

# Teacher's Lesson 7

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## The Days of Creation: A closer look at Days 4-6

**Scripture:** Genesis 1; Psalm 19:1; 104:1–2; Revelation 21:23–24; Psalm 147:4

**Suggested memory verse:** Psalm 19:1 or any verse from Genesis 1

### What this lesson is about:

This lesson looks closely at Days 4–6 of Creation, encouraging the student to visualize what the Bible teaches about the events of each Day. The lesson deals with the tough question concerning the light before the creation of the sun, and it also addresses the naturalistic and Biblical worldview questions about life and created kinds.

**Goals for the lesson:** The student should

- know what happened on Days 4–6 of Creation.
- understand these events as Biblical truth, not myth.
- be able to describe the two different worldviews and their approach to the origin of life.
- know the difference between an ‘evolutionary tree’ and a ‘creationist orchard.’

### Preparation for lesson:

- Work through student's lesson 7.
- ‘Props’ needed for lesson:

Student drawings for Days 1–3, placed on the time-line bulletin board

Forms to give selected students for Days 4–6 (more information below)

Two sets of eyeglasses, one pair to represent the Biblical and one to represent the naturalistic worldview

Word study sign ‘*bara*’ and ‘*min*’ for the word study section of the inductive study bulletin board

Trees and animal cutouts for the baraminology (created kinds) exercise, to go on the bulletin board (available on the CD that comes with this curriculum)

### Plan for lesson:

- **Review** the first three Days of Creation. Post the student drawings from last week on the time-line bulletin board. (Don't include drawings with errors, e.g. a shining sun on Day 1. See if the class can spot the errors on these drawings.)

- **Teaching.** Tell students that there seems to be a dilemma. Ask, ‘When did God create light?’ and ‘When did God create the sun? Do we have a problem?’ Tell them we’ll discuss this commonly mentioned problem after they have looked at some Scripture.
- **Class work.** Have the students work through the questions about the purposes of the lights and Psalm 19:1 (the first page of their lesson).
- **Discuss** what they learned from the Scripture. Ask them why God created the universe, according to Genesis 1:14–19 and Psalm 19:1.

God had a purpose for the lights: separation of day and night, signs, seasons, days and years, and to give light to the Earth.

Psalm 19 helps us to see that the heavens themselves show the glory of God. Ask what we learn about God when we look at the night sky.

- **Teaching.** Discuss the various ways people explain the question of the light created on Day 1 and the sun/moon/stars on Day 4.

Various explanations:

1. Shows this is just a myth, a ‘story’ that has no basis in historical truth.
  2. The sun/moon/stars were actually created on Day 1, but there was a fog or haze and they weren’t actually seen until Day 4. (The Hebrew simply doesn’t allow this interpretation.)
  3. The Days of Creation are not to be understood chronologically—they serve a literary function, as a ‘framework’ of Creation not meant to be literal.
  4. God does not need the sun and moon and other light bearers to provide light. He is the source of light.
- **Class work with discussion.** You may wish to work with the students on the second page of their lesson, discussing the content together as you go. (What you do here will depend partly on the time you have available.) Ask them to think about the various explanations as they read Psalm 104 and then Revelation 21:23 and 22:5.

You might ask how Psalm 104 answers that question.

They should be able to tell you that the Lord does not need the sun for light; indeed, there will be no sun in the new heavens and Earth. The Lord Himself is the source of light and, no matter how He did it, it did not require the sun.

Ask, 'What do we learn from Revelation?' (*There will be no need for the sun in the new creation because the glory of God gives the light.*)

You may also wish to discuss the historical context of Genesis. The book was originally written to slaves just come from Egypt. The Egyptians had a whole pantheon of gods, but the chief god worshipped in Egypt was the sun. It is interesting to speculate that God knew people would some day worship the sun, and He so ordered events in His Creation that people would have no way to think of the sun as the source of all light in the creation.

Ask, 'What is so amazing about **Psalm 147:4**?' (*No man can count all the stars, yet God not only knows how many there are, but He has given names to them.*)

- **Class work. Draw Day 4 of Creation.** (Selected students will draw on the sheets to be posted on the bulletin board; others will draw in their workbooks.)
- **Review.** Using the two large eyeglasses, ask your students if they remember how to define a worldview. Teach the content found on page 38 of their lesson. Define the difference between Biblical and naturalistic worldviews.
- **Class work.** Day 5. Assign the questions beginning on the bottom of page 38 of the lesson. What happened on Day 5? What is the repeated phrase? How many times is it repeated? What is God trying to tell us?
- **Discuss.** Discuss (using the eyeglasses) the two worldviews regarding the creation of the different kinds of life.

First explain about the evolutionary tree (using naturalistic eyeglasses). You could draw a tree on the board and ask if anyone knows the evolutionary progression of this proposed tree (single-celled creatures, sea creatures, amphibians, reptiles, birds, mammals, man). You could ask if this is the same order that they studied for Days 3–5 of Creation.

Now put on the Biblical eyeglasses. Show the students a sign with *bara* and *min*. Discuss the two Hebrew words that mean 'created kind.' Introduce the word 'baraminology' and tell students that this is a new science, one that is classifying living things according to their kinds rather than the current classification system

(species/genus/family, etc.) assigned by evolutionary theory.

- **Activity.** Build a creationist orchard on the time-line bulletin board. Place the four trees in the Creation section. (Instructions for this activity are found at the end of this lesson.)
- **Class work. Draw Day 5 of Creation.** (Selected students will draw on the sheets to be posted on the bulletin board; others will draw in their workbooks.)
- **Draw Day 6 of Creation.** Tell the students this Day will be studied in detail later. For today, merely draw the pictures.

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### **If you have additional time ...**

#### **Suggestions for augmenting lessons (home school, day school)**

Four or five extra sessions would be helpful for this lesson.

There is much to discuss for each Day of Creation. Also, a review of the concept of worldviews, introduced earlier, would be helpful, because this is the first mention of naturalistic and Biblical worldviews.

An entire session of the game Zonk would be helpful to review Genesis 1 and all the information about inductive study. Instructions for playing the game Zonk are found at this end of this lesson.

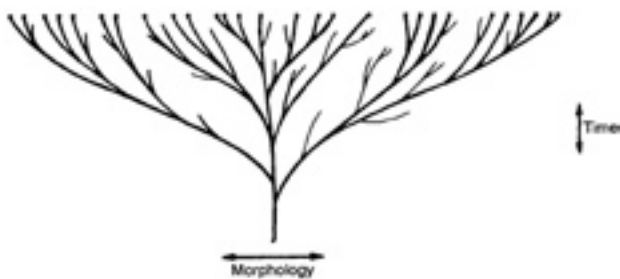
Dr Kurt Wise's lecture 4 'The Days of Creation: a closer look' (Precept Ministries) would add to what students have already learned.

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### Activity: creationist orchard

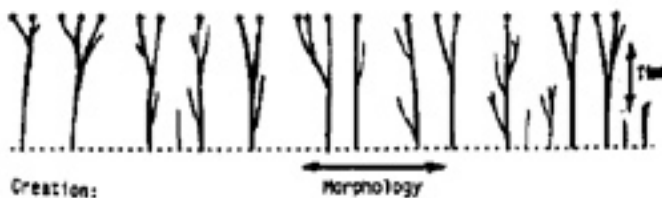
As we look at the world around us, we see an amazing diversity of life. People have sought to classify these different organisms into groups in order to study them better. Those who have an evolutionary understanding of life would suggest that all organisms are one big family. All are part of one big tree. All classification systems we presently see in textbooks reflect this evolutionary presupposition.

### Evolutionary tree



However, the Bible seems to teach that God created a certain number of distinct 'kinds' of organisms. Each of these Biblical 'kinds' would be unrelated to other Biblical 'kinds.' Instead of an evolutionary 'tree,' we would have an orchard of trees. Within each tree in the orchard would be a variety of related species. Creationists are currently working on a new classification system that would reflect this understanding. The study of created kinds is known as 'baraminology.' The name is taken from two Hebrew words found in Genesis 1: '*bara*,' which means 'create,' and '*min*,' which means 'kind.'

### Creationist 'orchard'



This exercise will help your students to understand what a 'created kind' (or baramin) is, and they will observe the great number and diversity of organisms in each group.

**Materials needed:**

Pieces of poster board. Draw the trunk of a tree on each. Title them: Horse baramin, Cat baramin, Bird baramin, Dog baramin.

Clips of cats, birds, dogs and horses (available on the CD that goes with this curriculum, labeled 7-1). Cut out clips and mix them up. You may wish to put them in a zip-lock bag for safekeeping.

**Activity:** Distribute the mixed cutouts to the students. Allow them to tape or paste the animal onto its appropriate tree. (If you are using the ongoing time-line bulletin board, these trees can be placed under the 'creation' section.) Samples of animal clips are available on the CD included with this curriculum.

**Activity: Zonk**

Zonk is a fantastic review game, enjoyed by teachers and students everywhere. (We did not invent the game, and we would love to give credit to the person who did, but we have not been able to track down the game's inventor.) To play Zonk you need 52 3x5 cards labeled A–ZZ and another set of 52 cards labeled with a variety of points—100, 200, 300, 400 and 500, along with ten Zonk cards.

To set up your game board, randomly tape the cards on a board, with an alphabet card over each point value or Zonk card.

To play the game, the class is divided into two teams. We alternate which team goes first each week because the team going last has an advantage on continuing to add points. Ask the first team a Bible question, and if it is answered correctly, the child answering the question gets to choose a card on the board, such as CC. Then you lift the card off the board to see what is behind the card, whether points or a zonk.

The child has the choice of continuing to call out cards to accumulate points, as long as he does not get a zonk. If a zonk is picked, the team's turn is over and they lose all the points they have accumulated on their turn. They do not lose any points that are already recorded from a previous turn. A child may stop at any point in choosing cards. Whatever points have accumulated are recorded, as long as the child stops before choosing a zonk. It is now the next team's turn to answer a question. This is continued until all the questions are answered. The team that goes second gets the last question of the game. The team with the most points wins the game, of course.

You will need to come up with your own questions based on what you have covered in class. Some suggested questions are listed at the end of this lesson, but it is a *complete* list of questions about Genesis 1–2 and so it includes questions that have *not* yet been covered in the student workbook.

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
QQ	RR	SS	TT	UU
VV	WW	XX	YY	ZZ

### Activity: Jeopardy

Jeopardy is played by having questions labeled into categories of who, what, when/how, where and why, with at least five questions in each category. The easiest question is worth 100 points; the rest are 200 points, 300 points, 400 points or 500 points (the hardest question in each category). The game board is set up with the categories at the top of the board, and the 3x5 cards with point values are taped under each category.

To play the game the class is divided into two teams. The team that goes second always gets the last question. Someone on the first team tells you what category they want to try to answer and what point value they want. For example, the child may say ‘I want “why” for 200 points.’ The person in charge of the game will look on the question sheet and choose the 200-point question in the ‘why’ category. The question is asked, and if it is answered correctly, the team gets the point value they have chosen. After all the questions are asked, the team with the most points wins.

You will need to come up with your own questions based on what you have covered in class. Some suggested questions are listed at the end of this lesson, but it is a *complete* list of questions about Genesis 1–2 and so it includes questions that have *not* yet been covered in the student workbook.

Who?	What?	Why?	Where?	When? How?
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

**Questions on Genesis 1–2**

<p><b>100-point questions</b></p> <p><i>What</i> book of the Bible gives the foundation for a Biblical worldview?</p> <p><i>When</i> did God create light?</p> <p><i>What</i> is the worldview called when the person believes that everything came about by time, chance and natural laws and processes?</p> <p><i>What</i> is the worldview called that believes God is the Creator of all things and that the world reveals plan, purpose and intelligent design?</p> <p><i>What</i> warning did God give Adam after he was created and placed in the Garden?</p>
<p><b>200 points</b></p> <p>'Said' is repeated ten times in Genesis 1. <i>What</i> kind of word is it?</p> <p><i>What</i> do you call the beginning of a study, such as the first step in our study (when we looked at all the events of Genesis 1–11 as though we were flying over in a helicopter)?</p> <p><i>When</i> did God create the fish?</p> <p><i>When</i> did God create the birds?</p> <p><i>When</i> did God create man?</p> <p><i>How</i> would you define a 'presupposition'?</p> <p><i>What</i> are the are the six 'magic words' of inductive Bible study?</p> <p><i>When</i> did God create the expanse? (<i>Day 2</i>)</p> <p>Choose one: an australopithecine is an <i>ape</i> or <i>man</i>?</p>
<p><b>300 Points</b></p> <p><i>When</i> did God create the stars, sun and moon? (<i>Day 4</i>)</p> <p><i>What</i> is a definition or an example of 'context.'</p> <p><i>What</i> is the definition of 'worldview'?</p> <p><i>What</i> did God tell man and animals to eat after they were created?</p> <p>Did God give Adam and Eve any kind of work to do after they were created? <i>What</i>?</p> <p><i>What</i> does 'catastrophism' mean?</p> <p>Could someone with a Biblical worldview believe in evolution?</p> <p>Could someone with a Biblical worldview believe in mutations?</p> <p>Could someone with a Biblical worldview believe in genetic recombination?</p> <p>Could someone with a Biblical worldview believe in natural selection?</p>

**400 Points**

*What* are the four major events of Genesis 1-11?

*When* did God create the land and its vegetation? (*Day 3*)

*What* do you learn about the character of God from studying His Creation? (Name two things.)

*What* is a 'baramin' (or baraminology)?

*Why* are we asking you to mark key words? What good does it do to mark words?

*What* is the anthropic principle?

*What* is uniformitarianism?

**500 Points**

*What* does it mean when we say 'inductive Bible study'?

If we are doing an inductive study and we reach the part of the study that says 'stop and smell the roses,' *what* part of the study is that?

*Why* are we studying science in Sunday school?

*What* is the kind of worldview called that doesn't believe in truth, that believes that 'god' is in everything and that man is his own god? (*pantheistic, transcendental, post-modern*)

*Why* were you created? What is your purpose in life? (*to glorify God and enjoy Him forever*)