

# CREATION & THE FLOOD

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## UNIT 1



God's handiwork

### KEY CONCEPTS:

- A biblical view of the Beginning
- The wonder of Creation
- The impact of the Fall of man
- Early man as an intelligent, capable creature
- The Flood and its cause

### **“In the beginning God...”**

Our study of human history begins at the very beginning of all things—Page One, if you will—with the focus and emphasis on the Creator. Many people who study history in our day do not start on that page. They begin with prehistoric man, just after he “evolved” from the ape—our supposed evolutionary predecessor! They have drawings of Neanderthal, photos of cave paintings, imaginative descriptions of the

*As the crowning act of the Creation drama, God made man in His own image and likeness—male and female He created them.*

earliest humanoids. However, to those who recognize the reliability of Scripture for true knowledge and understanding—to those who accept the historic, scientific, and revelational truth of God’s Word—the Bible becomes an insiders’ look at the actual events of the beginning of history. You might consider it an

absolutely accurate journalistic report of the “Lifestyles of the Perfect and Fallen.” It is crucial to our understanding of history to start with the book of Genesis, which is an eyewitness account (with God being, obviously, the first and most reliable Eyewitness) of the earliest history of man. Armed with this insight and understanding, we will be well-equipped to take our journey together through the history of ancient times.

In the first chapter of Genesis, we discover the amazing story of how God created the planets, the sun and moon, the stars, the plants and animals, and how He saw that they were good. Then, as the crowning act of the Creation drama, God made man in His own image and likeness—male and female He created them. What does that mean? What does it mean to be created in the image and likeness of God Himself? The innumerable facets of this truth have occupied scholars and theologians for centuries. Interestingly enough, however, this is not merely an academic exercise for philosophers and ministers. It answers one of the deeply-felt needs common to all people in all time periods—“Who am I, and what value does my life possess?” This question is vitally important to each one of us, and when we discover in God’s Word the answer (that I am a handmade creation of God, made in His very image), it provides what we need for living life with a purpose. I encourage you to spend some time considering this foundational question—“Who am I, and what value does my life possess?”—perhaps journaling or sharing with your family or another student.

When we read in Genesis 1 and 2 about the way God created everything to be good, even VERY good, and as we see Adam and Eve living in a perfect place (can you imagine?), questions may begin to arise concerning what it would be like today in the world if things had continued in this state of perfection. Take a minute to suspend the everyday reality around you and consider our world without the effect of sin: What would nations look like? How would marriages and family function? What would technology and the economy be

like if they were being run by people without sin? How would the artists and musicians and writers and dancers in a perfect world perform, and what kind of masterpieces in art would we be seeing? What would be the impact on the animal kingdom—would the lion lie down with the lamb? It is important for us to remember that God created a perfect world, and that His plan for mankind was to live in that perfect world. So, what happened? What went wrong? Why is there evil and suffering in the world today? That question is another one of the most significant to all people throughout history, and the Bible holds for us a true and reliable answer.

Have you recognized that sometimes we hear a story so often that it becomes almost meaningless? It is kind of like repeating a nursery rhyme over and over and over again:

*Pease porridge hot, pease porridge cold,  
Pease porridge in the pot nine days old...*

What on earth does that mean? Our answer would probably be, “Nothing,” because it makes no sense to us today. In the very same way, we often relegate Scripture—especially the early chapters of Genesis—to a mindless storybook nonsense.

With that in mind, I’d like you to do something fresh and new. Please read these verses from Genesis 3 (on the next page) as if they were in vibrant technicolor with camera lighting and surround sound.

Much of the drama and tragedy in history has occurred because of the actual, historic event we term the Fall! Wars, enslavement, genocide, sickness and suffering of every kind can be directly traced back to the Fall of mankind in the Garden of Eden from relationship with God.

Remember my statement about our being made in the image and likeness of God? Consider that one vital aspect of our being made in the image and likeness of God is found in our capacity for relationship. Relationship. God, the holy Trinity—God the Father, God the Son, God the Holy Spirit—was in divine relationship, each with the other, from eternity. How do we know?

*“Then God said, “Let US make man in OUR image, according to OUR likeness...” Genesis 1:26*

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### Genesis 3:1-23

Now the serpent was more cunning than any beast of the field which the Lord God had made. And he said to the woman, "Has God indeed said, 'You shall not eat of every tree of the garden?' And the woman said to the serpent, "We may eat the fruit of the trees of the garden; but of the fruit of the tree which is in the midst of the garden, God has said, 'You shall not eat it, nor shall you touch it, lest you die.'" And the serpent said to the woman, "You will not surely die. For God knows that in the day you eat of it your eyes will be opened, and you will be like God, knowing good and evil."

So when the woman saw that the tree was good for food, that it was pleasant to the eyes, and a tree desirable to make one wise, she took of its fruit and ate. She also gave to her husband with her, and he ate. Then the eyes of both of them were opened, and they knew that they were naked; and they sewed fig leaves together and made themselves coverings. And they heard the sound of the Lord God walking in the garden in the cool of the day, and Adam and his wife hid themselves from the presence of the Lord God among the trees of the garden.

Then the Lord God called to Adam and said to him, "Where are you?" So he said, "I heard Your voice in the garden, and I was afraid because I was naked; and I hid myself." And He said, "Who told you that you were naked? Have you eaten from the tree of which I commanded you that you should not eat?" Then the man said, "The woman whom You gave to be with me, she gave me of the tree, and I ate." And the Lord God said to the woman, "What is

this you have done?" And the woman said, "The serpent deceived me, and I ate."

So the Lord God said to the serpent: "Because you have done this, you are cursed more than all cattle, and more than every beast of the field; on your belly you shall go, and you shall eat dust all the days of your life. And I will put enmity between you and the woman, and between your seed and her Seed; He shall bruise your head—and you shall bruise His heel." To the woman He said: "I will greatly multiply your sorrow and your conception; in pain you shall bring forth children, your desire shall be for your husband, and he shall rule over you." Then to Adam He said, "Because you have heeded the voice of your wife, and have eaten from the tree of which I commanded you, saying, 'You shall not eat of it': Cursed is the ground for your sake; in toil you shall eat of it all the days of your life. Both thorns and thistles it shall bring forth for you, and you shall eat the herb of the field, in the sweat of your face you shall eat bread till you return to the ground, for out of it you were taken; for dust you are, and to dust you shall return."

And Adam called his wife's name Eve, because she was the mother of all living. Also for Adam and his wife the Lord God made tunics of skin, and clothed them. Then the Lord God said, "Behold, the man has become like one of Us, to know good and evil. And now, lest he put out his hand and take also of the tree of life, and eat, and live forever"—therefore the Lord God sent him out of the garden of Eden to till the ground from which he was taken.

From the very beginning of time, human beings created in the image and likeness of God were made to be in relationship: relationship with God, relationship with one another, and relationship with the created world. It was to be a deep, intimate relationship, a day by day walking with God in the Garden, sharing all of the delights and discoveries of what He had created. The man's

and woman's relationship was to be a human expression of this same kind of fellowship. He made us for relationship, deeper and more satisfying than anything we have ever imagined.

But, as we have discovered in Genesis 3, relationships were broken at the Fall of Man: the open and deep relationship between God and man, the fellowship and relationship between all people, and the relationship between people and the created world. As we'll see over the course of our study, the continuing effects of the Fall—evil and suffering of all kinds—are clearly visible throughout the pages of history.

However, along with this devastating thread of sorrows and suffering is woven the scarlet thread of Redemption. God, the Creator who made us in His image, did not leave us alone in our sufferings, but set in motion an unfolding drama beyond the wildest imaginings of Hollywood. He made a promise to the serpent which gave Adam and Eve hope of His infinite mercy and grace, which would impact all peoples throughout time.

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*“And I will put enmity between you and the woman, and between your seed and her Seed; He shall bruise your head and you shall bruise His heel.”* Genesis 3:15 (This is generally considered the first prophecy of Jesus.)

As we look at history, we will examine and consider these two threads woven into the pages of mankind: the sinful effects of the Fall and the powerful, redeeming grace of God. Another one of those significant questions people ask is, “What does history mean?” Keep your eyes open, looking for these threads of sin and Redemption, and you will have the answer to that question.

One of the first human tragedies after the Fall was the brokenness of relationship between Cain and Abel. Genesis 4 tells us Cain killed his brother because he was angry that the Lord had accepted Abel's sacrifice and not his own. Jealousy, anger, murder, lying are all visible at this very early moment in history. We also see the impact on the very ground that Cain had tilled—God told him that the ground would no longer yield its strength to him. What happens to a farmer when the ground produces nothing? It is devastating physically, emotionally,

mentally, financially. The devastation surrounding Cain goes much further even than that. His relationship with his parents and other siblings is so broken that he is terrified one of them will kill him for his sin against Abel. Finally, as he cries out his anguish before God, we see the greatest devastation of all. He says, “Surely You have driven me out this day from the face of the ground; I shall be hidden from Your face...” His relationship with God is severed, at least from his perspective. This is an amazingly accurate picture of what happens to individuals, families, and nations when sin reigns unrestrained.

After this destruction, God made provision for His promise in Genesis 3:15 by giving another son, a godly son, to Adam and Eve. This son they named Seth, which means, “appointed,” because Eve knew, “God has appointed another seed for me instead of Abel, whom Cain killed.” It was from this line that Noah would eventually come.

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rather than Creation.*

As we wait for the days to unfold before the Flood, let us discover some of the amazing historical information contained in Scripture. Genesis 4:20-22 describes the offspring of the great, great, great grandson of Cain. We find the “father” of those who live in tents and have domesticated livestock (nomadic ranchers), the “father” of all those who play the harp and flute (concert musicians), and the “instructor” of every craftsman in bronze and iron (the local Tech School professor). These three areas of knowledge and skill are all considered to be aspects of high civilization. When you read a secular history book, you will be told that the domestication of animals was a huge step for evolutionary man, as it allowed a more dependable source of food. Music is one of the most advanced technologies of an advanced civilization, according to musicologists. And iron and bronze both require high levels of technology to obtain, which is not supposed to appear for several thousand years more.

So, why does the Bible describe this technology and advancement as present in the very early days of mankind while secularists today teach an opposite view? Is it because most history books today begin with evolution rather than Creation? If man has just recently evolved from pond scum, it will take him a while to evolve enough to be able to have “higher level” thinking skills. (For your consideration, the paleontological and archaeological data do not clearly support this theory). On the other hand, if Adam and Eve were handmade by the Creator God, in His very image, it would be perfectly reasonable to believe that they and their offspring were

quite capable of thinking and creating. It is probable that they were actually more intelligent and able to create than people today, since they were so close to Creation and the Garden of Eden, and we, in all of our doings and all of our technology are but a poor representation of what early man was able to accomplish. Isn't that a wild thought! In fact, "OOP Arts" (out-of-place artifacts) display this very idea.

After more than fifteen hundred years (there is some debate about whether the genealogies of Genesis 5 give a definitive time-frame for the Flood), the Bible records this horrific truth:

*"Then the Lord saw that the wickedness of man was great in the earth, and that every intent of the thoughts of his heart was only evil continually."*

Genesis 6:5

Can you imagine a time when all but the family of Noah thought only evil thoughts every second of every day?

With the long lives of men in the days before the Flood, evil men and women would have time to really develop their strategies of evil, and to train their offspring in all kinds of wickedness. If you have ever read the book, "Oliver Twist," you can imagine Fagin as a nine-hundred year old trainer of pickpockets. On how many generations would one man such as that have influence? It boggles the imagination! And the evil being committed was far more deadly than mere pick pocketing. There was no reverence or honoring of God left in the earth, apart from Noah and his family.

The Scripture tells us that God was sorry that He had made man on the earth, and He was grieved in His heart (Genesis 6:6). God had intended such incredible blessings for mankind. He had created a world where people could walk in deep fellowship with God Himself, and in deep fellowship with the people and the creation around them. He had established a place of beauty and creativity, filled with every joy and delight imaginable, all at their disposal. But each of these amazingly good things was thrown away by mankind at this point, like so much rotting garbage. Evil was what they wanted, evil was what they craved, evil was the only thing that brought satisfaction—but that in the same way that heroin satisfies the addict, only for a moment, and then the craving returns.

God made His plans for destroying the earth, but He did not carry them out immediately. He told Noah, a man who walked in relationship with Him

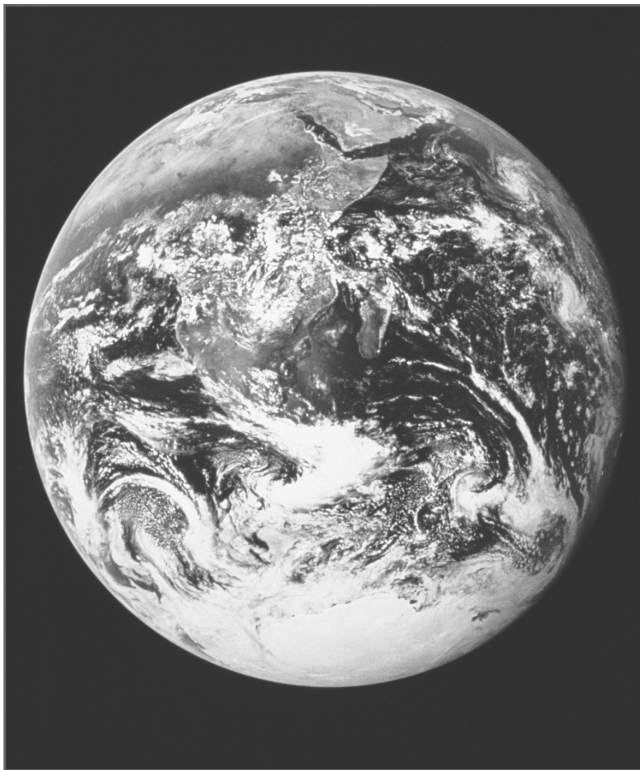
*God was sorry that  
He had made man on  
the earth, and He was  
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*The original atmosphere, designed by God to gently water and nourish the earth, was changed to what we know today.*

(Genesis 6:9), about these plans for destruction, and instructed him to build an ark. It is fascinating to consider that the God who had spoken the worlds into existence, and who could certainly have miraculously provided an ark at the moment He decided to destroy the earth, instead gave the hundred-twenty year task to a “preacher of righteousness” (2 Peter 2:5). Why the delay? Why give evil men another hundred plus years to commit heinous acts? What does Scripture say?

*“The Lord is not slack concerning His promise, as some count slackness, but is longsuffering toward us, not willing that any should perish but that all should come to repentance.” 2 Peter 3:9*

We see at this moment the twin threads of man’s sin and God’s mercy. Through the very visible building of the Ark, and through the preaching of Noah, God was giving men a chance to repent and escape the deluge. Tragically,



Earth from space

only Noah’s wife, three sons and their three wives listened to Noah’s warnings. They, along with a God-ordained selection of each kind of animal in the animal kingdom, escaped the worldwide flood which not only destroyed the rest of mankind but dramatically changed the world itself. No longer would men live seven, eight or nine hundred years. Instead, lives would be shortened considerably, to the point where seventy years was considered normal. The original atmosphere, designed by God to gently water and nourish the earth, was changed to what we know today—capable of floods, droughts, storms, cyclones, hurricanes, tornados, and other weather-induced tragedies. The Bible also records a dramatic change between mankind and the animal kingdom,



*“And the fear of you and the dread of you shall be on every beast of the earth, on every bird of the air, on all that move on the earth, and on all the fish of the sea...”* Genesis 9:2

From this point on, the world will look much like we see it today. Civilizations will rise and fall, discoveries will be made and forgotten, people will live and die, and throughout time, we will encounter the two threads woven in and out of our story, HisStory.

# PHASE 1

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## KEY PEOPLE:

### Adam & Eve

— First people

### Cain

— First murderer

### Seth

— The godly line

### Tubal-Cain

— Instructor of  
metal  
craftsmen

### Jubal

— Father of  
musicians

### Noah

— Ark builder

## ➤ *Listen to this!*

- **What in the World's Going on Here? Volume One**
  - Creation & the Flood
- **True Tales from the Times of Ancient Civilizations & The Bible**
  - Dates for Creation
  - Early Man
- **An In-depth Study of...Noah's Ark**

## ➤ *Read For Your Life*

- **Scriptures on Creation**
  - The Main Story: Genesis 1- 4
  - Other Helpful Verses: Job 38:4–41:34, Psalm 8:3-9, Psalm 19:1-6, Psalm 65:5-13, Psalm 89:11-14, Psalm 95:1-7, Psalm 100, Psalm 104, Psalm 136:1-9, Psalm 148, Isaiah 40:12-31, Jeremiah 32:17, Matthew 19:4-6, John 1:1-5, Romans 1:20, Colossians 1:15-17, Hebrews 1:10, 11:3
- **Scriptures on the Flood**
  - The Main Story: Genesis 5–10
  - Other Helpful Verses: Matthew 24:37-39, Hebrews 11:4-7, 1 Peter 3:20, 2 Peter 2:5

## ➤ *Talk Together*

### • **Opinion Column:**

- What did you find to be the most interesting aspect or the most fascinating person you encountered in your introduction to Creation & The Flood?
- Adam was given the immense work of naming the animals. Talk about brain drain! If it was your task, what would the challenges be? What would the pleasures be?
- Noah labored for many years on the Ark, which must have seemed highly unusual to the people around him. Imagine yourself in his setting and consider what issues and difficulties he might have faced as he obeyed God.

### • **Critical Puzzling:**

- Look in a Bible handbook or commentary to discover more information about where scholars believe the Garden of Eden was located. What factors should one take into account when considering the possible location?
- Read Genesis 3. Ponder the choice Adam and Eve made to disobey God and eat the forbidden fruit, and then write your thoughts on these issues:
  - *Name some of the results of their choice.*
  - *What is the ongoing impact of their choice on every person born after them?*
  - *Considering the whole of Scripture, which events did God set in motion to restore us to relationship with Him?*
  - *How has your own experience with God been affected by Adam and Eve's choice?*
- One of Cain's descendants was Tubal-Cain, who was an instructor of every craftsman in bronze and iron. (Genesis 4:22) This

### *Consider:*

#### **Look in the Bible for these terms:**

- creation
- rest
- first Adam / second Adam
- redemption
- grace

*Code:***AA** (all ages)**RA** (Read aloud)**E+** (elem & up)**UE+** (upper elem & up)**MS+** (Middle School & up)**HS** (high school)

man demonstrates that pre-Flood man had obtained a much higher level of technology than we have been led to believe by evolutionists. What are the implications of pre-flood technology and intelligence? (If you can find *The Puzzle of Ancient Man*, use this as a source for your answer.)

## ➤ **Reviewed Resources for Digging Deeper:**

*Choose a few books that look interesting, or find your own.*

### **Creation:**

#### ***Unlocking the Mysteries of Creation***

by Dennis Peterson

This is an eye-opening book about Creation! Divided into three sections, it deals with evidences for a young earth, the questions about fossils and dinosaurs, and fascinating discoveries showing the astonishing accomplishments of early man (early civilizations). **AA**

#### ***Adam & His Kin*** by Ruth Beechick

A speculative, but fascinating look at what life might have been like during the first several chapters of Genesis. **RA UE+**

#### ***The Great Dinosaur Mystery and the Bible*** by Paul S. Taylor

Children often want to know, “What about the dinosaurs?” when we talk about Creation. This is a great picture book to introduce the answers on a child’s level (though I learned a lot too!). **E+**

#### ***Understanding The Times***

(abridged edition) by David Noebel

This book (especially Ch. 15 through 18) will greatly help to clarify the worldview positions of evolutionists and creationists. We think it is absolutely critical to understand the issue of worldview, and of its impact on every branch of learning. Dr. Noebel has written an excellent resource. **HS**

#### ***Darwin on Trial*** by Phillip E. Johnson

“The controversial book that rocked the scientific establishment! Why? It shows that the theory of evolution is based not on fact but on faith—faith in philosophical naturalism.” This fascinating book was written by a professor of law, and is laid out so simply that the nonscientist can follow the arguments. It is very helpful for understanding the fallacies in the evolutionist argument. **HS**

***Darwin's Black Box—The Biochemical Challenge to Evolution*** by Michael L. Behe

Don't let the subtitle scare you. This is a very readable book about a very complex subject. The result is that the reader will have an entirely new arsenal of defenses against evolution. Fascinating! **HS**

***Reasonable Faith—The Scientific Case for Christianity*** by Dr. Jay Wile

Dr. Wile's book is a well-written, well-researched apologetic (defense) of Christianity. It describes the scientific evidences for God's intelligent design in creation, along with amazing descriptions of God's scientific reasons for some of the commands He gave (i.e. circumcision on the 8th day). **MS+**

***The Creation Interpretation—A Basic Biblical View of Science and Natural History*** by Catie Frates

An excellent introduction to Creation science for younger students. Highly recommended! **UE+**

***Fearfully & Wonderfully Made*** by Dr. Paul Brand & Philip Yancey

Discover the amazing ways God has designed people in this story-filled book. It would make a great book for short read alouds and discussions. **MS+**

***In Six Days—Why 50 Scientists Choose to Believe in Creation*** edited by John Ashton, Ph.D.

There is a general view in the media and Hollywood that only ignorant buffoons believe in Creation. This book debunks that myth quite handily with essays by 50 scientists who hold doctorates from State-recognized universities. **HS**

***Buried Alive—The Startling Truth About Neanderthal Man*** by Jack Cuozzo

A Creation scientist recommended this book to us, and we found it an incredible read! It is more like a spy thriller than a science book, but one discovers through the real life adventure of an orthodontist, the amazing fraud perpetrated on the public concerning ancient man. Worth the search! **MS+**

**The Flood:*****Dry Bones and Other Fossils***

by Dr. Gary Parker

Written in an engaging style for children, this is a captivating, information-filled book that will give a basic understanding of the Flood and its impact on the earth. **E+**

***Noah's Ark*** by Rien Poortvliet

This is an oversize beautiful book of paintings and sketches about Noah's Ark. It is quite expensive, so check to see if your library can get it. **AA**

***The True Story of Noah’s Ark: It’s Not Just For Kids Anymore*** by Tom Dooley

With beautiful illustrations, this book will appeal to adults as well as children. **AA**

***The Genesis Flood*** by Whitcomb and Morris

This is an excellent resource for understanding the scientific evidences for the biblical Flood, as well as the inadequacies of evolution to explain what is seen in the geologic, archaeological, and fossil record. **HS**

**General:**

***History of the World*** by Josephus

Edited by Paul Maier

Josephus was a Jewish historian who survived the destruction of Jerusalem in 70 A.D. He was taken to Rome and befriended by Emperor Titus, who asked Josephus to write an account of the history of the Jews. An original source document and one of the few histories written in antiquity, this book is a veritable gold mine of information. **MS+**

***Genesis—Finding Our Roots***

by Ruth Beechick

Believing that Genesis forms the foundation of our understanding of all of life’s major questions, Dr. Beechick has created this fascinating, insightful book which provides students the opportunity to study in depth the first eleven chapters of Genesis. **UE+**

***The Discovery of Genesis*** by C.H. Kang and Ethel R. Nelson

This incredible book shows the book of Genesis, in tremendous detail, as depicted in ancient Chinese pictographs (or ideograms). The authors’ contention is that the founding of China in circa 2500 B.C. was close enough to the time of the Tower of Babel that the

memory of what had occurred prior was still fresh in the minds of the Chinese people. Highly recommended! **MS+**

***The Puzzle of Ancient Man***

by Dr. Donald Chittick

Dr. Chittick has compiled an astonishing selection of OOP Arts (Out Of Place Artifacts) with a thoroughly biblical explanation. Worth searching for! **MS+**

***The Answers Book—The 20 Most-Asked Questions About Creation, Evolution, and the Book of Genesis, Answered!***

by Ken Ham, Jonathan Sarfati, Carl Wieland

This book is worth purchasing, as it will be referred to over and over again. The questions are pertinent questions students ask and the answers are well-researched and very understandable. **UE+**

***Ancient History from Primary Sources***

by Harvey & Laurie Bluedorn

Including the literature of Egypt, Mesopotamia, Greece and Rome, this compilation is an excellent resource. **MS+**

What books did you like best?

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The internet also contains a wealth of information about Creation & The Flood:

What sites were the most helpful?

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**For more books, use these Dewey Decimal numbers in your library:**  
*Bible: #220*  
*Genealogy: #929*  
*Creation: #213*  
*Evolution: #575*  
*Fossils & Prehistoric Life: #560*  
*Ancient History: #930*  
*Ancient Middle & Near Eastern: #930*  
*Ancient Mesopotamia & Iranian Plateau: #935*

## PHASE 2

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### *Exploration & Discovery Week*

## ➤ **Research & Reporting**

*Your mission, if you choose to accept it, is to explore one of these areas, and to discover something significant!*

- **Creation/Flood:**

Investigate the various Creation and Flood stories in ancient or tribal cultures, including the Epic of Gilgamesh. Compare and contrast at least two of these versions with the Biblical account.

- **Creation in Scripture:**

Read Genesis and the New Testament scriptures about Creation, as well as any of the Creation books available to you. Do the writers of the New Testament, as well as the words of Jesus, indicate they believed the Bible account of Creation was literal history? Do theistic evolutionists? Using what you discover, write a defense of your position.

- **Intelligent Design:**

Find one of the books listed, or a book of your choice, for basic information on this branch of Creation versus evolution. Report your findings.

- **The Amazing Body:**

Do a research paper, with pictures, on the amazing intricacies of the eye, the brain, the heart, or any other part of the human body. Include the function of the organ, and its interrelation with other organs. Relate this to your study of Creation.

- **Metallurgy:**

Research the science of metallurgy. What is required to manufacture bronze? Iron? Explain how this demonstrates technological advancement. Consider how this contrasts with the theory of cave men and evolutionary development.

- **Music:**

Investigate what is necessary to create and play musical instruments. If possible, interview someone who makes or repairs instruments. Ask about the technology involved and the difficulties involved in this art. Interview someone who teaches a musical instrument. Find out what is involved in learning to play the instrument well. Ask at your music store for a video about instrument manufacturing. Explain how this demonstrates a sophistication of cultural development. Again, how does this contrast with the traditional theory of cave men?

- **Genealogy:**

Read the genealogies in Genesis 10, Matthew 1, and Luke 3. Research the term “genealogy.” Collect the names and statistics of your family’s ancestry, either through interviewing members of your family or researching through the library, Internet, other organizations. (Save this information for the Family Tree Project in Cycle Three.)



- **Order of Events:**

Make a chart listing the order of events during the Creation week.

- **Floods:**

Research the powerful and devastating impact of floodwaters. If a community nearby has recently been flooded, interview someone who experienced it first hand.

- **Cavitation:**

Research cavitation and its danger at hydroelectric dams. Locate a video showing the catastrophic damage of cavitation.

- **How Deep is Deep?:**

Read and report on the theories concerning how deep the water was at the Flood. Was it

above Mt. Everest? Was Mt. Everest even there yet? Chart the various theories of the water levels.

- **Animal husbandry:**

A necessary science on the ark! Find out some of the requirements for caring for reptiles, birds, and mammals. Comment on the difficulties of caring for a vast combination of animals.

- **Mt. Ararat:**

In the library or on the Internet, research any information about the mountains of Ararat and the search for Noah's Ark. Also, compare the varying opinions of the creationists concerning where they believe Noah's Ark is located.

## ➤ **Brain Stretchers**

- **The Amazing Body, Part 2:**

Find out how scientists explain the complexity of the eye, heart, etc. in light of their belief in a mindless evolutionary process. Compare/contrast this with the scriptural account of Creation.

- **Metallurgy, Part 2:**

Research what it would take for your family to make bronze. Give an inventory of the necessary equipment and facilities, the cost involved, and the value of the product. Is it feasible? Visit your town's blacksmith shop, machine shop, or foundry. Report what you discover and relate what it suggests about pre-Flood times.

- **Cavitation, Part 2:**

Research and report the effect of the Flood's cavitation on Planet Earth.

- **Buoyancy:**

Research the requirements for ship stability in the water. Buoyancy is an important scientific principal that allowed the Ark to float. Write (include drawings) a description of the engineering and construction techniques required to build the Ark.

### **Create Your Own Research Topic:**

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## ➤ **Words to Watch**

*Remember—The easiest way to learn a subject is to master its terms:*

prehistoric	deceive	cubit
technology	origins	catastrophic
banish	Sabbath	agriculture
antediluvian	altar	buoyancy
metallurgy	worldview	uniformitarianism
repentance	rebellion	animal
evolution	naturalism	husbandry
genealogy	religion	hostility
ancestor	ark	rebellion
creation	pitch	covenant
redemption	cavitation	descendant

Other words you need to look up:

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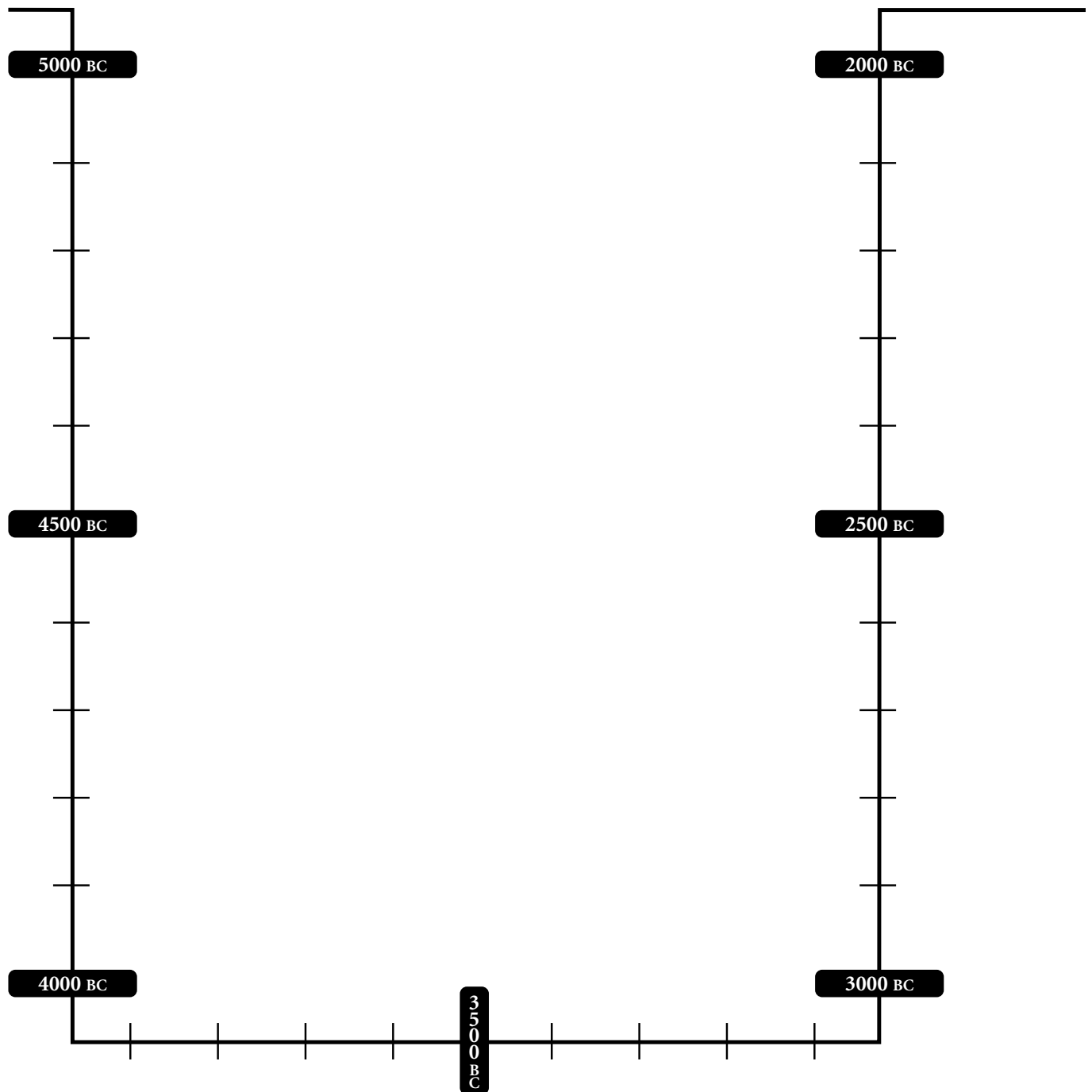
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## ➤ *Timeline*



 **Consider this for your Timeline:**

No one knows exactly when Adam and Eve were created, except God! There have been some who, using the genealogies in the Old Testament, have calculated that man was created about 4,500 B.C. Others believe that the genealogies do not necessarily contain every generation born, so they think that man could have been created as early as 10,000 B.C. Still others consider that the archaeological evidence and carbon dating indicate that earliest man appeared about 35,000 B.C. Read and compare anthropologists' accounts from both the creationist and evolutionist view.

Though no one knows for sure when the Flood occurred, we can look at the date of the rise of ancient civilizations to get a ballpark estimate for the Flood. Most history books show that the explosion of ancient civilizations along the Fertile Crescent takes place beginning about 3,000 B.C. Dating archaeological finds is not an exact science, though some in the scientific community would not admit that. What is at stake for those who do not admit to this inaccuracy?

**KEY DATES:**

- **Creation**
- **Key People list**
- **The Flood**
- **Tower of Babel**

# PHASE 3

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## *The Hands-On Week*

### ➤ **Maps and mapping**

- **Physical Terrain:**

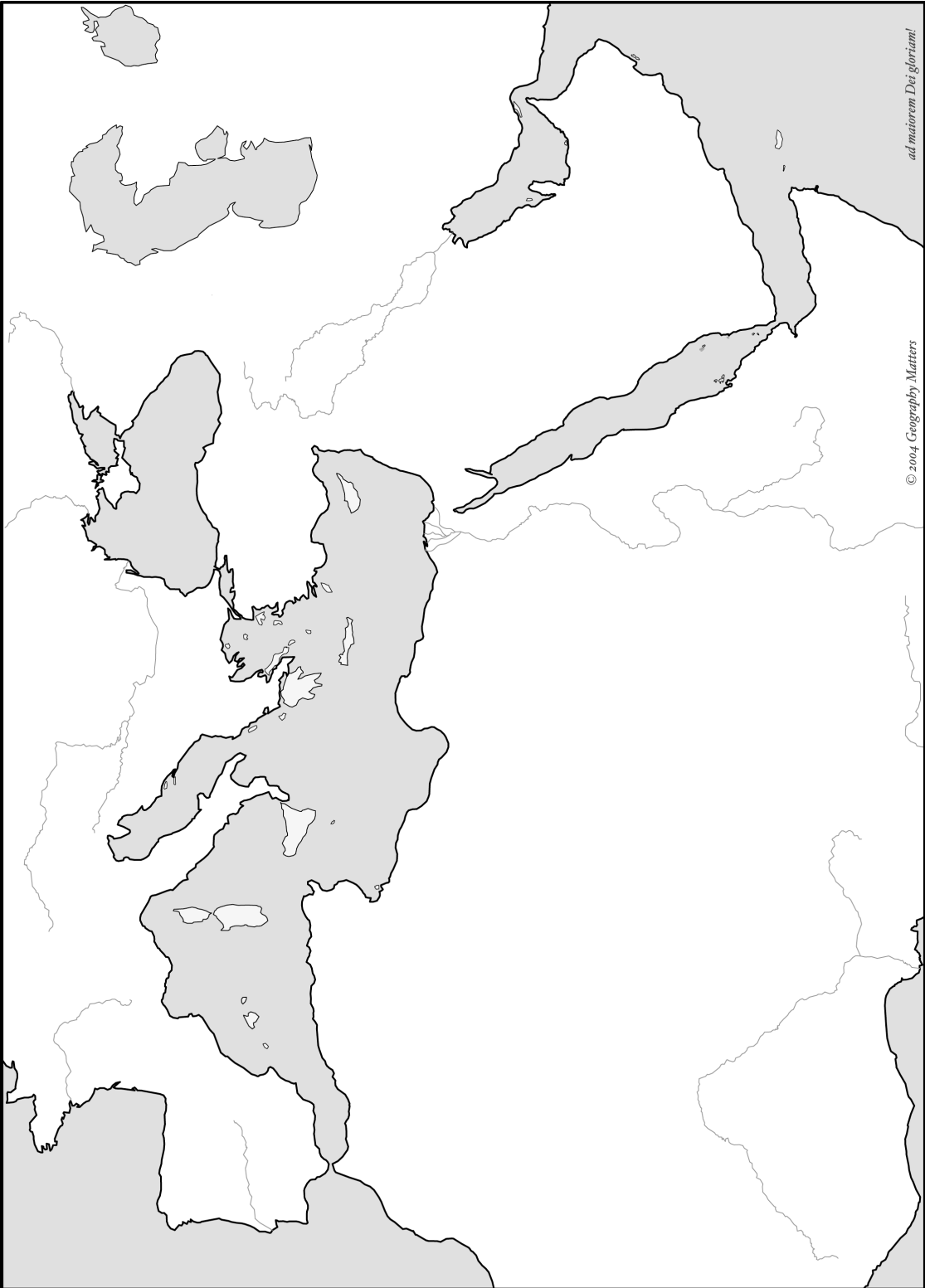
- Label and color the Tigris and Euphrates rivers on the outline map.
- Color the Fertile Crescent.
- Locate and indicate the mountain ranges, deserts, and green areas.
- Shade and label the Black Sea, the Caspian Sea, and the Persian Gulf.

- **Geo-Political:**

- Mark the possible locations of Mt. Ararat and the appropriate countries (Turkey, Iran).
- Locate the land of Shinar.

- **Explore:**

- ***Cradle of Civilization:*** Because the Garden of Eden was sealed off from man's presence after Adam and Eve sinned, and since the Flood thoroughly altered the geography of the Earth, it is impossible to pinpoint today exactly where the events of Genesis 1-7 occurred. However, archaeologists believe the "cradle of civilization", or the place of earliest man, is located in the Fertile Crescent between the Tigris and Euphrates. What reasons do you find to locate the Garden of Eden's original site in this area?
- ***Mr. Ararat:*** Consult a relief map to discover the terrain of Mt. Ararat (both Turkey and Iran). Is it geologically active (any volcanoes)? What type of climate is typical in that part of the world? How would the terrain and climate have affected the reestablishment of mankind, agriculture, etc. How was it suitable for God's purposes?
- ***Out from the Ark:*** Read Genesis 11:2. Look at a relief map of the region and try to trace the route taken by the post-Flood people from Mt. Ararat to the land of Shinar.



*Consider:*

Michelangelo painted the Sistine Chapel while lying on his back on scaffolding for several years!

## ➤ **Art Appreciation**

### • **The Sistine Chapel – Creation by Michelangelo**

- Do you think his painting reflects what the Bible describes?
- How does the painting differ from your own impression of this historic event?

- *For a captivating look at his experience, watch the video, “The Agony and the Ecstasy”.*

### • **Noah’s Ark by Edward Hicks**

- What does this painting communicate to you about Noah’s Ark?
- Edward Hicks (1780-1849) is one of the best known American folk painters. Is there any identifiable “American” aspect to his painting?

- *Read more about Hicks’ beliefs, and how that influenced his choice of subjects for painting.*

*Consider:*

Did you know that God is the Original and Greatest Architect? Hebrews 11:10: “For he waited for the city which has foundations, whose builder and maker is God.” Look up architecture in a study Bible, and discuss the scriptures listed, considering some of the implications of the concept: God is an Architect.

## ➤ **Architecture**

*The earth is perfectly proportioned for its travel through space.*

- Locate one of the photos taken of earth from space. Then consult a relief globe to discover the architectural design of the land masses and the corresponding bodies of water. Describe the design of the earth: Are the lines rigid and straight? Is there fluidity? There are significant “water features.” How does that impact the design? Would you deduce that God is a fabulous architect?



## ➤ Arts in Action

*Select one, and let your artistic juices flow!*

### • Family Tree:

On poster board, draw a large tree with branches. At the roots, label the names of the children in your family. On the first two branches, write your mother's name and your father's name. From those branches, keep adding branches as far back as you can go. Another option is to use fallen tree branches, or hanging cards with the names on them. Try making it three dimensional. Go for the glitz!

### • Copper Working:

Learning to work with copper is an interesting means of understanding what early craftsmen dealt with. Locate a hobby shop and browse through their copper crafts. Be sure to ask questions about working with this substance, trying to learn all you can. Then, when you are ready, try your hand at creating a copper "work of art."

(Suggestion: If you have Visual Manna's *Teaching History Through Art*, you will have a piece of copper foil and some suggestions of how to create art with it!)

### • Jewelry:

Visit a jewelry store to learn about their use of metals and precious stones. Ask them how they make various pieces of jewelry. Then try making some metal jewelry.

### • Imitation:

— Try your hand at creating *the Creation* with Michelangelo (trace, follow colors, etc.)

— Create a *Noah's Ark* in the style of Edward Hicks

### • Creating at home:

Read Edith Schaeffer's book, *Hidden Art*. It is based upon the concept that we reflect our Creator when we create. There are many practical ideas for possible projects. Choose what appeals to you and make it! Possible areas to consider are gardening, floral arranging, cooking, clothes design, and making furniture. (Suggestion: Find a book or an expert who can help you get started in your creative endeavors.)

### • Construction:

— Try an *Easy-to-Make Noah's Ark* by Dover.

— Carve a soap boat

— Use Legos to construct a big boat

— Make a model wooden boat or a raft-size houseboat (a good backyard project!)

### • Carving:

Start a yearlong project carving animals. Check in the library or with a local expert (perhaps your grandfather?) for how-to information.

### • Imagine:

In whatever medium you prefer, create your version of the Garden of Eden. Be able to explain some of your color, texture and style choices.

## ➤ Science

### • Do-It-Yourself Flood:

— Create a “flood in a bottle” by putting sand, dirt, leaves, grass, and water in a tall plastic jar with a lid. Shake vigorously and observe the settling process. Do you see how different layers can be formed very quickly? Try varying the substances—how about rocks and oil?

### • Do-It-Yourself Cavitation:

— Build a nice big sandbox dam and fill a big reservoir behind it. Watch the valleys it forms after you poke a hole in the dam.

### • Agriculture:

— Plant a grape vine (if not possible, try potting a fruit vine or a bush like raspberries, strawberries, etc.) Go on a field trip to a vineyard. Learn about the cultivation of grapes. Learn about fermentation. If you can, try making vinegar or drying grapes to make raisins.

## Sing:

All Things  
Bright and  
Beautiful

How Great  
Thou Art

All Creatures  
of our God and  
King

Great is Thy  
Faithfulness

O Worship the  
King

I Sing the  
Mighty Power  
of God

## ➤ Music

*Many composers have created a tone poem or programmatic music where a scene is conveyed through the music. One of our favorites is Pictures at an Exhibition by Modeste Mussorgsky. If you can find this recording, listen especially to “The Ballet of the Baby Chicks in Their Shells.” If you can find the artwork which inspired Mussorgsky, you may be surprised! Another wonderful example of a symphonic poem type of music is Beethoven’s Sixth Symphony “Pastoral.” Listen for the sounds of nature recreated by the orchestral instruments.*

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- **Listen:**

— Now listen to The “Creation” Oratorio by Franz Joseph Haydn. As you listen to this formal piece of music, try to hear the dynamics of Creation. Why do you think Haydn called it “The Creation”? Does the music convey mental pictures to you?

- **Try this:**

— Listen to the music found in nature: the birds’ song, the melodic tone of wind, the rhythm of falling rain... If you have a tape recorder, try to capture some of these sounds (and others) on tape—a symphony of nature!

## ➤ **Cooking**

*Apricots have an interesting history. They seem to have been transplanted in the Middle East during the time of Noah! This is a fun recipe (though I’m not sure they had blenders on the Ark!)*

- **Apricot Whip**

1 pound dried apricots	1/2 cup sugar
2 1/2 cup water	1/2 tsp. almond extract
1/2 tsp salt	1 1/2 cup. heavy cream

Cook apricots in water & salt till tender (20 min.). Stir in sugar and flavoring. Puree in blender. Chill. Beat cream till stiff, fold into apricots, chill again. Serves 6

## PHASE 4

### *The Expression Week*

## ➤ *In Your Own Way. . .*

*We have seen God’s glory in the Creation and His mercy in providing a way of redemption. And we have explored the causes and effects of Noah’s Flood. Now, choose a selection of these activities, or create your own, which will best express what you have learned from this unit.*

### **Linguistics:**

#### • **Journalism:**

- Write an article for the “First Word Times” called, “A Day in the Life of Seth.” Be sure to find the human interest details.
- You are a newspaper reporter for the “Enoch Free News.” Your assignment is to interview Noah about this monstrosity he’s building, and to write up his story for the newspaper feature, subtitled “Truth is Stranger Than Fiction.”

#### • **Playing with Words:**

- Can you imagine naming thousands and thousands of birds, reptiles, mammals, amphibians, and... BUGS? Not to mention dinosaurs! Adam was AMAZING!
- Choose five from each category above, and give them *new* names. Search for solid, interesting names which reflect the characteristics of the animal.

— Finish this limerick about Cain:

*“There once was a man from Nod,  
Who offered his veggies to God...”*

— Try your hand at writing puns. Like this:

*“Hey Mom, you know what you call a fly that has no wings?”*

*“No, son, what do you call a fly that has no wings?”*

*“A walk!”*

#### • **Prose:**

- Write a creative description of what the new world looked like after the Ark was opened and the people first came out.
- Write a first person account of life on the Ark, from the viewpoint of a sea-sick giraffe.
- Write a book for young children describing Noah, the Ark and the Flood. You could use Scripture, write poems or tell short stories.

**Art:**

- **Painting/Drawing:**

Illustrate the book for young children listed above. Create captions for the illustrations.

- **Graphic Design:**

Design the T-shirt front and back, with logo and catchy saying, which Noah and his family would have worn to family reunions in years after the Flood.

- **Cartooning:**

The possibilities for cartoons on this subject are almost endless! Create a one frame cartoon of one of the Days of Creation, or a multi-frame cartoon of Noah's neighbors, or design your own political cartoon about one of the topics of this unit.

- **Sculpting:**

Sculpt Ark animals from your preferred material (Play-Dough, clay, etc.)

**Music:**

- **Compose:**

— Compose a song, either vocal or instrumental, about Adam and Eve entitled, "You and Me and the Forbidden Tree."

— Use a familiar tune and write new words about life on the ark.

- **Performance Practice:**

If you study an instrument, then, with your teacher's help, select an appropriate piece of music which expresses some element from this unit. Prepare and perform the piece for an audience. Communicate with your audience the reason for your selection either in the *program notes* or in a short speech.

- **Create:**

Make your own instrument. It doesn't have to be fancy, it just needs pleasing sounds. Consider an instrument made of natural materials, such as a dried gourd filled with large beads. Or create your own rainstick, or perhaps a washtub bass. A homemade flute or drum from a hollow log would be perfect! If there are more than one instrument makers/players, form a musical group. Then either compose an original piece of music or learn to play a tune, so you can share your "music" with others!

**Drama:**

• **Comedy:**

- Act out a humorous introduction of Adam and Eve by God. Possible questions might include, “Excuse me, where did you say you were from?”
- Create a skit about Noah’s excitement when he realized the flood waters were receding. Variation: Show the animals’ excitement!

• **Tragedy:**

Reenact the Fall of Man. Include some of the tragic consequences. Finish your presentation with some of the prophecies of the coming Redeemer, because to Christians the story need not end in tragedy.

• **Puppetry:**

Use puppets to tell young children the story of Noah and the Ark. Be sure to include realistic animal sounds!

**Prop Needs:**

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**Costume Ideas:**

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**Role/Player:**

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**Set Suggestions:**

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**Movement:**

• **Pantomime**

- Using movement only (no words!), show the six days of Creation.
- Convince your audience that you are herding animals onto the Ark, two by two.

• **Dance**

Choose a selection of music that expresses to you the Creation or Flood, then choreograph a dance which will

depict some aspect of this unit. You may use ballet, modern, jazz, or improvisational dance. Make sure your moves communicate the appropriate emotion to the audience.

• **Action**

Stage a stylized conflict between God's goodness and Man's rebellion. It is effective to have groups of two doing the same actions.

**Conceptual Design:**

• **Game-Making:**

Using the first two chapters of Genesis, create a game for children which will give them practice in naming both the days of Creation and what was created on that day. You will need to decide if this is a board-game, an action game, a rhyming game, a musical-chairs game, etc.

**Create Your Own Expression:**

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