

NIV / NAS

It All Begins With
Genesis

TEACHER

1:1

answersingenesis

Petersburg, Kentucky, USA

It All Begins With Genesis
Teacher Book NIV/NAS

A Student Book should be purchased for each student, whether in the Christian school classroom or in the homeschool environment. In a classroom setting, always order one extra for the teacher so that you have copies of everything for reference. Students will take home the pages of the Student Book throughout the study.

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It All Begins With GENESIS

Introduction

This course consists of 34 lessons. It is designed to fit the average year-long Sunday school curriculum. If a shorter course is desired, the origins/worldview section (lessons 12–19) may be used as a stand-alone study of origins and science within the biblical framework.

The subject matter is best suited to middle-school young people, grades 6–8. Children in grades 3–5 may also be capable of completing the lessons, but the concepts presented are better understood and applied by the older child. High-school students and even some adults could also benefit from the course. Some of the illustrations would need to be changed for the more mature student.

The course can be adapted successfully to a day-school curriculum that can be used in Christian schools or homeschool.

This course includes

- Student lessons that will be completed during each class. There is more material in each lesson than normally can be completed

in a 45-minute class. This enables the teacher to pick and choose for enrichment as well as to assign home study, if desired.

- Teacher guides that include the goals for each lesson, the materials needed for the lesson, a suggested teaching plan and suggestions for activities and games that will accomplish the plan. The enclosed CD includes sample activities and masters that can be used with the lessons.

Three main goals

1. The first and major goal is that the student begins to build a solidly biblical worldview. Any worldview is most of all determined by a person's understanding of God. It is our desire to instill in the learner a love for God's Word and His world. It is also our goal to help the student discern the various worldviews that drive much of what he sees and hears in the secular culture.
2. The second goal is closely connected to the first. Since the book of Genesis (chapters

1–11) is the foundation for the Christian worldview, it will be the focus for our in-depth study. The origin of every doctrine of Christianity— Creation, Fall, judgment and redemption—is found in Genesis.

3. The final goal is that the student learns the principles of inductive Bible study. The message of Genesis will be revealed as inductive study is practiced. He will practice principles of Bible study that incorporate useful tools for observing, interpreting and applying the text. He will see for himself what the Word teaches. These tools, when developed, will serve him well throughout a lifetime of studying God's Word.

Integrating the Seven C's into Your Curriculum

Throughout *It All Begins with Genesis* you will see references to the Seven C's of History. You will find a 7 C's Connection in each lesson identifying how the lesson topic lines up with biblical history. Students will find this feature at the end of each lesson with blanks to fill in to demonstrate their understanding of the connections.

The Seven C's can be used to develop a biblical worldview in students, young or old. Much more than entertaining stories and religious teachings, the Bible has real connections to our everyday life. It may be hard, at first, to see how many connections there are, but with practice ,the daily relevance of God's Word will come alive. Let's look at the Seven C's of History and how each can be connected to what the students are learning.



Creation

God perfectly created the heavens, the earth, and all that is in them in six normal-length days around 6,000 years ago.

This teaching is foundational to a biblical worldview and can be put into the context of any subject. In science, the amazing design that we see in nature—whether in the veins of a leaf or the complexity of your hand—is all the handiwork of God. Virtually all of the lessons in *It All Begins with Genesis* can be related to God's creation of the heavens and earth.

Other contexts include:

Natural laws—any discussion of a law of nature naturally leads to God's creative power.

DNA and information—the information in every living thing was created by God's supreme intelligence.

Mathematics—the laws of mathematics reflect the order of the Creator.

Biological diversity—the distinct kinds of animals that we see were created during the Creation Week, not as products of evolution.

Art—the creativity of man is demonstrated through various art forms.

History—all time scales can be compared to the biblical time scale extending back about 6,000 years.

Ecology—God has called mankind to act as stewards over His creation.



Corruption

After God completed His perfect creation, Adam disobeyed God by eating the forbidden fruit. As a result, sin and death entered the world, and the world has been in decay since that time. This point is evident throughout the world that we live in. The struggle for survival in animals, the death of loved ones, and the violence all around us are all examples of the corrupting influence of sin.

Other contexts include:

Genetics—the mutations that lead to diseases, cancer, and variation within populations are the result of corruption.

Biological relationships—predators and parasites result from corruption.

History—wars and struggles between mankind, exemplified in the account of Cain and Abel, are a result of sin.



Catastrophe

God was grieved by the wickedness of mankind and judged this wickedness with a global Flood. The Flood covered the entire surface of the earth and killed all air-breathing creatures that were not aboard the Ark. The eight people and the animals aboard the Ark replenished the earth after God delivered them from the catastrophe.

The catastrophe described in the Bible would naturally leave behind much evidence. The studies of geology and of the biological diversity of animals on the planet are two of the most obvious applications of this event. Much of scientific understanding is based on how a scientist views the events of the Genesis Flood.

Other contexts include:

Biological diversity—all of the birds, mammals, and other air-breathing animals have populated the earth from the original kinds which left the Ark.

Geology—the layers of sedimentary rock seen in roadcuts, canyons, and other geologic features are testaments to the global Flood.

Geography—features like mountains, valleys, and plains were formed as the floodwaters receded.

Physics—rainbows are a perennial sign of God's faithfulness and His pledge to never flood the entire earth again.

Fossils—Most fossils are a result of the Flood rapidly burying plants and animals.

Plate tectonics—the rapid movement of the earth's plates likely accompanied the Flood.

Global warming/Ice Age—both of these items are likely a result of the activity of the Flood. The warming we are experiencing today has been present since the peak of the Ice Age (with variations over time).



Confusion

God commanded Noah and his descendants to spread across the earth. The refusal to obey this command and the building of the tower at Babel caused God to judge this sin. The common language of the people was confused and they spread across the globe as groups with a common language. All people are truly of “one blood” as descendants of Noah and, originally, Adam.

The confusion of the languages led people to scatter across the globe. As people settled in new areas, the traits they carried with them became concentrated in those populations. Traits like dark skin were beneficial in the tropics while other traits benefited populations in northern climates, and distinct people groups, not races, developed.

Other contexts include:

Genetics—the study of human DNA has shown that there is little difference in the genetic makeup of the so-called “races.”

Languages—there are about seventy language groups from which all modern languages have developed.

Archaeology—the presence of common building structures, like pyramids, around the world confirms the biblical account.

Literature—recorded and oral records tell of similar events relating to the Flood and the dispersion at Babel.



Christ

God did not leave mankind without a way to be redeemed from its sinful state. The Law was given to Moses to show how far away man is from God’s standard of perfection. Rather than the sacrifices, which only covered sins, people needed a Savior to take away their sin. This was accomplished when Jesus Christ came to earth to live a perfect life and, by that obedience, was able to be the sacrifice to satisfy God’s wrath for all who believe.

The deity of Christ and the amazing plan that was set forth before the foundation of the earth is the core of Christian doctrine. The earthly life of Jesus was the fulfillment of many prophecies and confirms the truthfulness of the Bible. His miracles and presence in human form demonstrate that God is both intimately concerned with His creation and able to control it in an absolute way.

Other contexts include:

Psychology—popular secular psychology teaches of the inherent goodness of man, but Christ has lived the only perfect life. Mankind needs a Savior to redeem it from its unrighteousness.

Biology—Christ’s virgin birth demonstrates God’s sovereignty over nature.

Physics—turning the water into wine and the feeding of the five thousand demonstrate Christ’s deity and His sovereignty over nature.

History—time is marked (in the western world) based on the birth of Christ despite current efforts to change the meaning.

Art—much art is based on the life of Christ and many of the masters are known for these depictions, whether on canvas or in music.



Cross

Because God is perfectly just and holy, He must punish sin.

The sinless life of Jesus Christ was offered as a substitutionary sacrifice for all of those who will repent and put their faith in the Savior. After His death on the Cross, He defeated death by rising on the third day and is now seated at the right hand of God.

The events surrounding the crucifixion and resurrection have a most significant place in the life of Christians. Though there is no way to scientifically prove the resurrection, there is likewise no way to prove the stories of evolutionary history. These are matters of faith founded in the truth of God's Word and His character. The eyewitness testimony of over 500 people and the written Word of God provide the basis for our belief.

Other contexts include:

Biology—the biological details of the crucifixion can be studied alongside the anatomy of the human body.

History—the use of crucifixion as a method of punishment was short-lived in historical terms and not known at the time it was prophesied.

Art—the crucifixion and resurrection have inspired many wonderful works of art.



Consummation

God, in His great mercy, has promised that He will restore the earth to its original state—a world without death, suffering, war, and disease. The corruption introduced by Adam's sin will be removed. Those who have repented and put their trust in the completed work of Christ on the Cross will experience life in this new heaven and earth. We will be able to enjoy and worship God forever in a perfect place.

This future event is a little more difficult to connect with academic subjects. However, the hope of a life in God's presence and in the absence of sin can be inserted in discussions of human conflict, disease, suffering, and sin in general.

Other contexts include:

History—in discussions of war or human conflict the coming age offers hope.

Biology—the violent struggle for life seen in the predator-prey relationships will no longer taint the earth.

Medicine—while we struggle to find cures for diseases and alleviate the suffering of those enduring the effects of the Curse, we ultimately place our hope in the healing that will come in the eternal state.

The preceding examples are given to provide ideas for integrating the Seven C's of History into a broad range of curriculum activities. We would recommend that you give your students, and yourself, a better understanding of the Seven C's framework by presenting lessons on the Seven C's from AiG's *Answers for Kids* curriculum. This curriculum begins with seven lessons that will establish a solid understanding of the true history, and future, of the universe. Full lesson plans, activities, and student resources are provided in the curriculum set. See www.AnswersBookstore.com to order.

We also offer bookmarks displaying the Seven C's and a wall chart. These can be used as visual cues for the students to help them recall the information and integrate new learning into its proper place in a biblical worldview.

Even if you use other curricula, you can still incorporate the Seven C's teaching into those. Using this approach will help students make firm connections between biblical events and every aspect of the world around them, and they will begin to develop a truly biblical worldview and not just add pieces of the Bible to what they learn in "the real world."

Resources for the teacher

- A teacher's guide is included for each lesson. This guide was written for a 45-minute Sunday school program, taught once a week for a school year (34 weeks). The student lessons are intended for completion during the class period, with no home assignments. However, the lesson usually has more content than can

be completed thoroughly in one Sunday school period. Opportunities are therefore available to extend the lesson an extra week in some cases, as well as to give homework assignments if desired. The lessons can also be adapted for daily use in a Christian school or homeschool environment.

- Appendix materials are included for many lessons on a separate CD. These include masters that you can use in PowerPoint, transparencies or printouts.
- This course is built on the Precept Upon Precept courses for Genesis part 1 and 2, written by Kay Arthur, Sheila Richardson and Dr. Kurt Wise. It would be extremely helpful for you as a teacher to work through these courses prior to teaching this class. Videos with lectures by Dr. Wise are available for each lesson and are useful supplementary materials.
- Other supplementary materials are available at www.AnswersInGenesis.org.

It All Begins With Genesis

LESSON 1

There is more than one way to look at your world

Scripture: Genesis 1:1, 26, 31

Psalm 148:5; Isaiah 40:26; 45:12; Colossians 1:16 (Creator)

2 Timothy 3:16; Psalm 119:142; John 1:14; 14:6; 17:17 (authority of Scripture)

Suggested memory verse (choose one): Colossians 1:16; 2 Timothy 3:16; John 17:17

What this lesson is about:

This lesson introduces the term 'worldview.' It points to Scripture as the eyewitness to the origin of all things, and it addresses Scripture's claim to absolute truth.

7 C's Connection: Creation

Goals for the lesson: The student should

- be able to define 'worldview.'
- understand the importance of the eyewitness (Scripture).
- see Scripture's claim to truth.
- see what the eyewitness of Scripture claims regarding the creation of all things.

Preparation for lesson:

- Work through student's lesson 1.
- Read through the 'delicious cake mystery' (page T-13). Provide cake and the players necessary to perform the skit.
- Prepare word puzzle materials (page T-15). You will also need glue or tape.
- Funny eyeglasses (one pair for biblical worldview and one for naturalistic worldview) are helpful in illustrations.

Plan for lesson:

- Begin with the 'delicious cake mystery' illustration (page T-13). The students should see that there is usually more than one reasonable explanation of the data (facts), yet two different explanations can't both be true. The eyewitness report can often settle the matter.
- Apply this principle to the creation of the world. Help students see the two major explanations that people have for the data. Ask, 'Are both reasonable?' (*yes*) 'Can both be true?' (*no*) Ask, 'What is the eyewitness?' (*Scripture*)

- Apply also to the creation of man. Let students see the two ways that the origin of man is explained—ask the same questions.
- Use this discussion as a springboard to introduce the concept of ‘worldview.’ Give out word puzzle pieces (found on page T-15—reproduce as necessary) and ask students to arrange them to form a definition for worldview. (Correct definition: ‘A total way of looking at the world’ or ‘A way of looking at the total world.’) When they have glued the definition into their notebooks, discuss the other definitions given in the lesson and discuss the big questions that a worldview answers. Tell students that your goal this year will be to develop a biblical worldview, with answers to all of these questions. You will also look at the other major way of looking at the world: the naturalistic worldview. (If you have two different pairs of eyeglasses, you can use them to illustrate the two different views.) Students will see which view is the most compelling and evaluate where truth lies.
- **Class work.** Ask, ‘What about this eyewitness, the Bible? Can it be trusted? How can we know what is really true?’ Have the students work through the five cross-references given in their lesson. Discuss their answers. (You can do this all together by having a student read the verse aloud and everyone discussing the answer.)
- **Class work.** Now look at the next group of cross-references. They give the biblical worldview for how all things came to be. Have the students go through the Scriptures and instruct them to highlight or underline what the eyewitness teaches about the origin of all things. (You can have them work on their own or you can work together.)
- Conclude by discussing the final questions: Does it make a difference? How can it change what you think and how you live?

If you have additional time . . .**Suggestions for augmenting lessons (home school, day school)**

This lesson introduces the concept of worldviews. These are abstract concepts and will require frequent reinforcement. It would be helpful to add one more session to this lesson. It would allow more time to study the cross-references. It would also allow expanded illustration concerning what makes up a worldview.

Activity: The Delicious Cake Mystery

This activity addresses the question ‘How can we *know* what is true?’ Children experience this confusion when they are taught biblical principles in the home and then hear conflicting ideas outside the home. They hear opposing sides to an issue, and both seem reasonable. It is never too early to begin to teach children to question, to discern, to realize that someone who seems smart may not necessarily be speaking truth. This realization will lead into an understanding of ‘worldviews,’ which is a difficult concept for both children and adults to work into their thinking, but it is most valuable. Worldviews will be addressed at length as this course continues. The key thought to communicate in this activity is that the Bible contains absolute truth, and it is the only eyewitness report about the Creation. It must be the foundation on which we build all scientific models and answer all questions to which it speaks.

Materials needed:

A cake. (the more decorated and enticing, the better!)

Three actors. (Prompt three students before the class, or enlist helpers. For the complete conversation, see ‘Procedure’ on the next page.)

1. One will say the name of the person he thinks made the cake. (It could be the mother, the teacher or someone else whom everyone knows.)
2. The second will say, ‘No, she bought it at the bakery.’
The problem: ‘Which is true?’
3. The third will stay outside the room until the discussion of the clues (below) has finished, and will come in and reveal that he was the eyewitness, who clinches the solution to the mystery.
(Because of time constraints, you can perform one part and enlist another teacher or helper to play the other two parts.)

3x5 index cards. On each card, write a clue. (Or you can skip the cards and simply carry on a dialogue with the other teacher or helper.) You can make up your own clues, but some suggestions include the following:

[Name of the suspected cake maker] loves to cook, and she often bakes cakes.

The bakery near your home had a special sale on cakes today.

There was a mixing bowl and spoons and a pan in the dishwasher this morning.

This cake is more beautiful than the cakes she usually makes.

She has recently taken a cake-decorating course.

Ten dollars is missing from her wallet.

The flour canister is empty and some flour has been spilled on the floor.

Jerry saw her in town this afternoon, only two blocks from the bakery.

You saw a cake in the bakery yesterday that looked like this cake.

Procedure: (Note: The italic type represents what the parent or teacher may want to say to the class by way of explanation. You may simply read this to the class or rephrase it in your own words and add other explanatory information.)

1. (Present the cake to the group to admire.) *Look what I just found! Isn't it a beautiful cake? Who made this cake—does anyone know?* One student (prompted earlier by you) will say the name of someone who may have made the cake. Another will say the cake was bought at the bakery.
2. *How do we know which is true? Are there any clues?* (Pick up the stack of index cards with the clues on them.) *Scientists would call this 'data.' What observations can we conclude about this situation from these clue cards?*
3. Go through the index cards with the clues on them. Ask the class to say which hypothesis each clue card favors. Keep score on the board.
4. *Well, we've gone through both sets of cards and made our observations. Both choices seem plausible. How can we know?* Now your final 'planted' actor comes into the room and announces to the person who allegedly made the cake, 'It was great seeing you this afternoon when you came into the bakery and bought that yummy-looking cake. I came over for a piece of that cake.'
5. Ask them, *What is so important about this last development?* They should see that an eyewitness report (if it is a credible eyewitness) is much more valuable than a bunch of clues that can be interpreted in different ways.
6. Ask them, *What does this have to do with the creation of the world?* (Give them a chance to answer.) *When it comes to the creation of the world, we often hear more than one idea about how it happened.* (You can let them tell you what they have heard—the two basic views are that God created the world or it happened by chance through evolution.) *There is more than one story of how things got here, and each has evidence you can see, and each can be pretty persuasive. But was there an eyewitness to Creation?* (They should be able to tell you that only God would know, and He told us in the Bible.) *The only eyewitness report is found in the Bible. That should be our final evaluation of what is true. The truth is found in God's Word. It is the only truth that is fully reliable. It should settle the mystery of how the world and all that is in it came to be.*

You can then eat the cake for snack time!

There is more than one way to look at your world

1

Worldview puzzle template*

A	WAY	OF	LOOKING
AT	THE	TOTAL	WORLD

A	WAY	OF	LOOKING
AT	THE	TOTAL	WORLD

A	WAY	OF	LOOKING
AT	THE	TOTAL	WORLD

A	WAY	OF	LOOKING
AT	THE	TOTAL	WORLD

A	WAY	OF	LOOKING
AT	THE	TOTAL	WORLD

*This activity is used by permission of Summit Ministries, found in their curriculum *Worldviews in Focus: Thinking like a Christian* by David Noebel and Chuck Edwards, Summit Ministries, 1999. Summit Press, PO Box 207, Manitou Springs, Colorado 80829.

It All Begins With
Genesis LESSON
2

The foundation for your worldview is Genesis

Scripture: Psalm 11:3; selected passages from Genesis 3–11

Suggested memory verse (choose one): Psalm 11:3; Genesis 1:1

What this lesson is about:

This lesson teaches that Genesis is the foundation for the biblical worldview. When a foundation is destroyed, the entire building tumbles. The lesson also introduces the inductive study principle of the overview, and leads the students in a simple overview of Genesis 1–11.

7C's Connection: Creation, Corruption, Catastrophe, Confusion

Goals for the lesson: The student should

- be able to give a definition of 'worldview.'
- have a beginning understanding of foundations and why Genesis is foundational.
- know the four main events of Genesis 1–11.

Preparation for lesson:

- Work through the student's lesson 2.
- Prepare a bulletin board with the information about worldviews presented in last week's lesson. (You could include definitions given in the lesson, worldview questions and pictures of many different people looking at the world.)
- 'Props' for lesson: building blocks and toy house, toy helicopter or photograph of flyover view and toy eyeglasses with different colors of 'glass.'

Plan for lesson:

- **Review** last's week concept of *worldviews*. Give out the toy eyeglasses and ask the students what color different objects appear to be. After they 'see' different colors, use this as a springboard to talk about the worldview lesson from last week. Use the bulletin board to review the definition of worldview and the kind of questions answered by the worldview.
- Tell the students that they will be studying Genesis this year, because Genesis is the foundation of the biblical worldview. You might illustrate the foundational nature of Genesis by using building blocks and a toy house. Have a house perched on a big foundation and then invite a student to knock out the foundation from underneath.

- Ask students if they know why Genesis is called the *foundation* of Scripture. If they can't tell you, wait until they have finished their class work and then discuss it with them. Discuss Psalm 11:3 and ask them about the consequences of having a foundation removed.
- Tell your students that they will be learning *inductive Bible study* while they study Genesis. They will learn all about what 'inductive' actually means next week, but today they will begin by doing the first step of inductive study.
- Explain what an *overview* is and why it is necessary when you study Scripture. An overview is like flying over something in a helicopter—it gives you the 'big picture' and helps you to see how the different pieces all fit together. If you have an aerial photograph, you can show how the overview enables you to see what is there and how things fit together. They need to see how they can't see all of those things from the ground perspective.
- **Class work.** Show the students the chart that they need to complete (on page 9 of their workbooks), and tell them that they are to look for the four main events of the first 11 chapters of Genesis. Let them look up the Scriptures in their Bibles and fill in the chart. Then they can draw a picture to represent each event. The four major events they should identify: the Creation, the Flood, the Fall, the nations. (Depending upon your time and number of students involved, you may wish to assign one verse for each student to look up and read as you prompt them. The group as a whole can identify the event being described.)
- **Discussion.** Look at each major event described in Genesis and ask the students how these things could be explained if they didn't have Genesis.

Chapters 1–2 (Creation of all things, establishment of marriage, man's dominion over earth) If we had no Genesis, we would have to explain creation with some kind of evolutionary scenario, marriage would not necessarily be between a man and a woman (homosexuality, no covenantal marriage, etc.), and man would be on same level as animals ('animal rights').

Chapters 3–5 (The Fall of mankind, results of the Fall—including murder and death) If we had no Genesis, we would have no way to explain death, pain, sorrow, evil, thorns and thistles in the world.

Chapters 6–9 (The Flood) If we had no Genesis, then billions of fossils deposited in the Flood would have to be explained naturalistically, we would not understand God as a Judge, and we would underestimate the power of God.

Chapters 10–11 (Babel, descendants of the sons of Noah, origin of languages and nations) If we had no Genesis, we would not know the origin of people groups and languages; some people would consider racism justifiable.

If you have additional time . . .

Suggestions for augmenting lessons (home school, day school)

Suggested addition: five more sessions

It would be helpful to do a complete overview of Genesis 1–11, if you have the time. Using the student observation sheets, instruct students to read each chapter and pick out the *who* (people in the chapter), *what* (events in the chapter) and *where* (geographical allusions) of each chapter. Then summarize the theme of each chapter and draw a picture of the main event in the chapter.

You could break it down:

- Session 1: chapters 1–2**
- Session 2: chapters 3–5**
- Session 3: chapters 6–8**
- Session 4: chapters 9–11**
- Session 5: summary and review**

Ask the students what would be missing from our understanding of our faith if we didn't have Genesis. Ask them what worldview questions will be answered by studying Genesis. Create a time-line bulletin board.

Older students would probably benefit from watching Dr. Kurt Wise's video lesson 1 from the adult Precept course Genesis 1.

Other valuable resources include Ken Ham's talk 'Is Genesis relevant today?' (a 30-minute video in the seminar series *Answers ... with Ken Ham*) and *Demolishing Strongholds* sessions 1 and 2, available on DVD from www.AnswersInGenesis.org.