

AMO[®]
TEACHER GUIDE
AND RESOURCES

GENESIS
UNIT 1

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AND RESOURCES
GENESIS UNIT 1

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- God's Principle of Individuality
Power Point
- Graphic Organizers
- Bookmark
- Vocabulary Cards
- Memory Verse Cards
- Parent Prayer and Blessing Cards

Genesis Unit 1

Reading for Reasoning Overview

Lesson	Reading	Principle	Vocabulary	Memory Verse	Record
1	Teacher: Genesis Overview Student: Genesis 1:26, 27; 2:7-12 (NIV)	The living God, the Creator of the universe, is without beginning or end.	beginning	In the beginning God created the heavens and the earth. Genesis 1:1	Genesis 1 title page Book of Genesis Overview graphic organizer
2	Genesis 1:1-5; Proverbs 8:22-30	Eternal, Almighty God created the universe, which is composed of time, space, and matter.	create		Book of Genesis Overview graphic organizer
3	Genesis 1:6-8; Job 38:4-11; Isaiah 40:12, 21, 22	God created Earth with an expanse suitable for man to dwell.	expanse	O Lord, our Lord, how majestic is Thy name in all the earth, who have displayed Thy splendor above the heavens! Psalm 8:1	Days of Creation graphic organizer
4	Genesis 1:9-13; Psalm 104:5-14	God created everything in the universe complete and fully functional from its beginning.	complete		Days of Creation graphic organizer
5	Genesis 1:14-19; Psalm 136:3-9; Job 38:19, 20; Isaiah 40:26	God provided light-bearers to govern day and night and signal time and seasons.	govern	From the mouth of infants and nursing babes Thou hast established strength, because of Thine adversaries, to make the enemy and the revengeful cease. Psalm 8:2	Days of Creation graphic organizer
6	Genesis 1:20-23; Psalm 104:24-30	God created all living creatures to reproduce after their own kind, and He blessed them.	reproduce		Days of Creation graphic organizer

Lesson	Reading	Principle	Vocabulary	Memory Verse	Record
7	Genesis 1:24-27; Psalm 139:13-18	God created man in His image, which bestowed dignity, worth, and immortality upon him.	bestow	When I consider Thy heavens, the work of Thy fingers, the moon and the stars, which Thou hast ordained. Psalm 8:3	Days of Creation graphic organizer
8	Genesis 1:28-31; Psalm 8:3-9	God prepared the Earth for man's dwelling and commissioned man to subdue and steward His wondrous works.	steward		Creation Parallel Summary graphic organizer
9	Genesis 2:1-4a; Exodus 20:8-11; Psalm 23:1-3	God's cycle of work and sabbath rest is an integral part of His design for man's health and well-being.	rest	What is man that Thou dost take thought of him, and the son of man that Thou dost care for him? Psalm 8:4	Days of Creation graphic organizer
10	Genesis 2:4b-14 Revelation 22:1-5	It was only into man that God directly breathed in His breath of life, which energized man's soul.	energize		Profile of Humankind graphic organizer
11	Genesis 2:15-25	God established marriage as a lifelong relationship between one man and one woman.	marriage	Yet Thou hast made him a little lower than God, and dost crown him with glory and majesty! Psalm 8:5	Profile of Humankind graphic organizer
12	Student: Genesis 3:1-6; 1 John 2:15-17 Teacher: Luke 4:1-13	God endowed man, a free moral being, with the capacity to love or reject God and to be self-governing.	moral		Profile of Humankind graphic organizer

Genesis Unit 1

Reading for Reasoning Overview

(continued)

Lesson	Reading	Principle	Vocabulary	Memory Verse	Record
13	Student: Ezekiel 28:11-19; Isaiah 14:12-15 Teacher: Revelation 12:3-9; 20:1-10	Man's adversary, the devil, plots and schemes, seeking someone to tempt and deceive.	deceive	Thou dost make him to rule over the works of Thy hands; Thou hast put all things under his feet, Psalm 8:6	Profile of the Serpent graphic organizer
14	Genesis 3:6-16	The wages of sin is death.	death		Profile of the Serpent graphic organizer
15	Genesis 3:17-24; Revelation 22:12-17	Without the shedding of blood, there is no atonement for man's sin.	atonement	All sheep and oxen, and also the beasts of the field, the birds of the heavens and the fish of the sea, Psalm 8:7, 8a	Profile of Humankind graphic organizer
16	Genesis 4:1-13	An individual's conduct is determined by his heart attitude.	conduct		Profile of Humankind graphic organizer
17	Genesis 4:14-26	The family is God's building block of human civilization.	family	Whatever passes through the paths of the seas. O Lord, our Lord, how majestic is Thy name in all the earth! Psalm 8:8b, 9	First Family Tree graphic organizer
18	Student: Genesis 5:1, 5-13 Teacher: Romans 1:18-25	God sees the intent of man's imagination, whether it is good or evil.	imagination		Profile of Humankind graphic organizer

Lesson	Reading	Principle	Vocabulary	Memory Verse	Record
19	Student: Genesis 6:14-7:7 Teacher: Genesis 7:11-24	God's grace protects those who believe His promises and walk with Him by faith.	grace	Now faith is the assurance of things hoped for, the evidence of things not seen. For by it the men of old gained approval. Hebrews 11:1, 2	First Family Tree graphic organizer
20	Student: Genesis 7:17-8:3 Teacher: Genesis 8:4-14	Those who do not conform to the world's way of thinking, but whose minds are renewed, are transformed by God.	renew		Profile of One Who Walks with God graphic organizer
21	Genesis 8:5-9:3	True praise and worship come from the heart and are expressed by faith as an offering of sacrifice to the Lord.	offering	By faith we understand that the worlds were prepared by the word of God, so that what is seen was not made out of things which are visible. Hebrews 11:3	Profile of One Who Walks with God graphic organizer
22	Genesis 9:5-19	Civil government was instituted by God to protect the life, liberty, and property of all individuals and to punish evildoers.	institute		Spheres of Government graphic organizer
23	Teacher: Genesis 9:18-10:2, 5-6, 20-21, 32 Student: Acts 17:22-29	God made from one man every family, tribe, and nation on Earth.	nation	And without faith it is impossible to please Him, for he who comes to God must believe that He is, and that He is a rewarder of those who seek Him. Hebrews 11:6	Book of Genesis Overview graphic organizer
24	Student: Genesis 11:1-9 Teacher: Revelation 22:1-5, 12, 13	God is sovereign over the affairs of individuals and nations for His eternal plan and gospel purpose.	sovereign		Book of Genesis Overview graphic organizer

Genesis Unit 1

Treasure Chest of Words

Words are the keys that unlock the treasure chest of ideas!



Words are the building blocks of ideas. Man cannot think without words. As Christians, we need a noble and biblical vocabulary that will guide our reasoning and decision-making, as well as our ability to communicate in the marketplace and persuade others with our words of faith, just as Jesus and the apostle Paul did in the first century. Words are spirit, Jesus said (John 6:63). Words have the power to create or destroy (Proverbs 18:21). Through the study of the Word of God, a child's vocabulary is greatly enhanced as you, the teacher or reader, meditate on the language and begin using the words to create new realities (Numbers 14:28).

Following are the Key Student Vocabulary Words from the reading lessons of Genesis Unit 1. Definitions are taken from many dictionaries. They are to be used in the curriculum by pinning the Key Word, that you have printed for each lesson, onto the Treasure Chest Bulletin Board. Leave all the words out on the bulletin board until the next lesson—the Bible reading word, the literature word, and the Christian history word. We have printed ours on cardstock, but plain paper works just as well. Use these words throughout the weeks as you speak to the children. Help build the children's thinking and reasoning skills by asking them to include these words in their conversation and as they answer questions.

Words to Treasure

"Good words are worth much and cost little."
~George Herbert

potential
noun
Anything that may be possible; the inborn capacity for coming into being.

literature
noun
Learning.
The expression of life in words of truth and beauty.

liberty
noun
Freedom from restraint or control in mind or body.

The graphic shows a treasure chest on the left with coins spilling out. Three words are pinned to a bulletin board on the right: potential, literature, and liberty. Each word is in a box with its part of speech and definition.

Words to Treasure

1. **beginning** (n.) That which is first; the first cause or origin of that which never before existed.
2. **create** (v.) To bring into being from nothing; to cause to exist.
3. **expanse** (n.) The sky; the atmosphere.
4. **complete** (adj.) Having no deficiency; perfect.
5. **govern** (v.) To direct, control, regulate, or restrain; to bring into conformity with laws or principles.
6. **reproduce** (v.) To generate offspring.
7. **bestow** (v.) To give valuable property or an important right or honor to another.
8. **steward** (v.) To carefully and wisely manage the property and affairs of another person.
9. **rest** (n.) 1) Freedom from work, toil, strain, or activity in order to recover strength. 2) Freedom from anxiety or disturbance.
10. **energize** (v.) To give energy; to activate a flow of power.
11. **marriage** (n.) The act of uniting a man and a woman for life.
12. **moral** (adj.) Relating to principles of right and wrong behavior.
13. **deceive** (v.) To cause to believe what is false or to disbelieve what is true; to lead into error; to cheat; to delude.
14. **death** (n.) 1) Cessation of physical life. 2) Separation from God, who is life.
15. **atonement** (n.) Amends made for sin by which man is reconciled to God.
16. **conduct** (n.) Personal behavior and manners; a course of actions, either good or bad.
17. **family** (n.) The collective body of a father, a mother, and their children, through which they are nurtured and supported and God is glorified.
18. **imagination** (n.) The God-given capacity or power within man's soul to form images.
19. **grace** (n.) 1) The free, unmerited love and favor of God. 2) The application of Jesus Christ's righteousness to the sinner.
20. **renew** (v.) To make new; to change from opposing God to loving Him and His Word.
21. **offering** (n.) That gift or presentation by which a person draws near to God.
22. **institute** (v.) To found; to set in operation and establish in principles.
23. **nation** (n.) A body of people united culturally, politically, and geographically.
24. **sovereign** (n.) A supreme ruler; one who possesses the highest authority.

Using the Binder

Overview

The notebook approach,¹ developed by Rosalie Slater co-founder of the Foundation for American Christian Education, employs the four natural or biblical steps of learning: *research, reason, relate* and *record*. This is an old method of reflective study, one used by many of the world's greatest thinkers and writers throughout history. It is as old as God instructing Moses to "write in a book what He was saying to him and rehearse it in the ears of Joshua." (Exodus 17:14) God has always placed great value on the written word and written records, of which there are hundreds of references in the Bible.

The notebook approach is both a biblical tool for teaching and learning, as well as a method for guiding reflection and reasoning with truth. It introduces the teacher and student to the study of the subject through the nature and character of God as the author of that subject, and it lays the foundation for thinking and reasoning with the life and truth of God's Word. It opens the subject through its vocabulary and biblical principles and enlightens the pathway of thinking and reasoning to guide the student toward mastery of the subject. The notebook approach cultivates strong writers, Christian scholarship and character, and a permanent record of learning for teachers, students and parents to evaluate and reference over and over again. The student produces his own "book of remembrance." (Malachi 3:16) Over time, this method liberates the student to become an independent learner who is able to take responsibility for his own education and give an account.

In the AMO® Program, both teacher and students need a ringed binder with four dividers marked:

1. Literature
2. History

3. Reading
4. The Arts

A title page is made and filed in the front of the binder, and a title page is made for each component.

Instructions for how to use the Lesson Plan Format follow. They will enable both teacher and student to derive the greatest benefit of the notebook method.

Objectives

1. Introduce the notebook approach and the four steps of natural learning for a permanent record of study in the AMO® Program.
2. Develop the lifelong habits of personal study, reflection, recording principles and reasoning in both teacher and children.
3. Build Christian imaginations and consecrated minds for fresh vision, renewed thinking, and biblical reasoning.

AMO's Lesson Plan Components

The top portion of the Lesson Plan contains the following:




1. **Time:** This component indicates the length of time for the lesson. It is based on AMO®'s weekly schedule. You can alter this to suit your program.
2. **Reading:** This component relates the reading assignment. In the history and literature components, the teacher reads aloud. In literature, the whole classic is read aloud to the children. Do not let them read it. The teacher should read with animation and know the vocabulary before reading the classic. In the Bible Reading lessons, the children read aloud.
3. **Review:** All good lessons begin by reviewing the principle and the main idea or theme of the last lesson. Ask the children if they can remember the principle from the last lesson. If no one

¹ Slater, R. (1965). *Teaching and learning America's Christian history: The principle approach*. San Francisco, CA: Foundation for American Christian Education.




can remember, ask them to turn in their binders to the record of the last lesson or point to the Key Vocabulary Word for that lesson located on the bulletin board to help them recall.



4. **Goal of the Lesson:** This is the primary target of the lesson and what the children should understand at its conclusion. The student vocabulary word, the principle and Scripture, as well as the reasoning questions are all directed toward the goal of the lesson.
5. **Principle:** Each lesson is governed and guided by a biblical principle, which lays truth as the foundation and provides structure for teaching the whole lesson. This is antithetical to most teaching methods, which either require children to memorize information and parrot back the “right” answer or “entertain” them.
6. **Scripture:** Each principle is undergirded with a biblical reference. The Word of God is alive. (Hebrews 4:12) It not only produces life in the teacher’s spirit and in the lesson plan, but it illumines and guides the children’s thinking, reasoning, and application of the principle to their own lives.

The remainder of the Lesson Plan is divided into two columns. The left column is for edifying the teacher and the right column is for engaging the students.

1.  **Teacher Vocabulary:** Difficult words and key words are defined biblically for the teacher’s enlightenment and for use with older students and adult literacy programs.
2.  **Preparation to Teach:** These are the instructions for preparation as well as the tools and supplies teachers must gather before entering the classroom to teach.
3.  **Teaching Plan:** This is the subject content of the lesson to build the teacher’s confidence. Generally, everything he or she needs for teaching the lesson is provided and should be reviewed before teaching the lesson. It contains all the elements that he or she will need to teach the lesson to the children. **NOTE: Background information and often a great deal of content for the TEACHER’S EDIFICATION are provided. The teacher is NOT to read all of this material to the children.** It is there to provide information and enrichment to the teacher, as he or she

works with the principle and the reasoning with the children.

4.  **Key Vocabulary Word:** Every lesson has a student vocabulary word that relates to the principle and the goal of the lesson. This word, which is printed on card stock and pinned to the “Treasury of Words” bulletin board each day, should be emphasized in each lesson. Use this word in your teaching and encourage the children to learn its meaning and use it in their conversation. Remove the vocabulary card from the board in the next class period and store in the Treasure Chest and pin up the new word from the lesson. Many teachers print out a copy of each word and have the children file in their binders. If you are using this in an academic setting, you can have the students put a divider in their binders marked “Vocab” and they can copy the word and the definition into their binders. They can be tested on the vocabulary definitions and are certainly encouraged to use these words in their writing and in their verbal communication.
5.  **Reason Questions:** Reason questions are provided to guide biblical reasoning and oral discussions and to help children relate the principle or theme of the lesson to their own lives. In an academic setting, this can be assigned as written class work or as homework.
6.  **Notebook Record:** Everything the children copy onto their graphic organizers is found in the lesson plan. The teacher writes these phrases on the chalkboard, and the children copy them onto their graphic organizers. In literature the graphic organizers are based on the settings, characterizations and themes in the classic. The phrases are the author’s words, which is why they have quotation marks around them. In other subjects, the notebook record contains the essence of the lesson so the children have a permanent record of what they are learning. For the academic setting, older children can find additional phrases to write on these graphic organizers. These phrases are helpful when assigning composition work. Have the children open their binders to the appropriate graphic organizer so they can use the phrases and vocabulary words to inspire and guide their descriptive or expository writing.

7.  **Oral Work:** This is a summary of the lesson that was taught to the children, that the teacher says and the students repeat out loud before the close of the lesson. It reinforces the principle that undergirds the lesson.
8.  **Memory Verse:** There is one Scripture verse for the children to memorize every two lessons. Post the Memory Verse Card on the bulletin board and drill the verse with the children throughout the day. Keep a record of their ability to memorize each verse and acknowledge and reward those who do a good job at the end of the lessons.

Other components that accompany the Lesson Plan:

1. **Graphic Organizers:** These are designed to organize and limit the amount of writing children must do in an after school, Sunday school or literacy program. Some children are illiterate and unable to write. These children will still have a record of learning with the coloring pages provided. All the children will build their language skills. If you are using this program in an academic setting, you can assign more note taking by writing the content being taught on the chalkboard and having your students copy into their binders.

Graphic organizers for the literature units are designed to record these literary elements:

Characterizations: Four or five of the main characters in the classic are chosen to study in depth. They soon learn that God looks at the internal man (1 Samuel 16:7) and that the internal is causal, it gives rise to the external. *As a man thinks within himself, so he is (Proverbs 23:7).* This helps children examine their own character.

- **Internal:** Record the internal qualities of the heart, mind, soul, attitudes, will, and spirit **using the words of the author.**

- **External:** Record the physical features of the literary character **using the words of the author.**

Setting: The main setting(s) of each classic has been chosen, and if actual geographic settings are in the classic, such as the Swiss Alps and Frankfurt, Germany settings found in *Heidi*, the children complete map work and study the culture of the settings.

Theme: This is the message the author conveys. Each classic is different. *Heidi* has many themes.

2. **Vocabulary Card:** The Key Vocabulary Word, which is defined Biblically, is printed on this card and pinned onto the “Treasury of Words” bulletin board where it remains until the next lesson. All cards are stored in the Treasure Chest of Words, so the children will soon learn that words provide a treasury of wisdom and understanding.
3. **Coloring Pages:** Beautiful coloring pages have been created by talented illustrators for the delight and enrichment of the children. Have the children use colored pencils to color them. Pencils produce beautiful pages for the children to cherish. Many children are visual learners, so they will glean many details of the story from the coloring pages. These become part of their permanent record and are filed in their binders.
4. **Memory Verse Cards:** This card holds the weekly Bible verse from the Bible Reading lesson to be memorized by the children. It is printed and pinned onto the “Treasury of Words” bulletin board.
5. **Parent Prayer and Blessing Cards:** These cards are part of the Bible Reading lesson plans. One set is printed weekly for each child to take home to his parents so they can pray and bless their children every day.

Suggested Assignments for the Academic Setting

1. Write introductory facts and inspiring information from the lesson plans on the chalkboard and have the students copy into their binders on a sheet of paper labeled "Introduction" for each component studied. (i.e.: historic and literary background of the book being studied; author of the book; literary background, genre, and elements of the classic being studied; timeline of key events, key individuals, and key documents in the Christian history units; etc.)
2. Have students create a divider labeled "Vocabulary" and insert in their AMO® binders for each component studied. On a sheet of notebook paper, have them copy the daily "Key Vocabulary Word" and its definition. After they have copied the word, have them write a sentence using the new vocabulary word.

Hold students responsible for the correct spelling of the word, its definition, and the ability to use the word accurately in a sentence on quizzes and on the final examination.
3. Have students create a divider labeled "Principles" and insert in their AMO® binders for each component studied. Have them write out the daily principle and then write a paraphrase as classroom work or as homework. Ask them to apply the principle to their own lives, as well. Be certain to read each one and make comments.
4. Have students create a divider labeled "Memory Verses" in the AMO® Bible reading component and insert in their AMO® binders. On a sheet of notebook paper, have them copy the weekly memory verse. Ask them to paraphrase it and apply its truth to their own lives.
5. Have students create a divider labeled "Reason and Relate" and insert in their AMO® binders for each component studied. Write the "Reason Questions" found on the lesson plan (and any you would like to add) on the chalkboard. Have students copy the questions onto a sheet of notebook paper and write out their answers in complete sentences either during class or for homework. Correct, grade, and return them to the students to be filed in their binders. Discuss some of the inspired answers.
6. Create writing assignments from the literary phrases and information the students record on their graphic organizers, such as:

Write two paragraphs that describe the Swiss Alps. Use as many of Johanna Spyri's beautiful phrases as possible. You may use your notes from class.

Contrast life in the Swiss mountains with life in the German city, Frankfurt.

Describe the individuality of Switzerland.

Compare and contrast the internal and external characters of Heidi and Peter.
7. Prepare students for all final examinations by seeing that their binders are complete and in order and by reviewing the principles, historic events and individuals, and literary elements of the classic. Take class time to do this collectively.
8. After the final examination, collect and grade each student's binder, and average his binder grade with his other academic assignments. The binder grade reflects the student's character, not his academic achievement.
9. Sample Heidi Final Exam (3rd grade and above/ age 8+): Be certain to write in complete sentences.

Why is the Bible the highest model of language and literature?

Who was the author of Heidi? Write two sentences that describe her individuality.

Write the definition for each of these vocabulary words:

literature	friendship
conscience	providence
individuality	virtue
prudence	principle
repentant	reason (v.)

Label the map of Switzerland using the names found on the legend.

Write a descriptive paragraph about life in the Swiss Alps in the late 1800s. Tell why you would or would not have wanted to live there.

Compare and contrast the internal and external characters of Heidi and Peter.

What were Heidi's most distinctive character qualities? Why did everyone like her? How did Heidi overcome life as an orphan?

Why did the author describe Uncle Alm as the "Prodigal Son?" Tell what happened to him in the story.

Paraphrase this principle from chapter 10: "Being able to read brings great liberty to one's life."

Extra credit: Sketch your favorite scene from the classic Heidi in the space provided.

10. Sample Proverbs Final Exam (3rd grade and above/age 8+):

Using complete sentences, describe four attributes of God's Word, the Bible.

Write the definition for each of these vocabulary words:

gospel	integrity
proverb	honor
discern	character
wisdom	diligent
folly	leader

Who wrote the Book of Proverbs? Tell why this book is so important for a young person to meditate upon.

Contrast the wise child and the foolish child in the following areas of daily life:

- Listening
- The words of one's mouth
- Making friends
- Making decisions
- Work habits

List three qualities of a godly leader.

List three qualities of a godly woman.

Paraphrase the following principle, "The conduct of a young child builds the man or woman."

Extra credit: Write out two of your favorite memory verses from the Book of Proverbs.

As teachers work with our AMO® lesson plans, you will be inspired to create your own reflective writing assignments. **Remember, handling the noble vocabulary of the subject, reasoning with the principles, and daily writing assignments produce mastery of the subject.** The sooner children are taught the rudiments of composition (which should begin in kindergarten/first grade), they should be writing in every subject every day by the third grade.

Remember: You cannot ask children to write a descriptive paragraph if you haven't taught your students the rudiments of writing a descriptive paragraph. The same principle goes with comparing and contrasting two items or characters. The teacher has to teach the rudiments of all the various forms of composition and then have students practice, practice, practice. Writing is not a gift from God that some are blessed to have and others are not blessed. Writing is a skill best learned as a young child in order to form lifelong manners and habits of excellence in Christian scholarship. This produces Christian thinkers and leaders in every field of endeavor. By employing the notebook method, teachers will eventually become confident to develop and write their own curriculum. This method produces writers and Christian thinkers among teachers, as well.

For additional help, email info@amoprogram.com.



**BIBLE READING FOR
REASONING LESSON PLANS**

Thy Word is a lamp unto my feet

And a light unto my path.

~ PSALM 119:105 ~

Overview of the Book of Genesis

The Book of Genesis

Genesis is the first book of the Bible. Genesis, a Greek word meaning “origin or beginning,” is a unique work and lays the foundation for understanding the remainder of the Holy Scriptures. It is part of the greater work that Moses wrote called the Pentateuch or Torah, which is comprised of the first five books of the Old Testament. They are often referred to as “the Law.” Torah means “instruction” in Hebrew, and these books contain God’s instructions and commandments for His people. They were originally written as a single, unbroken scroll. Sometime before the second century B.C. the scroll was divided into the five books that we have today: Genesis, Exodus, Leviticus, Numbers, and Deuteronomy.

Genesis begins with a declaration that God is the Author of creation and exists separate and apart from His creation. It also contains historical elements about the beginning of the universe—the beginning of time, the world, mankind, family, civilization, government, and languages. It is also a book about generations. Beginning with the divine ordering of creation, it follows a family line for many generations from Adam and Eve to the sons of the Hebrew patriarch Jacob. One of the oft-used phrases in the book is the heading “These are the generations of ...” This family line forms the backbone of Genesis, providing structure and cohesiveness to all its various elements.

Background of the Book of Genesis

Date Written:

1450-10 B.C.: Moses compiled and edited historic records and oral stories.

Author:

Moses, the first historian and lawgiver

Bible verses that substantiate his authorship:

Joshua 8:31-32; 1 Kings 2:3; 8:9; 2 Kings 14:6; 23:25; Ezra 3:2; 6:18; 7:6; Nehemiah

8:1; 13:1; Daniel 9:11, 13; Malachi 4:4; Matthew 19:18; Romans 10:5

Bible verses that substantiate God’s instructions to Moses to record His words:

Exodus 17:14; 24:4, 7; 34:27

When Moses wrote the Pentateuch, he must have had access to both oral and written records of early history, which he used under the guidance of the Holy Spirit to compile and edit events that preceded his life. Someone else wrote of his death, which is recorded in Deuteronomy 34 (*Ryrie Study Bible*, p. 5).

Historical Background of Moses:

Moses was a Hebrew born in Egypt circa 1530 B.C. to Levite parents, Amram (the grandson of Levi) and Jochebed. It was during the time of the Hebrews’ great oppression and enslavement by the Egyptian pharaoh Seti I. Prior to Moses’ birth, the pharaoh sought to kill all Hebrew newborn males, but Jochebed hid her precious baby Moses for three months at home. She then placed him in an ark woven of bulrushes into the Nile River at a location where the pharaoh’s daughter bathed.

God’s hand of providence was upon this young baby, for the pharaoh’s daughter found him, had compassion on him, and adopted him as her son. She named him “Moses,” which means “one who draws out,” and enlisted Jochebed as a nurse for the baby. Babies were nursed in the Hebrew culture for three years, in which time Jochebed surely nurtured young Moses in the Hebrew traditions, taught him about the living God, and sang the Hebrew songs to him.

As a royal prince in the Egyptian court, Moses lived a life of luxury and received the best education in the ancient world. Egypt at that time had two well-known universities. Moses was not only literate but could read and write several languages. He would have studied hieroglyphics, Egyptian mysteries and religion, astrology, mathematics, engineering, history, and literature. Moses was a poet,

as evidenced by his poems found in Exodus 15:1-18, Deuteronomy 32:1-35, and Psalm 90. He was *“learned in all the wisdom of the Egyptians, a man of power in words and deeds”* (Acts 7:22). Again, God’s hand guided the life and education of young Moses for His greater purposes. Without this excellent education, Moses would not have been able to write the record of beginnings, the history of the Hebrews, and the books of law!

Prince Moses also learned the art of pagan government and served in the Egyptian army. A tradition recorded by Flavius Josephus (first-century Jewish historian) notes that Moses took a lead in the war between Egypt and Ethiopia. Moses gained renown as a skillful general and became *“mighty in deeds”* (Acts 7:22). Unlike other Hebrews of his time, who were enslaved as laborers, Moses lived a life of Egyptian luxury and princely ease but never forgot that he was a Hebrew. God ordained this preparation for Moses, knowing his future mission as deliverer, lawgiver, and first historian of God’s chosen people.

At the age of forty, Moses killed an Egyptian for cruel treatment of a Hebrew laborer. This act reached the ears of the pharaoh, the great Ramses II and Moses’ step uncle, who *“sought to slay Moses”* (Exodus 2:15). Moses feared for his life and fled Egypt to Midian in the Arabian Desert. There he lived for forty years as a nomadic shepherd, while God refined his character for His eternal purposes.

Moses stands out as the preeminent figure of the Old Testament. It is written of him that, *“no prophet has risen in Israel like Moses, whom the Lord knew face to face ... For no one has ever shown the mighty power or performed the awesome deeds that Moses did in the sight of all Israel”* (Deuteronomy 34:10-12).

In the New Testament, Moses is referred to as the representative of the law and as a type of Jesus Christ (John 1:17; 2 Corinthians 3:13-18; Hebrews 3:5, 6). Moses is the only character in the Old Testament to whom Christ likened Himself (John 5:46; compare with Deuteronomy 18:15, 18, 19; Acts 7:37; Hebrews 3:1-19). Moses is listed as one of the heroes in the book of Hebrews’ *“Hall of Faith.”* The writer of Hebrews described Moses as a man who spoke with and saw the living God, and who counted those things of eternal value as treasure, rather than the luxury of a pagan king and his palace. What great lessons the life of Moses has for each of us!

“By faith Moses’ parents hid him for three months after he was born, because they saw

he was no ordinary child, and they were not afraid of the king’s edict. By faith Moses, when he had grown up, refused to be known as the son of pharaoh’s daughter. He chose to be mistreated along with the people of God rather than to enjoy the pleasures of sin for a short time. He regarded disgrace for the sake of Christ as of greater value than the treasures of Egypt, because he was looking ahead to his reward. By faith he left Egypt, not fearing the king’s anger; he persevered because he saw Him who is invisible. By faith he kept the Passover and the sprinkling of blood, so that the destroyer of the firstborn would not touch the firstborn of Israel. By faith the people passed through the Red Sea as on dry land; but when the Egyptians tried to do so, they were drowned.” (Hebrews 11:23-29)

Read Exodus 1:1-2:10; Acts 7:17-38; Hebrews 11:23-26 for a fuller understanding of Moses’ life.

Type of Literature

Genesis is a history book. It is historical, narrative prose of epic proportion that relates facts of real events and real people. The creation account, inspired by the Holy Spirit, records the origin of the universe. It was written in a way so as to be understood as *“reliable history, presenting a sequential narrative of the creation events.”*¹ The relationship of the Genesis creation narrative to science is such that the author wrote Genesis to celebrate the fact that God made the world, not to explain the scientific details of how He made it. However, the worldview of the creation account gives science its proper home. Throughout the ages, the Scriptures have inspired countless Christian scientists. American scientist Matthew Fontaine Maury, father of oceanography, as well as a renowned astronomer and geographer, wrote this in 1860:

I have been blamed by men of science, both in this country and in England, for quoting the Bible in confirmation of the doctrines of physical geography. The Bible, they say, was not written for scientific purposes, and is therefore of no authority in matters of science. I beg pardon! The Bible is the authority for everything it touches ...The Bible is true and science is true, and therefore each, if truly read, but proves

¹ Gamble, R. C. (2009). *The Whole Counsel of God. Vol. 1.* Phillipsburg, N.J.: P & R Publishing, p. 147.

the truth of the other. The agents in the physical economy of our planet are ministers of Him who made both it and the Bible. The records which He has chosen to make through the agency of these ministers of His upon the crust of the earth are as true as the records which, by the hands of His prophets and servants, He has been pleased to make in the Book of Life.

As a student of physical geography, I regard earth, sea, air, and water, as parts of a machine, pieces of a mechanism, not made with hands, but to which, nevertheless, certain offices have been assigned in the terrestrial economy; and when, after patient research, I am led to the discovery of one of those offices, I feel, with the astronomers of old, "as though I had thought one of God's thoughts' and tremble. Thus, as we progress with our science, we are permitted now and then to point out in the physical machinery of the earth a design of the Great Architect when He planned it all!"¹

Genesis also explains in story form the nature and character of God and the place of man in His story. All narrative books in the Bible speak the language of Genesis. Throughout the Scriptures, language builds on itself. Therefore, one needs to study the creation story in order to enter into the whole of God's grand story and understand it!

The sooner children are immersed into the language and historicity of Genesis, the sooner they will comprehend God's full story from the other narrative books in the Bible and find their place in His story. In examining the education of young Jewish children in antiquity, it is known that from infancy they were trained to recognize God as Father and Creator of the world and that, having been taught the knowledge of the Torah from their earliest years, they bore in their souls the image of His commandments.

Content

Genesis is a history book that relates the creation of the universe; the creation of the planet Earth as a dwelling place for man; the creation of man, whom God made in His image; the fall of man; the global flood; the origin of the institutions of society; and

God's covenants with Adam, Noah, Abraham, Isaac, and Jacob.

Genesis is the seedbed of the entire Bible and, as such, of all Christian doctrine. It contains the foundational doctrine upon which all other Christian doctrine is built. Every biblical doctrine has its origin directly or indirectly in the book of Genesis, especially the first eleven chapters. This makes the study of Genesis essential for understanding the remainder of the Bible and Christianity. One example is the doctrine of God. Genesis contains the important truths about the living, self-existent God and His eternal plan for mankind. Understanding Genesis is essential to understanding God's eternal purposes.

Genesis also examines sin and its consequences, God's response to sin, and His promise of redemption. The book unveils models of character and behavior from its opening chapters to the faithful obedience of the patriarchs in later chapters.

The book of Genesis divides into two major parts:

- 1) Chapters 1-11:9: the primeval history of the world before Abraham
- 2) Chapters 11:10-50: the history of the Hebrew patriarchs

In this AMO® Bible reading for reasoning unit, we will read Genesis chapters 1-11:9, which relate the origin of all created things. In our second Genesis Bible reading for reasoning unit, we will read the remaining chapters of Genesis.

Themes

The themes of Genesis are creation, sin, and re-creation. Genesis relates how God created the world as very good, but due to man's sin and disobedience He destroyed it in a global flood. The new world after the flood was also corrupted by human sin. The call of Abraham and God's promise that through him all nations would be blessed provide hope that God's purpose will eventually come to pass through the lineage of Abraham.

Key Themes of Genesis Unit 1

1. The doctrine of God, His nature and character
2. The beginning of time, space, and matter
3. The six days of creation
4. The Cultural Mandate
5. Man's relationship with God and worship

¹ Maury, M. F. (1871). *Manual of Geography*. New York, N.Y.: University Publishing Co.

6. Satan, temptation, and disobedience
7. God's judgments and provision for His eternal plan
8. The human family, God's building block of nations
9. Law and civil government

10. Beginnings of civilization and its institutions
11. Beginnings of languages, tribes, clans, and nations

Characters

The two main characters are God and man.

GENESIS 1

Time: 45 minutes

Student Reading: Genesis 1:1; Isaiah 43:10b, 13; John 1:1-4; Colossians 1:16-17 (NIV)

Teacher Reading: Overview of the Book of Genesis

Review: Introduction to the Bible (found in AMO® Book of Proverbs lesson plan one)

Principle: The living God, the Creator of the universe, is without beginning or end.

TEACHER



Vocabulary:

cosmology (n.) The study of the origin and nature of the universe.

cosmos (n.) The whole universe.

create (v.) To produce; to bring into being from nothing; to cause to exist.

doctrine (n.) 1) A principle or position that is laid down as true. 2) The truths of the gospel.

epic (adj.) Surpassing the usual or ordinary, particularly with regard to size and scope.

eternity (n.) Duration or continuance without beginning or end.

God (n.) In Genesis chapter 1, the Hebrew word for God is *Elohim*, meaning “strong one,” “mighty leader,” and “supreme Deity.” The form of the word is plural, indicating abundance of power and majesty, and allows for the New Testament revelation of the tri-unity of the Godhead (Father, Son, and Holy Spirit).

historicity (n.) Historical authenticity; fact.

origin (n.) 1) The first existence or beginning of anything. 2) The fountain; the source; the cause; that from which anything primarily proceeds. That which gives existence or beginning.

seedbed (n.) 1) A plot of land in which seeds or seedlings are grown before being transplanted. 2) Source; a place where something develops.

universe (n.) A continuum of space, matter, and time, not one of which can have a meaningful existence without the other two (H. Morris).

STUDENT



Key Word:

beginning (n.) That which is first; the first cause or origin of that which never before existed.



Read the Bible Passage:

Read the Bible passage silently and orally as assigned by the teacher.



Reason Questions:

1. Why is the first book of the Bible called “Genesis”?
2. To what beginning does the first verse of Genesis refer?
3. Where did God exist before the beginning of time?
4. Who was present at the creation of the universe?
5. What does the Hebrew word *Elohim* tell us about God’s nature?
6. Name other attributes of God’s nature that you learned from your readings today.
7. Explain what Genesis teaches us as Christians.



Preparation and Lesson Background:

1. Be certain that you have read Genesis chapters 1 through 11 before teaching this unit. For this lesson, read and reflect upon the Genesis overview, John 1:1-4, and the student reading.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: The living God, the Creator of the universe, is without beginning or end.

- A. The true God is not a created being. He is self-existent and the origin of all that is created in the universe, which He spoke into being out of nothing by the Word of His power (Heb. 1:3).

Isaiah 43:10b-13: "Before Me, there was no God formed, and there will be none after Me. I, even I, am the Lord; and there is no savior besides Me.... I am God. Even from eternity I am He ...I act and who can reverse it?"

John 1:1-3: "In the beginning was the Word, and the Word was with God, and the Word was God. He was with God in the beginning. Through him all things were made; without him nothing was made that has been made."

Colossians 1:16, 17: "For by Him [Jesus] all things were created, both in the heavens and on earth, visible and invisible, whether thrones or dominions or rulers or authorities—all things have been created by Him and for Him. And He is before all things, and in Him all things hold together."

Psalms 90:2: "Before the mountains were born or you brought forth the earth and the world, even from everlasting to everlasting, You are God."

Proverbs 8:22-24: "The Lord brought me [wisdom] forth as the first of His works, before His deeds of old; I was appointed from eternity, from the beginning, before the world began. When there were no oceans, I was given birth, when there were no springs abounding with water."

Ecclesiastes 3:11: "He has made everything beautiful in its time. He has also set eternity in the hearts of men; yet they cannot fathom what God has done from beginning to end."

Isaiah 4:4: "Who has done this and carried it through, calling forth the generations from the beginning? I, the Lord—with the first of them and with the last—I am He."

- B. In this first reading lesson, we meet the true and living God, the Creator of all things, and we learn something of His nature and character through the Hebrew word used for God in the creation accounts—Elohim.



Notebook Record:

1. Write your name and color the image on your Genesis Unit 1 title page with your colored pencils.
2. Record the following on your Book of Genesis Overview graphic organizer:
 - Is the first book in the Bible
 - Compiled and written by Moses in 1450 B.C.
 - Relates the history of the origin of all created things and the generations of the patriarchs
 - Is the seedbed of all Christian doctrine



Memory Verse:

In the beginning God created the heavens and the earth. (Genesis 1:1)



Take Blessing and Prayer Cards home to parents.

Genesis 1:1: "In the beginning, God (Elohim) created the heavens and the earth."

The Hebrew word *Elohim* means "the all-powerful One" or "strong One." It is unique to Hebraic thinking and occurs only in the Hebrew language. The masculine plural ending does not mean "gods" when referring to the true God of Israel, since the name is mainly used with singular verb forms and with adjectives and pronouns in the singular. However, as a plural noun, it allows for the plurality of the triune Godhead:

- The majestic and all-powerful Father, the great I AM (**Elohim** in Gen. 1:1)
- The Eternal Son (**Ben Elohim**) and Word of God, Jesus Christ (Gen. 1:3; John 1:1-4; Col. 1:16-17)
- The Holy Spirit (**Ruach Elohim** of Gen. 1:2; John 15:26).

Therefore, *Elohim* is a plural name with a singular meaning. God is One in three persons. In Genesis 1:26, it is written, "Let US make man in OUR image, according to OUR likeness." All three persons of the triune Godhead were present and active in the creation of the universe and all things therein!

John 1:1-3 refers to the second Person of the Godhead, Jesus Christ. He is the eternal "Word" or "Logos" in Greek, which means "word, thought, concept, and the expressions thereof." Jesus exists in eternity with God and was the agent of creation.

3. Gather resources: Overview of the Book of Genesis, Genesis title page, the Book of Genesis Overview graphic organizers, student vocabulary card, memory verse card, and parent cards.

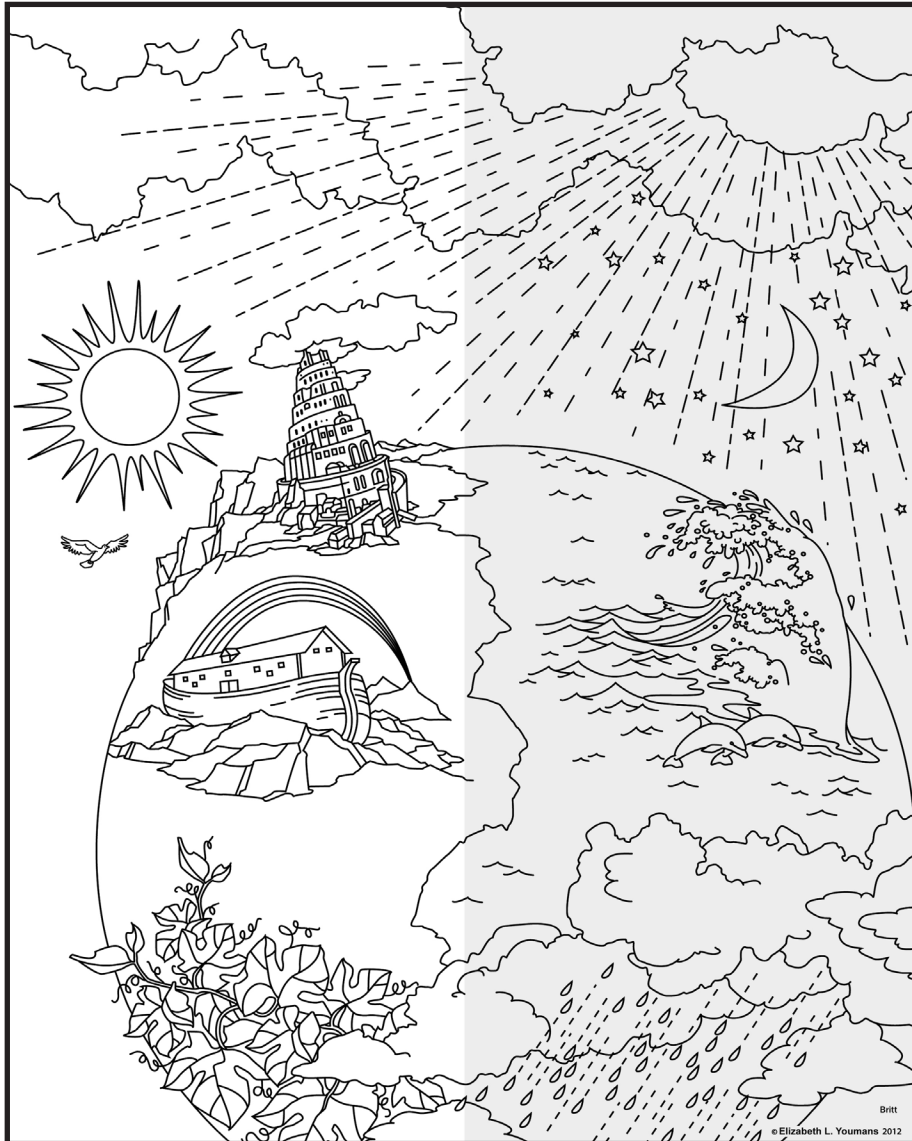


Teaching Plan:

1. Pray: *Our God and our Creator, we desire to know more of you and your glory and majesty, more of your splendor and the beauty of your creation, and more about the origins of the universe. Open our eyes that we may behold wonders from your Word, for the sum of your Word is truth. Grant us understanding that we may apply it to our lives and worship you in spirit and in truth. Amen.*
2. Distribute student binders and the Genesis Unit 1 title page. Have the children write their name and color the illustration.
3. Review the background of the Bible, how we got the Bible, and why there are two divisions (testaments or covenants) in the Bible. See the background information on lesson 1 of Proverbs in the AMO® Introductory Unit.
4. Introduce the children to the book of Genesis and where it is located in the Bible.

5. Read the Overview of the Book of Genesis aloud to the children. Discuss how unique this book is, and that it is part of a larger work that was written by Moses around 1450 B.C. Emphasize that Genesis is the “book of origins or beginnings” and that the first mention of most things is found in Genesis. Genesis relates the history of the origin of the universe (cosmos), contains the doctrine for understanding God and Christianity, and lays the foundation for comprehending the remainder of the Holy Scriptures.
6. Pin the student vocabulary card on your bulletin board and define “beginning” for the children. Be certain they understand that God did not begin to exist in Genesis—He pre-dates creation and is not a created being. He is self-existent and lives in eternity outside of time, space, and matter. Refer to the timeline in your classroom as you impart this important doctrine.
7. Connect the vocabulary word to the principle that the true and living God is without beginning or end. Teach the nature of God as revealed by the verses read by the students.
8. Assign the Bible reading to the children. Have them read orally together.
9. Ask reason questions and have children respond orally.
10. Distribute the Genesis 1 Overview graphic organizers to the children. Write the notes on the chalkboard and have children copy onto their Genesis 1 Overview graphic organizers. Have the children file this and their title page in their binders.
11. Before completing the lesson, have children repeat their weekly memory verse. Pin the memory verse card on your bulletin board.
12. Conclude with a short prayer and blessing for the children.
13. Send parents’ blessing and prayer cards home with the children for the week.

Genesis Unit 1



In the beginning God created the heavens and the earth.

Genesis 1:1

*For by Him all things were created, both in the heavens and on earth,
visible and invisible, whether thrones or dominions or rulers or authorities—
all things have been created by Him and for Him.*

Colossians 1:16

GENESIS 2

Time: 45 minutes

Student Reading: Genesis 1:1-5; Proverbs 8:22-30 (NIV)

Review: The living God, the Creator of the universe, is without beginning or end.

Principle: Eternal, Almighty God created the universe, which is composed of time, space, and matter.

TEACHER



Vocabulary:

awesome (adj.) Expressive of awe, reverence, or fear inspired by something great and majestic.

cause (n.) That which produces an effect; that which impels into existence or by its agency or operation produces what did not before exist.

continuum (n.) A coherent whole characterized as a collection or sequence of elements or values that vary by minute degrees.

darkness (n.) Absence of light; obscurity.

day (n.) The 24-hour period during which the Earth completes one rotation on its axis.

deep (n.) Untamed water; the threat of chaos.

light (n.) 1) That agent, force, or action by which objects are rendered visible. 2) The presence of God (1 John 1:5).

matrix (n.) [L. *matrix*, from *mater*, mother.] 1) The womb. 2) The place where anything is formed or produced.

matter (n.) The basic elements that God created from which He organized the structured Earth and other material bodies. It is understood that matter includes energy and functions in both time and space.

primeval (adj.) Relating to the period when the universe or the Earth first began to exist.

space (n.) The whole of the universe outside the Earth's atmosphere.

supernatural (adj.) Exceeding the powers or laws of nature; miraculous. A supernatural event or miracle can only be produced by the agency of God's divine power.

time (n.) A particular portion or part of duration.

STUDENT



Key Word:

create (v.) To bring into being from nothing; to cause to exist.



Read the Bible Passages:

Read the Bible passages silently and orally as assigned by the teacher.



Reason Questions:

1. What are the three components of the universe that God created in Genesis 1:1? Use both the biblical words and the scientific words in your answer.
2. How did God create them? Why do we describe this as "supernatural"?
3. Describe the three persons of the Godhead and how they were actively involved in the creation of the universe.
4. What did the Spirit of God do over the watery matrix in Genesis 1:2?
5. Define "day." When does day begin and when does it end? What separates day from night?

triune (adj.) Three in one; used to express the unity of the Godhead in a trinity of persons.

universe (n.) The continuum of space, matter, and time; the components of the universe.



Preparation and Lesson Background:

1. Read and reflect upon the assigned readings. Make certain you understand them in the context of this lesson.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: Eternal, Almighty God created the universe, which is composed of space, matter, and time.

The great 16th-century French Reformer John Calvin wrote, "Creation is the theater of God's glory!" It is in the study of the supernatural creation of the universe that we meet the triune God in all His power and glory and majesty. A study of creation is essential for believers so that we may know God's nature and character and establish a biblical understanding of His supernatural acts and mighty deeds.

A. Genesis 1:1: *"In the beginning God created the heavens and the earth."*

The first verse of Genesis is the foundational verse of the whole Bible! Each word and phrase is very important to understand, for the verse lays the foundation for understanding the Bible. If one believes that God really created all things, then it follows that God can do all things and rules all things in the universe! This verse does not try to prove that God exists; it simply declares that He does.

Of special note, all other ancient religious systems and modern philosophies do not begin with God but with preexisting matter or energy to bring about the cosmic changes that formed the universe in its present state.

- 1) The first verse in the Bible states the first act of the first day of creation. The word "create" in Hebrew is *bara* and is used only when referring to the work of God. Only God can create by calling into existence that which has never before existed!

Hebrews 11:3: "By faith we understand that the worlds were prepared by the word of God, so that what is seen was not made out of things which are visible."

Romans 4:17b: "... God, who gives life to the dead and calls into being that which does not exist."

- 2) This verse reveals that God created **space** ("heavens") and **matter** ("earth") and placed them into **time** ("in the beginning"). This is what some scientists refer to as the "tri-universe." God called into

6. From your Proverbs 8 reading, what did God possess before He created the universe?

7. Why do you think that understanding these first three verses of the Bible is so important?



Notebook Record:

Record the following on your Book of Genesis Overview graphic organizer:

- Reveals the triune Godhead in the creation of the universe:
 - 1) The Father is the *source* of all things (Genesis 1:1).
 - 2) The Holy Spirit is the *energizer* of all things (Genesis 1:2).
 - 3) The Word (Jesus Christ the Son) is the *revealer* of all things (Genesis 1:3).



Singing:

"How Great Thou Art"

Verse 1:

O Lord my God!

When I in awesome wonder

Consider all the works

Thy hand hath made.

I see the stars,

I hear the rolling thunder,

Thy power throughout

the universe displayed.

Refrain:

Then sings my soul,

my Savior God, to Thee;

How great Thou art,

how great Thou art!

Then sings my soul,

my Savior God, to Thee:

How great Thou art,

how great Thou art!



Memory Verse:

In the beginning God created the heavens and the earth. (Genesis 1:1)

existence the basic elements of the space-mass-time continuum, which constitute the physical universe. The universe is not part space, part matter, and part time but rather a continuum of ALL space, ALL matter, and ALL time—a tri-unity. Each component coexists with the whole, just as the three persons in the Godhead coexist¹ and cannot be separated or disconnected from each “part” of the whole.

Psalm 102:25: “In the beginning you laid the foundations of the earth, and the heavens are the work of your hands.”

- “In the beginning” refers to the beginning of *time* when God created the universe. God lives in eternity and is not limited by time, space, or matter.
 - “Heavens” refers to *space*, including outer space, inner space, and atmospheric space. It does not refer to the planets and the stars, as they were not created until the fourth day.
 - “Earth” refers to *matter* in the universe. Verse 2 tells us that the earth had no form. Therefore, this first verse is referring to the continuum of time, space, and matter, the basic components of the universe that God called into existence from things not visible—“*creatio ex nihilo*.”
- 3) The exact date of creation is unknown; however, there are many theories about the age of the Earth. Christian and secular scientists disagree about the age of the Earth and the length of time for its creation. Some Christian scientists believe that the word “day” in Genesis chapter 1 refers to an era of time and that the Earth is old. If one uses the Old Testament Scriptures to approximate the age of the Earth and one believes that a day in the creation of the universe is 24 hours—the time required for the Earth to rotate on its axis—then that would make the age of the Earth approximately 6,000 years. Most evangelicals place the age of the Earth between 6,000-10,000 years—a young Earth.

Another controversial theory is the “Gap Theory,” which holds that the primeval creation of Genesis 1:1 took place billions of years ago with all the geological ages inserted in a tremendous time gap between Genesis 1:1 and 1:2. This was popularized by Scottish theologian Thomas Chalmers in the early 1800s and promulgated by the *Scofield Reference Bible* in the United States. Genesis 1:2 (and every verse following) begins with the word “And.” This sentence structure indicates that each statement is sequentially and chronologically connected to the verses that precede

¹ Morris, H. M. (1976). *The Genesis Record*. Grand Rapids, Mich.: Baker Books, p. 41.

and follow it. Each action follows directly upon the action in the preceding verse.

The nature of our study does not permit further discourse on all the controversial scientific theories that are espoused in the 21st century. Please note that the lesson plans in our AMO® Bible reading for reasoning guide are based on a literal six solar day creation with no gap in time between Genesis 1:1 and 1:2.

Exodus 20:11: "For in six days the Lord made the heavens and earth, the sea and all that is in them, and rested on the seventh day; therefore, the Lord blessed the Sabbath day and made it holy."

B. Genesis 1:2a: *"And the earth was formless and void, and darkness was over the surface of the deep."*

- 1) This second verse relates that the basic elements that God called into existence were unformed and not energized. Light is a form of energy, but at this point light is absent and darkness covered the watery "deep" (Hebrew *tehom*).

2 Peter 3:5: "... by the word of God the heavens existed long ago and the earth was formed out of water and by water."

*Proverbs 8:22-24a, 26, 27, & 30: "The Lord possessed me [wisdom] at the beginning of His way, before His works of old. From everlasting I was established, from the beginning, from the earliest times of the earth. When there were no "depths" [tehom] I was brought forth ...while He had not yet made the earth and the fields, or the first dust of the world. When He established the heavens, I was there, when He inscribed a circle (Heb. *chug*) on the face of the "deep" [tehom] ...I was beside Him as a master workman."*

These Scriptures support Genesis 1:2, that the Earth originally had no form. "The elements of matter and the molecules of water were present but not yet energized. The force of gravity was not yet functioning nor the electromagnetic forces yet in operation. The physical universe had come into existence, but everything was still and dark—no form, no motion, no light."¹

- 2) Genesis 1:2b: *And the Spirit of God was moving over the surface of the waters."*

The third Person of the Godhead, the Holy Spirit, was moving over the watery matrix. The Hebrew word for "moving" is *rachaph*. Some Bible translations use the word "brooding," as a hen broods over her chicks. This is the only time in the Old Testament that this

¹ Morris, H. M. (1976). *The Genesis Record*. Grand Rapids, Mich.: Baker Books, p. 51.

word is translated “moving,” and it literally means a rapid back and forth motion. God had a great and eternal purpose for this watery matrix. Creation scientist Henry Morris explains this motion in scientific terms:

It is significant that the transmission of energy in the operations of the cosmos is in the form of waves—light waves, heat waves, sound waves, etc. In fact, there are only two types of forces that operate on matter—the gravitational forces and the forces of the electromagnetic spectrum. All are associated with “fields” of activity and with transmission by wave motion ... a rapid back and forth movement. Energy cannot create itself. It is most appropriate that the first impartation of energy to the universe is derived as the “vibrating” movement of the Spirit of God Himself.¹

C. Genesis 1:3: *“Then God said, ‘Let there be light’; and there was light.”*

- 1) “Then God said”: This is the first mention in the Bible of God speaking. The Word of God produced light! By divine command, energy was released. God spoke all the creation of the universe into existence. Jesus Christ, the eternal, living Word of God, is the light of the world. Here the words “logos” and “light” imply “revelation” or “the unveiling of truth”:

John 1:1-4: “In the beginning was the Word [logos], and the Word was with God, and the Word was God. He was in the beginning with God. All things came into being by Him, and apart from Him nothing came into being that has come into being. In Him was life, and the life was the light of men.”

John 8:12: “I am the light of the world.”

- 2) A glimpse of triune God is seen in the first three verses of the Bible:
 - The Father is the **source** of all things (verse 1).
 - The Spirit is the **energizer** of all things (verse 2).
 - The Word (Jesus Christ the Son) is the **revealer** of all things (verse 3).

D. When God divided the light from the darkness, He called the light “day” and the darkness “night.” This was the first of three separations in creation. God separated: 1) light from darkness (v. 4); 2) sky from water (v. 7); and 3) land from seas (v. 9).

Genesis 1:4, 5: “God saw that the light was good; and God separated the light from the darkness. And God called the light

¹ Morris, H. M. (1976). *The Genesis Record*. Grand Rapids, Mich.: Baker Books, p. 52.

day, and the darkness He called night. And there was evening and there was morning, one day."

The first time God used the word "day" (Hebrew *yom*), He defined it as "light." Day was the light time when God worked, and night was the dark time when God did no work. God had now completed His first day's work. God used the same pattern for each of the following days of creation.

3. Gather resources: Bible, student vocabulary card, and bookmarks.



Teaching Plan:

1. Pray: *Our God and our Creator, we desire to know more of you and your glory and majesty, more of your splendor and the beauty of your creation and more about the origins of the universe. Open our eyes that we may behold wonders from your Word, for the sum of your Word is truth. Grant us understanding that we may apply it to our lives and worship you in spirit and in truth. Amen.*
2. Distribute student binders.
3. Review the Overview of the book of Genesis and the principle that the living God, the Creator of the universe, is without beginning or end.
4. Pin the student vocabulary card on your bulletin board and define "create" for the children.
5. Distribute bookmarks to the children. Assign the Bible readings to the children. Have them read silently and then orally.
6. Connect the vocabulary word to the principle and lay the foundation for understanding the first three verses of Genesis chapter one. These verses are foundational in cultivating a biblical, Christian worldview in your children.
7. Ask the reason questions and have children respond orally.
8. Write the notes on the chalkboard and have the children copy onto their Book of Genesis Overview graphic organizers. Have the children file this in their binders.
9. The study of the creation of the universe is an awe-inspiring experience that calls us to praise and worship the living God in all His power and majesty. Teach the children the first verse of the hymn "How Great Thou Art."
10. Before completing the lesson, have children repeat their weekly memory verse.
11. Conclude with a short prayer and blessing for the children.

IN THE BEGINNING GOD CREATED THE HEAVENS AND THE EARTH.
Genesis 1:1

IN THE BEGINNING



GOD CREATED THE HEAVENS AND THE EARTH.
Genesis 1:1

★ IN THE BEGINNING ★
★ THE GOD ★
CREATED THE HEAVENS ★
★ AND THE ★
EARTH. ★

Genesis 1:1

GENESIS 3

Time: 45 minutes

Student Reading: Genesis 1:6-8; Job 38:4-11; Isaiah 40:12, 21, 22 (NIV)

Review: Eternal, Almighty God supernaturally created the universe, which is composed of time, space, and matter.

Principle: God created Earth with an expanse suitable for man to dwell.

TEACHER



Vocabulary:

atmosphere (n.) 1) The air around the Earth. 2) The gaseous mass or envelope surrounding a celestial body retained by the body's gravitational field.

awe (n.) [Gk. To be astonished.] Fear mingled with admiration or reverence. (v.) To strike with fear and reverence; to influence by fear, terror, or respect; as "His majesty awed them into silence."

awesome (adj.) Causing awe; expressive of awe or terror.

hydrosphere (n.) 1) The watery layer of the Earth's surface, including the water vapor. 2) The waters of the Earth's surface, as distinguished from those of the lithosphere and the atmosphere.

oxygen (n.) 1) A nonmetallic element constituting 21 percent of the Earth's atmosphere. 2) A colorless and odorless gas essential for plant and animal respiration.

space (n.) The whole of the universe outside the Earth's atmosphere.

sphere (n.) 1) A celestial body, such as a planet or star. 2) An object that is shaped like a ball.

vapor (n.) A substance in a gaseous state, as distinguished from the liquid or solid state.



Preparation and Lesson Background:

1. Read and reflect upon the assigned readings. Make certain you understand them in the context of this lesson.
2. Study the teacher vocabulary words, the principle, and teacher background information.

STUDENT



Key Word:

expanse (n.) The sky; the atmosphere.



Read the Bible Passages:

Read the Bible passages silently and orally as assigned by the teacher.



Reason Questions:

1. What shape did God create the Earth? Explain how you know this from Scripture.
2. What did God do on the second day?
3. What was God's purpose for this separation?
4. Describe the two waters referred to in Genesis 1:6.
5. In Isaiah 40:22, what metaphor did Isaiah use to describe this expanse?
6. When you read these Scripture passages describing the beauty and splendor of creation, what emotion wells up within you?

Principle: God created Earth with an expanse suitable for man to dwell.

After the first day, the Earth was no longer without form, but a watery sphere to be prepared by God as a dwelling place for mankind.

- A. Genesis 1:6, 7: *“Then God said, ‘Let there be an expanse in the midst of the waters, and let it separate the waters from the waters.’ And God made the expanse, and separated the waters which were below the expanse from the waters which were above the expanse, and it was so.”*

Job 38:8-11: “Or who enclosed the sea with doors when, bursting forth, it went out from the womb; when I made a cloud its garment and thick darkness its swaddling band, and I placed boundaries on it and set a bolt and doors and I said, ‘Thus far you shall come, but no farther.’”

Isaiah 40:22: “It is He who sits above the circle of the earth, and its inhabitants are like grasshoppers, who stretches out the heavens like a curtain and spreads them out like a tent to dwell in.”

Again, God spoke and the power of His Word separated the waters with a great expanse. This was the second of three separations that occurred in creation: 1) light from darkness (day one); 2) sky from water (day two); and 3) land from seas (day three).

The Hebrew word for expanse is *râqîya’*, which means “expanse, firmament, or a visible arch of the sky.” God placed an expanse or atmosphere of oxygen between the hydrosphere of liquid water and the waters above the expanse. Many call this outer layer of water a vapor canopy, which God used to establish what scientists call a “greenhouse effect” that:

- 1) Protected the Earth from the sun’s radiation, which most likely caused the longevity of human life before the flood;
- 2) Maintained a pleasant temperature on the Earth’s surface;
- 3) Provided the water for the great Flood that God later sent upon the Earth.

- B. Genesis 1:8: *“And God called the expanse heaven. And there was evening and there was morning, a second day.”*

Isaiah 40:12: “Who has measured the waters in the hollow of His hand, and marked off the heavens by the span.”

“Expanse” and “heaven” are essentially synonymous terms, both meaning “space.”

- C. God uniquely created the Earth for man to dwell by placing this oxygen atmosphere around it. This atmosphere is essential for man and other living creatures to exist.

7. Define the phrase “awesome wonder” from the hymn “How Great Thou Art.”



Notebook Record:

1. Record the following on your Days of Creation graphic organizer:

Day 1:

Light (energy)

God separated light from darkness

Genesis 1:3-5; 2 Peter 3:5

Day 2:

An atmosphere of oxygen that separated the Earth’s upper and lower waters

Genesis 1:6, 7; Job 38:8-11; Isaiah 40:12, 22

2. Illustrate what God created on days one and two in the space provided on your graphic organizer. Color with your colored pencils.



Singing:

“How Great Thou Art”

Verse 1:

O Lord my God!

When I in awesome wonder

Consider all the works

Thy hand hath made.

I see the stars,

I hear the rolling thunder,

Thy power throughout

the universe displayed.

Refrain:

Then sings my soul,

my Savior God, to Thee;

How great Thou art,

how great Thou art!

Then sings my soul,

my Savior God, to Thee:

How great Thou art,

how great Thou art!

Psalm 115:16: "The heavens are the heavens of the Lord, but the earth He has given to the sons of men."

The act of "calling" or naming the various parts of creation was, in the Semitic world, an act of lordship. We will soon learn that God gives Adam the charge to name the animal and plant species as an act of taking dominion over the Earth.

Psalm 8:6: "Thou dost make him [man] to rule over the works of Thy hands; Thou hast put all things under his feet."

"The entire globe is a grand organism, every feature of which is the outgrowth of a definite plan of the all-wise Creator for the education of the human family and the manifestation of His own glory." (Arnold Guyot, *Physical Geography*, 1873)

3. Gather resources: Bible, student vocabulary card, memory verse card, parent cards, and Days of Creation graphic organizers.



Teaching Plan:

1. Pray: *Our God and our Creator, we desire to know more of you and your glory and majesty, more about the splendor and beauty of your creation, and more about the origins of the universe. Open our eyes that we may behold wonders from your Word, for the sum of your Word is truth. And grant us understanding that we may apply truth to our lives and worship you in spirit and in truth. Amen.*
2. Distribute student binders.
3. Review the overview of the book of Genesis and the principle that eternal, Almighty God supernaturally created the universe, which is composed of time, space, and matter.
4. Pin the student vocabulary card on your bulletin board and define for the children.
5. Assign the Bible readings to the children. Have them read silently and then orally.
6. Connect the vocabulary word to the principle and explain the meaning of "expanse" and the two layers of water that it separated. Discuss the shape of the planet Earth.
7. Ask the reason questions and have children respond orally.
8. Write the notes on the chalkboard and have children copy onto their Days of Creation graphic organizers. Have the children file this in their binders.
9. Continue teaching the children the first verse of the hymn "How Great Thou Art."
10. Before completing the lesson, have children repeat their weekly memory verse.
11. Conclude with a short prayer and blessing for the children.
12. Send parent cards home with the children for the week.



Memory Verse:

O LORD, our Lord, how majestic is Thy name in all the earth, who have displayed Thy splendor above the heavens! (Psalm 8:1)



Take Blessing and Prayer Cards home to parents.

Days of Creation

	Day 1	Day 2	Day 3
Days			
God created			
Scripture references			
Sketch			



Days of Creation



Days	Day 4	Day 5	Day 6	Day 7
God created				
Scripture references				
Sketch				

GENESIS 4

Time: 45 minutes

Student Reading: Genesis 1:9-13; Psalm 104:5-14 (NIV)

Review: God created Earth with an expanse suitable for man to dwell.

Principle: God created everything in the universe complete and fully functional from its beginning.

TEACHER



Vocabulary:

biosphere (n.) The part of the Earth in which living organisms exist or that is capable of supporting life (“bio”).

core, mantle, and crust (n.) The layers of the Earth that comprise its structure, beginning at the center or core of the planet and working to its outermost layer, the crust. The uppermost mantle and the crust comprise what is called the lithosphere.

design (n.) 1) The purposeful or inventive arrangement of parts or details. 2) A basic pattern or scheme that affects and controls function or development; a plan.

DNA (n.) Deoxyribonucleic acid; a chemical substance that carries the genetic code or information in the cell and is capable of self-replication.

functional (adj.) Designed for and performing correctly a particular function or use.

lithosphere (n.) The solid part of the Earth that consists of the crust and outer mantle, approximately 62 miles (100 km) thick.

majestic (adj.) Possessing august dignity, stateliness, or imposing grandeur; awe inspiring; lofty; noble; grand.



Preparation and Lesson Background:

1. Read and reflect upon the assigned readings. Make certain you understand them in the context of this lesson.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: God created everything in the universe complete and fully functional from its beginning.

STUDENT



Key Word:

complete (adj.) Having no deficiency; perfect.



Read the Bible Passages:

Read the Bible passages silently and orally as assigned by the teacher.



Reason Questions:

1. Who was the agent of creation on day three? What is required of you to believe this?
2. What did God separate on the third day of creation?
3. Describe what God created on day three.
4. Explain the principle behind this lesson. Believing this principle is essential to believing all of Scripture.
5. What did God mean when He created and referred to “plants yielding seed and fruit trees bearing fruit after their own kind”?
6. What did God mean when He proclaimed about His creation, “It is good”?

The waters under the expanse as yet were a shoreless ocean. On the third day of creation, God separated dry land from these waters. This was God's third and final act of division in creation: 1) light from darkness (day one); 2) sky from water (day two); and 3) land from seas (day three).

Again, the energizing agent of creation was the living Word of God, "Let the dry ground appear!" Imagine the tremendous reactions as elements combined to form the solid Earth—its core, its mantle, and its crust! "Finally, surfaces of solid earth appeared above the waters, and an intricate network of channels and reservoirs opened up in the crust to receive the waters retreating off the rising continents!"¹ The gathering of waters created one system of water held in place by God's command.

A. Genesis 1:9: "Then God said, 'Let the waters below the heavens be gathered into one place, and let the dry land appear'; and it was so."

Proverbs 8:22a, 29: "The Lord possessed me [wisdom] ...when He set for the sea its boundary, so that the water should not transgress His command, when He marked out the foundations of the earth."

Job 38:8-11: "Who enclosed the sea with doors when, bursting forth, it went out from the womb; ... I placed boundaries on it and set a bolt and doors and I said, 'Thus far you shall come, but no farther; and here shall your proud waves stop?'"

B. Genesis 1:10a: "God called the dry land earth, and the gathering of the waters He called seas."

Psalms 104:5-10: "He established the earth upon its foundations, so that it will not totter forever and ever. You covered it with the deep as with a garment; the waters were standing above the mountains. At Your rebuke they fled, at the sound of Your thunder they hurried away. The mountains rose; the valleys sank down to the place which You established for them. You set a boundary that they may not pass over, so that they will not return to cover the earth. He sends forth springs in the valleys; they flow between the mountains."

Psalms 136:1a, 6: "Give thanks ... to Him who spread out the earth above the waters, for His lovingkindness is everlasting."

C. Genesis 1:10b: "... and God saw that it was good."

God has now proclaimed three times (verses 4, 10, and 12) that His creation is "good." Used in this way, "good" means "complete or sufficiently perfect; having the physical qualities best adapted to its design and use."

D. Genesis 1:11: "Then God said, 'Let the earth sprout vegetation, plants yielding seed, and fruit trees on the earth bearing fruit after their kind with seed in them'; and it was so."

¹ Morris, H. M. (1976). *The Genesis Record*. Grand Rapids, Mich.: Baker Books, p. 61.



Notebook Record:

1. Record the following phrases on your Days of Creation graphic organizer:

Day 3:

Separated the dry land from the seas

Genesis 1:9; Proverbs 8:29

Continents with a blanket of fertile soil

Genesis 1:10

A whole system of waterways held in place by the word of God's power

Job 38:8-11

A plant cover with fully grown species of vegetation, each bearing seed after its own kind

Genesis 1:11, 12; Psalm 104:14

2. Illustrate what God created on day three in the space provided on your graphic organizer. Color with your colored pencils.



Singing:

"How Great Thou Art"

Verse 1:

O Lord my God!

When I in awesome wonder

Consider all the works

Thy hand hath made.

I see the stars,

I hear the rolling thunder,

Thy power throughout

the universe displayed.

Refrain:

Then sings my soul,

my Savior God, to Thee;

How great Thou art,

how great Thou art!

Then sings my soul,

my Savior God, to Thee:

How great Thou art,

how great Thou art!

Rocks and minerals were formed. God set a blanket of fertile soil on the Earth's crust from which He brought forth a plant cover comprised of grasses, herbs, and trees, each with seed within itself after its own kind. It is important to note that these plants began as full grown plants with seed within. God did not begin by creating seeds or immature species.

This is the basic nature of God's design of all creation. God created full grown species, such as fruit-bearing trees, herbs, animals, and even man. The various species of life did not begin as seeds or eggs and did not evolve from "lower forms" of life. God created each species mature and fully developed with seed within itself to reproduce its own kind. Apple trees bear apples with seeds that have the potential to reproduce the same kind of apples. Oak trees produce acorns that have the potential to reproduce the same kind of oak trees. The same principle applies to every living species in God's creation. Each type of organism has its own unique structure of DNA built into itself and will only reproduce after the same kind. God created everything in the entire universe complete, perfect, and fit for proper functioning from its beginning. Your belief or unbelief about this principle defines how "big" or how "small" the God you worship is!

- E. All types of vegetation were created, which provided food for man and animals.

Psalm 104:14: "He causes the grass to grow for the cattle, and vegetation for the labor of man, so that he may bring forth food from the earth."

Day three records God's creation of the Earth's lithosphere and plant biosphere, and the fact that God saw that it was good.

- 3. Gather resources: Bible and student vocabulary card.



Teaching Plan:

1. Pray: *Our God and our Creator, we desire to know more of you and your glory and majesty, more about the splendor and beauty of your creation and more about the origins of the universe. Open our eyes that we may behold wonders from your Word, for the sum of your Word is truth. And grant us understanding that we may apply truth to our lives and worship you in spirit and in truth. Amen.*
2. Distribute student binders.
3. Review the principle that God created Earth with an expanse suitable for man to dwell.
4. Pin the student vocabulary card on your bulletin board and define for the children.



Memory Verse:

O LORD, our Lord, how majestic is Thy name in all the earth, who have displayed Thy splendor above the heavens! (Psalm 8:1)

5. Assign the Bible readings to the children. Have them read silently and then orally.
6. Connect the vocabulary word to the principle and explain the principle that God created everything in the universe fully functional, mature, and complete. Understanding this will defeat the secular world's unbiblical principles of science and Darwin's *Origin of Species*.
7. Ask the reason questions and have children respond orally.
8. Write the notes on the chalkboard and have children copy onto their Days of Creation graphic organizers. Have the children file this in their binders.
9. Continue teaching the children the first verse of the hymn "How Great Thou Art."
10. Before completing the lesson, have children repeat their weekly memory verse.
11. Conclude with a short prayer and blessing for the children.

GENESIS 5

Time: 45 minutes

Student Reading: Genesis 1:14-19; Psalm 136:3-9; Job 38:19, 20; Isaiah 40:26 (NIV)

Review: God created everything in the universe complete and fully functional from its beginning.

Principle: God provided light-bearers to govern day and night and to signal time and seasons.

TEACHER



Vocabulary:

astronomer (n.) A scientist who studies the stars and planets and other celestial phenomena.

diverse (adj.) Different.

galaxy (n.) Any of numerous large-scale aggregates of stars, gas, and dust that constitute the universe. Example, the Milky Way.

infinite (adj.) 1) Without limits; unbounded, applied to time, space, and qualities. God is infinite in duration, having neither beginning nor end of existence. He is also infinite in presence or omnipresent, and his perfections are infinite! 2) Without end.

light-bearer (n.) Generator of light used to divide light from darkness.

moon (n.) The natural satellite that revolves around Earth and reflects the light of the sun to dispel the darkness of night.

season (n.) One of the four natural divisions of the year—spring, summer, autumn, and winter.

sign (n.) Something by which another thing is shown or represented; any visible thing, motion, or approach of something else.

star (n.) A self-luminous, celestial body composed of mostly hydrogen and helium gases that is held together by its own gravity. The average-sized star measures a million miles in diameter with an internal temperature in the millions of degrees. Earth's sun is an average-size star. The immense numbers of stars in the universe exhibit the astonishing extent of creation and of divine power. In Scripture, Christ is called the bright and morning star, the star that ushers in the light of an eternal day to His people (Revelation 22:16). Ministers are also called stars in Christ's right

STUDENT



Key Word:

govern (v.) To direct, control, regulate, or restrain; to bring into conformity with laws or principles.



Read the Bible Passages:

Read the Bible passages silently and orally as assigned by the teacher.



Reason Questions:

1. What did God create on day four?
2. What was God's purpose for these creations?
3. In the Creation account, explain the difference between the light God provided for days one, two, and three and the light He created on day four.
4. How do stars reveal God's infinite and diverse nature?
5. Relate two examples of God's provision for His creation through the sun, moon, and stars.

hand, who are to convey light and knowledge to the followers of Christ (Revelation 1:16, 20).

sun (n.) The central star of our solar system that governs the day and generates light and heat (Psalm 136:8). In Scripture, Christ is called the “sun of righteousness,” the source of light, life, and healing (Malachi 4:2).

year (n.) The period of time required by Earth to complete a single revolution around the sun, which consists of 365 days, 5 hours, 49 minutes, and 12 seconds of mean solar time.



Preparation and Lesson Background:

1. Read and reflect upon the assigned readings. Make certain you understand them in the context of this lesson.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: God provided light-bearers to govern day and night and to signal time and seasons.

On day four, God created the celestial bodies that surround and illuminate Earth. On day one, He said, “Let there be light!” The Hebrew word for light is *’owr*. Then on day four, God said, “Let there be lights,” or light-bearers. The Hebrew word for light-bearers is *ma-’owr*—intrinsic light first, then the light-bearers, whose chief purpose was to “divide the light from the darkness” (verses 4 and 18).

One of the mysteries of the Creation account is the source of light that provided the day-night-cycle on day one, since God did not create the sun, the moon, and the stars until day four. In the Bible, there are many examples of light without the sun, but each time the light originates from a supernatural source. (Read the examples below.) Most of these events are associated with the glory of God, who is usually manifested as light in the Bible but sometimes as fire. This is not surprising because the Scriptures relate that “God is light” and a “consuming fire.”

- A. It appears that God Himself, Jesus Christ, provided the source of light on day one. Similarly, God was also the source of plant life and light on day four, animal life and light on days five and six, and human life and light on day six.

John 8:12: “Then Jesus again spoke to them, saying, ‘I am the Light of the world; he who follows Me will not walk in the darkness, but will have the Light of life.’”

1 John 1:5: “This is the message we have heard from Him and announce to you, that God is Light, and in Him there is no darkness at all.”

6. What has this lesson taught you about how much God loves and cares for you?



Notebook Record:

1. Record the following phrases on your Days of Creation graphic organizer:

Day 4:

The sun, moon, and stars as light-bearers to both govern day and night and be signs of days, seasons, and years

Genesis 1:14-19; Psalm 136:3-9; Isaiah 40:26; Job 38:4-7

2. Illustrate what God created on day four in the space provided on your graphic organizer. Color with your colored pencils.



Singing:

“How Great Thou Art”

Verse 1:

O Lord my God!

When I in awesome wonder

Consider all the works

Thy hand hath made.

I see the stars,

I hear the rolling thunder,

Thy power throughout

the universe displayed.

Refrain:

Then sings my soul,

my Savior God, to Thee;

How great Thou art,

how great Thou art!

Then sings my soul,

my Savior God, to Thee:

How great Thou art,

how great Thou art!

Deuteronomy 4:24: "For the Lord your God is a consuming fire, a jealous God."

Hebrews 12:29: "For our God is a consuming fire."

Examples worthy of reading and meditating upon:

Exodus 10:23	Matthew 28:3; Luke 24:4
Exodus 13:21	Acts 9:3
Exodus 14:20	Acts 12:7
Exodus 34:29	Revelation 1:16
Luke 2:9	John 1:29, 36; Revelation 21:23
Matthew 17:2	Revelation 22:5

- B. On day four, God created the sun, the moon, and the stars to distinguish day and night and to be signs by which man could mark off days, seasons, and years. The sun, which is a star, generates light, and the moon reflects the light of the sun onto Earth.

Genesis 1:14: "Then God said, 'Let there be lights in the expanse of the heavens to separate the day from the night, and let them be for signs, and for seasons, and for days and years. And let them be for lights in the expanse of the heavens to give light on the earth'; and it was so."

Psalms 136:3, 7-9: "Give thanks to the Lord of lords, for His lovingkindness is everlasting ... To Him who made the great lights, for His lovingkindness is everlasting: the sun to rule by day, for His lovingkindness is everlasting, the moon and stars to rule by night, for His lovingkindness is everlasting."

Jeremiah 31:35: "Thus says the LORD, who gives the sun for light by day and the fixed order of the moon and the stars for light by night ...the LORD of hosts is His name."

- C. Earth's moon not only reflects the light it receives from the sun onto Earth, as it revolves around the Earth, but also affects the tides of the ocean. The gravitational pull of the moon's mass keeps it in its orbit. It also pulls the ocean water around with it, producing high and low tides each day on most of the coastlines.

One small example of the way the moon "governs" day and night and signals time and seasons that children love learning about is the birth of baby sea turtles. The mother turtle deposits her eggs in the sand and then leaves them to return to the sea. When the baby turtles hatch from their eggs, they are on their own to find their way to the sea. The eggs hatch at a time when the moon is shining on the ocean, because the newborn turtles' first instinct is to walk toward the light that they see. By doing so, the little turtles find the ocean water where they will thrive and grow. This is just one of the many ways that God has provided for His creation by the moon.

- D. God created the host of stars throughout the universe. Amazingly, they are much larger than Earth, but Earth



Memory Verse:

From the mouth of infants and nursing babes Thou hast established strength, because of Thine adversaries, to make the enemy and the revengeful cease. (Psalm 8:2)



Take Blessing and Prayer Cards home to parents.

is of much greater complexity. Stars are basically composed of hydrogen and helium gases. Their numbers are astronomical. God's created universe is so vast that astronomers estimate it contains 100 billion galaxies. Each galaxy has approximately 100 billion stars in it, and Scripture relates that God calls each star by name! Indeed, God's awesome individuality reveals His infinity and diversity!

Psalm 147:4: "He [God] counts the number of the stars; He gives names to all of them."

Isaiah 40:26: "Lift up your eyes on high and see who has created these stars, the One who leads forth their host by number, He calls them all by name; because of the greatness of His might and the strength of His power, not one of them is missing."

Genesis 15:5: "And He took him [Abraham] outside and said, 'Now look toward the heavens, and count the stars, if you are able to count them.' And He said to him, 'So shall your descendants be.'"

- E. The star of Bethlehem served God's gospel purpose by leading the Wise Men to the newborn Savior:

Matthew 2:1-2: "Now after Jesus was born in Bethlehem of Judea in the days of Herod the king, magi from the east arrived in Jerusalem, saying, 'Where is He who has been born King of the Jews? For we saw His star in the east and have come to worship Him.'"

- F. Scripture relates that the stars sing. Not until very recently have astronomers discovered that stars emit radio waves and heard their "songs" as a high-pitched "melody."

Job 38:1, 4, 7: "Then the Lord answered Job out of the whirlwind and said, 'Where were you when I laid the foundation of the earth? ...On what were its bases sunk? Or who laid its cornerstone, when the morning stars sang together and all the sons of God shouted for joy?'"

3. Gather resources: Bible, student vocabulary card, memory verse card, and parent cards.



Teaching Plan:

1. Pray: *Our God and our Creator, we desire to know more of you and your glory and majesty, more about the splendor and beauty of your creation and more about the origins of the universe. Open our eyes that we may behold wonders from your Word, for the sum of your Word is truth. And grant us understanding that we may apply truth to our lives and worship you in spirit and in truth. Amen.*
2. Distribute student binders.

3. Review the principle that God created everything in the universe complete and fully functional from its beginning.
4. Pin the student vocabulary card on your bulletin board and define for the children.
5. Assign the Bible readings to the children. Have them read silently and then orally.
6. Connect the vocabulary word to the principle and relate the wonder of the sun, the moon, and the stars as they govern day and night and signal seasons and years.
7. Ask the reason questions and have children respond orally.
8. Write the notes on the chalkboard and have children copy onto their Days of Creation graphic organizers. Have the children file this in their binders.
9. Continue singing the first verse of the hymn "How Great Thou Art."
10. Before completing the lesson, have children repeat their weekly memory verse.
11. Conclude with a short prayer and blessing for the children.
12. Send parent cards home with the children for the week.

GENESIS 6

Time: 45 minutes

Student Reading: Genesis 1:20-23; Psalm 104:24-30 (NIV)

Review: God provided light-bearers to govern day and night and to signal time and seasons.

Principle: God created all living creatures to reproduce after their own kind, and He blessed them.

TEACHER



Vocabulary:

animal (n.) Any organism endowed with life and the power of voluntary motion. Animals are distinguished from plants by their independent movement and responsive sense organs. Animals are divided into vertebrates (with backbones) and invertebrates (without backbones).

bird (n.) Warm-blooded, egg-laying vertebrates characterized by feathers and wings for flying.

consciousness (n.) The state of being awake and able to hear, see, and think.

creature (n.) An animal or any kind; a living being.

DNA (n.) Deoxyribonucleic acid; the fundamental building block found in every cell that is responsible for an organism's entire genetic makeup. DNA's information is stored as a code within the chromosomes of each cell and is capable of self-replication.

fixity (n.) The quality or condition of being fixed or immovable.

genetic code, The biochemical instructions in the cell nucleus that translate the genetic information so as to develop in a specific way.

marine (adj.) Relating to the ocean and its creatures.



Preparation and Lesson Background:

1. Read and reflect upon the assigned readings. Make certain you understand them in the context of this lesson.
2. Study the teacher vocabulary words, the principle, and teacher background information.

STUDENT



Key Word:

reproduce (v.) To generate offspring.



Read the Bible Passages:

Read the Bible passages silently and orally as assigned by the teacher.



Reason Questions:

1. Review the first four days of creation by relating what acts God performed each day.
2. What sets planet Earth apart from all the other planets in the solar system?
3. What did God do on day five?
4. How do animals differ from plants? Be specific in your answer based upon what God did on day five.
5. Explain today's principle in your own words and give an example to undergird your explanation.
6. How does today's principle uphold God's awesome individuality?

Principle: God created all living creatures to reproduce after their own kind, and He blessed them.

In the first four days of the Creation account, God supernaturally created the elements of the universe. He then spoke into existence the beautiful water planet called Earth to be a dwelling place for man. Unlike other planets and stars, Earth's atmosphere and hydrosphere were designed by God to support a multitude of living creatures that would breathe oxygen and drink water. God created everything with a specific purpose in mind. When the dry land appeared, it produced vegetation as a source of food for the living creatures. God then provided light-bearers to supply lights for day and night and to mark time, cycles, and seasons.

On day five, God performed another new creation. He created a large variety of living creatures to dwell in the seas and in the sky, and He commanded them to be fruitful and multiply after their own kind. Animals were not simply "brought forth" from the land and water, as was plant life. God created unique, mature, and fully developed living creatures that were able to respond to their environment through their senses. The word "living" in Genesis 1:20 and 21 is the Hebrew word *chay*, which means "alive; strong; life." The word "creature" in verse 21 is the Hebrew word *nephresh*, which means "a breathing creature or soul." Animals have consciousness or the capacity to recognize and react to the environment around them through their senses. Plants do not have this capacity.

Job 12:7-10: "But now ask the beasts, and let them teach you; and the birds of the heavens, and let them tell you. Or speak to the earth, and let it teach you; and let the fish of the sea declare to you. Who among all these does not know that the hand of the Lord has done this, in whose hand is the life of every living thing, and the breath of all mankind?"

A. Large, well-developed marine animals were among the first animals on Earth. God created them before He created land animals with the capacity to breathe air. The Hebrew word for "sea monster" is *tannin* and is usually translated "dragon." Creation scientist, Henry Morris, notes that the frequent references to dragons in the Bible, as well as in the early records of ancient civilizations, are most likely descriptions of dinosaurs, which were encountered by men before they became extinct.¹

When the order of God's creation is compared to the theories of evolutionists, there are great differences. The evolutionary theory has marine organisms evolving first, followed by land animals and later birds. Genesis states

¹ Morris, H. M. (1976). *The Genesis Record*. Grand Rapids, Mich.: Baker Books, p. 69.

7. What did God mean when He said that His creation was "good"?



Notebook Record:

1. Record the following phrases on your Days of Creation graphic organizer:

Day 5:

Marine animals and birds of the air after their own kind

Genesis 1:20-23; Psalm 104:24-30; Job 12:7-10; Matthew 10:29; 1 Corinthians 15:38, 39

2. Illustrate what God created on day five in the space provided on your graphic organizer. Color with your colored pencils.



Singing:

"How Great Thou Art"

Verse 1:

O Lord my God!

When I in awesome wonder
Consider all the works

Thy hand hath made.

I see the stars,

I hear the rolling thunder,
Thy power throughout
the universe displayed.

Refrain:

Then sings my soul,
my Savior God, to Thee;

How great Thou art,
how great Thou art!

Then sings my soul,
my Savior God, to Thee:

How great Thou art,
how great Thou art!



Memory Verse:

From the mouth of infants and nursing babes Thou hast established strength, because of Thine adversaries, to make the enemy and the revengeful cease. (Psalm 8:2)

that land plants came first, then marine animals and birds simultaneously on the same day.

Genesis 1:20, 21a: "Then God said, 'Let the waters teem with swarms of living creatures, and let birds fly above the earth in the open expanse of the heavens.' And God created the great sea monsters."

- B. For the first time in the Creation account, God blessed His new creations. A blessing is a supernatural pronouncement of prosperity spoken to invoke life and success. God's blessing was both a command for the living creatures to be fruitful and multiply "after their own kind" in the seas and on the earth and a promise that God would care and provide for His creatures.

Genesis 1:22: "And God blessed them, saying, 'Be fruitful and multiply, and fill the waters in the seas, and let birds multiply on the earth.'"

Psalms 104:24, 27, 28: "O Lord, how many are Your works! ... They all wait for You to give them their food in due season. You give to them, they gather it up; You open Your hand, they are satisfied with good."

Matthew 10:29: "Are not two sparrows sold for a cent? And yet not one of them will fall to the ground apart from your Father."

- C. God designed all vegetation and living creatures to reproduce after their own kinds. This is a foundational principle for Christians to understand. It refutes the theory of evolution. The phrase "after its own kind" occurs ten times in the first chapter of Genesis. God set fixed reproductive boundaries to assure the fixity of the kinds. One "kind" cannot evolve into another "kind." When we meditate on the design and complexity of each kind, we stand in awe of God's principle of individuality.

1 Corinthians 15:38, 39: "God gives it a body just as He wished, and to each of the seeds a body of its own. All flesh is not the same flesh, but there is one flesh of men, and another flesh of beasts, and another flesh of birds, and another of fish."

We know today through the marvels of modern science and microscopes that all living organisms have a genetic code called DNA programmed into their cells. This allows for wide individual variations within the kind, but not beyond the structure of the kind itself. As an example, a snake has various characteristics that define its structure and identify it as a snake. However, in the snake family are over 2,700 types of snakes that vary in length, body shape, color, pattern, scale texture, eye pupil shape, venom, and head and neck shape.

- D. The Scripture states that God saw that His creation was good. "Good" is defined as "not weak or defective;

complete or sufficiently perfect in its kind; having the physical qualities best adapted to its design and use.”

3. Gather resources: Bible and student vocabulary card.



Teaching Plan:

1. Pray: *Our God and our Creator, we desire to know more of you and your glory and majesty, more about the splendor and beauty of your creation, and more about the origins of the universe. Open our eyes that we may behold wonders from your Word, for the sum of your Word is truth. And grant us understanding that we may apply truth to our lives and worship you in spirit and in truth. Amen.*
2. Distribute student binders.
3. Review the principle that God provided light-bearers to govern day and night and to signal time and seasons.
4. Pin the student vocabulary card on your bulletin board and define for the children.
5. Assign the Bible readings to the children. Have them read silently and then orally.
6. Connect the vocabulary word to the principle, and relate that God created all living plants and creatures to multiply after their own species.
7. Ask the reason questions and have children respond orally.
8. Write the notes on the chalkboard and have children copy onto their Days of Creation graphic organizers. Have the children file this in their binders.
9. Continue singing the first verse of the hymn “How Great Thou Art.”
10. Before completing the lesson, have children repeat their weekly memory verse.
11. Conclude with a short prayer and blessing for the children.

GENESIS 7

Time: 45 minutes

Student Reading: Genesis 1:24-27; Psalm 139:13-18 (NIV)

Review: God created all living creatures to reproduce after their own kind, and He blessed them.

Principle: God created man in His image, which bestowed dignity, worth, and immortality upon him.

TEACHER



Vocabulary:

dignity (n.) True honor; nobleness or elevation of mind; a high sense of propriety; an abhorrence of mean and sinful actions; opposed to meanness.

diversity (n.) Difference; dissimilitude; unlikeness; variety; distinct being.

Imago-Dei [L. image of God]. The Christian doctrine that asserts that human beings are created in God's image and therefore have inherent value independent of their utility or function in society (Gen. 1:27, 28; 5:1-3; 9:6).

individuality (n.) Uniqueness; being one of a kind; unity with diversity.

infinity (n.) That which is without limits, unbounded; that which has no end; a space, time, or distance that continues without end or limits.

virtue (n.) 1) Moral excellence; moral goodness; the practice of moral duties and abstaining from vice. 2) Acting power; something efficacious. *Jesus, knowing that virtue had gone out of him, turned (Mark 5).*

worth (n.) 1) Excellence; virtue. 2) Value; that quality which will produce an equivalent good.



Preparation and Lesson Background:

1. Read and reflect upon the assigned readings. Make certain you understand them in the context of this lesson.

STUDENT



Key Word:

bestow (v.) To give valuable property or an important right or honor to another.



Read the Bible Passages:

Read the Bible passages silently and orally as assigned by the teacher.



Reason Questions:

1. After viewing the power point of the principle of God's individuality, what descriptive words would you use to relate God's nature as the Creator of the universe?
2. What did God make on day six? What were the basic elements of His creations?
3. Define the biblical term "Imago-Dei" and explain what it means.
4. What did God bestow to mankind when He created him? How does this inform the way you should treat others?

2. Study the teacher vocabulary words, the principle, and teacher background information. Review God's principle of individuality in your AMO® Apprenticeship Manual, pp. 75-9.

Principle: God created man in His image, which bestowed dignity, worth, and immortality upon him.

- A. On day six, God completed His mighty works of creation by first "making" (Hebrew word *asah*) the land animals. Like the marine animals, land animals were described as "living creatures" having consciousness. They are categorized as "cattle, creeping things, and beasts of the earth," which included large animals such as dinosaurs, elephants, rhinoceroses, and bison. Creeping things most likely refers to small reptiles, insects, and the animals that crawl or creep close to the surface of the ground. They were "brought forth" from the earth, so their bodies were composed of the same elements as the earth, just as the marine animals, birds, and man (Gen. 2:7). When they die, their bodies decompose, and the elements return to the earth.

Genesis 3:19: "By the sweat of your face You will eat bread, till you return to the ground, because from it you were taken; for you are dust, and to dust you shall return."

Jeremiah 27:5: "I have made the earth, the men and the beasts which are on the face of the earth by My great power and by My outstretched arm, and I will give it to the one who is pleasing in My sight."

- B. On day six, God also made mankind, the crowning glory of His creation, imputing dignity, worth, and immortality to both man and woman:

Genesis 1:26: "Then God said, 'Let US make man in OUR image, according to our likeness ...'" (emphasis added)

Psalms 8:3-5: "When I consider Your heavens, the work of Your fingers, The moon and the stars, which You have ordained; What is man that You take thought of him, And the son of man that You care for him? Yet You have made him a little lower than God, And You crown him with glory and majesty!"

This was not the first time God had given thought to mankind. In the divine councils of the Godhead in eternity, the Father and Son had predetermined many things. Scripture relates that the Lamb was slain and the names of the redeemed were written in His book of life before the foundation of the world (Rev. 17:9; 1 Pet. 1:20; 2 Tim. 1:9).

All creation up to this point has been to provide a dwelling place for mankind. The Earth was prepared as a

5. Define immortality. How is man like God with regard to immortality?
6. Describe your own individuality. What makes you special outwardly and inwardly?



Notebook Record:

1. Record the following phrases on your Days of Creation graphic organizer:

Day 6:

Land animals: cattle, creeping things, and beasts of the earth
Mankind, the crowning glory of creation

Genesis 1:24-27; Genesis 2:7, 18, 21-23; Psalm 8:5

2. Illustrate what God created on day six in the space provided on your graphic organizer. Color with your colored pencils.



Singing:

"How Great Thou Art"

Verse 1:

O Lord my God!

When I in awesome wonder

Consider all the works

Thy hand hath made.

I see the stars,

I hear the rolling thunder,

Thy power throughout

the universe displayed.

Refrain:

Then sings my soul,

my Savior God, to Thee;

How great Thou art,

how great Thou art!

Then sings my soul,

my Savior God, to Thee:

How great Thou art,

how great Thou art!

dwelling place for man. And now, God “makes” (Hebrew *asah*) His crowning glory of creation, the most complex and beautiful of all His creatures, in His image and gives him dominion over all.

- C. Man is the highest and most complex of all creatures made by God, yet God created him more than a highly organized animal. Man was created in God’s image with an eternal spirit, an attribute not shared by animals. Also, God created man a self-conscious life. Animals possess a conscious life, but man alone a self-conscious life.

God created man in His image. “Imago-Dei” is a Christian theological doctrine with various views of interpretation:

- 1) One view holds that man is like God through his spiritual endowment. God is an immortal spirit (John 4:24), and He created man an immortal spirit into which He breathed a “living soul.” Man lost the purity and wholeness of God’s likeness in the Fall, which is why Jesus proclaimed to Nicodemus, “No one can see the kingdom of God unless he is born again,” or unless his spirit is regenerated with the life of Jesus and is reborn.

John 3:4-8: “Nicodemus said to Him, ‘How can a man be born when he is old? He cannot enter a second time into his mother’s womb and be born, can he?’ Jesus answered, ‘Truly, truly, I say to you, unless one is born of water and the Spirit he cannot enter into the kingdom of God. That which is born of the flesh is flesh, and that which is born of the Spirit is spirit. Do not be amazed that I said to you, you must be born again. The wind blows where it wishes and you hear the sound of it, but do not know where it comes from and where it is going; so is everyone who is born of the Spirit.’”

- 2) Others see a relational nature that bears the image of God. For example, the created order of male and female is to establish and maintain both a physical and spiritual union, reflecting the full nature and image of God. God created man and woman with equal value but with different roles, which together reflect the beauty, the virtue, the dignity, and the glory of God Himself.
- 3) “Imago-Dei” is a biblical principle that asserts that man and woman are created in God’s image and that both mirror and represent Him. In antiquity kings had their images put on coins or cast in metal or stone statues and sent throughout their empires to remind their subjects of their rule and power. In Genesis 1:26-28, God gave Adam and Eve a mandate to extend His kingdom throughout the Earth by being fruitful and subduing it. Adam and Eve were to bear



Memory Verse:

When I consider Thy heavens,
the work of Thy fingers,
The moon and the stars, which Thou
hast ordained; (Psalm 8:3)



Take Blessing and Prayer Cards home to parents.

His image as “culture builders” and co-rulers and extend the culture of the garden over all the Earth.

Deuteronomy 7:5: “But thus you shall do to them: you shall tear down their altars, and smash their sacred pillars, and hew down their Asherim, and burn their graven images with fire.”

Isaiah 42:8: “I am the Lord, that is My name; I will not give My glory to another, nor My praise to graven images.”

- D. God’s unique individuality is imprinted on all His creation. Each individual glorifies God’s infinite and diverse nature. Take time to reflect upon this wondrous principle with the children. Recite Rosalie Slater’s poem “God Made Me Special” with them (Day One lesson plan, AMO® Heidi Unit).

Colossians 1:16, 17: “For by Him all things were created, both in the heavens and on earth, visible and invisible, whether thrones or dominions or rulers or authorities—all things have been created through Him and for Him.”

Romans 11:36: “For from Him and through Him and to Him are all things. To Him be the glory forever. Amen.”

Ephesians 4:6: “One God and Father of all who is over all and through all and in all.”

3. Gather resources: Bible, student vocabulary card, memory verse card, God’s Principle of Individuality power point (found with the Resources), and parent cards.



Teaching Plan:

1. Pray: *Our God and our Creator, we desire to know more of you and your glory and majesty, more about the splendor and beauty of your creation, and more about the origins of the universe. Open our eyes that we may behold wonders from your Word, for the sum of your Word is truth. And grant us understanding that we may apply truth to our lives and worship you in spirit and in truth. Amen.*
2. Distribute student binders.
3. Review the principle that God created all living creatures to reproduce after their own kind, and He blessed them.
4. Pin the student vocabulary card on your bulletin board and define for the children.
5. Assign the Bible readings to the children. Have them read silently and then orally.
6. Connect the vocabulary word to the principle and relate the biblical principle of Imago-Dei to one’s self-esteem.
7. Show God’s Principle of Individuality power point to the children.
8. Ask the reason questions and have children respond orally.

9. Write the notes on the chalkboard and have the children copy them onto their Days of Creation graphic organizers. Have the children file this in their binders.
10. Continue singing the first verse of the hymn "How Great Thou Art."
11. Before completing the lesson, have children repeat their weekly memory verse.
12. Conclude with a short prayer and blessing for the children.
13. Send parent cards home with the children for the week.

GENESIS 8

Time: 45 minutes

Student Reading: Genesis 1:28-31; Psalm 8:3-9 (NIV)

Review: God created man in His image, which bestowed dignity, worth, and immortality upon him.

Principle: God prepared the Earth for man's dwelling and commissioned man to subdue and steward His wondrous works.

TEACHER



Vocabulary:

commission (v.) To grant certain power or authority to carry out a particular task or duty.

cultural (adj.) Of or relating to culture or cultivation.

culture (n.) The shared customary beliefs, values, social practices, and material traits that characterize a religious or social group; the characteristic features of everyday existence shared by people in a specific place or time.

dwelling (n.) A place of residence; state of life.

entrust (v.) 1) To give as a trust to someone. 2) To confide to the care of; to commit to another with confidence in his fidelity.

mandate (v.) 1) To give someone the authority to do something. 2) To give an official order or make a law stating that something must be done.

rule (v.) 1) To govern or control by supreme authority. 2) To manage; to establish by decree.

subdue (v.) 1) To conquer by force or the exertion of power. 2) To tame. 3) To overcome; to make mellow; to destroy, as weeds.



Preparation and Lesson Background:

1. Read and reflect upon the assigned readings. Make certain you understand them in the context of this lesson. Review the principle of property and stewardship in your AMO® Teacher Manual, pp. 175-78.
2. Study the teacher vocabulary words, the principle, and teacher background information.

STUDENT



Key Word:

steward (v.) To carefully and wisely manage the property and affairs of another person.



Read the Bible Passages:

Read the Bible passages silently and orally as assigned by the teacher.



Reason Questions:

1. Describe the individuality of the planet Earth. What makes it so unique when compared with other planets and stars in the universe?
2. For what purpose did God create the Earth?
3. For what two purposes did God create man and woman?
4. Explain in your own words the meaning of this verse of Scripture from your reading: "Be fruitful and multiply, and fill the earth, and subdue it; and rule over every living thing that moves on the earth" (Genesis 1:28).

Principle: God prepared the Earth for man’s dwelling and commissioned man to subdue and steward His wondrous works.

“Thus, nature and history, the earth and man, stand in the closest relation to each other, and form one grand harmony The earth is a masterpiece of Divine workmanship and its purpose the abode of man, the scene of his activity, and the means of his development.”¹

A. The beautiful planet Earth, called by scientists the “water planet,” perfectly supports life as we know it. Earth’s moderate climate, its oxygen-rich atmosphere, the abundance of water that wraps and protects the globe, and the light received from the sun all contribute to making it the perfect, life-sustaining environment for vegetation, animals, and mankind. To date, no signs of life have been found on other planets. God created this beautiful planet to be the dwelling place for man.

Psalm 115:16: “The heavens are the heavens of the Lord, but the earth He has given to the sons of men.”

Psalm 8:6: “Thou dost make him [man] to rule over the works of Thy hands; Thou hast put all things under his feet.”

Acts 17:26: “He made from one man every nation of mankind to live on all the face of the earth, having determined their appointed times and the boundaries of their habitation.”

B. After God completed His mighty works of creation by making man and woman in His image, He blessed them and issued a mandate for them to subdue and rule over His wondrous creation. This is God’s first command to Adam and Eve.

Genesis 1:26-28: “Then God said, ‘Let Us make man in Our image, according to Our likeness; and let them rule over the fish of the sea and over the birds of the sky and over the cattle and over all the earth, and over every creeping thing that creeps on the earth.’ God created man in His own image, in the image of God He created him; male and female He created them. God blessed them; and God said to them, ‘Be fruitful and multiply, and fill the earth, and subdue it; and rule over the fish of the sea and over the birds of the sky and over every living thing that moves on the earth.’”

Psalm 8:6-8: “You make him to rule over the works of Your hands; You have put all things under his feet, all sheep and oxen, and also the beasts of the field, the birds of the heavens and the fish of the sea, whatever passes through the paths of the seas.”

Many call these passages the “cultural or dominion mandate.” God’s two-pronged commission embraces

5. Define the word “steward,” both as a noun and as a verb.
6. Explain what God has given mankind to steward. What does this teach us about God Almighty?
7. Describe the character qualities of a wise steward and a foolish steward.
8. Relate what kind of steward you are and list your character qualities that support your answer.



Notebook Record:

1. Record the following phrases on your Creation Parallel Summary:

Day 1:

Light, the glory of Jesus Christ
God separated light from darkness.

Day 2:

The expanse
Heaven
God separated the sky from the waters.

Day 3:

Earth: dry land/continents and islands
Vegetation: plants; fruit trees bearing seed
God separated the land from the sea.

Day 4:

Sun
Moon
Stars

Day 5:

Living creatures of the sea
Birds of the air

Day 6:

Land animals
Man and woman in His image

2. Sketch scenes of how man subdues and takes dominion over God’s creation on your Creation Parallel Summary. Color with your colored pencils.

¹ Guyot A. (1873, 1785). *Physical Geography* (reprint). Redding, Calif.: American Christian History Institute. p. 1.

all productive human activities. He created man in His image and gave him His authority to subdue the natural world and to rule over it. God intended for man to extend the culture of the garden of Eden over all the Earth and to build a godly civilization that would reflect His righteousness, beauty, and truth. Man was divinely appointed to steward the natural world in such a way that would best represent Almighty God's nature and character and bring glory to His name. God's eternal purpose for man on Earth is twofold:

- 1) "Bear His image over all the earth," which means to be fruitful and multiply and fill the Earth; bear children and establish loving families; cultivate the social world by building godly institutions, composing music, creating art, etc.
 - 2) "Subdue and rule over the earth," which means to harness the natural and spiritual world and all therein and to steward the Earth's natural resources wisely and carefully for the welfare of future generations. Here the knowledge of science and technology is combined to order and develop the Earth's resources. This also means to establish a system of government that reflects God's kingdom and His dominion as owner, as King of kings and Lord of lords.
- C. To steward is to be entrusted with another's property and to carefully manage, dispose of, and invest it for the benefit of the owner.
- 1) By right of creation, God owns the natural world and appointed man to subdue and rule over it for Him. He placed man in the beautiful garden of Eden to cultivate and steward it and to extend His beauty, truth, and moral goodness over the Earth.

Exodus 19:5: "...for all the earth is Mine."

Psalm 24:1: "The earth is the Lord's, and all it contains, the world, and those who dwell in it."

Genesis 2:15: "Then the Lord God took the man and put him into the garden of Eden to cultivate [dress] it and keep [guard] it."

- 2) By right of creation and redemption, God also owns man and his soul.

Ephesians 2:10: "For we are His workmanship, created in Christ Jesus for good works, which God prepared beforehand so that we would walk in them."

1 Corinthians 3:23: "You belong to Christ; and Christ belongs to God."

Ezekiel 18:4: "For every living soul belongs to Me, the father as well as the son—both alike belong to Me."

We each belong to God and have internal property to wisely steward for His glory! One day we will



Singing:

"How Great Thou Art"

Verse 2:

When through the woods
and forest glades I wander
And hear the birds
sing sweetly in the trees;
When I look down
from lofty mountain grandeur,
And hear the brook,
and feel the gentle breeze.

Refrain:

Then sings my soul,
my Savior God, to Thee;
How great Thou art,
how great Thou art!
Then sings my soul,
my Savior God, to Thee:
How great Thou art,
how great Thou art!



Memory Verse:

When I consider Thy heavens,
the work of Thy fingers,
The moon and the stars,
which Thou hast ordained;
(Psalm 8:3)

stand before God and be asked to give an account for the way we have stewarded what He entrusted to each one of us! (Review pages 175-78 in your AMO® Teacher Manual on the principle of property and stewardship.)

- D. God completed His work on the sixth day, and in surveying it all He pronounced the whole creation to be “very good!” He saw that what He had created was complete and that every part was in perfect harmony with every other part. The whole universe was a beautiful, perfect creation, “the finest that the mind and heart of God Himself could devise for man.”¹
3. Gather resources: Bible, student vocabulary card, and Creation Account Summary graphic organizers.



Teaching Plan:

1. Pray: *Our God and our Creator, we desire to know more of you and your glory and majesty, more about the splendor and beauty of your creation, and more about the origins of the universe. Open our eyes that we may behold wonders from your Word, for the sum of your Word is truth. And grant us understanding that we may apply truth to our lives and worship you in spirit and in truth. Amen.*
2. Distribute student binders.
3. Review the principle that God created man in His image, which bestowed dignity, worth, and immortality upon him.
4. Pin the student vocabulary card on your bulletin board and define for the children.
5. Assign the Bible readings to the children. Have them read silently and then orally.
6. Connect the vocabulary word to the principle and relate the concepts of stewardship and the Cultural Mandate.
7. Ask the reason questions and have children respond orally.
8. Distribute Creation Account Summary graphic organizers to the children. Write the notes on the chalkboard and have them copy onto their Creation Account Summary graphic organizers. Be certain to draw the parallels between days one and four; days two and five; and days three and six. Have the children file this in their binders. If there is time remaining, have the children sketch scenes on their graphic organizer of how man subdues, rules over, and stewards God’s world.
9. Teach the children the second verse of the hymn “How Great Thou Art.”
10. Before completing the lesson, have children repeat their weekly memory verse.
11. Conclude with a short prayer and blessing for the children.

¹ Morris, H. M. (1976). *The Genesis Record*. Grand Rapids, Mich.: Baker Books.

Creation Parallel Summary

Day 1	Day 4
Day 2	Day 5
Day 3	Day 6

GENESIS 9

Time: 45 minutes

Student Reading: Genesis 2:1-4a; Exodus 20:8-11; Psalm 23:1-3 (NIV)

Review: God prepared the Earth for man's dwelling and commissioned man to subdue and steward His wondrous works.

Principle: God's cycle of work and sabbath rest is an integral part of His design for man's health and well-being.

TEACHER



Vocabulary:

integral (adj.) 1) Necessary to make a whole. 2) Uninjured; complete; not defective.

rest (n.) 1) Freedom from work, toil, strain, or activity. 2) Cessation of work or movement in order to relax or recover strength. 3) Freedom from anxiety or disturbance; inward quietness, composure, and peace.

Sabbath (n.) The seventh day of the week on which God rested from the work of creation.

shalom (n.) Hebrew word for peace (tranquility within and without); health; wholeness, well-being; safety; salvation.

sustain (v.) 1) To bear; to uphold; to support; to aid or assist. 2) To maintain; to keep alive, as provisions to sustain a family or an army.

thermodynamics (n.) [*thermo*, heat and *dynamics*, motion] The branch of science that studies energy transfer.

well-being (n.) A person's state of total welfare (body, soul, and spirit); being healthy, happy, secure, and prosperous; a synonym for the Jewish word *shalom*.



Preparation and Lesson Background:

1. Read and reflect upon the assigned readings. Make certain you understand them in the context of this lesson.
2. Study the teacher vocabulary words, the principle, and teacher background information.

STUDENT



Key Word:

rest (n.) 1) Freedom from work, toil, strain, or activity in order to recover strength. 2) Freedom from anxiety or disturbance.



Read the Bible Passages:

Read the Bible passages silently and orally as assigned by the teacher.



Reason Questions:

1. What did God do on the seventh day?
2. Explain what God meant by "resting from His work."
3. Define rest as it relates to the health and well-being of a human being.
4. Define rest as it relates to caring for animals and agricultural land.
5. What is the key to resting internally in your spirit? What does the Bible suggest that you do when you get out of rest?

Principle: God's cycle of work and sabbath rest is an integral part of His design for man's health and well-being.

- A. In the first three verses of our reading in Genesis, "God rested" is mentioned three times and the fact that He "rested from all His work which He had done" four times. It is believed by many theologians and scientists that this repetition is inserted to underscore that God indeed had completed His creation and that the *present* processes of the cosmos are not those of creating and making but those of conservation and disintegration (from the two universal laws of thermodynamics).

Scientist Henry Morris states that Genesis 1 through Genesis 2:4a is "the divinely revealed record of the creation and formation of all things in the universe, how long it took, what the various events and divisions were, what the order of development was, the relations of the various components, and all the other data which man could never be able to determine for himself through his own scientific observations." This completion of God's work of creation is also summarized in the New Testament:

Hebrews 11:3: "By faith we understand that the worlds were prepared by the word of God, so that what is seen was not made out of things which are visible."

Ephesians 3:9: "And bring to light what is the administration of the mystery which for ages has been hidden in God who created all things."

- B. Also, Scripture does not say that God continues to rest, suggesting that we are still in the age of the seventh day era, as some have suggested. God completed His creation in six days and rested on the seventh day. However, He continues to be active in providentially sustaining all that He created:

Exodus 31:17: "On the seventh day He rested, and was refreshed."

John 5:17: "Jesus said, 'My Father is working [present continual verb tense] until now, and I myself am working.'"

- C. God's cycle of work and rest is a principle He intended for man to put into practice in order to maintain total and complete health of spirit, soul, and body. He included it in the Ten Commandments:

Exodus 20:8-11: "Remember the Sabbath day by keeping it holy. Six days you shall labor and do all your work, but the seventh day is a sabbath to the Lord your God. On it you shall not do any work, neither you, nor your son or daughter, nor your male or female servant, nor your animals, nor any foreigner residing in your towns. For in six days the Lord made the heavens and the earth, the sea, and all that is in them, but



Notebook Record:

1. Record the following phrases on your Days of Creation graphic organizer:

Day 7

God rested from His completed work.

He blessed and sanctified the seventh day.

Genesis 2:2, 3; Exodus 20:8-11; Exodus 23:10-12

2. Sketch day seven in the space provided on your graphic organizer. Color with your colored pencils.
3. With your remaining time, complete your sketches on your Creation Account Summary of how man subdues and takes dominion over God's creation. Color with your colored pencils.



Singing:

"How Great Thou Art"

Verse 2:

When through the woods
and forest glades I wander
And hear the birds
sing sweetly in the trees;
When I look down
from lofty mountain grandeur,
And hear the brook,
and feel the gentle breeze.

Refrain:

Then sings my soul,
my Savior God, to Thee;
How great Thou art,
how great Thou art!
Then sings my soul,
my Savior God, to Thee:

He rested on the seventh day. Therefore the Lord blessed the Sabbath day and made it holy.” (NIV)

A day of rest provides us extended time to fellowship with God and an opportunity for corporate worship with the Body of Christ in order to reflect upon His mighty works, to call upon Him, and to bless and glorify His name.

- D. God also intended that man apply this principle to caring for his animals and agricultural land:

Exodus 23:10-12: “For six years you are to sow your fields and harvest the crops, but during the seventh year let the land lie unplowed and unused. Then the poor among your people may get food from it, and the wild animals may eat what is left. Do the same with your vineyard and your olive grove. Six days do your work, but on the seventh day do not work, so that your ox and your donkey may rest, and so that the slave born in your household and the foreigner living among you may be refreshed.” (NIV)

- E. There is a spiritual rest that is available to the believer in Christ in which he stops striving in his own strength to accomplish the purposes of God in his life and enters into His rest, into His spiritual provisions, His finished work. Jesus said He was the “Lord of the Sabbath” and invited people to come to Him and find this spiritual rest and internal peace and assurance.

Mark 2:27, 28: “Jesus said to them, ‘The Sabbath was made for man, and not man for the Sabbath. So the Son of Man is Lord even of the Sabbath.’”

This principle of sabbath rest is not a legalistic requirement, but rather a profound principle that when applied in one’s life provides rest and restoration in his whole being, the foundation for complete health, what the Jews call *shalom*.

Matthew 11:29, 30: “Take My yoke upon you and learn from Me, for I am gentle and humble in heart, and you will find rest for your souls. For My yoke is easy and My burden is light.”

Hebrews 4:1-4, 10: “Therefore, let us fear if, while a promise remains of entering His rest, any one of you may seem to have come short of it. For indeed we have had good news preached to us, just as they also; but the word they heard did not profit them, because it was not united by faith in those who heard. For we who have believed enter that rest, just as He has said, ‘As I swore in My wrath, they shall not enter My rest,’ although His works were finished from the foundation of the world ... For the one who has entered His rest has himself also rested from his works, as God did from His.”

- F. God’s six days of creation and the seventh of rest established the seven-day week. All other important time markers in human life are clearly based on astronomical and terrestrial constants: the day, the year, the month,

How great Thou art,
how great Thou art!



Memory Verse:

What is man that Thou dost take
thought of him,
And the son of man that Thou dost
care for him? (Psalm 8:4)



Take Blessing and Prayer Cards home to parents.

and the seasons; however, God established the seven-day week. The number seven has universal significance as the number of completion. God desires that we never forget that He is both our Creator and our Redeemer.

3. Gather resources: Bible, student vocabulary card, memory verse card, parent cards, and the YouTube video “The Seven Days of Creation.”



Teaching Plan:

1. Pray: *Our God and our Creator, we desire to know more of you and your glory and majesty, more about the splendor and beauty of your creation, and more about the origins of the universe. Open our eyes that we may behold wonders from your Word, for the sum of your Word is truth. And grant us understanding that we may apply truth to our lives and worship you in spirit and in truth. Amen.*
2. Distribute student binders.
3. Review the principle that God prepared the Earth for man’s dwelling and commissioned man to subdue and steward His wondrous works.
4. Pin the student vocabulary card on your bulletin board and define for the children.
5. Assign the Bible readings to the children. Have them read silently and then orally.
6. Connect the vocabulary word to the principle and relate it to the purpose of God’s sabbath rest.
7. Ask the reason questions and have children respond orally.
8. Write the notes on the chalkboard and have children copy onto their Days of Creation graphic organizers. If this resource is available, show the children the short video “The Seven Days of Creation”: [youtube.com/watch?v=1laNZP8YrU](https://www.youtube.com/watch?v=1laNZP8YrU).
9. Continue teaching the children the second verse of the hymn “How Great Thou Art.”
10. Before completing the lesson, have children repeat their weekly memory verse.
11. Conclude with a short prayer and blessing for the children.
12. Send parent cards home with the children for the week.

GENESIS 10

Time: 45 minutes

Student Reading: Genesis 2:4b-14; Revelation 22:1-5 (NIV)

Review: God's cycle of work and sabbath rest is an integral part of His design for man's health and well-being.

Principle: It was only into man that God directly breathed His breath of life, which energized man's soul.

TEACHER



Vocabulary:

complementary (adj.) Forming a balanced whole; completing.

flora (n.) All the plants that grow in a particular region.

primeval (adj.) Belonging to the first or the earliest age; relating to the period when the universe or the Earth first began to exist.

topical (adj.) Arranged by or relating to a particular topic or topics.



Preparation and Lesson Background:

1. Read and reflect upon the assigned readings. Read the last two chapters of the book of Revelation for this lesson and compare the description of heaven and the new Jerusalem with the garden of Eden. Make certain you understand the readings in the context of this lesson.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: It was only into man that God directly breathed His breath of life, which energized man's soul.

There are two accounts of creation in the first two chapters of Genesis. Chapter one provides a general description of God's creation of the universe in chronological order, in which are found the creation of man and God's twofold purpose for mankind. Chapter two provides a more detailed account of creation day six and is topical in nature. These two narratives do not contradict one another but are complementary and, as such, provide the Bible's

STUDENT



Key Word:

energize (v.) To give energy; to activate a flow of power.



Read the Bible Passages:

Read the Bible passages silently and orally as assigned by the teacher.



Reason Questions:

1. Describe the two accounts of the creation of man from our readings. What makes them different? How do they complement one another?
2. Explain how God energized Adam.
3. In what ways is man like God?
4. What characteristics make man different from animals?
5. Describe the garden of Eden. Tell why God created it.
6. What special trees grew in the garden?
7. Explain how the vegetation in the garden of Eden got watered.

complete account of creation. The remainder of the Bible is the unfolding drama of the themes found in these first two chapters, with its climax in the last two chapters of Revelation, which mirror one another!

The first division of Genesis is called “the account of the heavens and the earth,” and it is recorded in Genesis 1:1-2:4a. The second division, called “the book of the generations of Adam,” is recorded in Genesis 2:4b-5:1. You will notice the voice of a different writer in chapter two and the use of a different vocabulary. Many scholars suggest that Adam wrote the second account. “The use of the word ‘book’ makes it clear that these primeval records were actually written down and not simply handed down by word of mouth.”¹

A. This lesson’s reading begins with a description of Earth before God created man, which was quite different from what it is today. It did not rain in the generations of Adam. “A mist used to rise from the earth and water the whole surface of the ground” (2:6). “The waters above the expanse” created a vapor canopy over the surface of the Earth, which maintained a uniform temperature worldwide and produced no great air mass movements. This protected mankind from the harsh rays of the sun and contributed to man’s longevity of 800 to 900 years before the Flood.

B. In our reading, the narrative relates the formation and energizing of Adam’s body rather than its creation, as in chapter 1. “The Lord God formed man of dust from the ground” (2:7a), creating him from the same basic elements as the earth. The word *adam* means “red man” in Hebrew, which comes from the Hebrew word *adamah*, “red ground.”
1 Corinthians 15:47: “The first man [Adam] is from the earth, earthy; the second man [Jesus] is from heaven.”

Isaiah 64:8: “But now, O LORD, You are our Father, we are the clay, and You our potter; and all of us are the work of Your hand.”

Job 10:8, 9: “Your hands fashioned and made me altogether, and would You destroy me? Remember now, that You have made me as clay; and would You turn me into dust again?”

Psalms 139:13-16: “For You formed my inward parts; You wove me in my mother’s womb. I will give thanks to You, for I am fearfully and wonderfully made; wonderful are Your works, and my soul knows it very well. My frame was not hidden from You, when I was made in secret, and skillfully wrought in the depths of the earth; Your eyes have seen my unformed substance; and in Your book were all written the days that were ordained for me, when as yet there was not one of them.”

Although Adam’s body was formed with the same chemical elements that are in the soil, his life came from God. God “breathed into his nostrils the breath of life; and

8. Why is it not possible to locate the garden of Eden on a map today?



Notebook Record:

Record the following phrases on your Profile of Humankind graphic organizer:

Before the Fall:

- God created the Earth as man’s dwelling place (1:26).
- God personally formed Adam in His image from the dust of the ground (1:26; 2:7).
- God breathed the breath of life into Adam’s nostrils (2:7).
- Adam became a living soul (2:7).



Singing:

“How Great Thou Art”

Verse 2:

When through the woods
and forest glades I wander
And hear the birds
sing sweetly in the trees;
When I look down
from lofty mountain grandeur,
And hear the brook,
and feel the gentle breeze.

Refrain:

Then sings my soul,
my Savior God, to Thee;
How great Thou art,
how great Thou art!
Then sings my soul,
my Savior God, to Thee:
How great Thou art,
how great Thou art!



Memory Verse:

What is man that Thou dost take
thought of him,
And the son of man that Thou dost
care for him? (Psalm 8:4)

¹ Morris, H. M. (1976). *The Genesis Record*. Grand Rapids, Mich.: Baker Books, p. 28.

man became a living being” (2:7b). Becoming a living soul set mankind apart from and higher than the animal kingdom. Man’s soul required God’s direct energizing to make it active.

1 Corinthians 15:45: “So it is written, ‘The first Adam was made a living soul.’ The last Adam became a life-giving spirit.”

John 4:24: “God is Spirit, and those who worship Him must worship in spirit and truth.”

God is essentially Spirit. Therefore, man, who is made in His image, possesses an immortal spirit. God created man in His likeness, which distinguishes mankind from the rest of creation. God gave man the gift of language with which to take dominion over the Earth. Man has the capacity to have feelings, imagine, think, reason, and create. He is able to make moral choices and grow spiritually. But we must always remember that although man is made in God’s image (Gen. 1:26), he is not equal to Him (Isa. 40:25).

Ecclesiastes 3:10, 11: “I have seen the task which God has given the sons of men with which to occupy themselves. He has made everything appropriate in its time. He has also set eternity in their heart.”

The word for “soul” in Hebrew is *nephesh*, and it means “that which breathes.” It is used synonymously with the word “spirit” in the Old Testament. Spirit and soul refer to the emotional life and also correspond to “heart,” the seat of all thinking, feeling, and purpose. Hebrew culture tended to view man as comprised of soul (spirit) and body. The Greek word for soul is *psuche*, which is translated “soul” or “life.” The New Testament Greek concept of man was tripartite—spirit, soul, and body (1 Thess. 5:23; Heb. 4:12).

- C. Next, the narrative describes the geography and flora of the beautiful garden of Eden, a special plot of land that God Himself prepared as a home for Adam and Eve.

Genesis 2:9, 10: “Out of the ground the LORD God caused to grow every tree that is pleasing to the sight and good for food; the tree of life also in the midst of the garden, and the tree of the knowledge of good and evil. Now a river flowed out of Eden to water the garden; and from there it divided and became four rivers.”

After God formed Adam from the dust of the earth, He personally prepared a special garden for him and named it Eden, a word that means “delight.” It contained beautiful fruit trees of every kind that were pleasing to the sight and good for food. Adam’s first knowledge of his Creator was of One who loved him and lavishly provided for him. God also planted two exceptional trees in the garden—the tree of life and the tree of the knowledge of good and evil.

A river that flowed from Eden watered the garden. As it flowed out of the garden, it split into four headwaters, each of which was a large and long river. There have been many conjectures as to the location of Eden;

however, both the garden and these rivers were completely destroyed by the Flood and are not in the same geographic locations as those with the same names in the present age. It seems that Noah and his family used the same names for geographical features after the Flood in memory of those that they remembered.

- D. Our passage from the last chapter of the Bible mirrors, in part, the description of Eden. This reading is a partial description of the new Jerusalem, or heaven. Whereas God prepared Eden specifically as a home for Adam and Eve, so Christ is preparing a home in heaven for all who believe In Him. The river of the water of life flows from the throne of God, and on either side is the tree of life, whose leaves are for the healing of nations (Rev. 22:1, 2). Christ is there and illumines the city.
3. Gather resources: Bible, student vocabulary card, and Profile of Humankind graphic organizer.



Teaching Plan:

1. Pray: *Our God and our Creator, we desire to know more of you and your glory and majesty, more about the splendor and beauty of your creation, and more about the origins of the universe. Open our eyes that we may behold wonders from your Word, for the sum of your Word is truth. And grant us understanding that we may apply truth to our lives and worship you in spirit and in truth. Amen.*
2. Distribute student binders.
3. Review the principle that God's cycle of work and sabbath rest is an integral part of His design for man's health and well-being.
4. Pin the student vocabulary card on your bulletin board and define for the children.
5. Assign the Bible readings to the children. Have them read silently and then orally.
6. Connect the vocabulary word to the principle and relate its meaning to how God created man unique and different from the animal kingdom.
7. Ask the reason questions and have children respond orally.
8. Distribute Profile of Humankind graphic organizers to the children. Write the notes on the chalkboard and have children copy onto their Profile of Humankind graphic organizers.
9. Continue learning the second verse of the hymn "How Great Thou Art."
10. Before completing the lesson, have children repeat their weekly memory verse.
11. Conclude with a short prayer and blessing for the children.

GENESIS 11

Time: 45 minutes

Student Reading: Genesis 2:15-25 (NIV)

Review: It was only into man that God directly breathed His breath of life, which energized man's soul.

Principle: God established marriage as a shared companionship between one man and one woman for a lifetime.

TEACHER



Vocabulary:

authority (n.) Legal power or a right to command or to act; power; rule.

dignity (n.) True honor; nobleness or elevation of mind, consisting in a high sense of truth and justice, with an abhorrence of mean and sinful actions, that is based on moral rectitude [righteous thinking].

dominion (n.) Sovereign or supreme authority; the power of governing and controlling.

lifework (n.) The principal or entire work of a person's lifetime.

principle (n.) 1) The cause, source, or origin of anything; that from which a thing proceeds. 2) That which produces anything else; the operative cause. 3) A general truth. 4) Ground; foundation; that which supports an assertion, an action, or a series of actions or of reasoning.

procreate (v.) 1) To beget and conceive offspring. 2) To produce or create.

stewardship (n.) The responsibility of administering and caring for another's property.



Preparation and Lesson Background:

1. Read and reflect upon the assigned readings. Make certain you understand them in the context of this lesson.
2. Study the teacher vocabulary words, the principle, and teacher background information.

STUDENT



Key Word:

marriage (n.) The act of uniting a man and a woman for life.



Read the Bible Passage:

Read the Bible passages silently and orally as assigned by the teacher.



Reason Questions:

1. After God prepared the beautiful garden, he placed Adam there. What were Adam's responsibilities?
2. What was God's one command to Adam in the garden?
3. How did Adam begin to take dominion over the Earth?
4. Describe the difference in the way God created Adam and the woman.
5. Why did God create woman? Is woman of equal dignity and worth as man? Explain your answer.
6. God created man and woman with different roles. Describe

Principle: God established marriage as a shared companionship between one man and one woman for a lifetime.

Genesis is the book of beginnings in which God sowed first principles for every area of life! There are many principles in this lesson's reading that are important to lay as a foundation for understanding biblical doctrine.

After God created Adam and Eve, He blessed them (Gen. 1:28). With God's blessing always comes responsibility! It is important for us to understand the calling God had for Adam, His commandment regarding the tree of the knowledge of good and evil, the act of naming as a sign of authority, God's created order, the ways in which man and woman are alike and different, and the foundation for marriage as God instituted it.

A. God prepared the beautiful garden of Eden as a home for Adam. It was perfect in every way. The garden was an interface between heaven and Earth, divine and human, a place where God could enjoy fellowship with man. God placed Adam in the garden to cultivate it and keep it. Caring for the garden was Adam's calling, his "lifework," and God provided everything he needed to be successful. Just as God worked and continues to work, so Adam would work (John 5:17). Work is not a curse. Work is necessary for man's good, even in an ideal setting! All work is significant and has dignity through serious activity and service. Work and the fruit of one's labor are gifts from God (Eccles. 3:13; 4:9).

Genesis 2:15: "Then the Lord God took the man and put him in the garden of Eden to cultivate it and keep it."

The Hebrew word for "cultivate" is *abad*, which means to work, serve, till, execute, bring to pass, or worship. The Hebrew word for "keep" is *shamar*, which means to guard, protect, attend; preserve; watch.

Adam's lifework was to cultivate the garden by exercising a careful and loving stewardship over it, keeping it orderly and beautiful, with every component in harmonious relationship with the whole. He was also to extend the glory of God's kingdom throughout the whole Earth through his offspring. He was to establish a family and build godly traditions and culture. Eve was fashioned by God from Adam's rib as his lifetime companion and helper in this calling. Together, they were to work the garden and preserve and extend what God had established. They were also to be lifelong worshippers of *Elohim* and watchmen over their domain.

B. After God placed Adam in the garden of Eden, He commanded him, saying, "From any tree of the garden you may eat freely; but from the tree of the knowledge of

their roles as found in Genesis chapter two.

7. Define the biblical view of marriage.
8. Compare God's boundaries for marriage with those in your culture today.



Notebook Record:

Record the following phrases on your Profile of Humankind graphic organizer:

Before the Fall:

- God planted a garden and placed Adam there to tend it (2:8).
- God gave Adam one command to obey (2:16, 17).
- Adam named all the animals (2:19).
- God saw that man was lonely and made him a suitable helper (2:18).
- God fashioned a woman from Adam's rib (2:22).



Singing:

"How Great Thou Art"

Verse 2:

When through the woods
and forest glades I wander
And hear the birds
sing sweetly in the trees;
When I look down
from lofty mountain grandeur,
And hear the brook,
and feel the gentle breeze.

Refrain:

Then sings my soul,
my Savior God, to Thee;
How great Thou art,
how great Thou art!
Then sings my soul,
my Savior God, to Thee:
How great Thou art,
how great Thou art!

good and evil you shall not eat, for in the day that you eat from it you will surely die" (Gen. 2:16, 17). This was the only law that God gave Adam to obey. It is of interest to note that Eve had not yet been created when God gave Adam this commandment. The tree of knowledge would soon be used by God to test man's love and obedience.

- C. Naming the animals was Adam's first act of taking dominion. Naming is a sign of authority. God spoke creation into existence and named its elements. All dominion and power are His. In antiquity, to name something or someone implied having dominion or ownership (Gen. 17:5, 15; 2 Kings 23:34; 24:17; Dan. 1:7). Then God brought all the animals to Adam so Adam could accomplish what God had commanded. Again, note that Eve had not yet been created. After God created Eve, it was Adam who named her "woman," and after the Fall he named her "Eve." Adam could not help but notice that each species had a mate, but there was no mate for him. He also must have noticed his uniqueness in terms of intelligence, language, and spirituality, which made him even lonelier.

Genesis 1:26, 28: "Then God said, 'Let Us make man in Our image, according to Our likeness; and let them rule over the fish of the sea and over the birds of the sky and over the cattle and over all the earth, and over every creeping thing that creeps on the earth.' ... God blessed them; and God said to them, 'Be fruitful and multiply, and fill the earth, and subdue it.'"

Genesis 2:18-20: "Then the Lord God said, 'It is not good for the man to be alone; I will make him a helper suitable for him.' Out of the ground the Lord God formed every beast of the field and every bird of the sky, and brought them to the man to see what he would call them; and whatever the man called a living creature, that was its name. The man gave names to all the cattle, and to the birds of the sky, and to every beast of the field, but for Adam there was not found a helper suitable for him."

- D. In the whole creation account, there was only one thing that was not good—"it was not good for man to be alone" (2:18). God established marriage to be a shared companionship between a man and a woman. God saw that Adam was lonely and purposed to make him a suitable helper. Just as God brought the animals to Adam, so He brought the woman to him.

Genesis 2:18: "Then the Lord God said, 'It is not good for the man to be alone; I will make him a helper suitable for him.'"

Fashioning the woman from the rib of Adam would complete God's work of creation. He put Adam into a deep sleep and built her body from his body! Adam's DNA would become her DNA. Adam's life would become her life. Truly, the two were one flesh!



Memory Verse:

Yet Thou hast made him
a little lower than God,
And dost crown him
with glory and majesty!
(Psalm 8:5)



Take Blessing and Prayer Cards home to parents.

Genesis 2:22, 23: "The LORD God fashioned into a woman the rib which He had taken from the man, and brought her to the man. The man said, 'This is now bone of my bones, and flesh of my flesh; She shall be called Woman, because she was taken out of Man.'"

1 Timothy 2:13: "For it was Adam who was first created, and then Eve."

1 Corinthians 11:8: "For the man is not of the woman, but the woman of the man."

Genesis 2:24: "For this cause a man shall leave his father and his mother, and shall cleave to his wife; and they shall become one flesh."

E. It is significant that the first human institution established by God was that of marriage. Marriage is a central part of God's plan for mankind and a biblical theme that runs throughout the Scriptures—the Bridegroom and the Bride; the wedding feast of the Lamb; Jesus is the Head of the church; we believers are the Body of Christ. "The long period of human infancy and helplessness requires careful protection and training of children by their parents. In His wisdom, God ordained that the home, built on the mutual love and respect of husband and wife, should be the basic human unit of authority and instruction."¹ The family unit is the building block of nations, as well.

The biblical model of marriage is one man and one woman united for a lifetime. In the eyes of God, there is no such thing as a "homosexual marriage." Sadly, today we have to address such a topic! When God created Adam and Eve, He established the fundamental pattern of human society. God established marriage to fulfill the need for friendship and intimacy and to provide for the necessary long-term care and instruction of children. God provided Adam a "helper." In the Old Testament, the Hebrew word for "helper" was often used of God Himself (Ps. 46:1). In this context, helper means one who supplies what is lacking in the other person. God fashioned Eve to do what Adam could not do alone. As one flesh, each complemented the nature of the other.

Ecclesiastes 4:9-12: "Two are better than one because they have a good return for their labor. For if either of them falls, the one will lift up his companion. But woe to the one who falls when there is not another to lift him up. Furthermore, if two lie down together they keep warm, but how can one be warm alone? And if one can overpower him who is alone, two can resist him. A cord of three strands is not quickly torn apart."

Deuteronomy 32:30: "One can chase a thousand and two can put ten thousand to flight."

¹ Morris, H. M. (1976). *The Genesis Record*. Grand Rapids, Mich.: Baker Books, p. 99.

F. Both man and woman were created in God's image (Imago-Dei), which endows both with equal worth and dignity; however, each has unique and different roles in life. In most cultures around the world, men look down on women and count them as being of little significance. They believe the lie that God created men superior to women. This is why it's important for us as teachers to know these first principles found in the book of Genesis. We need to train our children to respect, honor, and celebrate the glory and uniqueness of both manhood and womanhood while they are young. And we need to teach them the biblical model of marriage—one man and one woman united for life—and the unique roles of both in the marriage.

3. Gather resources: Bible, student vocabulary card, memory verse card, and parent cards.



Teaching Plan:

1. Pray: *Our God and our Creator, we desire to know more of you and your glory and majesty, more about the splendor and beauty of your creation, and more about the origins of the universe. Open our eyes that we may behold wonders from your Word, for the sum of your Word is truth. And grant us understanding that we may apply truth to our lives and worship you in spirit and in truth. Amen.*
2. Distribute student binders.
3. Review the principle that it was only into man that God directly breathed His breath of life, which energized man's soul.
4. Pin the student vocabulary card on your bulletin board and define for the children.
5. Assign the Bible reading to the children. Have them read silently and then orally.
6. Connect the vocabulary word to the principle and relate its importance in the overall plan of God for mankind.
7. Ask the reason questions and have children respond orally.
8. Write the notes on the chalkboard and have children copy onto their Profile of Humankind graphic organizers.
9. Continue learning the second verse of the hymn "How Great Thou Art."
10. Before completing the lesson, have children repeat their weekly memory verse.
11. Conclude with a short prayer and blessing for the children.
12. Send parent cards home with the children for the week.

GENESIS 12

Time: 45 minutes

Student Reading: Genesis 3:1-6; 1 John 2:15-17 (NIV)

Teacher Reading: Luke 4:1-13

Review: God established marriage as a shared companionship between one man and one woman for a lifetime.

Principle: God endowed man, a free moral being, with the capacity to love or reject God and to be self-governing.

TEACHER



Vocabulary:

agent (n.) One that has the power or authority to act.

capacity (n.) The power of receiving and holding ideas, knowledge, etc.; the comprehensiveness of the mind; capability of understanding or feeling.

conscience (n.) Internal or self-knowledge; judgment of right and wrong; the faculty, power or principle within that decides on the lawfulness or unlawfulness of one's own actions and affections and instantly approves or condemns them. "Labor to keep alive in your breast that little spark of celestial fire called conscience" (*Rules of Civility*).

consent (n.) Agreement of the mind to what is proposed by another.

crafty (adj.) Cunning; skillful in devising and pursuing a scheme by deceiving others or by taking advantage of their ignorance.

deceive (v.) 1) To cause to believe what is false or to disbelieve what is true; to lead into error; to cheat; to delude; any kind of misrepresentation affecting one's faith or life. 2) To beguile; to amuse, so as to divert one's attention. 3) To deprive by fraud.

endow (v.) To enrich or furnish with any quality, faculty, or gift.

evil (n.) 1) Evil is both natural and moral. Natural evil is anything that produces pain, distress, loss, or calamity. Moral evil is any deviation of a moral agent from the rules of conduct prescribed for him by God or by legitimate human authority. 2) Depravity, corruption of heart, or disposition to commit wickedness.

STUDENT



Key Word:

moral (adj.) Relating to principles of right and wrong behavior.



Read the Bible Passages:

Read the Bible passages silently and orally as assigned by the teacher.



Reason Questions:

1. Define the word "moral." Explain what is meant when we say that God created man a "free moral being." How does this set man apart from animals?
2. What is the conscience? Explain its role in making a choice or decision.
3. Describe the three ways the serpent tempted Eve.
4. What was Eve's response to the serpent's temptation, and what did she choose to do?
5. How did Eve become deceived?

lust (n.) 1) A longing desire; an eagerness to possess or enjoy. 2) Carnal appetite. 3) Evil propensity; depraved affections and desires.

posterity (n.) Descendants; succeeding generations. All mankind are Adam's posterity.

pride (n.) An unreasonable conceit of one's own superiority in talents, beauty, wealth, rank, etc., which manifests itself in arrogant, lofty airs and often in contempt of others.

self-governing (adj.) Exercising control or rule over oneself.

sin (n.) The voluntary departure by any moral being (adult or child) from a known rule of rectitude, commandment, or duty prescribed by God; any violation of a divine command.

_____ (v.) To violate a religious or moral law.

tempt (v.) 1) To incite or solicit to an evil act; to entice to something wrong by presenting arguments that are plausible or convincing. 2) In Scripture, to try; to prove; to put to the test.

temptation (n.) 1) That which tempts or entices to evil. 2) Solicitations of the passions to evil proceeding from the prospect of pleasure or advantage.

will (n.) That faculty of the soul by which one determines either to do or forbear an action; the faculty that is exercised in making decisions. The will is directed or influenced by judgment.



Preparation and Lesson Background:

1. Read and reflect upon the assigned readings. Also read Romans 5:12-19. Make certain you understand them in the context of this lesson.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: God endowed man, a free moral being, with the capacity to love or reject God and to be self-governing.

Genesis 3 contains a treasure chest of spiritual truth that sets the tone for the remainder of God's Word. It answers the question most of us have asked, "How did evil come into the world?" This chapter also relates the great tragedy of man's fall from his created state of innocence and fellowship with God to his present state of sinfulness and separation from God. We will spend several lessons on chapter 3.

God created Adam¹ a free moral being, a self-governing individual with a will to make choices and the capacity to love or reject God. God did not make man a puppet or a

¹ *Adam* is the biblical word for "man" and refers to man or humankind in general and includes both men and women.

6. How did Adam handle temptation when Eve offered him the fruit of the tree of knowledge?
7. What is the difference between temptation and sin? When does temptation become sin?
8. Describe how Jesus Christ overcame Satan's temptations in the wilderness before His ministry began.
9. Is it a sin to be tempted? When you are tempted is there a way to avoid sinning? Explain your answer.



Notebook Record:

Record the following phrases on your Profile of Humankind graphic organizer:

Before the Fall:

- God established marriage, and the two became one flesh (2:24).
- Adam and Eve were not ashamed of their nakedness (2:25).
- God created man a moral being with a free will and a conscience (2:16, 17; 3:8).
- God gave man the liberty to be self-governing (1:28).
- God mandated man to rule over creation and subdue it (1:28).



Singing:

"How Great Thou Art"

Verse 2:

When through the woods
and forest glades I wander
And hear the birds
sing sweetly in the trees;
When I look down
from lofty mountain grandeur,
And hear the brook,
and feel the gentle breeze.

robot so He could control man's choices and force man to love Him.

- A. God created man with a conscience, the internal faculty that tells him right from wrong, a free will to govern his choices, and the capacity of consent to either obey or reject God. God created man a moral agent who is accountable for his personal choices and actions. Since God gave man freedom of choice, He will not overpower the will of man even when he makes an immoral choice and faces severe consequences.

However, throughout the Scriptures, God does instruct and urge man to choose obedience to His commandments and precepts for his own welfare and prosperity. In the garden of Eden, God gave Adam only one command to obey: "Do not eat the fruit of the tree of the knowledge of good and evil, lest you die." Adam had the responsibility to instruct the woman whom God fashioned for him, which he did.

Genesis 2:16, 17: "The Lord God commanded the man, saying, 'From any tree of the garden you may eat freely; but from the tree of the knowledge of good and evil you shall not eat, for in the day that you eat from it you will surely die.'"

Deuteronomy 30:19: "I call heaven and earth to witness against you today, that I have set before you life and death, the blessing and the curse. So choose life in order that you may live, you and your descendants."

Joshua 24:15: "If it is disagreeable in your sight to serve the LORD, choose for yourselves today whom you will serve ...but as for me and my house, we will serve the LORD."

Psalms 25:12: "Who is the man who fears the Lord? He will instruct him in the way he should choose."

- B. When the serpent approached the woman in the garden, Adam and Eve did not have an inherited sin nature, as we do today. Sadly, however, they yielded to the temptation and disobeyed God's command. Adam and Eve's disobedience brought sin and death into the world and changed their nature, which was passed to their children and to all mankind! Each of us is born with the same fallen, sinful nature of Adam.

Romans 5:12: "Therefore, just as through one man sin entered into the world, and death through sin and so death spread to all men, because all sinned."

Psalms 51:5: "Behold, I was brought forth in iniquity, and in sin my mother conceived me."

Genesis 6:5: "Then the Lord saw that the wickedness of man was great on the earth, and that every intent of the thoughts of his heart was only evil continually."

Jeremiah 17:9: "The heart is more deceitful than all else and is desperately sick; who can understand it?"

Refrain:

Then sings my soul,
my Savior God, to Thee;
How great Thou art,
how great Thou art!
Then sings my soul,
my Savior God, to Thee:
How great Thou art,
how great Thou art!



Memory Verse:

Yet Thou hast made him
a little lower than God,
And dost crown him
with glory and majesty!
(Psalm 8:5)

Romans 3:23: "For all have sinned and fall short of the glory of God."

1 Corinthians 15:22: "For as in Adam all die, so also in Christ all will be made alive."

- C. The serpent approached Eve with his plan to deceive and cause doubt about God's nature by twisting God's word regarding the tree of knowledge, saying, "Indeed, has God said, 'You shall not eat from any tree of the garden?'" Here is the first lesson in the Scriptures on the importance of hearing God's Word, hiding God's Word in our hearts, and then obeying its counsel. These steps are still the way for us to overcome temptation! Obeying God's Word is our life!

Deuteronomy 30:19b-20a: "...I have set before you life and death, the blessing and the curse. So choose life in order that you may live, you and your descendants, by loving the Lord your God, by obeying His voice, and by holding fast to Him; for this is your life."

Psalms 119:11: "Your word I have treasured in my heart, that I may not sin against You."

John 8:51 [Jesus]: "Truly, truly, if anyone keeps My word he shall never see death."

When Eve responded to the serpent by quoting God's command, she added to and removed words from what God had said by saying, "You shall not eat from it or touch it, lest you die." God did not say they could not touch the tree. She also removed the word "freely" from God's instructions. Lesson number two: It is not wise to add to or take away from the Word of God.

Deuteronomy 4:2: "You shall not add to the word which I am commanding you, nor take away from it, that you may keep the commandments of the LORD your God which I command you."

Revelation 22:18, 19: "I testify to everyone who hears the words of the prophecy of this book: if anyone adds to them, God will add to him the plagues which are written in this book; and if anyone takes away from the words of the book of this prophecy, God will take away his part from the tree of life and from the holy city, which are written in this book."

Then the serpent caused doubt in Eve's mind about God's goodness by saying, "You surely shall not die." The statement was designed to suggest that God was not fair since He restricted their eating the fruit of the tree of knowledge. Any time that we are enticed to disbelieve the truth of God's Word or of His nature, we should be on the alert that Satan is trying to tempt and deceive us.

John 8:44 [Jesus]: "You are of your father the devil, and you want to do the desires of your father. He was a murderer from the beginning, and does not stand in the truth because there is

no truth in him. Whenever he speaks a lie, he speaks from his own nature, for he is a liar and the father of lies.”

Ephesians 5:6: “Let no one deceive you with empty words, for because of these things the wrath of God comes upon the sons of disobedience.”

James 4:7: “Submit therefore to God. Resist the devil and he will flee from you.”

- D. Then Eve allowed her mind and emotions to be influenced by the serpent’s suggestion. He directed her thoughts away from all that God had lavishly provided her in the garden and had her focus only on what she could not have. Not only did she doubt God’s word, but she also became proud, believing she could become like God. As she gazed upon the fruit, it became more and more appealing, and she yielded to the temptation.

Genesis 3:5-6: “You surely shall not die. For God knows that in the day you eat from it your eyes will be opened, and you will be like God, knowing good and evil. When the woman saw that the tree was good for food, and that it was a delight to the eyes, and that the tree was desirable to make one wise, she took from its fruit and ate.”

Satan always disguises evil in an attractive package. To Eve, it seemed that the fruit was:

- 1) Good for food: appealing to her carnal appetites and physical being
- 2) Pleasant to the eyes: appealing to her soul, her emotions, and her aesthetic senses
- 3) Able to make her wise: appealing to her mind; promising the pride of knowledge and spiritual insight

This threefold description parallels the apostle John’s description in the New Testament:

*1 John 2:16: “For all that is in the world, the **lust of the flesh** and the **lust of the eyes** and the **boastful pride of life**, is not from the Father, but is from the world” (emphasis added).*

Temptations come against the body, the soul, or the spirit, or all three as in the life of Jesus Christ. As our Savior and Redeemer, Jesus was tempted in all points, as was man. When Satan tempted Him in the wilderness (Luke 4), Jesus overcame each temptation, but He never sinned.

Hebrews 4:15: “For we do not have a high priest who cannot sympathize with our weaknesses, but One who has been tempted in all things as we are, yet without sin.”

- E. When does temptation become sin? The answer is found in the book of James:

James 1:13-16: “Let no one say when he is tempted, ‘I am being tempted by God’; for God cannot be tempted by evil, and He Himself does not tempt anyone. But each one is tempted

when he is carried away and enticed by his own lust. Then when lust has conceived, it gives birth to sin; and when sin is accomplished, it brings forth death. Do not be deceived, my beloved brethren."

However, God has made a way for man to escape temptation. When we examine how Jesus Christ responded to Satan's temptations, we observe that He spoke God's promises, the written Word, out loud (Luke 4:4, 8, 12) to remind Satan of the truth, and that Satan departed.

1 Corinthians 10:13: "No temptation has overtaken you but such as is common to man; and God is faithful, who will not allow you to be tempted beyond what you are able, but with the temptation will provide the way of escape also, so that you will be able to endure it."

Here is the important principle to remember: Temptation is a reality, but sin is a choice. It is not a sin to be tempted. All mankind will be tempted many times throughout life. It is when man yields to the temptation and chooses to disobey God's will that he sins.

- F. Eve was tricked by the serpent into the sin that brought about her death. She then offered the fruit to Adam, "and he ate" (3:6). Being with her and hearing everything the serpent said to his wife, Adam was not deceived by his argument. When Adam ate the fruit, he consciously, knowingly, and willingly chose to reject God's word and receive the rebellion of the chief, fallen angel, Satan. Eve disobeyed God's command, but Adam openly rebelled! Spiritual and physical death followed, and Adam's now fallen nature would be passed on to all his posterity.

1 Timothy 2:13, 14: "Adam was first formed, then Eve, and Adam was not deceived."

Romans 5:12: "Therefore, just as through one man sin entered the world, and death through sin, and thus death spread to all men, because all sinned."

1 Corinthians 15:22: "For as in Adam all die, even so in Christ shall all be made alive."

3. Gather resources: Bible and student vocabulary card.



Teaching Plan:

1. Pray: *Our God and our Creator, we desire to know more of you and your glory and majesty, more about the splendor and beauty of your creation, and more about the origins of the universe. Open our eyes that we may behold wonders from your Word, for the sum of your Word is truth. And grant us understanding that we may apply truth to our lives and worship you in spirit and in truth. Amen.*
2. Distribute student binders.

3. Review the principle that God established marriage as a shared companionship between one man and one woman for a lifetime.
4. Pin the student vocabulary card on your bulletin board and define for the children.
5. Assign the Bible readings to the children. Have them read silently and then orally.
6. Read the assigned teacher reading aloud to the children.
7. Connect the vocabulary word to the principle and lay the foundation for understanding how sin entered the world and how to overcome temptation. This lesson is one of the most important principles children should learn while young.
8. Ask the reason questions and have children respond orally.
9. Write the notes on the chalkboard and have children copy onto their Profile of Humankind graphic organizers.
10. Continue singing the first two verses of the hymn “How Great Thou Art.”
11. Before completing the lesson, have children repeat their weekly memory verse.
12. Conclude with a short prayer and blessing for the children.

GENESIS 13

Time: 45 minutes

Student Reading: Ezekiel 28:11-19; Isaiah 14:12-15 (NIV)

Teacher Reading: Revelation 12:3-9; Revelation 20:1-10 (NIV)

Review: God endowed man, a free moral being, with the capacity to love or reject God and to be self-governing.

Principle: Man's enemy, the devil, plots and schemes, seeking someone to tempt and deceive.

TEACHER



Vocabulary:

adversary (n.) An enemy or opponent.

allegory (n.) A story, poem, or play in which the events and characters are symbols that represent abstract ideas or principles.

anoint (v.) 1) To pour oil upon. 2) To consecrate.

corrupt (adj.) Spoiled; depraved; tainted with wickedness; unsound.

cunning (adj.) Skillful; artful; shrewd; sly; deceitful; employing strategies for a bad purpose.

delude (v.) To lead someone to think something that is not true; to mislead the mind or judgment; to beguile.

demon (n.) A fallen angel that serves Satan and his evil purpose.

devil (n.) The grand adversary and tempter of man; Satan; the prince of darkness; the chief of the fallen angels expelled from heaven for rebellion against God.

diviner (n.) One who claims to discover hidden knowledge with the aid of supernatural powers.

profane (adj.) 1) Irreverent to anything sacred or holy.
2) Allowed for common use; not purified.

rebel (v.) 1) To revolt against the government to which one owes allegiance and to resist by force. 2) To willfully violate a law.



Preparation and Lesson Background:

1. Read and reflect upon the assigned readings. Make certain you understand them in the context of this lesson.

STUDENT



Key Word:

deceive (v.) To cause to believe what is false or to disbelieve what is true; to lead into error; to cheat; to delude.



Read the Bible Passages:

Read the Bible passages silently and orally as assigned by the teacher.



Reason Questions:

1. Describe the serpent that spoke to Eve. How did he come to be so beautiful?
2. Who was actually speaking to Eve through the serpent?
3. God created Satan an angel. Describe some attributes of angels.
4. Relate the purpose for which God originally created Satan. What was he called before he rebelled against God?
5. Why did God cast Satan and his army of angels out of heaven?

2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: Man's enemy, the devil, plots and schemes, seeking someone to tempt and deceive.

Into the perfection of the garden of Eden came Satan, speaking through a serpent! Before we continue reading Genesis 3, we want to profile the serpent and learn more about Satan's tactics. There was an animal among the wild beasts of the field whose beauty and graceful movements made it very attractive. This animal was a serpent that could walk and talk! It was more cunning than any of the other animals and soon charmed the woman in her innocence and deceived her with its clever scheme of dishonoring the nature of God and twisting His words. Many view this account as an allegory, but it is not. Adam and Eve were real, historic people, the serpent was a real animal, and the devil or Satan, who entered the serpent, was a fallen angel that continues to scheme against mankind to this day.

- A. The Hebrew word for serpent is *nachash*, which is used 30 other times in the Old Testament and translated "snake." An almost identical term is translated "enchanter" or "diviner." Though the serpent is not explicitly identified in Genesis with the devil or Satan, he is identified in the last book of the Bible. The serpent loaned its body to Satan and was the instrument that Satan used to carry out his plot in the garden of Eden.

Revelation 12:9: "So the great dragon was cast out, that serpent of old, called the devil and Satan, who deceives the whole world; he was cast out to the earth, and his angels were cast out with him."

Revelation 20:1, 2: "Then I saw an angel coming down from heaven, holding the key of the abyss and a great chain in his hand. And he laid hold of the dragon, the serpent of old, who is the devil and Satan, and bound him for a thousand years."

- B. Many Bible scholars believe the Ezekiel passage in our lesson's reading provides insight into Satan's origin and status before he rebelled and became God's enemy and man's adversary. He was a stunning creature to behold, with immense wisdom.

Ezekiel 28:12-17: "You had the seal of perfection, full of wisdom and perfect in beauty. You were in Eden, the garden of God; ... You were the anointed cherub who covers, and I placed you there. You were on the holy mountain of God; You walked in the midst of the stones of fire. You were blameless in your ways from the day you were created until unrighteousness was found in you. By the abundance of your trade you were internally filled with violence, and you sinned; therefore I have cast you as profane from the mountain of God. And I have

6. List some of Satan's names that are found in the Bible and that describe his character.
7. How did Satan defeat Eve in the garden of Eden?
8. Define the word "deceive" and explain how you can protect yourself from being deceived.



Notebook Record:

Record the following phrases on your Profile of the Serpent graphic organizer:

His Tactics:

- schemes
- disguises self as an angel of light
- twists God's Word
- tempts
- lies
- accuses
- deceives
- ensnares
- seeks to devour



Singing:

"How Great Thou Art"

Verse 3:

And when I think that God
His Son not sparing,
Sent Him to die—

I scarce can take it in.
That on the cross
my burden gladly bearing,
He bled and died
to take away my sin.

Refrain:

Then sings my soul,
my Savior God, to Thee;
How great Thou art,
how great Thou art!
Then sings my soul,
my Savior God, to Thee:
How great Thou art,
how great Thou art!

destroyed you, O covering cherub, from the midst of the stones of fire. Your heart was lifted up because of your beauty; you corrupted your wisdom by reason of your splendor. I cast you to the ground; I put you before kings, that they may see you."

God created Satan (Ezek. 28:13, 15) a beautiful, anointed angel. Angels are a unique category of God's creation. The time of their creation is not definitely specified, but it is most probable that it took place before the creation of the Earth (Job 38:7). The word "angel" means "messenger" in Greek and Hebrew. Angels are essentially ministering spirits (Heb 1:14). They do not have physical bodies but can take on the appearance of man when the occasion requires (Gen. 18; Judg. 13; Heb. 13:2). They serve God in worship and praise; in revealing God's will and guidance to men; in providing physical supplies to needy people; in protecting and delivering God's people from danger; in strengthening and encouraging God's people; in answering believers' prayers; and in caring for believers at the moment of death.

Their number is very great (Dan. 7:10; Matt. 26:53; Heb. 12:22). They are stronger than man, but not omnipotent (Ps. 103:20; 2 Pet. 2:11). They are greater than man in knowledge, but not omniscient (2 Sam. 14:20; Matt. 24:36). They are more noble than man, but not omnipresent (Dan. 9:21-23; 10:10-14).

As an anointed angel, Satan was the chief covering angel and served at the throne of God (Ezek. 28:14, 17). He was perfect in beauty and full of wisdom. He radiated light and glory and was covered with gold and shimmering jewels until he became proud and his glory and wisdom became corrupted. At some point, He was filled with violence (Ezek. 28:16) and led one-third of heaven's angels in a war against God and His angels (Rev. 12:7-9) in order to take God's place (Isa.14:12-15). God drove him and his army of angels in disgrace from the mount of God and hurled them from heaven (Ezek. 28:16; Rev. 12:9-12). Satan fell like lightning to the Earth (Isa. 14:12) and was made a spectacle before kings (Ezek. 28:17).

Isaiah 14:12-15: "How you have fallen from heaven, O star of the morning, son of the dawn! You have been cut down to the earth, you who have weakened the nations! But you said in your heart, 'I will ascend to heaven; I will raise my throne above the stars of God, and I will sit on the mount of assembly in the recesses of the north. I will ascend above the heights of the clouds; I will make myself like the Most High.' Nevertheless you will be thrust down to Sheol, to the recesses of the pit."

Luke 10:18: "I [Jesus] was watching Satan fall from heaven like lightning."

Today, there is a great, unseen conflict raging in the spirit world that goes beyond anything we can imagine (Dan. 10:10-15). However, it is not a fight between two equal



Memory Verse:

Thou dost make him to rule
over the works of Thy hands;
Thou hast put all things
under his feet, (Psalm 8:6)



Take Blessing and Prayer Cards home to parents.

and eternal forces. God, who created all beings, is omnipotent. Once He has used these wicked, fallen angels to accomplish His full purposes, He will bring them to a final defeat.

- C. Satan is the power of darkness and the spiritual force of evil in the heavenly realm (Eph. 6:12). He is able to disguise himself as an angel of light, and his servants masquerade as servants of righteousness (2 Cor. 11:14, 15). He twists the Scriptures for his purposes and perverts the righteous ways of the Lord (Matt. 4:1-11). He is the enemy of all believers (2 Cor. 2:11) and tries to deceive and outwit us (Acts 13:10). He blinds the minds of unbelievers (2 Cor. 4:4) and is at work in those who are disobedient (Eph. 2:2). He sows “weeds” (Matt. 13:38, 39) and can work through anyone (Matt. 16:23). He can even display counterfeit miracles, signs, and wonders (2 Thess. 2:9).
- D. Satan has many names in the Scriptures. Before his fall from heaven, he was called the morning star (Lucifer, KJV) and the son of the dawn (Isa. 14:12). After his fall, he has been called by many names:
- 1) He was called the devil by Jesus (Matt. 4:1; Luke 4:2, 3; John 8:44); the serpent (Gen. 3:1-3); ancient serpent (Rev. 12:9); dragon (Rev. 12:9); monster of the sea (Isa. 27:1); the wolf (John 10:10); Beelzebub (Matt. 10:25); Abaddon (Rev. 9:11); Apollyon (Rev. 9:11); Belial (2 Cor. 6:15); and Leviathan (Job 3:8).
 - 2) Some of his descriptive names profile his power: the angel of the Abyss (Rev. 9:11); the god of this age (2 Cor. 4:4); the prince of demons (Matt. 9:34); the prince of this world (John 12:31); and the prince of the power of the air (Eph. 2:2).
 - 3) Other descriptive names identify his character: murderer (John 8:44); the father of lies (John 8:44); the accuser of the brethren (Rev. 12:10); the tempter (Matt. 4:3); the thief (John 10:10); the lawless one (2 Thess. 2:8, 9); adversary (1 Pet. 5:8); and your enemy (Matt. 13:39).
 - 4) There is one name that sums up his character the best: *the evil one* (Matt. 5:37; John 17:15; Eph. 6:16; 2 Thess. 3:3; 1 John 2:13, 14; 3:12; 5:18, 19).
- E. Satan’s power is limited by God. (Read Job 1:6-12.) He is a defeated foe based on the finished work of Jesus Christ on the cross, which conquered death and sin. Satan has no hold on Christ (John 14:30). His future is short, as Jesus will overthrow and destroy him (2 Thess. 2:8). The lake of fire was prepared by God for him and his angels (Matt. 25:4), and there will come a time when he will be no more (Ezek. 28:19; Rev. 20:10).
- F. Satan tempted Eve, and she disobeyed God’s command. She then offered the fruit to Adam, who ate it as well.

The moment Adam rebelled against God, the principle of death and decay began to operate in their bodies. Eventually, their physical bodies would return to the dust from which Adam's body was formed. Adam and Eve also died spiritually the very day they rejected and disobeyed the word of God. This is the basis and the root of all sin from that day to this.

- G. It is our responsibility to teach our children about Satan and his subtle ways, not to cause fear in them, but to enable them to learn how to discern his cunning strategy and not be deceived. We must also teach them the truth of God's Word, have them memorize the Word, and demonstrate how to use God's Word as their weapon against the schemes of the devil!

1 John 3:7, 8: "Little children, make sure no one deceives you; the one who practices righteousness is righteous, just as He is righteous; the one who practices sin is of the devil; for the devil has sinned from the beginning. The Son of God appeared for this purpose, to destroy the works of the devil."

Ephesians 6:11-13: "Put on the full armor of God, so that you will be able to stand firm against the schemes of the devil. For our struggle is not against flesh and blood, but against the rulers, against the powers, against the world forces of this darkness, against the spiritual forces of wickedness in the heavenly places."

Hebrews 4:12: "For the word of God is living and active and sharper than any two-edged sword, and piercing as far as the division of soul and spirit, of both joints and marrow, and able to judge the thoughts and intentions of the heart."

3. Gather resources: Bible, student vocabulary card, Profile of the Serpent graphic organizers, memory verse card, and parent cards.



Teaching Plan:

1. Pray: *Our God and our Creator, we desire to know more of you and your glory and majesty, more about the splendor and beauty of your creation, and more about the origins of the universe. Open our eyes that we may behold wonders from your Word, for the sum of your Word is truth. And grant us understanding that we may apply truth to our lives and worship you in spirit and in truth. Amen.*
2. Distribute student binders.
3. Review the principle that God endowed man a free moral being with the capacity to love or reject God and to be self-governing.
4. Pin the student vocabulary card on your bulletin board and define for the children.

5. Assign the Bible readings to the children. Have them read silently and then orally.
6. Read the teacher Bible passages aloud to the children.
7. Connect the vocabulary word to the principle and relate the profile and character of the serpent or the devil as the great deceiver.
8. Ask the reason questions and have children respond orally.
9. Distribute the Profile of the Serpent graphic organizers to the children. Write the notes on the chalkboard and have them copy onto their Profile of the Serpent graphic organizers.
10. Teach the children the third verse of the hymn "How Great Thou Art."
11. Before completing the lesson, have children repeat their weekly memory verse.
12. Conclude with a short prayer and blessing for the children.
13. Send parent cards home with the children for the week.

Profile of the Serpent

Additional Names	His Tactics
devil (Matt. 4:1-11; Eph. 6:11)	1.
Satan (Job 1:6; Matt. 4:10; Luke 22:31)	
dragon (Rev. 12:9)	2.
Lucifer (Isa. 14:12, KJV)	
father of lies (John 10:10)	3.
murderer (John 8:44)	
god of this age (2 Cor. 4:4)	4.
accuser of the brethren (Rev. 12:10)	
prince of darkness (Eph. 2:2)	5.
spiritual force of evil (Eph. 6:12)	
tempter (Matt. 4:3)	6.
thief (John 10:10)	
lawless one (2 Thess. 2:8, 9)	7.
adversary (1 Pet. 5:8)	
enemy (Matt. 13:39)	8.
evil one (Matt. 5:37)	
	9.

God's Judgment

GENESIS 14

Time: 45 minutes

Student Reading: Genesis 3:6-16

Review: Man's enemy, the devil, plots and schemes, seeking someone to tempt and deceive.

Principle: The wages of sin is death.

TEACHER



Vocabulary:

conscience (n.) 1) Internal self-knowledge or judgment of right and wrong; that within us which decides on the lawfulness or unlawfulness of our own actions and affections, and instantly approves of or condemns them. A God-given faculty of man's moral nature. 2) "That little spark of celestial fire that tells me right from wrong." (George Washington, first president of USA)

curse (v.) To utter a wish of evil against another.

enmity (n.) The quality of being an enemy; hatred; unfriendly opposition.

evil (n.) Evil is either natural or moral. Natural evil is anything that produces pain, distress, loss, or calamity. Moral evil is any deviation of a moral being from the rules of conduct prescribed for him by God or any legitimate human authority.

futility (n.) The quality of producing no effect; of coming to nothing.

good (n.) 1) Welfare; prosperity; advancement of interest or happiness. 2) Moral works; actions that are just and in conformity to the moral law or divine precepts. 3) Moral qualities; virtue; righteousness.

guilt (n.) That state of a moral being that results from his actual commission of a crime, offense, or violation of law. It implies the liability to punishment.

innocence (n.) 1) Purity of heart; freedom from that which is harmful and injurious. 2) The state or quality of being morally free from guilt or sin.

judge (v.) To try [to hear and examine a case]; to examine and pass sentence on.

STUDENT



Key Word:

death (n.) 1) Cessation of physical life. 2) Separation from God, who is life.



Read the Bible Passages:

Read the Bible passages silently and orally as assigned by the teacher.



Reason Questions:

1. Describe what happened to Adam and Eve when they ate the forbidden fruit.
2. What did they do to "cover up" their sin? Why didn't their idea work?
3. When God questioned them about what they had done, did they take responsibility for their sins and ask God to forgive them? Explain what happened.
4. Explain the consequences of eating the forbidden fruit. Who was affected?
5. What judgment did God pronounce on the serpent? On the woman?

moral (adj.) Relating to the practice, manners, or conduct of men as social beings in relation to each other, and with reference to right and wrong. It is applicable to actions that are good or evil, virtuous or vicious, and has reference to the law of God as the standard by which man's character is to be determined.

shame (n.) 1) A painful sensation excited by a consciousness of guilt or impropriety, or of having done something that injures one's reputation. 2) Reproach incurred; dishonor; contempt.

sin (n.) The voluntary departure by any moral being (adult or child) from a known rule of rectitude, commandment, or duty prescribed by God; any voluntary violation of a divine command.

wages (n.) Recompense; fruit; that which is given or received in return.



Preparation and Lesson Background:

1. Read and reflect upon the assigned readings. Make certain you understand them in the context of this lesson.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: The wages of sin is death.

Our reading today deals with the Fall of man—the consequences of Adam's rebellion and Eve's deception and the effect that their sin had on all mankind—or what theologians call "original sin."

Before Adam and Eve ate the forbidden fruit of the tree of the knowledge of good and evil, they had knowledge of and experience with all that was "good" in the garden of Eden. They had access to all "good" things that God had lavishly provided them and knowledge of their Creator's "goodness," as He fellowshiped with them in the garden. The prohibition in the command was against "evil." God did not want them to lose their purity of heart by knowing evil. Immediately after they ate the fruit of the tree of the knowledge of good and evil, "their eyes were opened, and they knew they were naked."

- A. Rather than their acquiring wisdom, as the serpent had suggested, a sense of shame and guilt came over them. Their guilty feelings made them run and hide from God. They fashioned coverings made of fig leaves, which were not able to hide their guilt and shame from an all-seeing, all-knowing God! Neither can the "filthy garments" of our own self-righteousness cover our deceitful hearts and deeds.

Isaiah 64:6a: "For all of us have become like one who is unclean, and all our righteous deeds are like a filthy garment."

Isaiah 61:10: "I will rejoice greatly in the Lord, my soul will exult in my God; for He has clothed me with garments of salvation, He has wrapped me with a robe of righteousness."

6. Explain the meaning of today's principle: The wages of sin is death.
7. Define "conscience" and tell why God gave you one.
8. Have you ever broken one of God's commandments in your life? Describe how that made you feel. Did it affect others' lives? What did you do as a result of it?



Notebook Record:

Record the following phrases on your Profile of the Serpent graphic organizer:

God's Judgment:

- Cursed above all animals
- Made to crawl on its belly and eat dust
- Have constant enmity with mankind
- To be defeated by the seed of a woman



Singing:

"How Great Thou Art"

Verse 3:

And when I think that God
His Son not sparing,
Sent Him to die—
I scarce can take it in,
That on the cross
my burden gladly bearing,
He bled and died
to take away my sin.

Refrain:

Then sings my soul,
my Savior God, to Thee;
How great Thou art,
how great Thou art!
Then sings my soul,
my Savior God, to Thee:
How great Thou art,
how great Thou art!

A guilty feeling is an internal warning from our conscience. God created man with a conscience, whose job it is to help us discern right from wrong. It also sounds the alarm when we have sinned.

Romans 2:14, 15: "When Gentiles who do not have the Law do instinctively the things of the Law, these, not having the Law, are a law to themselves, in that they show the work of the Law written in their hearts, their conscience bearing witness, and their thoughts alternately accusing or else defending them."

As believers, being aware of our sin enables us to confess our sin and ask God for forgiveness. It is possible to ignore our conscience and over a long period of time silence its warnings. In Colonial America, children were taught to memorize a list of rules of conduct called "Rules of Civility." One of them meant a great deal to George Washington, father of the United States of America: "Labor to keep alive in your breast that little spark of celestial fire called conscience."

B. When God came into the garden seeking fellowship with Adam, He called out to him. Adam answered and admitted that he was hiding from God because he was naked and afraid of Him. Adam had never been afraid of God before he ate the forbidden fruit. When God asked Adam if he had eaten from the tree of the knowledge of good and evil, Adam blamed Eve (and God by implication) for giving him the fruit. Then God asked Eve what she had done, and she blamed the serpent, saying that it had deceived her. It is interesting to note that God gave them both an opportunity to confess their sin, but neither did! They chose instead to accuse others. Blaming others or our circumstances is consistent with the fallen nature of man. However, God knows the truth and holds each of us accountable for our deeds and their consequences.

Rather than being able to enjoy the forbidden fruit, as the serpent promised, Adam and Eve immediately reaped its bitterness:

- 1) With the knowledge of evil, they lost their innocence.
- 2) They were filled with guilt and became afraid of God.
- 3) They were ashamed and self-conscious of their nakedness.
- 4) They made excuses and blamed others in defense of their sin.
- 5) They were alienated from God and separated from His fellowship (spiritual death). There were other consequences, as well, which will be noted.

Man can never escape God's eye of judgment by his own works. God is holy and hates sin. His response to sin must be consistent with His perfect, moral nature. God had to punish Adam and Eve, whose sin set in motion the fallen



Memory Verse:

Thou dost make him to rule
over the works of Thy hands;
Thou hast put all things
under his feet, (Psalm 8:6)

nature of all mankind. His severe punishment reflects how seriously God views sin of any kind, but God's punishment was also redemptive.

Adam and Eve's disobedience and rebellion affected all mankind and creation, including the environment. When Adam sinned, sin and death entered the world, meaning that physical death entered the world, along with disease, pestilence, earthquakes, famine, etc. They all have their root in the Fall. Since Adam had been mandated by God to exercise dominion over the Earth (Gen. 1:18), then as a result of his sin his dominion would also begin to degenerate, decay, and die. When one sins, it never just affects himself; it always extends to others and impacts their lives!

Romans 5:12: "Just as through one man sin entered into the world, and death through sin, and so death spread to all men, because all sinned."

Romans 8:22: "For we know that the whole creation groans and suffers the pains of childbirth together until now."

There are two kinds of death described in Scripture—physical death and spiritual death. Both involve a separation. Physical death is the separation of the spirit from the body, and spiritual death is the separation of the sinner from the Savior (Luke 16:19-31).

Matthew 25:41: "Then He will also say to those on His left, 'Depart from Me, accursed ones, into the eternal fire which has been prepared for the devil and his angels.'"

C. God's judgment began by cursing the crafty serpent that loaned its body to Satan:

- 1) Cursed above all other animals
- 2) Crawl on its belly and eat dust (graphic picture of humiliation and judgment)
- 3) Have constant enmity against mankind
- 4) Injure the seed of the woman, but eventually receive mortal injury from the woman's seed (Jesus Christ).

Isaiah 53:5: "But He was pierced through for our transgressions, He was crushed for our iniquities; the chastening for our well-being fell upon Him, and by His scourging we are healed."

Romans 16:20: "The God of peace will soon crush Satan under your feet."

Isaiah 65:25 [In the Millennium]: "The wolf and the lamb shall graze together, and the lion shall eat straw like the ox; and dust shall be the serpent's food."

Many theologians refer to Genesis 3:15 as the "first gospel," interpreting the "seed of the woman" as Jesus Christ. This is a promise of the ultimate coming and victory of the Redeemer who would reconcile man back to God and totally defeat Satan and his minions.

Even though God gave mankind a free will, God knew that man would fall and had already planned for our redemption!

D. God then judged the woman:

- 1) Great pain and sorrow in childbirth
- 2) Although her desire would be for her husband, he would rule over her.
- 3) As the “mother of all living” (Gen. 3:20), all generations of women would suffer under the curse.

The fruit of this judgment extends throughout the history of mankind. Beginning in antiquity, men devalued women, believing they were superior to them. Men have treated women harshly through physical abuse, oppression, and enslavement throughout time. Even today in some cultures, unborn girls are aborted before birth or left to die after birth. Muslims view women as property to be used for man’s pleasure, exploitation, and severe abuse. Hindus see women as a liability, which gives men the freedom to maltreat, abuse, and even kill them. This low view of women occurred because of the Fall of Adam and Eve. Interestingly, in nations where men are seen as superior to women, poverty abounds in every sphere—spiritual, physical, financial, etc. God created the woman to be her husband’s “suitable helper” in his lifework of ruling and stewarding the Earth. She was created to help him build godly culture by extending the garden of Eden throughout the world. When men oppress women, God’s blessings are withheld at the individual, family, community, and national levels, which produces an internal and external poverty.

Jesus redeemed God’s original view of womanhood. He valued women equally with men. He never belittled, disgraced, reproached, or stereotyped them as being inferior to men. He accepted their gifts and loving service when offered. He imparted one of his greatest teachings to the woman at the well (John 4). While no rabbi of Jesus’ day is known to have included women among his disciples, Jesus included women among His followers, even women of questionable backgrounds. In fact, it was to women that Jesus first appeared after His resurrection. As believers, we are all redeemed from the curse—both man and woman (Gal. 3:13).

E. At the moment Adam and Eve ate the forbidden fruit, they died spiritually and their physical bodies went into a state of degeneration and eventual death. This is exactly what God told Adam would happen. The wages or consequence of sin is death! With our first parents’ fall, we are all born spiritually dead and separated from God by sin. We all fall short of His glory. We are totally unable to do anything to

save ourselves. We need a Savior and a Redeemer to reconcile us back to God.

Genesis 2:17: "But from the tree of the knowledge of good and evil you shall not eat, for in the day that you eat from it you shall surely die."

Genesis 3:19: "By the sweat of your face you will eat bread, till you return to the ground, because from it you were taken; for you are dust, and to dust you shall return."

Ecclesiastes 3:20: "All go to the same place. All came from the dust and all return to the dust."

1 Corinthians 15:22: "For as in Adam all die, so also in Christ all will be made alive."

Romans 3:23: "For all have sinned and fall short of the glory of God."

Romans 6:23: "For the wages of sin is death; but the gift of God is eternal life through Jesus Christ our Lord."

3. Gather resources: Bible and student vocabulary card.



Teaching Plan:

1. Pray: *Our God and our Creator, we desire to know more of you and your glory and majesty, more about the splendor and beauty of your creation, and more about the origins of the universe. Open our eyes that we may behold wonders from your Word, for the sum of your Word is truth. And grant us understanding that we may apply truth to our lives and worship you in spirit and in truth. Amen.*
2. Distribute student binders.
3. Review the principle that man's enemy, the devil, plots and schemes, seeking someone to tempt and deceive.
4. Pin the student vocabulary card on your bulletin board and define for the children.
5. Assign the Bible reading to the children. Have them read silently and then orally.
6. Connect the vocabulary word to the principle and relate its meaning to the bitter fruit of sin and rebellion.
7. Ask the reason questions and have children respond orally.
8. Write the notes on the chalkboard and have the children copy onto their Profile of the Serpent graphic organizers.
9. Continue teaching the children the third verse of the hymn "How Great Thou Art."
10. Before completing the lesson, have children repeat their weekly memory verse.
11. Conclude with a short prayer and blessing for the children.

GENESIS 15

Time: 45 minutes

Student Reading: Genesis 3:17-24; Revelation 22:12-17

Review: The wages of sin is death.

Principle: Without the shedding of blood, there is no atonement for man's sin.

TEACHER



Vocabulary:

atone (v.) 1) To make reparation for an offense or a sin. 2) To make amends; to reconcile.

dominion (n.) That which is governed; territory over which authority is exercised.

forgiveness (n.) The act of pardoning an offender by which he is considered and treated as not guilty.

judgment (n.) The act of determining what is conformable to law and justice and the decision or sentence.

mercy (n.) That benevolence, mildness, or tenderness of heart that disposes one to overlook injuries or to treat an offender better than he deserves; the disposition that tempers justice.

noxious (adj.) Harmful; poisonous.

reconciliation (n.) In Scripture, the means by which sinners are brought into a state of favor with God after being estranged or at enmity.

type (n.) A sign; a symbol; a figure of something to come.



Preparation and Lesson Background:

1. Read and reflect upon the assigned readings. Make certain you understand them in the context of this lesson.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: Without the shedding of blood, there is no atonement for man's sin.

The full force of God's curse fell on Adam, the "head" of all humanity. This included all men and women (remember

STUDENT



Key Word:

atonement (n.) Amends made for sin, by which man is reconciled to God.



Read the Bible Passages:

Read the Bible passages silently and orally as assigned by the teacher.



Reason Questions:

1. Describe God's judgment of Adam. Ultimately, who also received this judgment? Explain your answer.
2. Define the kind of death Adam and Eve experienced.
3. Why did God replace Adam and Eve's fig leaf garments? With what did He replace them?
4. What is meant by our lesson's principle, without the shedding of blood there is no atonement for sin?
5. How was atonement for man's sins made in the Old Testament? In the New Testament?
6. Why is Jesus Christ called the Lamb of God?

that Eve was fashioned from Adam's rib), as well as his entire dominion—indeed, the whole creation! Even though God forgave Adam and Eve, they would suffer the consequences of their sin. God cursed the ground, the “dust of the earth,” out of which He had made all things. This curse brought thorns and noxious weeds requiring man's sweat and toil to produce food and provide for his family. The curse set in motion the deterioration, decay, and death of all creation as God withdrew His power that had maintained order and life in all He had created. All living things began to gradually disintegrate towards disorder and eventual death.

Romans 5:12: “Therefore, just as through one man sin entered into the world, and death through sin, and so death spread to all men, because all sinned—”

Romans 8:20, 22: “For the creation was subjected to futility, not willingly, but because of Him who subjected it ...For we know that the whole creation groans and suffers the pains of childbirth together until now.”

A. God's judgment on Adam:

- 1) Cursed the ground because of Adam
- 2) Sweat and struggle for food against a hostile environment
- 3) Continual futility and disappointment in his labor
- 4) Pain and suffering from the “thorns” of life that hinder efforts to provide a living
- 5) Physical death would triumph over all his efforts as his body returned to dust.

B. God's judgment for Adam's sin and rebellion was death.

Genesis 3:17: “... because you have listened to the voice of your wife, and have eaten from the tree about which I commanded you ...”

Genesis 2:17: “But from the tree of the knowledge of good and evil you shall not eat, for in the day that you eat from it you will surely die.”

Death is defined in this study as “the cessation of physical life or the separation from God, who is life”¹:

John 5:26: “For just as the Father has life in Himself, even so He gave to the Son also to have life in Himself.”

John 14:6: “Jesus said to him, ‘I am the way, and the truth and the life. No man comes to the Father except through Me.’”

With Adam's sin came physical and spiritual separation from God. No longer would God meet and fellowship with Adam and Eve in the beauty of the garden. He also withdrew His power and stability so that everything He had created began to degenerate, decay, and eventually die.

¹ Morris, H. M. III (2012). *The Book of Beginnings*. Dallas, Tex.: Institute for Creation Research, p. 187.

7. What did the tree of life represent in the middle of the garden of Eden?
8. Define “mercy.” How did God show mercy to Adam and Eve?
9. Describe a time when God or a person extended mercy to you when you should have received punishment. How did that make you feel?



Notebook Record:

Record the following phrases on your Profile of Humankind graphic organizer:

After the Fall:

Woman:

- As the “mother of all living,” all women would suffer under the curse (3:16).
- All women would have great pain and sorrow in childbirth (3:16).
- Although her desire would be for her husband, he would rule over her (3:16).



Singing:

“How Great Thou Art”

Verse 3:

And when I think that God
His Son not sparing,
Sent Him to die—
I scarce can take it in.
That on the cross
my burden gladly bearing,
He bled and died
to take away my sin.

Refrain:

Then sings my soul,
my Savior God, to Thee;
How great Thou art,
how great Thou art!
Then sings my soul,
my Savior God, to Thee:
How great Thou art,
how great Thou art!

Hebrews 2:14, 15: "Therefore, since the children share in flesh and blood, He Himself likewise also partook of the same, that through death He might render powerless him who had the power of death, that is, the devil, and might free those who through fear of death were subject to slavery all their lives."

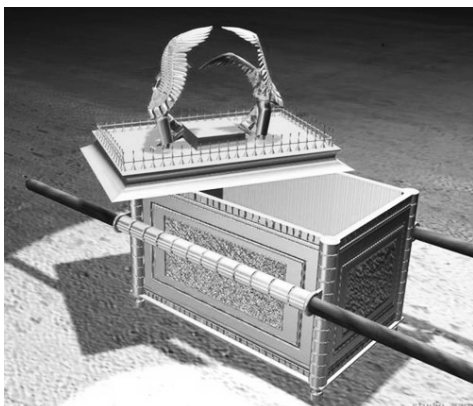
- C. It is of great interest for the believer to compare the elements in the account of Adam's fall and the account of Jesus' death at Calvary, which both include a garden, a tree, a curse, thorns, sweat, the shedding of blood, and death. Before His death, Jesus sweat great drops of blood in the garden of Gethsemane. Once He was arrested, a crown of thorns was placed on His head. Jesus died on Calvary's tree, becoming a curse for mankind. He experienced death on our behalf, taking upon Himself the penalty of sin that Adam brought into the world. He broke the curse of Adam through His death and the shedding of His blood—the perfect sacrifice. Adam was a "type" of Jesus Christ.

Romans 5:14: "Nevertheless death reigned from Adam until Moses, even over those who had not sinned in the likeness of the offense of Adam, who is a type of Him who was to come."

1 Corinthians 15:22, 45: "For as in Adam all die, so also in Christ all will be made alive ... So also it is written, 'The first man, Adam, became a living soul.' The last Adam became a life-giving spirit."

- D. God forgave Adam and Eve and covered them with the skins of animals. In order for their coats to be made from skins, the killing of animals and the shedding of blood took place. Adam and Eve learned that a covering or an "atonement" for their sin could only be provided by God through the shedding of blood. For us, the death of those animals symbolizes Christ's death, whose shed blood offers all sinners the clothing of righteousness.

Throughout the Old Covenant by God's instructions, man's sins were atoned for once a year when the high priest entered the Holy of Holies and sprinkled the blood of a bull on the mercy seat of the Ark of the Covenant. (See the illustration.)



The mercy seat and the two cherubim



Memory Verse:

All sheep and oxen,
and also the beasts of the field.
The birds of the heavens,
and the fish of the sea,
(Psalm 8:7, 8a)



Take Blessing and Prayer Cards home to parents.

In the New Covenant, God's only Son, the Lamb of God, shed His blood once and for all for the atonement of man's sin. His sacrifice and the offering of His blood purchased man's salvation and reconciliation with God. Through the blood of Christ, the believer receives forgiveness for his sins and is reconciled to God. This is an important principle for the children to understand. As they read through the Bible, knowing this principle will help them comprehend God's purpose for animal sacrifices and Jesus' crucifixion. In the sight of God Almighty, there is no forgiveness of sin without the shedding of blood, **for the life is in the blood**. In God's eternal purpose, His plan included the sacrifice of His only Son, Jesus Christ. The Bible tells us that the Lamb of God was slain before the foundation of the world!

Leviticus 16:14: "Moreover, he [the high priest] shall take some of the blood of the bull and sprinkle it with his finger on the mercy seat on the east side; also in front of the mercy seat he shall sprinkle some of the blood with his finger seven times."

Leviticus 17:11: "For the life of the flesh is in the blood, and I have given it to you on the altar to make atonement for your souls; for it is the blood by reason of the life that makes atonement."

Hebrews 9:22: "And according to the Law, one may almost say, all things are cleansed with blood, and without the shedding of blood there is no forgiveness."

John 1:29: "The next day he saw Jesus coming to him and said, 'Behold, the Lamb of God who takes away the sin of the world!'"

1 John 1:7b: "...and the blood of Jesus His Son cleanses us from all sin."

Matthew 26:28 [Jesus]: "... for this is My blood of the covenant, which is poured out for many for forgiveness of sins."

1 Peter 1:18-20: "Knowing that you were not redeemed with perishable things like silver or gold from your futile way of life inherited from your forefathers, but with precious blood, as of a lamb unblemished and spotless, the blood of Christ. For He was foreknown before the foundation of the world, but has appeared in these last times for the sake of you."

Revelation 12:10, 11: "Now the salvation, and the power, and the kingdom of our God and the authority of His Christ have come, for the accuser of our brethren has been thrown down, he who accuses them before our God day and night. And they overcame him because of the blood of the Lamb and because of the word of their testimony, and they did not love their life even when faced with death."

- E. God extends His mercy for man at the end of this chapter. In verse 22, there is a brief insight into the council of the Godhead as the decision is made to expel Adam and

Eve from the garden lest they eat of the tree of life and live indefinitely in a fallen state. The tree of life stood in the center of the garden. It was a real tree and the source of eternal life and blessings. Adam and Eve were to have their lives centered in Him.

Ephesians 2:4, 5: "But God, being rich in mercy, because of His great love with which He loved us, even when we were dead in our transgressions, made us alive together with Christ (by grace you have been saved)."

God is sad that man has become like Him in knowing evil, for He foresaw the spiritual and physical suffering that Adam and Eve would face. God's expulsion was both a punishment and **an act of mercy**, so that mankind would not remain forever in a state of death and alienation. He placed two angels and a revolving, flaming sword at the entrance to the garden to guard the way to the tree of life. Fire throughout the Bible is symbolic of God's holy presence and judgment. The angels were cherubim, the highest in the angelic hierarchy (Ezek. 1:4-28; Rev. 4:6-8), and were associated with service around God's throne. (Satan had been one of these types of angels, as well.) When God had Moses build the tabernacle and all its furnishings, He instructed him to have the Ark of the Covenant made. The ark was a box with a lid called the "mercy seat." The mercy seat represented the presence of God and was covered with the wings of two cherubim. The ark was stored in the Holy of Holies in the tabernacle, and no one was permitted to enter the Holy of Holies except the high priest on the Day of Atonement.

Psalm 99:1: "The Lord reigns, let the peoples tremble; He is enthroned above the cherubim, let the earth shake."

Hebrews 9:3-5: "Behind the second veil there was a tabernacle which is called the Holy of Holies, having a golden altar of incense and the ark of the covenant covered on all sides with gold ... and above it were the cherubim of glory overshadowing the mercy seat."

To answer any child's question with regard to the possible existence of the garden of Eden and the two trees today, you can explain that they no longer exist on the Earth due to the global flood of Noah's generation. The Earth's topography and geography were completely changed. The tree of life (symbolic of eternal life) in the garden was the presence of Jesus Christ. The tree of life is present in the New Jerusalem, and its leaves are for the healing of the nations (Rev. 22:1, 2).

- F. The book of Genesis is not only a book of beginnings but also a revelation of Jesus Christ. Several unveilings have been identified for you already in just the first three chapters of the book—Creator, Messiah, Redeemer, and Source of Eternal Life. In the words of Jesus Himself:

John 5:39: "You search the Scriptures because you think that in them you have eternal life; it is these that testify about Me."

3. Gather resources: Bible, student vocabulary card, memory verse card, and parent cards.



Teaching Plan:

1. Pray: *Our God and our Creator, we desire to know more of you and your glory and majesty, more about the splendor and beauty of your creation, and more about the origins of the universe. Open our eyes that we may behold wonders from your Word, for the sum of your Word is truth. And grant us understanding that we may apply truth to our lives and worship you in spirit and in truth. Amen.*
2. Distribute student binders.
3. Review the principle that the wages of sin is death.
4. Pin the student vocabulary card on your bulletin board and define for the children.
5. Assign the Bible readings to the children. Have them read silently and then orally.
6. Connect the vocabulary word to the principle and relate that there is no forgiveness of sin without the shedding of blood.
7. Ask the reason questions and have children respond orally.
8. Write the notes on the chalkboard and have the children copy onto their Profile of Humankind graphic organizers.
9. Continue singing the third verse of the hymn "How Great Thou Art."
10. Before completing the lesson, have children repeat their weekly memory verse.
11. Conclude with a short prayer and blessing for the children.
12. Send parent cards home with the children for the week.

GENESIS 16

Time: 45 minutes

Student Reading: Genesis 4:1-13

Review: Without the shedding of blood, there is no atonement for man's sin.

Principle: An individual's conduct is determined by his heart attitude.

TEACHER



Vocabulary:

attitude (n.) An internal manner or position, especially of the mind, relating to feelings, mood, or action.

determine (v.) To give direction to; to influence one's choice; to establish.

doctrine (n.) 1) In general, whatever is taught. A principle or position in any science; whatever is laid down as true. The doctrines of the gospel are the principles and truths taught by Christ and His apostles. 2) Rules or principles presented for acceptance or belief by a group.

offering (n.) That which is presented in divine service or as an atonement for sin.

progenitor (n.) Forefather; an ancestor in the direct lineage.

self-govern (v.) The God-given capacity to direct, control, or restrain one's life through personal choices and decisions; to not be controlled by outside forces.

theological (adj.) Relating to the study of God and of divine things.

try (v.) 1) To prove by a test. 2) To purify; to refine. 3) To search carefully into.



Preparation and Lesson Background:

1. Read and reflect upon the assigned readings. Make certain you understand them in the context of this lesson.
2. Study the teacher vocabulary words, the principle, and teacher background information.

STUDENT



Key Word:

conduct (n.) Personal behavior and manners; a course of actions, either good or bad.



Read the Bible Passages:

Read the Bible passages silently and orally as assigned by the teacher.



Reason Questions:

1. Who were Cain and Abel? Retell their story from today's lesson.
2. Compare the offerings of Cain and Abel.
3. Why did God disregard Cain and his offering?
4. In what ways did God show his mercy toward Cain?
5. Explain what is meant by "man's conduct is determined by his heart attitude."
6. How did Cain open his heart to sin? Whom did this ultimately affect?
7. How does the life of Cain illustrate the principle of cause and effect?

Principle: An individual's conduct is determined by his heart attitude.

The first four chapters of Genesis lay the theological foundation for understanding the remainder of the Bible. As the remainder of the biblical story unfolds, you will find yourself returning to these chapters again and again. The principle of cause and effect undergirds the doctrine and truths that God has placed there for our knowledge and edification.

It wasn't long before Adam and Eve had several sons. Abel was a shepherd and Cain a farmer. The account of Genesis 4 relates that Cain brought an offering to the Lord from his harvest, and Abel offered a young animal from his flock. God had no regard for Cain and his offering, which made Cain very angry.

A. The Bible does not specifically say if God had previously instructed Adam to sacrifice an animal as an offering, or if the practice arose as an expression of thanksgiving and worship. A case can be made that Adam and Eve witnessed the sacrifice of animals by God for their coverings and that, based on God's requirement of the shedding of blood for the forgiveness of sins throughout the Old and New Covenants, God instructed Adam and he, in turn, taught his sons. We are also not told if Cain had made suitable offerings before this event.

What we do know is that Cain's heart attitude was not in right standing with God. It was not just the offering for which God had no regard, but also for Cain himself (4:5). Cain's heart attitude was not right toward God and his brother Abel. Perhaps he did not want to be indebted to Abel to provide the animal for his sacrifice. Perhaps, up to this point in life, Cain may have seemed outwardly righteous and obedient toward God, but this incident unveiled an inner pride and resentment that had been festering for some time—resentment towards God and his brother!

Hebrews 11:4: "By faith, Abel offered to God a better sacrifice through which he obtained the testimony that he was righteous."

B. Mercifully, God offered Cain another opportunity to obey His word. God told him, however, that if he chose to rebel sin was crouching outside his door. This is the first mention of the word "sin" in the Bible. The word "crouching" means "resting." God was telling Cain that if he chose to obey, sin would not bother him; but if he chose to disobey and let his heart attitude and personal desires control his decision, he would be opening the door to sin, and it would then master or rule over him. As a self-governing individual, Cain was given the choice by God to subdue his desires and passions or to be ruled

8. What have you learned from Cain's life that you can apply to your life today? Be specific in your answer.



Notebook Record:

Record the following phrases on your Profile of Humankind graphic organizer:

After the Fall:

Man:

- Would sweat and struggle against a hostile environment for food (3:17-19).
- Experience continual futility and disappointment in his labor (3:17-19).
- Know pain and suffering from the "thorns" of life (3:17-19).
- Physical death would triumph over all his efforts (3:17-19).



Singing:

"How Great Thou Art"

Verse 3:

And when I think that God
His Son not sparing,
Sent Him to die—
I scarce can take it in.
That on the cross
my burden gladly bearing,
He bled and died
to take away my sin.

Refrain:

Then sings my soul,
my Savior God, to Thee;
How great Thou art,
how great Thou art!
Then sings my soul,
my Savior God, to Thee:
How great Thou art,
how great Thou art!

by them. Cain's decision would become a turning point in his life. This is true in our own lives, as well. This is a powerful lesson to learn and to teach others.

Sadly, Cain chose to listen to his own desires and disobeyed God. He opened the door to sin and let it control him. This is the heart of ALL sin: conscious disobedience against God's authority! Sin has no power of its own. It lies dormant at the door, and as long as the door remains closed it can do nothing to harm us. Cain rebelled against God's word. He chose to ignore the wisdom and advice of God and opened the door. Sin entered, and eventually Cain's uncontrolled passions led him to murder his own brother. Abel's blood crying from the ground is the prototype of all unjust suffering inflicted on the righteous throughout time by the evil one.

1 John 3:11b, 12: " ... we should love one another; not as Cain, who was of the evil one and slew his brother. And for what reason did he slay him? Because his deeds were evil, and his brother's were righteous."

- C. It was Cain's heart attitude of pride, unbelief, and rebellion that displeased God. God always examines and tries the heart of man, because man's conduct is determined by his heart attitude. The consequences that came upon Cain from God affected him and his family for the rest of his life. Our choices and decisions always affect others! Cain's life was protected by God's mercy, and he went on to become the progenitor of a large number of descendants, at least one of whom was also a murderer (4:23, 24).

1 Samuel 16:7b: "God sees not as man sees, for man looks at the outward appearance, but the Lord looks at the heart."

Jeremiah 12:3a: "You know me, O LORD; You see me; and You examine my heart's attitude toward You."

Proverbs 4:23: "Watch over your heart with all diligence, for from it flow the springs of life."

In our week of AMO® teacher training, the principle of cause and effect is taught and emphasized—the internal gives rise to the external. Transformation begins inwardly in the heart of man. Man's heart is his "control center"! God examines, tests, and judges our heart attitude constantly. This Genesis unit of study exemplifies this principle. Any time you have an opportunity to draw the attention of the children to learn more about this principle, you should do it. If a child can learn and apply this principle in his youth, it will save him much grief and pain throughout his life. Our fruit is determined by the root:

Luke 6:43-45: "For there is no good tree which produces bad fruit, nor, on the other hand, a bad tree which produces good fruit. For each tree is known by its own fruit. For men do not gather figs from thorns, nor do they pick grapes from a briar bush. The good man out of the good treasure of his heart



Memory Verse:

All sheep and oxen, and also the
beasts of the field.

The birds of the heavens, and the fish
of the sea, (Psalm 8:7, 8a)

brings forth what is good; and the evil man out of the evil treasure brings forth what is evil; for his mouth speaks from that which fills his heart."

1 Chronicles 28:9: "As for you, my son Solomon, know the God of your father, and serve Him with a whole heart and a willing mind; for the LORD searches all hearts, and understands every intent of the thoughts. If you seek Him, He will let you find Him; but if you forsake Him, He will reject you forever."

Proverbs 21:8: "The way of a guilty man is crooked, but as for the pure, his conduct is upright."

Psalms 37:31: "The law of his God is in his heart; His steps do not slip."

Philippians 1:27: "Whatever happens, conduct yourselves in a manner worthy of the gospel of Christ."

Proverbs 20:11: "It is by his deeds that a lad distinguishes himself if his conduct is pure and right."

2 Chronicles 12:14: "He [King Rehoboam] did evil because he did not set his heart to seek the Lord."

Ezekiel 11:21: "But as for those whose hearts go after their detestable things and abominations, I will bring their conduct down on their heads," declares the Lord God."

- D. Parents and teachers are accountable to God to instruct children in wise behavior. Just as God instructed Adam and then Cain, so we must instruct our little ones so they know what is expected (the law) and the consequences of disobedience. We must model Christian character and conduct, as well, for we are read as letters by those around us every day (2 Cor. 3:2).

Proverbs 1:1-4: "The proverbs of Solomon the son of David, king of Israel: To know wisdom and instruction, to discern the sayings of understanding, to receive instruction in wise behavior, righteousness, justice and equity; To give prudence to the naive, to the youth knowledge and discretion."

Psalms 78:5: "For He established a testimony in Jacob and appointed a law in Israel, which He commanded our fathers that they should teach them to their children ...That they should put their confidence in God and not forget the works of God, but keep His commandments, and not be like their fathers, a stubborn and rebellious generation, a generation that did not prepare its heart and whose spirit was not faithful to God."

3. Gather resources: Bible and student vocabulary card.



Teaching Plan:

1. Pray: *Our God and our Creator, we desire to know more of you and your glory and majesty, more about the splendor and beauty of your creation, and more about the origins of the universe. Open our eyes that we may behold wonders from your Word, for*

the sum of your Word is truth. And grant us understanding that we may apply truth to our lives and worship you in spirit and in truth. Amen.

2. Distribute student binders.
3. Review the principle that without the shedding of blood there is no atonement for man's sin.
4. Pin the student vocabulary card on your bulletin board and define for the children.
5. Assign the Bible reading to the children. Have them read silently and then orally.
6. Connect the vocabulary word to the principle and relate it to how one's heart attitude controls one's conduct.
7. Ask the reason questions and have children respond orally.
8. Write the notes on the chalkboard and have the children copy onto their Profile of Humankind graphic organizers.
9. Continue singing the third verse of the hymn "How Great Thou Art."
10. Before completing the lesson, have children repeat their weekly memory verse.
11. Conclude with a short prayer and blessing for the children.

GENESIS 17

Time: 45 minutes

Student Reading: Genesis 4:14-26

Review: An individual's conduct is determined by his heart attitude.

Principle: The family is God's building block of human civilization.

TEACHER



Vocabulary:

antediluvian (adj.) Before the global flood.

capacity (n.) The extent or comprehensiveness of the mind; the power of receiving ideas or knowledge.

civilization (n.) 1) The type of culture and society developed by a particular nation or region or in a particular epoch. 2) The state of intellectual, cultural, and material development in human society, marked by progress in the arts and sciences and in the use of record keeping, including writing and the appearance of political and social institutions.

corrupted (adj.) Spoiled; depraved; infected with errors; ruined in character or quality.

custom (n.) A practice of long standing followed by people of a particular group or region.

domesticate (v.) To tame or subdue; to allow to live near the habitations of man.

institution (n.) An important tradition on which society is based.

lineage (n.) Descendants in a line from a common progenitor; progeny.

metallurgy (n.) The extraction of metals from minerals.

nomad (n.) One who leads a wandering life.

society (n.) The totality of social relationships among humans; the institutions and culture of a distinct self-perpetuating group.

sophisticated (adj.) 1) Knowing and understanding a great deal about a complicated subject. 2) Having refined tastes.

STUDENT



Key Word:

family (n.) The collective body of a father, a mother, and their children, through which they are nurtured and supported and God is glorified.



Read the Bible Passages:

Read the Bible passages silently and orally as assigned by the teacher.



Reason Questions:

1. Define the word "family" that reflects God's standard.
2. In what ways in your culture has the word "family" been redefined? Explain why this is dangerous.
3. What does the phrase "as the family goes, so goes the nation" mean?
4. Describe in your own words the civilization of Cain's descendants. Were the people and their customs simple or sophisticated? Explain your answer.
5. Who were Jabal, Jubal, and Tubal-Cain? Of what significance were their lives?



Preparation and Lesson Background:

1. Read and reflect upon the assigned readings. Make certain you understand them in the context of this lesson.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: The family is God’s building block of human civilization.

Genesis 4 relates the beginning of human civilization. Today, it is difficult for us, who live in a world with seven billion people in 196 countries, to comprehend the world of Adam and Eve. God created the Earth as a dwelling place for man. God’s original mandate to Adam was to “be fruitful and multiply and to fill the earth and subdue it, by ruling over every living thing that moves on the earth” (Gen. 1:28). Man, the crowning glory of creation, was made in God’s image and bountifully endowed with reason, imagination, and language. These precious gifts set man apart from the animal kingdom and were purposed by God for man’s ennoblement and for building a godly civilization that would glorify Him.

Man did not simply grunt and groan like an animal for millions of years as language evolved! God gifted our first parents with language and met with them in the garden to teach them and to fellowship with them using words to convey ideas, emotions, and rules. Adam and Eve were God’s representatives and stewards of the Earth. He commissioned them to build a civilization on the foundation He had laid for them in the garden, and then to have their posterity extend it throughout the Earth. This high calling required the capacity to imagine, think, reason, create, and communicate with words. With Adam’s fall, God’s original cultural mandate (Gen. 1:28) was not revoked; however, these God-given attributes became corrupted in man by sin and rebellion, which we will observe as we continue reading the book of Genesis.

In the garden of Eden, God had provided everything Adam needed, but the garden was now forbidden and sealed. Adam and Eve would now have to provide for their own welfare and that of their family. In our postmodern culture, which has redefined the terms “marriage” and “family,” it seems necessary to lay a biblical foundation for understanding God’s design for the family before we look at the “first family” on Earth.

- A. The family is the basic building block of all human civilization. It is established upon the covenant relationship of marriage that God instituted with Adam and Eve (Gen. 2:18). God also designed the institution of family.

6. Approximately how long did people live in this pre-flood age?
7. What was unique about the birth of Seth and the lineage he produced?



Notebook Record:

1. Record the following names on your First Family Tree graphic organizer in the blank boxes:

Adam	Eve	
Cain	Abel	Seth
		Promised Seed lineage
2. Record the following names in the blank boxes under “Cain”:

Jabal	Jubal	Tubal-Cain
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Singing:

“How Great Thou Art”

Verse 3:

And when I think that God
 His Son not sparing,
 Sent Him to die—
 I scarce can take it in.
 That on the cross
 my burden gladly bearing,
 He bled and died
 to take away my sin.

Refrain:

Then sings my soul,
 my Savior God, to Thee;
 How great Thou art,
 how great Thou art!
 Then sings my soul,
 my Savior God, to Thee:
 How great Thou art,
 how great Thou art!



Memory Verse:

Whatever passes through
 the paths of the seas.
 O Lord, our Lord,
 how majestic is Thy name
 in all the earth! (Psalm 8:8b, 9)

He created marriage and family life for the procreation of children and their upbringing. The basic family unit is comprised of one man, one woman (his spouse), and their offspring or adopted children. The extended family includes relatives by blood or marriage, such as grandparents, nieces, nephews, etc. An important principle of the family unit is that it involves a lifetime commitment. The husband and wife are responsible to build a strong relationship for life, regardless of current cultural attitudes. The Bible tells us that God hates divorce!

Ephesians 3:14: "For this reason I bow my knees before the Father, from whom every family in heaven and on earth derives its name."

Malachi 2:16: "'The man who hates and divorces his wife,' says the Lord, the God of Israel, 'does violence to the one he should protect,' says the Lord Almighty. 'So be on your guard, and do not be unfaithful.'" (NIV)

- B. Children are a gift from God to parents, not the church, and certainly not the state! As such, they are to be loved, nurtured, instructed, and disciplined in the admonition of the Lord. The family, therefore, is the primary learning center for children where parents are to love, instruct, and nurture their children in godly principles, ethics, and the customs of their culture. Parents are their children's first and most important teachers and lay the foundation for their character development and preparation for God's calling. (Read Judg. 13:1-19.)

Psalm 127:3: "Behold, children are a gift of the Lord, the fruit of the womb is a reward."

Ephesians 6:4: "Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord."

Deuteronomy 6:5-9: "You shall love the Lord your God with all your heart and with all your soul and with all your might. These words, which I am commanding you today, shall be on your heart. You shall teach them diligently to your sons and shall talk of them when you sit in your house and when you walk by the way and when you lie down and when you rise up. You shall bind them as a sign on your hand and they shall be as frontals on your forehead. You shall write them on the doorposts of your house and on your gates."

- C. As the family goes, so goes the nation! When families are healthy and wholesome, God-honoring and serving, so is the society of which they are a part. Society reflects the spiritual life, values, and cultural traditions that are practiced in individual families. When a husband, wife, and children all fulfill their God-appointed roles in the family, when they have all committed their lives to Christ and to His service, then peace and harmony reign in the home and extend into the community and the nation.



**Take Blessing and Prayer
Cards home to parents.**

A highly developed civilization was cultivated from the gifts and talents of Adam and Eve's posterity. Not only did the population of this antediluvian age increase, but so did the technological and cultural level of the Cainitic civilization. In the lineage of Cain, three men born to Lamech and his two wives were especially notable for the development of this age in subduing the Earth:

- A. Jabal, whose name means "wanderer," was a nomad. Jabal designed the tent, which enabled him to carry his home with him to serve his nomadic lifestyle. He domesticated and raised livestock, which included camels, donkeys, cows, and goats. These animals were raised for their wool and hides, in order to make clothing, blankets, rugs, containers, and vellum for writing; for their milk for drinking and making cheeses; and as beasts of burden for transporting them and their belongings.
- B. Tubal-Cain, whose name meaning is uncertain, is credited with inventing metallurgy, both in bronze and in iron. He created tools to ease the toil of working with the soil and weapons for their defense. His remarkable capacity enabled this civilization to become highly specialized. They may even have made various metal objects of décor and jewelry.
- C. Jubal, whose name means "sound," loved the aesthetic rather than the practical side of life. He loved music and fashioned both string and wind musical instruments. It is interesting to note that his father, Lamech, was a poet.
- D. It is very important to understand and to share with your children that "the elements which modern evolutionary archaeologists and anthropologists identify as the attributes of the emergence of evolving men from the stone age into true civilization—namely, urbanization, agriculture, animal domestication, and metallurgy—all were accomplished quickly by the early descendants of Adam and did not take hundreds of thousands of years! ... More and more modern archaeological discoveries today are certifying the high degree of technology possessed by the earliest men, thus indirectly validating this biblical testimony."¹

Adam and Eve were still alive after seven generations had been born! God gave them another son, whom Eve named Seth, which means "appointed one." Eve said that God had appointed her another offspring in place of her slain son, Abel. Noah was a descendant of Seth, which makes this lineage that of the *promised Seed* in Genesis 3 (Jesus the Messiah). God made certain that this knowledge was preserved and recorded, and the chapter ends with the statement, "Then men began to call upon the name of the LORD."

¹ Morris, H. M. (1976). *The Genesis Record*. Grand Rapid, Mich.: Baker Books, pp. 146-7.

Hard to answer questions from Genesis 4:

- A. The question always arises as to where Cain found his wife. The obvious answer is that he married one of his sisters or possibly a niece. Adam and Eve had many other sons and daughters (Gen. 5:4). The congenial climate of the antediluvian age and the vapor canopy that filtered out radiation enabled people to live to be almost 1,000 years old! They birthed many children, and the first generation marriages were brother-sister marriages. At that time, genetic deformity would not have been a problem. God placed no restrictions upon close marriage until the time of Moses.
 - B. Many ask where all the people came from to form a “city” (Gen. 4:17). By conservative estimates, after 125 years the population would have been at least 7,800.¹ Abel’s murder took place at least a century after Adam’s creation, and Adam lived to be 930 years old (Gen. 5:5).
 - C. The question concerning God and polygamy is raised in Genesis 4 when one of Cain’s grandsons married two women. Monogamy is God’s design for marriage, not polygamy (Gen. 1:27; Matt. 19:3-6; Exod. 20:17; Deut. 17:17). Polygamy originated in Cain’s lineage by Lamech (Gen. 4:23, 24). Both Cain and Lamech were murderers. Like divorce, polygamy was tolerated because of the hardness of their hearts.
3. Gather resources: Bible, student vocabulary card, First Family Tree graphic organizers, memory verse card, and parent cards.



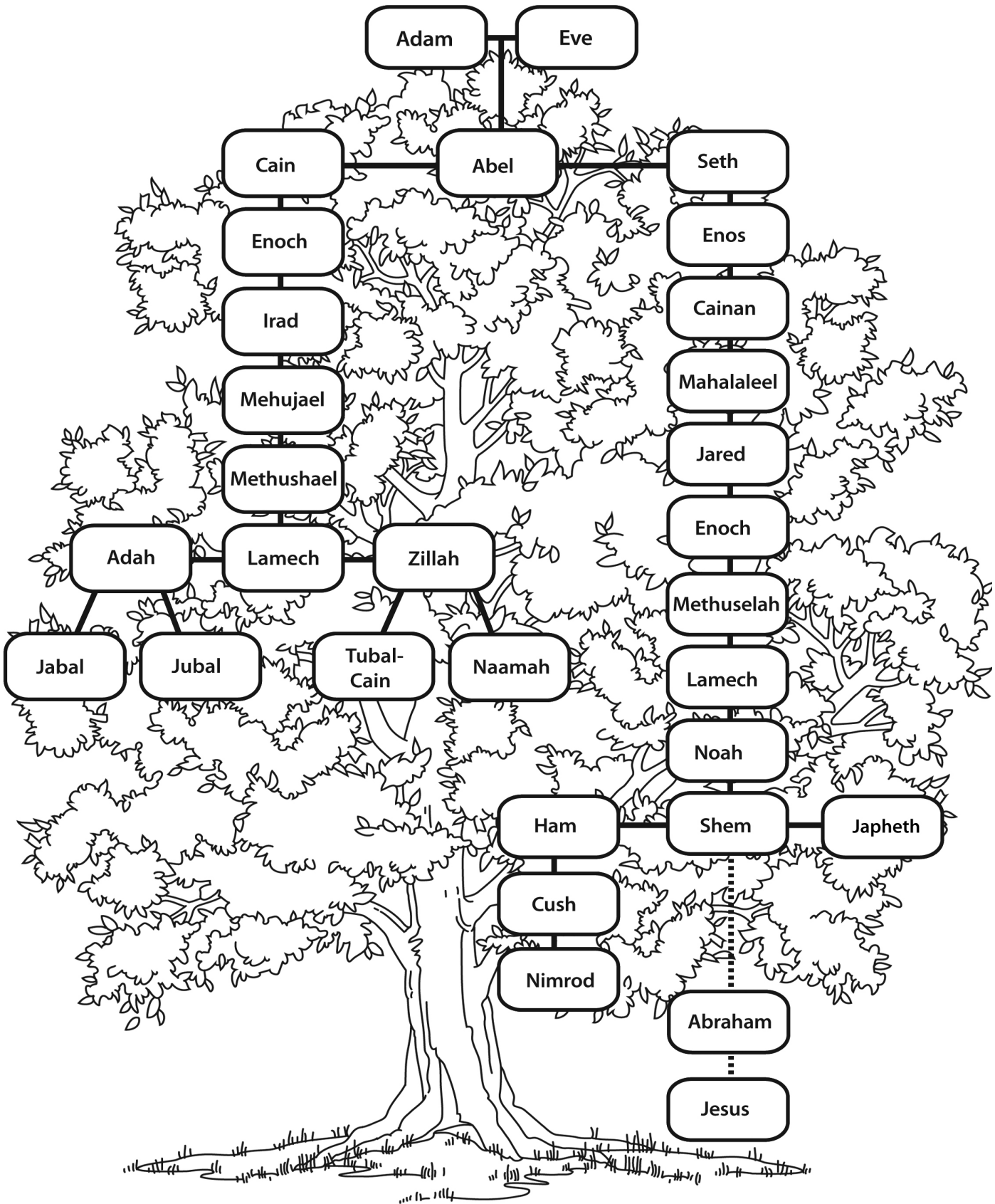
Teaching Plan:

1. Pray: *Our God and our Creator, we desire to know more of you and your glory and majesty, more about the splendor and beauty of your creation, and more about the origins of the universe. Open our eyes that we may behold wonders from your Word, for the sum of your Word is truth. And grant us understanding that we may apply truth to our lives and worship you in spirit and in truth. Amen.*
2. Distribute student binders.
3. Review the principle that an individual’s conduct is determined by his heart attitude.
4. Pin the student vocabulary card on your bulletin board and define for the children.
5. Assign the Bible reading to the children. Have them read silently and then orally.

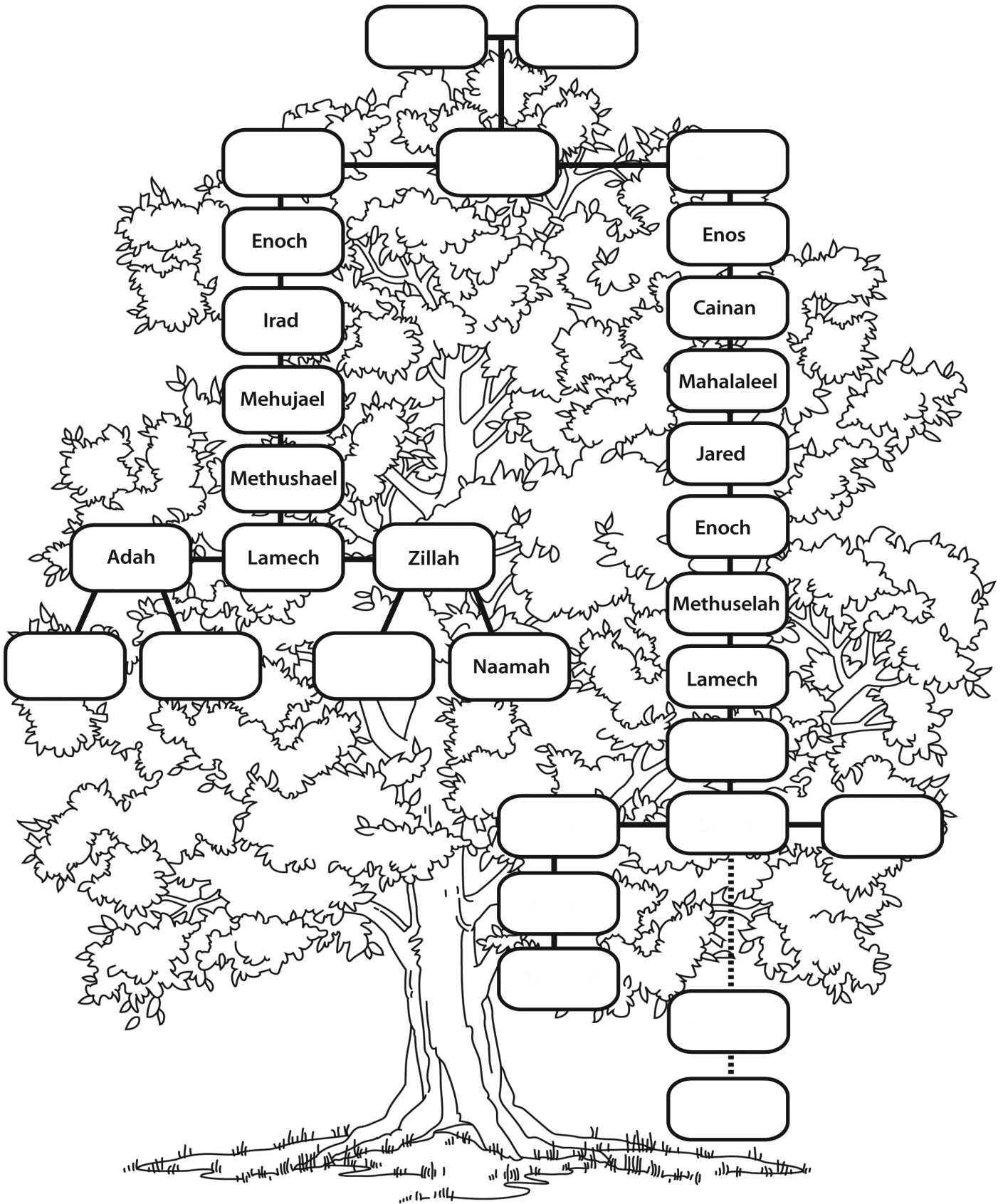
¹ Morris, H. M. III (2012). *The Book of Beginnings*. Dallas, Tex.: Institute for Creation Research, p. 204.

6. Connect the vocabulary word to the principle and relate it to the building of human civilization.
7. Ask the reason questions and have children respond orally.
8. Distribute First Family Tree graphic organizers to the children. Write the names on the chalkboard and have them copy onto their First Family Tree graphic organizers.
9. Continue singing the third verse of the hymn "How Great Thou Art."
10. Before completing the lesson, have children repeat their weekly memory verse. These verses conclude the memorization of Psalm 8. Be certain the children can recite the whole psalm with expression.
11. Conclude with a short prayer and blessing for the children.
12. Send parent cards home with the children for the week.

First Family Tree



First Family Tree



GENESIS 18

Time: 45 minutes

Student Reading: Genesis 6:1, 5-13

Teacher Reading: Romans 1:18-25

Review: The family is God's building block of human civilization.

Principle: God sees the intent of man's imagination, whether it is good or evil.

TEACHER



Vocabulary:

acclamation (n.) A shout or salute of enthusiastic approval.

illusion (n.) A deceptive appearance by which a person may become deceived; a false or wrong belief or idea.

image (n.) 1) A representation or likeness. 2) An idea; a representation of anything to the mind.

intent (n.) The determination of the mind to do something; a design; a purpose.

transcend (v.) 1) To rise above; to go beyond the limits. 2) To exist above and independent of.

vain (adj.) 1) Empty; worthless; having no substance, value, or importance. 2) Fruitless; ineffectual. 3) Proud of petty things. 4) False; deceitful; not genuine.

wrath (n.) 1) Violent anger; vehement exasperation. 2) The just punishment for an offense or crime (Romans 8).



Preparation and Lesson Background:

1. Read and reflect upon the assigned readings and take time to also read Genesis 5. Also read pages 214-15 in your *Apprenticeship Teacher Manual*. Make certain you understand them in the context of this lesson.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: God sees the intent of man's imagination, whether it is good or evil.

STUDENT



Key Word:

imagination (n.) The God-given capacity or power within man's soul to form images.



Read the Bible Passages:

Read the Bible passages silently and orally as assigned by the teacher.



Reason Questions:

1. Define the word "imagination" in your own words.
2. Describe the imaginations of all others who lived on the Earth during the days of Noah.
3. What decision did God make about the rampant evil during the days of Noah?
4. Explain why it is important for you to guard your imagination.
5. What should you feed your imagination to cultivate it wisely? What should you avoid?
6. What were the reasons that the apostle Paul gave in his letter to the Romans that all mankind is

Although we did not read Genesis 5 aloud, it is of interest to note that it marks one of the major divisions of Genesis, saying, “This is the *book* of the generations of Adam” (5:1). This tells us that the record was written down and not just conveyed orally from one generation to the next. Many Bible scholars believe that Adam himself wrote this account (chapters 2-4) and that Noah wrote his account (chapters 6-9). Today, many Christians have difficulty believing this. In the words of scientist Dr. Henry Morris III:

Modern evolutionary thought has so pervaded education and media that it is almost impossible to imagine ancient times without a vision of cavemen, raw meat, clubs, primitive conditions, and raging ecologies. Every documentary shown and lecture given begins with the mantra “millions of years ago.” ... Because of education’s evolutionary indoctrination, it is almost impossible to imagine where the knowledge came from to build the vast pyramids in Egypt or account for the technology of the Aztecs.

And because most modern scholars and historians reject the biblical information outright, explanations are as widely varied as visiting spacemen with gravity-defying rays or hand labor by millions of slaves. It is just assumed that the “ancient” civilizations were still evolving from tree-hugging, knuckle-dragging hominids and would hardly have had time to develop “sophisticated” knowledge to build vast edifices and complex societies.

The Bible tells a very different story!

Not only were Adam and Eve created personally by an omniscient Being, but they were pronounced “very good” by a holy, omnipotent, loving, and eternal Creator. The intelligence of those flawless humans would have been far superior to what any “genius” would possess today ... The Bible presents them as brilliant and beautiful, fully capable and fully aware “stewards” of earth.¹

Another misunderstood topic is the extent to which the Earth’s population had increased by the time of Noah. Men and women lived to an average age of 912 years, with recorded births occurring between the ages of 65 and 500. If the average family size was eight people and a generation was 93 years, then the population at the time of the flood would have been over 137 billion people!²

By the time of Noah, not only had the population of man multiplied greatly, but also man’s wickedness had increased on the face of the Earth! Violence and evil abounded, except among the small remnant in the lineage of Seth.

¹ Morris, H. M. III (2012). *The Book of Beginnings*. Dallas, Tex.: Institute for Creation Research, pp. 216-17.

² Morris, H. (1970). *Biblical Cosmology and Modern Science*. Grand Rapids, Mich.: Baker Books, p. 87.

condemned by God and without excuse?

7. How does Paul describe those who reject God and worship the creation rather than the Creator?
8. In which category do you find yourself? Explain your answer.



Notebook Record:

Record the following phrases on your Profile of Humankind graphic organizer:

After the Fall:

Humankind:

- All die and the body returns to dust (3:19).
- Adam and Eve were ashamed of their nakedness (3:7, 10).
- All sin and fall short of the glory of God (Rom. 3:23).
- Only a remnant called upon the name of the Lord (4:26).
- Wickedness was great all over the world (6:5).
- The imagination and thoughts of the heart were continually evil (6:5).



Singing:

“How Great Thou Art”

Verse 4:

When Christ shall come
with shout of acclamation
And take me home—
what joy shall fill my heart!
Then I shall bow
in humble adoration
And there proclaim,
my God, how great thou art!

Refrain:

Then sings my soul,
my Savior God, to Thee,
How great Thou art,
how great Thou art!

A. One of the most solemn passages in all of Scripture relates to this increase of evil:
*Genesis 6:5-7: "Then the Lord saw that the wickedness of man was great on the earth, and that **every intent of the thoughts of his heart was only evil continually**. The Lord was sorry that He had made man on the earth, and He was grieved in His heart. The Lord said, 'I will blot out man whom I have created from the face of the land, from man to animals to creeping things and to birds of the sky; for I am sorry that I have made them'" (emphasis added).*

In Hebrew, "every intent of the thoughts" of his heart means that "every imagination" within his heart was continually evil. The Hebrew word for imagination is *yetser*, a derivative of the Hebrew root *yatsar*, which means "to form or to fashion as a potter." *Yatsar* is first used in Genesis 2:7 when God formed Adam from the dust of the ground. It is also found in Jeremiah 1:5 when God spoke of forming Jeremiah in his mother's womb. The word meaning implies a creative act. *Yetser* refers to the imagination or the image-fashioning faculty of the mind.

B. God has given each one of us an imagination. It is God's gift of wonder and has power for endless good, as well as unspeakable evil since the fall of Adam. When man turns away from God, he loves himself more than God, and his imagination becomes vain. He gives his mind over to the lusts of the eyes and the flesh and the pride of life (1 John 2:16). It isn't long before he begins to worship deceptive gods of destruction. Professing to be wise, man becomes a fool, and his heart becomes grossly darkened. Over a period of many years, God gives him over to the all-consuming lust of his own heart. Rather than engaging beauty, truth, and moral goodness, which cultivate images of the *true* and the *real* in the imagination, dark illusions form that lead to "evil continually."

We all imagine and, based on those things upon which we meditate, we either imagine things that are morally good or morally evil! With our imagination cultivated by beauty, truth, and goodness, we are able to day-dream; enter into righteous, creative expression; and come to know that which is true and real. We are spared having to spend time with dark and deceptive illusions. We are able to transcend the mediocre and envision beyond ourselves. God fashioned us in His image to affect our culture by dreaming God-sized dreams, performing virtuous deeds, and telling His Story with our lives. If we allow the imagination to be cultivated by what is ugly, deceptive, and morally base and evil, then the opposite occurs.

Today, many Christians around the world live in a culture that is dark and perverse. As teachers and parents, it is our responsibility to guard what our children partake of in the culture and *intentionally* cultivate a Christian

Then sings my soul,
my Savior God, to Thee:
How great Thou art,
how great Thou art!



Memory Verse:

Whatever passes through the paths
of the seas.

O LORD, our Lord, how majestic is
Thy name
in all the earth! (Psalm 8:8b, 9)

imagination in them from a very early age. If we are not intentional about this with a program centered in beauty, truth, and moral goodness, the enemy will seek out our children and entice them to partake of evil and dark things. This is the spiritual war in which we Christians find ourselves in the 21st century. Our weapons must be spiritual and our warfare relentless!

Ephesians 6:11-13: "Put on the full armor of God, so that you will be able to stand firm against the schemes of the devil. For our struggle is not against flesh and blood, but against the rulers, against the powers, against the world forces of this darkness, against the spiritual forces of wickedness in the heavenly places. Therefore, take up the full armor of God, so that you will be able to resist in the evil day, and having done everything, to stand firm."

The passage in our reading from the first chapter of Romans teaches us that God's wrath towards those who suppress the truth in unrighteousness is justified. God's eternal power and divine nature have been made evident since the creation of the world, both within man and in the beauty and wonder of His creation, so that when man rejects God and chooses his own way, he is without excuse. This was true in Noah's day and in ours as well!

Just before Christ was crucified, His disciples asked Him, "What will be the sign of your coming, and of the end of the age?" (Matt. 24:3). His reply pointed to a number of signs, and then He concluded by saying,

"For the coming of the Son of Man will be just like the days of Noah. For as in those days which were before the flood they were eating and drinking, marrying and giving in marriage until the day that Noah entered the ark, and they did not understand until the flood came and took them all away, so shall the coming of the Son of Man be" (Matthew 24:37, 38).

3. Gather resources: Bible and student vocabulary card.



Teaching Plan:

1. Pray: *Our God and our Creator, we desire to know more of you and your glory and majesty, more about the splendor and beauty of your creation, and more about the origins of the universe. Open our eyes that we may behold wonders from your Word, for the sum of your Word is truth. And grant us understanding that we may apply truth to our lives and worship you in spirit and in truth. Amen.*
2. Distribute student binders.
3. Review the principle that the family is God's building block of human civilization.
4. Summarize Genesis chapter 5 for the children. Explain how long people lived on the Earth at this time in history, as well as how Adam recorded his account in a book.

5. Pin the student vocabulary card on your bulletin board and define for the children.
6. Assign the Student Bible readings to the children. Have them read silently and then orally.
7. Read the Teacher Bible reading aloud to the children
8. Connect the vocabulary word to the principle and relate that God sees the intent of man's imagination, whether it is righteous or evil.
9. Ask the reason questions and have children respond orally.
10. Write the notes on the chalkboard and have the children copy onto their Profile of Humankind graphic organizers.
11. Teach the words of the fourth verse of the hymn "How Great Thou Art."
12. Before completing the lesson, have children repeat their weekly memory verse. These verses conclude the memorization of Psalm 8. Be certain the children can recite the whole psalm with expression.
13. Conclude with a short prayer and blessing for the children.

GENESIS 19

Time: 45 minutes

Student Reading: Genesis 6:14-7:7

Teacher Reading: Genesis 7:11-16

Review: God sees the intent of man's imagination, whether it is good or evil.

Principle: God's grace protects those who believe His promises and walk with Him by faith.

TEACHER



Vocabulary:

capsize (v.) To turn upside down or on the side in water.

cataclysmic (adj.) Of or relating to a momentous and violent event marked by overwhelming upheaval and demolition.

covenant (n.) A mutual consent or agreement of two or more people to do or to forbear some act or thing.

deluge (n.) 1) A heavy rain. 2) A great flood.

depravity (n.) A corrupt or degenerate act or practice with regard to moral principles.

faith (n.) The assent of the mind to the truth of what God has revealed and a surrender of the will to His guidance; the substance of things hoped for; the evidence of things not seen.

favor (n.) Something bestowed as an evidence of good will or love.

genus (n.) A biological term consisting of a group of species that exhibit certain characteristics in common, by which they are distinguished from all others.

promise (n.) A binding declaration of something to be done or given for another's benefit.

Promised Seed, The Messiah, Jesus Christ.



Preparation and Lesson Background:

1. Read and reflect upon the assigned readings. Make certain you understand them in the context of this lesson.
2. Study the teacher vocabulary words, the principle, and teacher background information.

STUDENT



Key Word:

grace (n.) 1) The free, unmerited love and favor of God. 2) The application of Jesus Christ's righteousness to the sinner.



Read the Bible Passages:

Read the Bible passages silently and orally as assigned by the teacher.



Reason Questions:

1. What was the cause of God's severe judgment of the world during the days of Noah?
2. How did God punish the ungodly? What else incurred God's judgment?
3. Why did God choose Noah through whom to preserve mankind?
4. Define the word "faith" and use it in a sentence.
5. Why is the account of Noah's life a story about faith?

Principle: God’s grace protects those who believe His promises and walk with Him by faith.

The first age of human history came to an end during the lifetime of Noah. “The Lord saw that the wickedness of man was great on the earth” (Gen. 6:5). He was grieved that He had created man and decided to blot out mankind from the Earth with a cataclysmic flood. Noah lived during this era of great demonic depravity, wickedness, and human rebellion, which caused God to severely judge mankind in this manner.

A. Amazingly, Adam was still alive when Noah’s father, Lamech, was in his fifties, because people lived to be almost a thousand years old before the Flood. Noah was born in Adam’s promised Seed lineage, which you can trace on your First Family Tree graphic organizer.

Noah was a preacher of righteousness who walked by faith with God. The Bible states that “he found grace in the eyes of the Lord” (Gen. 6:8). This is the first time the word “grace,” or “favor” in some translations, is mentioned in the Scriptures. God considered Noah to be a blameless and righteous man, who believed and called upon the Lord and acted upon God’s promises. Noah was also a prophet who shared God’s warning with others. In a time when Satan had corrupted the whole world, Noah remained protected by God’s shield of grace because of his reverence and dedication to God! God counted Noah’s great faith, not his works, as righteousness and chose Noah to be the seed of a new world.

Genesis 6:9b: “Noah was a righteous man, blameless in his time; Noah walked with God.”

2 Peter 2:5: “And [God] did not spare the ancient world, but preserved Noah, a preacher of righteousness, with seven others, when He brought a flood upon the world of the ungodly.”

B. God made an everlasting covenant with Noah and promised to save his life and the lives of his family members. Noah was a sinner like us all, but he believed God’s covenant and acted upon its promises. He sought to obey God’s word and to follow His will by the grace made available to him by the Lord. This is the first mention of the word “covenant” in the Bible:

Genesis 6:18, 19: “But I will establish My covenant with you; and you shall enter into the ark—you and your sons and your wife, and your sons’ wives with you. And of every living thing of all flesh, you shall bring two of every kind into the ark, to keep them alive with you.”

The details of this first covenant are recorded later in Genesis 9:9-17 and include the salvation of Noah, his descendants, and every living creature that survived the

6. Describe the ark that Noah built. Compare its size to something in your city or village.
7. Name those who entered the ark and tell their account.
8. What is the symbolism of both the ark and its only door for us as Christians?
9. Has God asked you to walk with Him by faith? Explain your answer.



Notebook Record:

1. Record the following names on your First Family Tree graphic organizer in the blank boxes under “Seth”:
Noah
Ham Shem Japheth
Cush
Nimrod
Abraham
Jesus Christ
Your name
2. With a purple colored pencil, lightly color the box marked “Seth” and all the boxes that connect to Seth. This will highlight the Promised Seed lineage.
3. Complete the graphic organizer by coloring the tree trunk, branches, and leaves and file in your binder.



Singing:

“How Great Thou Art”

Verse 4:

When Christ shall come
with shout of acclamation
And take me home—
what joy shall fill my heart!
Then I shall bow
in humble adoration
And there proclaim,
my God, how great thou art!

Flood. God's sign of the covenant was the placement of the rainbow in the sky, and God promised that He would never again destroy all flesh with water.

- C. Noah trusted that what God promised, He would perform. The Bible tells us that "Noah walked with God." This means two things: 1) He had spiritual ears to hear the voice of God and listened to Him; and 2) He did not make decisions based on what he saw with his physical eyes but on what God spoke to him. The apostle Paul called this "walking by faith, not by sight" (2 Cor. 5:7). The Bible defines faith as "the substance of things hoped for, the evidence of things not seen" (Heb. 11:1). Walking by faith must have been extremely difficult for Noah during this age of great wickedness and temptation. When Noah tried to share what God had spoken to him, he faced disbelief, silence, and mockery from those around him. Satan most certainly tested his faith in God's covenant many times over the next 120 years!

Hebrews 11:7: "By faith Noah, being warned by God about things not yet seen, in reverence prepared an ark for the salvation of his household, by which he condemned the world, and became an heir of the righteousness which is according to faith."

Today, the majority of the world views Noah as a mythical character, but for us Christians he existed in history and is a model of faith for us to emulate. He is one of the "great heroes of faith" mentioned in the book of Hebrews, and the only one whose description begins and ends with the words "by faith" (Heb. 11:7).

- D. God instructed Noah to build an enormous structure that would float safely on the surface of deep water without capsizing. God provided Noah with the design and guided him on how to build the ark from gopher wood and waterproof it inside and out with tar. It had to be large enough to hold thousands of animals, Noah's family, and all the food needed to sustain them throughout the worldwide deluge and the many months of waiting for the waters to recede. It took Noah and his sons 120 years to build the ark. Based on an 18-inch cubit, Noah's ark measured 450 feet in length, 75 feet in width, and 45 feet in height. In an era that had never seen rain fall from the sky, Noah looked foolish and endured great ridicule.

Dutchman and believer, Johan Huibers, built a full-scale, functioning model of Noah's ark and furnished it with real and toy animals. In 2012 he opened the ark as a type of museum for visitors to see and experience. The Internet has many photographs that you can show the children.

Refrain:

Then sings my soul,
my Savior God, to Thee,
How great Thou art,
how great Thou art!
Then sings my soul,
my Savior God, to Thee:
How great Thou art,
how great Thou art!



Memory Verse:

Now faith is the assurance of things hoped for, the evidence of things not seen. For by it the men of old gained approval. (Hebrews 11:1, 2)



Take Blessing and Prayer Cards home to parents.



Huibers's full-scale model of Noah's ark (Netherlands 2012)

- E. When Noah completed building the ark, God brought him a male and a female of every kind of air-breathing animal and seven each of the clean animals that lived both on land and in the air. There was no need to house marine animals on the ark. The word “kind” refers to the family or genus of animal, not the various species within each family or genus. Scientists estimate that approximately 17,500 families or genera, which totaled 45,000 to 50,000 animals, were on board the ark,¹ in addition to all the tonnage of food needed to nurture man and animals for more than a year. Most likely God sent young animals, not fully grown, who were full of life and vigor to repopulate the Earth after the Flood.
- F. When it was time for Noah to enter the ark, the Lord invited him in. The open door had been a standing invitation for others to enter and be saved as well, but no one outside of Noah's family came because they lacked the faith to believe God.

Genesis 7:1: “Then the LORD said to Noah, ‘Enter the ark, you and all your household, for you alone I have seen to be righteous before Me in this time.’”

God was saying that He would be with Noah in the ark and continue to providentially care for him and his family during the greatest human adventure the world has ever known. So by faith, Noah and his family walked through the one and only door in the ark's design. Once inside, the Bible states, “the Lord shut them in” (Gen. 7:16). When God shut Noah and his family into the ark, He was not only preserving their lives but preventing others from entering. Only those who entered the door of the ark by faith could be saved from God's judgment and destruction.

Noah's ark is a picture of the salvation that believers have in Jesus Christ, our “Ark of salvation.” Not only

¹ *The Ryrie Study Bible*, New American Standard Bible, 1978. Chicago, Ill.: Moody Press. Ryrie's commentary notes.

is Jesus our Ark of salvation but the Door through which we must enter the kingdom of God. Jesus said concerning Himself and the kingdom of God, "I am the door. If anyone enters by Me, he will be saved" (John 10:9).

Luke 13:23-25: "And someone said to Him, 'Lord, are there just a few who are being saved?' And He said to them, 'Strive to enter through the narrow door; for many, I tell you, will seek to enter and will not be able. Once the head of the house gets up and shuts the door, and you begin to stand outside and knock on the door, saying, "Lord, open up to us!" then He will answer and say to you, "I do not know where you are from.'"

The Flood was a deluge of global proportion, not a small event that only affected the local region in the Middle East. Most every culture or people group throughout the ages retains a similar story of such a momentous event in its history! The Bible contains the true account. Therefore, let us heed Noah's example and the apostle Paul's exhortation to young Timothy and share God's good news about salvation, enduring whatever persecution and suffering that may come our way:

*2 Timothy 1:8-10: "Therefore do not be ashamed of the testimony of our Lord or of me His prisoner, but join with me in suffering for the gospel according to the power of God, who has saved us and called us with a holy calling, not according to our works, but according to His own purpose and grace which was granted us **in Christ Jesus** from all eternity" (emphasis added).*

G. There are many good resources today regarding the Flood and the design of the ark. If you are interested in learning more, the following resources are recommended:

- Dooley, Tom (2003). *The True Story of Noah's Ark*. Green Forest, Ark.: Master Books, Inc. (a children's book that is beautifully illustrated)
- Morris, H. M. III (2012). *The Book of Beginnings*. Dallas, Tex.: Institute for Creation Research.
- Morris, H. M. (1976). *The Genesis Record*. Grand Rapids, Mich.: Baker Books. (A scientific and devotional commentary)
- Johan Huibers's 2012 life-size model of Noah's ark (Internet)
- <http://www.answersingenesis.org/get-answers/topic/genesis>

3. Gather resources: Bible, student vocabulary card, memory verse card, and parent cards.



Teaching Plan:

1. Pray: *Our God and our Creator, we desire to know more of you and your glory and majesty, more about the splendor and beauty*

of your creation, and more about the origins of the universe. Open our eyes that we may behold wonders from your Word, for the sum of your Word is truth. And grant us understanding that we may apply truth to our lives and worship you in spirit and in truth. Amen.

2. Distribute student binders.
3. Review the principle that God sees the intent of man's imagination, whether it is good or evil.
4. Pin the student vocabulary card on your bulletin board and define for the children.
5. Assign the Student Bible reading to the children. Have them read silently and then orally.
6. Read the teacher reading aloud to the children.
7. Connect the vocabulary word to the principle and relate that God's grace protects those who believe His promises and walk with Him by faith.
8. Ask the reason questions and have children respond orally.
9. Write the names on the chalkboard and have them copy onto their First Family Tree graphic organizers. Have them color the Promised Seed lineage boxes with a purple colored pencil.
10. Continue teaching the fourth verse of the hymn "How Great Thou Art."
11. Before completing the lesson, have children repeat their weekly memory verse.
12. Conclude with a short prayer and blessing for the children.
13. Send parent cards home with the children for the week.

GENESIS 20

Time: 45 minutes

Student Reading: Genesis 7:17-8:3

Teacher Reading: Genesis 8:4-14

Review: God's grace protects those who believe His promises and walk with Him by faith.

Principle: Those who do not conform to the world's way of thinking, but whose minds are renewed, do the will of God and live forever.

TEACHER



Vocabulary:

antediluvian (adj.) Of or relating to the period of time before the Flood.

cataclysm (n.) A momentous and violent event marked by overwhelming upheaval and demolition.

conform (v.) To reduce to a likeness or correspondence in manners, opinions, or moral qualities.

depravity (n.) The corruption of moral principles; destitution of holiness; wickedness.

floodgates (n.) A gate or opening restraining a great amount of water.

fossil (n.) The remains of an animal or plant embedded and preserved in the Earth's crust.

geological (adj.) Relating to the features of the Earth's surface.

judgment (n.) A remarkable punishment; an extraordinary calamity inflicted by God on sinners.

magma (n.) The hot, molten rock material under the Earth's crust, from which igneous rock is formed by cooling.

universality (n.) The state of existing everywhere.



Preparation and Lesson Background:

1. Read and reflect upon the assigned readings. Make certain you understand them in the context of this lesson.
2. Study the teacher vocabulary words, the principle, and teacher background information.

STUDENT



Key Word:

renew (v.) To make new; to change from opposing God to loving Him and His Word.



Read the Bible Passages:

Read the Bible passages silently and orally as assigned by the teacher.



Reason Questions:

1. Describe what happened after God closed the door to the ark.
2. What happened to all living things on the Earth? Are you in the ark God has provided you in Jesus Christ? Explain why.
3. Where did the ark come to rest when the waters began to recede? What is the name of the modern country where this is located?
4. How long were Noah, his family, and all the animals in the ark?
5. God preserved those in the ark, because Noah chose to listen to God, but not those around him.

Principle: Those who do not conform to the world's way of thinking, but whose minds are renewed, do the will of God and live forever.

The greatest truth in today's reading pertains to the salvation of mankind. God chose Noah and his family and saved them from judgment and death by placing them in an ark. This event foreshadows the salvation of the Church in Jesus Christ and teaches us many spiritual lessons. The ark points to Jesus and the pitch used to seal the ark to His shed blood that covers our sins. Jesus Christ is the ark of our salvation, a place of eternal security!

God preserved Noah and his family because Noah chose to walk with God. He did not conform to the way others thought and how they made decisions. He did not worship their pagan gods or yield to evil. He preached righteousness to his peers for many years. He put his trust in God and overcame the temptation to govern his life the way the rest of the world governed theirs. He listened to God's instructions and followed them regardless of how he "looked" to those around him. Jesus called this "walking the narrow way" (Matt. 7:14). Because Noah knew and obeyed God's word, his mind was renewed, and God gave him favor. Walking in this manner with God over hundreds of years transformed Noah and proved God's intended purpose. In turn, God considered Noah to be a righteous man and preserved his life and the lives of his family. The same is true for us today. Friendship with the world's system makes us an enemy of God. We must learn to turn away from the ways of the world and the evil enticements in the culture and draw near to God. This is what it means to walk with God.

Romans 12:2: "Do not be conformed to this world, but be transformed by the renewing of your mind, so that you may prove what the will of God is, that which is good and acceptable and perfect."

1 John 2:15-18: "Do not love the world nor the things in the world. If anyone loves the world, the love of the Father is not in him. For all that is in the world, the lust of the flesh and the lust of the eyes and the boastful pride of life, is not from the Father, but is from the world. The world is passing away, and also its lusts; but the one who does the will of God lives forever."

James 4:4: "... do you not know that friendship with the world is hostility toward God? Therefore whoever wishes to be a friend of the world makes himself an enemy of God."

God buried the antediluvian world in graves of mud and water. The death principle that was planted in the garden of Eden caused such depravity and corruption that God could see only evil in the thoughts of mankind. "The purpose of the Flood was total destruction and judgment on a world gone mad with evil. ... Man and all that was associated with him reached a point in their rebellion and in their evil

How would you describe Noah's mind?

6. Have you ever been challenged by your friends when you did not think like they did? Explain your answer.
7. Why is it important to listen to God and submit to His will?
8. What are the blessings of those who do not conform to the world?



Notebook Record:

Record the following characteristics on your One Who Walks with God graphic organizer:

- Walks with God by faith, not by sight
- Hears the Word of God and obeys
- Does not conform to the world's ways
- Has his mind renewed



Singing:

"How Great Thou Art"

Verse 4:

When Christ shall come
with shout of acclamation
And take me home—
what joy shall fill my heart!
Then I shall bow
in humble adoration
And there proclaim,
my God, how great thou art!

Refrain:

Then sings my soul,
my Savior God, to Thee,
How great Thou art,
how great Thou art!
Then sings my soul,
my Savior God, to Thee:
How great Thou art,
how great Thou art!

thinking that embraced all living things,"¹ so God destroyed it all!

- A. Most people wonder where all the water came from that flooded the entire Earth.

Genesis 7:11: "In the six hundredth year of Noah's life, in the second month, on the seventeenth day of the month, on the same day all the fountains of the great deep burst open, and the floodgates of the sky were opened."

The Bible states that the bursting of the fountains of the great deep was the first action that triggered this cataclysm. Creation scientists believe that a surge of intense pressure from below the Earth's crust caused a rapid rise in temperature. Combined with God's miraculous timing, the pressure that formed must have caused cracks in the Earth's mantle, releasing great quantities of magma and underground waters.

In addition, before the Flood God had encased the Earth in a watery canopy, creating a "greenhouse effect" that protected the Earth from the sun's radiation and created a pleasant temperature on the Earth that would sustain human life. (Review Lesson 3 for more details.) God watered the Earth with a mist (Gen. 2:9). In God's timing, atmospheric turbulence from under the Earth's surface must have penetrated the firmament above the surface. This most likely triggered another chain reaction. The waters that had been restrained in the canopy condensed and fell to the Earth in a torrential downpour of rain for forty days.

2 Peter 3:5b, 6: "... by the word of God the heavens existed long ago and the earth was formed out of water and by water, through which the world at that time was destroyed, being flooded with water."

Job 12:15: "Behold He restrains the waters, and they dry up; and He sends them out, and they inundate the earth."

The word the apostle Peter used above for "flooded" is the Greek *kataklyzō*, which means a cataclysm of water. The Bible states that the Flood covered the tallest mountain ranges on the Earth (Gen. 7:20). Coupled with violent earthquakes and volcanoes, this deluge completely altered the face of the Earth forever. It is difficult for us to imagine what Noah and his family must have thought and experienced in the ark throughout these events. The ark had no means of propulsion—no engine, no sails, no rudder, nothing! The ark was just an enormous floating box, subject to the cataclysm around it. Those on board were all at the mercy of God's providence, as the ark shifted with the movement of the water.



Memory Verse:

Now faith is the assurance of things hoped for, the evidence of things not seen. For by it the men of old gained approval. (Hebrews 11:1, 2)

¹ Morris, H. M. III (2012). *The Book of Beginnings*. Dallas, Tex.: Institute for Creation Research, pp. 230-1.

B. The length of time that Noah spent on the ark was over one year, as is recorded in Genesis chapters 6 through 9:

• The rain fell for 40 days.	40
• The waters of the Flood rose an additional 110 days.	110
• The waters receded over the next 74 days (based on a 30-day month).	74
• After another 40 days, Noah sent out a raven from the ark.	40
• After another 7 days, Noah sent out a dove.	7
• After another 7 days, the dove was sent out again.	7
• After another 7 days, the dove was sent and did not return.	7
• Another 29 days passed and the covering of the ark was removed.	29
• 57 days elapsed from the time the covering was removed to departure.	<u>57</u>
Total days in the ark:	371

C. As Christians we must understand the biblical account from a creationist's viewpoint and trust God's Word as truth. Our Lord Jesus Christ taught the historicity and universality of the Flood, even using its example as the climactic sign and type of the coming worldwide judgment when He returns.

Luke 17:26, 27 [Jesus]: "And just as it happened in the days of Noah, so it will be also in the days of the Son of Man: they were eating, they were drinking, they were marrying, they were being given in marriage, until the day that Noah entered the ark, and the flood came and destroyed them all."

What you believe about the nature and account of the Flood is very important and lays the foundation for your entire worldview. "The fact of the global Flood is a pivotal issue in the entire conflict between Christianity and anti-Christianity."¹ The Bible states that "God blotted out every living thing that was upon the face of the land, from man to animals to creeping things and to the birds of the sky" (Gen. 7:23). Darwin's theory of evolution challenged the biblical account of creation over 100 years ago. Today's evolutionists teach that there was no creator. They base their whole belief system on the geological record contained in the fossils entombed in the sedimentary rocks of the Earth's crust, which they have misinterpreted. The

¹ Morris, H. M. (1976). *The Genesis Record*. Grand Rapids, Mich.: Baker Books, p. 198.

fossil record is “not a testimony to evolution, but rather to God’s sovereign power and judgment on sin.”¹

D. According to creation scientist, Henry H. Morris, some of the most likely physical changes that occurred on the Earth due to the Flood are:

- The Earth’s crust is now unstable, which causes recurring volcanoes and earthquakes all over the world.
- The beautiful lands with lush vegetation are now a desolate wilderness.
- The oceans are much more extensive, since they contain all the waters from “above the firmament and the great deep.”
- The canopy that once enveloped the Earth has dissipated. Now there are great variations in temperature and the environment is hostile because of harmful radiation.
- Weather patterns were greatly altered. Now winds and storms, snow and rain are possible, making it less pleasant for men and animals to live.

As Bible-believing Christians, we must teach the geological data in conformity to biblical revelation, for we in the 21st century also live in an age much like that of Noah. As God brought the first age to an end during the days of Noah, so will His second coming conclude our age. The question for us is: Will we be found walking with God by faith, as Noah did?

Luke 18:8b [Jesus]: “However, when the Son of Man comes, will He find faith on the earth?”

3. Gather resources: Bible, student vocabulary card, and One Who Walks with God graphic organizers.



Teaching Plan:

1. Pray: *Our God and our Creator, we desire to know more of you and your glory and majesty, more about the splendor and beauty of your creation, and more about the origins of the universe. Open our eyes that we may behold wonders from your Word, for the sum of your Word is truth. And grant us understanding that we may apply truth to our lives and worship you in spirit and in truth. Amen.*
2. Distribute student binders.
3. Review the principle that God’s grace protects those who believe His promises and walk with Him by faith.
4. Pin the student vocabulary card on your bulletin board and define for the children.

¹ Morris, H. M. (1976). *The Genesis Record*. Grand Rapids, Mich.: Baker Books, p. 213.

5. Assign the Student Bible reading to the children. Have them read silently and then orally.
6. Read the Teacher Bible reading aloud to the children.
7. Connect the vocabulary word to the principle and teach Romans 12:2.
8. Ask the reason questions and have children respond orally.
9. Distribute One Who Walks with God graphic organizers to the children. Write the phrases on the chalkboard and have them copy onto their One Who Walks with God graphic organizers.
10. Continue teaching the fourth verse of the hymn “How Great Thou Art.”
11. Before completing the lesson, have children repeat their weekly memory verse.
12. Conclude with a short prayer and blessing for the children.

GENESIS 21

Time: 45 minutes

Student Reading: Genesis 8:15-9:3

Review: Those who do not conform to the world's way of thinking, but whose minds are renewed, are transformed by God.

Principle: True praise and worship come from our heart and are expressed by faith as an offering of sacrifice and love to the Lord.

TEACHER



Vocabulary:

altar (n.) 1) An elevated place on which sacrifices were offered to God. 2) A place of worship. 3) In Scripture, Christ is called the altar of Christians, He being the atoning sacrifice for sin.

praise (n.) An expression of gratitude; a glorifying or extolling of God.

propitiation (n.) The atoning sacrifice offered to God to assuage His wrath against those who have sinned. Christ is the propitiation for our sins (1 John 2).

sacrifice (n.) 1) Destruction, surrender, or loss made or incurred for gaining an object or obliging another. 2) That which is offered to God, implying that something has been destroyed.

worship (n.) 1) The reverence and honor paid to God, consisting of one's adoration, confession, prayer, and thanksgiving. 2) Friendship and intimacy with God (William Barclay). 3) The believer's response to God, both private and corporate, for who He is and what He has done; expressed in and by the things He says and the way He lives. 4) "Worship is what God created man to do. He created us that we would see His glory displayed in the universe and reflect it by knowing and loving Him with all our heart, soul, mind, and strength" (John Piper).



Preparation and Lesson Background:

1. Read and reflect upon the assigned readings. Make certain you understand them in the context of this lesson.

STUDENT



Key Word:

offering (n.) That gift or presentation by which a person draws near to God.



Read the Bible Passages:

Read the Bible passages silently and orally as assigned by the teacher.



Reason Questions:

1. Explain how God's grace is a shield that protects the righteous. Tell why understanding this is so comforting.
2. Describe how Noah's setting changed.
3. What was the first thing Noah did after he and his family left the ark? Why did he do this?
4. Describe Noah's offerings. How did God receive them?
5. Why do Christians not offer burnt animals to God today?

2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: True praise and worship come from our heart and are expressed by faith as an offering of sacrifice and love to the Lord.

In the fullness of time, God instructed Noah to take his family and all the animals off the ark. The ground was now dry, and the long anticipated day had finally arrived. It had been over a year since they entered the ark and God closed the door behind them. It's difficult for us to imagine what went through their minds as they stepped out onto a vast, barren mountain ledge 13,000 feet high. The world they had known had been destroyed. This was a day of new beginnings!

- A. The first thing Noah did upon leaving the ark was to build an altar and offer God both a sacrifice of praise and one of propitiation. This is the first time the word "altar" is mentioned in the Bible. Noah was deeply thankful for God's deliverance from corruption and the preservation of his family, and he wanted to express his gratitude. True praise and thanksgiving originate in the heart and are expressed by faith. Noah had been instructed by God to take seven each of all clean animals and birds on board the ark. Noah used one each of these animals and birds as his sacrifice on the altar. His burnt offering produced a soothing aroma that ascended to God. When God smelled it, He said to Himself that although man's heart is evil from his youth, He would never again destroy man in a flood. He then blessed Noah and commanded his family to be fruitful and multiply and fill the Earth. This was essentially a renewal of the original divine mandate given to Adam by God in the garden.

Genesis 8:20-9:1: "Then Noah built an altar to the LORD, and took of every clean animal and of every clean bird and offered burnt offerings on the altar. The LORD smelled the soothing aroma; and the LORD said to Himself, 'I will never again curse the ground on account of man, for the intent of man's heart is evil from his youth; and I will never again destroy every living thing, as I have done.' And God blessed Noah and his sons."

Psalms 118:1: "Give thanks to the LORD, for He is good; for His mercy endureth forever" (KJV).

- B. The root of the word "offering" means to "draw near." Burnt offerings would become a pattern that God initiated with His chosen people in the Old Testament. In the Law given to Moses, God gave instructions for His people to present animals as a sacrifice of thanksgiving at the tabernacle's outer court. Here the priests would offer them up by fire. As the smoke from these offerings

6. Relate why praise and worship are expressions of our faith in God.

7. Are you a "sweet aroma of Christ" to those around you? Explain your answer.



Notebook Record:

Record the following characteristics on your One Who Walks with God graphic organizer:

- Is protected by God's shield of grace
- Has eternal security in Jesus Christ
- Offers sacrifices of praise and thanksgiving to God
- Is a sweet aroma of Christ to those around him



Singing:

"How Great Thou Art"

Verse 4:

When Christ shall come
with shout of acclamation
And take me home—
what joy shall fill my heart!
Then I shall bow
in humble adoration
And there proclaim,
my God, how great thou art!

Refrain:

Then sings my soul,
my Savior God, to Thee,
How great Thou art,
how great Thou art!
Then sings my soul,
my Savior God, to Thee:
How great Thou art,
how great Thou art!

ascended, it was a “soothing aroma to the Lord” (Lev. 1:13). The ascending fragrance was the means by which the people were known by God. Moses said, “This is the thing which the Lord has commanded you to do, that the glory of God may appear to you” (Lev. 9:6). The burnt offering symbolized the offerer’s voluntary presentation to God and foreshadowed the Lord Jesus’ offering of Himself unto death (Heb. 10:5-7).

Exodus 20:22, 24: “Then the Lord said to Moses, ... You shall make an altar of earth for Me, and you shall sacrifice on it your burnt offerings and your peace offerings, your sheep and your oxen; in every place where I cause My name to be remembered, I will come to you and bless you.”

Exodus 29:18: “You shall offer up in smoke the whole ram on the altar; it is a burnt offering to the Lord: it is a soothing aroma, an offering by fire to the Lord.”

Psalms 50:23: “He who offers a sacrifice of thanksgiving honors Me; And to him who orders his way aright I shall show the salvation of God.”

Hebrews 10:10: “By this will we have been sanctified through the offering of the body of Jesus Christ once for all.”

Hebrews 13:15: “Through Him then, let us continually offer up a sacrifice of praise to God, that is, the fruit of lips that give thanks to His name.”

- C. In the New Testament, the apostle Paul exhorts the believer to offer himself as a sacrifice to God. He referenced the following in his second letter to the Corinthians: “We are a fragrance of Christ to God” (2 Cor. 2:15). Since Christ became our perfect sacrifice, we no longer use burnt animal sacrifices. However, the desire for our offerings to ascend before God, as a sweet aroma, still exists—our worship, devotions, praises, prayers, and our exaltations. All of these offerings ascend before God as a sweet-smelling aroma.

Praise is an individual expression of our faith. Understanding the progression from offering to praise to an ascending fragrance gives great meaning to David’s statement that, “the Lord inhabits the praises of His people” (Ps. 22:3). Indeed, the believer is a fragrance of Christ to God, because He dwells in his offerings of praise!

Ephesians 5:2: “Therefore be imitators of God, as beloved children; and walk in love, just as Christ also loved you and gave Himself up for us, an offering and a sacrifice to God as a fragrant aroma.”

Romans 12:1: “Therefore I urge you, brethren, by the mercies of God, to present your bodies a living and holy sacrifice, acceptable to God, which is your spiritual service of worship.”



Memory Verse:

By faith we understand that the worlds were prepared by the word of God, so that what is seen was not made out of things which are visible. (Hebrews 11:3)



Take Blessing and Prayer Cards home to parents.

Philippians 4:18: "But I have received everything in full and have an abundance; I am amply supplied, having received from Epaphroditus what you have sent, a fragrant aroma, an acceptable sacrifice, well-pleasing to God."

2 Corinthians 2:14-16: "But thanks be to God, who always leads us in triumph in Christ, and manifests through us the sweet aroma of the knowledge of Him in every place. For we are a fragrance of Christ to God among those who are being saved and among those who are perishing; to the one an aroma from death to death, to the other an aroma from life to life."

Gather resources: Bible, student vocabulary card, memory verse card, and parent cards.



Teaching Plan:

1. Pray: *Our God and our Creator, we desire to know more of you and your glory and majesty, more about the splendor and beauty of your creation, and more about the origins of the universe. Open our eyes that we may behold wonders from your Word, for the sum of your Word is truth. And grant us understanding that we may apply truth to our lives and worship you in spirit and in truth. Amen.*
2. Distribute student binders.
3. Review the principle that those who do not conform to the world's way of thinking, but whose minds are renewed by God's Word, are transformed by God.
4. Pin the student vocabulary card on your bulletin board and define for the children.
5. Assign the Student Bible reading to the children. Have them read silently and then orally.
6. Connect the vocabulary word to the principle and relate that true praise and worship come from our heart and express our faith as an offering of sacrifice to the Lord.
7. Ask the reason questions and have children respond orally.
8. Write the phrases on the chalkboard and have the students copy onto their One Who Walks with God graphic organizers.
9. Continue singing all four verses of the hymn "How Great Thou Art."
10. Before completing the lesson, have children repeat their weekly memory verse.
11. Conclude with a short prayer and blessing for the children.
12. Send parent cards home with the children for the week.

GENESIS 22

Time: 45 minutes

Student Reading: Genesis 9:4-19

Review: True praise and worship come from the heart and are expressed by faith as an offering of sacrifice to the Lord.

Principle: Civil government was instituted by God to protect the life, liberty, and property of all individuals and to punish evildoers.

TEACHER



Vocabulary:

civil (adj.) Relating to the community or state.

covenant (n.) A mutual consent or agreement of two or more people to do or to forbear some act or thing.

government (n.) The exercise of authority; control; regulation; direction; restraint.

hydrologic (adj.) Pertaining to the branch of science that studies water on the Earth and in the atmosphere and its distribution and conservation.

just (adj.) 1) Upright; honest; having principles of rectitude or conforming to the laws. 2) Conformed to truth.

justice (n.) The virtue that consists in giving to everyone what is his due; equity; impartiality.

vengeance (n.) The infliction of pain on another in return for an injury or offense when it is not necessary for the purposes of justice.



Preparation and Lesson Background:

1. Read and reflect upon the assigned readings. Make certain you understand them in the context of this lesson.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: Civil government was instituted by God to protect the life, liberty, and property of all individuals and to punish evildoers.

STUDENT



Key Word:

institute (v.) To found; to set in operation and establish in principles.



Read the Bible Passages:

Read the Bible passages silently and orally as assigned by the teacher.



Reason Questions:

1. Explain how God's grace is a shield that protects the righteous. Tell why understanding this is so comforting.
2. What was the covenant or promise that God made with Noah? Has God kept this promise throughout time? Explain your answer.
3. What was the sign of God's covenant with Noah? Why would this have seemed unusual to Noah and his family?
4. Define the term "civil government." What is its purpose?
5. Why did God give man the responsibility to govern other men?

In the reading for this lesson, there are two essential topics related to our study of “Beginnings”: 1) the Noahic Covenant and 2) the establishment of civil government. Genesis 9 details the elements of the Noahic covenant, which include God instituting civil government on the Earth.

A. We introduced the concept of covenant in lesson 19. The word “covenant” is first mentioned in the Bible in Genesis 6:18. Please review those teacher background notes in which we learned that before Noah entered the ark, God promised He would make a covenant with him. After the Flood, when Noah disembarked from the ark, God established His covenant with Noah for ALL mankind and the animals throughout time. God promised that He would never again destroy all life on the Earth with a flood, and He set a rainbow in the sky as a sign of His covenant and grace. Most likely, this was the first time man had seen a rainbow. The Earth’s physical features were greatly altered by the Flood, and a new hydrologic cycle was in effect. Now, water would evaporate from the oceans and be drawn up by the radiation of the sun, where it would condense into clouds. The condensation would fall back down to the Earth as rain or snow, returning eventually to the oceans (Ps. 33:7; Job 26:8; 36:27, 28; Isa. 55:10). God also promised that now the sun would govern a fixed sequence of seasons and a day and night cycle from that time forward.

God’s everlasting covenant with Noah revealed His mercy and grace toward all mankind. In Genesis 8:21, He says, *“I will never again curse the ground on account of man, for the intent of man’s heart is evil from his youth.”* This is a paradox! God identified the state of man’s wicked heart, which deserves punishment; but knowing that man cannot change his deceitful, stony heart by himself, God extends to man grace and love and provides for his redemption and eternal life. Man is unable to keep God’s commandments and is at the mercy of God and dependent upon His covenant. Throughout all of Scripture, God walks with His people through covenant. In English, a synonym for the word “covenant” is “testament,” as in the Old and New Testaments. The Bible is the account of God’s eternal plan of redemption for man based on His covenants. The Old Testament covenants were sealed by the blood of sacrificed animals, while the New Testament covenant, described in Jeremiah 31:31-34, was sealed with the blood of Jesus’ sacrifice on the cross.

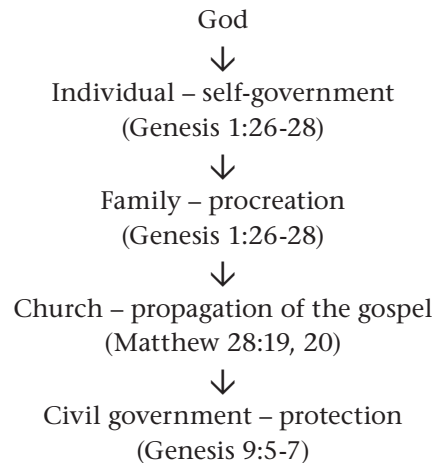
B. God included in the Noahic Covenant a provision for civil government and the punishment of evildoers. When God originally created man, He established self-government in the Cultural Mandate (Gen. 1:26-28). He commanded Adam and Eve to subdue and rule all creatures, which included man governing himself in compliance with God’s law. All government begins with the individual. Through

6. What other spheres of governance did God institute?
7. Name some of those whom God has placed in authority over you? Whom do they represent? What is your responsibility to them?



Notebook Record:

Record the following phrases on your Spheres of Government graphic organizer:



Singing:

“How Great Thou Art”



Memory Verse:

By faith we understand that the worlds were prepared by the word of God, so that what is seen was not made out of things which are visible. (Hebrews 11:3)

Adam's failure to control himself, sin entered the world and made it difficult for individuals to govern themselves. Although family government was established, there was no institution of civil government. Therefore, when Cain did not control his anger and violently killed his brother, God had to assume responsibility for dispensing justice and protection (Gen. 4:1-16).

As the prevalence of wickedness and the lack of godly self-government increased, God intervened with a flood that destroyed all life but Noah and his family and the animals He preserved on the ark. With Noah's new beginning, God re-established the Cultural Mandate with an amendment: He delegated to man the responsibility for governing other men in order to protect all individuals from sinful, violent men (Gen. 9:5-7). We call this God-ordained institution "civil government" and its backbone, "capital punishment." The authority for capital punishment includes the establishing of just laws to govern human activities and personal relationships. When left unregulated, wickedness soon leads to murder, robbery, adultery, etc. God's emphasis in punishment is not on vengeance but on justice, which is based on the sacredness of God's image in man.

The following is offered as a simple overview for the teacher, so questions that may arise in this lesson about government can be answered.

- 1) God is the source of all authority and power, which He delegates to man as His representatives on Earth (Matt. 28:18; Rom. 13:1-3)
- 2) There are four God-ordained spheres of government, each with a specific function:
 - Individual – self-government (Gen. 1:26-28)
 - Family – procreation (Gen. 1:26-28)
 - Civil government – protection (Gen. 9:5-7)
 - Church (New Testament) – propagation of the gospel (Matt. 28:19, 20)
- 3) The purpose of civil government is threefold:
 - Protect the life, liberty, and property of all individuals;
 - Punish evildoers;
 - Promote the general welfare and happiness of the community where its laws are established. However, nowhere in Scripture is it implied that civil government is to be the provider or savior for mankind by the centralization of its powers. We will examine this further in our last lesson on the Tower of Babel.

What is important for the children to take away from this lesson is that even though God saw the wickedness of man's

heart, He agreed to walk with man by covenant and to extend man His grace and forgiveness. In addition, God delegated to man the responsibility to protect the life and property of others and to punish evildoers.

Each of us is accountable to God for the way we govern ourselves and our property, as well as the way we relate to others and their property. God places authorities over us for our protection and for the welfare of all. It is our responsibility to obey and submit to their authority as unto the Lord. If an authority asks us to do something that is morally wrong, we need to appeal to that person and explain why we cannot violate God's laws.

Our reading concludes with the statement that the whole Earth was populated by the three sons of Noah—Shem, Ham, and Japheth.

3. Gather resources: Bible, student vocabulary card, and Spheres of Government graphic organizers.

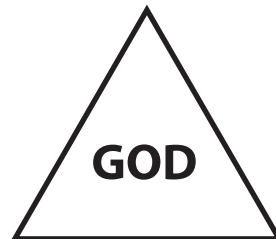


Teaching Plan:

1. Pray: *Our God and our Creator, we desire to know more of you and your glory and majesty, more about the splendor and beauty of your creation, and more about the origins of the universe. Open our eyes that we may behold wonders from your Word, for the sum of your Word is truth. And grant us understanding that we may apply truth to our lives and worship you in spirit and in truth. Amen.*
2. Distribute student binders.
3. Review the principle that true praise and worship come from the heart and are expressed by faith as an offering of sacrifice to the Lord.
4. Pin the student vocabulary card on your bulletin board and define for the children.
5. Assign the Student Bible reading to the children. Have them read silently and then orally.
6. Connect the vocabulary word to the principle and teach the meaning of civil government and that God instituted it to protect the life, liberty, and property of all individuals and to punish evildoers.
7. Ask the reason questions and have children respond orally.
8. Distribute the Spheres of Government graphic organizers to the children. Write the phrases on the chalkboard and have them copy onto their Spheres of Government graphic organizers.
9. Sing all four verses of "How Great Thou Art."
10. Before completing the lesson, have children repeat their weekly memory verse.
11. Conclude with a short prayer and blessing for the children.

Spheres of God-Ordained Government

*"There is no authority except from God,
and those which exist are established by God." —Romans 13:1*



GENESIS 23

Time: 45 minutes

Teacher Reading: Genesis 10:1-10, 20-24, 32

Student Reading: Acts 17:22-29

Review: Civil government was instituted by God to protect the life, liberty, and property of all individuals and to punish evildoers.

Principle: God made from one man every family, tribe, and nation on Earth.

TEACHER



Vocabulary:

chromosome (n.) A threadlike strand of DNA that carries the genes and functions in the transmission of hereditary information.

culture (n.) The ideas, customs, and social behavior of a particular people or society.

DNA (n.) Deoxyribonucleic acid; the fundamental building block found in every cell, which is responsible for an organism's entire genetic makeup. The DNA strand carries the genetic code or the hereditary information from the parent to the offspring in all living things.

genetics (n.) The branch of biology that deals with heredity, especially the mechanisms of hereditary transmission.

mitochondria (n.) A small, rod-like body in the cytoplasm of most cells that contains enzymes responsible for energy production.

progenitor (n.) An originator of a line of descent; a direct ancestor.

ransom (v.) To redeem from the bondage of sin and from the punishment to which sinners are subjected by divine law.



Preparation and Lesson Background:

1. Read and reflect upon the assigned readings. Make certain you understand them in the context of this lesson.
2. Study the teacher vocabulary words, the principle, and teacher background information.

STUDENT



Key Word:

nation (n.) A body of people united culturally, politically, and geographically.



Read the Bible Passages:

Read the Bible passages silently and orally as assigned by the teacher.



Reason Questions:

1. Who are the parents of all human beings? What mandate did God give them?
2. After the Flood, who populated the Earth? What mandate did God give them?
3. Describe the families of the three sons of Noah and explain their distinct God-given abilities.
4. Paraphrase Acts 17:26: "And God made from one man every nation of mankind to live on all the face of the earth, having determined their appointed times and the boundaries of their habitation."

Principle: God made from one blood every family, tribe, and nation on Earth.

In our study of Genesis, we have learned that Adam and Eve were the progenitors of all human beings. We are all of one blood and descend from one man and woman, whom God commanded to *“be fruitful and multiply and fill the earth”* (Gen. 1:28). Noah was a descendant of Seth, one of Adam’s sons, the one who carried the lineage of the Promised Seed. Today, all people in the world descend from Noah’s three sons—Shem, Ham, and Japheth. (See the “First Family Tree” illustration.) After the Flood, Noah and his sons were also commanded by God to *“be fruitful and multiply, and fill the earth”* (Gen. 9:1).

A. All families, tribes, tongues, and nations on the Earth have one common set of parents, Adam and Eve, from whom Noah and his sons descended.

1 Corinthians 15:45: “So also it is written, ‘The first man, Adam, became a living soul.’ The last Adam [Jesus Christ] became a life-giving spirit.”

Genesis 3:20: “Now the man called his wife’s name Eve, because she was the mother of all the living.”

Genesis 9:18, 19: “Now the sons of Noah who came out of the ark were Shem and Ham and Japheth ... and from these the whole earth was populated.”

Acts 17:26: “And He hath made from one blood all nations of men to dwell on all the face of the earth, and hath determined the times before appointed, and the bounds of their habitation” (KJV).

God’s Word teaches us that all people descend from one man, Adam. In the scientific field of genetics, the Y-chromosome contains DNA that is passed directly from father to son. Recently, scientists have shown that Y-chromosome DNA is similar in all men alive today.¹ Likewise, we all descend from one woman, Eve. Mitochondrial DNA is passed directly from mother to child. Scientists have shown that mitochondrial DNA is similar in all people alive today.² We are all of one blood. We are not of different biological races! In fact, the Bible does not use the word “race” in this manner. We may have many variations of skin, hair, and eye color due to our distinctive genetics and environment, but we are all derived of one blood from the same progenitors. All individuals and people groups are equal in value and dignity before our

¹ Ham, Ken, and Ware, Charles (2012). *One Race One Blood: A Biblical Answer to Racism*, p. 107. (This book is found online on Google Play.) Ken Ham is a renowned Australian creation scientist.

² Ibid, p. 107.

5. Did God create races of people? Defend your answer from the Bible.
6. Describe the unique characteristics of your people group.
7. In eternity where will all the nations be gathered? What will they be doing?



Notebook Record:

Record the following phrases on your Genesis Overview graphic organizer:

- Is the Book of Beginnings:
 - 1) The world (1:1-26)
 - 2) Mankind (1:26-2)
 - 3) Sin in the world (3:1-7)
 - 4) The promise of redemption (3:8-24)



Singing:

“How Great Thou Art”



Memory Verse:

And without faith it is impossible to please Him, for he who comes to God must believe that He is, and that He is a rewarder of those who seek Him. (Hebrews 11:6)



Take Blessing and Prayer Cards home to parents.

Creator, because He created us in His image; none are cursed!

- B. The first reference to “nations” is found in Genesis 10. In Hebrew, it is the word *gôy*, which means “nation, people, or Gentile.” This refers to the sons of Noah and the generations of their families that moved from the Ararat region to settle other lands. Chapter 10 is a “Table of Nations” that details these first generations and their unique, God-given abilities and cultural distinctions and relates the geographic locations of their settlements. It is certain that their movements were under direct divine guidance, even though they may not have been conscious of it.

As these families grew to become clans and tribes, their cultures became distinct from others. Genesis 11 relates that God confused language at the Tower of Babel, which produced many new languages. All of these differences set each group of people apart from others but did not produce different races of people. Today, we use the term “people groups” to define those who are culturally, geographically, and politically distinct from others. In the New Testament, the Greek word *ethnos* is used to describe these various people groups. This is the word used in Jesus’ Great Commission: “Go therefore and make disciples of all nations (*ethne*).” It was God who determined to make the nations, and it was His purpose to have diversity among them (Acts 17:26). Through this diversity, His infinity and individuality are revealed and celebrated!

The Bible nations or people groups that descended from Noah’s sons:

Shem	Ham	Japheth
Hebrews	Canaanites	Greeks
Chaldeans	Egyptians	Thracians
Assyrians	Philistines	Scythians
Persians	Hittites	
Syrians	Amorites	

- C. In the book of Revelation, John the Revelator refers to Jesus Christ as the “King of nations.” Jesus has all power and all authority over the nations. They are His eternal inheritance:

Psalm 2:7, 8: “I will surely tell of the decree of the Lord: He said to Me, ‘You are My Son, today I have begotten You. Ask of Me, and I will surely give the nations as Your inheritance, and the very ends of the earth as Your possession.’”

Matthew 28:18-20: “And Jesus came up and spoke to them, saying, ‘All authority has been given to Me in heaven and on earth. Go therefore and make disciples of all the nations, baptizing them in the name of the Father and the Son and the

Holy Spirit, teaching them to observe all that I commanded you; and lo, I am with you always, even to the end of the age.”

In the new heavens and the new Earth, all mankind—all families, tribes, tongues, and nations on the Earth who have been ransomed by the blood of the Lamb—will gather around His throne and worship King Jesus:

Revelation 7:9, 10: “After these things I looked, and behold, a great multitude which no one could count, from every nation and all tribes and peoples and tongues, standing before the throne and before the Lamb, clothed in white robes, and palm branches were in their hands; and they cry out with a loud voice, saying, ‘Salvation to our God who sits on the throne, and to the Lamb.’”

Revelation 15:3, 4: “And they sang the song of Moses, the bond-servant of God, and the song of the Lamb, saying,

*‘Great and marvelous are Your works,
O Lord God, the Almighty;
Righteous and true are Your ways,
King of the nations!
Who will not fear, O Lord, and glorify Your name?
For You alone are holy;
For all the nations will come and worship before You,
For Your righteous acts have been revealed.’”*

This first AMO® study of Genesis will conclude in lesson 24 with the account of God’s dispersion of the people at the Tower of Babel. The remainder of the book of Genesis is about God’s sovereignty and preparation for establishing the Messianic nation of Israel. In fact, the remainder of the Old Testament is the account of God’s relationship with the nation Israel, out of which He will bring forth His Son—the Anointed One, the Christ. God required a nation, separated unto Himself from all other nations and provided with divine institutions, to bring forth and prepare the way for His promised Messiah, the promised “Seed of the woman” (Gen. 3:15).

3. Gather resources: Bible, student vocabulary card, memory verse card, and parent cards.



Teaching Plan:

1. Pray: *Our God and our Creator, we desire to know more of you and your glory and majesty, more about the splendor and beauty of your creation, and more about the origins of the universe. Open our eyes that we may behold wonders from your Word, for the sum of your Word is truth. And grant us understanding that we may apply truth to our lives and worship you in spirit and in truth. Amen.*
2. Distribute student binders.

3. Review the principle that civil government was instituted by God to protect the life, liberty, and property of all individuals and to punish evildoers.
4. Pin the student vocabulary card on your bulletin board and define for the children.
5. Read the teacher reading aloud to the children.
6. Assign the student Bible reading to the children. Have them read silently and then orally.
7. Connect the vocabulary word to the principle and relate to the principle that God made from one man every family, every tribe, and every nation on Earth.
8. Ask the reason questions and have children respond orally.
9. Write the phrases on the chalkboard and have them copy onto their Genesis Overview graphic organizers.
10. Sing all four verses of "How Great Thou Art."
11. Before completing the lesson, have children repeat their weekly memory verse.
12. Conclude with a short prayer and blessing for the children.
13. Send parent cards home with the children for the week.

GENESIS 24

Time: 45 minutes

Student Reading: Genesis 11:1-9

Teacher Reading: Revelation 22:1-5, 12, 13

Review: God made from one man every family, tribe, and nation on Earth.

Principle: God is sovereign over the affairs of individuals and nations for His eternal plan and gospel purpose.

TEACHER



Vocabulary:

guise (n.) 1) External appearance. 2) False appearance; pretense.

humanism (n.) A belief system that centers on humans and their values, capacities, and worth without a dependence on God.

pride (n.) An inordinate self-esteem; an unreasonable conceit of one's own superiority, which manifests itself in lofty airs and often in contempt of others.

rebel (v.) To willfully violate a law or disobey the one in authority.



Preparation and Lesson Background:

1. Read and reflect upon the assigned readings. Make certain you understand them in the context of this lesson.
2. Study the teacher vocabulary words, the principle, and teacher background information.

Principle: God is sovereign over the affairs of individuals and nations for His eternal plan and gospel purpose.

As we have learned in our AMO® Christian history curriculum, God governs in the affairs of men and nations for His eternal plan and gospel purpose. This lesson testifies to His sovereignty and His supernatural power.

Ephesians 1:9, 10: "For God has allowed us to know the secret of His plan, and it is this: He purposed long ago in His sovereign

STUDENT



Key Word:

sovereign (n.) A supreme ruler; one who possesses the highest authority.



Read the Bible Passages:

Read the Bible passages silently and orally as assigned by the teacher.



Reason Questions:

1. Where did Noah's family settle once they left the barren region of Ararat? Where is this located today?
2. Describe the city that they began building. What does this reveal about their skills of design, architecture, and construction?
3. Who was their leader and what did his name mean?
4. What was their purpose in building the Tower of Babel? What does this reveal about the hearts of the people?
5. Explain God's reaction to their construction. How had the people violated His command?

will that all human history should be consummated in Christ” (Phillips Translation).

As the families of Noah migrated from the barren region of Ararat, they came to the land of Shinar on the fertile plain of Mesopotamia. This plain was located between the Tigris and Euphrates Rivers. This region became the cradle of civilization and the site of ancient Babylonia, which is present-day Iraq. They settled here and eventually built a walled city. Scripture relates that all people spoke the same language that God had given man before the Flood.

- A. Nimrod, “the mighty hunter,” was their leader (Gen. 10:9, 10). He was the grandson of Ham, and his name means “let us rebel.” Under his leadership, the people made plans to build a permanent urban center, against the will of God. As they designed tools and developed specialized construction skills, they became a self-sufficient society and flourished under Nimrod’s powerful leadership. They used man-made bricks, rather than natural stones, and tar, rather than mortar, to construct their walls and buildings. They became proud of their accomplishments and decided to build a tower whose top would reach into heaven. Their motivation was “to make a name for themselves and not be scattered over the face of the whole earth” (v. 4). Rivaling them were the Shemites. Shem, whose name means “name of fame” or “name of renown,” enjoyed a unique relationship with God. The Shemites were tent dwellers, herdsman, and wanderers. Nimrod’s walled city provided security and permanence for the people. Nimrod’s heart motivation, however, was in direct defiance against God’s command to “be fruitful and fill the earth” (Gen. 9:1). When we rebel against God’s expressed will and become proud, arrogant, and self-centered, we’re headed for a fall.
- Isaiah 48:8: “You have not heard, you have not known. Even from long ago your ear has not been open, because I knew that you would deal very treacherously; and you have been called a rebel from birth.”*
- Proverbs 16:18: “Pride goes before destruction, and a haughty spirit before stumbling.”*
- Matthew 23:12: “Whoever exalts himself shall be humbled; and whoever humbles himself shall be exalted.”*
- 1 John 2:16: “For all that is in the world, the lust of the flesh and the lust of the eyes and the boastful pride of life, is not from the Father, but is from the world.”*
- B. The great tower dominated the city, both architecturally and culturally. It served as the focal point of their political and religious life. “Babel” literally meant “gate of God.” It is most probable that Nimrod presented the monument to the people in the guise of true spirituality. Surely, God would be pleased with them for its beauty and glory. This

6. Relate how God miraculously intervened in their plan. What was the result of God’s intervention?
7. Jesus Christ is found in every book of the Bible. Where did you meet Him in these first eleven chapters of Genesis? Be specific in your answer.
8. What is the most important lesson that you have learned in your study of Genesis? Explain why this is so meaningful for you.



Notebook Record:

Record the following phrases on your Genesis Overview graphic organizers:

- 5) Family life (4:1-15)
- 6) Man-made civilization (4:16-9:29)
- 7) Nations (10)
- 8) Languages (11)



Singing:

“How Great Thou Art”



Memory Verse:

And without faith it is impossible to please Him, for he who comes to God must believe that He is, and that He is a rewarder of those who seek Him. (Hebrews 11:6)

reasoning and motivation are similar to that of Cain's sacrifice, which was not acceptable to the Lord.

The Lord came down to see the tower they were building. He knew that their unity of purpose and language would enable them to accomplish mighty deeds without His help. Words are the building blocks of ideas and are quite powerful. God saw in their tower a monument to rebellion and idolatry. The Tower of Babel was a great human achievement, a wonder of the world, but a monument that exalted man and his works rather than God. Man once again had turned to "worship the creature rather than the Creator!" (Rom. 1:21-25). This tower was the first public expression of humanism, where sovereignty was placed in man rather than God. The people's sin was a collective act of defiance against God's glory and expressed will. God would intervene lest a centralized, one-world government arise.

- C. God said, "Let Us go down there and confuse their language, that they may not understand one another's speech" (v. 7). Note that the pronoun "Us" refers to the trinity of God—Father, Son, and Holy Spirit. Man's unified might and sinful counsel are doomed when confronted with the unity of the counsel within the Godhead.

Psalm 1:1, 2: "How blessed is the man who does not walk in the counsel of the wicked, nor stand in the path of sinners, nor sit in the seat of scoffers! But his delight is in the law of the Lord, and in His law he meditates day and night."

Psalm 107:10-12: "There were those who dwelt in darkness and in the shadow of death, prisoners in misery and chains, because they had rebelled against the words of God and spurned the counsel of the Most High. Therefore He humbled their heart with labor; they stumbled and there was none to help."

Psalm 2:1, 2: "Why are the nations in an uproar and the peoples devising a vain thing? The kings of the earth take their stand and the rulers take counsel together against the LORD and against His Anointed ..."

God realized that once again His eternal purposes for the world were so endangered that divine intervention was required. Just as He had judged the wickedness and corruption of man's heart with the Flood, now He must stop the rebellion and idolatry of the people at Babel.

- D. God had promised never again to destroy the world by flood, so He miraculously confused their language and scattered the families "over the whole earth." Now the people could no longer understand each other's speech. This broke their unity of purpose and their ability to communicate ideas and to solve problems. It divided the people and put a distance and mistrust among them. It is not difficult to imagine the mass confusion that spread among the families! Chaos reigned in Babel, and Nimrod lost

his power as their mighty leader. The very name Babylon would eventually come to mean to all peoples “the city of babbling, or confusion.” Babylon has ever since been a source of confusion in religious and linguistic matters.

A multiplicity of languages was not God’s original purpose for mankind, even though He envisioned people dispersed in different national units across the face of the Earth. At a later time in history, God promised that eventually all nations would submit to His will when “*I will give to the peoples purified lips, that all of them may call on the name of the Lord, to serve Him shoulder to shoulder*” (Zeph. 3:9). Indeed, it was on the day of Pentecost that God’s miraculous gift of tongues was poured out on the first disciples of Christ (Acts 2). This enabled them with “purified lips” to declare the wondrous works of God in many languages!

- E. Construction on the city stopped. Soon, each family moved away from Babel to create a new life for itself. This is, indeed, what God had commanded them to do as Noah and his sons disembarked from the ark. Each family grew to be a tribe with a distinctive culture and developed distinctive physical and biological characteristics. “In a very few generations of inbreeding, distinctive characteristics of skin color, height, hair texture, facial features, temperament, environmental adjustment, and others, would come to be associated with particular tribes and nations.”¹ God’s intervention and imposition of different languages was a miracle that produced His intended purpose for mankind—to scatter abroad and fill the Earth.
- F. Indeed, God reigns in the affairs of individuals and nations to fulfill His eternal and glorious plan of redemption in Jesus Christ. He has predestined us to be adopted as His sons and daughters through Jesus Christ, in accordance with His pleasure and will.

Ephesians 1:9-12: “He made known to us the mystery of His will, according to His kind intention which He purposed in Him [Jesus Christ] with a view to an administration suitable to the fullness of the times, that is, the summing up of all things in Christ, things in the heavens and things on the earth. In Him also we have obtained an inheritance, having been predestined according to His purpose who works all things after the counsel of His will, to the end that we who were the first to hope in Christ would be to the praise of His glory.”

Genesis 11 concludes with the account of the family of Shem, out of whom God would raise up a patriarch and establish a nation for His glory and purpose. These first eleven chapters of Genesis contain the seeds of all Christian doctrine. The principles contained therein lay the

¹ Morris, H. M. (1976). *The Genesis Record*. Grand Rapids, Mich.: Baker Books, p. 276.

foundation for every believer's world and life view. God provides us in this "Book of Beginnings" all the seeds of truth to meditate upon, reason with, and apply to our lives. Although the name of Jesus Christ is not mentioned, He is there in all His power and glory as the Creator and Sovereign Ruler of the universe and the Revealer of truth (the Word). Encourage the children to continue to search the Scriptures, but return often to these most important eleven chapters for godly wisdom and Truth. They testify of Jesus Christ and His eternal love and provision for mankind.

John 5:39: "You search the Scriptures because you think that in them you have eternal life; and it is these that bear witness of Me."

3. Gather resources: Bible and student vocabulary card.



Teaching Plan:

1. Pray: *Our God and our Creator, we desire to know more of you and your glory and majesty, more about the splendor and beauty of your creation, and more about the origins of the universe. Open our eyes that we may behold wonders from your Word, for the sum of your Word is truth. And grant us understanding that we may apply truth to our lives and worship you in spirit and in truth. Amen.*
2. Distribute student binders.
3. Review the principle that God made from one man every family, tribe, and nation on Earth.
4. Pin the student vocabulary card on your bulletin board and define for the children.
5. Assign the student Bible reading to the children. Have them read silently and then orally.
6. Connect the vocabulary word to the principle and relate that God is sovereign over the affairs of individuals and nations for His eternal plan and gospel purpose.
7. Ask the reason questions and have children respond orally.
8. Write the phrases on the chalkboard and have them copy onto their Genesis Overview graphic organizers.
9. Read the teacher reading from the book of Revelation, which contains the description of the heavenly city with its tree of life, whose leaves are for the healing of the nations.
10. Sing all four verses of "How Great Thou Art."
11. Before completing the lesson, have children recite Genesis 1:1, Psalm 8, and Hebrews 11:1-3, 6.
12. Conclude with a short prayer and blessing for the children.

Resource List

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