

The Tower of Babel

Creation
Lesson 7

Lesson Objectives

- The students will identify one reason why God opposed the building of the Tower of Babel.
- The students will describe at least one consequence that the people suffered for not pleasing God.
- The students will explain at least one way in which God opposes the proud and gives grace to the humble.

Lesson Text

Genesis 11

Scripture Memory Verse

"God opposes the proud
but gives grace to the humble."
1 Peter 5:5b

Lesson Plan

Greeting and Registration

Preclass Activity: A Code of Your Own

Welcome and Singing

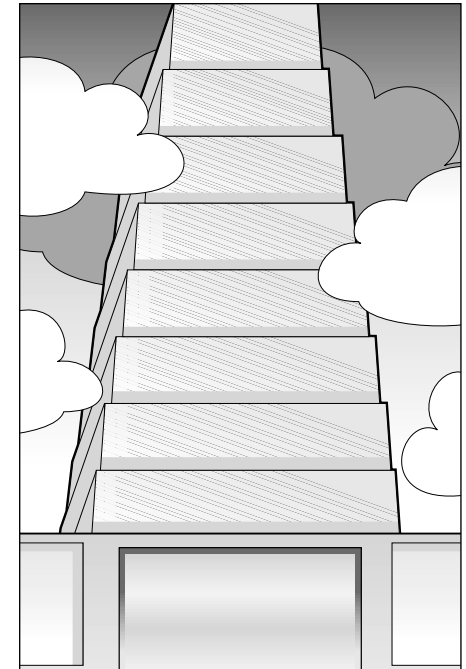
Centers:

Bible Story: Building the Tower

Craft: Babel Blocks

Scripture Memory: How Do You Say It?

NOTE: Allow time for a snack.



GENERATION
next

3rd and 4th Grades

The Tower of Babel

A Code of Your Own

The story of the Tower of Babel will help students to understand the reason for different world languages. The students will create their own personal codes that will be used later in the Scripture Memory activity. They may associate inventing their personal codes with learning a new language.

Materials

For each student:

- markers or crayons
- pencil
- 1-2 sheets white paper

Reproducible Pages:

- Page A, 1 copy for each student

Preparation

1. Create a sample Code of Your Own as a model.
2. Have examples of symbols available to show students.

Instructions

1. As the students arrive, distribute copies of Page A.
2. Use your copy of Page A to show an example of a code.
3. Tell the students to write their names on their worksheets. They will need them later in the Scripture Memory center.
4. The students may work together. Encourage them to be creative and to make their own unique codes.
5. When they have finished making completely coded alphabets, have the students practice writing a note to someone in their own codes.
6. Give all of the worksheets to the Scripture Memory center teacher at the end of preclass. Those who do not finish in pre-class can finish it later.



























Teacher Tips

- Some of the students will have difficulty with this activity due to their different learning styles. Encourage them to work together in pairs when appropriate. You and your helpers should circulate among the students to offer assistance and encouragement.

A Code of Your Own

A code is like a language. Each symbol has a special meaning. When you put all the symbols together, you can figure out what they mean. Use the symbols below to make up your own alphabet code. Make up your own symbols, too!

Sample Symbols

Your Own Code

A =	G =	M =	S =	Y =
B =	H =	N =	T =	Z =
C =	I =	O =	U =	
D =	J =	P =	V =	
E =	K =	Q =	W =	
F =	L =	R =	X =	

Write in your own code: My name is _____

The Tower of Babel

Building the Tower

As you tell the story from Genesis 11, the students will build upon and reinforce their understanding of what happened in Babel.

Materials

For the teacher:

- 10 paper cups—preferably brightly-colored
- optional props: building accessories such as a hard hat, carpenter's tool belt, and/or toolbox to portray the concept of building

Reproducible Pages:

- Page B, 1 copy for the teacher

Preparation

1. Prepare the Building Block cups:
 - A. Cut out the ten "building blocks" and questions from your copy of Page B.
 - B. Glue the "blocks" to the cups—one block for each cup. See Figure A.
 - C. Tape one review question inside each cup in a random fashion. See Figure B. Example: Tape Question Six inside Building Block cup Three.
2. Practice telling the story using the script and cups.

Bible Story

Show the ten Building Block cups to the students. Explain that each cup represents an important point about this week's Bible lesson. Distribute the cups equally among the students, keeping extras for you. After you tell a section of the story, let the students put the corresponding cup in the appropriate place in the "tower." Open your Bible to Genesis 11 and tell the story of Babel with enthusiasm and expression.

Today, our Bible Story comes from Genesis 11:1-9. We are going to find out what happened to the people who came after Noah. Listen carefully to the story. (Have a student place Block One: Genesis 11 in front of you.)

The Bible says, "Now the whole world had one language and a common speech." That means that all the people in the world spoke the same language. What are some good things that might happen today if everyone spoke the same language? (Take a few responses.)

What are some bad things? (Take a few responses. Have a student place Block Two: One Language next to Block One.)

Then the Bible says that these people "...said to each other, 'Come, let's make bricks and bake them thoroughly.' They used brick instead of stone, and tar for mortar." The people were making bricks. Why do you think they were making bricks? (Take a few responses. Have a student place Block Three: Bricks and Tar next to Block Two.)

Let's see what the Bible says. "Then they said, 'Come, let us build ourselves a city, with a tower that reaches to the heavens, so that we may make a name for ourselves and not be scattered over the face of the whole earth.'" The people wanted to build a city with a tower. They wanted to make a name for themselves so that they would not be scattered all over the earth. Do you know what it means to "make a name for yourself"? Who do you think that the people wanted to please with the city? (Take a few responses.) Do you think that the people wanted to please God? (Have a student place Block Four: A Name for Themselves next to Block Three.)

Let's see what happened. The Bible says, "But the LORD came down to see the city and the tower that the men were building. The LORD said, 'If as one people speaking the same language they have begun to do this, then nothing they plan to do will be impossible for them.'" Why do you think that the Lord wanted to see the city? (Take a few responses.) Do you think that he was pleased with the people? (Have a student place Block Five: Nothing Will Be Impossible on the top to start the second row.)

God saw what the people were doing. He saw that because they all spoke the same language, they were very powerful. Did God think this was a good use of their power? God knew that they were building this city to make a name for themselves—not for him. He knew that they would probably use the city for a selfish or evil purpose and not for good. This did not please God. Let's see what God did. (Have a student place Block Six: Power of Unity next to Block Five.)

God said, "'Come, let us go down and confuse their language so they will not understand each other.' So the LORD scattered them from there over all the earth...." Who did God mean when he said, "let us go

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down...”? Do you remember that God and Jesus were together at creation? Yes, it was God, Jesus and the Holy Spirit working together as always. God decided to confuse their language and to scatter them all over the earth. Do you know what “confused” means? It means that the people could not continue to build together because they did not understand each other. Do you know what “scattered” means? It means that God caused the people to live in different places all over the earth. That is why people today live in different countries all over the earth and speak different languages. (Have a student place Block Seven: Confused and Scattered next to Block Six.)

“...and they stopped building the city.” Do you see how serious it is when we do not please God? God did not want the people to continue to build. He stopped them. He knew that they were powerful—but they were not using their power to please him. They wanted to be greater than God. How do you think God feels when we do something to make ourselves more important than God? (Take a few responses.) Do you think that God could stop us from doing something? (Have a student place Block Eight: Stopped! on top to start the third row.)

So you see, that is why it was called Babel. The word Babel means: “because there the LORD confused the language of the whole world.” God gave the people different languages so that they could not continue to build. God wants people to care about him and to make his name great. The name “Babel” reminds us of why we have different languages today. (Have a student place Block Nine: Babel next to Block Eight.)

Let’s think of some ways that we can make God’s name great today. (Take a few responses. Have a student place Block Ten: Make God’s Name Great on the top.)

Reviewing the Story

After the story is finished, let each student take a question from inside a cup to ask the group. Let the students use the Building Blocks cups to help them to answer the questions.

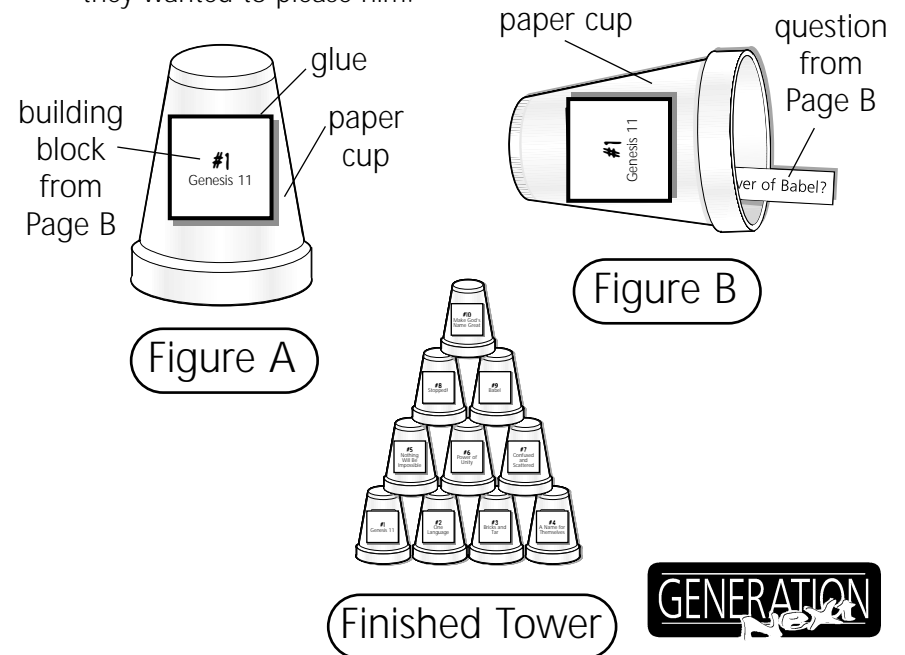
Sharing with Others

God is serious about people loving and respecting him. He does not want people to forget him or make other things more important than him. We need to show God our honor and respect. We can do that when we share about him with others. I want all of us to honor God this week by telling someone about the lesson we learned today. Ask the students to say how they will honor God this week.

Close with a prayer.

Teacher Tips

- Take only a few, brief responses during the presentation of the Bible Story. Lengthy comments will take the focus away from the main points.
- To further reinforce the point of pleasing God, you may want to compare the events of Babel with the events of Acts 2. In Babel, God confused their languages because they were not pleasing him. In Acts 2, God made them understand each other because they wanted to please him.



C

R

A

F

T

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Babel Blocks

The students will assemble and decorate blocks that will help to remind them of the Bible story.

Materials

For each student:

- colored pencils or crayons
- scissors
- glue or tape

Reproducible Pages:

- Page C, 1 copy for each student

NOTE: Make copies on heavy-stock paper for a sturdier block.

Preparation

1. Cut out the block forms from the copies of Page C for the students.
2. Make a sample Babel Block as a model.
3. Practice assembling the block while giving directions.

Instructions

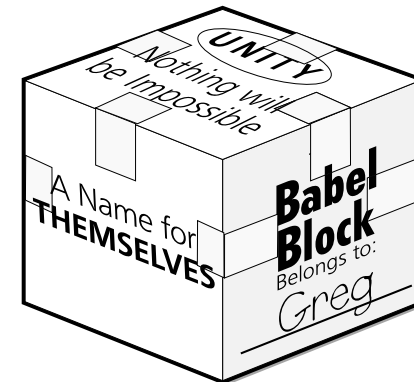
1. Show your Babel Block model to the students.
2. Show them the precut Babel Block forms. Read each square aloud.
3. Explain that each square tells a different part of the Bible story.
4. Give each student a precut block form. Have them write their names in the space provided.
5. Have the students color and decorate the blocks.
6. To assemble the blocks, have the students fold along all dashed lines to create the "sides" of the blocks. See Figure A.
7. Then have them bring all the sides together, with the words facing outward, to form a cube. See Figure B.
8. Help the students apply tape to hold the sides together. See Figure C.

Conclusion

Encourage the students to tell the story of Babel to a friend or to their families using their Babel Blocks. End with a prayer praising God for his power and wisdom.

Teacher Tips

- Be prepared to help the students who have difficulty assembling the blocks.



The Tower of Babel

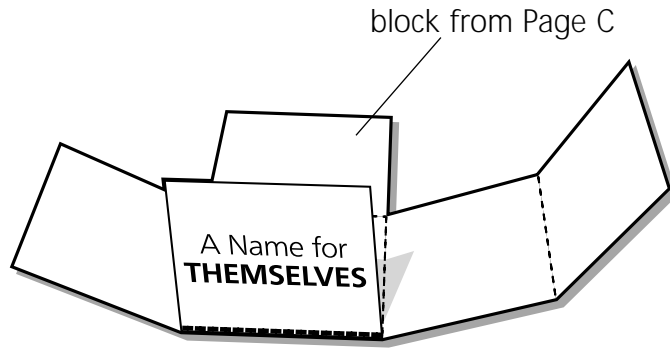


Figure A

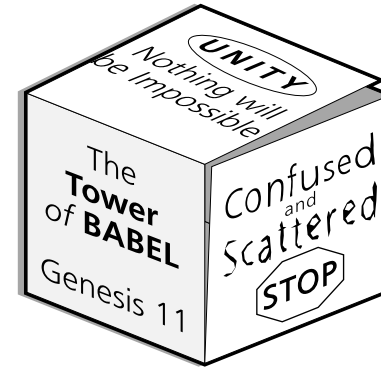
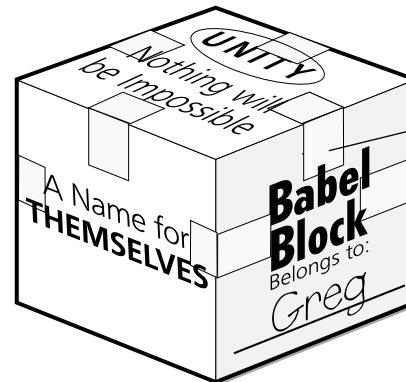


Figure B



invisible
tape

Figure C

The Tower of Babel

How Do You Say It?

Memorizing scriptures helps to keep God's word in our hearts. The students will think of creative ways in which to write and say the memory verse.

Scripture Memory Verse

"God opposes the proud
but gives grace to the humble."
1 Peter 5:5b

Materials

For each student:

- pencil
- Page A, completed during today's preclass activity

Preparation

1. Write the memory verse in your own "code" or in another language.
2. Practice saying the verse in another language or in a different voice to demonstrate to the students.
3. Memorize the memory verse prior to class.

Instructions

1. Show the students the verse on the back of this card. Read the verse aloud to the group.
2. Say the following to review the Bible Story:

In Genesis 11, we learned that there was one language in the world. The people were building a city and they used bricks and tar to build it. They wanted to make a name for themselves. God saw what they were building. He saw that the people were unified and very powerful—but they did not use their power to please him. So God confused their language and scattered the people all over the earth. The building of the city stopped. That place was called Babel which means "there the Lord confused the language of the whole world."

3. Distribute the students' copies of Page A completed in the pre-class activity.
4. Tell the students to write the verse in their own codes on the back of the pages.

5. Have the students trade papers with a partner to decode the verse and to practice saying it.
6. Have them come together in a circle and recite the verse as a group. The students can take turns leading the group to say the verse in a different voice or foreign accent.

Conclusion

Ask the students how it feels to hear someone's words but not to understand what he is saying. Tell them to imagine how the people felt when God confused their languages all at once. Scared? Confused? Out of control? Remind students that God wants us to be unified. He can help us to overcome our differences as long as we are trying to please him. End with a prayer to please God in every aspect of our lives.

Teacher Tips

- Due to the nature of this lesson, you may want to invite a guest disciple to your class who speaks a foreign language. This person can introduce today's memory verse in the foreign language and help the students to see how the people of Babel felt when God confused their language.
- If you can speak a foreign language well enough, read or say the memory verse in that language.
- You could also record several people saying the verse in different languages and play it for the students.

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"God opposes
the proud
but gives grace
to the humble."

1 Peter 5:5b

Lesson Objectives

- The students will identify one reason why God opposed the building of the Tower of Babel.
- The students will describe at least one consequence that the people suffered for not pleasing God.
- The students will explain at least one way in which God opposes the proud and gives grace to the humble.

Lesson Text

Genesis 11

Scripture Memory Verse

"God opposes the proud
but gives grace to the humble."

1 Peter 5:5b

Lesson Plan

Greeting and Registration

Preclass Activity: Babel Scrabble

Welcome and Singing

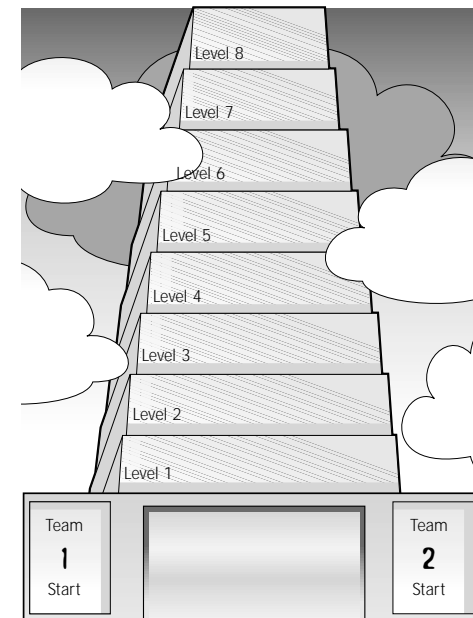
Centers:

Life Application: What Do You Think?

Game: The Tower Game

Bible Skills: Book Basket

NOTE: Allow time for a snack.



Babel Scrabble

The students will read the Bible Story from Genesis 11:1-9 and then complete the Babel Scrabble.

Materials

For each student:

- pencil
- Bible

Reproducible Pages:

- Page D, 1 copy for each student

Preparation

1. Complete the activity on your copy of Page D prior to class.
2. Review the answer key provided on this card.

Instructions

1. As the students arrive, tell them to read Genesis 11:1-9. Distribute copies of Page D. Have the students complete the activity as they read the Bible passage.
2. Pair any students who did not hear the Bible Story with the students who did. Invite them to work together.
3. Instruct the students to unscramble the ten phrases that tell the story of the Tower of Babel.
4. Have them write each phrase in the appropriate block.
5. Remind the students to use their Bibles to find the answers.
6. Help them check their answers with the answer key.

7. Any students who finish early can write the story of the Tower of Babel in their own words on the back of their copy of Page D.
8. Circulate among the students and look for opportunities to ask questions such as: *What is something that makes you feel frustrated? How do you feel when someone does not understand what you are saying?*

Teacher Tips

- Study Genesis 11:1-9 and let the students see your enthusiasm about helping them to learn.



3rd and 4th Grades

Life Application

What Do You Think?

The students will explain at least one way that God opposes the proud and gives grace to the humble.

Materials

For each student:

- 1 large craft stick

For the teacher:

- 1 large craft stick

Reproducible Pages:

- Page E, 1 copy for the teacher

Preparation

1. Prepare the craft sticks by writing "Humble" on one side and "Proud" on the other.
2. Practice telling the story on your copy of Page E and asking the questions.
3. Practice leading the discussion afterward.

Life Application

This week we learned that God opposes—or stops—people if they make themselves more important than God. The Bible calls it "pride" when we think that we are more important than God or someone else. Someone who has too much pride is called "proud." God will stop us if we are proud. We also learned that God gives grace to the humble. That means that he will help people who know that God is the most important thing in their lives. Listen carefully to the story that I am about to tell you. I am going to give each of you a stick. On one side it says "Humble" and on the other it says "Proud." During the story, I am going to stop and ask a question. You decide if the answer is "Humble" or "Proud" and show me with your stick. Then I will show you the correct answer. Distribute the sticks to the students.

What Do You Think?

Read the story on your copy of Page E entitled "What Do You Think?" Ask the questions provided for you. Hold up your stick with the correct answer after students have shown their answers.

Making Connections

Review the story by asking the students to tell you what happened to Peter and Greta when they were proud and when they were humble. Have the students tell about times when they were proud or when they were humble. Close with a prayer for them to be humble this week.

Teacher Tips

- Some of the students may have trouble following the story line or may try to argue for a different answer. Redirect inappropriate responses by focusing on the positive behavior of other students in the group.

Humble

Proud



The Tower Game

The students will review important points from the Bible lesson in this fun upward motion game.

Materials

For the teacher:

- 16 index cards
- 2 small tokens for game pieces
- a timer or watch with a second hand

Reproducible Pages:

- Page F, 1 copy for the teacher

Preparation

1. Write the Game Questions from your copy of Page F onto individual index cards, or cut and paste them onto the cards.
2. Prepare a small game token for each team.
3. Practice playing this game at home.

Instructions

1. Introduce today's game as a review of the Bible lesson about The Tower of Babel where they must work together with their teammates in order to win.
2. Divide the group into two teams and give each team a token. Choose a student from both teams to keep score.
3. Shuffle the questions and place tokens on the "start" spaces on the game board. The students have two minutes to answer each question.
4. Select the team that will go first and ask a question to that team. Begin the timer after the question has been asked. The students may use the Bible Story text in Genesis 11 and work together to find their answers.
5. In order to move up to a higher level, a team must answer the question correctly. After you ask a question, place it at the bottom of the pile.
6. If the playing team answers correctly, award the point value indicated on the card.

7. If the playing team does not know or answers incorrectly, the opposing team has ten seconds to give an answer. Give two points to the opposing team for a correct answer.
8. To win the game: Play stops when the first team reaches the top. Teams total their points. The team with the most points wins.
NOTE: The winner is determined by the team with the most points, not the first team to reach the top. Students will learn that knowledge is more valuable than position.

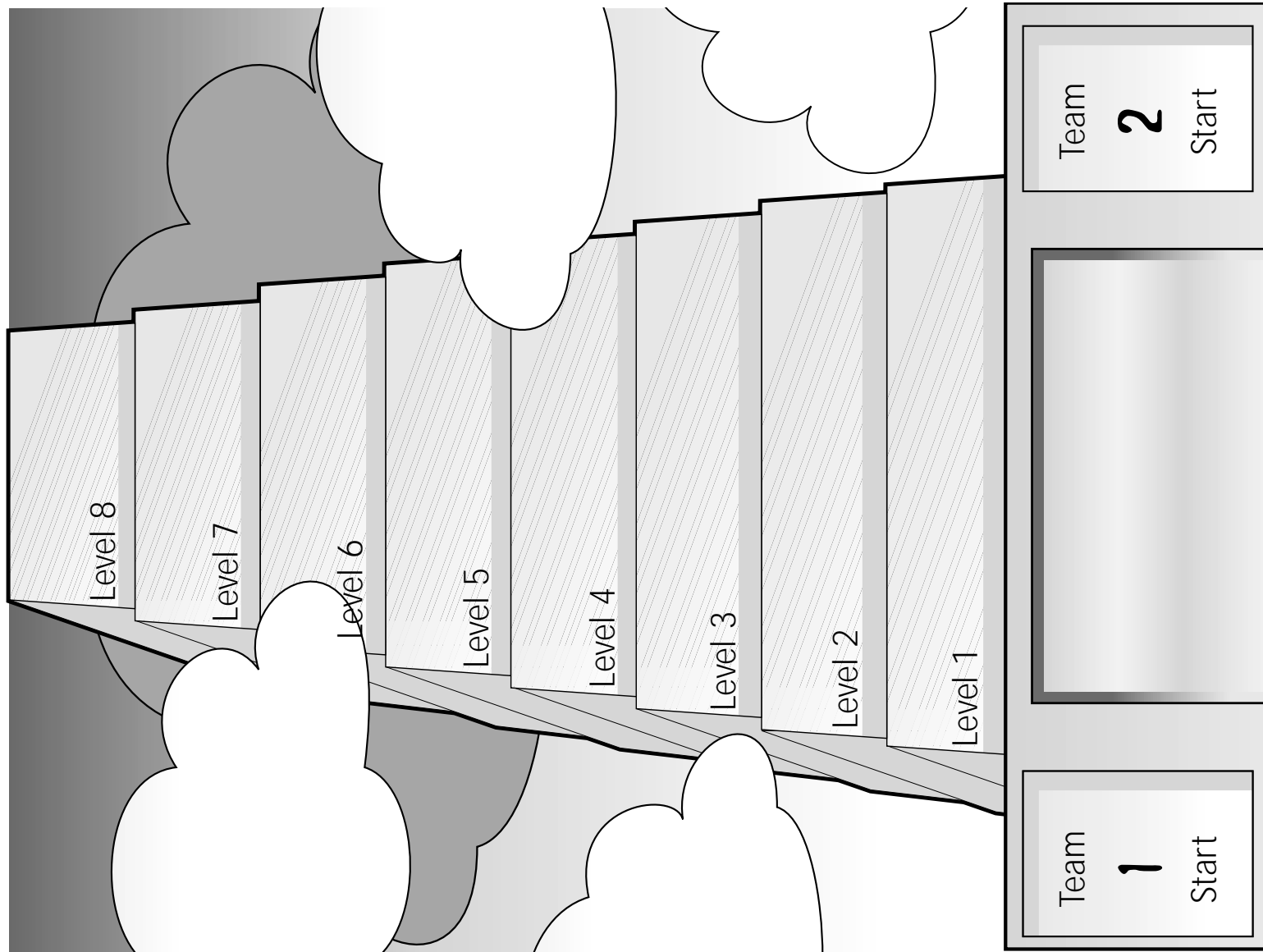
Conclusion

The winner of this game is the team with the most points, not necessarily the team that reaches the top first. Remind the students that it is more important to be right than first. Ask them to think of when this would be true in their lives. For example: Which is better—to turn in schoolwork that is done right, or to turn it in first but incomplete? End with a prayer to ask God for help to be humble.

Teacher Tips

- Be careful not to be too legalistic with the game answers. The wording does not have to be exact, but the answers must reflect the students' overall understanding. You may want to give partial points for incomplete answers.

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Book Basket

The students will review the books of the Old Testament that they have learned in this unit.

Materials

For the teacher:

- index cards with the names of Old Testament books from Unit 1 Lessons 1-6
- basket large enough to hold all the cards

Preparation

1. Separate the index cards with the Old Testament book names into their different categories: Law, History, Poetry, Major Prophets and Minor Prophets.
2. Practice this activity prior to class.

Book Basket

1. Sit with the students in a circle around the basket and briefly review the Old Testament books by going through each Old Testament category in order, from Law to Minor Prophets.
2. Shuffle the cards and distribute them among the students.
3. Call out the name of one category, i.e., "Poetry." Have the students check their cards and throw their "Poetry" cards into the basket. Repeat this with each category.
4. Remove the cards from the basket, shuffle and distribute them among the students again.
5. Repeat Step Three.
6. Take the cards out of the basket and sort them by categories—but not in order.
7. Give each student (or pair of students) one category of cards to put in their correct order, i.e., for the category "Law," students order them from Genesis to Deuteronomy.
8. When the students have finished, go around and check that they are correct. Collect and shuffle the cards one last time. Pass out the cards to the students.
9. Give them one minute to put all the cards in their correct order, from Genesis to Malachi. Let the students check their work with the Bible. Repeat this until they can get them in the correct order without using the Bible for help.

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Creation Lesson 7

Conclusion

Ask the students why it is important to know the books of the Bible. Ask them why they should know the books in order. (Answers should include: to find Bible passages quickly, to help other people find passages in the Bible.) Close with a prayer for the students to really know and love the Bible.

Teacher Tips

- Teach by example. Be sure that you know the order of the Old Testament books before coming to class.



3rd and 4th Grades

B I B L E S K I L S





























Core/Preclass

1 copy for each student

A Code of Your Own

A code is like a language. Each symbol has a special meaning. When you put all the symbols together, you can figure out what they mean. Use the symbols below to make up your own alphabet code. Make up your own symbols, too!

Sample Symbols

Your Own Code

A =	G =	M =	S =	Y =
B =	H =	N =	T =	Z =
C =	I =	O =	U =	
D =	J =	P =	V =	
E =	K =	Q =	W =	
F =	L =	R =	X =	

Write in your own code: My name is _____

Core/Bible Story

1 copy for the teacher

Building the Tower Questions

1. Where in the Bible do we read about the Tower of Babel?
2. How many languages were in the world at this time?
3. What were they building with?
4. Why were they building the tower?
5. What did the Lord think when he saw the city and the tower?
6. What was the power of the group?
7. After God saw the city, what did he do?
8. What happened to the building of the city?
9. What is the word that means: "Because there the LORD confused the language of the whole world"?
10. Why do you think God stopped the building of the city and the tower?

#1

Genesis 11

#2

One
Language

#3

Bricks and
Tar

#4

A Name for
Themselves

#5

Nothing
Will Be
Impossible

#6

Power of
Unity

#7

Confused
and
Scattered

#8

Stopped!

#9

Babel

#10

Make God's
Name Great

Core/Craft
1 copy for each student

Creation
Lesson 7

<p>This Babel Block Belongs to:</p> <hr/>			
<p>A name for THEMSELVES</p>	<p>One Language ● & Tar Bricks</p>	<p>The Tower of BABEL</p>	<p>Nothing will be Impossible</p> <p>UNITY</p>
		<p>Genesis 11</p>	
<p>Confused and Scattered</p> <p>STOP</p>			



3rd and 4th Grades

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Supplement/Preclass

1 copy for each student

Babel Scrabble Worksheet

Name: _____

Directions: Unscramble the phrases below that tell the story of the Tower of Babel.
Write the phrases in the blocks at the right of the page in the correct order.

5 HITNNOG ILWL EB SMPEIBSLO

2 NOE GGAAELNU

7 DUNCOSEF & RATSTEECD

8 TEPPODS!
_____!

4 A MENA ROF HTMEESLVSE

3 SCKRIB & ART

6 HET PEWOR FO YUNIT

1 SISENEG 11

10 MEKA GSO'D MENA RATEG

9 AELBB

#10

#8

#9

#5

#6

#7

#1

#2

#3

#4

Supplement/Life Application What Do You Think?

1 copy for the teacher

"Peter, Greta! It's time to come in for dinner!" Mrs. Amble called, wiping her hands on her apron.
"Coming, Mother," they said. Peter and Greta came right home. After dinner, Mrs. Amble reminded the children that tomorrow was Friday and they both had spelling tests.
"I don't need to study," Peter said. "I always get a 100 on my spelling tests! I'm going to play on my computer tonight."
"Oh Peter," Greta said. "Mom is right. We should always study before a test. That's what I am going to do."

- Was Peter being humble or proud? (Proud)
- Was Greta being humble or proud? (Humble)

The next day Greta woke up early to study for her test. She asked her mother to help her review her spelling words. Later, Peter came downstairs. He did not look very happy.

"Are you feeling okay?" his mother asked.

"Mom, you were right. I was wrong," Peter said. "I should have studied my words last night. I don't think I am going to do very well. Last night I had a dream that I failed my test. I'm in trouble now." Peter looked sad.

- Was Peter being humble or proud? (Humble)

"I told you so, I told you so," Greta teased. "See Mom, I told Peter he should study. You should have listened to me. I'm going to do better than you! I was right. I was right."

- Was Greta being humble or proud? (Proud)

Mrs. Amble told Peter that he had learned a valuable lesson. "Why don't we pray about both of your tests?" she asked. So they prayed and went to school.

Peter came home from school, ran up to the door and greeted his mother. "Mom," he said, "You won't believe what happened today at school! My teacher did not give us the test today. She said we could have extra time to study this weekend. I can't believe it. I was in big trouble. God really answered our prayers. I'll never make that mistake again."

- Was Peter being humble or proud? (Humble)

"What happened with Greta and her test?" Mrs. Amble asked.

"I don't know," Peter said. "She didn't look happy and she didn't want to walk home with me." Greta came home, stomped up the stairs and slammed her door. Mrs. Amble followed her to her room.

"What's wrong, Greta? How did you do on your test?"

"I don't want to talk about it," she said.

"Greta, we always talk about school. Now please tell me what happened today."

"It's not fair!" Greta cried. "I studied all night and I even got up early this morning and all I could get was a 95! I wanted a 100! Now I can't be student of the week! It's not fair! It's not fair!"

- Was Greta being humble or proud? (Proud)

Peter was standing at the door. "May I come in?" he asked.

Greta moaned, "Okay."

"Look Greta," Peter said, "you were right when you said that I should have studied. You deserved to get a 100. I'm sorry that you didn't, but you still helped me. I know it's not as good as being student of the week, but you can use my computer if you want."

Greta looked up and smiled. "Really?"

"Really."

"Wow. That's even better. Maybe I cared too much about being the best. I guess God answered my prayers, too!"

- Was Greta being humble or proud? (Humble)

Supplement/Game

1 copy for the teacher

The Tower Game

Creation
Lesson 7

Write each of the following questions, answers and their point values on individual index cards or cut them out and paste each on an index card.

