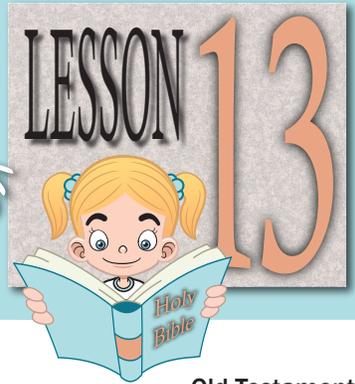


# First Skyscraper

Genesis 11:1-9



Old Testament 1  
Part 2: Bible Firsts

## SUNDAY MORNING

Old Testament 1 [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:

Genesis 11:1-9; 10:8-10,32; 9:18-19; Matthew 23:12; Galatians 6:3; 1 Peter 5:5

### MEMORY WORK:

Younger Children: "So the Lord scattered them abroad from there over the face of all the Earth" (Genesis 11:8a).

Older Children: "Humble yourselves in the sight of the Lord, and He will lift you up" (James 4:10). -or-

"So the Lord scattered them abroad from there over the face of all the Earth, and they ceased building the city" (Genesis 11:8).

### 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.

- ["He's Got the Whole World in His Hands"](#)

### 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.]
- [Bible Facts](#) (provided under "O.T. 1 Bible Facts" on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under "O.T. 1 Bible Facts" on curriculum site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- "Genesis Chapter Summary" from "[Kids Prep](#)" CD by Jeff Miller
- Enoch, Noah, and Babel: A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- Betty Lukens' felt pieces
- Model of Tower of Babel made out of boxes or wooden blocks
- [Map of Post-Flood World](#) (provided in activity sheets)



- **Pictures of towers/ziggurats built by the Sumerians and Babylonians**

## PERSONAL APPLICATION:

God has given me talents and expects me to use them, but He does not want me to take all the credit and forget about Him. God must come first, and we should give God the glory, not ourselves.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

Who was the first shipbuilder? We studied about Noah last week and how he walked with God, and we want to obey like Noah. Today, we are going to learn about the first skyscraper. Briefly explain what a skyscraper is. We are going to learn about the Tower of Babel. We are going to see the right attitude we should have when we study this story.

### INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson

Have you ever done something just so other people will notice? Do you know someone who always wants to be recognized and praised for everything they do? People who do things only to be recognized by others have too much pride. Pride can be a sinful attitude and most people who have too much pride feel they no longer need God. The people in today's story had too much pride and felt they needed the recognition of men (i.e., they wanted to be noticed and praised by men) rather than God's approval. We need to be careful to always rely on God and give Him the glory for things we do.

### POINTS TO EMPHASIZE:

1. After the Flood, God told Noah and his family that they should have many children and fill the Earth with people. Noah's family moved eastward from the mountains of Ararat where the ark came to rest.
2. They decided to settle in the plains of Shinar, an area between the Tigris and Euphrates Rivers, which would later become the great Babylonian Empire. (That area was also part of what later became known as "The Fertile Crescent.") The people (called the "sons of men," 11:5), under the direction of Nimrod, a great-grandson of Noah, decided to build a great city there and a tower that would reach into heaven.
3. There were many possible reasons for this great building project. They wanted to make a name for themselves, i.e., to be known then and through the ages as the people who built **the** tower into heaven. They also wanted to be able to stay together and not be scattered all over the Earth as God commanded them (Genesis 9:1), and they wanted to show their self-reliance and independence from God. They were full of pride and self-confidence.
4. The people were very smart. They knew how to make bricks, how to use mortar to put the bricks together, and how to design and build great structures. (Mud was used to make sun-dried bricks instead of stone, and asphalt/tar or bitumen was used as mortar. Many scholars think that tar may have seeped through the ground, as it did in the LaBrea Tar Pits of California. So it was readily accessible.)



**NOTE:** The Sumerians and the Babylonians would later build towers. Their towers were called “ziggurats”; they were built mainly for the purpose of idol worship. Shrines to the idols were on top of the towers so that ordinary men could communicate with their gods.

5. God knew what the people were doing, and He did not like it. He was angry about the building of the great tower and angry that the people decided on their own not to scatter all over the Earth as He had told them. He was angry that they had such an arrogant, self-sufficient attitude, thinking more and more about their own work and less and less about the God who gave them their strength and knowledge. He knew that they eventually would forget about Him entirely and begin to worship the things they made.
6. They were very proud of themselves and **pride** is a sin against God.



**RECOMMENDED READING FOR TEACHERS:** See the article “[What was the Sin at Babel?](#)” by Kyle Butt on the Apologetics Press Web site for further study on that subject.



**Pride:** means to be pleased with oneself, especially because of something you own or something you have done; to be conceited, arrogant, or haughty. (With 3rd-4th graders, read and discuss Proverbs 11:2, 16:18; Matthew 23:12; 1 Corinthians 10:12; Galatians 6:3.)

7. God decided to stop the building of the tower. From the Flood to the time of Babel, all men still spoke the same language. It was easier for them to work together (and sin together!) if they all spoke the same language. God decided to stop the building of the tower, and the quickest way to do that was to make them speak many different languages so that they could not all work together. (Discuss how it must have been to suddenly not be able to communicate with those around you.)



**RECOMMENDED READING FOR TEACHERS:** See the article “[Only One Language before Babel?](#)” by Eric Lyons on the Apologetics Press Web site for further study on the alleged biblical discrepancy that Genesis 10:5,20,31 contradict 11:1.

8. The people were forced to stop building, and they moved all over the Earth, as God had previously instructed them.



**NOTE:** We do not know how much time passed between the Flood and the building of the tower of Babel, but it is possible that Noah may have been alive during this time, and even more likely that his sons were alive also. Genesis 9:28 says that Noah lived 350 years after the Flood, and 11:10 says that Shem lived 502 years after the Flood (Genesis 10:5,32; 11:9).



**RECOMMENDED READING FOR TEACHERS:** See the article “[Peleg, Pangea, and the Division of the Earth](#)” by Kyle Butt and “[The Origin of Language and Communication](#)” for a study about the meaning of Peleg in Genesis 10 and a study of the origin of language and the problems it presents for evolution (see also, “[Pre-Babel Confusion?](#)” by Eric Lyons). For historical evidence of the Babel incident, see “[Babel: More Historical Confirmation of the Bible](#)” by Dave Miller. For a more extensive study (on a high school level) of what we know about Babel and what was going on in the world at the time, see [Flooded](#) by Jeff Miller.

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

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

**Ages 2-5:**

- “[First Skyscraper Coloring Sheet](#)” (provided in activity sheets)
- Help the children build towers out of sugar cubes and frosting or glue, or large cardboard blocks, Legos, or wooden blocks. Take pictures of their towers, and glue the pictures on papers labeled “Tower of Babel.”
- As the children are building their towers, talk about the people’s attitudes toward God (they did not want to obey; they thought they were smarter than God, etc.).

**1st-2nd Graders:**

- Build a tower out of shoeboxes or other cardboard boxes. **Or** draw an outline of a tower on the board. Write key phrases or words on strips of paper that will fit on the sides of the boxes. Give each child a phrase and ask them to put the story in chronological order.
- Write key words from the story on “blocks” made from construction paper or cardstock. Give each child a “block” and ask him tell what that word had to do with the story.
- Read several words in another language or play a tape recording of someone speaking in another language. Ask the children if they understood the words or if it was confusing to them.
- “[First Skyscraper Multiple Choice Activity](#)” (provided in activity sheets)
- “[First Skyscraper](#)” crossword puzzle (provided in activity sheets)

**3rd-4th Graders:**

- Print off copies of the following issue/articles of *Discovery Magazine* from the Apologetics Press Web site, and have the students read the issues and do the activities in the activity section (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery Magazine*): [September, 2009](#)
- Advanced Bible Reader: Have the kids read Genesis chapters 10-11 (and chapters 6-9 if they did not read those chapters last week). [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Genesis 6-10 quiz from AP’s [Advanced Bible Reader](#) (ABR) site. Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Build a tower out of shoeboxes or other cardboard boxes. **Or** draw an outline of a tower on

the board. Write key phrases or words on strips of paper that will fit on the sides of the boxes. Give each child a phrase and ask them to put the story in chronological order.

- Write key words from the story on “blocks” made from construction paper or cardstock. Give each child a “block,” and ask him to tell what that word had to do with the story.
- Discuss opposites with students, such as pride and humility. Give them concordances and have them find references to the words. Discuss the scriptures they find.
- Play [Tic-Tac-Toe](#) with information from this lesson and previous lessons (board provided in activity sheets)
- [“First Skyscraper Multiple Choice Activity”](#) (provided in activity sheets)
- [“First Skyscraper”](#) crossword puzzle (provided in activity sheets)
- Have the children read pp. 30-31 of *Noah and the People of Faith*, Contemporary Bible Series, Scandinavia, Contemporary English Version (DISCLAIMERS: p. 8—change “give life to” to “bring forth”; p. 13—remove “before the day is over” from the last sentence; p. 20—change “destroy” to “rule over”; p. 24—change appropriate sentences to “every kind of land animal...” and “Noah took males and females of every...”)
- Have the children read any of the following books:
  - *Jibber-Jabber: The Tower of Babel*, by Mary Manz Simon
  - *Tower of Babel*, by Master Books (pop-up book) (DISCLAIMER: skip page 22)
  - *The Tower of Babel*, by Martha Streufert Jander, Arch books (DISCLAIMER: mark out the last line on p. 9 starting with “And how...”; mark out “forgave them” on p. 14; skip the note to parents)

## SONGS:

### “HE’S GOT THE WHOLE WORLD IN HIS HANDS” ([Click to Hear](#))

Author: Unknown\*

He’s got the whole world, in His hands. (3X)

He’s got the whole world in His hands.

He’s got the little bitty babies, in His hands. (3X)

He’s got the whole world in His hands.

He’s got you and me, brother, in His hands.(3X)

He’s got the whole world in His hands.

He’s got you and me, sister, in His hands. (3X)

He’s got the whole world in His hands.

He’s got the mommas and the daddies, in His hands. (3X)

He’s got the whole world in His hands.

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

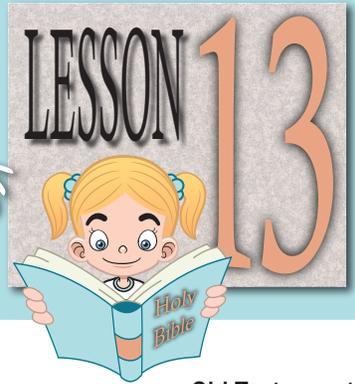
\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.





# First Skyscraper

Genesis 11: 1-9



Old Testament 1  
Part 2: Bible Firsts

## WEDNESDAY EVENING

Old Testament 1 [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:

Genesis 11:1-9; 10:8-10,32; 9:18-19; Matthew 23:12; Galatians 6:3

### MEMORY WORK:

Younger Children: "So the Lord scattered them abroad from there over the face of all the Earth" (Genesis 11:8a).

Older Children: "Humble yourselves in the sight of the Lord, and He will lift you up" (James 4:10). -or-

"So the Lord scattered them abroad from there over the face of all the Earth, and they ceased building the city" (Genesis 11:8).

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

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- ["He's Got the Whole World in His Hands"](#)

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

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- Model of Tower of Babel made out of boxes or wooden blocks
- [Map of Post-Flood World](#) (provided in map section on Web site)



- **Pictures of towers/ziggurats built by the Sumerians and Babylonians**

### PERSONAL APPLICATION:

God has given me talents and expects me to use them, but He does not want me to take all the credit and forget about Him. God must come first, and we should give God the glory, not ourselves.

### INTRODUCTION:

- Review Sunday’s lesson (see [O.T. 1 Review Questions](#) for example questions)
- [Bible Facts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)

### POINTS TO EMPHASIZE:

1. With older children, go through the following points on “Overcoming Pride” (taken from Steve Housley, Eastern Meadows church of Christ bulletin, September 10, 1995):
  - Pray—James 1:5
  - Admit sin to self; examine self on basis of God’s standards—1 John 1:8
  - Humble yourself—James 4:12
  - Obey God—1 Samuel 15
  - Be aware of how pride can hurt you, your family, and the Church—Matthew 6:1-6,16
  - Don’t use others’ shortcomings to make yourself look important—Matthew 7:1-5

### 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 lesson
- Use any games for review of books of the Bible and review of previous lessons, such as [Tic-Tac-Toe](#), spelling key words, flashcards, etc. (board provided in activity sheets)

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