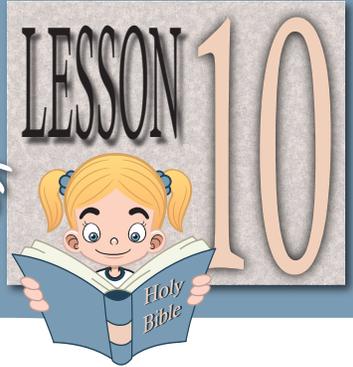
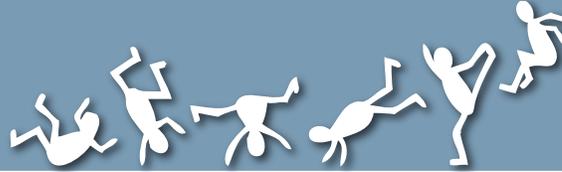


Belshazzar's Feast



Daniel 5



Old Testament 8
Part 2: Exile and Post-Exile

SUNDAY MORNING

Old Testament 8 [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:

Daniel 5; 8:1; 1 Samuel 2:3; Proverbs 11:2; 16:5; 18:12; Philippians 2:3

MEMORY WORK:

YOUNGER CHILDREN: "Love does not brag" (1 Corinthians 13:4b, NASB).

OLDER CHILDREN: "A man's pride will bring him low, but the humble in spirit will retain honor" (Proverbs 29:23).

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.

- ["Humble Yourselves in the Sight of the Lord"](#)
- ["O How I Love Jesus!"](#)

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.]
- [The Divided Kingdom 2 Bible fact cards](#) (provided under "O.T. 8 Bible Facts")
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/ Learning Centers
- Betty Lukens' felt pieces
- Daniel A Beka Flash-A-Card Series (DISCLAIMERS: card 2.6—change "Jesus Rock of Ages" to "The Kingdom of God"; use the cards, not the lesson book)
- ["Maps of Babylonian and Persian Empires in Daniel's Time"](#) (provided in map section of curriculum Web site)
- "Humble and Haughty" from Sarah Richey's *Creative Bible Teaching: Volume 1* (pp. 14-15)



PERSONAL APPLICATION:

I must remember that God gave me every blessing and talent that I have. God does not want me to be a “show off” or to brag about things I do or things I have.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Review last week’s lesson.

God helped Daniel understand dreams and visions. In today’s lesson, the king was having a party and something very strange happened. Let’s see what happened and how Daniel was able to help.

INTRODUCTION: (OLDER CHILDREN)

Review last week’s lesson.

How do you feel when a friend brags about how good he is in a sport or what good grades he makes? Have you ever been guilty of bragging about yourself to your friends? The king in today’s story was a very proud man who did not acknowledge God or thank Him for what he had. This displeased God. Maybe we can learn something from this king so we won’t be guilty of acting that way.

POINTS TO EMPHASIZE:

1. Belshazzar, the king of the enormous Babylonian Empire, decided to have an elaborate feast in his palace for a thousand of his nobles (officials who were loyal to him) and his wives. There was a great deal of drinking alcohol at this wild party. [Commentators generally regard this feast as a “drunken orgy.”]

HISTORICAL NOTE: Nebuchadnezzar died in 562 B.C., having been king of the Babylonian Empire for 42 years. After his death, a series of kings followed, the last one being overthrown by Nabonidus, a descendant of Nebuchadnezzar. Nabonidus is usually considered the last true king of Babylon. He and his son Belshazzar reigned over the Empire together for several years. At the time of the banquet recorded in Daniel 5 (October, 539 B.C., according to secular history), Nabonidus was in Arabia.

Belshazzar is called “the son of Nebuchadnezzar” because he was a descendant of the former king—not because he was actually his son.

Daniel had been in captivity almost 70 years by the time of this banquet, which means that he was probably in his mid- to late 80’s at the time of Belshazzar’s feast.

The “Darius the Mede” mentioned in Daniel 5 and 6 is one of three kings of Media and Persia (Medo-Persian Empire), named Darius mentioned in the Bible. He was the son of the husband of Esther, Ahasuerus (Xerxes).



2. To show off to his guests, Belshazzar ordered that all the gold vessels that had been taken from the Temple in Jerusalem by Nebuchadnezzar many years before be brought to the party. They drank wine from the golden cups that had once been used in worship to God, and they praised their gods as they drank and drank.
3. Suddenly, in the midst of the loud partying, “the fingers of a man’s hand” appeared and began writing on a plaster wall in the room where these people were gathered. The back of the hand was toward Belshazzar, and he was scared to death (note verse six). Neither the king nor any of his guests had ever seen anything like that before. Everyone was terrified!
4. Belshazzar called his wise men to come and tell him what the appearance of the hand and the strange words on the wall meant. But none of the wise men or magicians could interpret the message. This made the king even more frightened (Daniel 5:9). The Queen Mother (ESV; probably a daughter of Nebuchadnezzar) came into the room to see what the commotion was all about. She reminded the king that there was a man in the kingdom who had helped Nebuchadnezzar understand dreams and other things that Babylonian wise men could not understand. She told Belshazzar that he should talk to this man whose name was Daniel.
5. Daniel was brought to the king to help. Belshazzar promised him a gold necklace, the clothing of royalty, and the position of being third in command of all the empire if he would interpret the writing on the wall. Daniel told the king that he did not need gifts; he would help the king without any reward at all.
6. Daniel reminded Belshazzar that Nebuchadnezzar had been very proud and haughty about his great empire, and God had punished him for his arrogance and for his faith in false gods. [Tell the older children about Nebuchadnezzar’s time living as an animal in the field (Daniel 4:28-37).] Belshazzar knew about this terrible time in Nebuchadnezzar’s life, yet refused to learn from it (Daniel 5:22).
7. Daniel said that the hand was sent from God and that the message was miraculously from God. It was not a magic trick or something that one of the idols of the Babylonians could do. The inscription (mysterious message) on the wall was “MENE, MENE, TEKEL, UPHARSIN.” MENE meant that God was about to bring Belshazzar’s kingdom to an end. TEKEL meant that the king had been judged as unfaithful to the Ultimate Judge. UPHARSIN (or PERES) meant that the Babylonian empire would be taken over by the Medes and Persians.
8. Even though Belshazzar was very frightened by Daniel’s message, he kept his promise to Daniel and gave him a golden necklace, the clothing of royalty, and declared him to be the third in command in the empire.
9. That very night, the Medo-Persian army, led by Darius the Mede, conquered Babylon. [They were evidently attacking while Belshazzar was having the wild party.] The Persian army killed Belshazzar that same night.
10. God punished Belshazzar because of his great pride and his disrespect (Daniel 5:22-23). Belshazzar was self-centered and unwilling to give others or God credit for the good things that happened to him. This kind of pride means bragging about what we have done or about what we have. If I have sinful pride, I can make other people feel less important. We must remember that God made us and has given each of us the abilities and blessings that we have; we must never forget where they came from. [Illustrate this point by reminding the children how hard their parents work to provide them with food, clothing, etc., how selfish and disrespectful it is when children expect more and more but don’t show gratitude, etc. How do parents feel when they are treated this way? How do children feel when other kids treat them this way?]

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](#).

Ages 2-5:

- “[Daniel Explains the Message Coloring Sheet](#)” (provided in activity sheets)
- “Proud or Humble” game: Describe situations in which children (or adults) act proud and humble, or have pictures to illustrate prideful behavior. Have the children decide if the person in the scenario is proud or not. (“[Proud and Humble Scenarios](#)” provided in activity sheets)
- Bring two different kinds of candy or fruit. Compare how they are different and how they are the same. Talk about how it is easy for us to look at others and try to compare ourselves to someone else. Talk about how God does not want us to compare ourselves to others.
- Let the children act out the story. Let one of them wear a glove to represent the “hand.”
- Trace each child’s hand on a piece of construction paper or cardstock, or help them make handprints with tempera paint. Write “God warned an evil king with handwriting on a wall” (or something similar), along with the appropriate Scripture references from the book of Daniel.

1st-2nd Graders:

- Play Tic-Tac-Toe with clues from this lesson and previous lessons (“[Tic-Tac-Toe Instructions](#)” provided in activity sheets)
- “Proud or Humble” game: Describe situations in which children (or adults) act proud and humble, or have pictures to illustrate prideful behavior. Have the children decide if the person in the scenario is proud or not. (“[Proud and Humble Scenarios](#)” provided in activity sheets)

3rd-4th Graders:

- Play Tic-Tac-Toe with clues from this lesson and previous lessons (“[Tic-Tac-Toe Instructions](#)” provided in activity sheets)
- Have the kids (as a class or in teams) make words from acrostics of the words PRIDE or BELSHAZZAR or another key word in the story, such as PROUD. Examples: P is for pushy, R is for rude, O is for obnoxious, U is for ugly, D is for disrespectful, B is for bragging, etc. (“[Belshazzar Acrostic Activity](#)” and “[Pride Acrostic Activity](#)” provided in activity sheets)
- “Proud or Humble” game: Play as described above, adjusting scenarios to fit your age group. Draw a line on the board to divide it in half. Label one half “Proud” and the other “Humble.” Write the scenarios on index cards and put them into a bucket/basket. Let each child take a card, read it, and decide on which side of the board to place his card. Discuss with the class how the “proud” scenarios could be turned into “humble” scenarios.
- Have the children read the following:
 - Daniel 5 (and chapters 1-4 if they have not done so this quarter). [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Daniel 1-5 quiz from AP’s [Advanced Bible Reader](#) site for the children to take.
 - *Elijah and the Great Prophets*, by Joy Melissa Jensen, Contemporary Bible Series, Scandinavia Publishing (DISCLAIMERS: p. 20—the text says a “great fish,” not a “whale”; p. 36—skip the phrase “like the one in his dream”; p. 49—skip the last two sentences; p. 61—change the first sentence of the second paragraph to “So a new law was

written that protected the Jews.”)

- *The Mystery of the Moving Hand*, by Larry Burgdorf, Arch books (DISCLAIMER: p. 7—change “goodness sakes” to “they thought they were great”)
- *Daniel: The Praying Prince*, by Carine Mackenzie, Christian Focus Publications (DISCLAIMER: last page—some believe we should only pray to the Father)
- *Daniel*, by Anne de Graaf, Little Children’s Bible Books, Broadman & Holman Publishers (DISCLAIMER: skip p. 39)

SONGS:

“HUMBLE YOURSELVES IN THE SIGHT OF THE LORD”

Author: Bob Hudson

(See Internet)

“O HOW I LOVE JESUS” ([Click to Hear](#))

Author: Frederick Whitfield

(Tune: See church song book)

VERSE 1:

There is a name I love to hear,
I love to sing its worth.
It sounds like music in mine ear,
the sweetest name on Earth.

CHORUS:

O how I love Jesus, (3X)
Because He first loved me.

VERSE 2:

It tells me of a Savior’s love,
Who died to set me free;
It tells me of His precious blood,
The sinner’s perfect plea.

(CHORUS)

VERSE 3:

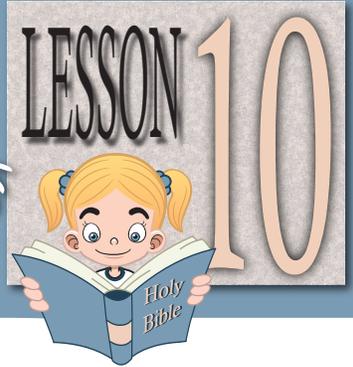
It tells of One whose loving heart,
Can feel my deepest woe;
Who in each sorrow bears a part,
That none can bear below.

(CHORUS)

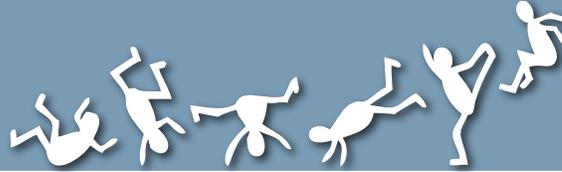
*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Belshazzar's Feast



Daniel 5



Old Testament 8
Part 2: Exile and Post-Exile

WEDNESDAY EVENING

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PERSONAL APPLICATION:

I must remember that God gave me every blessing and talent that I have. God does not want me to be a “show off” or to brag about things I do or things I have.

INTRODUCTION:

Review [O.T. 8 Bible Fact Flash Cards](#) (provided under “O.T. 8 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Review Sunday’s lesson. (See [O.T. 8 Review Questions](#) for example questions.)
2. With OLDER CHILDREN, divide the class into groups, and give each group a concordance (preferably concordances designed for kids). Ask the children to look up “pride,” “haughty,” “boastful,” “humble,” etc. in their concordances, and then look up the verses listed in the Bible. Discuss with the class what the Bible says about being haughty or boastful compared to being humble.
3. With YOUNGER CHILDREN, write words and/or names from this lesson and previous lessons on cards. Hide the word cards in different places around the room. Tell them you are thinking about a man who interpreted the writing on the wall, for example, and ask them to find the card with the man’s name. If they can’t think of it right away, give them a hint, such as, “His name begins with a ‘D’.”

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.

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