

Helping kids answer questions about their faith

# Answers BIBLE CURRICULUM for Kids



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answersingenesis

Petersburg, Kentucky, USA

by Stacia McKeever & illustrated by Dan Lietha

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# About the Authors

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**Dan Lietha** has been drawing since he was a child. He graduated in 1987 from the Joe Kubert School of Cartoon and Graphic Art and has been a full-time professional cartoonist since 1991. Since joining the Answers in Genesis staff in 1997, he has illustrated several books (including *A is for Adam*, *When Dragons’ Hearts Were Good*, and *The Great Dinosaur Mystery Solved!*), created comic strips for the AiG newsletter and website, and produced countless illustrations which the AiG speakers use to effectively communicate the message that God’s Word can be trusted from the beginning. Dan, his wife Marcia, and their daughter Hannah currently reside in the Greater Cincinnati Area.



# Introduction

The *Answers For Kids* curriculum is a 30-lesson apologetics program for upper elementary students. It may be used as a Sunday school curriculum, a Christian school or homeschool course, or for family devotions. Our goal is to help children develop a truly biblical worldview, and provide answers to the questions that children have about the Bible, history, and science.

## Seven C's of History

The *Answers For Kids* curriculum begins by teaching children about the Seven C's of History—seven foundational events from the beginning to the end of time. We help children develop a biblical worldview and see how these events have affected (or will affect) the world in which we live.

We recommend posting the *Seven C's of History Timeline* in your classroom so that you can refer to it while teaching. This will reinforce the Seven C's, and show students that the events and topics they are learning about connect with real history, and are not just "Bible stories."

Following these first eleven foundational lessons, students will begin to explore questions about the Bible, the earth, creation, evolution, dinosaurs, etc. We want to help young students see how the Bible relates to all of life, and how biblical history (as taught in the Seven C's) helps explain the world in which we live today.

## LESSON COMPONENTS

1. Lesson Time: We trust these lessons will help you to teach children to uphold the Bible's authority and to answer the questions that are hurled at them by today's increasingly evolutionized culture. In various places throughout the lessons, we suggest having children read a verse or paragraph out loud. Please feel free to modify this idea according to the abilities of your students or your constraints as a teacher. **Illustrations** are marked as such. **Bolded** sentences are to be read to students. Non-bolded sentences are notes to the teacher.
2. Activity Ideas: This section provides suggested ideas for activities for you to incorporate into the lessons, as you have time.
3. Extension Activities: For those interested in using *Answers for Kids* as a springboard to discussing other topics, or as part of a homeschool unit study, we have provided additional study ideas.
4. Recommended Resources: This section provides a list of materials that supplement the topic being discussed.
5. Internet Links: Online articles are mentioned throughout the lessons so that you can find more information on the topics discussed. All of these articles are organized by lesson and posted at the online Teacher's Resource Page: [www.AnswersInGenesis.org/go/AnswersForKids](http://www.AnswersInGenesis.org/go/AnswersForKids).
6. CD-ROMs: The *Answers for Kids* Song CD contains all of the songs that are used in the lessons. The Teacher Resource CD-ROM contains the illustrations and handouts that will be used throughout this curriculum. You may wish to use the illustrations in a digital presentation (such as PowerPoint), or simply print them out on transparencies or on plain paper.
7. Student Handouts: You will need one set of student handouts per child in your class (there is one student handout per lesson, and several wall charts—these are not included on the CD-ROM). We have included one complete set in the back of this Teacher's Manual—additional sets are available from [www.AnswersBookstore.com](http://www.AnswersBookstore.com).

## Verse Review Ideas

Each lesson contains a suggested memory verse for each week. We have listed just a few of the many ways to help the students learn the Scripture passages.

- Write the verse on a chalk or white board. Have students repeat it together. Erase a word and repeat it again. Continue to do this until you've erased the entire verse.
- Make a song out of the verse—make up your own tune, or use the tune of a familiar song.
- Write each word of the verse on an index card and have children put the cards in order (if you have a large class, you may want to make several sets of the verse).
- Ask for volunteers to say the verse without looking at it—have the other students follow along and help the volunteer when he needs it.

## Scripture Reading Ideas

This curriculum is based heavily around reading passages from the Bible. There are several ways you might do this (depending on your constraints as a teacher, the class time you have, etc.):

- Choose one student to read the entire verse assignment.
- Choose one student to begin reading, and have each student read a verse or two in turn.
- Assign parts to students, e.g., narrator, Adam, Eve.
- Read the passage while students follow along.
- Have students read the passage silently.

We trust this curriculum will be a blessing and encouragement to you and those in your class. If you have any questions or comments, please email us at [education@answersingenesis.org](mailto:education@answersingenesis.org).

## Evaluation Form

At Answers in Genesis we are committed to producing high-quality resources that help believers proclaim and defend their faith. But we rely on your input for continued success. Please take a few minutes to give us your feedback on the *Answers for Kids* curriculum. There is an evaluation form on the CD-ROM. Please print this out, fill it out as completely as possible, and send it back to us. As a thank you for returning this evaluation, you will receive 10% off of a future purchase at our online bookstore (see bottom of evaluation form for details).

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**Teacher Manual**

by Stacia McKeever & illustrated by Dan Lietha



## Lesson 1



# Creation part 1

IN SIX DAYS . . . C. 4004 BC

### Scripture

Genesis 1:1–2:3

### Memory verse

Genesis 1:1

### Lesson Truths

- God is the Creator of everything
- God is good; everything He made was “very good”
- God created in six normal-length days, about 6,000 years ago

### Visuals & Materials

Flashlight, small ball;  
from CDs: Illustrations  
1-00–1-10, L1a, L1b, L1c,  
Memory Verse graphic, *The  
Seven C's of History* (song)

### Preparation

1. Read “Could God Really Have Created Everything in Six Days?” at the online Teacher’s Resource Page ([www.AnswersInGenesis.org/go/AnswersForKids](http://www.AnswersInGenesis.org/go/AnswersForKids))
2. Study the Scripture passage for this week
3. Review the lesson before class so that you are familiar with the content
4. Pray that God will open the eyes and hearts of your students to glorify Him as Creator and understand the importance of taking His Word as written

# Lesson 1

## Lesson Overview

Some people believe the universe is billions of years old. It is often pictured as coming from the result of a giant explosion—the big bang. These people believe that all living things (and we ourselves!) came from a series of accidents (mutations) happening gradually over millions of years. Others believe that God used evolution to “create” over millions of years. Still others believe that God created progressively over millions of years.

But these views do not agree with the biblical record. These are the views that we need to “tear down” in the minds of our children. In their place, we need to “build up” the truth that the Bible, God’s Word to us, records the true history of the universe. It gives a completely different account of how everything came to be and what has happened since then. The Bible reveals that God didn’t use evolution to create and that the earth isn’t millions of years old. In this lesson, children will learn that God created all things in six actual days and that the original creation was “very good.”

## Lesson Time

### Welcome

Welcome students to class, open in prayer, etc.

### How We Know about Events that Happened in the Past

**How many of you know your birth date?** Wait for answers. **Of course you do—but how do you know which day it is? Can you remember back that far?** Wait for answers—parents told me, etc. **Of course, you can’t remember the event, but at least one of your parents was there, and probably a doctor and nurses, and one of them recorded the date for you. They were eyewitnesses to the event of your birth—they saw it happen, didn’t they? So they know when you were born, and hopefully you can trust them to tell you the truth about that day.**

**What about other events that have happened in the past? For example, the Civil War. How do you know the Civil War actually happened?** Wait for answers: learned about it at school, watched a TV program/movie, read about it in history books, etc. **Where did the information in those television shows or history books come from?** Wait for answers. **It mainly came from eyewitnesses to the events—either they wrote down what they experienced, or told other people what happened, and those people repeated it to others who repeated it, and so on. Sometimes, however, the original accounts have been changed over time, or the person who witnessed the event wanted to tell the story in a particular way to make himself look better, or the witness saw only part of the event.**

What about events that have happened even farther back in history—events that happened thousands of years ago? What we need is an eyewitness who always tells the truth, who can never lie, and who has been around at least since the beginning. Can you think of anyone like that? God. Right—God has been orchestrating events since before the beginning. What do we call the collection of 66 books in which He has recorded what He wants us to know? The Bible. Right—the Bible. Since God never lies, we can trust the Bible to tell us the truth concerning the events God tells us about.

Illustration 1-01. In fact, we could call the Bible “The History Book of the Universe.”

## The Seven C’s of History and the First C: Creation

Over the next few months, we’re going to be learning about seven major events that the Bible tells us about that have affected—and one that *will* affect—the history of the world

Illustration 1-02. These events are **Creation, Corruption, Catastrophe, Confusion, Christ, Cross, and Consummation**. Have students review the words with you a few times. You may not understand what each word means right now, but we’ll learn about them as we go along. Today we’re going to begin with the first C, Creation.

Pass out the student handouts for this week, and have students turn to the back side of the page, *The First Six Days Are History!* Read through this page with the students as an introduction to this topic.

Like we read in the cartoon, some people say we’re not to believe that the first couple chapters of Genesis record actual history. However, God knows what He did, and we can trust Him to tell us the truth. Today and next week, we’re going to learn a bit more about what the Bible says happened on the first six days of history.

## Day One of Creation

Have students open their Bibles to Genesis 1. Read Genesis 1:1–5 together.

Illustration 1-03. What did God create on the first day? Light, earth, day-and-night cycle. God created light, and a day-and-night cycle, but does this set of verses mention anything about the sun? Wait for answer: no. Right—God created only light on this day—not the sun. He created the sun three days later. Today, the sun gives us light during the day, and the moon gives light during the night. So, in the beginning, how could there be day and night without the sun? Let’s find out.

Actually, we have figured out that all it takes to have a day and night is a rotating earth that is spinning and light coming from one direction. The Bible tells us clearly that God created light on the first day, as well as the earth. Use a flashlight and small ball to

# Lesson 1

illustrate. Turn the flashlight on, direct it at the ball, and then begin rotating the ball—where the light hits the ball is “day” and where it doesn’t is “night.” **We can figure out that the earth was already rotating in space on the first day and that light was shining on it—so in the beginning, there was still day and night, even though there wasn’t any sun yet.**

**There are some people who believe that the sun is the source of all life. However, does the Bible teach this? Wait for answers. No; in fact, God seems to be making a very big point that He is the Creator of everything—including the sun, which He didn’t create until later. God doesn’t “need” the sun in order to create life. In fact, He warns against worshipping it.** Have the students turn to Deuteronomy 4:15–19 and choose a student to read it.

## Day Two of Creation

**Okay, let’s find out what God created on the second day.** Have students turn back to Genesis 1:6–8, and choose a student to read the passage.

**Illustration 1-04.** The first thing He did on this day was to create an expanse that separated the waters above the earth from the waters that were on the earth. This is when He formed the atmosphere that would be needed to support the life that He would soon create. Can anyone tell me what the atmosphere is? Wait for answers. **It’s the stuff that we breathe in. Everyone take a deep breath. Okay, now let it out. That “stuff” that we just breathed in is called the atmosphere. God knew we would need to breathe, so He created stuff for us to breathe on the second day.** [See Note 1 on page 20.]

## Day Three of Creation

**Let’s move on to the third day.** Read Genesis 1:9–13 together.

**Illustration 1-05.** What happened during the third day? Wait for answers. **Right; dry land appeared with all the dirt that plants need to grow in, and God then created the various kinds of plants. Why? Wait for answers. God knew that the animals and humans He would create later in the week would need something to eat, so He created plants for them to eat and enjoy. God was taking care of His creation, wasn’t He? He made the atmosphere so we could breathe, and plants so we could eat!** [See Note 2 on page 20.]

## Day Four of Creation

Read Genesis 1:14–19 together.

**Illustration 1-06.** Why did God create the sun, moon, and stars on the fourth day? Wait for answers. **Again, He did it for us—the sun gives us light and warmth during the day, and the moon gives us light during the night. The stars mark off signs and seasons, although the seasons we have today are probably more extreme than they were in the**

beginning. In fact, God not only created the stars, but He also gave them names! Let's turn to Isaiah 40:26. Choose a student to read this verse. **The Bible also talks about God's power over the stars in Job 38.** Have students turn to Job 38:31–32. **And it tells us that the heavens declare His glory.** Read Psalm 19:1–4.

**Illustration 1-07.** He also created the rest of the planets and other stellar bodies on this day. [See Note 3 on page 20.]

## Day Five of Creation

**Illustration 1-08.** Okay, let's move on to the fifth day. Read Genesis 1:20–23 together. **What kinds of creatures live in the seas?** Wait for answers: whales, octopi, starfish, sea cucumbers, fish, coral, etc.

**Illustration 1-09.** Use this illustration to encourage students to also list plesiosaurs. **What type of creature is this?** Many will know it's a plesiosaur—be sure they understand that this type of creature was created on the same day as all the other sea creatures (*not* millions of years ago) and lived along with fish, whales, etc. in the beginning.

**What types of creatures fly in the air?** Birds, bats, etc.

**Illustration 1-10.** Use this illustration to encourage students to realize that this type of creature was also created on this day, along with all other flying things. **What type of creature is this?** Pteranodon.

**There are some people who believe that land animals eventually turned into birds and whales, but is that what the Bible teaches?** Encourage students to see that land animals were created *after* flying and sea creatures.

**What should we do when we hear this type of thing—maybe from our teachers, or textbooks, or TV, or a movie?** Encourage the students to see that we can know that such stories aren't true, because the only eyewitness has told us that birds and whales were created a day before the land animals were created.

## Review and Prayer

Review the memory verse for this week: Genesis 1:1. Pray with your students, praising God as Creator and thanking Him for His amazing creation.

**Next week we are going to look at the sixth day of creation, what kinds of animals were created, and how man was specially created.**

# Lesson 1

## Discussion Questions

1. In this first series of lessons, we're discussing the Seven C's of History—seven major events that have affected (or will affect) the world. How did the first C, Creation, affect the world?

**Answer:** Creation was the beginning of everything!

2. What is our month based on?

**Answer:** The movement of the moon around the earth.

3. What is our year based on?

**Answer:** The movement of the earth around the sun.

4. The way the earth is tilted in space determines our seasons, but what determines that a week is seven days long?

**Answer:** The account in Genesis (have them recite Exodus 20:11).

5. When did plesiosaurs and pteranadons first appear on earth?

**Answer:** On Day Five of creation, about 6,000 years ago—not millions of years before humans. (We are going to learn a lot more about dinosaurs in one of our later lessons.)

## Activity Ideas

1. Start a "Days of Creation" booklet. Have the students draw pictures of the major events of each day. Use handout L1a. Or use L1b and have students color in the days.
2. Start a timeline on a large sheet of paper (e.g., the kind used to cover tables). Mark off six millennia, perhaps to the scale of 1,000 years=1 foot or 1,000 years=2 feet (whatever you decide based on the space available). During this lesson, label "Creation, 4004 BC" and "Today, AD 2000." (See lesson 16 for help in determining the age of the earth.) Have students choose a creation day to illustrate, or makes copies of L1b, cut each day apart, and pass out the different days to students (depending on your class size, there will be duplication of days). Have them color a day. Tape or glue the various days to the timeline under "Creation." We'll be adding to the timeline each week during the Seven C's lessons.

## Extension Activities

These are ideas you can use to supplement your discussion of the various days of creation.

### Physics (Day 1)

Spend some time studying the nature of light. See “What is Light?” on the online Teacher’s Resource Page for a simple explanation on the nature of light. Volume 2 (experiment 5) of *Science and the Bible* provides a neat experiment on light.

Use a concordance to find out what else the Bible has to say about light.

Find out more about gravity—the attractive force between all objects. Who is the One who truly holds all things together? See “Gravity: The Mystery Force” at the online Teacher’s Resource Page. Volume 1 (experiment 22) of *Science and the Bible* offers a simple experiment that illustrates the effects of gravity.

### Angels (Day 1)

When did God create the angels? When did Satan fall? See “Demons on a Leash” at the online Teacher’s Resource Page for some insights.

### Chemistry (Day 2)

Spend some time studying the properties of water. See chapter 10 of *Exploring the World of Chemistry* for help. Volumes 1 (experiment 30), 2 (experiment 26), and 3 (experiment 30) of *Science and the Bible* offer great simple experiments that will help in discussing this topic.

### Botany (Day 3)

Learn about some of the amazing design features found in the plant world from the “Get Answers: Botany” section of the Answers in Genesis Website (use the link on the online Teacher’s Resource Page at [www.AnswersInGenesis.org/go/AnswersForKids](http://www.AnswersInGenesis.org/go/AnswersForKids)). What is photosynthesis? (See chapter 7 of *Exploring the World Around You*.) Take a walk outside and collect different plant specimens, then press and dry them. Once dry, glue them onto different sheets of paper and write a brief description beneath or beside each plant. Start a garden (outside if you have the space, or inside in pots).

### Astronomy (Day 4)

How do the heavens “declare the glory of God” (Psalm 19:1)? Visit the “Get Answers: Astronomy” section of the AiG website for some ideas. Put together a booklet with brief summaries and pictures of your findings. What is wrong with the big bang idea? See “What Are Some of the Problems With the Big Bang Hypothesis?” at the online Teacher’s Resource Page.

# Lesson 1

## Recommended Resources

*The Answers Book for Kids*, volume 1 (book for children)

*Exploring Planet Earth* (textbook for children)

*Exploring the World Around You* (textbook for children)

*Exploring the World of Chemistry* (textbook for children)

*Science and the Bible*, volumes 1–3

*Six Short Days!* (DVD for children)

Available from [www.AnswersBookstore.com](http://www.AnswersBookstore.com) or by calling 1-800-778-3390.

## Notes

1. If you are familiar with the “vapor canopy” model, please note that many creation scientists have abandoned the vapor canopy model or no longer see any need for such a concept. For more information, read “Noah’s Flood: Where Did the Water Come From?” at the online Teacher’s Resource Page.
2. The creation of plants on Day 3—before the sun and animals—is contrary to the beliefs of evolutionists and other “long-agers” who teach that plants arose long after the sun came into existence.

Are plants “alive”? The Bible makes a clear distinction between the status of plants and animals. Plants are not alive in the biblical sense. People and animals are described in Genesis as having, or being, *nephesh* (Hebrew)—see Genesis 1:20–21, 24, where *nephesh chayyah* is translated “living creatures,” and Genesis 2:7, where Adam became a “living soul” (*nephesh chayyah*). *Nephesh* conveys the basic idea of a “breathing creature.” It is also used widely in the Old Testament, in combination with other words, to convey emotions, feelings, etc. Perhaps *nephesh* refers to life with a certain level of consciousness. Plants do not have such *nephesh*, so Adam eating a carrot did not involve “death” in the biblical sense.

3. Some people ask, “If the universe is only a few thousand years old, then how can we see light from stars that are over one billion light-years away?” There are several possible answers to this question, and creation scientists are actively researching this topic. See “Does Distant Starlight Prove the Universe Is Old?” at the online Teacher’s Resource Page for more information.

NAME \_\_\_\_\_



“The Seven C’s of History” (Creation, Corruption, Catastrophe, Confusion, Christ, Cross, Consummation) help us remember the big events which have affected—and will affect—the history of the universe.

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

The first “C” is the Creation of all things. In the book of Genesis (which means “beginnings”), God tells us He created everything in six days.

Let’s take a quick look at what happened on each of those six days.



**Day 1**—God says, “Let there be light” and there is! He separates the light from the darkness and calls the light “Day” and the darkness “Night.” This light comes from a source other than the sun—the sun isn’t created until Day 4.



**Day 2**—God makes an expanse (something “stretched out,” like a space) and separates the waters above the expanse from the waters below.



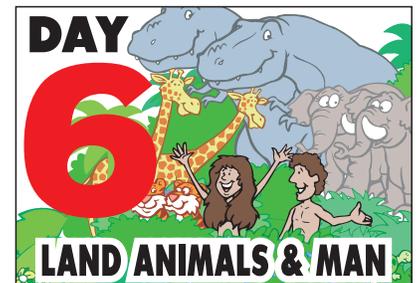
**Day 3**—God causes the waters under the expanse to come together, so that dry ground appears. Then He tells the land to bring forth plants and trees.



**Day 4**—God makes the sun, the moon, and the stars. These are to serve as signs to mark seasons, days, and years. The sun and moon will rule the day and night, which cycle began on Day 1.



**Day 5** God creates the animals which live in water and those which fly in the air.



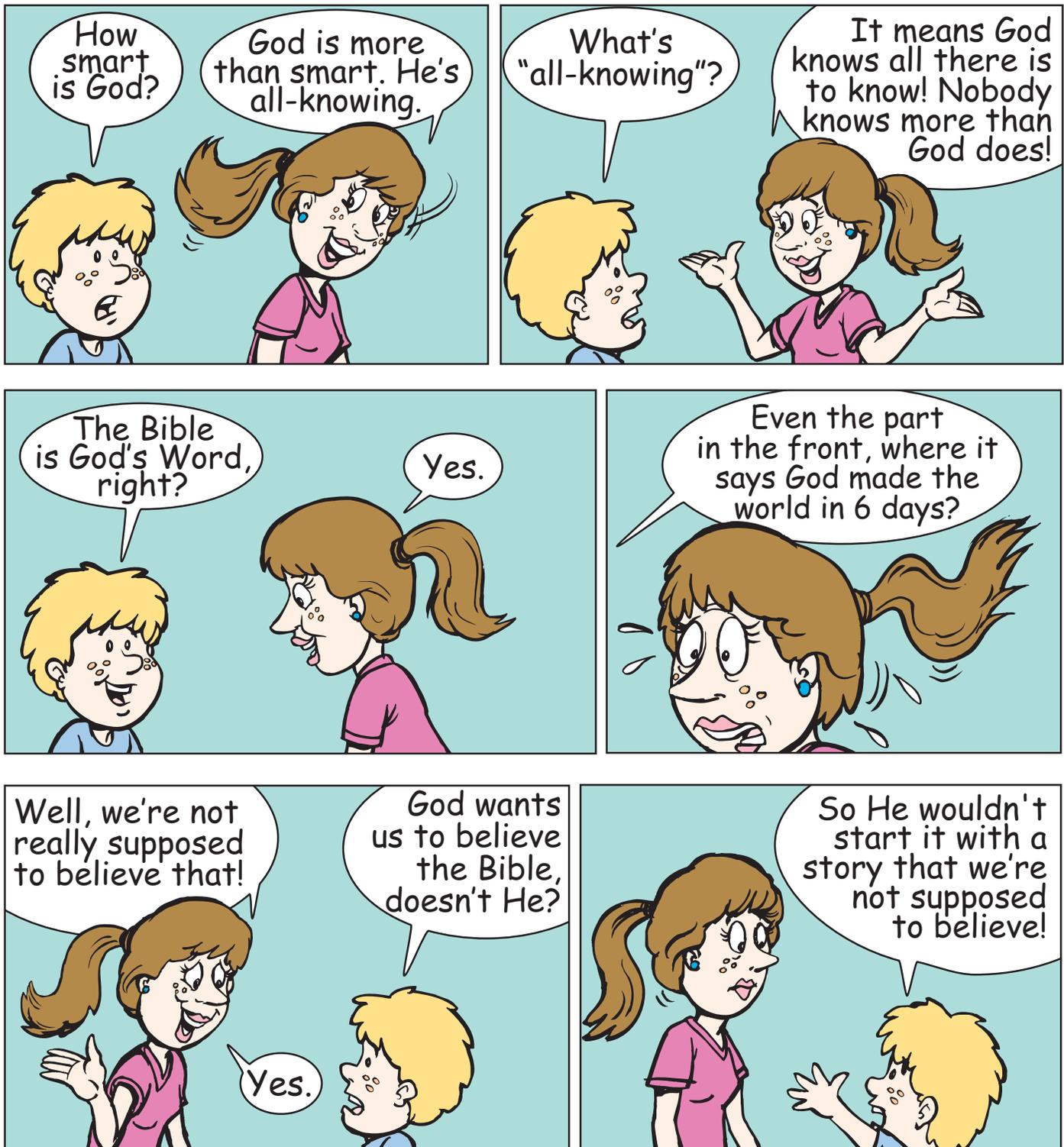
**Day 6** God creates the land animals, including the dinosaurs, and—His most special creation—humanity. Adam and Eve are the first people—the great, great, great . . . grandparents of us all! God gave them—and the animals—plants to eat.

When God had completely finished creating, He labeled all He had done as “very good.” What would a “very good” creation be like? Imagine a place with no death, no violence, no disease, no sickness, no fear. Sounds like a great place to live!

**Day 7**—God “rests”—or stops—His work of creation. Now He keeps upholding His creation (Colossians 1:17).

God created all things in six days and rested on the seventh. This became the first “week.” Today, we follow this example by working for six days and resting for one!

# The first six days are history!



There are those who say the first few chapters in Genesis are merely fairy tales with some truth. However, since God is "all knowing" and since He wrote the original book of Genesis, He should know how and when He created. He says "six days," so it must be "six days"!