The Bible Comes from God

BIBLE STORY
The Scroll That Burned

Jeremiah 36

BIBLE TRUTH
God chose people to write and protect His messages.

This lesson will help early elementary children . . .
- Know that God chose people like Jeremiah to write and protect His messages
- Feel glad that God has given His messages to all people
- Listen to and obey God’s Word

VERSE-A-MONTH
“Your word is a lamp for my feet, a light on my path”
(Psalms 119:105).

Reflect on the Word

Read Jeremiah 36. Sticks and stones may hurt our bones, but words will also hurt us. Words ARE important; the words we use and how we say them. We rarely get a message dictated directly to us from God as Jeremiah did. But words carry far more weight and impact than we may want to believe.

Children realize that words mean something. Words that we would think are silly or offhanded can have a devastating impact. They use words to hurt each other: name calling, critical remarks, and teasing. Yet a simple word of encouragement or recognition can be the decisive turn toward good.

So, didn’t King Joioiakim realize or accept the importance of God’s words on that scroll? What was he really doing when he took the shreds of paper stained with letters and tossed them into the fire?

When I was in fifth and sixth grade, I would walk to my great aunt’s house after school until my mom could pick me up. Aunt Lydia would give me the cup of orange sherbet she had saved from her Meals on Wheels. We would sit on her front porch, and as I sifted through her box of old Valentines, she would have me recite the books of the Bible, the 23rd psalm, and the Lord’s Prayer. These moments were significant not only because of the knowledge of Scripture that I acquired, but they united what I was learning about God with the memories of an aunt who loved God.

Whether spoken through the prophet Jeremiah or through my aunt, these words point over and over to the God whom we serve and the story He has made with His people. For me, my great aunt’s life is as much a part of those Bible verses as Esther, Ruth, or Josiah.

For the persistent and insistent nature of Scripture is to penetrate our whole heart and entire life. It is a means of effecting cosmic salvation. King Joioiakim was angry that his sins were being called into account by the Word of God. Joioiakim’s utter disregard for these extraordinary words was disastrous for him and for the nation. This can be a very dangerous thing.

Scripture is the dynamic story of God that transforms us even as we form the words in our mouths. The Word of God is powerful enough that not even a fire could destroy it. The precious words given to us by God deserve our attention and our protection. And you do this, remarkably, by what you do every Sunday morning. You sit down with the children in your classroom and you teach them stories from the Bible. You connect these ancient stories of God and His people with our children and their lives today.
LESSON PLANNER
Choose from these activities to support the Bible story.

$$\begin{array}{c|c|c|c|c|c|c}
\text{Attention Getters} & \text{See} & \text{Hear & Say} & \text{Sing} & \text{Do} & \text{Solve} & \text{Read & Write} \\
\hline
\text{Burnt to a Crisp} & & & & & & \\
\text{Step Up! Verse-a-Month Club} & & & & & & \\
\text{Optional Activity: Wanted!} & & & & & & \\
\hline
\text{Bible Story} & & & & & & \text{Resources, Item 1} \\
\text{Bible Story Review} & & & & & & \\
\text{Optional Activity: Rebus Story Poster} & & & & & & \text{Resources, Items 4 and 5} \\
\hline
\text{God’s Word Pyramid} & & & & & & \text{Connections, Sheet 1} \\
\text{Imagination Dictation} & & & & & & \text{Connections, Sheet 1b} \\
\text{Closing and Prayer} & & & & & & \text{Adventures; Parent Connections; Connections, Sheet 15} \\
\text{Optional Activity: Printing Press} & & & & & & \\
\end{array}$$

PRE-SESSION POPPERS

**Staples for the Classroom**

Here are a few good things to have on hand to keep kids busy while waiting for class to start.

- Etch A Sketches
- Wooly Willy
- Magna Doodle
- Audio stories
- Memory Card Game or Go Fish
- A book of mazes
- Word Searches for first and second graders

**Magnet Fun**

Show children how to magnetize one paper clip by rubbing it several times with a magnet. Then challenge them to see who can make the longest chain of paper clips by picking them up with the magnet.

**You’ll need**

- Magnets
- Paper clips
Burnt to a Crisp

Before class, Burn some toast or a marshmallow so that it is blackened. If you choose toast, you may even want to bring in a toaster and make the burnt toast in class for the full affect. Be sure to double-check with your church staff about how this may affect the smoke detectors.

In class, Break off pieces of the toast and give one to each child. Invite them to smell the toast. Ask, What does this toast smell like? Is it a good smell? Would you usually eat bread that’s burnt this badly? How did the heat in the toaster change the bread? Why would someone want to burn toast this much? (Let children respond to the questions.) Questions should direct them toward the idea that fire changes a substance and often destroys it. Use the same type of questions for the marshmallow.

TRANSITION: Say, There’s someone in our story today who is going to use fire to try and destroy God’s written Word. Let’s find out who is going to protect God’s Word.

Step Up! Verse-a-Month Club

Before class, Enlarge and make 14 copies of the footprint pattern on page 88. Write the Verse-a-Month Club Bible verse on the footprints—one word per footprint. You can either cut the footprints out or use the whole piece of paper. Laminate or cover with clear Con-Tact paper for added durability. Tape the footprints in a circle around the room.

In class, Say the Verse-a-Month Club Bible verse together as a class. Ask, How can God’s Word be a light for our paths? What do you think that means? (Let children answer.) God’s Word gives us direction for how to live our lives for Him. His Word shows us what He wants for us. Most importantly, His Word shows us who God is and that He loves us.

Have the children line up behind the first word on the Verse-a-Month Club Bible verse footprint. Give each child an opportunity to walk, skip, or hop from footprint to footprint, saying the memory verse. If there is time after the first go round, allow them to do it again. This time have them go faster. As soon as one person moves on another can start. They will all be saying different parts of the verse at the same time.

TRANSITION: Say, Our Verse-a-Month Club Bible verse says that God’s Word directs our actions and attitudes. When we read His Word we get to know God better and find help to obey Him. Someone in our story did not want to hear what God had to say. Let’s find out what this person did.

Wanted!

Before class, Find a wanted picture on the Internet to print out. Print a copy for each student. Look for examples of actual wanted posters to show to the class. Gather supplies. Ask parents to send in photos of their children or have a digital camera, photo printer, and paper available.

In class, Show the wanted picture to the children. Ask, Why are posters like this hung for people to see? What does a person do to get his or her picture on a poster like this one? (Steal, kill, etc.) This would not be a good thing. Sometimes a person is wanted because of his or her faith in Jesus. In some parts of the world there are leaders who do not allow Christianity to be taught. These leaders have Christians arrested. This is not because of a wrong thing these people have done, but because others do not agree about following Jesus.

Give each child a piece of paper and markers. Have each child make a “Wanted for Jesus” poster and put his or her picture on it.

TRANSITION: Say, Some people get in trouble for doing something wrong. Two men in our story were wanted by the king for obeying God. Let’s find
what these men did to anger the king.

**Bible Story**

Before class, Photocopy the story and glue it onto a long sheet of paper. Take note of the paragraph marked in the story for cutting out. When you read that paragraph in class, you will cut it out and burn it. Tell the rest of the story and burn it as the king did the scroll. Gather other supplies. Cover the bulletin board with paper. Punch out the bulletin board pieces from Resources, Item 1.

In class, Have children gather at a safe distance around the bucket. Say, This is a story about the importance of God’s Word. One person in the story didn’t care what God had to say. Listen to find out what these men did to anger the king.

**You’ll need**

- Resources, Item 1
- Large metal bucket
- Long roll of paper
- Copier and paper
  - Scissors
  - Glue
  - Candle
  - Matches
  - Pitcher of water

**The Scroll That Burned**

*Jeremiah 36*

Jehoiakim was king over Judah when Jeremiah received a message from God. God planned to bring disaster upon Judah and her king for their wickedness. The Lord told Jeremiah to write down every word He told him about Israel, Judah, and the other nations. So, Jeremiah called his secretary (or scribe), Baruch, to get a scroll. Baruch wrote down the words Jeremiah told him.

Then Jeremiah said to Baruch, “I am not allowed in the Lord’s Temple. You go to the Temple on the day of fasting and read the words of the Lord that you wrote down. Read to the people. Maybe they will turn from their wickedness.”

Baruch headed toward the Temple with the scroll under his arm. Several important people had already gathered. Jeremiah’s scribe knew exactly where he could be heard by everyone, so he climbed up to the small room overlooking the entrance to the New Gate. Baruch unrolled the scroll and read in a loud voice.

After Micaiah heard the words of the Lord, he hurried to give a report to the king’s secretary. He told the king’s officials about the warning Baruch read in the Temple of the Lord. Disaster would come upon Judah and her king because of their wickedness. They sent Jehudi to find Baruch and bring him back with him. Baruch came and read the scroll to the king’s officials. The officials were filled with fear when they heard what God had said.

They asked Baruch, “Did Jeremiah tell you what to write?”

“Yes,” answered Baruch.

They said, “The king must be told this terrible message. He will be angry. You and Jeremiah have to hide.”

*(After you read this paragraph, cut it out and burn it.)* They found the king sitting by the firepot keeping warm. Jehudi brought the scroll and read from it. Jehudi had read just a few lines when the king, took his knife and cut the words from the scroll. He threw them into the firepot. The smell of burning paper filled the chilly room. He commanded Jerahmeel to arrest Jeremiah and Baruch but God had hidden them.

After King Jehoiakim burned the scroll with the message from the Lord, the Lord came to Jeremiah.

The Lord said, “Take another scroll and write on it all the words on the scroll the king burned.”

More words of warning were added to a scroll. The Lord said Judah would face disaster. King Jehoiakim would be thrown outside to suffer from the terrible heat and the bitter cold. The king thought he had destroyed the word of the Lord, but Jeremiah knew that words of the Lord could not be so easily destroyed. Baruch was careful to rewrite the Lord’s message as Jeremiah told it to him—including the added punishment for the king himself. *(Burn the story as the king did the scroll.)*

An even more effective presentation can be done by using flash paper. Flash paper can be found at magic or illusion stores or online. This paper will burn immediately so practice lighting it before using it in class. Remember to check with your church staff about how lighting fire will affect the smoke detectors. You will also want a working fire extinguisher available in the room.
what he did and what happened to him. Light the candle.

After the story, Hang the cave poster on the bulletin board. Show the children the first cave painting. Read the Bible Truth to them. Ask, Do you know what is written in hieroglyphics on this cave painting? Give them a clue. Say, It was important to today’s Bible story. (Let children guess.) The answer is: Bible. Hang the cave painting on the bulletin board.

### Bible Story Review

**Before class,** Write the answers, in lemon juice, on separate pieces of paper. Put the corresponding number on each sheet to keep them straight. Practice this before doing it in class.

**In class,** Ask the questions. Have the children come up with the answer together. After they have given their answer, carefully pass the paper that corresponds with the question over the candle flame. When the paper is heated, the answer will appear.

**Questions: True or False?**

1. Jonah had a message from the Lord. **(False—Jeremiah)**
2. David wrote the words of the Lord for Jeremiah. **(False, Baruch)**
3. Baruch went to the Temple to read the scroll. **(True)**
4. The officials were happy after Baruch read the scroll to them. **(False, afraid)**
5. The king’s officials wanted to hide the scroll from the king. **(False, he must be told)**
6. God hid Baruch and Jeremiah. **(True)**
7. The king tore the scroll and burned it as it was being read. **(True)**
8. The Lord would bless King Jehoiakim. **(False, punish)**
9. The Lord’s words were destroyed forever. **(False, Baruch wrote them down again)**
10. King Jehoiakim would face a terrible punishment. **(True)**

### Rebus Story Poster

**Before class,** Separate Resources, Item 4 from items 5 and 6. Put onto a magnetic board. Punch out pieces from Item 5. Laminate or cover with clear Con-Tact paper. Put magnetic pieces on the back of each rebus piece.

**In class,** Use the rebus story poster and rebus pieces to tell the story. Fill in each blank space with the correct person or item as you tell the story. After you have told the story, the children can take turns telling it and adding pieces to the poster as a review.

Say, Today’s story is about someone who wrote God’s Word on a scroll. Something terrible happened to the scroll. Why would someone want to destroy God’s Word? Let’s find out.
God’s Word Pyramid

**Before class,** Remove Sheet 1 from the Connections’ books. Set out pencils. In class, Say, **Tell me one thing about the story.** (Give children time to share.) God gave us His Word so that we can get to know Him and to give us directions on how to live our lives. There are consequences for living in disobedience to God’s Word. In today’s story, who was going to suffer for disobedience?

Give each child Connections, Sheet 1 and a pencil. Say, **Let’s read through each sentence together.** You choose the word from the word bank that goes in the blank. For sentence 1, the word gets written on level 1, and so forth.

Imagination Dictation

**Before class,** Remove Connections, Sheet 1b from the Connections’ books if you have not already done so. In class, Say, **You get to be a scribe like Baruch. I will say the words you see on your Connections sheet four different ways.** Trace the word like it sounds to you. For example, if I say it in an angry voice, you may want to use a red pencil and trace it with jagged lines, so it looks angry. Use your imagination. Make the word look like how it sounds to you. Teacher, say the words in an angry tone, a whisper, a happy voice, and very slowly.

After the activity, say, **There were many people who wrote down the words of God. That doesn’t change anything, it is still God’s message to His people. What are some things you have learned from God’s Word?** (Let children answer.) **It is important that we respect, listen to, and obey God’s Word.**

Closing and Prayer

Give each child a Bible to hold as you say the following prayer together. Have children repeat each line after you.

*Our Father in heaven,*
Thank You for being faithful to give us Your story through the Bible. Help us to honor Your Word by obeying it. Give us courage to share Your Word with others. Amen.

Hand out Adventures, Parent Connections, and Verse-a-Month Club verse reminder from Connections, Sheet 15, for each child to take home and enjoy with family.

Printing Press

**Before class,** Gather materials. Squeeze paint into a cup and add water to dilute the consistency, but keep the color bright. In class, Give each child a piece of paper. Fold the paper in half and open it back up. Use the medicine dropper to drop paint on one side of the fold. Then fold the other side over onto the wet paint and press down. Open the page and see the design imprinted on the paper. Let it dry.

Say, **The king thought he could destroy the message Jeremiah had brought from the Lord simply by burning the scroll. The Lord gave the message to Jeremiah again. God means for His Word to be heard and obeyed. How can you share the Word of God with others?** (Let children think of ways to share God’s Word.) **Share something from God’s Word with at least one person this week.**

**Option:** After the paint dries have the children print the Verse-a-Month Club Bible memory verse on the art. Say, **You can share this artistic verse with someone that you know.** You may need to gather the papers and have students complete this optional part of the activity at the beginning of Lesson 2.