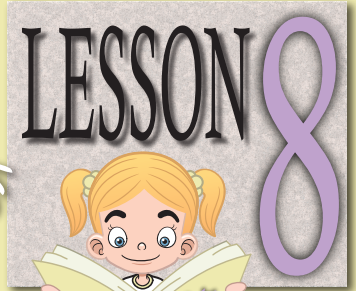
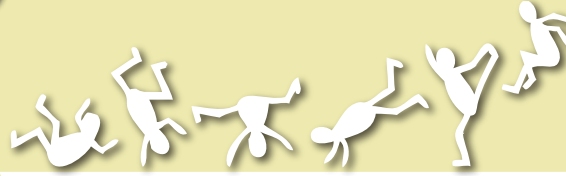


# Hannah Prays for a Son



1 Samuel 1:1-2:11



Old Testament 5  
Part 2: Samuel and King Saul

## SUNDAY MORNING

Old Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

1 Samuel 1:1-2:11,18-21

### MEMORY WORK:

YOUNGER CHILDREN: "I called upon the Lord, and...He heard my voice" (Psalm 18:6b).

OLDER CHILDREN: "In my distress I called upon the Lord, and cried out to my God; He heard my voice from His temple, and my cry came before Him, even to His ears" (Psalm 18:6).

### SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["The Judges"](#)
- ["Hannah's Prayer"](#)
- ["Samuel Was His Name"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Judges and King Saul](#) Bible fact cards (provided under "O.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Life of Samuel A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- Write the letters "S-A-M-U-E-L" vertically on the chalkboard and make an acrostic as you tell the story. Example:
  - S = Sad (Hannah was sad that she had no children.)
  - A = Announced (Eli announced to her that she would have a son.)
  - M = Months later Hannah had a baby boy.



**U = Unusual promise (Hannah promised to give her baby back to God.)**

**E = Eli was the priest in Shiloh.**

**L = Left (Hannah left Samuel with Eli.)**

- **Any visuals/teaching aids on prayer**
- **Map of the Twelve Tribes of Israel during the period of the judges (provided in activity sheets)**
- **The teacher, or another woman from your congregation, could dress up as Hannah and tell the story from Hannah's point of view. She could bring with her a large "photo album" of her family to tell the story.**

### PERSONAL APPLICATION:

- God cares when I am troubled (worried, upset) and is always ready to listen to my problems and help me get through them.

## LESSON STARTS HERE

### INTRODUCTION:

Have you ever wanted something so badly that it was all you could think about? What was it? Did you pray about it and ask God for it? Did you ask your parents for it? Hannah wanted a baby so badly that she couldn't stand it. Today we'll find out how God answered her prayers.



**NOTE:** The book of First Samuel is often considered to be a transition between the judges (a **theocracy**) and the beginning of the **monarchy** with Saul. The book begins toward the end of the time of the judges and the Israelites' perpetual cycle of idolatry, then pleading with God for help, then returning to God.

### POINTS TO EMPHASIZE:

1. Toward the end of the time of the judges, a man named Eli was supposed to be the main spiritual leader of the Israelites. At that time, a man named **Elkanah** lived in Shiloh with his two wives (Peninnah and Hannah). Elkanah was very devoted to God, and every year he went to the tabernacle in **Shiloh** to offer sacrifices to the Lord. He was a godly man, but his home was not a happy one.



**HISTORICAL NOTE:** 1 Chronicles 6:26,33,34 describes Elkanah as a descendant of Kohath (a son of Levi). He lived in Ephraim and therefore, was called an Ephraimite (1 Samuel 1:1), but he was not actually a descendant of Ephraim. The Levites were not given their own land but were assigned to live among the other tribes. Many of the Kohathites were assigned to live among the tribe of Ephraim (Joshua 21:5; 1 Chronicles 6:66). So Elkanah was not an Ephraimite by blood but because of where he lived.



**HISTORICAL NOTE: Shiloh** (its location is described in Judges 21:19) is the town where the Israelites assembled when they ceased their conquest of the Promised Land, and the place where land assignments were made for each of the 12 tribes. It was also the main place of worship for the Israelites during the time of the judges and Samuel’s “base” during the time he served the people of Israel.

2. [With **PRESCHOOL CHILDREN skip this paragraph**]: To have more than one wife (“polygamy”) was not part of God’s plan for the home from the beginning. God allowed it [because of men’s “hardness of heart”; see Matthew 19:8], but there were always heartbreaking consequences. [Some results of polygamy are given in Deuteronomy 21:15-17.] One result of having two wives was the hard feelings that resulted when one of Elkanah’s wives, Peninnah, had several children, and the other, Hannah, had none. Peninnah enjoyed “provoking her (Hannah) bitterly to irritate her.” Hannah became very sad, depressed, and desperate. Elkanah did not understand; he thought Hannah should be happy just to be his wife!
3. The family went to Shiloh “year after year” to worship God. During at least one of these visits, Hannah went to the Tabernacle to pray. Hannah prayed and cried, pouring out her heart to God. The priest Eli was sitting at the door of the Tabernacle, watching Hannah. He saw her mouth moving, but he couldn’t hear her words. So he went over to her and accused her of being drunk. After Hannah explained why she was so upset, Eli realized he was very wrong about her. Then he said to her, “Go in peace, and [may] the God of Israel grant your petition which you have asked of Him.”



**NOTE:** The word “temple” is used in 1 Samuel 1:9 (in the KJV) but does not refer to the place that would be built by Solomon in Jerusalem, since it had not been built at this point. It refers to the Israelites’ place of worship, which at this point would have been the Tabernacle.



**RECOMMENDED READING FOR TEACHERS:** See the article “[How Could Samuel Have Inhabited the Temple?](#)” by Eric Lyons on the Apologetics Press Web site for a discussion about why the word “Temple” is used in places where “Tabernacle” seems more appropriate.

4. In her prayers, Hannah promised God that if she had a son, she would bring him back to Shiloh to serve the Lord all his life. She promised God that her son would be devoted to Him. [She promised that Samuel would be a Nazirite. See Numbers 6 and 30:6-16 for details about Nazirites. Remind older children that Samson was also a Nazirite.]
5. Hannah had a baby boy the following year. She named him **Samuel**, which means “name of God” or “asked of the Lord.” Hannah took her son “although he was young,” to Shiloh to live with Eli and serve the Lord there for the rest of his life, just as she had promised. She made an offering to God (Numbers 15:8-10) and offered a beautiful prayer of praise and thanksgiving to God (much like Mary’s in Luke 1), calling herself God’s “maidservant.”



**RECOMMENDED READING FOR TEACHERS:** See the article “[God’s Providence and the Problem of Evil](#)” by Kyle Butt on the Apologetics Press Web site for a response to an allegation against God concerning His apparent lack of action against evil at times.



**NOTE:** We do not know how young Samuel was when Hannah left him with Eli, but it was common in Bible times for women to wean their children at, or just before, the age of three.

6. Every year Elkanah and Hannah returned to Shiloh, and every year Hannah took Samuel a new coat which she had made for him. The Lord blessed Elkanah and Hannah with three more sons and two daughters. Hannah was blessed because she trusted God. She talked to God when she was sad and upset and didn't know what to do. She had a problem. She talked to God about it, and let Him do what He thought was best—best for her and best for His people.
7. God cares about us all the time, and He is never too busy to listen when we are sad or afraid or upset. Things happen to us sometimes that we don't understand, and God always cares about what is happening in our lives. God does not promise to always give us what we ask for, but He does promise to give us what is best for us when we ask Him.



**RECOMMENDED READING FOR TEACHERS:** See the article "[The Biblical View of Women](#)" by Kyle Butt on the Apologetics Press Web site for a response to the allegation that Scripture depicts women as inferior to or less valuable than men.

### PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

#### Ages 2-5:

- "[Hannah Prays for a Son Coloring Sheet](#)" (provided in activity sheets)
- Have baby dolls, baby blankets, and toy baby bottles for children to practice swaddling, feeding, etc. Emphasize that all babies are special gifts from God—special little people who need special care and lots of love. Talk to the children about what grownups do to take care of babies and how they can help grownups take care of babies in their families.
- Draw a very basic outline of a young boy (Samuel), and under the outline write "God blessed Hannah with a baby boy." Make a copy on cardstock or construction paper for each child in your class. From scraps of fabric, cut out very simple "coats" that the children can glue onto the figures. They can also add facial features (hair, etc.).

#### 1st-2nd Graders:

- "[Hannah Prays for a Son Word Search](#)" (provided in activity sheets)
- "[Samuel Acronym](#)" (provided in activity sheets)
- Play Hang Man with important words and names from this lesson.
- Memory Verse Review #1: Write the memory verse on the board, and ask the students to read it together. Then ask the children to cover their eyes or put their heads on the table while the teacher erases one or two words. When the children look at the board again, they determine what word(s) is(are) missing, then say the entire verse together again. Repeat this process until all the words are erased and the students can say the entire verse without any help.
- Memory Verse Review #2: Write the words (or phrases) of the memory verse on large index cards or sentence strips. Scramble the cards and have the students put them in the correct order. This can be done individually or in teams.

### 3rd-4th Graders:

- “[Hannah Prays for a Son Word Search](#)” (provided in activity sheets): On a copy machine, enlarge the word search by 200%, and make 2-4 copies (enough so that you can divide the class into teams). Glue the puzzles onto pieces of posterboard. Laminate. Divide the class into teams and let them race to see who can find all the words the fastest.
- “[Samuel Acronym](#)” (provided in activity sheets)
- Play Hang Man with important words and names from this lesson.
- Memory Verse Review #1: Write the memory verse on the board, and ask the students to read it together. Then ask the children to cover their eyes or put their heads on the table while the teacher erases one or two words. When the children look at the board again, they determine what word(s) is(are) missing, then say the entire verse together again. Repeat this process until all the words are erased and the students can say the entire verse without any help.
- Memory Verse Review #2: Write the words (or phrases) of the memory verse on large index cards or sentence strips. Scramble the cards and have the students put them in the correct order. This can be done individually or in teams.
- Have the children read the following:
  - 1 Samuel 1-2
  - “Hannah’s Prayer Is Answered” article from *Discovery* magazine: [December, 2001](#)
  - *A Mother Who Prayed*, Arch books, by Leslie Santamaria
  - *Hannah: The Mother Who Prayed*, by Carine Mackenzie, Christian Focus Publications (DISCLAIMER: p. 4—remove “best of all”)

### SONGS:

#### “THE JUDGES”

Author: Jeff Miller

(Tune: See “[Kids Prep](#)” CD)

There once were Jewish judges,  
After Moses and Joshua lived.  
They helped to bring God’s judgment,  
On the wicked people of Canaan.

Othniel, Ehud, Shamgar, Deborah,  
Gideon, Tola, and then Jair,  
Jephthah, Ibzan, Elon, Abdon,  
Samson, Eli, Samuel.

#### “HANNAH’S PRAYER”

Author: Jewel Kendrick

(Tune: “Down in the Valley”)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

#### “SAMUEL WAS HIS NAME” ([Click to Hear](#))

Author: Unknown\*

(Tune: “Blessed Be the Name”)

Hannah desired a baby boy.  
She prayed and prayed that day.  
Eli said that God would hear, and  
For her to go her way.

CHORUS:

Samuel was his name; Samuel was his name;  
Samuel was the name of the lad.  
Samuel was his name; Samuel was his name;  
Samuel was the name of the lad.

\*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.

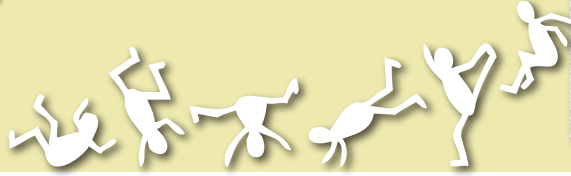




# Hannah Prays for a Son

## LESSON 8

I Samuel 1:1-2:11



Old Testament 5  
Part 2: Samuel and King Saul

## WEDNESDAY EVENING

Old Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

1 Samuel 1:1-2:11, 18-21

### MEMORY WORK:

YOUNGER CHILDREN: "I called upon the Lord, and...He heard my voice" (Psalm 18:6b).

OLDER CHILDREN: "In my distress I called upon the Lord, and cried out to my God; He heard my voice from His temple, and my cry came before Him, even to His ears" (Psalm 18:6).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["The Judges"](#)
- ["Hannah's Prayer"](#)
- ["Samuel Was His Name"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Judges and King Saul](#) Bible fact cards (provided under "O.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Betty Lukens' felt pieces
- Life of Samuel A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- Write the letters "S-A-M-U-E-L" vertically on the chalkboard and make an acrostic as you tell the story. Example:
  - S = Sad (Hannah was sad that she had no children.)
  - A = Announced (Eli announced to her that she would have a son.)



**M = Months later Hannah had a baby boy.**

**U = Unusual promise (Hannah promised to give her baby back to God.)**

**E = Eli was the priest in Shiloh.**

**L = Left (Hannah left Samuel with Eli.)**

- **Any visuals/teaching aids on prayer**
- **Map of the Twelve Tribes of Israel during the period of the judges (provided in activity sheets)**
- **The teacher, or another woman from your congregation, could dress up as Hannah and tell the story from Hannah’s point of view. She could bring with her a large “photo album” of her family to tell the story.**

### PERSONAL APPLICATION:

- God cares when I am troubled (worried, upset) and is always ready to listen to my problems and help me get through them.

### INTRODUCTION:

Review [O.T. 5 Bible Facts Flashcard](#) (provided under “O.T. 5 Bible Facts” on curriculum Web site)

### POINTS TO EMPHASIZE:

1. Review Sunday’s lesson (see [O.T. 5 Review Questions](#) for example questions)
2. Eli had two very wicked sons, Hophni and Phinehas. They were priests who were supposed to show the people how to obey God, but Hophni and Phinehas refused to follow His laws (1 Samuel 2:12-17,22-25). Eli didn’t discipline his sons as God expected him to do, so he and his sons all suffered the consequences of their bad choices.
3. God commands parents to teach their children His Word, and He expects parents to discipline and teach their children. God commands parents to teach their children to pray and to study His Word. Remind the children that when their parents discipline (train, instruct, and punish) them, they are doing what God expects all parents to do.

### PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson.

\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.

