 of the Study Guide.

Questions

1. What kind of woman was Samuel’s mother? Prove your conclusions from the biblical text.
2. About how long was the duration of the “weaning period”?
3. What light does Hannah’s vow shed on the interpretation of Jephthah’s earlier vow (see Judges 11)?
Lecture 3: The Childhood of Samuel (1 Samuel 2:11-3:21)

Assignment
1. Read pp. 32-36 in The Birth of a Kingdom.
2. Study and know the chart of the Aaronic line which appears on page 35 of the textbook.
3. Answer the questions on pages 31-32 of the Study Guide.

Questions
1. What relationship or what contacts did Hannah have with Samuel while he resided at the tabernacle?
2. How did Phineas and Hophni transgress the Levitical code?
3. What practical lesson can we learn from the record of the activities of Eli’s sons?
4. What was the “ephod”?

Lecture 4: The Capture and Return of the Ark (1 Samuel 4:1-7:17)

Assignment
1. Read pp. 36-41 in The Birth of a Kingdom.
3. Answer the questions on page 32 of the Study Guide.

Questions
1. What difference can we observe between the Philistines who occupied southwestern Palestine in the Patriarchal period and those of the united monarchy?
2. How did the Philistines get possession of the Ark of the Covenant?
3. List the five cities of the Philistine pentapolis.
4. Why was the ark put on exhibition in the various Philistine cities?
5. According to D. N. Freedman’s article, what significant discoveries have been made by Dr. Freedman in the excavations at ancient Ashdod?
6. Who was Dagon and how did he fit in Philistine worship?
Lecture 5: Israel’s First King (1 Samuel 7:9-9:27)

Assignment
1. Read pp. 42-48 in *The Birth of a Kingdom*.
3. Answer the questions on page 32 of the Study Guide.

Questions
1. To whom does the term “elders” refer?
2. Why were Samuel’s sons at Beer-sheba?
3. According to 1 Samuel 7:3-4, what forms of idolatry were current among the Israelites?
4. What are the five consequences of kingship mentioned by Samuel in 1 Samuel 8:11-18?
5. What are the three terms used to describe Saul?

Lecture 6: Saul Anointed and Challenged (1 Samuel 9:6-12:25)

Assignment
1. Read pp. 46-52 in *The Birth of a Kingdom*.
2. Study the map on page 53 of the textbook and be able to reproduce the borders of Saul’s kingdom from memory.
4. Answer the questions on page 33 of the Study Guide.

Questions
1. From which tribe was King Saul elected?
2. What is the lecturer’s viewpoint on the following expressions?
   a. “shall be turned into another man” (10:6)
   b. “God gave him another heart” (10:9)
3. What did olive oil symbolize?
4. What relationship did Saul have with the inhabitants of Jabesh-Gilead?
5. What is the main subject and thrust of 1 Samuel 12?
Lecture 7: The Failures of the King (1 Samuel 13:1-15:35)

Assignment

1. Read chapter 4 in *The Birth of a Kingdom*.
2. Study the maps on pp. 58-60 in the textbook carefully.
3. Read the article on “Weights and Measures” in either the *Wycliffe Bible Encyclopedia* or *The New Bible Dictionary*.
4. Answer the questions on page 33 of the Study Guide.

Questions

1. According to 1 Samuel 13:19-21, what strategic advantage did the Philistines have over the Israelites?
2. What does the lack of scribal emendations in 1 Samuel 13:1 indicate?
3. What does Saul’s rallying of the troops at Gilead indicate and what does a Philistine garrison at Michmash show?

Lecture 8: Introduction to David (1 Samuel 16:1-17:58)

Assignment

1. Read pp. 64-71 in *The Birth of a Kingdom*.
3. Read the article “Armor and Weapons” in *The New Bible Dictionary*.
5. On a map, locate the site of the battle where David challenged Goliath.
6. Answer the questions on page 34 of the Study Guide.

Questions

1. What practical applications can be drawn from the language of 1 Samuel 16:7?
2. How does the lecturer understand the phrase “The Spirit departed”? 
Lecture 9: Life in the Royal Court (1 Samuel 18:1-12:15)

Assignment
1. Read pp. 71-78 in The Birth of a Kingdom.
2. Locate the following cities on a map: Ramah, Bethlehem, Nob, and Gath.
3. Answer the questions on page 34 of the Study Guide.

Questions
1. Where was Saul’s citadel located?
2. Trace on a map the movement of David’s escape from Saul to Achish.
3. On the basis of the information given in 1 Samuel 18-20, make a list of those qualities that demonstrated David’s bright future as a king.

Lecture 10: David as a Fugitive (1 Samuel 22:1-26:25)

Assignment
1. Read pp. 70-89 in The Birth of a Kingdom.
2. Read the text and study the maps in the MacMillan Bible Atlas, pp. 62-63.
3. On a map, trace David’s wilderness wanderings. For help, see p. 76 in The Birth of a Kingdom.
4. Answer the questions on page 35 of the Study Guide.

Questions
1. Who was Doeg the Edomite? What role did he play in the history of this period?
2. Who was Abigail? What relationship did she have to Ahinoam? (See 1 Samuel 25)
3. Why might David have sought refuge in Moab?

Assignment
1. Read pp. 88-100 in *The Birth of a Kingdom* before listening to the lecture.
2. Trace on a map David’s journeys in Philistine territory as recorded in 1 Samuel 27.
3. Answer the questions on page 35 of the Study Guide.

Questions
1. Why was David received favorably in Philistine territory?
2. According to 1 Samuel 28, what were the normative means of divine communications?
3. What is the principle of *herem*, according to 1 Samuel 27:9?
4. What are the four major theological arguments proposed by the lecturer against the possibility of Saul’s contacting the dead through mediums and its implications for today?

Lecture 12: The Last Days of Saul (1 Samuel 29:1-31:13)

Assignment
1. Read chapter 8 in *The Birth of a Kingdom*.
2. Read the article entitled “Amalek” in the *New Bible Dictionary*.
3. Locate the following sites on a map of Palestine: Ziklag, Mount Gilboa, Bethshan, Jabesh-Gilead.
4. Locate and define on a map the areas described by 1 Samuel 30:26-31 where David had early recognition of his authority.
5. Answer the questions on page 36 of the Study Guide.

Questions
1. For what purpose did the Amalekites capture the people instead of killing them?
2. What three things may the details of 1 Samuel 30:11-12 indicate?

Assignment

1. Read pp. 111-124 in *The Birth of a Kingdom*.
2. Study the maps and text on p. 65 of the *MacMillan Bible Atlas*.
3. Locate on a map of Palestine the following sites: Hebron, Mahanaim, Gibeon.
4. Be able to reproduce the extent of David’s and Solomon’s empire as shown on p. 125 of the textbook.
5. Answer the questions on page 36 of the Study Guide.

Questions

1. What is the chronological period of the book of 2 Samuel?
2. What are the two views that attempt to reconcile the conflicting stories of Saul’s death?

Lecture 14: Unification of the Land (2 Samuel 4:1-6:23)

Assignment

1. Read pp. 124-135 in *The Birth of a Kingdom*.
2. Read the article entitled “Jerusalem” in *The New Bible Dictionary*.
3. Read the article “The City of David After Five Years of Digging,” by Hershel Shanks in *Biblical Archaeology Review* 11 (1965); 22-38.
4. Answer the questions on page 37 of the Study Guide.

Questions

1. What does the phrase *lex talionis* mean?
2. Where is the Valley of Rephaim?
3. What responsibilities are indicated by the terms “shepherd” and “captain” in reference to the king?
4. What dangerous trends can be noted in David’s activities as recorded in 2 Samuel 5:13-16?
Lecture 15: The Establishment of the Kingdom (2 Samuel 7:1-10:19)

Assignment

1. Read pp. 135-140 in *The Birth of a Kingdom.*

2. Using a good concordance, list every text where Nathan the prophet is mentioned and make note of any pertinent information that will help us to appreciate the man.


4. Answer the questions on page 37 of the Study Guide.

Questions

1. What is the difference between the wars of Saul and those of David?

2. List the three essential elements of the Davidic Covenant.

3. List four reasons why David was not allowed to build the Temple.

Lecture 16: David’s Great Failure (2 Samuel 11:1-13:39)

Assignment

1. Read pp. 141-149 in *The Birth of a Kingdom.*

2. Answer the questions on page 38 of the Study Guide.

Questions

1. How do Psalm 32 and 51 relate to the episode of David’s adultery?

2. What were the significant consequences of David’s act of adultery with Bathsheba?

3. What practical lessons can be found in the record of David’s sin and its consequences?
Lecture 17: Absalom’s Rebellion (2 Samuel 14:1-17:29)

Assignment

1. Read pp. 149-158 in The Birth of a Kingdom.

2. Read the text and study map No. 109 in the MacMillan Bible Atlas.

3. Locate on a map the following sites: Tekoah, Geshur in Syria, Hebron, Mount of Olives, Jerusalem, Dan, Beer-sheba, En-rogel.

4. On a map, trace David’s escape route. (For assistance see Barry Beitzel’s Moody Atlas of the Bible or MacMillan Bible Atlas. The following biblical texts should be consulted: 2 Samuel 15:22,28,30; 16:5,16; 17:24; 18:6).

5. Answer the questions on page 38 of the Study Guide.

Questions

1. Identify the textual problem in 2 Samuel 15:7 and how the lecturer resolves the problem.

2. Describe the relationship of Ahithophel to David.

3. With the use of standard commentaries, study the significance of the expression “dead dog” in 2 Samuel 16:9 (compare 1 Samuel 24:14 and 2 Samuel 9:8).

4. What two practical observations does the lecturer make with regard to the ultimate consequences of David’s sin?

Lecture 18: Absalom’s Death and David’s Return (2 Samuel 18:1-20:26)

Assignment

1. Read pp. 158-161 in The Birth of a Kingdom.

2. Answer the questions on page 39 of the Study Guide.

Questions

1. What are the two options as to the location of the “Forest (or Wood) of Ephraim”? Which was the lecturer's view and why?

2. What is the significance of the method by which Absalom was buried according to 2 Samuel 18:17 (compare Joshua 7:26 and 8:29)?
Lecture 19: Appendices to the Book (2 Samuel 21:1-22:51)

Assignment
2. Answer the questions on page 39 of the Study Guide.

Questions
1. Identify the following items with a couple of sentences:
   a. Gibeath of Saul
   b. Gath
2. With the help of a good concordance, follow the references to the Gibeonites, then write a very short history of the Gibeonites.
3. Read Psalm 18 in connection with 2 Samuel 22 and note any differences between the two texts.


Assignment
2. Answer the questions on page 40 of the Study Guide.

Questions
1. Using a concordance, locate every place that the prophet Gad is mentioned in the books of Samuel, Kings, and Chronicles. Summarize your findings by stating what can be learned about this man from those references?
2. Make a brief statement about the following expressions found in the Authorized Version:
   a. “everlasting covenant” (23:5)
   b. “sons of Belial” (23:6)
   c. “the Lord repented him of evil” (24:16)
   d. “but these sheep, what have they done?” (24:17)
3. To what or to whom does the term “adversary” in 2 Samuel 24 refer?
Lecture 21: Introduction (1 Kings 1:1-2:11)

Assignment

4. Read the article entitled “Nathan” in vol. 2 of The Wycliffe Bible Encyclopedia.
5. Answer the questions on page 40 of the Study Guide.

Questions

1. What practical lessons can we learn from the facts of 1 Kings 1:6?
2. What does David’s admonition to Solomon in 1 Kings 2:3-4 indicate concerning the history of the biblical text?
3. List the three theocratic institutions dealt with in the book of 1 Kings.
4. What is the significance of Adonijah’s act as recorded in 1 Kings 1:5 (compare 2:28)?
5. What known documents must have been available to the author/editor of 1 and 2 Kings?

Lecture 22: Solomon’s Establishment of the Kingdom (1 Kings 2:12-4:34)

Assignment

2. Read the article on “Solomon” in The Wycliffe Bible Encyclopedia, vol. 2.
4. Answer the questions on page 41 of the Study Guide.

Questions

1. According to Otto Eissfeldt in his work The Hebrew Kingdom, what are the five characteristics of Solomon’s reign? (This was discussed in the recorded lecture.)
Lecture 23: Construction of the Temple (1 Kings 5:1-8:66)

Assignment

1. Read pp. 178-189 in *The Birth of a Kingdom*.
2. Read the article on “Temple” in *The Wycliffe Bible Encyclopedia*, vol. 2.
3. Read the following two articles:
4. Answer the questions on page 41 of the Study Guide.

Questions

1. Discuss the relationship that Solomon maintained with Hiram, king of Tyre.
2. What is the significance of the biblical chronology statement of 1 Kings 6:1?

Lecture 24: The Last Years of Solomon (1 Kings 9:1-11:43)

Assignment

1. Read pp. 185-190 in *The Birth of a Kingdom*.
2. Locate the following sites on a map of Palestine: Hazor, Megiddo, Gezer, Ezion-geber, Eloth.
3. Read the following three articles:
4. Answer the questions on page 42 of the Study Guide.

Questions

1. Using a standard Bible Dictionary, identify the following terms, deities or persons:
   a. Chemosh
   b. Molech
c. Milcom

d. Ashtoreth

e. Jeroboam

f. Ophir

g. Hadad the Edomite