

Teacher's Manual

# CREATION & THE FLOOD

## UNIT 1



God's handiwork

*Pray with the students  
at the beginning of each unit.*

*Enthusiasm and delight  
are the best way to capture a student's  
interest and jump-start motivation, so:*

- 1) **For the Auditory Students:** Consider playing dramatic music, such as Holst's **The Planets**, to introduce the new unit as the students come to the first class;
- 2) **For the Kinesthetic Students:** Have the students warm up as class begins by doing some active movement that is fun (have them sit down and stand up as fast as they can for 10 seconds—see who had the most!);
- 3) **For the Visual Students:** Bring a visual object to stimulate their interest in the new unit, like a poster of Earth from space;
- 4) **For the hearts of all:** Pray with them at the beginning of the unit, that God would help them discover what He has for each one to learn in that unit.

# PHASE 1

## The Introduction Week

### Learning Style Emphasis: *Feeler*

During this week, students will be introduced to the first nine chapters of Genesis. You may follow this suggested schedule or adapt it to meet your students' needs:

#### **Monday:**

- 1) Informally discuss the Key Concepts

#### **Tuesday:**

- 2) Read the article
- 3) Listen to the audio recording(s)
- 4) Read the Scripture listed in Read For Your Life (could be done on their own)

#### **Wednesday:**

- 5) Recap Activity
- 6) Opinion Column and Critical Puzzling answers on their own

#### **Thursday:**

- 7) Class Discussion

#### **Friday:**

- 8) Choose books of interest/Internet search

*Teachers can choose to have students do one or two activities, rather than the entire week's schedule. Please use what works for you in your unique setting.*



## 1) Informally Discuss the Key Concepts

*Listed in the Student Manual, on page 21.*

### KEY CONCEPTS BACKGROUND INFORMATION

*These are the main objectives of the unit. As you proceed through the four weeks, your students will be given various ways of understanding each of these objectives.*

#### A Biblical View of the Beginning—EXPLANATION



To get an informal discussion started on this key concept, ask a simple, leading question, such as, “*Why do you think it makes a difference whether a person believes in evolution or creation?*”

If we hold to the Judeo-Christian worldview, we recognize that man is neither the center nor the source of life. “All things were created through Him and for Him.” (Col 1:16) It is crucial that students grasp that God is the foundation of all things, the Creator, the Designer, the Redeemer, the Giver of Life, the Savior, the Judge, the

Eternal. Therefore, as we begin the study of history, a thorough groundwork must be laid for history's place and meaning beginning and ending with God. If they miss this, they've missed the whole point.

I encourage you to pray for God's wisdom and grace in this endeavor, that He would show you how to help your students go beyond a mental assent of the truths of Genesis to a life-giving heart response as they work through this unit. Remember, at the end of the day, it's not how much information they know, it's how they apply God's truth to their lives that will count: ***"But be doers of the word, and not hearers only, deceiving yourselves."*** James 1:22



# CREATION & THE FLOOD

## UNIT 1



God's handiwork

### "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

#### 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

### The Wonder of Creation— EXPLANATION

To get an informal discussion started on this key concept, ask a simple, leading question, such as, *“What do you enjoy most about going out into the woods, the mountains, the deserts, or out on the ocean?”*



Though it has been fashionable at various times in Church history to negate the worth of the created world (a tenet of gnosticism), God's Word shows us in various ways that He intends us to value it highly.

***“I will praise You, for I am fearfully and wonderfully made; Marvelous are Your works, and that my soul knows very well.”***  
Psalm 139:14

*This article can be found in its entirety in the Appendix (see pg xxx).*

*“O Lord, how manifold are Your works! In wisdom You have made them all. The earth is full of Your possessions ...” Psalm 104:24*

*“Where were you when I laid the foundations of the earth? Tell Me, if you have understanding. Who determined its measurements? Surely you know! Or who stretched the line upon it? To what were its foundations fastened? Or who laid its cornerstone, when the morning stars sang together, and all the sons of God shouted for joy?” Job 38:4-7*



**SPIRITUAL**

If we can approach this aspect of Unit One with the wonder, the majesty, the joy of what God has done in creation, our students may develop a lifelong appreciation of created things. This would include good stewardship of their own bodies, their wisdom in environmental issues, their delight in the natural world. Some students who are strong in the naturalist intelligence will anchor their appreciation for history through this concept. Therefore, look for opportunities to go out into the great outdoors, look under a microscope or through a telescope, visit a zoo or a planetarium, gather books and videos that do a great job of communicating how marvelous His work is in Creation. Let your students help generate ideas of how to discover the wonder of Creation. All in all, enjoy the process!

## PHASE 1

### 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

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### Key People:

The people listed in this column are the main characters, if you will, of this unit. They are listed in the Student Manual, along with a brief identifier, so that the students can familiarize themselves with these people.

## The Impact of the Fall of Man—EXPLANATION

To get an informal discussion started on this key concept, ask a simple, leading question, such as, “*Can you think of anything in the world around you that was changed by the fall of Man in the Garden of Eden?*”



There are dimensions of our existence that do not make sense if we do not comprehend how life was changed at the Fall of Man. God designed humans to live in full relationship with Himself, with each other and with the created world, with no taint of sin. We were not designed to get sick and die, we were not designed to war with others, we were not designed to destroy. All of this, and much more, is a direct result of the actual space-time event known as the Fall.

As your students consider the information presented in this unit, watch for opportunities to help them apply the impact of the Fall to their questions and concerns. Pray daily for your students, that this truth (that there was an historic Fall), would combine with the even more powerful truth of God's redemption and permeate their very being. Ask the Lord that He would reveal, in the midst of the tragedy of the Fall, His great love which brings us to victory, and that they ***“being rooted and grounded in love, may be able to comprehend with all the saints what is the width and length and depth and height—to know the love of Christ which passes knowledge; that they may be filled with all the fulness of God.”*** (Eph 3:17-19)



## Early Man as intelligent and capable—EXPLANATION

To get an informal discussion started on this key concept, ask a simple, leading question, such as, “*What kinds of stories have you heard about earliest man? Does early man in those stories seem intelligent or stupid?*”



Evolutionists would have us believe that, since man is continuing to evolve to a higher level, the further back in history you go, the less intelligent and capable man should be. However, archaeology has blasted that theory by uncovering numerous artifacts of highly developed technology and civilization concurrent with earliest times. We are not told that, however. We are treated to charts and diagrams showing tens of thousands of years of primitive man, with poor quality pottery, living in scattered villages before the rise of civilizations. It is up to those with a Biblical worldview to present the archaeological information within the Biblical framework, and then the facts speak for themselves.

Since this information is not readily available (at least, the Biblical interpretation is not readily available) in public libraries and secular history books, the students will need to look to the Creationist publications for their information. Many titles are listed in this curriculum, but there are new ones being printed every year, so encourage your students to become sleuths in tracking down truth.



## The Flood and its cause—EXPLANATION

To get an informal discussion started on this key concept, ask a simple, leading question, such as, “*What do you think were some of the actions that brought about the Flood?*”



The Bible reports the Flood as a watershed event, you might say, in the history of mankind. Modern secular writers scoff at the idea of a worldwide flood. That scoffing, however, proves the Bible is accurate!

***“Knowing this first: that scoffers will come in the last days, walking according to their own lusts, and saying, “where is the promise of His coming? For since the fathers fell asleep, all things continue as they were from the beginning of creation.” For this they willfully forget: that by the word of God the heavens were of***

*old, and the earth standing out of water and in the water, by which the world that then existed perished, being flooded with water.” 2 Peter 3:3-6*

Our students need to understand both the geological and sociological implications of the Flood, and that:

- 1) The Flood really occurred in space and time history
- 2) The Flood was God's promised and publicly proclaimed judgment on man's evil



**SPIRITUAL**

Look for opportunities to engage your students in discussion about the reality of God doing what He promised, even if it seems like it is taking forever!

## 2) Read the article

*Begins on Page 21 of Student Manual*



**SPIRITUAL**

The article for Unit One is designed to help students think about the reality of Genesis, and to consider its implication for people today. The topics covered in the audio recordings provide an expanded version of the article, and contain other historic information beyond that, as well. In the article and recordings, along with introducing the basic understanding of history, we are also bringing in the biblical worldview.



**TEACHER TIP**

You may choose to have your students read the article first and then listen to the audio recordings, or vice versa.

**INTRO - PG 18**



## 3) Listen to the audio recording(s)

*Listed on Page 30 of the Student Manual.*

- The main concepts and chronological flow are contained in **What in the World's Going On Here?**
- Fascinating stories of various ancient cultures' dating of Creation are discussed in **True Tales From the Times of...Ancient Civilizations & The Bible**
  - Several descriptions of OOP Arts are also discussed in this recording.
- A specific look at ancient stories of the Flood, as well as an interview with one veteran Ark hunter, Bob Cornuke, is contained in **An In-Depth Study of...Noah's Ark**

## 4) Read the Scripture listed in Read For Your Life

*Listed on Page 30 of the Student Manual. You might choose to have the students read the Main Story verses either corporately or privately.*

The Scriptures are central to our understanding, our character, and our decisions. Therefore, we must give the greatest weight possible to them. Help your students gain this perspective as they watch you handle the Scriptures with reverence and awe.

Though students are not **required** to look up all the verses (it IS a long list), the teacher might look them up, and choose a few to add in to the class discussion, or to assign to selected students for their input into the discussion.

The “Other Helpful Verses” listed contain much insight about the unit. Again, we want our students to move from a “Genesis myth” mentality to a “Genesis truth”—that it really happened in space and time history. It is critical to recognize that, when Jesus spoke of Adam & Eve in Matthew 19:4-6, He was describing their creation as an actual event, rather than relegating it to mythical status.



## 5) Recap (process & review) Activity

*In different parts of the room, set up stations for the Eight Intelligences Recap Activities. Then allow students to work alone or together in small groups to accomplish the following suggestions. At the start of the next class, ask for 3-4 groups of volunteers to share. For homeschoolers, rather than set up all eight stations, allow the student(s) to choose which of these activities they would most enjoy, and do that.*

### Recap Suggestions:

**SPATIAL:** Create a poster about Creation and/or the Flood.

**BODILY-KINESTHETIC:** Have one student toss a Koosh ball to the next student while stating a fact from this unit. How fast can they go?

**INTERPERSONAL:** In groups of 2-3, plan how to present this information to six year olds.

**MUSICAL:** Write lyrics about the information to the tune of “Row, row, row your boat.”

**LINGUISTIC:** Create a ten-word slogan that communicates the message of this unit.

**MATH-LOGICAL:** Make a step-by-step chart of the events of Creation and/or the Flood.

**INTRAPERSONAL:** In small groups, share something new that was learned that had personal impact.

**NATURALIST:** Using materials found outside, assemble a “show & tell” for the class. (ex. “This stick represents the olive branch that the dove brought back to Noah on the Ark.”)

**OR...Activity of Your Choice:** What would you like to have your students do for a review activity concerning this week’s introduction to Creation & the Flood?



## 6) Opinion Column and Critical Puzzling answers on their own

*Listed on Page 31 of the Student Manual. Students may begin these questions after completing their Recap Activities listed above.*



INTRO - PG 19



## 7) Class Discussion

Using the questions listed on Page 31 of the Student Manual to get the students primed, create a discussion environment in the classroom. You may also want to draw from the open-ended questions listed below.



QUESTION

Why do you think God gave us the description of pre-flood technology? Based on your answer, consider some of the implications of an intelligent "early man." For instance, if Thomas Edison had lived in pre-flood times, with a life span similar to what is described in Genesis, what might he have invented?



QUESTION

Talk about the things Noah did, according to Genesis:

- He built an ark, or boat, before it ever rained. How far from the water do you think Noah might have lived?
- He labored for many years on an object that made no sense to the people of his day, since they had never seen it rain. Do you think he would have been ridiculed? Why or why not? Read Hebrews 11:7. Describe what the scoffing and hostility Noah and his family had to endure might have been like.
- He was a preacher of righteousness in a time when no one wanted to listen. How difficult, or even dangerous, do you think that might have been?
- He had to figure out how much food for people and animals was needed on the ark, acquire it and store it. How do you think he was able to find out what kind of food the animals needed? Also, discuss how he might have been able to calculate the amount, and give your thoughts on much would it have cost!
- Read about Lot getting his family out of Sodom and Gomorrah. How hard do you think it might have been for Noah to convince his family to get on the ark with him?
- He had to learn how to live after the Flood with a different type of climate, a different type of soil and terrain. Genesis tells us that he planted a vineyard. Where do you suppose he got the grape vines? How did he learn about post-flood agriculture? Where might he have gotten the tools?

Phase 1

### ➤ 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

Unit One: Creation & the Flood / 31



Phase 1

*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**

Why do you think pre-Flood man ignored the lessons from Adam and Eve's experience? Why did they all choose to turn away from their Creator, except for Noah and his family? What can we learn from this time in human history?



Reading through the Old Testament, and studying the Church throughout history shows us the tendency for later generations to forget God and His wonderful works. Is there an antidote to this forgetfulness? What do you think? (Read Deuteronomy 6 to find some helpful suggestions.)



*For the complete list of books from the Student Manual, refer to the Appendix (pg xxx).*

**8) Choose books of interest/Internet search**

*A list of possible books for further reading is listed in the Student Manual beginning on Page 32. Encourage your students to look for books or videos on Creation & the Flood from this list and from other sources. You may want to gather a selection of further resources prior to beginning Unit One, or you may encourage the students to be treasure hunters and find them on their own.*



Please recognize that since Unit One is a specifically Judeo/Christian look at Creation & the Flood, the public library may have very limited resources available. Christian school libraries, homeschool support group libraries, churches, online book suppliers and Christian bookstores will probably be your best bet.



The Internet has a wealth of information concerning Creation & the Flood, though the articles available vary widely in dependability, worldview and attitude. Help your students learn to recognize the differences.

*Remember:*

***Beware of Arrogance,  
Embrace Humility!***

**EVALUATION**

**Review & Evaluation**



*In this Phase of Unit One, your students should have had the opportunity to explore Creation and the Flood through reading, listening, thinking and discussing. They will have:*

- 1) informally discussed the Key Concepts;
- 2) read the article;
- 3) listened to the audio recording(s);
- 4) read the Scripture listed in Read for Your Life;
- 5) explored the Recap Activities;
- 6) completed the Opinion Column and Critical Puzzling answers on their own;
- 7) participated in Class Discussion;
- 8) chosen books of interest or searched the Internet.

You may wish to evaluate your students based on their *participation* in the **Class Discussion** and on their *participation* in the **Recap Activity**.

# PHASE 2

## The Exploration and Discovery Week

### Learning Style Emphasis: **THINKER**

*Students will explore topics of interest through research and reporting, learn new vocabulary, and construct a timeline relating to the first nine chapters of Genesis.*

#### **Monday-Tuesday:**

- 1) Choose topic and begin research

#### **Wednesday:**

- 2) Vocabulary Practice

#### **Thursday:**

- 3) Construct the Timeline.

#### **Friday:**

- 4) Research projects completed; share in class or hand in.

*Teachers can choose to have students do one or two activities, rather than the entire week's schedule. Please use what works for you in your unique setting.*

## 1) Choose topic and begin research

*Allow the students the freedom to choose one of the topics listed on Pages 36-37, or to suggest their own area which they would like to research.*



### **Motivating Suggestions:**

*Especially for Non-Linguistic students, and those who are not motivated by written or oral reports, here are suggestions for alternative ways of reporting what has been researched.*

#### **Creation/Flood**

- 1) Act out the various stories of Creation, ending with the narration of Genesis 1.
- 2) Draw pictures for each of the stories of Creation found in tribal cultures, writing the appropriate Bible verse from Genesis beneath each picture.

#### **Creation in Scripture**

- 1) Create a chart showing the differences between Creationism and Theistic Evolution.
- 2) Find two selections of music which represent each of these systems of belief. Play excerpts for the audience, then explain how they show the differences between the two systems of belief.





### Intelligent Design

- 1) Organize a debate, with one team representing Intelligent Design and one team representing evolution.
- 2) Create a poster for Creation, showing the days of Creation and the order of events. Create a second poster for evolution, showing the order of events. Display the two posters side by side for others to examine.

### The Amazing Body

- 1) Choose one organ of the body, and show—through movement—the actions and functions of this organ. *The louder and messier, the better!*
- 2) Write a dialogue between different organs of the body which shows their interrelationships.

### Metallurgy

- 1) Create a piece of copper art, and then explain some of the principles of working with metal.
- 2) Make a chart showing the chronological development of metallurgy in ancient times—which metals were used when and where.

### Music

- 1) Videotape an interview with an instrument repairman, including questions which show the level of difficulty in making, playing, or repairing instruments.

## PHASE 2

### 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.)

### Genealogy

- 1) Do a class presentation of how people can find their genealogical roots, describing resources which can be used.
- 2) As a team, have 2-3 students work together to create their own family trees.

**Order of Events**

- 1) Write and illustrate a children's book which would help six year olds remember the order of events for Creation.
- 2) Write a song which would help teens and adults remember the order of events for Creation.

**Floods**

- 1) Gather video clips of flooding, then show examples of how devastating the flooding of one river can be. Afterwards, discuss together some of the impact of a worldwide flood.
- 2) Write a journalistic piece about one person's experience with a flood (whether from interviewing personally or from reading a first person account.)

**Cavitation**

- 1) Show a video clip of cavitation at a hydroelectric dam. Then discuss the similarities between the effect of that small cavitation damage and what may have happened on a much larger scale at the Grand Canyon.

- 2) Using color to demonstrate cavitation, create a picture of the impact of cavitation on a dam.

**How Deep is Deep?**

- 1) Create a graph showing different theories of the water level of the Flood. Label the different theories.
- 2) Give an oral presentation of the various theories about the Flood and the geological changes which occurred.



Phase 2

• **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:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Brain Stretchers:**

*Brain Stretchers, listed on page 37, are intended for advanced students. Those who attempt the Brain Stretchers for their Research and Reporting can use the above list for ideas on how to report their findings.*



### Animal Husbandry

- 1) Bring an animal for “show and tell,” describing the requirements for keeping that animal healthy. The more exotic the animal, the better!
- 2) Put on a short skit where students actually become some of the animals of the Ark, and have one person, playing Noah, explain the care and upkeep of these animals.

### Mt. Ararat

- 1) Create a chart showing the various modern day attempts to locate the Ark. Label the explorers and the locations of their searches.
- 2) Analyze the different searches for the Ark. What do they have in common? What are their differences? What are their successes? What are their failures? What are the logistical difficulties? What are the political difficulties?



## 2) Words To Watch - Vocabulary Practice

Listed on Page 38. You may find other words in this unit that are especially appropriate for younger children. Feel free to substitute another vocabulary list for the one provided.



Here is one idea for making vocabulary study interesting and fun: *Have students do Charades with the vocabulary list—acting out the words with their bodies.*

Phase 2

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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

*Recognize that there is a distinction between the usage of some of these words in the Biblical context and their meaning in everyday common usage. Help your students understand both uses of the words.*

### 3) Construct the Timeline.

*Read the information listed with the "Key Dates" on Page 41. Dialogue with your students about the issues involved. Help them recognize that dating antiquity is not an exact science.*



Find the dates for the key people and events listed. In this unit, there will be a wide selection of possible dates for Creation, the Flood, Tower of Babel, etc. Though it may seem frustrating to both teacher and student to not be able to find the definitive date for each event, it IS educational to discover that there are differing viewpoints on this issue. Students may choose to:

- Take the date listed in their Bible;
- Take the date listed in Bishop Ussher's chronology;
- Take the date listed in a resource book they are using;
- Notate several different possibilities on their timeline, showing whose suggestion is whose;
- Choose a basic date, like 5,000 B.C. for Creation and 3,000 B.C. for the Flood;
- Have a debate in class about why one date should be chosen over another date (very good for developing critical thinking skills!).

### 4) Research projects shared in class and/or turned in.

*Create a safe environment for the presentations. Set ground rules prior to the presentations for all the students, so that they know how much time is available for each student, and so that they understand each one will be honored and respected in their work by all those observing.*



#### Review & Evaluation

#### EVALUATION

*In this second phase of Unit One, your students should have had the opportunity to explore Creation and the Flood through researching, thinking, and reporting. They will have:*

- 1) done a research project;
- 2) learned the vocabulary;
- 3) constructed a Timeline;
- 4) created a project report on what was researched.

You may wish to evaluate your students based on their *efforts* in the **Research and Reporting** projects and their active *participation* in the **Vocabulary** and **Timeline** exercises.

# PHASE 3

## The Hands-On Week

### Learning Style Emphasis: **Sensor**

*Students will explore interrelated subject areas through sensory activities relating to the first nine chapters of Genesis.*

**Monday:**

- 1) Create a map and discuss the issues in teams.

**Tuesday:**

- 2) Examine and discuss art masterpieces & architectural structures.

**Wednesday:**

- 3) Arts in Action—Do an art project.\*

**Thursday:**

- 4) Do one science project or field trip.\*\*

**Friday:**

- 5) Listen to and discuss the music.
- 6) Cook the food listed in the recipe, if desired.

\*Art project will need to be planned ahead of time to acquire materials.

\*\*Field trip will require extra planning time.

*Teachers can choose to have students do one or two activities, rather than the entire week's schedule. Please use what works for you in your unique setting.*



### 1) Create a map and discuss the issues in teams

*The students each have an outline map on Page 43. They will be given assignments for drawing in rivers, mountains, cities, and regional boundaries, which are listed on Page 42. For details on where these things are, please consult a historical atlas, an encyclopedia, a study Bible, or any other source for geographic information.*

**Upper elementary students might be satisfied to accomplish only this portion:**

- **Physical terrain:** This part of the mapping exercise will help students locate and mark the geological dynamics of a region.

**Middle school students might be satisfied to complete both the previous mapping exercise and this exercise:**

- **Geo-Political:** This section of the mapping exercise will provide the students an opportunity to locate and mark the cities, nations and empires of history. It will require more digging, as this information may not be listed on current maps. For example, the land of Shinar eventually became the nation of Babylon, which is in modern day Iraq.



High school students might be satisfied to complete both the previous mapping exercises and at least one exploration topic of this exercise:

- **Explore:** Discuss some selection from this portion of the mapping exercise in teams.

**Encourage them to think for themselves, rather than parroting back information.**



**TEACHER TIP**

## PHASE 3

*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.

### Garden of Eden

Many Bible scholars locate the Garden of Eden in the Fertile Crescent, partially due to the reference in Genesis about the Euphrates. However, it is fascinating to learn that that name is used more than once in the Middle East, and may, in fact, only harken back to the original Euphrates which was destroyed during the Flood. Something to think about!



**QUESTION**

### Mt. Ararat

Though there is a mountain in Turkey called Mt. Ararat, it may have only been known by that name since the Middle Ages. That is part of the reason that some Ark hunters believe that the Ark is actually in Iran rather than Turkey. As students look up information about Mt. Ararat, have them look both at Turkey and at Iran.



**QUESTION**

### Genesis 11:2

There is some disagreement about the exact meaning of this verse. Some hold that it means "from the East" and others believe it means "to the East." Challenge your students to consider what the implications are for each of these meanings.



**QUESTION**

INTRO - PG 23



## 2) Examine and discuss art masterpieces & architectural structures

Locate either a copy of these paintings or Internet sites for each of the items listed on page 44. Allow the students time to observe the paintings without any conversation, and then, when they are ready, engage them in some or all of the questions listed below or in the Student Manual.



QUESTION

### Creation by Michelangelo

- Various artists throughout history have attempted to express visually the story of Creation. Michelangelo's painting on the ceiling of the Sistine Chapel is one of the best known. Ask the students what emotions are evoked; what thoughts are suggested by the picture of God and Adam reaching toward each other with outstretched hands.
- Dr. Francis Schaeffer, in *How Should We Then Live*, describes Michelangelo's work on the ceiling of the Sistine Chapel as combining, "biblical teaching and non-Christian pagan thought..." How would the students agree or disagree with that statement?
- You might ask the students if they think Michelangelo's art on the Sistine Chapel ceiling was influenced at all by the pain he may have endured while lying on his back all those years!



QUESTION

### Earth as Architecture

- Consider holding a class discussion about the questions listed in the Student Manual concerning the architectural structure of the Earth.

#### Phase 3

#### 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?

**Noah's Ark by Edward Hicks**

- As a Quaker, Edward Hicks was deeply committed to painting scenes which communicated the truth of the Scriptures. Ask your students if they think there is a relationship between the pacifism of Quakers and the gentleness of Hicks' paintings.
- Edward Hicks was born at the end of the American Revolution and lived in a somewhat settled time for Americans, both politically and philosophically. Ask your students to find other examples of American painting during this time, and then compare it to the style of European painters in the early - mid 1800's.



➤ **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.

Unit One: *Creation & the Flood* / 45

**3) Arts in Action**



This particular unit, because it is focusing on Creation, is a very good time to help students discover that, because they are made in the image of the Creator, they, too, are creative. Some people are creative with color, some with shapes, some with textures. Others are creative with tastes, with aromas, with sounds. Give each student opportunity to try their hand at various creative media and encourage their attempts with praise. Some will be extraordinarily gifted, and that may be the area God chooses to use them for their life's work. Others will gain a certain sense of joy and fulfillment from creating something that is enjoyable just for them. The point of this moment in the curriculum is to give them joy in creativity.



**TEACHER TIP**

### Family Tree

This project will only be possible if the student has prepared beforehand because it will require quite an extensive list of ancestors in order to look like anything more than a young sapling!

### Copper Working

If there is access to hobby shops or the library, there are many different avenues which can be pursued in working with copper. However, if cost or lack of readily available information is a deterrent, perhaps the interested student could find helpful suggestions on the Internet.

### Jewelry

Ideally, metal jewelry could be created. However, for younger students, large beaded jewelry can be made out of Play Dough, or a similar material.

### Imitation

Have the students look again at Michelangelo's and Edward Hicks' paintings. Then, with art supplies of colored pencils, pastels, or paint, try to recreate what is seen.

### Creating at home

This suggestion will require advance preparation for either student or teacher. Locate a copy of Hidden Art by Edith Schaeffer and choose one of her suggestions for creating art. Actually, an interested student could try several forms of art until finding the most satisfying one(s), though this will obviously take much longer than one day.

### Construction

Of the four, the soap boat and the Lego boat are the most readily pursued. Again, for interested students, the raft-size houseboat would be an incredible opportunity to gain a better appreciation for what Noah might have faced in building the Ark. It is a more difficult option for teachers who keep their classes inside all of the time, but could be just the breath of fresh air that some students need!

### Carving

Woodcarving is a skill that has been largely lost in the past few generations. However, for an interested student, the possibilities when the skill is learned are enormous. A good woodcarving student might actually be able to make an income with this art form.

### Imagine

For this project, anything goes—from a Garden of Eden in a shoe box to a terrarium to a life-sized construction including potted plants and a backdrop. (Watch out for snakes!)

**INTRO - PG 23**



## 4) Do a science project or field trip

*Located on page 46. Feel free to choose one of these projects. If students love science, they might want to consider doing all of them!*



**TEACHER TIP**

### Do-It-Yourself Flood

This eye-opening experiment was shown to me by Dr. Gary Parker, a noted Creationist in the field of paleontology. Your students will be amazed to discover how quickly various "strata" are formed.

Phase 3

➤ **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.*

**Do-It-Yourself Cavitation**



Many Creation scientists believe that geologic structures such as the Grand Canyon were formed after the Flood by the action of cavitation. Again, seeing is believing.

**Agriculture**

If you have access to a vineyard, it is worth the trip in order to learn first hand some of the difficulties faced in trying to plant a new vineyard and have it flourish (as Noah did). Options might include interviewing someone who is a knowledgeable gardener about what is involved in starting a new garden, in growing fruiting vines, in establishing perennial plants. Ask your students, after the trip or interview, to consider what Noah and his family might have had to overcome in planting their gardens. Ask them to consider what the options were for food supply.

**5) Listen to and discuss the music**

Listed on pages 46-47.



**Listen**

- Locate a recording of either Mussorgsky’s Pictures at an Exhibition or Beethoven’s Sixth Symphony, Pastoral. If you are using Mussorgsky’s work, play for your students the selection “The Ballet of the Baby Chicks In Their Shells.” After playing the music, ask your students what they “saw” in the music. Did it paint an auditory picture for them of what the title suggests? Beethoven’s entire Pastoral is an effort to present the sounds and moods of nature in a musical setting. Listen for storms, bird calls, etc.
- Now have them listen to a portion of Franz Joseph Haydn’s Creation Oratorio. In what way does the sound of this music give the sense of Creation to the students?





**QUESTION**

**Try This**

If it is possible to go outside and hear the sounds of nature (depending on where you live), take the students out to simply listen to the music of nature. Have them identify the different sounds after listening carefully for several minutes. Have them discuss whether any of the sounds they heard in nature were portrayed in the music. Were those sounds present at the first week of Creation?



**INTRO - PG 24**

**6) Cook the food**

*Located on page 47.*



**QUESTION**

What kind of foods do you think Noah and his family might have had on the ark? Do you think they cooked food or ate it all raw? What would they have had to consider as they packed food for themselves on the ark?

Phase 3

• **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

**EVALUATION**

**Review & Evaluation**

*In this Phase of Unit One, your students should have had the opportunity to explore Creation and the Flood through various hands-on and creative sessions. They will have:*

- 1) completed a Mapping section;
- 2) observed and discussed Art & Architecture;
- 3) worked on an art project;
- 4) experimented with a Science Project or taken a field trip;
- 5) listened to music;
- 6) tasted a food related to this unit.

You may wish to evaluate your students based on their *class participation* in these **Hands-on** activities.

# PHASE 4

## The Expression Week

### Learning Style Emphasis: *Intuitor*

*Students, through creative self-expression, using one or more creative activities, will present some aspect of what they have learned in the past three weeks relating to Creation & the Flood. Areas of expression include linguistics, art, music, drama, movement and conceptual design.*

#### **Monday - Thursday**

- 1) Choose area of expression and begin work either individually or in teams.

#### **Friday**

- 2) Share creative expressions in class.

*Teachers can choose to have students do one or two activities, rather than the entire week's schedule. Please use what works for you in your unique setting.*

## 1) Choose area of expression and begin work either individually or in teams



### Linguistics:

Listed on page 48.

### Journalism

Have the students who wish to write a journalistic piece look at several articles in newspapers and/or magazines to understand the framework for journalism. Encourage them to be as wildly imaginative as they wish to be, as long as they convey something of what has been learned in the unit.

### Playing With Words

- For students interested in renaming different categories of animals, encourage them to look through lists of classifications to see some of the variety of creatures available for consideration.
- Show students some examples of puns and limericks in order to get their creative juices flowing and to help them understand the model of what they are attempting to create.





**TEACHER TIP**

**Prose**

- There are many written accounts of someone's first glimpse of a new land (such as William Bradford's *Of Plymouth Plantation*) or a new place (such as Colonel Jim Irwin's *Destination Moon*). Students could model their descriptions after one of these examples.
- A touch of realism could be added, for those interested in animal health and care, through reading stories by zoo vets or accounts of shipping animals by boat.
- If students wish to write books for young children, have them examine some children's books to see the level of vocabulary, the length of sentences, and the style of illustration.



**TEACHER TIP**

**Art:**

*Located on page 49.*

**Painting/Drawing**

There may be one student who wishes to write a book while another would like to illustrate the book, which is the normal delineation in the publishing industry. Encourage the team to work together, coming early into agreement about which parts of the story should be illustrated so the artist has time to work.

**Graphic Design**

If the design is created on a computer, it may be possible to print the design and actually put it onto a T-shirt.

**Cartooning**

A student might wish to use humor or to create a more serious mood, as some political cartoons do.

**Sculpting**

Sculptures may range from very realistic, painted figures to imaginative, barely recognizable fabric sculptures. Give creative and artistic space to the artist!

**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.



**Music:**

Listed on page 49.

**Compose**

Students may wish to form a team to compose and perform a song, or they may wish to do this selection on their own. We have found that humor in music makes up for a lack of tunefulness!



**Performance Practice**

For musical students, this selection may be a wonderful opportunity to express what they have learned. Make sure they have selected a piece that they have adequate time to prepare.

**Create**

There are many different types of instruments that are within the instrument-making ability of young people. Books out of the library, Internet searches, and the simple instruments made out of natural materials by tribal people are all possible sources for ideas. Encourage any students who choose to make an instrument to remember that they are to express some aspect of what they have learned from this unit, so that they can be thinking of that application as they pursue the creation of the instrument.

**Phase 4**

**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!

Unit One: Creation & the Flood / 49



### Drama:

Located on page 50.

### Comedy

- If students can imagine what it would be like to watch someone on a blind date, they might find much valuable material for the skit on Adam and Eve meeting for the first time.
- Imagine being cooped up on the ark with all kinds of animals for months at a time. Out of that understanding, write a skit showing realistic euphoria!!!

### Tragedy

Students might choose to use a stylistic presentation, rather than a realistic one for the Fall of Man. Either way, try to create a mood which makes it tragic rather than funny.

### Puppetry

Puppets are fun to use! However, what seems workable behind the puppet stage might not be as effective for the audience, so have an objective third-party critique the puppets' actions *before* you stage the show for a live audience.

#### Phase 4

##### 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!



### Movement:

Located on page 51.

### Pantomime

- Pantomimists might choose six specific actions for the six days of Creation, or they could portray an ongoing fluid story from Day One to Day Six. Be sure to rest on the seventh day!
- Work to create the sense of different animals which are being herded. How would you herd an elephant? How does that differ from how you would herd a monkey? Etc.

### Dance

So many possibilities exist for choreographing Creation or the Flood. Choose one or two main concepts to convey through the entire dance.

### Action

It might be helpful to use a rhythmic beat for staging the stylized conflict, as it will help the participants move in a synchronized manner.

Phase 4

**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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**Conceptual Design:**

Listed on page 51.

**Game-Making**

Games help students learn, so keep in mind that your object is to help children remember the events and days of Creation. In other words, keep it simple!



**2) Share creative expressions in class.**



The same rules apply as suggested in the reporting section of Phase Two.

**Review & Evaluation**

**EVALUATION**

*In this Phase of Unit One, your students should have had the opportunity to express what they have learned about Creation and the Flood through one or more various creative selections of their own choosing. These include:*

- 1) Linguistics;
- 2) Art;
- 3) Music;
- 4) Drama;
- 5) Movement;
- 6) Conceptual Design.

You may wish to evaluate your students based on their *effort* in the Creative Expressions, either as individuals or in teams.