

LESSON

1

Humans

Where did humans come from?

Memory verse: Psalm 139:14

Materials:

From CD:

- Illustrations 1-00–1-18
- Handouts L1a, L1b, L1c
- Song *I Don't Believe in Evolution*

Overview

Either overtly in school or subtly through cartoons and movies, children are taught fairly early that we are related to animals and share a common ancestor with apes. As adults, we often hear in the popular press of a new find that “proves” we came from an ape-like creature. However, the truth is that humans were created by God separately from animals and in His image. This lesson explores the biblical and scientific answers to the question “where did humans come from?” It helps children learn to think critically about secular claims about our past.

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ILLUSTRATION 1-00. Welcome students to class, etc.

How many of you have ever seen the movies *Ice Age* or *Dinosaur*? **Allow children to respond.**

As much as we may enjoy watching movies and television programs such as these, we need to be aware that they are not telling us the truth about what happened in the past.

ILLUSTRATION 1-01. Over the next few weeks we'll be learning the true history of the universe that God has revealed to us in the Bible. As we learn about what the Bible and science teach us, we'll find out how to answer many questions that people ask about the past: Where did we come from? What about the dinosaurs? Why do we look so different from each other?

Let's start this lesson by thinking about what we've heard about where we come from. Have you ever heard that we share an ancestor with apes and monkeys, or that millions of years ago apemen wandered the earth? Maybe someone has told you that you're just another animal. **Allow children to respond. They may have read something in a textbook or seen something on television or in a movie.**

In this lesson, we're going to learn what the Bible teaches about where we came from and how we can respond when we hear claims like these.

ILLUSTRATION 1-02. First, let's take a look at this picture. How many of you see an old woman in this picture? **Wait for answers.** And how many of you see a young woman? **Wait for answers. Then point out the old woman and young woman, for those who couldn't see them.**

There are two different ways to view this picture, aren't there? It's the same picture, but depending on how you look at it, you can see something different.

The world around us is like that, too. For example, two people can look at the same fossil and come to completely different conclusions about what it means.

Note: a fossil is any evidence of past life found in a rock.

This happens because people have different ideas of why the world is the way it is. They believe different things about what happened in the past. There are two main ideas about the history of our universe.

ILLUSTRATION 1-03. The first idea comes from the collection of 66 books that we call the Bible. Who wrote the Bible? **Wait for answers. God used over 40 different men to write down what He wanted them to record.**

ILLUSTRATION 1-04. Briefly explain the biblical timeline of history:

Creation: God created all things in six actual days around 6,000 years ago. Everything was very good.

Corruption: Adam disobeyed, and his disobedience changed the entire world.

Catastrophe: God sent a globe-covering Flood as a judgment for the sin of mankind.

Confusion: God confused the people's languages at Babel, causing the various family groups to go their separate ways.

Christ: God sent His Son, Jesus Christ, to earth to become a human so that He could live a perfect life in obedience to the Father.

Cross: Jesus died on the Cross for the sin of mankind.

Consummation: One day all things will be "very good" again for those who have received the free gift of eternal life.

ILLUSTRATION 1-05. Those who accept this view use the Bible to help them make sense of the world around them.

ILLUSTRATION 1-06. The other idea comes from those who don't believe the Bible. This view says that the universe came into being on its own, and that countless millions of years ago a single-celled creature appeared on earth. This was supposedly our first ancestor, which we share with all living things. Over the years, this creature's descendants gradually changed into the wide variety of animals and plants that we see today. Eventually, humans came from an ape-like creature.

ILLUSTRATION 1-07. Those who accept this view use evolutionary ideas to help them make sense of the world around them.

That's a quick summary of the two main ideas about the past. They're very different, aren't they? How do we know which view is the correct one? **Allow children to respond.**

It would be helpful if someone who witnessed, or who was involved in, past events recorded what happened, wouldn't it?

Do you know anyone who has been around from the beginning, and whom you would trust to tell you the truth? **Wait for answers.** Correct—God! God is eternal, which means He doesn't have a beginning or end. He has always

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existed. And God always tells the truth. So we can trust His account of history to be completely accurate.

Where has God recorded His account of history? **Wait for answers.** Right—in the Bible! So, in order to learn about why the world is the way it is, we need to study the Bible.

Let's take a closer look at how the Bible answers our question for today, "Where did we come from?"

Read Genesis 1:24–31; 2:4–7, 18–24 together.

ILLUSTRATION 1-08. The Bible teaches that humans were made in whose image? **We were created in the image of God. We were made in the image of the holy, eternal, Creator God, not in the image of ape-like creatures.**

How did God make the animals? **He spoke, and the land produced living creatures according to their kinds (Genesis 1:24–25).**

Compare that to how God made man. What is different? **Allow children to respond. Encourage them to see that God formed man directly from the dust and breathed into him the breath of life (Genesis 2:7), whereas He commanded the earth to bring forth the animals (Genesis 1:24). Note that the Bible teaches that Adam was a special creation of the Lord; Adam was not created from a pre-existing animal.**

Another difference between animals and humans is that Eve was created from Adam's side (Genesis 2:21–22). None of the female animals were created from the sides of the male animals. Also, God made humans in His image (Genesis 1:26)—He didn't do this for the animals. An additional point of difference between animals and humans is that, when Jesus came to earth, He came as a man, not an animal, and He died for men, not animals.

Read Psalm 100:3 together.

So what's the answer to today's question, "Where did humans come from?" **We were created by God in His image.**

ILLUSTRATION 1-09. Let's look at our verse for today, Psalm 139:14. **Have students read it together.**

ILLUSTRATION 1-10. The people who believe this evolutionary view of history

believe we came from animals, and that we are just another type of animal. They believe that the many similarities between us and apes show that we were once apes. The Bible tells us that we were created in the image of God. We are not just another type of animal. We are fearfully and wonderfully made in the image of God.

ILLUSTRATION 1-11. It's true that there are some similarities. Let's look at some of them. **Discuss some similarities: two eyes, two ears, nose, mouth, teeth, hands with opposable thumbs (thumbs that help us grip an object), arms, legs, heart, stomach, eat some of the same foods, breathe, have backbones, give birth to live young.**

The Bible teaches that the same God created animals and humans, doesn't it? So, we might expect to find some of the same types of features among animals and humans. However, the Bible is also clear that God created us differently.

ILLUSTRATION 1-12. We've already looked at a few ways that the Bible teaches animals and humans are different. Let's look at a few more. Can you think of any other differences between apes and people? **Apes don't have a complex language system, don't drive cars, don't build computers, don't make or play musical instruments, and aren't creative. They don't go to church to learn about God, don't have friends over to play board games or watch a television program, don't have birthday parties or celebrate Christmas, can't have a relationship with God, don't choose which outfit to wear, don't go shopping for groceries or new shoes, etc. God gave humans dominion over the animals (Genesis 1:28).**

ILLUSTRATION 1-13. The people who believe this view of history also believe that they have found evidence that we have evolved from ape-like creatures over millions of years. They claim that they have found bones of supposed "apemen" that show how we've changed over the years.

ILLUSTRATION 1-14. They often use pictures like this to illustrate the evolution of man.

ILLUSTRATION 1-15. But we need to keep in mind that pictures like these are only an illusion. That means that they aren't real. They were drawn by somebody who didn't believe the Bible's account of history.

ILLUSTRATION 1-16. We also need to keep in mind that when people find bones, the bones don't come with attached tags that say, "Hi, I'm an apeman!" The bones need to be carefully studied to find out what type of creature they belonged to.

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Let's take a look at some of the more famous so-called apemen, and find out the truth behind the illusions.

Pass out the “Where did humans come from?” student handout and read the “Looking a Little Closer” page together. You may also want to discuss how the movies mentioned above (*Ice Age*, *Dinosaur*, *Curious George*, or any other movie or television program) portray human ancestors and why this portrayal isn't correct. See www.answersingenesis.org/go/disney-dinosaur and www.answersingenesis.org/ice-age-movie for movie reviews.

ILLUSTRATION 1-17. The Bible explains the truth about where humans came from, and we can trust it. When we hear something that doesn't agree with what the Bible teaches, we need to closely examine what was actually found. Sometimes, we may need to wait a few years to find out what type of bones they really are, but we can be certain that God's Word—which never changes—is true.

Review today's memory verse: Psalm 139:14.

Discussion Questions

1. On which day of the Creation Week did God create apes and monkeys?

Answer: Day 6—the same day that God created humans.

2. What do the following Bible verses teach about our purpose on earth? Genesis 1:26; Micah 6:8; Ecclesiastes 12:13.

Answer: We are to be careful stewards of the earth, its resources and the animals and plants. We are to act justly, love mercy, and walk humbly with God. We are to fear God and keep His commandments. Discuss some practical ways that you and your students can fulfill our God-given purpose on earth.

Activity Ideas

1. Take a trip to the zoo and visit the primate enclosure. Look for similarities and differences between the primates (monkeys, chimps, gorillas, etc.) and humans.
2. Print out L1a and L1b. Make copies for children to color.
3. Create a collage based on the similarities/differences section of the lesson.

Find pictures (in old magazines, for example) or draw pictures of apes and humans and other types of activities or ideas that accentuate the differences between us and animals. For example, picture of a chimp and a human next to a picture of an airplane—which one would fly the plane? Orangutan and human beside a computer—which one built it? Gorilla and human beside a store—which one goes shopping for clothes and food? Monkey and human beside a church—which one can have a relationship with God? Write across the top of your collage, “I am not just an animal—I was created in the image of God!”

Some people will point out that both apes and humans use tools (see www.answersingenesis.org/go/tools). However, only humans use tools to make tools! Additionally, animals throughout the world use tools. What examples of this can you find? Draw or cut out pictures of a variety of animals using tools. Add these to your collage.

Another difference between humans and apes or monkeys is the shape of our feet (see Illustration 1-18). Non-human primates have feet with opposable thumbs (digits used for grasping or climbing). On the collage (or on separate pieces of paper) make prints of each child’s hands and feet, using finger paints. Have each child sign and date his prints.

4. Research the various so-called “missing links” listed below. What are they now known to be? What other alleged ancestors of humans have you heard about? What have these turned out to be? (For help, visit www.answersingenesis.org/go/anthropology, or read *Bones of Contention* by Marvin Lubenow, or *Skeletons in Your Closet* by Gary Parker.)

Cro-Magnon man

Piltdown man

Nebraska man

Australopithecus africanus

Australopithecus afarensis

Ardipithecus ramidus

Homo habilis

Homo erectus (Java man, Peking man)

Ramapithecus

5. Read “The Evidence” page from the student handout. The point of this page is that sometimes something we see on television (or read in a book or magazine) might make us doubt whether the Bible is true. But later on, we find that what we were taught was wrong, and we shouldn’t have doubted God’s Word. Instead, we should have doubted what the people on television or in the book were saying.
6. Use a tangram to demonstrate the human ability to be creative (another aspect that separates us from animals). See *Science and the Bible*, volume 2, experiment 18 (or look up “tangram” on the internet). Print L1c and make a copy for each student. Cut the square into seven pieces along the lines. Challenge students to creatively use the pieces to construct different shapes (animals, flowers, letters, numbers, people, etc.), making sure the pieces touch, don’t overlap, and lie flat. What else can you find out about how to make a tangram and its history? See also *Tangram Puzzles* (by Chris Crawford), and *Tangrams: 330 Puzzles* (by Ronald Read) for design ideas.

Extension Activities

History

Find out who may have been behind the famous Piltdown man hoax. Was it Charles Dawson, Sir Arthur Keith, Sir Arthur Conan Doyle, Martin A.C. Hinton, or someone else? Write a short essay detailing your findings.

There have been several other apemen hoaxes in the past. Find out more about the Minnesota Iceman hoax.

- www.answersingenesis.org/go/anthropology

Language Arts

The ability to speak and write using a complex grammatical system sets us apart from animals. One way that we can express ourselves through writing is poetry. Choose three different types of poetry to study. Have students write a poem in each style on the following topics: the differences between animals and humans, what it means to be created in the image of God, what it means to be fearfully and wonderfully made.

- www.shadowpoetry.com/resources/wip/poetry.html

Science

There have been some claims that animals have learned to talk. Read the articles at www.answersingenesis.org/go/linguistics.

How does the human vocal tract differ from the vocal tract of most animals?

- www.phon.ox.ac.uk/~jcoleman/phonation.htm
- en.wikipedia.org/wiki/Larynx

Although animals and birds may not communicate as we do, they are able to communicate with others of their kind. Visit www.answersingenesis.org/go/design. Find out how the following communicate: honey bees, ruffed grouse, chameleons, ants. How do other animals communicate?

Bible

What does the Bible say about communication?

What does the Bible say about how we are to use our ability to communicate? Have children look up the following passages in a “Sword drill.” (This is not an exhaustive list—please modify as necessary.) Have the children hold up their Bibles (closed), with one hand on each side of the Bible. Announce the verse, have children repeat it, and say, “Go!” The first child to find the verse stands and reads the verse when called on.

Psalm 16:8–10, 35:27–28, 37:30, 119:171–172, 150:6; Proverbs 4:24, 6:16–19, 10:11, 10:13, 10:19–21, 12:13–14, 12:18–19, 12:22, 13:3, 15:1–2, 15:23, 16:13, 16:23–24, 16:28, 17:27–28, 18:21, 20:19, 21:23, 24:26, 25:11, 26:18–26, 27:2; Ephesians 4:17–32; Colossians 3:1–17; James 3:3–12

How does God communicate with us? How are we to communicate with our Creator?

What does “in the image of God” mean?

Read Genesis 1:26–27. What does it mean to be “made in the image of God”? Visit www.answersingenesis.org/go/image-of-God.

Recommended Resources

- *Bones of Contention* by Marvin Lubenow
- *Skeletons in Your Closet* by Gary Parker
- *Puzzle of Ancient Man* by Don Chittick

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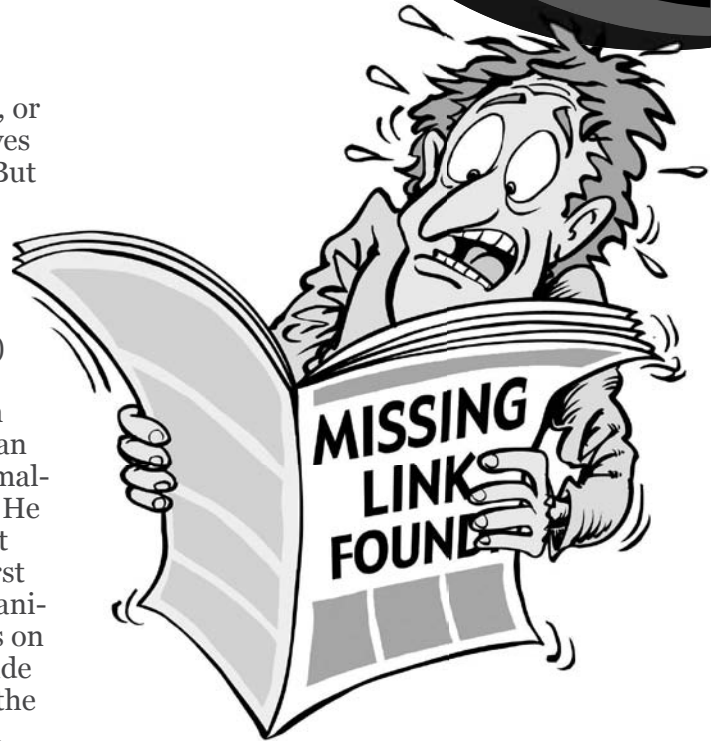
Every so often, we'll read in the newspaper, or hear on TV something like, "Skull find proves man and apes share a common ancestor." But is this really true?

Some background

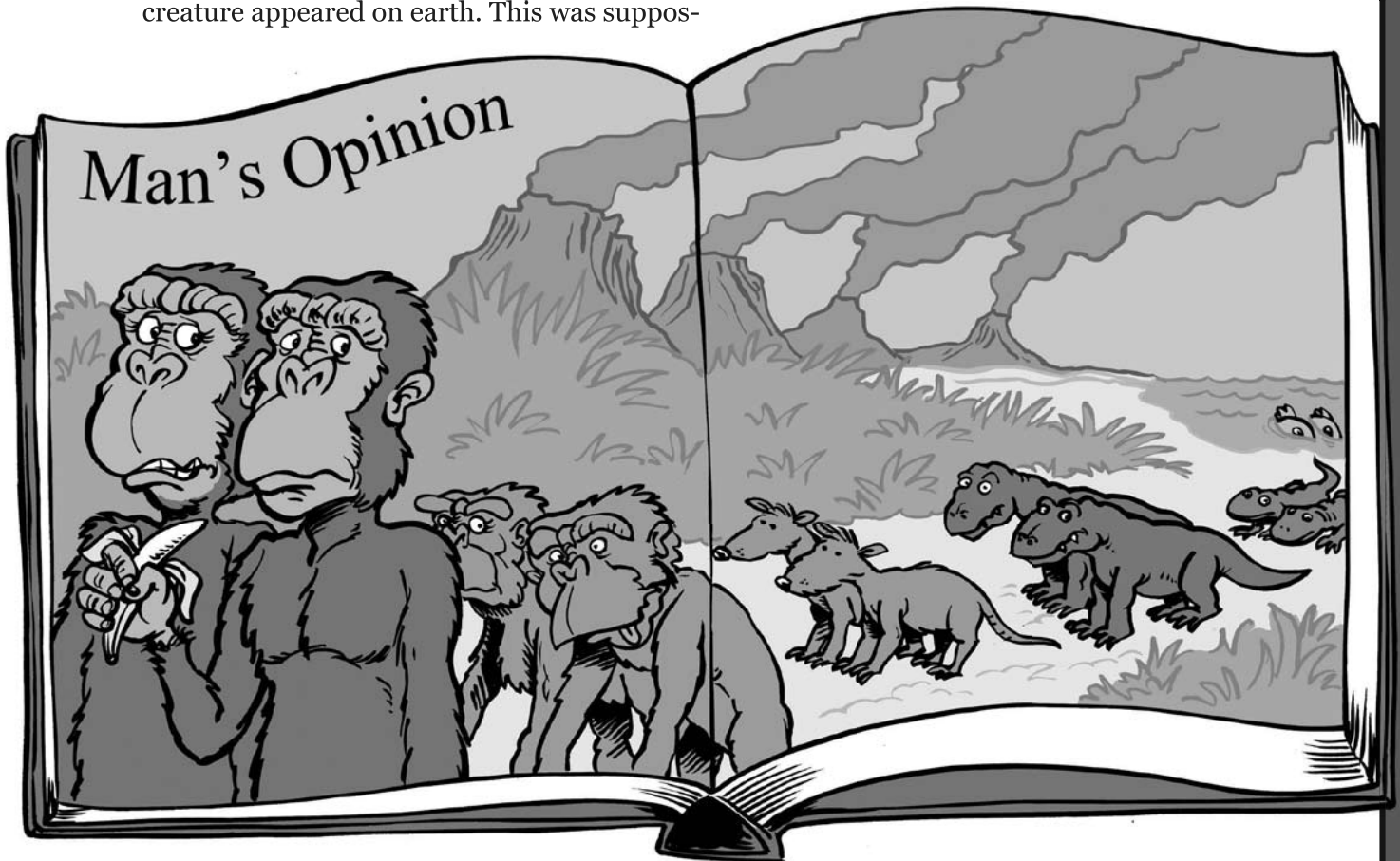
There are two main (and very different) ideas about the history of our universe.

The first idea comes from the collection of 66 books we call the Bible. From it, we can learn that God created all things in six normal-length days only a few thousand years ago. He explains in Genesis that He created the first man and woman on the sixth day of that first week, along with the various kinds of land animals. (He made the air and water creatures on Day 5. The various kinds of plants were made on Day 3.) Those who accept this view use the Bible to help them make sense of the world around them.

The second belief is based on the idea that the universe came into being on its own. Countless millions of years ago, a single-celled creature appeared on earth. This was supposed



edly our first ancestor, which we share with all living things. Over the years, this creature's descendants gradually changed into the wide



variety of animals and plants that we see today. This view is known as “evolution.”

Those who accept this view use evolutionary ideas to help them make sense of the world around them.

Which is right?

Is it possible to know for certain which view of the past is correct? After all, none of us were around “in the beginning!” It’s impossible for us to know firsthand what happened, and when.

However, because the Bible is the written record of One who has always existed and who always tells the truth, we can trust it to be an accurate account of history.

What’s the truth?

So, do headlines, like the one quoted on the previous page, tell the truth? No. The

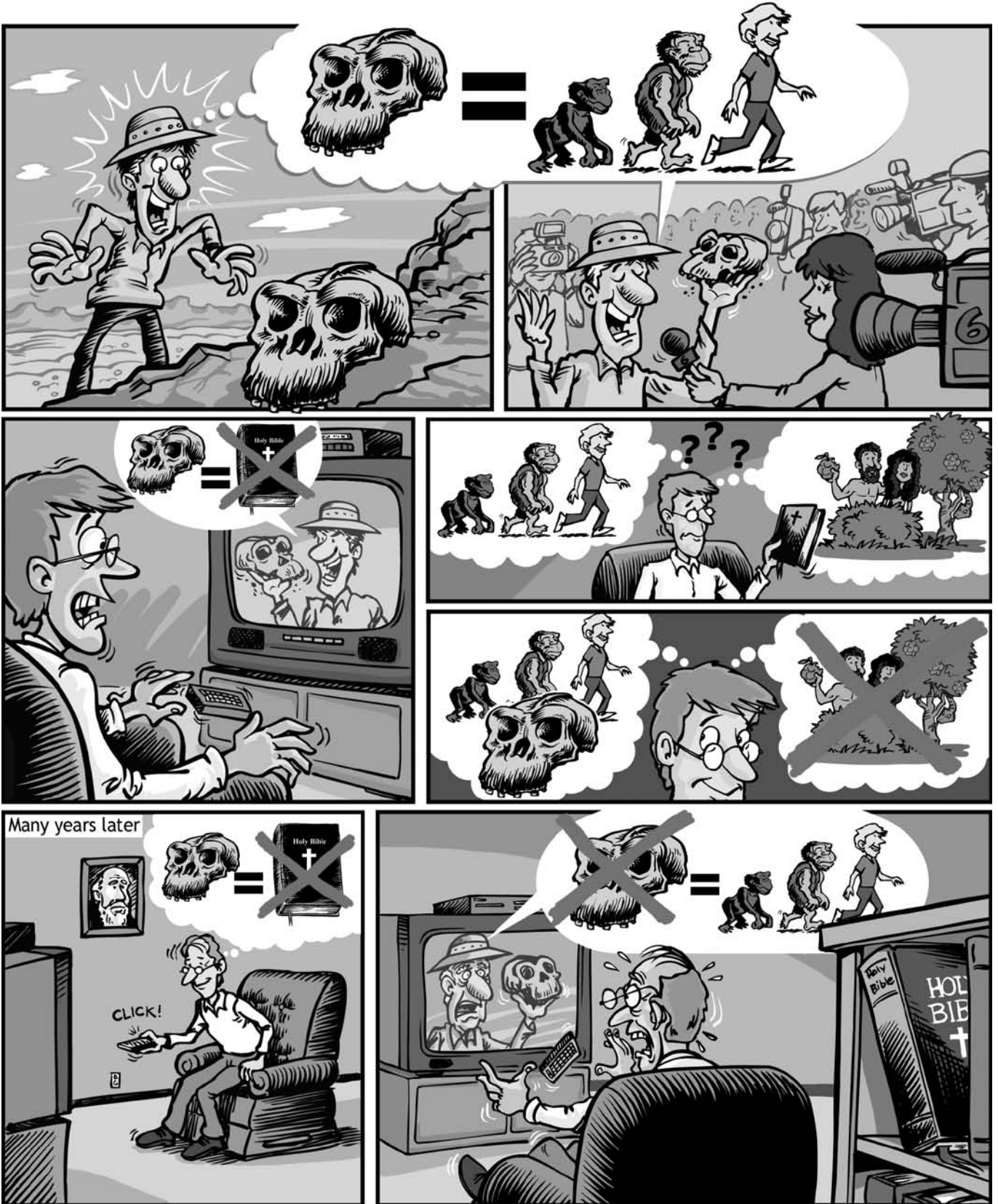
first man was created from the dust of the ground (Genesis 2:7). God created the first woman from his rib (Genesis 2:21–24). Both were made in the image of God (Genesis 1:27). We don’t share a common ancestor with apes!

It’s important to carefully check what was actually found when we hear claims like the one above. Many times, the supposed “proof” of evolution is based on only a few bone fragments. Or it turns out to be a type of monkey or ape, or even a true human. But it is never a “transition” between an ape and humans.

The “evidence” (bones, for example) doesn’t prove evolution is true. Neither does it “prove” the Bible is true. Rather, we interpret the evidence based on our belief in either evolution or the Bible. When we come across claims that a fossil discovery “proves” evolution, we should look more closely at what was really found.



THE EVIDENCE



Thy word is true from the beginning: and every one of thy righteous judgments endureth for ever.
Psalm 119:160

Looking a Little Closer

Evolutionists claim that humans and apes share a common ancestor that lived millions of year ago.

They say they have uncovered the fossils of supposed “apemen.” But the first apeman was described and drawn long before any bones were found. The drawing was based purely on the belief that things made themselves without God (evolution).

If evolution were true, there should be thousands of fossils showing the transition from ape-like creatures to humans. However, the “missing links” turn out to be nothing more than bones of humans, or bones of some type of extinct ape. Even evolutionists themselves don’t always agree on how the bones should be interpreted!

We can’t go wrong if we trust in the Word of God, which never changes and never needs to be updated. It tells us that humans are not evolved animals, but were created in the image of God.

Let’s take a look at some of the more famous apemen fossils, and find out what they really are.

Neanderthal man—Neanderthal is German for Neander Valley. This is where bones of this supposed “missing link” were first found about 150 years ago. Scientists now realize that Neanderthals were humans. They were our relatives—descendants of Adam and Eve (through Noah).

Java man—He was first found in

East Java over 100 years ago. Now that we have more of the bones, it is clear that his body was similar to ours. He walked just like we do. The same is true for Peking man, who was discovered in China during the 1920s and ‘30s. Both are now called *Homo erectus*, or “upright man.” Recent evidence shows that modern-looking early humans had children by both Neanderthals and *Homo erectus*, showing that they are all fully human people groups.

“Lucy”—“Lucy” is among the more famous “missing links.” Careful research on the skull, inner ear, and other bones shows that Lucy is very similar to a pygmy chimpanzee. She did not walk upright like humans. Instead, she used her knuckles, like gorillas and chimps.

