

Lesson 29

Confusion: Dispersion at Babel

God must judge all sin.

Studying God's Word

Introduction

Don't forget! Review the Optional Supplements and determine where you can use them.

Slide #3

Refer to Lesson 28 Theme Poster. The flood of Noah's day was a worldwide catastrophe. Water shot up from below and poured down from above until the whole world was covered with water. This changed the whole earth.

We talked about a time when it became very cold because of the changes made during the flood. What was that time called? The ice age.

Right! We learned how the weather from the flood was perfect for creating the ice age. Volcanic ash from supervolcanoes blocked out the sun, which made the land cold; the warm oceans caused lots of water to evaporate and form clouds; and lots of snow fell over a long time without melting. This caused thick sheets of ice to build up.

What are those ice sheets called? Glaciers.

Yes, glaciers. And they slowly grew and moved over the years until about one-third of the entire planet was covered by ice!

We also talked about some interesting animals that lived during the ice age. Does anyone remember some of them? Allow discussion. Woolly mammoth, saber-toothed tiger, giant ground sloth, giant beaver, Glyptodon.

The People Disobey at Shinar

Pass out the Class Notes (PDF) to the students when appropriate.

Refer to the Genesis . The flood changed the entire earth. It was a serious judgment from God because of sin. We've talked about what happened to the earth itself after the flood, but what about the people who came off the ark? We know that God saved Noah and his family. They had lived on the ark and not touched dry ground for more than a year! But what happened after they came off the ark?

Slide #4

Refer to the Lesson Theme Posters. What we are going to talk about today is actually the fourth C of the Seven C's of History—Confusion!

It refers to the time when God confused the common language of the people at the tower of Babel by creating new languages. Today we have many languages—over 6,000! Let's learn to say, "Hello" in some of these languages. Practice saying "Hello" in French, "bonjour" (bohn-ZHOOR); German, "guten tag" (GOO-ten tahk); Italian, "ciao" (chow); Taiwanese, "li ho" (LEE-ho); or Spanish "hola"

(OH-lah). You may use more or less terms based on your class size. Let students guess the language after hearing each word and then repeat.

Good job! Now I'm going to give each group a specific word that will be their language. Divide students into groups and assign each one a different word. When I point to your group, say "Hello" in your language together. Practice pointing and having students respond quickly.

Now, let's experience confusion with these languages we just learned. When I raise my hand, I want all of you to keep repeating your word over and over until I lower my hand. Ready? Raise hand and let students all repeat "Hello" in their different languages for 10–20 seconds then lower your hand to stop. Repeat if desired.

Wow! That was loud and confusing, wasn't it? Let's learn about the confusion that God sent to the people after the flood.

Genesis 9:1, 9:7

Slide #5

We'll start with two verses, Genesis 9:1 and 9:7. God repeated some words to Noah. Listen for them as I read. Read the verses emphasizing "be fruitful and multiply."

What words did God repeat to Noah and his sons after the flood? Be fruitful and multiply.

What does it mean to be fruitful and multiply? There is a hint at the very end of Genesis 9:1. I'll read that part again. Reread the end of Genesis 9:1 emphasizing "fill the earth." Allow discussion.

It means to have families. God wanted them to have lots of children. And God wanted their children to have children and those children to have children. And after a while, there would be many people again to fill the earth. That seems simple enough.

Now you would think that after God's horrible judgment on the earth because of sin, Noah and his whole family would be very happy to obey God! But as the years went by, that's not what happened. This fourth C—Confusion came about 110 years after the flood. By then Noah's grandchildren and great-grandchildren had families, and there were lots of people on the earth again. And they knew what God had commanded—that they should have families and spread across the entire world.

Genesis 11:1

Slide #6

Let's keep reading. Turn to Genesis 11:1. This tells something special about the people who lived on the earth at this time. Who will read that for us? Assign a reader.

Remember this is only about 110 years after the flood. What does Genesis 11:1 tell us about the people in the world at that time? There was only one language. They all used the same words.

Genesis 11:2

Slide #7

There was one language. Everyone understood each other. Let's read the next verse. Will someone read Genesis 11:2 for us? Assign a reader. Okay. The people found a place to live. Where was that? The land of Shinar.

Genesis 11:3

Slide #8

They were living in Shinar. Now someone read the next verse, Genesis 11:3. Assign a reader.

Reread the verses as you ask the questions so the students can hear the answers from God's Word.

What did the people start to do? What did they begin to make? Bricks and mortar.

They began to make bricks, and they made mortar to put between the bricks to hold them together.

Why would they need bricks and mortar? What would you use bricks for? To build things.

Yes. The Bible says they were making bricks and mortar to build something. And the next verse tells us what they were going to build.

Genesis 11:4

Slide #9

Someone read Genesis 11:4 for us. What were the people building? Assign a reader. A city and a tower.

How tall did they want to make the tower? With its top in the heavens.

They wanted to make something else for themselves, too. What was that? A name for themselves.

That's right. They wanted to make a name for themselves. Why would they want that? Listen to Genesis 11:4 again. It is at the end of that verse. Reread the end of the verse. They didn't want to be dispersed over the earth!

Hmm. The people did not want to be scattered over the earth. They wanted to live right there—all together.

So what was happening here? Were the people obeying God? What did God command the people to do? Do you remember? Look back in Genesis 9:1. Allow discussion.

God commanded the people to have families and fill the earth—to go to different parts of the world! This is not what they were doing! No! They all spoke the same language, and they wanted to stay together and make a name for themselves. They planned to build a great city so they would NOT be scattered around the earth. This was disobedience to God. They chose to do whatever they wanted instead of what God told them to do.

Slide #10

Slide #11

Let's do a little review here. Look at your Class Notes (PDF). You'll have to find the right answers at the bottom of the page. Will someone read #1? What did God want the people to do? Assign a reader. Fill. Have students complete #1.

Now someone read #2 on the Class Notes (PDF). What was special about the people at that time? Assign a reader. Spoke. Have students complete #2.

And how about #3? What were they making bricks for? Assign a reader. City, tower. Have students complete #3.

And #4. What else did the people want to make for themselves? Assign a reader. Name. Have students complete #4.

God Punished the People's Sin

What do we call any disobedience to God? Sin.

That's right. When we disobey God, we sin. And what does God think of sin? He hates it. He must punish sin.

God is holy; he hates sin. God is also just and must punish sin. The people at Shinar knew these things about God. They must have heard how their great-grandfather, Noah, had been saved from the terrible flood, and that this great punishment came from God because of sin. And yet, only 110 years later, they were disobeying God again.

Genesis 11:5

Slide #12

God does not like it when we sin against him! And he was not happy with the people at Shinar. Will someone read Genesis 11:5 for us? Assign a reader.

What did the Lord do? He came down to earth to see the city.

Genesis 11:6

Slide #13

The Lord saw something. It is in Genesis 11:6. Someone read that for us. Assign a reader.

What was it the Lord saw when he looked at these people? The people were all one. They had one language.

The people were working together! They wanted to stay together and make a name for themselves and build a great city. They thought they could forget God and do whatever pleased them. They thought the city and the tower would make them strong and powerful. But God knew what was in their hearts. He saw what was going on, and he knew they would continue to disobey his commands.

Genesis 11:7

Slide #14

We know that God must punish sin. And that is what he did. Let's find out how. Someone read Genesis 11:7 for us. Assign a reader.
What did God do to the people? He confused their language.

Yes. God confused the one language by creating many languages. They could not understand each other anymore! Imagine doing your work and talking with your friends, and then suddenly the words coming out of your friend's mouth don't make any sense! And all around you people are speaking in new languages you don't know and can't understand.

What do you think that would be like? Allow discussion.

Genesis 11:8

Slide #15

It would be pretty confusing, wouldn't it? A lot like the game we played earlier. Let's see what happened next. Someone read Genesis 11:8. Assign a reader.

What did the different languages cause the people to do? They dispersed, or scattered, all over the earth.

This verse also tells us that the people left off doing something because they couldn't understand each other. What did they stop doing? They stopped building the city.

Genesis 11:9

Slide #16

And someone read Genesis 11:9 for us. Assign a reader.

What did the name of this place change to? It changed to Babel.

Why did they call it Babel? Listen to the verse again. Reread Genesis 11:9 emphasizing "confused the language."

What do you think that word "Babel" means? Allow guesses. Confusion.

Refer to the Genesis . Yes! God sent confusion to Babel. It was only about 110 years after the flood, and the people had already forgotten about God. They did not want to obey his commands. Instead they wanted to make a name for themselves. God had to punish the sin of the people, so he confused their one language by creating new languages. Suddenly no one could understand each other, and they had to stop building the tower and the city.

Not only that, it's likely that when the confusion came, each family group probably spoke the same language—but it was different from all the others. So the families had to find each other in all the confusion. But since they had the same language in their family group, they left Babel together and separated themselves from the other groups.

Now there were many different languages. And as the people left Babel, some families moved north, others moved south, some went east, and some went west. They found places where they could settle and live. They traveled all across the world and formed different communities and nations.

This explains why there are so many different nations, people groups, and languages all over the world today. It was God's punishment on the people at Babel because they did not obey him.

Slide #17

Will someone read #5 on the Class Notes (PDF)? What punishment did God give the people at Babel? Assign a reader. Confused. Have students complete #5.

And what about #6? Who can read that for us? What is the answer?

Assign a reader. Earth. Have students complete #6.

Ziggurats and Pyramids

Many people do not believe the account of the tower of Babel. But we know it is true because we know God's Word is true, and we can trust what it says. But God has done more! There have been what is known as "archaeological finds" that show us the Bible is true and that this is how God spread the people around the world.

Show the Lesson Illustrations (PDF) or pictures you brought of ziggurats, pyramids, etc.

Archaeological finds are things that explorers, scientists, historians, and others have found around the world. They find things in the ground—really old things—that show them what was going on a long time ago and how people lived.

Slide #18

Slide #19

Slide #20

Slide #21

Show Lesson Illustration #1. And they have found some things that tell us about the tower of Babel. Near the area where the people were building the tower of Babel, archaeologists have discovered a tower. They dug it out of the ground! This kind of tower is called a ziggurat. Many believe that the tower of Babel probably looked much like this tower they found.

Does this building remind you of anything you may have heard of or seen? Allow discussion.

Show Lesson Illustration #2. How about the pyramids found in Egypt and other places today? Have you ever seen these? Allow discussion.

Show Lesson Illustration #3. Did you know that there have been buildings like this found all around the world? And they all look a little like the tower that was discovered near Babel.

Show Lesson Illustration #4 (Map). Look closely at this map. See the triangles? Those are places around the world where these ziggurats and pyramids have been found. They are in Mexico, Central America, Peru, China, and even the United States!

Show any pictures you brought. Isn't that interesting?! We don't know exactly when or how these structures were built—that's a bit of a mystery.

But we do know from the Bible that God's judgment at Babel happened about 110 years after the flood. So that means all of the towers we see like this were built AFTER God scattered the people at Babel. Remember, that is when people first spread out all over the earth.

So what about the towers? Well, the people who left Babel during the confusion knew how to build towers like these because they were building one when God judged them. And they probably taught their children and grandchildren how to build them, too. So when the different families moved all around the world, they built the same kind of towers wherever they went. That explains how all of these different cultures and countries have structures that look so much alike.

Slide #22

Let's finish up the Class Notes (PDF). Will someone read #7 for us? What is the answer? Assign a reader. Babel. Have students complete #7.

Good job! It is so exciting that we can explain what we see in the world—like pyramids, different languages, and different people groups—by looking in the Bible.

Application

Slide #23

Refer to the Lesson Theme Posters. Only about 110 years after the flood, the people sinned against God again. God had commanded them to have families and fill the earth. But instead of obeying God, they decided to stay together and build a city and a tower at Babel to make a name for themselves. God had to punish their sin, and so he scattered the people by creating many languages.

The account of the fourth C—Confusion, teaches us about people. It wasn't very long after the terrible flood that the people were already sinning again. But this is the way people are. The Bible tells us that we all sin. Many people do not believe what the Bible says. They don't like to hear that they are sinners and that God must punish sin—like he did in Noah's day and at Babel.

Most people don't like to hear about sin because they don't want to admit that they sin. If they admit they sin, then they have to admit they need God to forgive them. But we all would rather do what we want to do instead of pleasing and honoring God. And because of that, we all deserve God's punishment.

But God has provided a way for sinners to be forgiven of sin. And that is through Jesus! All who are sorry for their sin and turn to Jesus in faith can be forgiven. They will never face God's punishment for sin because Jesus took it on himself when he was crucified on the cross. And that is the good news of the gospel!

Lesson Review

We all learn best with review and repetition! We encourage you to play a lesson review game.

Board Game

Teams will answer questions and make their way to the finish on the Game Board.

Materials

- Review Questions
- Game Board (provided in the Teacher Kit)
- Dice, numbered cards, or spinner
- Buttons or other small items as game pieces for each team

Instructions

Print one copy of the Review Questions for your use. Divide the class into teams.

Team members will take turns answering the review questions. If they answer correctly, they will roll the dice, spin, or draw a numbered card and move that number of spaces on the Game Board. Follow the directions on the spaces to move ahead, fall back, or switch places with another team. If someone does not know or does not answer correctly, he may ask his teammates for help. Alternate between teams as long as time permits, repeating questions if necessary. The first team to make it all the way to the Finish wins.

Box Toss

Students will answer review questions then toss the beanbag at the holes in the box to gain points for their team.

Materials

- Review Questions
- Medium-sized cardboard box
- Scissors or knife
- Four beanbags
- Masking tape

Instructions

Print one copy of the Review Questions for your use. Use scissors or a knife to cut two or three holes in the bottom of the box. Make sure they are large enough for a beanbag to easily pass through. Label each hole with a point number: 5, 10, and 15. Use masking tape to make a tossing line several feet away from the box.

Divide the class into teams. Have the teams line up behind the line across from the box. Give each team two beanbags. Alternate asking each team a review question. Students who answer correctly will toss the beanbags at the target holes in the box to earn points for their team. If they answer incorrectly, they

may toss the beanbags for fun without the points counting. Students will go to the end of the line after tossing the beanbags. Keep score for both teams. Continue play until all questions have been answered correctly and students have all had a chance to toss the beanbags.

Draw Dice

Teams will answer questions and complete a simple drawing to win. Who will finish their drawing first?

Materials

Review Questions
One drawing area for each team (paper, white board, etc.)
Pencils or white board markers
One die

Instructions

Print one copy of the Review Questions for your use. Divide the class into two teams. Give each team a sheet of paper and a pencil, or divide the white board in half. Draw a mouse on the board as an example.

Ask the first team a question from the lesson. If they answer correctly, have them roll the die.

To begin drawing their mouse, each team must wait until they get a six. They will then draw the mouse's body on their paper or the board. After they have drawn the body, as they give correct answers to the questions, they can continue to draw the other parts of the mouse according to the numbers they roll.



They can draw according to the numbers below:

6 = body

5 = nose

4 = whiskers

3 = eyes

2 = ears

1 = tail

Continue giving each team a turn to answer a question and roll the die. Repeat the questions as necessary. The first team to finish their mouse wins.

You may choose to draw a simple object from the lesson, such as a crown, an open Bible, a fish, etc. Be sure to assign numbers (as above) to each part of the object to be drawn before the game begins.

Four in a Row

Students will answer questions and add a marker for their team onto the grid. Which team will be the first to get four in a row?

Materials

Review Questions

Masking tape

Red and black paper circles or other markers for each team

Instructions

Print one copy of the Review Questions for your use. Use masking tape to make a 16-section grid on the floor. The grid should be four sections wide by four sections long. Each section should be equal in size. Use eight red circles and eight black circles cut from construction paper or other markers for the two teams.

Divide the students into two teams. Give each team eight markers. They will take turns answering the questions. If they answer correctly, they can put a marker in a square on the grid. The first team to get four markers in a row wins the game.

Goofy Golf

Hit the sock with the noodle? Teams must work together to answer the questions and putt to get a hole-in-one in this crazy golf game!

Materials

Review Questions

Swimming noodles or rolled up newspapers

Rolled up socks

Masking tape

Ten sheets of paper

Markers

Instructions

Print one copy of the Review Questions for your use. Use the markers to number sheets of paper 1–10 (use more or less depending on class size and time). Tape down the sheets of paper around the room in a random pattern to form a golf course. You may want to add chairs as obstacles in the path.

Divide the class into teams. Give each team a rolled up sock and a swimming noodle. Ask the first student a review question from the lesson. If he answers correctly, allow him to use the noodle to drive the rolled up sock toward the first sheet of paper labeled #1. Continue with the next team. Take turns allowing team members to answer questions and continue putting the socks along the course to each hole, continuing from where the last teammate left off. The sock must touch or roll over the sheet of paper to consider it in the hole. The first team to reach the tenth hole wins.

Oh No

Not every roll of the dice will be good for the team. Answer the question, roll the dice, and be prepared to say, “Oh no!”

Materials

Review Questions
Two dice

Instructions

Print one copy of the Review Questions for your use. Divide the class into teams. Each team will take turns answering review questions. When a team answers correctly, have them roll the dice to determine their points. If a team does not answer correctly, give the answer and repeat the question later. Keep track of team scores.

Numbers aren’t always a winner! If students roll:

2 or 3 that team gives 5 points away to the other team
4 or 5 that team takes 5 points from the other team
6–10 face value
11 subtract 10 points from the team score
12 double the team score

(Note: no team can have less than 0 points.)

Pick a Point

Answer the questions correctly to earn the right to pick a point.

Materials

Review Questions
Small paper strips
Cup or basket

Instructions

Print one copy of the Review Questions for your use. Write various numbers in increments of 5 or 10 on strips of paper to use as point cards. Put the point cards into the cup or basket. Divide students into teams of 4–5 students each. Have each team take turns answering a review question. After each correct answer, let a member of the team draw a point card from the cup.

The number of points on the cards will vary, so the score will have nothing to do with how skilled one team might be. Keep track of each team's points. If time allows, repeat the questions!

Toss for It

How many points? Toss for it! Students answer the questions and toss the beanbag to earn points for their team.

Materials

Review Questions
A deck of numbered cards, or numbers and “wild” written on index cards
One beanbag
Masking tape
Two baskets or containers for cards

Instructions

Print one copy of the Review Questions for your use. Place several rows of numbered cards facedown with a few inches between them to form a grid pattern (make sure to put several wild cards or Jokers down, too). Use the masking tape to make a tossing line several feet from the cards.

Divide students into teams and have them line up behind the tossing line. Ask the first student a review question. If he gives the correct answer, have him toss the beanbag onto a card. Turn the card over to reveal the points he receives for his team. Face cards or word cards are 10 points each. Wild or Jokers are also 10—plus another turn. All other cards are face value.

Have the student pick up his card and put it in the team's basket to be counted at the end of the game. Next team's turn. If a student gives an incorrect answer, he should go to the end of the line. Give the answer and repeat that question later. Continue taking turns until all the questions have been answered. Add more cards to the grid if necessary.

Limited License to Reproduce

A limited, non-exclusive, non-transferable, nonsublicensable license is hereby granted to a single local church or organization to print copies of the PDF materials in the Teacher Digital Resources if 1) you are the original purchaser; 2) you are using the copies for noncommercial purposes (such as for teaching in class) exclusively within your single local church or organization (multi-campus churches, and national/regional denominations are not covered under this license); and 3) you follow the instructions provided in the curriculum pertaining to the printable materials.

This license is for the specific purchaser of the product and does not include affiliated groups or organizations, or other churches or groups in the same denomination as the purchaser, not identified as the actual purchaser. There is no limit to the number of printed copies for use within the single local church or organization which is the actual purchaser. None of the material in this curriculum may be reproduced for any commercial promotion, advertising, or sale of a product or service, or to share with any other persons, churches, groups, or organizations.

The media (audio/video) portions are copyrighted and duplication is prohibited. This license is for materials in the Teacher Digital Resources only and does NOT include reproduction rights for pre-printed teacher books, student guides, student take home sheets, or posters, except on an emergency basis when purchased quantities are not sufficient for a given week.

Bible Version

Scripture quotations are from the ESV® Bible (The Holy Bible, English Standard Version®), copyright © 2001 by Crossway, a publishing ministry of Good News Publishers. Used by permission. All rights reserved.