

שמואל א, פרקים יד-טו - TOPIC 7
INTRODUCING THE 2ND HALF OF THE FIRST BOOK OF שמואל:
IT'S SAUL'S KINGDOM TO LOSE

In this ongoing unit on **ספר שמואל**, as a reader, you will be an **עד** to the following events:

- a) The visionary impact of **שמואל הנביא** on the Jewish kingdom
- b) The wake of the decisions of **שאול**
- c) The dynamic and surprising rise of **דוד המלך**
- d) The destructive infighting between **דוד ושאול**

We will use our justice and judgment skills from the Mishnah to study the behavior of our two kings and we will put **שאול** on trial. That means that during our unit, we will need the following cast of characters to assemble information to prosecute or defend in light of how the king prepared the people for the rise of **דוד**.

Defense = defends the king; he did a good enough job; he shouldn't be seen harshly

Prosecution = accuses the king; holds that he did a very poor job as king

Two defense attorneys for the king Two prosecuting attorneys for **שמואל הנביא**

Three judges

שמואל הנביא

One **עד** for the defense

One **עד** for the prosecution

One **דוד**

One **שאול**

One **יהונתן**

One **מיכל**

Every student will need to show leadership to make sure that fellow group members understand a significant chunk of biblical text from Chapters 14-31. Each literary circle will receive a group grade for assignments that will represent an average of a group essay and an average of assessments for reading comprehension and vocabulary.

Literary circles groups:

- 1. Alex, Yonah, Nathan
- 2. BenShai, Ben J, Emily
- 3. Micah, Eliza, Allie
- 4. Alli, Simon, Solomon

Phase 1: Literary circle in-class group assignment: discuss the "enduring understandings" / "big ideas" from each of these sections of the Bible:

a) **Deuteronomy 17:14-20**

The people are going to want a king and there are risks involved to society - the king will want to amass wealth, etc.

b) **I Samuel Chapters 1-2**

The birth of Shmuel to a challenged mother who is grateful to God and who gloats a bit. At the end of Chapter 2, there is the promise of a new priesthood

c) I Samuel Chapter 3:19-5:12

d) I Samuel Chapter 4:12-18

e) I Samuel Chapter 8, especially 8:11-22

f) I Samuel Chapters 9-10

g) I Samuel Chapters 11:11-12:25

h) I Samuel Chapter 13

2. Identify main characters in these first thirteen chapters, their primary motivations and goals (use citations):

3. Identify key problems in domestic policy and in foreign policy for the Jewish kingdom (use citations)

4. What would you identify as evidence of wrongdoing that the prosecution might use against שאול and what would you identify as evidence for the defense of שאול?

Preparation for Phase 2: Read Chapter 14 as a group and outline it with at least six to eight events to turn in for a grade. Each student should have his or her own outline on their iPad.

Phase 2: Literary circle groups will respond as a group to this assignment on Chap 14:

1. What did we learn in I Samuel 13:19ff and why is it significant for us now?
2. Describe Jonathan's battle plan and the response of the פלשתים
3. Describe the role of the ארון in the battle with the פלשתים
4. Who is אחיה and what is his role?

5. Describe the שבועה that שאול had made and describe Jonathan's response to it

6. How did שאול emerge from this battle and what did he pursue next?

7. Classwork for the Seven-Up group: Yonay book, 113-118, א, ג, ו, י

8. Texts for everyone to prepare: 14:46-48 and 14:52:

ויעל _____ לכד _____ מלוכה _____
להילחם _____ סביב _____ אויב _____
מואב עמון אדום צובה _____ יפנה _____
ירשיע _____ חיל _____ ויך _____
ויצל _____ שסהו _____ גיבור _____
ויאספהו _____ אליו _____
שמואל א: יד:מו ויעל שאול מאחרי פלשתים ופלשתים הלכו למקומם:

מז ושאול לכד המלוכה על-ישראל וילחם סביב | בכל-איביו במואב | ובבני-עמון ובאדום ובמלכי צובה
ובפלשתים ובכל אשר-יפנה ירשיע:

מח ויעש חיל ויך את-עמלק ויצל את-ישראל מיד שסהו:

יד:נב ותהי המלחמה חזקה על-פלשתים כל ימי שאול וראה שאול כל-איש גבור וכל-בן-חיל ויאספהו
אליו:

Homework for **Phase 3**: Read Chapter 15 and prepare for in-class assignment