

# HOW THE BIBLE CAME TO BE

## Bible Story Reference

2 Kings 22:8–23:3

## Bible Verses

Deuteronomy 6:4-9; Joshua 1:8; Isaiah 1:8; Isaiah 40:8;  
Psalm 119:105; Hebrews 4:12; 2 Timothy 3:16-17

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# PowerXpress!® Bible Experience Stations®

## MAIN IDEA

The Bible, written by many different people over a long period of time, has been preserved and translated into many different languages so it is now available to people around the world.

## OBJECTIVES

Children will have the opportunity to

- \* learn how the Bible was passed down, written, and translated;
- \* discover the importance of knowing God's laws and trying to show God's love to others through our actions.

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MANUFACTURED IN  
THE UNITED STATES OF AMERICA

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## MAIN IDEA

The Bible, written by many different people over a long period of time, has been preserved and translated into many languages so it is now available to people around the world.

## OBJECTIVES

Children will have the opportunity to

- \* learn how the Bible was passed down, written, and translated;
- \* discover the importance of knowing God's laws and trying to show God's love to others through our actions.

## FOR ALL YOUR VOLUNTEERS

Photocopy these sections for ALL your volunteers:

- \* Main Idea; Objectives (page 3)
- \* Bible Story (page 4)
- \* Bible Background (page 4)
- \* Check Your Facts (page 4)
- \* Shepherd Tips (pages 5)

**Note:** Information for the mission activity can be found on page 7.

## BIBLE STORY

It is hard to believe that the Scriptures could have been lost to the Hebrew people. But in 2 Kings 22, we read about an event during the reign of King Josiah as he restored the Temple.

Josiah sent the priest Hilkiah to distribute money that had been collected from the people for the repairs. In doing so, Hilkiah found a copy of the Scriptures and said to Shaphan the secretary, or scribe, "I have found the book of the law in the house of the Lord." When the scribe read the words of the law to Josiah, the young king realized with great anguish that his people and their ancestors had not kept these laws. He called all the leaders together and renewed the covenant to follow God's laws. He then began a sweeping reform throughout the country to get rid of the pagan idols.

## BIBLE BACKGROUND

This unit focuses on how God has used people throughout the ages to preserve the Bible and make it available to all people.

In eras when few people could read and write, scribes were important members of society. They recorded history, wrote government edicts, and kept Scripture alive.

Jesus' disciples and other early Christians traveled to many places to tell people about Jesus and to strengthen the churches that were formed. Today, modern missionaries continue to spread God's word.

Later, Christians such as John Wycliffe, William Tyndale, and Martin Luther took great risks to make the Word of God available to people in their own language, rather than just being in the hands of the clergy.

## CHECK YOUR FACTS

- The Old Testament was written mostly in Hebrew; the New Testament was written mostly in Greek.
- The Bible was written over a long period of more than 1,000 years.
- We cannot be sure who wrote every book of the Bible.
- We have no original manuscripts but many early copies.
- The Dead Sea Scrolls (written from third century B.C. to the second century A.D.), found in Qumran, confirmed that the later copies of Scriptures had not changed significantly in over 1,000 years.
- New translations of the Bible reflect current languages spoken, just as the original books were written in the common languages of the people.

- ❑ The Bible stories were passed down by word of mouth before being written and were probably kept alive by oral tradition even after written language developed in the Middle East 5,000 years ago.
- ❑ The Old Testament, and a Greek translation of these Hebrew Scriptures, was in existence in Jesus' day.
- ❑ Parts of the Bible have been translated into more than 2,000 languages.
- ❑ Christian linguists still work to provide translations of the Bible to people who do not have it in their own "heart language" or "mother tongue."

## ABOUT THE CHILDREN

### Younger Children

Because younger children think literally, it will help to connect the story of how the Bible has been preserved with familiar things or things that can be seen, touched, and tasted.

### Older Children

Children in upper elementary grades are old enough to make connections between their own lives and those of people who lived before them. However, it is difficult for them to distinguish among periods of time, such as ancient history and more recent history.

## SHEPHERD TIPS

*(Photocopy this page for each shepherd.)*

Pray each week for the children under your care.

Model the behavior you want from the children.

Assist the station leader as needed.

Make sure the children use the tools and equipment in a safe manner.

Talk to the church school superintendent or coordinator if you have any questions or concerns about the children in your care.

Tell the children that God loves and accepts them and show the children that you do as well.

### Greet the Children

Help with nametags.

Thank the children for remembering to bring their offerings. Have the children place their offerings in the offering basket.

Take attendance. Note any children who are absent. Make plans to send absent children a note or card. Record names, addresses, and phone numbers of any children who are attending for the first time.

Read the **Talk Tips** in each of the station plans and support the station leader in helping the children explore the story.

## Staff Meeting

### Prepare

Pray for all who will be helping in some way during this unit.

Make copies of all materials each person will need to teach the unit. Make nametags in the shape of an open book or Bible for those who will attend.

Print the Bible verses that will be used during the unit on banners or posterboard and place them around the room.

### With Your Staff

#### 1. Opening Moments

Read Joshua 1:8-9: “This book of the law shall not depart out of your mouth; you shall meditate on it day and night, so that you may be careful to act in accordance with all that is written in it. For then you shall make your way prosperous, and then you shall be successful. I hereby command you: Be strong and courageous; do not be frightened or dismayed, for the LORD your God is with you wherever you go.”

**Say:** We have an awesome responsibility to teach the word of God to children, but we can be encouraged by these words God spoke to Joshua as he prepared to lead the people after Moses’ death.

Explain that this unit will allow the children to see how the Bible has been passed down for thousands of years because faithful people copied, translated, and preserved the Scriptures. They will also experience activities to help them learn that the job of translation and preservation continues today.

Pray for the children who will attend and all the workers who will help them learn.

Introduce shepherds and station leaders to the general information for all units such as Shepherd Tips, About the Children, and Greet the Children. Introduce the POWERXPRESS process to any who may be new to teaching in this way.

Call attention to the specifics for this unit: Main Idea, Objectives, Bible Story, Bible Background for Leaders, and Check Your Facts. Explain that this information is given for their own understanding, with this information so they can include appropriate parts during the lessons. Explain the use of “Talk Tips” and how they enhance the lessons.

### Resources

✱ How the Bible  
Came to Be CD  
Bible

### Supplies

CD player  
supplies needed for  
the activities of your  
choice

## 2. Activities

Give staff members an opportunity to sample activities from the stations you are using. Include activities that use a variety of intelligences to help volunteers understand that people learn in different ways. (See Stations at a Glance.)

Play music from the **How the Bible Came to Be CD** during these activities.

## 3. Reflection

Gather together for a time of reflection and review. Allow time for volunteers to ask questions about the activities or other parts of the lessons.

Close with prayer.

# Reflection Week

If space permits keep all children together. If not, divide them into appropriate groups and rotate among the following activities. Invite parents and other adults to join in the Reflection Week celebration.

### 1. Church Field Trip

If your church has stained glass windows, take the children to view them and explain the stories told in each.

If your church does not have such windows, plan to visit a church with stained glass ahead of time. Take digital pictures of their windows and load them onto a computer. Let the children take a virtual tour as you explain the meaning behind the windows.

**Ask:** Imagine that you are unable to read. What do you think it would be like to remember the Bible stories by looking at the stained glass pictures?

### 2. Art Gallery at the Cathedral

Create a display of the art created during the unit. Invite adults and children to view the display.

Have several children retell the stories associated with the art and explain how they created their own pictures.

If time permits, visitors to the “cathedral” can create similar art, with the children acting as instructors.

### Option: Mission Activity

Hold an “art sale” of the materials the children have created and donate the money to a Bible organization. Check out the following for more details:

## Supplies

Optional:  
digital camera  
computer

Wycliffe Bible Translators, *www.wycliffe.org*; P.O. Box 628200, Orlando, FL 32862; 1-800-992-5433.

American Bible Society, *www.bibles.com*; American Bible Society, 1865 Broadway, New York, NY 10023; 800-322-4253.

### 3. Stories and Games Revisited

Invite adults to the games, music, and storytelling areas to participate in activities the children did in previous weeks.

Have the children explain what they learned in each area.

### 4. Contemplation

For Older Children

**Ask:** What was the most interesting thing you learned in this unit?  
What surprised you?  
Do you think the Bible could ever be lost again like it was before Josiah became king? Why, or why not?  
How can you share Bible stories with people today?

For Younger Children

Sing some of the songs from the Music/Movement Station.

### 5. Closing

Gather all the participants and close with the following litany.

Dear God of the Ages,

**Leader:** For biblical writers who listened to you and wrote your word,

**All:** We give thanks.

**Leader:** For early church leaders who left their homes to carry your word,

**All:** We give thanks.

**Leader:** For the many scribes in ancient and later times who carefully copied every letter in every book,

**All:** We give thanks.

**Leader:** For courageous men and women who risked their lives to make the Bible available to the common people,

**All:** We give thanks.

**Leader:** For those who go around the world today to learn the heart-language of people so they can translate your word,

**All:** We give thanks.

**Leader:** Use us to deliver your message today. Amen.



# GATHERING TIME

optional but  
highly recommended

Plan for the children to form groups as they arrive. Ask the shepherds for each group to sit in the same area of the gathering place each week. Each group should have a different color flag, sign, or carpet square for identification. Ask the shepherds to visit with the children as they arrive, to make them welcome, and to remind them to stay with the group.

If you do not have a Gathering Time, review the activities suggested for these times as possibilities for additional activities in your stations.

## SETTING THE STAGE

In 2 Kings 22:8, Hilkiyah, the High Priest, said, “I have found the book of the law in the house of the LORD.” When King Josiah heard what the book of the law said and realized the people were not following God’s law, he made changes. The king and his people made a promise to God that they would follow God’s laws, which were found in the holy book.

In this unit, we will see how the Bible was written and preserved over thousands of years, from oral storytelling, to the written word, to the printed word, and now to the word in cyberspace.

Children will learn that God’s word has spread around the world to people of all nations. They will also hear about the importance of knowing what the book says, so we can live according to God’s plan.

Use books, signs, and posters to create a library atmosphere. This will help children remember that the Bible is like a library of sixty-six books.

**Note:** One website with a variety of Bible charts and other resources is Rose Publishing:  
[www.rose-publishing.com](http://www.rose-publishing.com)

## EACH WEEK

Welcome the children, take attendance, and collect the offering.

Sing one of the songs from the unit CD. Do the Gathering activity. Introduce the stations for the day. Close with prayer.

### Resources

*How the Bible Came to Us: The Story of the Book that Changed the World*, by Meryl Doney  
Bible Lands  
(Eyewitness Books)  
posters “How We Got the Bible” or “Bible Bookcase” (Rose Publishing)  
Scriptures written in other languages

### Supplies

signs, posters, and books

# Gathering Activities

Create a three-dimensional timeline on a long table, to show how the Bible has been passed down over a long period of time and how it has now traveled around the world, written in many languages. Keep the timeline table in place throughout the unit, adding new items each week. Some dates are provided, but if you have time you can find an approximate date for each artifact and write it on the timeline.

If you plan to spend less than eight weeks on this unit, you may combine weeks as needed.

## Week 1

Hold up a large Bible.

**Say:** Think about all the places where you might see a Bible: at church, at home, at your grandparents home, in bookstores and libraries.

**Ask:** How many Bibles do you have at your house?

**Say:** It has not always been so easy to have copies of the Bible. During the years since the Bible was written, rulers in some countries tried to get rid of all Bibles. Sometimes copies of the Bible were burned, and people who protected Bibles were put into prison or persecuted (mistreated).

**Ask:** Have you ever wondered how the Bible came to be? Did it just drop out of the sky, written in English so we could read it?

**Say:** No, the Bible has a long and interesting story. During the next few weeks we will learn how it came to us. We will see that it was written by many different people who loved God and wanted to share the story of God's love with others.

Place a small "bonfire" made of sticks and paper flames at the beginning of the timeline.

**Say:** Before most people could read and write, storytellers told others about the Bible stories. Parents would tell their children, and they would grow up to tell their own children. The stories were told again and again so they would not be forgotten.

One of the important Scriptures that parents remembered is in the Book of Deuteronomy.

Read Deuteronomy 6:4-7.

Close the gathering time with a prayer.

Dear God, thank you for giving your word to people so long ago and protecting it over hundreds of years so we can have it today. Help us to share the good news with others. Amen.

## Week 2

Add a replica of a clay tablet with cuneiform writing and papyrus with hieroglyphics, or use pictures showing these items. Write, "5000 years ago, Sumerian Culture, earliest known form of writing in the Middle East."

**Say:** The earliest form of writing that we know about came from Mesopotamia, present-day Iraq. It was the area where Abraham and his family first lived. We call this writing cuneiform, which means "wedge-shaped." (Hold up the replica or picture, then place it on the table timeline.)

Another early form of writing came from Egypt. We call it hieroglyphics. It is a kind of picture writing. (Hold up the papyrus with hieroglyphics and place it on the table timeline.)

Use a globe or world map to point out the area of ancient Mesopotamia, the land between the Tigris and Euphrates Rivers and Egypt. Point out that the land of Israel is located between these two areas of early great civilizations.

Close the gathering time with a prayer.

Dear God, thank you for giving your Word to people so long ago and protecting it over hundreds of years so we can have it today. Help us share the good news with others. Amen.

## Week 3

Add a replica of a scroll and quill (long white feather) to the timeline, along with pictures of the Torah scroll used in modern Jewish worship.

Have a “scribe” in biblical-type costume, carrying a scroll and a quill, talk about copying Scriptures in Jesus’ day. Use the following script as guide:

Good morning, children. I’ve come to tell you about my job as a scribe. In my day, not everyone could read and write, so it was the scribe’s job to write down whatever was needed, maybe a letter to a friend or a great edict from the government.

I was educated at the local synagogue from the time I was a young boy. I memorized great lengths of Scripture, which was common for Jewish boys. But I also learned to read and write those Scriptures.

When I got older, my writing was so good that the leaders decided I would have the great privilege of copying the ancient scrolls. Since they were made of papyrus or parchment, they wore out after many readings. We had to make sure they were copied exactly as the earlier ones, so God’s word could be saved. This was difficult and time-consuming work, but I felt honored to have a part in it.

I hope you cherish your copy of God’s word and handle it carefully, so it can be passed down to your own children some day.

Show the children the globe or world map. Tell them copies of the Bible spread from

Israel to Europe, Africa, and Asia, each copy made by hand by the many scribes who carefully copied every letter.

Close the gathering time with a prayer.

Thank you, God for the people who carefully copied your word, and thank you for giving Jesus’ followers the courage to take your word to other countries. Amen.

## Week 4

Add a picture of monks copying books in a monastery to the timeline.

Have someone wearing a medieval monk-like costume and carrying artists brushes tell briefly about copying Scriptures in the Middle Ages. Use the following script as a guide:

Life was hard during my day. There was trouble all around, and many people were sick and hungry. I was one of the fortunate ones because I was part of a monastery that served a great cathedral. People started to build this cathedral long before I was born, and work continued throughout my lifetime. I was an artist who helped create books with illustrations of great Bible stories. One of my friends was an artist who made some of the stained glass windows in the cathedral. My illustrations and the stained glass windows told Bible stories to the people who saw them, even if they couldn’t read.

Close the gathering time with a prayer.

Thank you, God for the people who carefully copied your word, and thank you for giving Jesus’ followers the courage to take your word to other countries. Amen.

## Week 5

Add printing materials, such as alphabet stamps and a card stating, “Around 1450” to the timeline.

Tell the children about Johannes Gutenberg’s first printing press using movable type. Show

## How the Bible Came to Be

them page 61 of the book *Bible Lands*. Point out that the first Bible printed on Gutenberg's press was specially created to LOOK like it had been hand written, as all previous Bibles had been done. Gutenberg invented this kind of printing because he wanted to get more Bibles into the hands of ordinary people. His press made it easier and cheaper to create copies of the Bible.

Close the gathering time with a prayer.

Thank you, God for people like Gutenberg who made it possible for every one of us to have a Bible. Amen.

## Week 6

Add a card that says "Today" to the timeline.

Show the children Bibles, or Scriptures, in many languages. Include languages that use different writing systems such as Chinese, Russian, or Persian. Explain that the Bible has now been translated into hundreds of different languages. Some groups, such as the American Bible Society and Wycliffe Bible Translators, spend many years translating the Bible so that people all around the world can have a Bible written in their own language.

Close the gathering time with a prayer.

Thank you God, for people who translate the Bible so that people all around the world can have the Scripture in their own language. Amen

## Week 7

Add a PDA (personal digital assistant), representing the Bible in cyberspace, to the table timeline.

Explain that many people have a copy of the whole Bible (maybe even several translations)

in their PDA, and can carry it wherever they go. Copies of the Bible are also available on CD-ROMs, and are even found on the Internet. You could read the entire Bible on your computer!

Have someone who has a copy of the Bible on a PDA visit the gathering time and show the children how it is done.

**Ask:** What are some other ways we tell the stories of the Bible today? (movies, CDs, video, radio, TV, books)

Close the gathering time with a prayer.

Thank you, God for all the different ways we are able to tell the stories of the Bible today. Amen

## Week 8

Place the large question mark on timeline next to the spot that indicates the future.

Review the different ways the Bible has been passed down from generation to generation.

**Ask:** How old will you be ten years from now?

**Say:** Ten years ago, almost no one would have guessed that you could read the Bible on a PDA. No one knows how we will be reading or hearing the Scriptures ten years from now. What we do know is that the Bible will still be important, and Christians all over the world will still want to know the stories of God's love.

Close the gathering time with a prayer.

Thank you, God for the people who will keep the Bible alive for us and for the people who will come after us. Amen.

Notes:

# STATIONS AT A GLANCE

Stations	Focus	Preferences	Activities
<b>Art</b> Children will learn the Bible story through art experiences.	<b>Station Focus:</b> The Bible, written by many people over a long period of time, has been preserved and translated into many different languages so it is now available to people around the world.	<b>Learning preference:</b> visual verbal logical physical	Stained Glass Window From Stained Glass to Cartoons Painting With Georges Rouault Bible Favorites Collage Scribes at Work Ghiberti's Doors
<b>Computer</b> Children will learn the Bible story through computer experiences.	<b>Station Focus:</b> The Bible, written by many people over a long period of time, has been preserved and translated into many different languages so it is now available to people around the world.	<b>Learning preference:</b> logical independent visual verbal	Charlie Church Mouse Ancient Manuscripts Word Search Studio Bongo Loves the Bible Cal and Marty
<b>Cooking</b> Children will learn the Bible story through experiences with food preparation.	<b>Station Focus:</b> The Bible, written by many people over a long period of time, has been preserved and translated into many different languages so it is now available to people around the world.	<b>Learning preference:</b> logical social verbal physical	Alphabet Noodle Soup Figs and Honey Honey Campfire Treats Crescent Roll Treasures Words Like Honey Alphabet Cookies Tangram Bible Cookies
<b>Game</b> Children will play a series of learning games.	<b>Station Focus:</b> The Bible, written by many people over a long period of time, has been preserved and translated into many different languages so it is now available to people around the world.	<b>Learning preference:</b> physical visual social verbal logical	Name That Book Picture This! Break the Code Finding Treasure Story in the Round Capture the Bible
<b>Music</b> Children will learn the Bible story through musical experiences.	<b>Station Focus:</b> The Bible, written by many people over a long period of time, has been preserved and translated into many different languages so it is now available to people around the world.	<b>Learning preference:</b> musical physical social independent	The Bible Is Its Name-o Find the Instruments Bible Books Rap The Bible's Song of the Year Award Passing the Word Along New Testament Mix-up
<b>Science</b> Children will learn the Bible story through science experiences.	<b>Station Focus:</b> The Bible, written by many people over a long period of time, has been preserved and translated into many different languages so it is now available to people around the world.	<b>Learning preference:</b> logical physical verbal visual social	Stamping Scrolls With Sponges Thinking Like a Scientist Writing on Papyrus or Parchment Scrolls in Clay Jars Writing on Wax Writing on Clay Tablets Sealed for Safe Keeping Printing/Stamping Deciphering the Scroll
<b>Storytelling</b> Children will retell the Bible story.	<b>Station Focus:</b> The Bible, written by many people over a long period of time, has been preserved and translated into many different languages so it is now available to people around the world.	<b>Learning preference:</b> verbal visual social	Story Chain The Longest Poem Bible Hide and Seek Tell me That Story Again Around the Bible in 60 Seconds Too Young for Yiddish
<b>Video</b> Children will hear and see the Bible story.	<b>Station Focus:</b> The Bible, written by many people over a long period of time, has been preserved and translated into many different languages so it is now available to people around the world.	<b>Learning preference:</b> visual verbal social independent	John Wycliffe: The Morning Star Discovering the Bible Jesus the Storyteller God's Story: From Creation to Eternity Video Production Puppet Play: Taking the Bible to the People Select Your Own Video

Resources	Plan Ahead Supplies		
<p>Bibles                      art prints of Georges Rouault's work                      or art books showing pictures of                      Rouault's work                      pictures of stained glass windows                      calligraphy samples from books                      photos of early manuscripts of the                      Bible                      optional: <i>The Lion Graphic Bible</i>,                      by Jeff Anderson and Mike Maddox</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> posters (see station)</li> <li><input type="checkbox"/> colored cellophane</li> <li><input type="checkbox"/> construction paper</li> <li><input type="checkbox"/> plexiglass</li> <li><input type="checkbox"/> drill</li> <li><input type="checkbox"/> wire</li> <li><input type="checkbox"/> fabric paint in squeeze bottles</li> <li><input type="checkbox"/> colored tissue paper</li> <li><input type="checkbox"/> glue and glue brushes</li> <li><input type="checkbox"/> containers for glue</li> <li><input type="checkbox"/> tape</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> cardstock</li> <li><input type="checkbox"/> calligraphy pens</li> <li><input type="checkbox"/> paper towel</li> <li><input type="checkbox"/> markers (see station)</li> <li><input type="checkbox"/> styrofoam plates</li> <li><input type="checkbox"/> plastic knives</li> <li><input type="checkbox"/> water-based paint (see station)</li> <li><input type="checkbox"/> sponges or brayers</li> <li><input type="checkbox"/> paint brushes and paint smocks</li> <li><input type="checkbox"/> newsprint or newspaper</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> cereal boxes</li> <li><input type="checkbox"/> found objects (see station)</li> <li><input type="checkbox"/> magazines</li> <li><input type="checkbox"/> parchment paper</li> <li><input type="checkbox"/> gold and silver paint pens</li> <li><input type="checkbox"/> canvas</li> <li><input type="checkbox"/> hot glue gun and glue</li> <li><input type="checkbox"/> heavy duty aluminum foil</li> <li><input type="checkbox"/> wooden chopsticks</li> <li><input type="checkbox"/> shoe polish in various colors</li> <li><input type="checkbox"/> ribbon</li> </ul>
<p>Bibles  <i>Charlie Church Mouse Bible Adventures</i>  <i>Early Elementary</i> CD-ROM  <i>SFW Crosswords and Word Search</i>                      CD-ROMs  <i>Bongo Loves the Bible</i> CD-ROM  <i>Cal and Marty's Scripture Memory</i>                      Game CD-ROM</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> computer</li> <li><input type="checkbox"/> printer</li> <li><input type="checkbox"/> paper</li> <li><input type="checkbox"/> pencils</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> butcher paper</li> <li><input type="checkbox"/> paint/markers</li> <li><input type="checkbox"/> Internet access</li> </ul>	
<p>Bibles</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ingredients (see station)</li> <li><input type="checkbox"/> cardstock</li> <li><input type="checkbox"/> markers</li> <li><input type="checkbox"/> wooden table</li> <li><input type="checkbox"/> small handcrafted rugs</li> <li><input type="checkbox"/> tan bed sheet</li> <li><input type="checkbox"/> paints and paint brushes</li> <li><input type="checkbox"/> oil lamp</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> natural material baskets</li> <li><input type="checkbox"/> clay pots</li> <li><input type="checkbox"/> jars</li> <li><input type="checkbox"/> cooking pot</li> <li><input type="checkbox"/> bowls and spoons</li> <li><input type="checkbox"/> plastic utensils</li> <li><input type="checkbox"/> paper plates</li> <li><input type="checkbox"/> sandwich bags</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> measuring cups and spoons</li> <li><input type="checkbox"/> mixing bowl</li> <li><input type="checkbox"/> waxed paper</li> <li><input type="checkbox"/> cookie sheet</li> <li><input type="checkbox"/> rolling pins</li> <li><input type="checkbox"/> narrow ribbon</li> <li><input type="checkbox"/> alphabet cookie cutters</li> <li><input type="checkbox"/> edible markers</li> </ul>
<p>Bibles</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> brown and green craft paper</li> <li><input type="checkbox"/> bench</li> <li><input type="checkbox"/> beach ball</li> <li><input type="checkbox"/> pencils and markers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> samples of ancient writing (see station)</li> <li><input type="checkbox"/> newsprint/markers</li> <li><input type="checkbox"/> small treats</li> <li><input type="checkbox"/> sealable plastic bags</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> masking tape</li> <li><input type="checkbox"/> cereal box</li> <li><input type="checkbox"/> construction paper (see station)</li> <li><input type="checkbox"/> index cards</li> </ul>
<p><b>How the Bible Came to Be CD</b>  <b>How the Bible Came to Be sheet music</b>  <b>How the Bible Came to Be lyrics</b>                      Bibles</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> CD player</li> <li><input type="checkbox"/> assorted musical instruments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> paper</li> <li><input type="checkbox"/> markers</li> <li><input type="checkbox"/> microphones</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> tagboard</li> <li><input type="checkbox"/> large headphones</li> </ul>
<p>Bibles  <i>How We Got the Bible</i> (wall chart)  <i>How the Bible Came to Us: The Story of the Book That Changed the World</i>,                      by Meryl Doney</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> brown paper bags</li> <li><input type="checkbox"/> markers (see station)</li> <li><input type="checkbox"/> candle/matches</li> <li><input type="checkbox"/> jute twine (see station)</li> <li><input type="checkbox"/> thin kitchen sponges</li> <li><input type="checkbox"/> string</li> <li><input type="checkbox"/> paint (see station)</li> <li><input type="checkbox"/> paper plates</li> <li><input type="checkbox"/> common objects (see station)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> paper/pencils</li> <li><input type="checkbox"/> parchment or papyrus writing paper</li> <li><input type="checkbox"/> modeling clay</li> <li><input type="checkbox"/> waxed paper</li> <li><input type="checkbox"/> plastic utensils</li> <li><input type="checkbox"/> black construction paper</li> <li><input type="checkbox"/> tape</li> <li><input type="checkbox"/> newspaper</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Greek and Hebrew alphabet sheets</li> <li><input type="checkbox"/> rolling pins</li> <li><input type="checkbox"/> pictures of bulla</li> <li><input type="checkbox"/> toothpicks</li> <li><input type="checkbox"/> alphabet/number stamps</li> <li><input type="checkbox"/> Hebrew alphabet stamps</li> <li><input type="checkbox"/> water-based ink pads</li> </ul>
<p>Bibles  <i>Too Young for Yiddish</i>, by Richard Michelson</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> logs</li> <li><input type="checkbox"/> cellophane (see station)</li> <li><input type="checkbox"/> large rock</li> <li><input type="checkbox"/> decorations (see station)</li> <li><input type="checkbox"/> Bible-times costume</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> small rocks (see station)</li> <li><input type="checkbox"/> plain paper</li> <li><input type="checkbox"/> markers and pens</li> <li><input type="checkbox"/> basket</li> <li><input type="checkbox"/> construction paper</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> stapler</li> <li><input type="checkbox"/> tray</li> <li><input type="checkbox"/> tape</li> <li><input type="checkbox"/> chalkboard/chalk</li> <li><input type="checkbox"/> simple props (see station)</li> </ul>
<p>Bible  <i>John Wycliffe: The Morning Star</i>                      DVD  <i>Discovering the Bible</i> DVD  <i>Jesus for Kids</i> DVD  <i>God's Story: From Creation to Eternity</i> videocassette or DVD</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> DVD player</li> <li><input type="checkbox"/> optional: VCR</li> <li><input type="checkbox"/> optional: TV</li> <li><input type="checkbox"/> video camera and any other necessary equipment such as memory cards</li> <li><input type="checkbox"/> director's chair</li> <li><input type="checkbox"/> megaphone</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> popcorn/drinks</li> <li><input type="checkbox"/> paper</li> <li><input type="checkbox"/> paint/markers</li> <li><input type="checkbox"/> pencils</li> <li><input type="checkbox"/> computer with Internet access</li> <li><input type="checkbox"/> projector for computer</li> <li><input type="checkbox"/> wide felt-tip marker</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> cardstock</li> <li><input type="checkbox"/> white sports socks or plain lunch sacks</li> <li><input type="checkbox"/> yarn</li> <li><input type="checkbox"/> construction paper</li> <li><input type="checkbox"/> felt scraps</li> <li><input type="checkbox"/> glue</li> <li><input type="checkbox"/> puppet theater or large box</li> </ul>

# RESOURCES

These resources  
may be ordered through  
**Cokesbury (800-672-1789)**  
and other Christian bookstores  
or online through  
**www.cokesbury.com**  
(unless noted otherwise).

## Storytelling Resources

- ❑ 9780881061185 **Too Young for Yiddish**  
by Richard Michelson. Charlesbridge  
Publishing, 2002. \$15.95
- ❑ **The Lion Graphic Bible** by Jeff Anderson  
and Mike Maddox. Lion Publishing  
Corporation, 2006. (Optional: available from  
public libraries.)
- ❑ 9789901982806 **How We Got the Bible**  
(wall chart), Rose Publishing Inc. \$13.99
- ❑ 9780745920986 **How the Bible Came to  
Us: The Story of the Book That Changed  
the World** by Meryl Doney. Lion Children's  
Books, 1997. \$10.99

## Music Resources

- ❑ **How the Bible Came to Be music.**  
(Compact disc, 843504024659, \$10.50.)
- ❑ **How the Bible Came to Be sheet music**
- ❑ **How the Bible Came to Be lyrics**

## Computer Resources

- ❑ 9780971475311 **Charlie Church Mouse  
Bible Adventures: Early Elementary**  
CD-ROM, \$22.00
- ❑ X513909 **SFW Crosswords and Word  
Search** CD-ROMs (set contains **Word Search  
Studio: Bible Edition**). \$28.00
- ❑ X516035 **Bongo Loves the Bible** CD-ROM.  
\$25.00

- ❑ X513076 **Cal and Marty's Scripture  
Memory Game** (CD-ROM). \$25.00

## Video Resources

- ❑ 9781563648083 **John Wycliffe: The  
Morning Star** (DVD), Vision Video. \$19.99
- ❑ 0727985007717 **Discovering the Bible**  
(DVD), Vision Video. \$49.99
- ❑ 9781563648595 **Jesus for Kids** (DVD),  
Vision Video. \$9.99
- ❑ **God's Story: From Creation to Eternity**  
(DVD or VHS), Gospel Communications.  
\$19.99 (This video is available for viewing  
online at [hristiananswers.net/godstory/  
home.html](http://hristiananswers.net/godstory/home.html).)

*Resources are constantly changing  
and going out of print. Websites are also  
constantly changing. Although all websites  
were checked at the time this unit was  
developed, you should double-check each  
site to verify that it is still live  
and that it is still appropriate for children  
before using it in an activity.*

Go to **www.powerxpress.com** for  
any updated information and  
alternative activities.

*Prices subject to change without notice.*