

## Lesson 29

# **Confusion: Dispersion at Babel**

God must judge all sin.

# Studying God's Word

## Introduction

Slide #3

Slide #4

Slide #5

Refer to Lessons 26, 27, 28 Theme Posters. The flood of Noah's day was a worldwide catastrophe. Water shot up from below the earth and poured from above to cover the whole world with water. This changed the entire earth in many ways.

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

Last time we talked about one of the major effects of the flood. The weather changed drastically and caused what event? The ice age.

Right. We used God's Word to help us explain why there was an ice age. We talked about how the weather created by the flood was perfect for creating the ice age. Volcanic ash from supervolcanoes blocked the sun, making the land cold, the warm oceans caused lots of water to evaporate, and a huge amount of snow fell over a long time. This caused glaciers—thick sheets of ice—to build up, and they slowly grew until about one-third of the entire planet was covered by ice! Isn't it exciting that we can explain what we see in the world by looking at God's Word, the Bible?

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

## People Disobey at Shinar

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

Refer to the Genesis . The flood was a very serious judgment brought on by God because of sin. We know, however, that God spared Noah and his family. Today we are going to see what happened after the flood ended and God told them it was safe to get off the ark. They had lived on the ark and had not touched dry ground for more than a year!

Slide #6

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! Confusion refers to when God confused the languages of the people at the tower of Babel. 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 #7

We will start with Genesis 9:1. Turn there in your Bibles. This is what God told Noah. Will someone read that for us? Assign a reader.

Now will someone read Genesis 9:7 for us? Assign a reader.

Look at both of those verses. Genesis 9:1 and 7. What did God say 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. 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 lots of people again to fill the earth. That seems simple enough.

Now fast-forward about 110 years after the flood. There were lots of people on the earth again. And they knew what God had commanded—that they should have families. So it sounds like the people obeyed, right?

But will someone read that verse again, Genesis 9:1? Assign a reader.

Hmm. When it came to the part of God's command to spread out across the earth and fill it, the people didn't like that idea so much.

#### Slide #8

Before we go on, will someone read #1 on the Class Notes (PDF)? What part of God's command were they disobeying? Assign a reader. Fill. Have students complete #1.

Genesis 11:1

#### Slide #9

Let's keep reading. Turn to Genesis 11:1. 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.

Genesis 11:2–4

#### Slide #10

### Slide #11

There was one language, and everyone used the same words. Everyone understood each other. Let's keep reading. Will someone read Genesis 11:2-4 for us? Assign a reader.

The people found a place to live. Where was that? It is in Genesis 11:2. The land of Shinar.

They were living in Shinar. And what did they begin to make? Genesis 11:3. Bricks and mortar.

They began to make bricks and mortar. Mortar would be used to put between the bricks to make them stick together.

Why would they need bricks and mortar? What do we use bricks for today? To build things.

Yes. So they were planning to build something, right? Look in Genesis 11:4. What were the people building? A city and a tower.

How big did they want to make the tower? With its top in the heavens. Tall!

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

Right. They wanted to make a name for themselves. Why would they want that? Look in Genesis 11:4 again at the end of that verse. They didn't want to be dispersed over the earth!

The people did not want to be dispersed, or scattered, over the earth. But wait a minute! What was God's command to Noah and his family when they first got off the ark? We read that a couple times in Genesis 9:1. Be fruitful and multiply and fill the earth.

God commanded the people to have families AND fill the earth—to go to different parts of the world! Instead, they wanted to build a great city so they would NOT be scattered around the earth. They were disobeying God!

### Slide #12

### Slide #13

Let's do a little review here. Will someone read #2 on the Class Notes (PDF)? What is the answer there? Assign a reader. Language. Have students complete #2.

And how about #3? What did the people want to do? Assign a reader. City, tower. Have students complete #3.

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

And what about #5. When did this happen? Will someone read that? Assign a reader. 110. Have students complete #5.

## **God Punished the People's Sin**

What do we call any disobedience to God? Sin.

When we disobey God, we sin. What does God think of sin? He hates it. He must punish sin.

Refer to the Attributes of God poster. God hates sin because he is holy and perfect. He must punish sin because he is just. These people had surely

heard of the flood of Noah's day—the great punishment on the world for sin. And yet, only 110 years later, they were disobeying God again.

## Genesis 11:5–6

### Slide #14

God does not like it when we sin against him! And he was not happy with the people at Shinar. Will someone read Genesis 11:5–6 for us? Assign a reader.

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

What did the Lord see? That is in Genesis 11:6. The people were all one. They had one language.

God knew what was in their hearts. They were united together. They thought they could forget God and make a name for themselves by doing whatever pleased them. They thought the city and the tower would make them strong and powerful. God saw what was going on, and he knew they would continue to disobey his commands.

## Genesis 11:7–9

### Slide #15

### Slide #16

God must punish sin. And that is what he did. Let's find out how God did that. Someone read Genesis 11:7–9 for us. Assign a reader.

What did God do to the people? It is in Genesis 11:7. He confused their language.

Right! God confused the one language by creating many languages. Suddenly, they could not understand each other anymore!

The people now had different languages. What did the different languages cause the people to do? Look in Genesis 11:8. They dispersed all over the earth.

Yes. Dispersed means they all went different directions when they separated from each other. Their languages were different, and they could not understand each other. And what did they have to stop working on?

They stopped building the city.

And what did the name of this place change to? Look in verse 9. It changed to Babel.

These people had surely heard how their great-great grandfather Noah had been saved from the terrible flood—the great punishment on the world for sin. And yet, only 110 years later they had already forgotten about God. They did not want to obey his commands. Instead, they wanted to make a name for themselves.

Once again, God had to punish the sin of the people. So he confused the one language by creating many languages. Because people now spoke different languages, they couldn't understand each other and had to stop building the tower and the city.

The Bible seems to indicate that family groups would have spoken the same language. There were many different families at the time. Those families would have found each other in all the confusion. And once they found each other, they left Babel together.

Some people moved north, others south, some east, and some west. They found places where they could settle and live. They traveled all across the world, and formed different societies that later became nations.

God saw to it that his command was obeyed. The world went from one common language to many different languages. The people were finally scattered across the earth—but now they would all speak different languages. That was the start of all the different nations, people groups, and languages all around the world.

#### Slide #17

Let's go to the Class Notes (PDF). Will someone read #6? What punishment did God give the people at Babel? Assign a reader. Confused. Have students complete #6.

And what about #7? What happened to the people because of the confusion? It's another word for dispersed. Assign a reader. Scattered. Have students complete #7.

## **Ziggurats and Pyramids**

Many people do not believe this historical, biblical account of God's judgment at Babel. Some don't like this explanation of how the different people groups and languages came to be. That's because if what the Bible says about Babel is true, then the account of the flood has to be true. Remember, the people at Babel were Noah's family who had survived the flood.

And if the account of Noah is true, then the account of creation has to be true, too, because all the people God destroyed in the flood came from Adam and Eve. And if that's true, then that means the Bible really is the Word of God. Many people don't like that. They don't want to believe in God or the Bible.

But there have been archaeological finds around the world that confirm the history we read in the Bible about God's judgment at Babel.

Archaeological finds are things that explorers, scientists, historians, and others have found around the world. They are usually things dug up from the ground, studied, and then compared with history to see what they are or when they might have been made.

#### Slide #18

#### Slide #19

#### Slide #20

#### Slide #21

Refer to Lesson Illustration #1. Near the location of the original tower of Babel, archaeologists have discovered a tower. This kind of tower is called a "ziggurat." It is believed that the tower of Babel looked very much like this tower the archaeologists found.

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

Refer to Lesson Illustration #2. It looks a lot like the pyramids found in Egypt and other places today!

Refer to Lesson Illustration #3. There have been structures like this found all around the world! They are all a little like the tower that was discovered near Babel.

Refer to Lesson Illustration #4 (map). These ziggurats and pyramids have been found in Mexico, Central America, Peru, China, and even the United States.

Refer to the Lesson Illustrations (PDF). The history of exactly when or how these structures were built is a mystery. We do know that God's judgment at Babel happened about 110 years after the flood. So none of the towers like this could be older than 4,300 years because that is about how long ago God confused the languages at Babel.

That is when the families moved to different parts of the world. These were the first people to spread all around the world. We know they knew how to build towers like these because they were building one at Babel. And it is likely that they passed on the skill of how to build them to their children and grandchildren.

#### Slide #22

Let's finish up the Class Notes (PDF). Look at #8. What do the ziggurats and pyramids we find today remind us of? Assign a reader. Babel. Have students complete #8.

And #9. How old can these buildings be? Assign a reader. 4,300. Have students complete #9.

That's right, any ancient ziggurat or pyramid can't be more than 4,300 years old! And it is likely the design for those towers came from that very first tower built at Babel in disobedience to God and his commands.

### **Application**

#### Slide #23

Refer to the Lesson Theme Posters. Only about 110 years after God's judgment of the worldwide flood, the people again rebelled against God. God had commanded that they be fruitful and multiply AND fill the earth. But they ignored God and his commands and instead decided to do what they wanted to do. Because of this disobedience, God scattered the people by creating many languages. When they couldn't understand each other anymore, they traveled all across the world and formed different societies and nations.

Refer to the Genesis . This account of the fourth C, Confusion, teaches us something about human beings. It was only about 110 years after God had judged the entire world because of sin and disobedience that the people sinned

again. This should not surprise us because the Bible says that we are all sinners. We have a sin nature that was passed down from Adam, the first man God created. All human beings would rather do what they want to do instead of doing what will please and honor God. And because of that sin nature, all people deserve God's punishment.

But God is merciful. He has provided a way for all sinners to be forgiven of sin. That way is through God's one and only Son, Jesus, who lived a perfect life and died on the Cross for sins. All who repent of their sin by turning away from it and turning to Jesus Christ will be forgiven. They will never face God's punishment for sin because Jesus took it on himself when he was crucified. That is the good news of the gospel. That is news that can bring hope to all of us.

## **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.

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