Conflict With Creation
Supplemental for Ancient World

FIRST BOOK OF MOSES, CALLED GENESIS

CHAPTER 1
1 In the beginning God created the heaven and the earth.
2 And the earth was without form, and void; and darkness was upon the face of the deep. And the Spirit of God moved upon the face of the waters.
3 And God said, Let there be light: and there was light.
4 And God saw the light, that it was good: and God divided the light from the darkness.
5 And God called the light Day, and the darkness he called Night. And the evening and the morning were the first day.
6 And God said, Let there be a firmament in the middle of the waters, and let it divide the waters which are under the firmament from the waters which are above the firmament. And God made the firmament and divided the waters which were under the firmament from the waters which were above the firmament. And it was so.
7 And God called the firmament Heaven. And the evening and the morning were the second day.
8 And God said, Let the waters bring forth abundantly the moving creatures that have life, and fowl that may fly above the earth through the air.
9 And God created great whales, and every living creature that moveth, which the waters brought forth abundantly, and every winged fowl that moveth and flieth in the air.
10 And the dinosaurs began to reign, and every wild beast that moveth, and every animal that goeth upon the earth, and every fowl that flieth in the air.
11 And God said, Let the earth bring forth grass, the herb yielding seed, and the fruit-tree yielding fruit after his kind, whose seed is in itself: that it may bring forth with the fruit of itself. And it was so.
12 And the earth brought forth grass, and herb yielding seed after his kind, and the fruit-tree yielding fruit after his kind, whose seed was in itself: it brought forth with the fruit of itself.
13 And the主意 said, Let the earth bring forth the wild beast of the earth after his kind, and all creeping thing of the earth after his kind, and let them great birds of the heaven after their kind: and it was so.
14 And God made the wild beast of the earth after his kind, and all creeping thing of the earth after his kind, and every great bird of the heaven after his kind: and God saw that it was good.
15 And God said, Let us make man in our image, after our likeness: and let them have dominion over the fish of the sea, and over the fowl of the air, and over the cattle, and over all the earth, and over every creeping thing that creepeth upon the earth.
16 And God made man in his own image, in the image of God created he him; male and female created he them.
17 And God blessed them, and God said unto them, Be fruitful, and multiply, and replenish the earth, and subdue it: and have dominion over the fish of the sea, and over the fowl of the air, and over every living creature that moveth upon the earth.
18 And God said, I will take man, and cause him to dwell in the garden of Eden, to dress it, and to keep it.
19 And God会使 man of the dust of the ground. And God breathed into his nostrils the breath of life; and man became a living soul.
20 And the evening and the morning were the sixth day.
21 And God saw everything that he had made, and, behold, it was very good. And the evening and the morning were the sixth day.
22 And the Lord God said, It is not good that the man should be alone; I will make him an help meet for him.
23 And God said, Let us make an help meet for the man, out of the ground even of the likeness of image.
24 And out of the ground the Lord God made every beast of the field, and every fowl of the heaven, and brought them unto the man to see what he would call them: and the man gave names unto all cattle, and to all fowl of the air; and unto every beast of the field; but for Adam there was not found an help meet for him.
25 And the Lord God took unto him of every beast of the field, and of every fowl of the air; and the Lord God brought them unto Adam to see what he would call them: and whatsoever Adam called every living creature, that was the name thereof.
26 And the Lord God made every beast, and every fowl of the air, and every thing that creepeth upon the earth, and every thing that lieth upon the earth: and he saw that it was good. And the evening and the morning were the seventh day.
Acknowledgments

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CONFLICT WITH CREATION
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Section V
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Section VI
The Antediluvian World-A Biblical Analysis
Conflict with Creation
Pearson Prentice Hall’s textbook, The Ancient World
Supplemental

Teachers: Because of some evolutionary content in this textbook, please study and use this pamphlet of supplementary material before introducing chapter 1 to your students.

This handbook is necessary, NOT OPTIONAL, for the presentation of the chapter titled, “The Beginning of Human Society”. Please read through this handbook and the text before presenting this section to your students. The materials in this chapter do not support the Biblical account of creation. Therefore, you will not be able to use the publisher’s supplemental materials.

It is important to uphold the Biblical account of creation and to support the beliefs of our church. This handbook will assist you in that endeavor.
Dear Parents:

This quarter we are beginning a unit of study that deals with the origins of the civilized world. In this unit the evolutionary theory is presented. We, as Seventh-day Adventists, believe in the Biblical account of the literal seven days of creation. In using this book we will learn how creation conflicts with evolution. Where evolution is presented, our intention is to give evidence supporting the Biblical account of creation.

Our goal is to prepare our children for the real world. This will provide a foundation and enhance our belief in creation and the God who created us. The students will be able to state what they believe and why. They will also know why others believe the way they do.

While presenting the origins of various religions, Pearson Prentice Hall’s textbook, *The Ancient World*, presents Christianity accurately and positively. For instance, it allows us to see how Bible stories fit into ancient history. This book is one of the best we have seen for achieving this goal.

Sincerely,

(Teacher name)
Conflict with Creation
“Setting the Stage”
(The pre-lesson)

Teachers, before assigning Chapter 1, please use the following material in a pre-lesson. This will enable your students to better understand why we believe in creation and show the conflicts between creation and evolution.

Here are quotes from the Bible as well as The Spirit of Prophecy to assist you in creating a picture of what the world was like. Read and share.

(Remember, there are additional sources listed at the back of this guide.)

1. Creation of the earth: Gen. 1:1, “In the beginning God created the heavens and the earth.”

2. Creation of man:

   Psalm 104:5, “He set the earth on its foundations; it can never be moved.” (NIV)

   Genesis 1:27, “So God created man in his own image . . .”

   Patriarchs and Prophets (p. 45), “As man came forth from the hand of his creator, he was of lofty stature and perfect symmetry.... Eve was somewhat less in stature; yet her form was noble, and full of beauty.” “He endowed him with high intellectual powers....” (p. 49)

3. Sin of man (eating from the tree of knowledge):

   Genesis 3:1-7, “Now the serpent was more crafty than any of the wild animals the LORD God had made. He said to the woman, ”Did God really say, ‘You must not eat from any tree in the garden’?" 2 The woman said to the serpent, ”We may eat fruit from the trees in the garden, 3 but God did say, ‘You must not eat fruit from the tree that is in the middle of the garden, and you must not touch it, or you will die.’ " 4 ”You will not surely die," the serpent said to the woman. 5 ”For God knows that when you eat of it your eyes will be opened, and you will be like God, knowing good and evil." 6 When the woman saw that the fruit of the tree was good for food and pleasing to the eye, and also desirable for gaining wisdom, she took some and ate it. She also gave some to her husband, who was with her, and he ate it. 7 Then the eyes of both of them were opened, and they realized they were naked; so they sewed fig leaves together and made coverings for themselves.”
Patriarchs and Prophets (p. 57) “After his transgression Adam at first imagined himself entering upon a higher state of existence. But soon the thought of his sin filled him with terror.”

4. First man becomes a farmer:

Genesis 3:17-19, “To Adam he said, "Because you listened to your wife and ate from the tree about which I commanded you, 'You must not eat of it,' "Cursed is the ground because of you; through painful toil you will eat of it all the days of your life. 18 It will produce thorns and thistles for you, and you will eat the plants of the field. 19 By the sweat of your brow you will eat your food until you return to the ground, since from it you were taken; for dust you are and to dust you will return."

5. Promise of a Savior:

Patriarchs and Prophets Ch. 4 “The Plan of Redemption” (p. 63)

“Christ would take upon Himself the guilt and shame of sin—“

“The plan of salvation had been laid before the creation of the earth; for Christ is ‘The slain from the foundation of the world’ (Revelation 13:8) . . .”

6. The Antediluvian World (what the earth was like before the flood):

A. Genesis 2:6, “but streams came up from the earth and watered the whole surface of the ground.”

B. Genesis 2:10, 11, “A river watering the garden flowed from Eden; from there it was separated into four headwaters. The name of the first is the Pishon; it winds through the entire land of Havilah, where there is gold.”

C. Genesis 3:24, “After he (God) drove the man out, he place on the east side of the Garden of Eden a cherubim and a flaming sword flashing back and forth to guard the way to the tree of life.”

D. Mankind’s Wickedness Increases: Genesis 6:5-7, “The LORD saw how great man's wickedness on the earth had become, and that every inclination of the thoughts of his heart was only evil all the time. 6 The LORD was grieved that he had made man on the earth, and his heart was filled with pain. 7 So the LORD said, "I will wipe mankind, whom I have created, from the face of the earth—men and animals, and creatures that move along the ground, and birds of the air—for I am grieved that I have made them."
E. Patriarchs and Prophets, Ch. 6, “Seth and Enoch”, (pp. 82-84), “Notwithstanding the wickedness of the antediluvian world, that age was not, as has often been supposed, an era of ignorance and barbarism. The people were granted the opportunity of reaching a high standard of moral and intellectual attainment. They possessed great physical and mental strength, and their advantages for acquiring both religious and scientific knowledge were unrivaled. It is a mistake to suppose that because they lived to a great age their minds matured late; their mental powers were early developed, and those who cherished the fear of God and lived in harmony with His will continued to increase in knowledge and wisdom throughout their life. Could illustrious scholars of our time be placed in contrast with men of the same age who lived before the Flood, they would appear as greatly inferior in mental as in physical strength. As the years of man have decreased, and his physical strength has diminished, so his mental capacities have lessened. There are men who now apply themselves to study during a period of from twenty to fifty years, and the world is filled with admiration of their attainments. But how limited are these acquirements in comparison with those of men whose mental and physical powers were developing for centuries!

It is true that the people of modern times have the benefit of the attainments of their predecessors. The men of masterly minds, who planned and studied and wrote, have left their work for those who follow. But even in this respect, and so far as merely human knowledge is concerned, how much greater the advantages of the men of that olden time! They had among them for hundreds of years him who was formed in God's image, whom the Creator Himself pronounced "good"--the man whom God had instructed in all the wisdom pertaining to the material world. Adam had learned from the Creator the history of creation; he himself witnessed the events of nine centuries; and he imparted his knowledge to his descendants. The antediluvians were without books, they had no written records; but with their great physical and mental vigor, they had strong memories, able to grasp and to retain that which was communicated to them, and in turn to transmit it unimpaired to their posterity. And for hundreds of years there were seven generations living upon the earth contemporaneously, having the opportunity of consulting together and profiting each by the knowledge and experience of all.

The advantages enjoyed by men of that age to gain a knowledge of God through His works have never been equaled since. And so far from being an era of religious darkness, that was an age of great light. All the world had opportunity to receive instruction from Adam, and those who feared the Lord had also Christ and angels for their teachers. And they had a silent witness to the truth, in the garden of God, which for so many centuries remained among men. At the cherubim-guarded gate of Paradise the glory of God was revealed, and hither came the first worshipers. Here their altars were reared, and their offerings presented. It was here that Cain and Abel had brought their sacrifices, and God had condescended to communicate with them.
Skepticism could not deny the existence of Eden while it stood just in sight, its entrance barred by watching angels. The order of creation, the object of the garden, the history of its two trees so closely connected with man's destiny, were undisputed facts. And the existence and supreme authority of God, the obligation of His law, were truths which men were slow to question while Adam was among them.

Notwithstanding the prevailing iniquity, there was a line of holy men who, elevated and ennobled by communion with God, lived as in the companionship of heaven. They were men of massive intellect, of wonderful attainments. They had a great and holy mission--to develop a character of righteousness, to teach a lesson of godliness, not only to the men of their time, but for future generations. Only a few of the most prominent are mentioned in the Scriptures; but all through the ages God had faithfully witnesses, truehearted worshipers.”

F. Ch. 7 “The Flood”, (pp. 96-97), “The world was arrayed against God's justice and His laws, and Noah was regarded as a fanatic. Satan, when tempting Eve to disobey God, said to her, "Ye shall not surely die." Genesis 3:4. Great men, worldly, honored, and wise men, repeated the same. "The threatenings of God," they said, "are for the purpose of intimidating, and will never be verified. You need not be alarmed. Such an event as the destruction of the world by the God who made it, and the punishment of the beings He has created, will never take place. Be at peace; fear not. Noah is a wild fanatic." The world made merry at the folly of the deluded old man. Instead of humbling the heart before God, they continued their disobedience and wickedness, the same as though God had not spoken to them through His servant.

But Noah stood like a rock amid the tempest. Surrounded by popular contempt and ridicule, he distinguished himself by his holy integrity and unwavering faithfulness. A power attended his words, for it was the voice of God to man through His servant. Connection with God made him strong in the strength of infinite power, while for one hundred and twenty years his solemn voice fell upon the ears of that generation in regard to events, which, so far as human wisdom could judge, were impossible.

The world before the Flood reasoned that for centuries the laws of nature had been fixed. The recurring seasons had come in their order. Heretofore rain had never fallen; the earth had been watered by a mist or dew. The rivers had never yet passed their boundaries, but had borne their waters safely to the sea. Fixed decrees had kept the waters from overflowing their banks. But these reasoners did not recognize the hand of Him who had stayed the waters, saying, "Hitherto shalt thou come, but no further." Job 38:11.
7. The Flood:

A. Genesis 6:8-14, “But Noah found favor in the eyes of the LORD. This is the account of Noah. Noah was a righteous man, blameless among the people of his time, and he walked with God. Noah had three sons: Shem, Ham and Japheth. Now the earth was corrupt in God's sight and was full of violence. God saw how corrupt the earth had become, for all the people on earth had corrupted their ways. So God said to Noah, "I am going to put an end to all people, for the earth is filled with violence because of them. I am surely going to destroy both them and the earth. So make yourself an ark of cypress wood; make rooms in it and coat it with pitch inside and out."

B. Objective: To explain the reason for the Flood

Bible References: Genesis 6 & 7

Specialize Vocabulary: Amalgamation, Antediluvian

For many years Seth’s children and Cain’s children did not live near each other. As time passed, the Sethites became curious to know what the Cainites were like. They began to visit them. Eventually, some of the Sethites married Cainites. Little by little, the Sethites forgot about God. They stopped loving and respecting Him. Men misused God’s gifts. Instead of worshipping the Creator, they began to worship idols of gold and silver. The gifts of God were used to glorify men. They became selfish and greedy. As men lost their respect for God, they also lost respect for one another.

“When the Lord saw how wicked everyone on earth was, and how evil their thoughts were all the time, He was sorry He had ever made them and put them on the earth. He was so filled with regret that He said, ‘I will wipe out these people I have created, and also the animals and the birds, because I am very sorry that I made any of them.’” (Genesis 6:5-7, T.E.V.)

The sin that hurt God the most, and caused Him to destroy the earth, was amalgamation. (3 Spiritual Gifts, p. 64) Amalgamation means the combining or mixing, of living things to produce other living things that God did not originally create. Amalgamation caused harmful plants to grow. (1 B.C., p. 1086) A change occurred in some groups of animals. The curse that fell on the animal world because of sin and affecting the serpent and his reptile family was one thing; but now Satan influenced wicked men to mix animals together to make new and much more violent ones. Some of the scary dinosaurs we find in the fossil record show this.
The change that took place when the Sethites married the Cainites was also the result of amalgamation. This caused the mixing of worshipping the Creator God with the worship of idols. Truth was lost. This was all a part of Satan’s wicked plan.

C. Patriarchs and Prophets, Ch. 7, “The Flood”, (pp. 90-92), “In the days of Noah a double curse was resting upon the earth in consequence of Adam’s transgression and of the murder committed by Cain. Yet this had not greatly changed the face of nature. There were evident tokens of decay, but the earth was still rich and beautiful in the gifts of God’s providence. The hills were crowned with majestic trees supporting the fruit-laden branches of the vine. The vast, gardenlike plains were clothed with verdure, and sweet with the fragrance of a thousand flowers. The fruits of the earth were in great variety, and almost without limit. The trees far surpassed in size, beauty, and perfect proportion any now to be found; their wood was of fine grain and hard substance, closely resembling stone, and hardly less enduring. Gold, silver, and precious stones existed in abundance.

The human race yet retained much of its early vigor. But a few generations had passed since Adam had access to the tree which was to prolong life; and man’s existence was still measured by centuries. Had that long-lived people, with their rare powers to plan and execute, devoted themselves to the service of God, they would have made their Creator’s name a praise in the earth, and would have answered the purpose for which He gave them life. But they failed to do this. There were many giants, men of great stature and strength, renowned for wisdom, skillful in devising the most cunning and wonderful works; but their guilt in giving loose rein to iniquity was in proportion to their skill and mental ability.

God bestowed upon these antediluvians many and rich gifts; but they used His bounties to glorify themselves, and turned them into a curse by fixing their affections upon the gifts instead of the Giver. They employed the gold and silver, the precious stones and the choice wood, in the construction of habitations for themselves, and endeavored to excel one another in beautifying their dwellings with the most skillful workmanship. They sought only to gratify the desires of their own proud hearts, and reveled in scenes of pleasure and wickedness. Not desiring to retain God in their knowledge, they soon came to deny His existence. They adored nature in place of the God of nature. They glorified human genius, worshiped the works of their own hands, and taught their children to bow down to graven images.

In the green fields and under the shadow of the goodly trees they set up the altars of their idols. Extensive groves, that retained their foliage throughout the year, were dedicated to the worship of false gods. With these groves were connected beautiful gardens, their long, winding avenues overhung with fruit-bearing trees of all descriptions, adorned with statuary, and furnished with all that could delight the senses or minister to the voluptuous desires of the people, and thus allure them to participate in the idolatrous worship.
Men put God out of their knowledge and worshiped the creatures of their own imagination; and as the result, they became more and more debased. The psalmist describes the effect produced upon the worshiper by the adoration of idols. He says, "They that make them are like unto them; so is every one that trusteth in them." Psalm 115:8. It is a law of the human mind that by beholding we become changed. Man will rise no higher than his conceptions of truth, purity, and holiness. If the mind is never exalted above the level of humanity, if it is not uplifted by faith to contemplate infinite wisdom and love, the man will be constantly sinking lower and lower. The worshipers of false gods clothed their deities with human attributes and passions, and thus their standard of character was degraded to the likeness of sinful humanity. They were defiled in consequence. "God saw that the wickedness of man was great in the earth, and that every imagination of the thoughts of his heart was only evil continually. . . . The earth also was corrupt before God; and the earth was filled with violence." God had given men His commandments as a rule of life, but His law was transgressed, and every conceivable sin was the result. The wickedness of men was open and daring, justice was trampled in the dust, and the cries of the oppressed reached unto heaven.

Polygamy [being married to more than one husband or wife at one time] had been early introduced, contrary to the divine arrangement at the beginning. The Lord gave to Adam one wife, showing His order in that respect. But after the Fall, men chose to follow their own sinful desires; and as the result, crime and wretchedness rapidly increased. Neither the marriage relation nor the rights of property were respected. Whoever coveted the wives or the possessions of his neighbor, took them by force, and men exulted in their deeds of violence. They delighted in destroying the life of animals; and the use of flesh for food rendered them still more cruel and bloodthirsty, until they came to regard human life with astonishing indifference.

The world was in its infancy; yet iniquity had become so deep and widespread that God could no longer bear with it; and He said, "I will destroy man whom I have created from the face of the earth." He declared that His Spirit should not always strive with the guilty race. If they did not cease to pollute with their sins the world and its rich treasures, He would blot them from His creation, and would destroy the things with which He had delighted to bless them; He would sweep away the beasts of the field, and the vegetation which furnished such an abundant supply of food, and would transform the fair earth into one vast scene of desolation and ruin.

Amid the prevailing corruption, Methuselah, Noah, and many others labored to keep alive the knowledge of the true God and to stay the tide of moral evil. A hundred and twenty years before the Flood, the Lord by a holy angel declared to Noah His purpose, and directed him to build an ark. While building the ark he was to preach that God would bring a flood of water upon the earth to destroy the wicked. Those who would believe the message, and would prepare for that event by repentance
and reformation, should find pardon and be saved. Enoch had repeated to his children what God had shown him in regard to the Flood, and Methuselah and his sons, who lived to hear the preaching of Noah, assisted in building the ark.”

D. *Patriarchs and Prophets*, Ch. 7, (p. 99), “Then "the fountains of the great deep" were "broken up, and the windows of heaven were opened." Water appeared to come from the clouds in mighty cataracts. Rivers broke away from their boundaries, and overflowed the valleys. Jets of water burst from the earth with indescribable force, throwing massive rocks hundreds of feet into the air, and these, in falling, buried themselves deep in the ground.

The people first beheld the destruction of the works of their own hands. Their splendid buildings, and the beautiful gardens and groves where they had placed their idols, were destroyed by lightning from heaven, and the ruins were scattered far and wide. The altars on which human sacrifices had been offered were torn down, and the worshipers were made to tremble at the power of the living God, and to know that it was their corruption and idolatry which had called down their destruction.

As the violence of the storm increased, trees, buildings, rocks, and earth were hurled in every direction. The terror of man and beast was beyond description. Above the roar of the tempest was heard the wailing of a people that had despised the authority of God. Satan himself, who was compelled to remain in the midst of the warring elements, feared for his own existence.”

E. *Genesis* 7:20-24, “The waters rose and covered the mountains to a depth of more than twenty feet. Every living thing that moved on the earth perished—birds, livestock, wild animals, all the creatures that swarm over the earth, and all mankind. Everything on dry land that had the breath of life in its nostrils died. Every living thing on the face of the earth was wiped out; men and animals and the creatures that move along the ground and the birds of the air were wiped from the earth. Only Noah was left, and those with him in the ark. The waters flooded the earth for a hundred and fifty days.”

8. The Aftermath:

*Patriarchs and Prophets*, Ch. 8, (p. 105), “As the waters began to subside, the Lord caused the ark to drift into a spot protected by a group of mountains that had been preserved by His power.”
Genesis 8:4, “and on the seventeenth day of the seventh month the ark came to rest on the mountains of Ararat.” (This is why we believe human civilization began in this area and not in Africa.”)

Genesis 9:18, 19, “The sons of Noah who came out of the ark were Shem, Ham and Japheth. (Ham was the father of Canaan.) 19 These were the three sons of Noah, and from them came the people who were scattered over the earth.”

9. The Covenant:

Genesis 9:15, 16, “I will remember my covenant between me and you and all living creatures of every kind. Never again will the waters become a flood to destroy all life. Whenever the rainbow appears in the clouds, I will see it and remember the everlasting covenant between God and all living creatures of every kind on the earth."
The Beginnings of Human Society

SECTION 1 Lesson Plan

Geography and History

3.5 Periods, 1.75 blocks (includes Skills for Life)

**Section Objectives**

1. Learn what tools are used to understand history.
2. Find out about the connections between geography and history.

**Vocabulary**

- history
- prehistory
- archaeologist
- oral traditions
- geography

**PREPARE TO READ**

**Build Background Knowledge**
Discuss how scientists learned about the Iceman’s life.

**Set a Purpose for Reading**
Have students evaluate statements on the *Reading L2 Readiness Guide*.

**Preview Key Terms**
Teach the section’s Key Terms.

**Target Reading Skill**
Introduce the section’s Target Reading Skill of setting a purpose for reading.

**INSTRUCT**

**Understanding History**
Discuss how archaeologists study prehistory.

**Target Reading Skill**
Review setting a purpose for reading.

**Linking Geography and History**
Ask about the relationship between geography and history.

**Local Standards**

**Reading/Language Arts Objective**
Learn how to set a purpose for reading.

**Targeted Resources**

- All in One Ancient World Teaching Resources
  - Reading Readiness Guide, p. 101 L2
  - Preview and Set a purpose, p. 112

- Spanish Reading and Vocabulary Study Guide, Section 1, pp. 7-8 ELL L2

- Ancient World Transparencies, Section Reading Support Transparency AW 27 L2
- Teacher’s Edition, For Special Needs Students, p. 12 L1
Asses Progress
Evaluate student comprehension with the section assessment and section quiz.

Reteach
Assign the Reading and Vocabulary Study Guide to help struggling students.

Extend
Extend the lesson by assigning a literature reading.

Targeted Resources

All in One Ancient World Teaching Resources, Section Quiz, p. 103  L2
Teacher’s Edition, For Special Needs Students, p. 15  L1
Reading and Vocabulary Study Guide Section 1, p. 15  L1
Spanish Support, Section Quiz, p. 5
ELL  L2
PreHistory

2 Periods, 1 block (includes Focus on Hunters and Gatherers)

Section Objectives
1. Discover how hunter-gatherers lived during the Stone Age.
2. Learn about the beginning of farming.

Vocabulary
Stone Age nomad fertile domesticate

Local Standards
Reading/Language Arts Objective
Learn how to make predictions to help you remember what you read.

Targeted Resources
All in One Ancient World Teaching Resources
Reading Readiness Guide, p. 105 L2
Preview and Predict, p. 113 L2
Spanish Reading and Vocabulary Study Guide, Section 2, pp. 9-10
ELL L2

PREPARE TO READ
Build Background Knowledge
Have students brainstorm how life changed for during the Stone Age.
Set a Purpose for Reading
Have students begin to fill out the Reading Readiness Guide.
Preview Key Terms
Teach the section’s Key Terms.
Target Reading Skill
Introduce the section’s Target Reading Skill of predicting.

INSTRUCT
Stone Age Hunting and Gathering
Discuss hunters and gatherers.
Target Reading Skill
Review predicting.
The Beginning of Farming
Ask questions about and discuss the way Farming developed.
ASSESS AND RETEACH

Asses Progress
Evaluate student comprehension with the Section assessment and section quiz.

Reteach
Assign the Reading and Vocabulary Study Guide to help struggling students.

Extend
Extend the lesson by assigning a MapMaster Skills Activity.

Targeted Resources

All in One Ancient World Teaching Resources,
  Section Quiz, p. 107  L2
Reading a Natural Vegetation Map,
Reading and Vocabulary Study Guide, Section 2, pp. 9-11  L1
Spanish Support, Section Quiz, p. 7  ELL  L2
The Beginnings of Civilization

4 Periods, 2 block (includes Chapter Review and Assessment)

Section Objectives
1. Find out about the advantages people gained from settling down in one place.
2. Learn about the growth of early cities.
3. Understand how the first civilizations formed and spread.

Vocabulary:
- irrigation
- surplus
- artisan
- civilization
- social class

Preparing to Read

Build Background Knowledge
Ask students to preview and form two questions about the reading.

Set a Purpose for Reading
Have students begin to fill out the Reading Readiness Guide.

Preview Key Terms
Teach the section’s Key Terms.

Target Reading Skill
Introduce the section’s Target Reading Skill of asking questions.

Instruct

Advantages of a Settle Life
Discuss food surpluses and the causes of population growth.

The Growth of Cities
Discuss early cities.

Target Reading Skill
Review asking questions.

The First Civilizations
Discuss how inventions and trade helped civilization form and spread.

Local Standards

Reading/Language Arts Objective
Learn how to ask questions to help you remember what you have read.

Targeted Resources

All in One Ancient World Teaching Resources
- Reading Readiness Guide, p. 109  L2
- Preview and Ask Questions, p. 113  L2

Spanish Reading and Vocabulary Study Guide, Section 3, pp. 11-112
ELL  L2

ASSESS AND RETEACH
## ASSESS AND RETEACH

<table>
<thead>
<tr>
<th>Activity</th>
<th>Targeted Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Asses Progress</strong></td>
<td>Evaluate student comprehension with the section assessment and section quiz.</td>
</tr>
<tr>
<td><strong>Reteach</strong></td>
<td>Assign the Reading and Vocabulary Study Guide to help struggling students.</td>
</tr>
<tr>
<td><strong>Extend</strong></td>
<td>Extend the lesson by assigning a writing activity.</td>
</tr>
</tbody>
</table>

### Targeted Resources

- All in One Ancient World Teaching Resources,
  - Section Quiz, p. 111 L2
  - Chapter Tests A & B, pp. 129-134, L2
- Reading and Vocabulary Study Guide, Section 3, pp. 12-14 L1
- Spanish Support
  - Section Quiz, p. 9 ELL L2
  - Vocabulary Development, p. 11 ELL L2
Answer Key

Section 1 Reading Readiness Guide, p. 101
1. T
2. T
3. F, Prehistory is the period of time before writing was invented.
4. F, The remains in Africa were not human; creationists believe migration began due to the confusion at the tower of Babel which is in Babylon (modern day Iraq).
5. T
6. F, Carbon dating is inaccurate due to changes in the atmosphere (Biblical flood; volcanic eruptions).
7. F, It is thought that the Iceman lived about 5,000 years ago.

Section 1 Guided Reasoning and Review, p. 102
A. Consider the following questions.
   1. He used copper. (The use of bronze and iron tools was mentioned in Genesis 4:22.)
   2. Clues from his clothing or his body
   3. SW Asia and Africa (the Bible lands)
   4. How people lived and what was important to them
   5. Geography sometimes explains what people did in order to deal with their location/environment in order to survive (live)

   B. Matching
   1. C
   2. E
   3. A
   4. D
   5. B

Section 1 Quiz, p. 103
A. Matching—Key terms
   1. geography
   2. history
   3. oral traditions
   4. prehistory
   5. archaeologist

B. Matching—Main Idea
   6. A
   7. C
   8. D
   9. C
   10. A

Section 2 Reading Readiness Guide, p. 105
Students’ examples will vary. Correct statements from the text should appear in the What you learned column.

Section 2 Guided Reasoning and Review, p. 106 (answers may vary)
1. God caused people to speak different languages to stop the building of the tower.
2. People spread out to different areas and grouped together according to the language spoken.
3. Multiple generations could talk face to face.
4. They had more time and brain power to develop ideas.
5. nomads
6. fertile
7. domesticate

Section 2 Quiz
1. f 2. d 3. b 4. h 5. e
6. g 7. c 8. a

Section 3 Reading Readiness Guide, p. 109
Students’ examples will vary. Correct statements from the text and quotes should appear in the What you learned column.
Section 3 Guided Reasoning and Review, p. 110
1. Population growth led to larger settlements, where people were able to switch from farming to other kinds of work.
2. People needed to form governments to keep order, manage such things as irrigation projects, provide services.
3. The exchange of goods among people helped spread new technology and ideas to different regions.
4. Social classes developed. Kings were the most powerful, followed by the priests and nobles. Next were the artisans, traders, merchants, and, finally the common workers and farmers. Slaves were a small class all their own and ranked lower than the free people.
5. supplying land with water through a network of canals
6. more than is needed
7. a worker who is especially skilled in crafting items by hand
8. a society with cities, a central government, job specialization, and social classes
9. a group of people with similar backgrounds, income, and ways of living

Section 3 Quiz, p. 111
Sentences will vary. Some examples:
1. Writing, art, and architecture also characterize a civilization.
2. Prosperity led to the development of social classes.
3. Irrigation was important for a steady food supply.
4. The surplus, or abundant supply meant that not everyone had to be a farmer.
5. An artisan crafts items by hand.
6. b 7. c 8. d 9. c 10. a

Target Reading Skill: Using the Reading Process
Preview and Set a Purpose
Answers will vary.

Preview and Predict
Answers will vary.

Preview and Ask Questions
Answers will

Word Knowledge
Definitions and/or examples will vary.

Enrichment
1. They were primarily farmers.
2. Forests provided wood for their houses and fences, reeds were used for roofs, lakes provided fish to eat; the land on the shore was rich enough for farming.

Skills for Life, p. 117-B
1. Creation and Evolution
2. 12,000 years
3. 1,000 years
4. 4,000 B.C.
5. 2,500 B.C.

MapMaster Skills: Reading a Natural Vegetation Map, p. 122
1. Answers will vary.
2. temperature grassland
3. coniferous forest
4. California
5. coniferous forests
6. Both have coniferous forests.

Primary Sources and Creative Writing, p. 123, 124

Vocabulary Development, p. 126
Answers will vary—students write their own sentences.
Test A, p. 129-130

A. Fill in the blanks
1. prehistory
2. archaeologist
3. oral tradition
4. nomads
5. fertile
6. surplus
7. history

B. Short Answers (finish sentences)
8. his daily life
9. writing systems
10. Cities
11. begin new occupations
   OR do artistic things
12. water OR good soil
13. merchant OR Someone who traded goods.
14. Thorns; or animals afraid of man; farming difficult

C. Compare/Contrast (answers will vary)
15. People had longer lives and were very intelligent; huge forests; beautiful gardens; precious stones readily available; perfect climate all around world; few people chose to follow God; one language
16. Shorter lives; many languages; intelligence on decline; seasons (unstable weather); landscape—deserts, jagged mountains; over time, fewer and fewer people chose to follow God; precious stones and minerals buried by flood

(Question 17-20 are on the timeline page of Test A)
17. Moses
18. About 1,000 years
   (between birth of David-1040 B.C.
    and birth of Christ—6 to 4 B.C.)
19. Before Christ
20. 6,000 years

Test B

A. Fill in the Blanks
1. history
2. geography
3. nomads
4. irrigation
5. artisan
6. civilization
7. oral tradition

B. Short Answers
8. before
9. his daily life
10. flooded; good soil
11. cities
12. how old something is (something once alive)
13. writing; no writing
14. a. king
   b. priests and nobles
      (C. artisans; merchants)
   d. (common) workers; farmers
      (E. slaves)

C. Compare/Contrast (answers will vary)
15. most people farmed; less variety of goods available
16. central government; merchants and goods traded from other places; social classes; other occupations (not just farming);
   more cultures coming into contact with each other

D. (Questions 17-20 are on the timeline page of Test B)
17. 1010 B.C.
18. 2,500 B.C. (actually, 2,400 B.C.)
19. Flood
20. Evolution and creation dates
Name __________________________________ Date ____________________ Class ____________

Social Studies, *Ancient World*
Chapter 1, Section 1: ‘Geography and History’ (pp. 11-13)

**Reading Readiness Guide**

Anticipation Guide: Think about the geography and history of the ancient world? As your teacher reads the statements, mark whether you think each statement is true (T) or false (F) in the Me column. Then discuss your answers with your group and mark the group’s decision in the Group column. As you read, look for information that will clarify whether the statements are true or false.

After you read the section, read the statements again and mark the After Reading column to indicate whether they are true or false.

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>Statements</th>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Oral history (history passed on by word-of-mouth) is considered to be accurate history.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Early civilizations developed systems of writing about five thousand years ago.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The time before humans inhabited the earth is considered the prehistory period.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The spread of humans originated in Africa. *</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Annual flooding of the Nile River helped Egyptian farmers grow large numbers of crops due to the rich soil that the flooding brought to the area.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Carbon-14 dating is an accurate way to determine the age of fossils. *</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The frozen and preserved body of Iceman was found in the Alps in 1991. He is thought to have lived about one thousand years ago.</td>
<td></td>
</tr>
</tbody>
</table>

*Information for numbers 4 and 6 will be found in the teachers’ guide *Conflict with Creation*. 

101
Guided Reasoning and Review

A. Thoughtful and dedicated students do more than read material in a book and assume it is true. They reason and think about what they believe and compare that to what they are reading. With that in mind, consider the following questions and write your responses on the lines provided.

1. If you were the scientist studying the Iceman’s copper ax, what would it imply about how the Iceman lived?

_______________________________________________________________________________________

2. What other clues did the Iceman have that could tell you something about him?

_________________________________________________________________________________________

3. Where did writing begin? ________________________________________________________________

_________________________________________________________________________________________

4. Handing down stories by oral tradition may not be perfectly accurate. However, what can it tell us about the past?

_________________________________________________________________________________________

5. The yearly flooding of the Nile River had a strong effect on Egyptian civilization. How does studying geography help us understand history?

_________________________________________________________________________________________

B. Matching: Using the word bank provided, write the letter of the word on the line to the left of the definition.

_____ 1. Writing about people and their lives

   a. archaeologist

_____ 2. The time period before there was writing

   b. geography

_____ 3. Scientists who study objects from the past to learn about people and how they lived

   c. history

_____ 4. Before writing, stories were passed down by word of mouth from one generation to another

   d. oral traditions

_____ 5. The study of the surface of the earth and the events that change and shape it

   e. prehistory
A. Match the definition to the correct word by writing the letter of the word on the line to the left of the definition.
   ___  1. the study of Earth’s surface and the processes that shape it
   ___  2. written and other recorded events of people
   ___  3. stories passed down by word of mouth
   ___  4. time before writing was invented
   ___  5. scientist who examines objects to learn about the human past

B. Find the main idea of each selection and write the letter of the correct answer on the line to the left of the number.
   ___  6. Creationists can find a history (even a prehistory) of our world by studying—
      a. the Bible
      b. layers of rock
      c. cultures of other nations
      d. the stars

   ___  7. Along the banks of the Nile, the Egyptians developed their civilization because the river connected to the Mediterranean Sea.
      a. people were growing crops in the desert.
      b. the river flooded each year, depositing rich soil which was excellent for farming.
      c. there were many sunny days.

   ___  8. If scientist find only a large spear point in a prehistoric camp, they assume that the people who lived in that camp had
      a. had an oral tradition
      b. hunted small birds
      c. grew their own food supply
      d. hunted large animals

   ___  9. To learn about life in prehistoric times, scientists use—
      a. computers to translate ancient writings
      b. oral traditions of ancient civilizations
      c. objects such as bones and tools
      d. early writings found on clothing and tools

   ___  10. Oral traditions are used by historians to—
      a. learn what people in society consider important
      b. examine the geography of a civilization
      c. determine the date of objects
      d. describe their research
Reading Readiness Guide

K-W-L

With your group, quickly preview the section, then brainstorm and list what you already know about prehistoric times in the first column of the chart below. In the second column, write what you Want to know or find out from reading this section.

After you read, review your notes and record what you Learned in the third column of the chart.

<table>
<thead>
<tr>
<th>What you already know</th>
<th>What you want to know</th>
<th>What you learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Genesis 4:22, Cain’s descendant, Tubal-Cain, made all kinds of bronze and iron tools. Could other materials have been used?</td>
<td>Example: Why did humans make tools?</td>
<td>Example: Humans made tools to cut plants or meat for food, and to use as weapons.</td>
</tr>
</tbody>
</table>
Guided Reasoning and Review

A. As You Read

**Directions:** As you read Section 2 and use notes presented by your teacher, fill in the table below with information about early humans. Under each main idea, write two supporting details.

<table>
<thead>
<tr>
<th>Main Idea A</th>
<th>What were the results of the building of the tower of Babel?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Main Idea B</th>
<th>How did the long lives and lack of language barrier affect antediluvian civilization?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

B. Reviewing Key Terms

**Directions:** Complete each sentence by writing the correct term in the blank provided.

5. People who have no single, settled home and who travel from place to place in search of food are called __________________________.

6. Plants grow will in _____________ soil, which contains the substances they need to grow.
Section 2: Prehistory
The Beginnings of Human Society

Section Quiz

A. Key Terms

Directions: Fill in the blanks in Column 1 with the correct terms in Column II. Write the correct letter in each blank.

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
</table>
| 1. A person who has no single settled home is an _____________.
| 2. Something that serves to prove or disprove information is called _____________.
| 3. The word _____________ refers to the raising of livestock.
| 4. _____________ means to turn away.
| 5. Soil that is rich in the substances plants need is called _____________.
| 6. A word that describes the process of taming animals for human use is ____________.
| 7. People who lived before the flood are referred to as ____________.
| 8. _____________ is the combining or mixing of living things to produce other living things that God did not originally create. | a. amalgamation  
b. pastoral  
c. antediluvians  
d. evidence  
e. fertile  
f. nomad  
g. domesticate  
h. wards off |
Reading Readiness Guide

K-W-L

With your group, quickly preview the section, then brainstorm and list what you already Know about the rise of human civilizations in the first column of the chart below. In the second column, write what you Want to know or find out from the reading section.

After you read, review your notes and record what you Learned in the third column of the chart.

<table>
<thead>
<tr>
<th>What you already know</th>
<th>What you want to learn</th>
<th>What you learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Governments came about when cities began being formed.</td>
<td>Example: Why were early governments formed?</td>
<td>Example: Governments were formed to keep order in society, provide services, settle disputes, and manage public projects.</td>
</tr>
</tbody>
</table>
Guided Reasoning and Review

A. As You Read

Directions: As you read Section 3 and study teacher-presented notes, fill in the table below with information about developments in early human society.

<table>
<thead>
<tr>
<th>Steps in the Rise of Civilization</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Development</strong></td>
</tr>
<tr>
<td><em>Growth of Population</em></td>
</tr>
<tr>
<td>Rise of Cities</td>
</tr>
<tr>
<td>Trade</td>
</tr>
<tr>
<td>Social Classes</td>
</tr>
</tbody>
</table>

*Farming existed from the time of Cain, Abel and Adam
*See note on size of population

B. Reviewing Key Terms

Directions: On a separate sheet of paper, write the definitions for the following key terms.

5. irrigation
6. surplus
7. artisan
8. civilization
9. social class
Section 3: The Beginnings of Civilization
The Beginnings of Human Society

Section Quiz

A. Key Terms

Directions: Write a sentence using each key term listed below on the back of this page.

1. civilization
2. social class
3. irrigation
4. surplus
5. artisan

B. Main Ideas

Directions: Write the letter of the correct answer in each blank.

6. When many people changed from hunter-gatherers to farmers, the world population
   a. increased because artisans were needed in new cities.
   b. increased because people had more food to feed their families.
   c. decreased because farming requires fewer people than hunting.
   d. family sizes were unknown.

7. With the development of the wheel and axle,
   a. people no longer used domesticated animals to carry
   b. social classes developed based on who could afford to own a wagon.
   c. people in cities no longer depended on farming to get food.
   d. trade goods could be transported farther and more easily.

8. Growing trade brought prosperity to cities, which led to
   a. an increase in farmers.
   b. beautiful jewelry.
   c. developing social classes.
   d. the need for irrigation.

9. In early farming villages, most people farmed for a living. However, in early cities,
   a. there were many occupations.
   b. there was no farming.
   c. people hunted and gathered.
   d. people imported all their food.
Target Reading Skill: Using the Reading Process

Preview and Set a Purpose

Previewing is a key part of the reading process. It is the first step you should take when you read a textbook. Begin reading your text by previewing the chapter and section titles. Then, preview the headings in the section. These help you pinpoint what you are going to be reading. Ask yourself how the section title and the headings are related. Next, look at the map titles, the photographs, and other illustrations. What do these tell you about the content?

Setting a purpose before you begin to read is another key part of the reading process. Whenever you read you set a purpose for your reading. When you read a novel, you are probably reading for pleasure. When you read the sports section of the newspaper, your purpose may be to learn which team won a game. The main purpose for reading a textbook is to learn about the subject you are studying. Textbooks are organized in a special way to help you learn. You need to read them in a special way to take advantage of the way they are set up.

We need to do more than read. We need to “Reason”, think about what we believe and what we are reading.

Previewing the section of a textbook will raise questions that will help you set a purpose for your reading. Take note of the objectives listed for each section. The objectives will help you identify core content and also help you set a purpose for your reading.

Directions: Examine this section of your text. Then on a separate sheet of paper answer the following questions.

1. What is the chapter title?

2. What is the title of this section?

3. What are the headings within the section?

4. Are there maps in the section? If so, what are their titles?

5. Look at the chapter preview and the objectives listed at the beginning of the section. What questions do they raise in your mind? What information should you look for as you read to answer these questions? What information should you look for to address the objectives?

6. What is your purpose for reading this section?

7. What do you expect to learn?
The Beginnings of Human Society

Target Reading Skill: Using the Reading Process

Preview and Predict

Previewing and predicting content are essential parts of the reading process. As you begin to read each section of your textbook, making predictions about the content will help you set a purpose for reading. Making predictions will also help you stay actively engaged in your reading. Predicting will also help you remember what you have read.

Predicting is a way of applying what you are learning as you learn. You might predict how one fact, such as the climate of the region, might affect another fact, such as the types of crops grown in that area.

In order to predict what will be covered in the section, you should examine the section title, the objective, and the headings in the section. Look at the maps, illustrations, and photographs. They are clues that will help you predict what you will learn as you read the text. Predict the facts that you will learn as you read, and then check your predictions. Were you correct? Look for proof in the paragraphs.

Directions: Examine this section of your textbook. Look at the section title, the headings, and the illustrations. Then, make predictions about what you will learn as you read. After you have made your predictions, read the section and revise your answers.

1. Based on the objectives for the section, what do you expect to learn? Write your predictions on the lines below.

__________________________________________________________________________________

2. What headings in the section address the objectives for this section? List those headings on the lines below.

__________________________________________________________________________________

3. Choose two of the headings that you have listed. Predict what you will learn in those two parts of this section.

__________________________________________________________________________________

4. Read the two parts you selected. Were your predictions correct? If not, what steps can you take to make better predictions?

__________________________________________________________________________________

5. Do the maps, charts, and illustrations in the section support your predictions? If so, in what ways? If not, how might you change your predictions?

__________________________________________________________________________________
The Beginnings of Human Society

Target Reading Skill: Using the Reading Process

Preview and Ask Questions

Previewing and then asking yourself questions before and as you read a section will help you set a purpose for reading. Before you read this section, preview the headings, the maps, and the illustrations to see what the section is about. What do you think are the most important concepts in this section? Which headings have the most text under them?

Then, before you read, think about the content you have just previewed. Ask questions that you believe the text will answer. While you read, continue to ask questions about the content and what you expect to come next. Are your questions answered by the text? Did you accurately predict what content would be covered under each heading in the section?

Directions: Examine the section. Read the section objectives and the key terms. Look at the headings, the illustrations, and the maps that appear in the section. Then, ask yourself questions that you believe are central to the section. On the line below, write the headings and subheadings that appear in the section. Then, write one question for each heading and subheading. If you need additional space, use the back of this page.

After you have written your questions, read the section. When you have finished, check to see if your question was answered. If it was, write the answer to your question. If your questions were not answered, rephrase the question so it can be answered.

Section Title: ____________________________________________________________

Main Heading: ____________________________________________________________

Your Question: ___________________________________________________________

Answer: _________________________________________________________________

Subheading: _____________________________________________________________

Your question: __________________________________________________________

Answer: _________________________________________________________________
**Word Knowledge**

**Directions:** As your teacher reads the words, think about what each word might mean and mark the appropriate number in the Before Reading column.

- = Know it  
- = Kind of know it  
- = Don’t know it

After you have read and discussed the chapter, rate the words again in the After Reading column. Then write a definition or example for each word to help you clarify and remember the words.

<table>
<thead>
<tr>
<th>Word</th>
<th>Rating</th>
<th>Definition or Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>After Reading</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Section 1**

- community, *n.*
- curiosity, *n.*
- record, *n.*
- deposit, *v.*

**Section 2**

- evidence, *n.*
- ward off, *v.*
- characterize, *v.*
- pastoral, *adj.*

**Section 3**

- occupation, *n.*
- refine, *v.*
- axle, *n.*
- prosperity, *n.*
In northern Europe, scientists have discovered the remains of hundreds of ancient villages along the shore of lakes. Most of these remains are located in Switzerland. The villages are so well preserved that even the remains of food and cloth have been found. From these villages, scientists have learned a great deal about how ancient people in the region lived.

The villages usually had 10 to 20 rectangular houses surround by a wood fence. The floors and walls of the houses were made of wood, and the roofs were made of reeds. The thick forests on the nearby slopes provided the wood for building the houses and fences. The reeds for the roofs were gathered from the lakeshores.

The people of the villages fished on the lakes and farmed along the lakeshores. They grew crops of wheat, barley, beans, and peas, and raised cattle, sheep, and goats. The gathered wild plants to eat.

The lake people made a variety of tools from stone and bronze. They made pottery containers for cooking and storing foods. They also wove cloth of linen and wool for making clothes.

1. Were the people of the lake villages hunters and gatherers or were they farmers?

______________________________________________________________________________

2. How did geography affect the way of life of the people of the lake villages?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
**The Patriarchs**

And their life spans according to the Hebrew lists (see Genesis 5, 11)

The horizontal lines, based on the genealogical data in the Hebrew text of Gen. 5 and 11, show each man’s lifetime. Note the post-flood shortening of life span. Seth (line 2) was born when Adam was 130 and lived 912 years; the number 105 under his name is his age at the birth of Enos. The list of Gen. 11 ends with Abram, but his life is linked with later time statements by the 430 years between his call and the Exodus. The above chart was taken from the SDA Bible Commentary Vol. 1, p. 185, 1978 edition.
Skills for Life

Using a Timeline

**Directions:** Study the timelines, then answer the questions that follow on a separate sheet of paper.

**EVOLUTION**

<table>
<thead>
<tr>
<th>New Stone Age</th>
<th>Rice in China</th>
<th>Copper Age</th>
<th>Wheel (3500)</th>
<th>Bronze Age</th>
<th>Large Animals used to carry loads</th>
<th>Creation</th>
<th>Flood</th>
<th>Abraham (2166)</th>
<th>Moses (1526)</th>
<th>David is King (1010)</th>
<th>Jesus is Born</th>
<th>Columbus discovers America (1492)</th>
<th>Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>10,000</td>
<td>9000</td>
<td>8000</td>
<td>7000</td>
<td>6000</td>
<td>5000</td>
<td>4000</td>
<td>3000</td>
<td>2000</td>
<td>1000</td>
<td>0</td>
<td>1000</td>
<td>2000</td>
<td></td>
</tr>
</tbody>
</table>

**CREATION**

1. What is the subject of this timeline?

__________________________________________________________________________________

2. What is the time span covered by the timeline?

__________________________________________________________________________________

3. Into what intervals is the timeline broken?

__________________________________________________________________________________

4. At about what year did Creation week take place?

__________________________________________________________________________________

5. At about what year did the flood take place?

__________________________________________________________________________________
Small Group Activity

Simulation: Analyzing “Ancient” Objects

Imagine that you are a scientist in the future. You and your team have discovered the ruins of a twentieth-century city. You find several objects that no one has seen before. Your team will analyze each object and suggest three ways in which it might have been used. Afterward, your team can create an archaeological report of your findings.

Background

When scientists discover an artifact from an ancient civilization, they try to figure out how and for what purpose the object was made. They notice its shape, size, and what it is made of. By looking at these things, they make guesses about how people used the object.

Procedure

1. **Choose the artifacts.** Read all the steps in this project. Then meet with your team to gather objects. Choose objects either from home or the classroom with interesting shapes or textures. When you have four objects, list them in the space below. Describe their uses. Then exchange items with another team.

2. **Study the artifacts.** Look at each object as though you are someone from the future who is unfamiliar with twentieth-century technology. Study each object carefully, noting any details that might give you clues about its use. Was this something that fit in a person’s hand? Brainstorm as a team to find three possible uses for each object. Choose one team member to take notes. Remember, you will need to write a report about your findings. Use the chart on the following page to record your findings.

3. **Write a report.** With your team, write a report to communicate your discoveries. Describe each object and explain three possible uses. Write neatly and clearly.
Small Group Activity (continued)

<table>
<thead>
<tr>
<th>Object</th>
<th>Size</th>
<th>Shape</th>
<th>Materials</th>
<th>Possible Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td>1.</td>
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<td>2.</td>
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<td></td>
<td>3.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>2.</td>
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<tr>
<td></td>
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<td></td>
<td>3.</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.</td>
</tr>
</tbody>
</table>
Small Group Activity: Teacher Page

Simulation: Analyzing “Ancient” Objects

Content Objectives

- Students will gain a deeper understanding of how scientists determine the uses of ancient artifacts.
- Students will learn about our own culture through its “artifacts.”

Skill Objectives

- Organizing information
- Drawing conclusions
- Writing for a purpose—report

Advance Preparation

Explain the project to students ahead of time. Ask them to bring objects from home that would be suitable for analysis.

**Suggested group size:** four students

**Suggested time:** homework time outside of class for gathering objects; 80 minutes for analysis and writing reports; 20 minutes for discussion.

Procedure

Divide the class into teams. Distribute student pages and have students start planning their projects. You may wish to distribute a copy of the rubric for archaeological reports to each team.

Before students choose artifacts, stress that they should try to find objects that are not easy to identify or that might have several uses.

After groups have exchanged artifacts, encourage students to think creatively when considering possible uses. Point out that when archaeologists work with new or strange artifacts, they rely on prior knowledge, their intuitive powers, and educated guesses. Remind students that they need to rely on specific characteristics of the object to give them clues as to its possible uses. Tell them that they may include the normal use of the object if they know it, but that they need to invent at least two more possible uses for each object.

After teams have written their reports, have them share their theories about the artifacts with the class. To draw some conclusions about the culture that made the artifacts. To help students get started, ask questions such as these:

- What materials did these people use for shelter or clothing?
- Did they stay in one location or move from place to place?
- What customs might they have had?
- Can you tell anything about their diet?
- What sort of games might they have played?
MapMaster Skills

Reading a Natural Vegetation Map

A natural vegetation map tells you what plants grow naturally in places that have not been altered significantly by human activity. The map below shows the natural vegetation regions of the mainland United States.

Directions: Study the map from your teacher. Then, answer the questions that follow. You may wish to consult an atlas.

1. What is the natural vegetation of the area where you live?

____________________________________________________________________________

2. What is the natural vegetation of the Great Plains?

____________________________________________________________________________

3. If you were going to northern New England, what vegetation would you expect to find?

____________________________________________________________________________

4. In the southern part of which state is chaparral the natural vegetation?

____________________________________________________________________________

5. What kind of forest would you find in the Rocky Mountains?

____________________________________________________________________________

6. What kinds of vegetation do the state of Washington and the state of Florida have in common?

____________________________________________________________________________
Using a Primary Source for Creative Writing

Directions: Read about the Iceman on pages 10 and 11 of your textbook. He is considered to have lived in prehistoric times (before writing was invented). Archaeologists found him along with several other objects there in the Alps (Italian-Austrian border) in 1991. From what you read, imagine how the Iceman lived: his family, his occupation, why he ended up in the Alps, and why he died (remember, archaeologists found injuries).

Your story needs three paragraphs and to have a beginning, a middle and an ending. Also put a title on the first line. Remember to indent your paragraphs, find new beginnings for sentences within each paragraph, and use proper spelling, punctuation, and capitalization.

In order to do the job properly, you will need at least 4 to 6 sentences per paragraph. You may write more sentences, but don’t let your story be longer than the space provided on this page and the following page.

(continue to next page)
(Iceman story continued...)
The Beginnings of Human Society

Writing Skills

Writing to Inform and Explain

When you write to inform or explain a process, thing or event, you must base your writing on well-organized facts.

The best way to do that is to research your topic and organize your data. First, discover the who, what, where, why, and how of a subject. Then, report your finding to the reader in a clear, organized way.

For example,

The next step is to organize all of the facts into logical sequence. If you are writing to explain a process, such as how to play a video game, for example, be sure to include all the steps in order. Leave out one, and your reader might not get past level one!

Directions: Now practice writing to inform or explain by selecting one of the following topics or choosing one of your own. Do research, if necessary. Then, fill in the blanks below with your topic, purpose, audience, and key facts. On a separate sheet of paper, write your essay.

Write a summary of the best book you read this year, clearly explaining the plot.

Explain to someone from out of town how to get from your home to your school.

Write an informative article on an exciting vacation destination.

Explain how to make a favorite dessert.

Your own idea:________________________________________________________________________

Topic:________________________________________________________________________________

Purpose in writing:______________________________________________________________________

Audience:_____________________________________________________________________________

Facts/details to include:_________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________
The Beginnings of Human Society

Vocabulary Development

Directions: The underlined words in the following sentences are important key terms for this chapter. On the back of this page or on a separate sheet of paper, write sentences of your own using the terms or forms of the terms. If necessary, look up the terms in your textbook’s glossary, or use your teacher presented notes.

1. Future historians may one day use our school newspaper to learn about twenty-first-century history.
2. The time before people started to record events in writing is considered prehistory.
3. The archaeologist sifted through the dirt of a campsite for hours before he found a stone spearhead.
4. Some oral traditions tell about family histories; others tell of events in the past.
5. By connecting geography and history, historians can understand why some events happened.
6. The family of nomads moved their campsite down into the valley where they knew they would find fresh water.
7. In areas where the soil is fertile, many people take up farming as a way of life.
8. The farmers used an irrigation system to carry water from the river to their crops.
9. After working hard all summer, the farmers were rewarded with a surplus of grain.
10. The artisan specialized in making colorful rugs by hand.
11. Egyptian civilization developed on the banks of the Nile River.
12. In ancient times, artisans, small traders, and merchants often made up a social class.
13. The antediluvians were brilliant people who lived for hundreds of years.
14. Dinosaurs are thought to be products of amalgamation.
## Rubric for Assessing a Writing Assignment

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Excellent</th>
<th>Acceptable</th>
<th>Minimal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Clearly focused introduction; idea development interesting and sophisticated; supporting evidence detailed, accurate, and convincing; perceptive conclusion</td>
<td>Introduction gives assignment direction; idea development clear; supporting evidence accurate; strong conclusion.</td>
<td>Introduction unclear; idea development uneven and simplistic; supporting evidence uneven; conclusion summarizes information in assignment.</td>
<td>Introduction incomplete; ineffective; idea development ineffective; supporting evidence vague, inaccurate, or missing; conclusion incomplete or missing.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Paragraph order reinforces content; strong topic sentences make content easy to follow; effective and varied transitions.</td>
<td>Logical paragraph order; clear topic sentences; clear and functional transitions.</td>
<td>Ineffective paragraph order; narrow or inaccurate topic sentences; few clear transitions.</td>
<td>Inconsistent paragraph order; topic sentences and transitions missing.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Flawless punctuation and spelling; varied and interesting sentence structure.</td>
<td>Few spelling and punctuation errors; sentence structure correct.</td>
<td>Some careless spelling and punctuation errors; some errors in sentence structure.</td>
<td>Many spelling and punctuation errors; many sentence fragments and run-ons.</td>
</tr>
</tbody>
</table>
## Rubric for Assessing a Journal Entry

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Excellent</th>
<th>Acceptable</th>
<th>Minimal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Responses to assigned topic thorough and well written, with varied sentence structure and vocabulary; opinions always supported with facts.</td>
<td>Response thoughtful and fairly well written; most opinions supported with facts.</td>
<td>Response adequately addresses some aspects of the assigned topic; opinions sometimes based on incorrect information.</td>
<td>Response consists of unsupported opinions only marginally related to the topic.</td>
</tr>
<tr>
<td><strong>Idea Development</strong></td>
<td>Excellent use of examples and details to explore and develop ideas and opinions.</td>
<td>Good reliance upon examples and details to illustrate and develop ideas and opinions.</td>
<td>Incomplete development of ideas; details and examples not always relevant.</td>
<td>Ideas not clearly stated or developed.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Very logically organized; contains introduction, development of main idea (or ideas), and conclusion.</td>
<td>Contains introduction, some development of ideas, and conclusion.</td>
<td>Topics and ideas discussed somewhat randomly; entry may lack clearly defined introduction or conclusion.</td>
<td>Entry is unstructured.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Flawless spelling; and punctuation.</td>
<td>Few or no spelling errors; some minor punctuation mistakes.</td>
<td>Several spelling and punctuation errors.</td>
<td>Many instances of incorrect spelling and punctuation.</td>
</tr>
</tbody>
</table>
A. Directions: Fill in the blanks, matching words to their definitions, by using the correct word in the Word Bank.

1. __________________________: the period of time before writing was invented
2. __________________________: scientists who examine objects to learn about past peoples and cultures
3. __________________________: stories passed down by word of mouth
4. __________________________: people who have no settled home
5. __________________________: soil rich in the substances that plants need to grow
6. __________________________: more than what is needed
7. __________________________: the written events about people

<table>
<thead>
<tr>
<th>WORD BANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>archaeologist</td>
</tr>
<tr>
<td>civilization</td>
</tr>
<tr>
<td>fertile</td>
</tr>
<tr>
<td>history</td>
</tr>
<tr>
<td>oral tradition</td>
</tr>
<tr>
<td>nomads</td>
</tr>
<tr>
<td>prehistory</td>
</tr>
<tr>
<td>social class</td>
</tr>
<tr>
<td>surplus</td>
</tr>
</tbody>
</table>

(There are two extra words.)

B. Directions: Answer the following question with short answers by finishing the sentences.

8. What did scientists learn about the Iceman from studying his clothes, tools, and body? They learned about __________________________.

9. After the flood, people went beyond oral tradition and developed what way to communicate and remember things? They developed __________________________.

10. What was the result of having surplus food? __________________________ developed.

11. Now with a surplus of food, people could create (or do) what? Because each family or person didn’t have to worry about growing their own food they had time to __________________________.

12. Name one thing that farming villages needed in order to grow their crops. They had to have __________________________.

13. In ancient times, ideas, news, and tools were spread and exchanged from one civilization to another. Typically, The people who did that (spreading) had a particular occupation. What was that occupation (job)? The person was usually a __________________________.

14. After sin, several changes occurred on earth. Name one of them. After sin, one change was __________________________.

C. Compare/Contrast: Use phrases to answer the questions.

15. What was the earth and life like before the flood? __________________________

16. What was the earth and life like after the flood? __________________________
D. Skill: Using a Timeline

Directions: Use the timeline below to answer the following questions. Write your answers in the blanks provided. (25 points)

<table>
<thead>
<tr>
<th>EVOLUTION</th>
<th>CREATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Stone Age</td>
<td>@ Creation</td>
</tr>
<tr>
<td>Rice in China</td>
<td>@ Flood</td>
</tr>
<tr>
<td>Copper Age</td>
<td>Abraham (2168)</td>
</tr>
<tr>
<td>Bronze Age</td>
<td>Moses (1526)</td>
</tr>
<tr>
<td>Wheel (3500)</td>
<td>David is King (1010)</td>
</tr>
<tr>
<td>Large Animals used to carry loads</td>
<td>Jesus is Born</td>
</tr>
<tr>
<td>10,000</td>
<td>BC</td>
</tr>
<tr>
<td>9000</td>
<td>AD</td>
</tr>
<tr>
<td>8000</td>
<td>Columbus discovers America (1492)</td>
</tr>
<tr>
<td>7000</td>
<td>Now</td>
</tr>
<tr>
<td>6000</td>
<td></td>
</tr>
<tr>
<td>5000</td>
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<tr>
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<td>2000</td>
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<tr>
<td>2000</td>
<td></td>
</tr>
<tr>
<td>1492</td>
<td></td>
</tr>
</tbody>
</table>

17. In what year was David crowned king?

__________________________________________________________________________________

18. In approximately what year was the flood?

__________________________________________________________________________________

19. What came first, the flood or Moses?

__________________________________________________________________________________

20. What is being compared?

__________________________________________________________________________________
A. Directions: Fill in the blanks, matching words to their definitions, by using the correct word in the Word Bank.

1. ______________________: the written and other recorded events of people

2. ______________________: the study of earth’s surface and the processes that shape it

3. ______________________: people who have no settled home

4. ______________________: supply land with water from another place using a network or canals

5. ______________________: a worker who is especially skilled in crafting items by hand

6. ______________________: a society that has cities, a central government, and Workers who specialize in various jobs

7. ______________________: stories passed down by word of mouth

<table>
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<tr>
<th>WORD BANK</th>
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</thead>
<tbody>
<tr>
<td>archaeologist</td>
</tr>
<tr>
<td>artisan</td>
</tr>
<tr>
<td>civilization</td>
</tr>
<tr>
<td>geography</td>
</tr>
<tr>
<td>history</td>
</tr>
<tr>
<td>irrigation</td>
</tr>
<tr>
<td>nomad</td>
</tr>
<tr>
<td>oral tradition</td>
</tr>
<tr>
<td>prehistory</td>
</tr>
<tr>
<td>surplus</td>
</tr>
</tbody>
</table>

(There are three extra words.)

B. Directions: Answer the following question with short answers by finishing the sentences.

8. What does pre mean in words like prehistory? The word pre means ________________.

9. What did scientists learn about the Iceman from studying his clothes, tools, and body? They learned ________________.

10. What happened with the Nile River every year which caused people to want to live near it? The Nile ________________ every year which brought ________________.

11. What occurred due to the fact that some farming settlements had a good supply of water. Having a plentiful supply of water led to the growth of ________________.

12. Carbon 14 dating is based on the assumption that the atmosphere doesn’t change. What is Carbon 14 suppose to measure? Carbon 14 is suppose to measure ________________.

13. What is the difference between history and prehistory? During what we consider history, there is ________________. The prehistory period had ________________.

14. In a city, there was a hierarchy from highest (most important people) to lowest (least important people). There were five levels. The middle and last ones have been filled in for you. What are the other three? a. ________________ b. __________; __________ c. artisans; merchants d. __________; __________ e. slaves
C. Compare/Contrast: Use phrases to answer the questions.

15. What was life like in ancient farming villages?
   
   
   

16. What was life like in ancient cities?
   
   
   

D. Skill: Using a Timeline

Directions: Use the timeline below to answer the following questions. Write your answers in the blanks provided. (25 points)

EVOLUTION

<table>
<thead>
<tr>
<th>New Stone Age</th>
<th>Rice in China</th>
<th>Copper Age</th>
<th>Wheel (3500)</th>
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</thead>
<tbody>
<tr>
<td>10,000</td>
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<td>6000</td>
<td>5000</td>
<td>4000</td>
<td>3000</td>
</tr>
<tr>
<td>@ Creation</td>
<td>@ Flood</td>
<td>Abraham</td>
<td>Moses (1526)</td>
<td>David is King (1010)</td>
<td>Jesus is Born</td>
<td>Columbus discovers America (1492)</td>
<td>Now</td>
</tr>
</tbody>
</table>

CREATION

17. Who came first, David or Moses?

________________________________________________________________________

18. How much time passed between the lives of Jesus and King David?

________________________________________________________________________

19. What does B.C. mean?

________________________________________________________________________

20. According to this timeline, how old is our created earth?

________________________________________________________________________
AMALGAMATION = CONFUSION

“But if there was one sin above another which called for the destruction of the race by the flood, it was the base crime of amalgamation of man and beast which DEFACED THE IMAGE OF GOD, and caused CONFUSION everywhere.” 3SG 65

man

animals

plants

CAINITES + SETHITES

“DEFACTED THE IMAGE OF GOD”

HORSE + DONKEY = MULE

“THORNS & THISTLES”

ALL TRUE SPECIES ENTERED THE ARK “PRESERVED”

ALL CONFUSED SPECIES LEFT OUT OF THE ARK “DESTROYED”

“Every species of animal which God had created were PRESERVED in the ark. The confused species which God did not create, which were the result of amalgamation, were DESTROYED by the flood.” 3SG p. 75
GOD’S BEAUTIFUL WORLD CHANGED BY SIN

Objective: To show the changes in the earth as a result of sin.

Bible Reference: Genesis 3 & 4

Adam and Eve were very happy in their garden home. God wanted them to continue to be happy. Satan was jealous of Adam and Eve. He made a plan to spoil their happiness. The angels warned them of Satan’s evil plan. As long as they obeyed God, Satan could not harm them. They could obey and live, or disobey and die. Knowing this, Adam and Eve still chose to sin.

Because of sin, Adam and Eve had to leave their beautiful garden home. God said to Adam, “... because of what you have done, the ground will be under a curse. You will have to work hard all your life to make it produce enough food for you. It will produce weeds and thorns; and you will have to eat wild plant.” (Genesis 3:17, 18, T.E.V.)

All nature felt the curse that sin had brought. However, the curse did not come all at once. It could first be seen in man and animals. Soon the results of sin could be seen everywhere. The earth became less fruitful. Thorns, thistles, briars, and weeds made farming difficult. The flowers drooped, and the leaves fell. Diseases and pest killed plants. God never made a thorn, a thistle, or a tare, which is an old English word that means “weed.” This was the work of Satan. He wanted to spoil God’s creation. Animals became wild, and they fought and killed one another.

Before sin, the air had always been pleasant and warm. After sin, it was often too hot or too cold. (pp. 61) God made coats of skin to clothe Adam and Eve. The animals had to die to provide these coats. Adam and his companion mourned the death of the plants and animals. It constantly reminded them of their disobedience.

The terrible pain of death continued when their older son, Cain, killed his younger brother, Abel. Then the Lord said to Cain, “Why have you done this terrible thing? Your brother’s blood is crying out to me from the ground... You are place under a curse, and can no longer farm from the soil... If you try to grow crops, the soil will not produce anything; you will be a homeless wanderer on the earth... And Cain went away from the Lord’s presence and lived in a land... which is east of Eden.” (Genesis 4:10-12, 16, T.E.V.)

God blessed Adam and his wife with another son. They named him Seth. Because the sons of Seth obeyed God, they were called the “sons of God.” Cain’s children did not love and obey God. They were called the “sons of man.” These two groups of people lived after man’s disobedience. They will exist until Christ’s Second Coming.
And God Saw that it Was Very Good

Activity Sheet #1

Match the statements at the left with words, or phrases from the right by putting the letter of the correct words in the blanks.

Number 1 is done for you.

1. The earth was _____ when God finished creating it.
   A. as long as they were true to God
   B. under the ground
   C. polluted
   D. beautiful
   E. swamps and deserts
   F. in His image
   G. all creation
   H. to look like the animals
   I. on top of the ground
   J. clean and healthful
   K. very good
   L. mountains, hills, and plains
   M. vegetation
   N. forever

2. God said that everything He made was _____.
   A. as long as they were true to God
   B. under the ground
   C. polluted
   D. beautiful
   E. swamps and deserts
   F. in His image
   G. all creation
   H. to look like the animals
   I. on top of the ground
   J. clean and healthful
   K. very good
   L. mountains, hills, and plains
   M. vegetation
   N. forever

3. All of the land was covered with rich, lush tropical _____.
   A. as long as they were true to God
   B. under the ground
   C. polluted
   D. beautiful
   E. swamps and deserts
   F. in His image
   G. all creation
   H. to look like the animals
   I. on top of the ground
   J. clean and healthful
   K. very good
   L. mountains, hills, and plains
   M. vegetation
   N. forever

4. Gold, silver, and precious stones were found _____.
   A. as long as they were true to God
   B. under the ground
   C. polluted
   D. beautiful
   E. swamps and deserts
   F. in His image
   G. all creation
   H. to look like the animals
   I. on top of the ground
   J. clean and healthful
   K. very good
   L. mountains, hills, and plains
   M. vegetation
   N. forever

5. The rocks were found _____.
   A. as long as they were true to God
   B. under the ground
   C. polluted
   D. beautiful
   E. swamps and deserts
   F. in His image
   G. all creation
   H. to look like the animals
   I. on top of the ground
   J. clean and healthful
   K. very good
   L. mountains, hills, and plains
   M. vegetation
   N. forever

6. There were _____ separated by rivers, lakes, and seas.
   A. as long as they were true to God
   B. under the ground
   C. polluted
   D. beautiful
   E. swamps and deserts
   F. in His image
   G. all creation
   H. to look like the animals
   I. on top of the ground
   J. clean and healthful
   K. very good
   L. mountains, hills, and plains
   M. vegetation
   N. forever

7. The air was _____.
   A. as long as they were true to God
   B. under the ground
   C. polluted
   D. beautiful
   E. swamps and deserts
   F. in His image
   G. all creation
   H. to look like the animals
   I. on top of the ground
   J. clean and healthful
   K. very good
   L. mountains, hills, and plains
   M. vegetation
   N. forever

8. God created man _____.
   A. as long as they were true to God
   B. under the ground
   C. polluted
   D. beautiful
   E. swamps and deserts
   F. in His image
   G. all creation
   H. to look like the animals
   I. on top of the ground
   J. clean and healthful
   K. very good
   L. mountains, hills, and plains
   M. vegetation
   N. forever

9. Man represented God to _____.
   A. as long as they were true to God
   B. under the ground
   C. polluted
   D. beautiful
   E. swamps and deserts
   F. in His image
   G. all creation
   H. to look like the animals
   I. on top of the ground
   J. clean and healthful
   K. very good
   L. mountains, hills, and plains
   M. vegetation
   N. forever

10. Adam and Eve had dominion over the earth _____.
    A. as long as they were true to God
    B. under the ground
    C. polluted
    D. beautiful
    E. swamps and deserts
    F. in His image
    G. all creation
    H. to look like the animals
    I. on top of the ground
    J. clean and healthful
    K. very good
    L. mountains, hills, and plains
    M. vegetation
    N. forever
And God Saw that it Was Very Good

Additional Activities

1. Write a paragraph describing the earth as it looked before sin.

2. Read Psalm 8 and Genesis 1:26-28; and write one or more paragraphs telling how man was created, and God’s plan for man.

3. Set up a terrarium to illustrate the climate and possible kinds of plant life which existed before sin.

4. Learn songs about “the beginning” and illustrate them.

5. Draw a picture showing how the earth looked before sin.
   Write a few sentences to explain your picture.

6. Make a creation diorama.

7. Creation mural.

8. Read Patriarchs and Prophets, pp. 44-47 for a description of the newly created earth.
   Choose the paragraph that you like best. Copy it and draw a picture to illustrate it.

Additional Resources

“Bible in Living Sound” CD’s or tapes.
GOD’S PLAN TO CLEANSE THE EARTH

Objective: To explain the reason for the Flood

Bible References: Genesis 6 & 7

Specialized Vocabulary: Amalgamation, Antediluvian

For many years Seth’s children and Cain’s children did not live near each other. As time passed, the Sethites became curious to know what the Cainites were like. They began to visit them. Eventually, some of the Sethites married Cainites. Little by little, the Sethites forgot about God. They stopped loving and respecting Him. Men misused God’s gifts. Instead of worshipping the Creator, they began to worship idols of gold and silver. The gifts of God were used to glorify men. They became selfish and greedy. As men lost their respect for God, they also lost respect for one another.

“When the Lord saw how wicked everyone on earth was, and how evil their thoughts were all the time, He was sorry He had ever made them and put them on the earth. He was so filled with regret that He said, ‘I will wipe out these people I have created, and also the animals and the birds, because I am sorry that I made any of them.”’ (Genesis 6:5-7, T.E.V.)

The sin that hurt God the most, and caused Him to destroy the earth, was amalgamation. (3 Spiritual Gifts, p. 64) Amalgamation means the combining, or mixing of living things to produce other living things that God did not originally create. Amalgamation caused harmful plants to grow. (1 B.C., p. 1086) A change occurred in some groups of animals. They grew into strange, monster like creatures. (Creation and Catastrophe, by Harry Baerg) The change that took place when the Sethites married the Cainites was also the result of amalgamation. This was all a part of Satan’s wicked plan.

During this time, there were some people who remained faithful to God. Noah was a righteous man. The Lord was pleased with him. “God said to Noah, ‘I have decided to put an end to all mankind. I will destroy them completely, because the world is full of their violent deeds. Build a boat for yourself out of good timber, make rooms in it and cover it with tar inside and out . . . Build it with three decks and put a door in the side. I am going to send a Flood on the earth to destroy every living being. Everything on earth will die.’” (Genesis 6:13-17, T.E.V.)

God told Noah just how large to build the ark. He also promised to save all of Noah’s family. Noah was to bring some of every living creature into the ark. He was to take some of every kind of food that
was to be eaten by his family and the animals and store it away in the ark. Noah did everything just as God commanded him.

While building the ark, Noah was to preach about the Flood. He was to tell all the antediluvian people that the wicked would be destroyed. The people who lived before the Flood were called antediluvians. Those who believed the message and returned to God would be saved. Noah spent all he owned to build the ark. (*Patriarchs & Prophets* p. 95) As he began to build the huge boat on dry ground, people came from all over the world (*Signs of the Times*, April 18, 1895) to see the strange sight and hear Noah preach.

Some antediluvian people believed the message but refused to return to God. Others thought that Noah was a confused old man. It had never rained on the earth before. The rivers had never overflowed. They said it would be impossible.

The ark was finished. Noah gave one last invitation to the people. Again they refused to return to God. “The Lord said to Noah, ‘Go into the boat with your whole family; I have found that you are the only one in all the world who does what is right. Take with your seven pairs of each kind of clean animal, but only one pair of each kind of unclean animal. Take also seven pairs of each kind of bird. Do this so that every kind of animal and bird will be kept alive to reproduce again on earth. Seven days from now I am going to send rain that will fall for forty day and nights, in order to destroy all the living beings that I have made.’” (*Genesis* 7:1-5, T.E.V.)

The Flood destroyed most of the living things that were not inside the ark. Not all kinds of sea life were buried at the time of the Flood. Some made it through the flood and survived the turbulence. But some species did not and became extinct, including some large and dangerous sea creatures.

“There were (sic) a class of very large animals which perished at the Flood. God knew that the strength of man would decrease and these mammoth [huge] animals could not be controlled by feeble man.” (*4 Spiritual Gifts*, p. 121) “Every species of animal which God had created were preserved in the ark. The confused species which God did not create, which were a result of amalgamation, were destroyed by the Flood.” (*3 Spiritual Gifts*, p. 75) So besides the biggest kinds of dinosaurs that might be hard to control by “feeble man,” vicious kinds were not allowed on the ark. This was especially meant to protect Noah and his descendents.
God’s Plan to Cleanse the Earth

Activity Sheet #4

Answer each question as briefly as possible. You may use the texts listed to help you, but explain in your own words.

1. There were two curses upon the earth in the days of Noah. Explain the reason for each curse:
   a. The first curse (Genesis 3:17, 18)

   b. The second curse (Genesis 4:10-12, 16)

2. How were the gifts that God gave to man misused? (pp. 90-91)

3. What sin above all others hurt God the most?

4. How had some plants, animals, and men become different from the way God had made them?
   a. Plants (Matthew 13:24-39; 1 B.C. 1086)

   b. Animals (3 S. G. 64, 75)

5. What did God decide to do to cleanse the earth? Write at least three sentences explaining His plan. (Genesis 6:6, 7, 13, 17)
6. Tell how many people were saved from the Flood, and explain why no more were saved. (See Genesis 7:13)

7. Did pairs of all the animals on earth go into the ark? Yes No
   Explain why or why not. (3 S.G. 64, 75)

8. Why was it so hard for the antediluvian people to believe there would be a Flood? (pp. 96-97; Genesis 2:5, 6)

9. Tell why you think God had to cause so much of His creation to be destroyed by the Flood.
THE EARTH AND MAN CHANGE

Objectives:

1. To lay a foundation for a better understanding of the geological column.
2. To show that man continued to turn from God.
3. To show false ideas were mixed with truth.
4. To lead children to regard the Bible as the basic guide to true knowledge.

References: *Patriarchs and Prophets*, Chapter 8; Matthew 19:3-6; Mark 10:2-8

During the Flood, the surface of the earth was greatly changed. When Noah and his family came out of the ark, they could not recognize the earth as it had been before. All of the beautiful green plants were washed away. High, bare rocks now took the place of gentle hills and sloping mountains. The rivers and seas were much larger and the land area was smaller.

Soon grass began to grow and young trees and flowers sprouted. Noah and his family knew that God had not forgotten them. He would help them get started again.

They left the ark and came down from the high mountains. They found a place to build houses and plant gardens, orchards and vineyards.

In many places there were layers and layers of soil and rocks. These layers had been formed by the dropping of sand and rocks by the turbulent waters of the Flood. Mud slides had caused even more layers to deposit. The great winds that dried up the waters had carried away much of the soil from the mountain tops and made more layers. Many of the layers covered and buried the things that had died during the time of the Flood. Today these layers are called beds, or strata.

“In many places hills and mountains had disappeared leaving no trace where they once stood; and plains had given place to mountain ranges. These changes were more marked in some places than in others.” *Patriarchs and Prophets*, p. 108.

“At this time immense forests were buried. These have since been changed to coal, forming . . . coal beds that now exist, and also yield large quantities of oil. The coal and oil . . . burn beneath the surface of the earth . . . rocks are heated, limestone is burned, and iron ore melted. The action of water upon lime adds . . . heat, and causes earthquakes (and) volcanoes . . . As the fire and water come in contact with ledges of rock and ore, there are heavy explosions underground, which sound like muffled thunder.” *Patriarchs and Prophets*, p. 108. All of these things caused the earth to change in many ways.

It was very important for God to give Noah the promise of the rainbow. Noah knew He would continue to protect them as He had during the Flood.
Noah’s sons and their wives had children, and their children had children. After many years Noah had so many grandchildren that he could not count them all. Noah told and retold his grandchildren and great-grandchildren the story of the ark and how God had provided for them during the Flood. Just as it happened with the Cainites and Sethites, there were those who believed and those who chose not to believe and trust in God.

The true record of how our earth was made is found in the Bible. It is explained in the Book of Genesis, the “book of beginnings.” The Bible tells how the earth was created in six days by the command of God. We have learned how many changes took place upon the earth because of the curse of sin. The curse produced changes in man, plants and animals. And the structure of the earth was greatly changed because of the Flood.

For hundreds of years, God’s people believed in the Bible’s record of creation. This was the way that they were set apart from heathen nations and idol worshippers. Jesus also accepted the creation story and quoted from the Book of Genesis when He talked with the Pharisees. (See Matthew 19:3-6; Mark 10:2-8)

As the Christian church grew, many false ideas were mixed with Bible truth. People began to value their own thoughts more than the Scriptures. They depended less on God, their creator. Many ideas were given to explain how the earth and its creatures began. These ideas did not include God.

Some people did not think the Bible should be used to explain science. They said the Bible was not a science book. But the Bible is the Word of God. God’s Word is truth. When the ideas of men are not the same as what is recorded in the Bible, God’s people must accept God’s Word by faith. Scientific ideas come and go, but the Word of God stands forever.
Who Missed the Boat?

Activity Sheet #5

Directions: Answer the following questions by choosing the correct word from the Word Bank. Write your answer on the line which has the same number as the question.

1. People or animals which lived before the Flood are called ____________________.

2. Snakes, lizards, turtles, and alligators along with a class of large animals which lived before the Flood are all called ____________________.

3. These _________________ creatures were huge and very scary.

4. The Spirit of Prophecy tells us that this class of animals was a mixed or _________________ group.

5. The being who was responsible for this mixing was ____________________.

6. We are told that this mixing or ____________________ of species is one of the main reasons why God destroyed the people and animals with a Flood.

7. Only the ____________________ species were preserved in the ark.

8. All of the amalgamated (mixed) species which Satan developed ____________________ in the flood.

9. The remains of these huge creatures are being discovered today as ____________________.
THE WORLD WASHED CLEAN

Objective: To show how the earth was changed by the Flood and establish a basis for the geological column.

Reference: Patriarchs and Prophets, chapters 7 & 8; Genesis 7-9

Noah and his family were in the ark for seven days before the rain began to fall. The people outside the ark were laughing and making fun of Noah. They thought the world would never be destroyed by a Flood. It had never rained before. The plants had been watered by a mist which God caused to come down at night like dew.

The sky became cloudy at the end of seven days. (Genesis 7:10) The people had never seen storm clouds before. They heard the thunder and saw the lightening. On the eighth day rain began to fall. The wondered if Noah’s warning was right. Soon it was pouring. For a time the ground drank up the rain. Then the water started to rise. Day after day it rose higher and higher. The water entered the houses. The people ran to the temples where they had built their idols. Even the temples were destroyed by the violent storm. The earth broke open and jets of water burst out. Large stones from inside the earth were thrown high into the air.

People looked everywhere for a safe place. They wished now that they had accepted Noah’s invitation. God had already closed the door of the ark. Some people begged Noah to let them into the ark, but he couldn’t hear them. Others tried to hang onto the ark. They were washed away. Terrified animals and human beings climbed the highest mountains, only to be washed into the angry water. The rain continued for forty days and nights.

Clay, lime, and shells that God had put on the bottom of the sea were lifted up and thrown everywhere. Fire and flood, earthquakes and volcanoes buried the rich treasures of gold, silver, and precious stones beyond the sight and reach of man. (PP 108)

Before the Flood there were huge forests. The trees were much larger than any we see today. During the Flood these forests were buried in the earth. Some trees became petrified. This means they were turned into stone. Others were turned into the coal beds that we find today. Still other buried plants and animals turned into the oil we use today.

The whole world surface of the earth was changed at the Flood. The beautiful plant life had been destroyed. Noah had saved seed by taking some into the ark. God, by His miraculous power, preserved a few of the different kinds of trees and shrubs. In God’s love and care, seeds were scattered and driven into cracks. They were hidden there for man to use in the future. Soon after the Flood trees and plants seemed to spring out of the very rocks. (3 SG, 76, 77)
The entire earth was covered by water. The water was twenty-five feet above the highest mountains. It did not begin to go down for 150 days. (Genesis 7:20, 24, N.I.V.) The Lord remembered Noah and He caused the ark to rest upon the top of a group of mountains. God left these mountains there through the storm as a resting place for the ark. (3 SG, 77) As the mountains and hills appeared, they were in a broken and rough condition. Everything looked like a sea of stirred up water or soft mud. The bodies of men and animals were everywhere. God caused a powerful wind to dry the waters and bury the dead bodies with trees, stones, and earth. (3 SG, 78)

The beautiful grassy mountains were now ragged and bare. The whole surface of the earth appeared in disorder. Psalms 104:7,8 says “At thy rebuke they [the flood waters] fled; at the voice of thy thunder they hasted away (the mountains rose, the valleys sank down) unto the place which thou hast founded for them.” (A.S.V.) Some of our highest mountains today (like Mt. Everest) have seashells on them! So during the flood the raising of our mountain ranges and the lowering of our valleys helped drain water away from the new land that was drying out.

After being in the ark for almost a year, God said to Noah, “Come out of the ark, . . . Bring out every kind of living creature that is with you . . . so they can multiply on the earth and be fruitful and increase in number upon it.” (Genesis 8:15, NIV) “Then Noah built an altar to the Lord and, taking some of all the clean animals and clean birds, he sacrificed burnt offerings on it . . . The Lord smelled (it) . . . and said in His heart: never again will I curse the ground because of man.” (Genesis 8:20, 21 NIV) “. . . Never again will the waters become a flood to destroy all life. Whenever the rainbow appears in the clouds, I will see it and remember the everlasting covenant (promise) between God and all living creatures of every kind on the earth.” (Genesis 9:15-17, NIV)
THE WORLD WASHED CLEAN

Activity Sheet #6

A. Complete each answer by looking up a Bible text:

1. Noah and his family were in the ark ________ days before the Flood began. (Genesis 7:10)

2. The waters of the Flood came from two places. Name them:
   (Genesis 7:11)
   a.
   b.

3. The Flood kept coming on the earth for ________ days and nights. (Genesis 7:12)

4. The waters rose and covered the mountains for more than ________ feet. (Genesis 7:20, T.E.V. or N.I.V.)

5. At the end of the ________ days, the water had begun to go down. (Genesis 8:3)

6. By the ______ day of the ______ month, the waters had begun to dry up. (Genesis 8:13)

7. The earth was not completely dry until the ________ day of the ________ month. (Genesis 8:14)

8. The earth was dried up by a _________. (Genesis 8:1)

B. Underline the correct answer:

1. The waters of the Flood
   a. rose higher each day.
   b. covered everything in one day.
   c. completely soaked into the ground.

2. Clay, lime, and shells were
   a. washed into the sea.
   b. lifted up from the sea.
3. Gold, silver, and precious stones were
   a. buried underground.
   b. taken into the ark.
   c. washed into the sea.

4. After the Flood
   a. rocks and stones were washed into the sea.
   b. no rocks were available.
   c. rocks and stones appeared on the earth.

5. Trees of the forest
   a. protected the children from the Flood.
   b. remained in place during the Flood.
   c. were broken up and covered with stones and earth.

6. The Flood was the __________ curse on the earth.
   a. first
   b. second
   c. third

7. Noah came out of the ark when
   a. the rain stopped falling.
   b. God told him to come out.
   c. the dove did not return.

8. Over a period of time, coal was formed from
   a. the gold and silver that were buried.
   b. the huge forests that were buried.
   c. the large mammals that were buried.
REFERENCES

BIBLE AND SPIRIT OF PROPHECY QUOTATIONS

3 SG 60    The descendents of Seth were called the sons of God—the descendents of Cain, the sons of man. As the sons of God mingled with the sons of men, they became corrupt, and by inter-marriage with the, lost, through the influence of their wives, their peculiar, holy character, and united with the sons of Cain in their idolatry.

3 SG 64    But if there was one sin above another which called for the destruction of the race by the flood, it was the base crime of amalgamation of man and beast which defaced the image of God, and caused confusion everywhere. God purposed to destroy by a Flood.

3 SG 75    Every species of animal which God had created were preserved in the ark. The confused species which God did not create, which were the result of amalgamation, were destroyed by the Flood.

1 BC 1086  Amalgamation brought noxious plants. Not one noxious plant was place in the Lord’s great garden, but after Adam and Eve sinned, poisonous herbs sprang up. In the parable of the sower the question was asked the Master, “Didst not thou sow good seed in thy field? How then hath it tares?” The master answered, “An enemy hath done this.”

2 SM 288   All tares are sown by the evil one. Every noxious herb is of his sowing, and by his ingenious methods of amalgamation he has corrupted the earth with tares.

Matt. 13:39 The enemy who sows them is the devil. The harvest is the end of the age, and the harvesters are angels.

Gen. 6:12, 13  And God looked upon the earth, and, behold, it was corrupt; for all flesh had corrupted his way upon the earth. And God said unto Noah, The end of all flesh is come before me; for the earth is filled with violence through them; and, behold, I will destroy them with the earth.

4 SG 121   There were a class of very large animals which perished at the flood. God knew that the strength of man would decrease, and these mammoth animals could not be controlled by feeble man.

ED 129     It is true that remains found in the earth testify to the existence of men, animals, and plants much larger than any now known.

3 SG 92    Bones of men and animals are found in the earth, in mountains and in valleys, showing that much larger men and beasts once lived upon the earth. I was shown that very large, powerful animals existed before the flood which do not now exist.
Bones of men and animals, as well as instruments of warfare, petrified trees, et cetera, much larger than now exist, or that have existed for thousands of year, have been discovered, and from this it is inferred that the earth was populated long before the time brought to view in the record of creation, and by a race of beings vastly superior in size to any now living. Such reasoning has led many professed Bible believers to adopt the position that the days of creation were vast, indefinite periods.

But apart from Bible history, geology can prove nothing. Those who reason so confidently upon its discoveries have no adequate conception of the size of men, animals, and trees before the Flood, or of the great changes which then took place. Relics found in the earth do give evidence of conditions differing in many respects from the present, but the time when these conditions existed can be learned only from the Inspired Record. In the history of the Flood, inspiration has explained that which geology alone could never fathom. In the days of Noah, men, animals, and trees, many times larger than now exist, were buried, and thus preserved as an evidence to later generations that the antediluvians perished by a flood. God designed that the discovery of these things should establish faith in inspired history; but men, with their vain reasoning, fall into the same error as did the people before the Flood—the things which God gave them as a benefit, they turn into a curse by making a wrong use of them.

Trees, buildings, rocks, and earth, were hurled in every direction. The terror of man and beast was beyond description.

The animals exposed to the tempest rushed toward men, choosing the society of human beings, as though expecting help of them. Some of the people would bind their children and themselves upon powerful beasts, knowing that they would be tenacious for life, and would climb the highest points to escape the rising water.

The Lord would not permit these to remain to decompose and pollute the air, therefore He made of the earth a vast burial ground. A violent wind which was caused to blow for the purpose of drying up the waters, moved them with great force, in some instances even carrying away the tops of the mountains and heaping up trees, rocks, and earth above the bodies of the dead.

Clay, lime and shells that God had strewn in the bottom of the seas, were uplifted, thrown hither and thither, and convulsions of fire and flood, earthquakes and volcanoes buried the rich treasures of gold, silver, and precious stone beyond the sight and reach of man.

God so ordered that men, beasts, and trees, many times larger than those now upon the earth, and other things, should be buried in the earth at the time of the Flood, and there be preserved evidence to man that he inhabitants of the old world perished by a Flood.

By the same means the silver and gold, the choice wood and precious stones, which had enriched and adorned the world before the Flood, and which inhabitants had idolized, were concealed from the sight and search of men, the violent action of the waters piling earth and rocks upon these treasures, and in some cases even forming mountains above them.

Noah could remove the top, but he could not open the door which God had shut.
At this time immense forests were buried. These have since been changed to coal, forming the extensive coal beds that now exist, and also yielding large quantities of oil.

The vast forests buried in the earth at the time of the Flood, and since changed to coal, form the extensive coal fields, and yield the supplies of oil that minister to our comfort and convenience today. These things, as they are brought to light, are so many witnesses mutely testifying to the truth of the Word of God.

God so ordered that men, beasts, and trees, many times larger than those now upon the earth, and other things, should be buried in the earth at the time of the Flood, and there be preserved to evidence to man that the inhabitants of the old world perished by a Flood. God designed that the discovery of these things in the earth should establish the faith of men inspired history.

God bestowed upon these antediluvians many and rich gifts; but they used His bounties to glorify themselves, and turned them into a curse, by fixing their affections upon the gifts instead of the Giver. They employed the gold and silver, the precious stones and the choice wood, in the construction of habitations for themselves, and endeavored to excel one another in beautifying their dwellings with the most skillful workmanship. They sought only to gratify the desires of their own proud hearts, and revelled in scenes of pleasure and wickedness. Not desiring to retain God in their knowledge, they soon came to deny His existence. They adored nature in place of the God of nature. They glorified human genius, worshipped the works of their own hands, and taught their children to bow down to graven images.
SPIRIT OF PROPHECY REFERENCES

DESCRIPTION OF THE ANTEDILUVIAN WORLD

ATMOSPHERE OF THE EARTH

**Before Sin**

Clear

PP 44 (3 SG 33; 1 SP 24)

Healthful

SR 20 (3 SG 33; 1 SP 24)

Uniform

PP 57, 61; SR 38, 46; 1 SP 41

Unvarying

SR 46 (3 SG 56; 1 SP 49)

**After Sin**

Changes, subject to marked

PP 61; SR 46; 3 SG 56 (1 SP 49)

Chilly at times

PP 57; SR 38, 46; 3 SG 43, 46; PP 61

Hot at times

SR 46; 3 SG 46 (1 SG 49)

Variable

SR 46; 3 SG 46 (1 SG 49)

**Clouds Before Sin**

Balancings of, studied by Adam and Eve

Ed. 21; (CG 46) PP 51; (SD 7)

**Clouds After Sin**

Began to gather at end of seven days

ST March 10, 1901

Dark clouds overspread heavens at flood

PP 99; SR 66, 67

Gathered thicker and thicker

ST March 10, 1901

Rain descended from clouds during flood for first time

SR 66; ST March 6, 1878; 3 SG 69; (1 SP 73)

Curse rested on the ground

SR 40; (3 SG 45); SR 52; (3 SG 50)
**Effects of curse on earth**

All nature suffered results of
PP 59
Blight on earth because of
PP 63
Condition of earth changed by
Ed. 214
Decay, evidence of sure and certain
ST Feb. 27, 1879; 3 SG 62; (1 SP 67)
Evident of first curse in the flora
Decaying and fallen leaf
PP 62; Ed 26; 1 BC 1085 (4 SG 155)
Drooping flowers
Ed 26; PP 62; SR 55; 1 SM 58
Evil everywhere marred earth, sea, and air
Ed 26
First curse upon ground rested but lightly
3 SG 50
Soil made more difficult to cultivate
1 BC 1085; (4 SG 155)

**Second Curse**

Caused by the murder committed by Cain
PP 90; 3 SG 61, 62
Effect of second curse on the ground
Curse rested upon the ground
1 BC 1085 (4 SG 121)
Double curse rested upon the ground
PP 90; 3 SG 61, 62; SR 54; (3 SG 50)
Earth still rich and beautiful
PP 90; 3 SG 61, 62
Evidence of sure and certain decay
3 SG 61, 62
Face of the earth not greatly changed by
PP 90; 3 SG 61, 62
Mountains and hills were still lovely
3 SG 61, 62
Skies, Antediluvian
blue
GC 338
Clear
ST April 10, 1901
Sun, Antediluvian
Arose daily
   ST April 10, 1901
Shone in its glory
   PP 98; SR 65; 3 SG 68; (1 SP 72)

CLIMATE OF THE ANTEDILUVIAN EARTH

Seasons, unvarying succession of
   GC 338; PP 97; (ST April 1, 1886); SR 66 (3 G 68, 69; 1 SP 73) April 10, 1901

CURSE RESTING ON THE ANTEDILUVIAN EARTH

   **Before Sin**
   No curse existed
   SC 9, 10
   No signs of decay in Eden
   AH 26

   **First Curse**
   Caused by sin of Adam and Eve
   COL 289; PP 59; 3 SG 61, 62; 1 BG 1085 (4 SG 121)

ANIMALS AND THE FIRST CURSE

Curse rested on animals
   4 SG 145
Effect of curse on animals
   in longevity
   4 SG 146
   in size
   4 SG 146

EARTH AND THE FIRST CURSE

Curse rested on the earth
   CD 384; COL 389; PP 59; IBC 1085 (4 SG 121)

DESCRIPTION OF THE ANTEDILUVIAN WORLD

   **Before Sin**
   Beauty, exceeding
   PP 44; SR 20; 3 SG 33; (1 SP 24)
Flora, luxuriant growth of trees, shrubs, flowers
   PP 44; SR 20; 3 SG 33; (1 SP 24)
Landscape had noble rivers and lakes
   PP 44; SR 20; 3 SG 33; (1 SP 24)
Life, teeming animal and vegetable
   PP 44; SR 20; 3 SG 33; (1 SP 24)
Surface, diversified with mountains, hills, plains
   PP 44; SR 20; 3 SG 33; (1 SP 24)
Void of deserts and swamps
   PP 44

**Before the Flood**

Compared to Eden
   Almost in its Edenic beauty
      PP 98; SR 65; (3 SG 68; 1 SP 72)
   Little less fair than Eden
      ST Feb. 27, 1879
Curse did not change at once appearance of the earth
   3 SG 61; ST. Feb. 27, 1879; PP 90
Curse rested lighter where least crime existed
   PP 108; (3 SG 79; 1 SP 81)
Magnificent works observed by antediluvians
   MS 56, 1886 (4)
Rich and beautiful
   PP 90; 3 SG 62; ST Feb. 1879
Surpassingly lovely
   MS 25, 1885
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1. ORIGIN OF THE ANTEDILUVIAN WORLD

I. Introduction to the antediluvian world

A. The biblical name of the antediluvian world
   1. The old world—2
   2. The world that then was—2 Peter 3:6

B. The composition of the antediluvian world
   1. The antediluvian earth was a biosphere composed of heaven and earth—Genesis 1:1
   2. The heaven of Genesis 1 is defined as the firmament (atmosphere or sky)—Genesis 1:8

II. The origin of the antediluvian world

A. The two verbs and areas in the origin of earth
   1. The two verbs in the origin of earth
      a. “to create” bara: to make something out of nothing—Genesis 2:3
      b. “to make” asah: to fashion, arrange or put together what has already been created—Genesis 2:3
   2. The two areas mentioned in the origin of earth
      a. heaven—Genesis 1:1
      b. earth—Genesis 1:1

B. The solar system created along with the antediluvian earth—Genesis 1:1, Exodus 31:17
   1. The sun, moon and stars—Genesis 1:16
   2. All the host of them (planets) of Genesis 2:1, Deuteronomy 4:19

C. No part of the antediluvian earth had a pre-existence
   1. Before he earth was—John 17:5
   2. Before the earth began—2 Timothy 1:9
   3. Before earth’s foundation—John 17:24

D. The process in the origin of the antediluvian world
   1. God created the earth—Genesis 1:1
2. God founded the earth—Psalm 89:11
3. God formed the earth—Psalm 90:2
4. God established the earth—Psalm 119:90
5. God laid the foundation of the earth—Psalm 102:25
6. God stretched out the earth—Psalm 136:6
7. God spread the earth—Isaiah 42:5

E. The method in the origin of the earth
   1. The earth was created by the word of God—Hebrews 11:3
   2. The earth was created by the power of God—Jeremiah 32:17
   3. The earth was created by the breath of God—Psalms 33:5-9
   4. The earth was created by the wisdom of God—Proverbs 3:19

F. No pre-existent matter was used in earth’s creation
   1. The world was not made of matter—Hebrews 11:3
   2. And all (including matter) that in them is—Exodus 20:11
   3. God spake and it was—Psalm 33:6-9
   4. “In the formation of our world, God was not beholden to pre-existing substance or matter.”
      MS 127: 1897; cf 8t 258-9; MH 415-5; ST May 12, 1909

G. Time it took to create the antediluvian world
   1. In six days the Lord made heaven and earth (biosphere), the sea and all that in them is—Exodus 20:11, 31:17

H. The indication of progression in earth’s development
   1. After earth’s matter was created—Genesis 1:1
   2. The earth was shapeless and lifeless—Genesis 1:2 (unorganized)

I. From the created elements of earth the following were added:
   1. First day, “let” there be light—Genesis 1:3
   2. Second day “let” there be atmosphere—Genesis 1:6
3. Third day, “let” there be land, vegetation—Genesis 1:9, 11
4. Fourth day, “let” there be fish and fowl—Genesis 1:20
5. Fifth day, “let” there be fish and fowl—Genesis 1:20
6. Sixth day, “let” there be animals, man—Genesis 1:24, 25
J. The indication of rearrangement of existing elements
   1. Division of light and darkness—Genesis 1:4
   2. Division of surface and atmosphere water—Genesis 1:9
   3. Division of day and night—Genesis 1:14, 18
K. The indication of development of existing elements
   1. The bringing forth from
      a. Earth, grass and trees—Genesis 1:11, 12
      b. Water, fish and fowl—Genesis 1:20, 21
      c. Earth, animals—Genesis 1:24
   2. The forming out of
      a. Ground, animals and birds—Genesis 2:19
      b. Dust, man—Genesis 2:7
   3. The making of
      a. The atmosphere—Genesis 1:7
      b. The sun, moon and stars—Genesis 1:16
      c. The animals—Genesis 1:25
L. The purpose in the creation of the antediluvian world
   1. To be inhabited by humans—Isaiah 45:19
   2. Propagation order to Adam—Genesis 1:28
M. The length of time the world will exist
   1. The earth will abide forever—Ecclesiastes 1:4
2. The earth established forever—Psalm 78:69
3. The earth not removed forever—Psalm 104:5

N. The originator of planet earth
   1. The Divine Trinity participated in the creation of earth—of. Genesis 1:1, 2, 26
   2. Christ was the active agent in the creation of earth—of. John 1:1-2, 10, Corinthians 8:6; Colossians 1:14-16

O. The creation of earth in relation to the fall of Satan
   1. The creation of earth was planned before Satan’s fall
      “Before the fall of Satan, the Father consulted His Son in regard to the formation of man. They purposed to make this world.” 3SG 36; cf. 1SG 17; PP 36; SR 20, 13-14
   2. The creation of earth occurred after Satan’s fall
      “The Father and Son carried out their purpose, which was designed before the fall of Satan, to make man in their own image.” SR 20; cf. p. 19; EW 146; 3SG 39

2. THE DESCRIPTION OF THE ANTEDILUVIAN WORLD

A. The configuration of planet earth
   1. The form of earth is spherical—Isaiah 40:22
   2. The surface of earth is curved—Proverbs 8:27

B. The physical arrangement of the earth
   1. The mountains are weighed—Isaiah 40:12
   2. The hills are balanced—Isaiah 40:12
   3. The oceans are measured—Isaiah 40:12; cf. Job 26:10, 20

C. The suspension of planet earth
   1. The earth is hung on nothing (gravitation)—Job 26:7
   2. The earth is upheld by the word of power—Hebrews 1:2, 3
   3. The earth cannot be moved—Psalm 93:1
D. The laws, movements and climate of planet earth in the beginning

1. Law: ordinances of heaven and earth—Jeremiah 33:25
2. Movement: the earth turns in relation to the sun—Job 38:13, 14
3. Climate:
   a. The antediluvian world had season—Genesis 1:14; 8:27
   b. The antediluvian world had daily dew—Genesis 2:6

E. The location of planet earth in the cosmos

1. In the solar system, the earth has its place—Job 9:6; Isaiah 13:13
   a. The earth is “very far off” from heaven—Isaiah 33:17

F. Compass directions in the antediluvian world

1. Four quarters of the earth—Revelation 20:8; cf 7:1
2. Specific direction mentioned in antediluvian times
   a. East of Eden, God planted a garden—Genesis 2:8
   b. East of Eden were placed cherubim—Genesis 3:24
   c. East of Assyria flowed the river Hiddekel toward—Genesis 2:14

3. THE TYPOGRAPHY OF THE ANTEDILUVIAN WORLD

A. Fields (level plains) of the antediluvian world

1. Vegetation grew in the antediluvian fields
   a. Plants grew in the fields—Genesis 2:5
   b. Herbs grew in the fields—Genesis 2:5; 3:18
2. Animals of the antediluvian world
   a. Beasts of the field—Genesis 2:19; 20; 3:1, 14
   b. Serpent of the field—Genesis 3:1
B. Hills and mountains of the antediluvian world
   1. Hills of the antediluvian world were covered by the flood—Genesis 7:9
   2. Mountains of the antediluvian world
      a. Antediluvian mountains covered by the flood—Genesis 7:20
      b. Ark rested on the mountains of Ararat—Genesis 8:2
      c. Tops of mountains seen after the flood—Genesis 8:5

C. Land of the antediluvian world
   1. Dry land separated from the waters—Genesis 1:9, 10; 7:22
   2. Land also refers to antediluvian countries—Genesis 2:13; 4:16

D. Rivers of the antediluvian world
   1. A river originated in Eden—Genesis 2:10
   2. A river watered Eden—Genesis 2:10
   3. Eden’s river divided into four tributaries—Genesis 2:10

      | Names* | Locations* |
      |--------|------------|
      | a. Pishon—Genesis 2:10 | Havilah |
      | b. Gihon—Genesis 2:13 | Ethiopia (Cush JB) |
      | c. Hiddekel—Genesis 2:14 |
      | d. Euphrates—Genesis 2:14 |

*These place names were used by the descendents of Noah after the flood to identify new regions
rivers.

E. Seas of the antediluvian world
   1. Seas are where waters form a single body—Genesis 1:10
   2. Seas were filled with living creatures—Genesis 1:22
   3. Seas had fish—Genesis 1:26, 28
   4. Seas had whales or sea creatures —Genesis 1:12, 22
   5. Seas had paths (currents)—Psalm 8:8
6. Seas with fish under Adam’s dominion—Genesis 1:26, 28; Psalm 8:6-8

4. POLITICAL OR GEOGRAPHICAL DIVISIONS OF THE ANTEDILUVIAN WORLD

A. The land of Eden

1. Location: Eden is in the east—JB Genesis 2:8

2. Relation of Eden to other countries
   a. East of Eden was the land of Nod—Genesis 4:16

3. Garden Eden
   a. Planted by God—Genesis 2:8
   b. Called Garden of God—Isaiah 51:3; Ezekiel 38:13, 31:8, 16, 18, 36:35; Joel 2:3
   c. Eden was watered by a river—Genesis 2:10
   d. Trees in the Garden of Eden—Genesis 2:16; 3:1, 2
      (1) Tree of Life in the center of Eden—Genesis 2:9
      (2) Tree of test nearby—Genesis 2:9; 3:3
      (3) Man placed in Eden by God—Genesis 2:8, 15
      (4) Man to dress and keep Eden—Genesis 2:15
      (5) Eden’s river flowed to other lands—Genesis 2:10
      (6) Man driven out of Eden—Genesis 3:24
      (7) Angels guarded the east gate of Eden—Genesis 3:24
      (8) God walked in Eden searching for Adam and Eve—Genesis 3:8
      (9) Adam and Eve hid behind the trees in Eden—Genesis 3:8

B. The land of Nod

1. The land of Nod was located east of Eden—Genesis 4:16

2. Eden located west of the land of Nod—Genesis 4:16

3. Cain dwelt in the land of Nod—Genesis 4:16
4. Cain built a city in the land of Nod—Genesis 4:16, 17

C. The land of Ethiopia (Cush JB)
   1. Watered by a tributary of a river which originated in Eden—Genesis 2:10, 11

D. The land of Assyria
   1. Watered by a tributary of a river which originated in Eden—Genesis 2:10, 11

E. The land of Havilah
   1. Watered by a tributary of a river originating in Eden—Genesis 2:10, 11
   2. Much gold and precious stones in the land of Havilah—Genesis 2:11, 12

5. GEOLOGY OF THE ANTEDILUVIAN WORLD

A. Materials of the antediluvian world
   1. Precious metals of the antediluvian world
      a. Gold in the land of Havilah—Genesis 2:11
      b. The gold of the Havilah was of a good quality—Genesis 2:12
   2. Commercial metals of the antediluvian work
      a. Iron was processed by Tubal-cain—Genesis 4:22
      b. Brass was processed by Tubal-cain—Genesis 4:22

B. Gems of the antediluvian world
   1. Onyx in the land of Havilah—Genesis 2:12
   2. Bdellium (a precious dark red stone)—Genesis 2:12

C. Resin and pitch in the antediluvian world
   1. Bdellium is considered an aromatic resin by some—Genesis 2:12 JB
   2. Pitch was used to make the ark watertight—Genesis 6:14; cf. Young’s Concordance “pitch”
6. ASTRONOMY AND THE ANTEDILUVIAN WORLD

A. The sun of the antediluvian world

1. The origin and location of the sun
   a. The sun was made on the fourth day of Creation—Genesis 1:14
   b. The sun was located in the firmament—Genesis 1:14, 15, 17
   c. The sun in described as the greater light—Genesis 1:16

2. The functions of the sun in the antediluvian world
   a. The sun was to give light to earth
      (1) The sun is the primary light to earth—Genesis 1:15, 17
      (2) The sun divides light from darkness—Genesis 1:18
   b. The sun was to measure time
      (1) The sun marks off the days of earth—Genesis 1:14
      (2) The sun marks off earth’s years—Genesis 1:14; Psalm 19:4-6
      (3) The sun rules over the earth’s day—Genesis 1:16
      (4) The sun provides a sign to earth—Genesis 1:14
      (5) The sun provides light to the firmament—Genesis 1:15

B. The moon of the antediluvian world

1. The origin and location of the moon
   a. The moon was made on the fourth day of creation—Genesis 1:14
   b. The moon is located in the firmament—Genesis 1:14, 15, 17

2. The functions of the moon in the antediluvian world
   a. The moon is the lesser light to earth—Genesis 1:16
   b. The moon rules over earth’s night—Genesis 1:16, Jeremiah 31:15; Psalm 137:7
   c. The moon provides light at night to earth—Genesis 1:17
   d. The moon is appointed for signs and seasons—Genesis 1:14, Psalm 104:19
C. Planets of the antediluvian world

1. The planets of our solar system were made on the fourth day of creation—Genesis 1:15-19; 2:1;

7. METEOROLOGY OF THE ANTEDILUVIAN WORLD

A. Firmament of the antediluvian world

1. Origin of the firmament
   a. Firmament created in the beginning—Genesis 1:1
   b. Heaven is identified as the firmament—Genesis 1:15
   c. The firmament was made on the second day—Genesis 1:6-8

2. The functions of the firmament
   a. The firmament divides the surface water from the water vapor above—Genesis 1:6, 7
   b. There are three great masses of water
      (1) The surface water above the earth—Genesis 7:11
      (2) The vaporous water above the earth—Genesis 1:6, 7
      (3) The subsurface water—Psalm 136:6; Genesis 7:11
   c. Birds fly in the open face of the firmament—Genesis 1:20
   d. Lights are located in the firmament of heaven—Genesis 1:15
   e. The sun and moon are located in the firmament—Genesis 1:14, 16

   Note: There is considerable evidence that the lower part of the firmament was a canopy that diffused light proportionately to the whole earth, which resulted in the mild climate in all the earth, sometimes called the “greenhouse effect.”

B. Waters of the antediluvian world

1. The locations of the chief waters of the antediluvian world.
   a. The water of the great deep—subsurface water—Genesis 8:2; Isaiah 24:18; Genesis 7:11; Psalm 136:6
   b. The waters of the firmament—Genesis 7:11
c. The waters of the surface—cf. Genesis 1:6, 7; 2 Peter 3:5; Psalm 24:2

2. Rain of the antediluvian world
   a. No rain before the flood—Genesis 2:5
   b. Rained at the time of the flood for the first time—Genesis 7:4
   c. Rained for 40 days and nights—Genesis 7:12
   d. Rain restrained after the flood—Genesis 8:2

3. Atmospheric vapor contained by the windows of heaven—Genesis 7:11, 8:2 Isaiah 24:18

4. Subsurface water contained in the fountains of the deep—Genesis 7:11, 8:2; Isaiah 24:18

5. Mist in the antediluvian world daily watered the earth—Genesis 2:6

C. Climatic conditions of the antediluvian world
   1. Daily temperature variation
      a. Cool of the day before sin—Genesis 3:8
   2. Seasons marked off by the sun and moon—Genesis 1:14
      a. Summer and winter not mentioned until after the flood—Genesis 8:22
   3. Wind dried flood waters—Genesis 8:1

8. TIME PERIODS OF THE ANTEDILUVIAN WORLD

A. Day was a period of time of the antediluvian world
   1. The antediluvian day was composed of day and night
      a. The day was divided between light and darkness—Genesis 1:18
         (1) The light part of the antediluvian day
            (a) Preceded by the dark part—Genesis 1:5, 8, 13, 19, 23
            (b) Light part of daylight determined by the sun—Genesis 1:14-16
         (2) The dark part of the antediluvian day
            (a) The antediluvian day began at sunset—Leviticus 23:32; cf. Mark 1:32
(b) The dark part proceeded the light part—Genesis 1:5, 8, 18, 13, 23
(c) The dark part was called night—Genesis 1:5
(d) The dark part ruled over by the moon—Genesis 1:16

(3) A full 24 hour day is composed of evening and morning—Genesis 1:5, 8, 13, 19, 23

2. The antediluvian day had variable temperature
   a. Cool of the day (late afternoon)—Genesis 3:8

B. Week was a period of time of the antediluvian world
   1. The first week consisted of seven days—Genesis 1:5, 8, 13, 19, 23; 2:1-3; Exodus 20:8-11
   2. At the end of each week “end of (7) days” offerings were brought before the Lord—Genesis 4:3 (margin), Clarke
   3. Noah was in the ark seven days before it rained—Genesis 7:4, 10
   4. Noah waited seven days before sending the dove again—Genesis 8:10, 12

C. Month was a period of time in the antediluvian world determined by the moon—Genesis 1:14
   1. The flood began on the 17th day of the second month—Genesis 7:11
   2. Ark rested on Mt. Ararat on the 17th day of the second month—Genesis 7:11
   3. The flood waters decreased until the first day of the tenth month—Genesis 9:5
   4. Flood waters dried up on first day of first month—Genesis 9:13
   5. Flood waters were completely dry 27th day of second month—Genesis 9:14

D. Year was a period of time in the antediluvian world
   1. The year was marked off by the sun—Genesis 1:14
   2. The year marked off the life span of the antediluvians—Genesis 5:3-32, 6:3
   3. The year marked off the beginning of the flood—Genesis 7:6, 11
   4. The year marked off the end of the flood—Genesis 8:13

E. Seasons were time periods in the antediluvian world
   1. Season were time periods determined by the sun and moon—Genesis 1:14
2. Some commentators think that harvest time is indicated in Genesis 4:3

9. FLORA OF THE ANTEDILUVIAN WORLD

A. Plants of the antediluvian world

1. Shrubs located in the fields—Genesis 2:5

2. Herbs (vegetation) of the antediluvian world
   a. Origin of vegetation of the antediluvian world
      (1) Made by God—Genesis 2:5
      (2) Made from the earth—Genesis 1:11, 12
      (3) Created on the third day of creation week—Genesis 1:11-13
   b. Location of vegetation of the antediluvian world
      (1) Located in the fields—Genesis 2:5
   c. Purpose of vegetation of the antediluvian world
      (1) For man to eat—Genesis 1:29, 3:18, 9:3
      (2) For fowls to eat—Genesis 1:30
      (3) For beasts to eat—Genesis 1:30
      (4) For reptiles to eat—Genesis 1:30

3. Grass in the antediluvian world
   a. Origin of grass of the antediluvian world
      (1) Created by God—Genesis 1:11, 12
      (2) Created on the third day—Genesis 11:11-13
      (3) Made from the earth—Genesis 11:11, 12

4. Seeds from plant life—Genesis 1:11, 12, 29

5. Garden of Eden planted by God—cf. #4 Geographical Division

6. Wild bushes or plants in the antediluvian world
   a. Thorns and thistles because of the curse—Genesis 3:18
b. Satan responsible for the tares [weeds]—Matthew 13:25, 28, 34

10. PRODUCE OF GROUND OFFERED BY CAIN—GENESIS 4:3

A. Trees of the antediluvian world

1. Origin of trees
   a. God brought forth from the earth—Genesis 1:11, 16
   b. God caused to grow out of the ground—Genesis 2:9
   c. Trees created on the third day of creation week—Genesis 1:11-13

2. Function of antediluvian trees
   a. For ornamentation—pleasant to eyes—Genesis 2:9, 3:6
   b. For humans to eat their fruit—Genesis 1:29, 2:9, 16, 3:1, 2

3. Location of trees in the antediluvian world
   a. Trees of the Garden of Eden
      (1) Various trees in the Garden of Eden—Genesis 2:16, 17, 3:1, 2
      (2) Adam and Eve could eat their fruit—Genesis 2:16, 17; 3:1, 2
      (3) Adam and Eve hid behind after their sin—Genesis 3:8
   b. The tree of life
      (1) God caused to grow from the ground—Genesis 2:9
      (2) Located in the midst of Garden of Eden—Genesis 2:9, 3:3
      (3) Fruit of perpetuated immortality—Genesis 3:22
      (4) Sinners barred from eating—Genesis 3:22-24
      (5) Protected by angels after man sinned—Genesis 3:24
   c. The tree of test
      (1) God caused to grow from the ground—Genesis 2:9
      (2) Called the tree of the knowledge of good and evil—Genesis 2:9
      (3) Centrally located in Garden of Eden—Genesis 2:9, 3:3
(4) Humans forbidden to eat the fruit of—Genesis 2:17; 3:3, 11, 12

(5) Satan tempted Adam and Eve to eat of—Genesis 3:1-6, 12

4. Types of antediluvian trees mentioned
   a. Fig tree provided leaves for Adam’s and Eve’s loin cloth—Genesis 3:7
   b. Olive tree leaf brought back to the ark—Genesis 8:11
   c. Gopher (cypress) tree provided wood for Noah’s ark—Genesis 6:14

11. FAUNA OF THE ANTEDILUVIAN WORLD

A. Animals of the antediluvian world
   1. Beasts (undomesticated animals) of the antediluvian world
      a. Origin of antediluvian beasts
         (1) Created by God—Genesis 1:25
         (2) Made on the sixth day of creation week—Genesis 1:25
         (3) Made from the earth—Genesis 1:24
         (4) Made from the ground—Genesis 1:29
      b. Food of the antediluvian beasts
         (1) They were created herbivorous [plant-eating or vegetarian]—Genesis 1:20
         (2) Many became violent, meat-eaters because of sin’s curse—Genesis 6:11,12
      c. Classification of the antediluvian beasts
         (1) Some were classified as clean—Genesis 7:2, 8; 8:20
         (2) Some were classified as unclean—Genesis 7:2, 8
      d. Identification of antediluvian beasts
         (1) Brought to and named by Adam—Genesis 2:20
      e. Relation of beasts to serpent after sin—cf. The serpent would now be “under their feet”
      f. Beasts and the flood
(1) God planned to destroy in the flood—Genesis 6:7
(2) Male and female, clean and unclean, some to be taken into the ark—Genesis 7:2, 9
(3) Embarkation into the ark—Genesis 7:14
(4) All not in the ark destroyed by flood—Genesis 7:21
(5) Disembarkation from ark—Genesis 8:19; 9:10
(6) Noah sacrificed of every clean type—Genesis 9:2
(7) Fear of man after the flood—Genesis 9:2
(8) God’s covenant with after the flood—Genesis 9:9-15

2. Cattle (domesticated animals) of the antediluvian world
   a. Origin of antediluvian cattle
      (1) Made by God—Genesis 1:25
      (2) Created on the sixth day of creation week—Genesis 1:24
      (3) Made from the earth—Genesis 1:24
   b. Relation of cattle to Adam
      (1) Named by Adam—Genesis 2:20
      (2) Under Adam’s dominion—Genesis 1:26; Psalm 8:7
   c. Relation of cattle to serpent after sin
      (1) Serpent cursed above all cattle—Genesis 3:14
   d. Jubal, the father of cattleman—Genesis 4:20
   e. Cattle and the flood
      (1) Noah ordered to take into the ark—Genesis 6:20
      (2) Embarkation of cattle into the ark—Genesis 7:14
      (3) All cattle not in the ark died in flood—Genesis 7:21, 23
      (4) Disembarkation after the flood—Genesis 8:17; 9:10
      (5) Reproduction of earth by after the flood—Genesis 8:17
(6) God’s covenant with after the flood—Genesis 9:9-15

3. Oxen in the antediluvian world
   a. Under man’s dominion-Psalm 8:7

4. Sheep in the antediluvian world
   a. Under man’s dominion—Psalm 8:7
   b. Abel was a keeper of sheep—Genesis 4:2

5. Flocks in the antediluvian world
   a. Firstlings of brought by Abel as an offering—Genesis 4:4

B. The birds of the antediluvian world

1. Origin of antediluvian birds
   a. Made by God—Genesis 1:20, 21
   b. Made from water—Genesis 1:20
   c. Created on the fifth day of creation week—Genesis 1:20-23

2. Description of antediluvian birds
   a. Fowl are winged—Genesis 1:21
   b. Fowl fly in the open firmament—Genesis 1:20
   c. Propagation order to fowl—Genesis 1:20-22

3. Relation of antediluvian birds to Adam
   a. Fowl named by Adam—Genesis 2:20
   b. Fowl under man’s dominion—Genesis 1:26; Psalm 8:8

4. Birds and the flood
   a. God planned to destroy—Genesis 6:7
   b. Food for taken into the ark—Genesis 6:21
   c. Birds taken into the ark—Genesis 7:14
   d. Sevens of each kind taken into ark—Genesis 7:2
e. All birds not in the ark died in the flood—Genesis 7:21, 23
f. Noah ordered to disembark the birds—Genesis 8:17
g. Disembarkation of the birds—Genesis 8:19
h. Clean birds (some) were sacrificed—Genesis 8:20
i. Repopulation order after the flood—Genesis 8:17
j. Fear of man by birds after the flood—Genesis 9:2
k. God’s covenant with birds after the flood—Genesis 9:9-16

5. Birds that are mentioned
   a. Raven sent from and returned to ark—Genesis 8:7
   b. Dove sent from ark and returned with olive leaf after second trip—Genesis 8:8-12

C. The reptiles of the antediluvian world

1. Origin of antediluvian reptiles
   a. Made by God—Genesis 1:25
   b. Made from the earth—Genesis 1:24
   c. Made on the sixth day of creation—Genesis 1:25

2. Diet of antediluvian reptiles
   a. Herbivorous at first—Genesis 1:29, 30
   b. To eat dust after the curse—Genesis 3:14

3. Description of reptiles before sin
   a. Subtlety of serpent over other creatures—Genesis 3:1
   b. Serpent of the field—Genesis 3:1
   c. Serpent—a symbol of Satan—Revelation 12:9, 20:2
   d. Serpent used by Satan to tempt Adam and Eve—Genesis 3:1-13

      Note: Serpent is an example of Satan’s manipulation of animals. cf. Revelation 12:9, 20:2; John 8:44; IBC 1083

   e. Serpent had the ability to pluck fruit—Genesis 3:6, cf. PP 53, 55
f. Serpent could fly—cf. Genesis 3:14

4. Relation of reptiles to Adam
   a. Under man’s dominion—Genesis 1:26, 30

5. Serpent cursed by God after sin came into the world—Genesis 3:14
   a. To go on belly (not fly any more)—Genesis 3:14
   b. To eat dust—Genesis 3:14
   c. Cursed above all creatures—Genesis 3:14
   d. Enmity of woman against—Genesis 3:14

6. Reptiles and the flood
   a. God’s plan to destroy in the flood—Genesis 6:7
   b. Noah ordered to take into the ark—Genesis 6:20
   c. Embarkation of reptiles into the ark—Genesis 7:14
   d. Those not in the ark died in the flood—Genesis 7:23
   e. Disembarkation of reptiles from the ark—Genesis 8:19
   f. Repopulation order after flood—Genesis 8:17

D. Sea life in the antediluvian world

1. Origin of sea life
   a. Made by God—Genesis 1:20-22
   b. Created from water—Genesis 1:22
   c. Created on the fifth day of creation—Genesis 1:20-23

2. Habitat of antediluvian sea life
   a. Ocean to be filled with—Genesis 1:22

3. Relation of sea life to Adam
   a. Under the dominion of man—Genesis 1:26-28; Psalm 8:8

4. Propagation order by God to sea life
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5. Sea life and the flood
   a. All land creatures not in the ark were destroyed by the flood—Genesis 8:21, 22. Apparently some fish survived the flood water
   b. Fear of man be sea life after the flood—Genesis 9:2

6. “Great sea creatures”
   a. Whales “created on the fifth day of creation”—Genesis 1:21-23
   b. Created by God—Genesis 1:21
   c. Made from water—Genesis 1:20, 21
   d. To multiply in sea—Genesis 1:20-22
   e. Under man’s dominion—Genesis 1:26

E. Human beings of the antediluvian world

1. Adam and Eve
   a. Origin of Adam and Eve
      (1) Created or made by God—Genesis 1:26, 27, 5:1
      (2) Made in God’s image—Genesis 1:26, 27; 5:1; 9:6; James 3:9
      (3) Made on the sixth day of creation week—Genesis 1:23-27
      (4) Made from the dust—Genesis 2:7, 3:19; Ecclesiastes 12:7; Psalm 103:14; 1 Corinthians 15:47, 11:7
      (5) Made upright—Ecclesiastes 7:29
      (6) Adam named by God—Genesis 5:1, 2
   b. Habitat of Adam and Eve
      (1) Placed in the Garden of Eden—Genesis 2:8, 15
      (2) Adam alone at first—Genesis 2:18, 20
   c. Adam’s companion
(1) Woman made from Adam’s rib—Genesis 2:18-23
(2) Woman brought to Adam—Genesis 2:22
(3) Woman named Eve by Adam—Genesis 3:20
(4) Woman was led to sin by the serpent—Genesis 3:1-6
(5) Woman led Adam to sin—Genesis 3:6

d. Adam’s responsibilities
   (1) All terrestrial fauna [animals] named by Adam—Genesis 2:19, 20
   (2) Earth given to man—Psalm 115:16
   (3) Earth made for man to inhabit—Isaiah 48:18
   (4) Earth to be subdued by man—Genesis 1:28
   (5) Earth to be populated by man—Genesis 1:28
   (6) Man to eat of all trees except that of test—Genesis 2:17
   (7) Man to dress and keep the Garden of Eden—Genesis 2:1

e. Adam and eve after sin
   (1) They recognized their nakedness—Genesis 2:25
   (2) They made loincloths of fig leaves—Genesis 3:7
   (3) They hid behind trees in the Garden of Eden—Genesis 3:8
   (4) They had a knowledge of good and evil—Genesis 3:22
   (5) The were cursed for their sin—Genesis 3:16-19
   (6) They were made garments of skin by God—Genesis 3:21
   (7) They were driven from the Garden of Eden—Genesis 3:24
## ANTEDILUVIAN ANIMALS

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<th>Whales</th>
<th>Fish</th>
<th>Reptiles</th>
<th>Fowl</th>
<th>Sheep</th>
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12. DESCRIPTION OF THE ANTEDILUVIANS

A. Attitude of the Antediluvians
   1. Anger caused Cain to kill Able—Genesis 3:15
   2. Enmity between woman and the serpent—Genesis 3:15
   3. Evil imaginations of antediluvians—Genesis 6:5
   4. Sorrow by women in childbirth—Genesis 3:16

B. Beauty of Antediluvians
   1. Cainite women were beautiful—Genesis 6:2

C. Communication of Antediluvians
   1. Only one language was spoken in all the world—Genesis 11:1

D. Longevity of the Antediluvians
   1. Many lived for hundreds of years—Genesis 5

E. Mental capacity of Antediluvians
   1. Mighty—Genesis 6:4
   2. Adam had the mental ability to name the animals—Genesis 2:19, 20

F. Races of the Antediluvians
   1. The Cainites Race (3SG 60)
      a. Were designated the sons of men—Genesis 6:2, 4
      b. Were agriculturalists—Genesis 4:2, 3
      c. Were city dwellers—Genesis 4:17
   2. The Sethite race
      a. They were designated the sons of God—Genesis 5:20, 6:2, 4
      b. They were herdsmen—Genesis 4:2, 4

G. Reputation of Some Antediluvians
   1. They were men of renown—Genesis 6:4
H. Stature of the Antediluvians
   1. They were giants—Genesis 6:4
I. Strength of the Antediluvians
   1. They were mighty—Genesis 6:4

13. TECHNOLOGY OF THE ANTEDILUVIANS

A. Agriculture
   1. No man to till the soil before man’s creation—Genesis 2:5
   2. God planted a garden—Genesis 2:8
   3. Adam kept and dressed the garden—Genesis 2:15
   4. Adam was to till the ground after expelled from Eden—Genesis 3:23
   5. Cain tilled the ground—Genesis 4:2, 12
   6. Noah planted a vineyard after the flood—Genesis 9:20 (evidently from grape slips taken into the ark)

B. Cattle Raising
   1. Jabal was the ancestor of cattlemen—Genesis 4:20
   2. Abel was a sheepherder—Genesis 4:2, 4

C. Construction
   1. Cain built a city in the land of Nod—Genesis 4:17
   2. Noah built the ark—Hebrews 11:7

D. Gardening and Horticulture
   1. Adam kept and dressed the Garden of Eden—Genesis 2:15

E. Metallurgy
   1. Tubal Cain was the ancestor of artfacting brass and iron—Genesis 4:22

Note: To build a city and the ark as well as to till the soil required tools.
F. Musicians
   1. Jubal was the ancestor of wind and stringed instruments—Genesis 4:20, 21

G. Poetry
   1. A poem of Lamech is recorded in Genesis 4:23-24

H. Tent Making
   1. Jabal was the ancestor of all who dwell in tents—Genesis 4:20

I. Sewing and Tailoring
   1. Loincloths were made by Adam and Eve from fig leaves—Genesis 3:7
   2. Leather garments were made by God for Adam and Eve—Genesis 3:21

J. Foodgathering
   1. By Noah for passengers in the ark—Genesis 6:21

K. Measuring Device: Cubit [18 inches/1 ½ feet]—Genesis 6:15

14. SOCIAL RELATIONS OF THE ANTEDILUVIANS

A. Marital relations of the antediluvians
   1. Marriage of first couple by God—Genesis 2:22-24
   2. Monogamy was God’s plan for man—Genesis 2:24
   3. Irregular marital situations
      a. polygamy was started by Lamech—Genesis 4:19
      b. plural marriages—Genesis 6:2; Matt. 24:38; Luke 18:27
      c. intermarriage between Cainites & Sethites—Genesis 6:2-4

B. Crimes of the Antediluvians
   1. Murder by antediluvians
      a. by Cain—Genesis 4:8
      b. by Lamech—Genesis 4:23
C. Evils of the antediluvians

1. Corruption—Genesis 6:11, 12
3. Disobedient—1 Peter 3:20
4. Imprisoned by sin—1 Peter 3:19
5. Ungodly—2 Peter 2:5
6. Violence filled the earth—Genesis 6:11, 13
7. Wickedness was great—Genesis 6:5; Job 22:16

D. Vagabondage

1. Cain was a vagabond—Genesis 4:12, 14

E. Antediluvian population

1. Before sin humans were commanded to fill the earth—Genesis 1:28
2. They multiplied on the face of the earth—Genesis 6:1
3. After the flood, they were commanded to multiply abundantly—Genesis 9:7

15. GOD’S RELATION TO ANTEDILUVIANS

A. Holy Spirit

1. Strove with antediluvians—Genesis 6:3; 1 Peter 3:19
2. There was a limit to His striving—Genesis 6:3

B. God’s attitude toward the antediluvians

1. Grieved over their wickedness—Genesis 6:6
2. Longsuffering of God—1 Peter 3:20
3. Repented He made man—Genesis 6:6
4. Repented He made the animals—Genesis 6:7
5. Spared not the evil doers—2 Peter 2:5
6. Waited 120 years—1 Peter 3:20

C. God’s plans for the antediluvians

1. To destroy man from the face of the earth—Genesis 6:7, 13
   
   Note: Doubtless this is the reason why no antediluvian remains are found the in the same abundance as other flora and fauna that have been fossilized. In any case, people were able to get to the tops of mountains and were the last covered and thus the least preserved.

2. To terminate all terrestrial life—Genesis 6:17

D. God’s plans for the antediluvian world

1. To destroy it—Genesis 9:11

2. Spare not—2 Peter 2:5; 6:13

E. God’s plans for all antediluvian life

1. To destroy all living things—Genesis 6:17

2. To destroy every living substance—Genesis 7:4

F. God’s plans for the antediluvian righteous persons

1. to save them in the ark (cf. under Noah)

G. God’s curses on the antediluvian world

1. First curse because of sin—Genesis 3:14-19

2. Second curse because of murder—Genesis 4:11-14, 5:29

3. Third curse by the flood—Genesis 9:11-15

16. NOAH AND THE ANTEDILUVIANS

A. Noah and the biblical record

1. Noah is mentioned by seven biblical writers

   a. Noah mentioned by Moses

      Gen. 5:29, 30, 32, 6:8, 9, 10, 13, 22; 7:1, 5, 6, 7, 9, 11, 13, 15, 23, 8:1, 6, 11, 13, 15, 18, 20,
b. Noah mentioned by Isaiah
   1 Chron. 1:4; Isa. 54:9

c. Noah mentioned by Ezekiel
   Ezekiel 14:14, 20

d. Noah mentioned by Matthew
   Matt. 24:37, 38

e. Noah mentioned by Luke
   Luke 3:36; 17:26, 27

f. Noah mentioned by Paul
   Hebrews 11:7

g. Noah mentioned by Peter
   1 Peter 3:20; 2 Peter 2:5

2. Noah is mentioned by Christ—Matt. 24:37, 38; Luke 17:26, 27

3. Noah was an ancestor of Christ—Luke 3:36; 1 Chron. 1:4

B. Noah’s biographical background

1. Noah was named by his father Lamech—Genesis 5:30

2. Noah means rest—Genesis 5:29

3. Noah was 500 years old when his first son was born—Genesis 4:12

4. Noah was 600 years old when the flood came—Genesis 6:6

5. Noah lived after the flood 350 years—Genesis 9:28

6. Noah lived 950 years before he died—Genesis 9:29

7. Noah was 10th in descent from Adam—Genesis 5

8. Noah was contemporaneous with all the patriarchs except Adam, Seth and Enoch (cf. chart)

9. Noah was contemporary with Enos 84 years, Terah 128 years, and with Abraham 50 years (cf. chart)
10. Noah is listed in the famous faith chapter—Hebrew 11:7

B. Noah’s personal life

1. Noah found grace (favor) in the sight of the Lord—Genesis 6:8
2. Noah was just a man—Genesis 6:4, 8 (just=straight in thinking and action)
3. Noah was a perfect man—Genesis 6:4, 8
   (Perfect=blameless and morally upright)
4. Noah walked with God—Genesis 6:4 (as did Enoch—Genesis 5:22)
5. Noah was obedient—Hebrews 11:7
6. Noah was righteous—Genesis 7:1; Ezekiel 14:14, 20
7. Noah was a man of faith—Hebrews 11:7
8. Noah was a preacher—2 Peter 2:5
9. Noah was a builder—Hebrews 11:7
10. Noah was moved by godly fear—Hebrews 11:7

17. NOAH AND THE ARK

A. Purpose of the ark

1. God made a covenant with Noah to save him—Genesis 6:18
2. The ark was to save Noah and him family—Genesis 7:19; Hebrews 11:7
3. The ark was to save representatives of pre-flood species—Genesis 6:9, 10
4. The ark was to preserve seed of pre-flood fauna—Genesis 7:2, 3
5. The ark was to condemn the evil antediluvian world—Hebrews 11:7

B. Order to make the ark

1. Noah warned by God of impending destruction of human race—Genesis 6:13, 17
2. Noah informed of the flood—Genesis 6:17
3. Noah ordered by God to build the ark—Genesis 6:14

4. It took 120 years to build the ark (cf. 1 Peter 3:20; 2 Peter 2:5; Genesis 6:3)

C. Plans for the ark

1. Material: gopher (cypress pp. 95) wood—Genesis 6:14

2. Quarters: rooms—Genesis 6:14

3. Decks: 3—Gen. 6:16

4. Hatch: door—Gen. 6:16 (on the side)

5. Caulking: pitch without and within—Gen. 6:14

6. Size: 300 cubits long (450'), 50 cubits wide (75'), 30 cubits high (45')—Genesis 6:15

7. Skylight: “an opening of some kind all around the top of the ark, a cubit below the roof . . . to admit the necessary light and make provision for ventilation.” p. 61 Rehwinkel (apertures for air and light—Clarke) (ventilation opening – FF) (18” opening all around ark – Berkley) (course of windows a cubit in height – Knox)

D. Provisions (stores) for the ark

1. food for humans—Genesis 6:21

2. food for animals—Genesis 6:21

3. Noah did all God commanded him to do—Genesis 6:22

E. Embarkation on the ark

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<td>5. reptiles</td>
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F. Ark during the flood
1. Lifted up by rising water—Genesis 7:17
2. Floated by increase of water—Genesis 7:18
3. God remembered Noah after the flood—Genesis 8:1
4. Ark rested on Mt. Ararat—Genesis 8:4

G. Ark after the flood
1. Noah opened the porthole—Genesis 8:6
2. Birds sent forth to check on level of water—Gen. 8:7-11
3. Disembarkation order and completion—Genesis 8:13-19
4. Noah opened the hatch (FF NEB JB)—Genesis 8:13
5. Noah built an altar—Genesis 8:20
6. Noah sacrificed of clean animals—Genesis 8:20
7. Propagation order
   a. to Noah and sons—Genesis 9:1, 7
   b. to animals—Genesis 8:17
8. Fear of man
   a. by beasts
   b. by birds
   c. by reptiles
   d. by seal life—Genesis 9:2
9. Change in man’s diet
   a. Flesh food to be added to vegetarian diet—Genesis 9:3
   b. Prohibition of eating blood—Genesis 9:3, 5
10. God’s covenant of peace of no more universal floods
a. With Noah—Genesis 9:9-13

b. With animals—Genesis 9:9-16

18. THE FLOOD AND THE ANTEDILUVIANS

A. The flood in the biblical record

1. The flood mentioned by four biblical writers
   a. Moses: Gen. 6:17; 7:6, 7, 10, 17; 9:11, 15, 28; 10:1, 32; 11:10
   b. Matthew: Matt. 24:38, 39
   d. Peter: 2 Peter 2:5


B. The cause of the flood

1. The wickedness of the human race (cf. section 14, God’s Relation to the Antediluvians)

C. Preparation for the flood

1. Announcement of the flood
   a. Announcement of the flood to Noah—6:17
   b. Announcement of the flood by Noah
      (1) Noah was a preacher of righteousness—2 Peter 2:5
      (2) Noah preached the flood 120 years
          (cf. Gen. 6:3; 1 Peter 3:20; 2:5)
   2. The building of the ark (cf. under Noah and the ark, p. 29)

D. The objective of the flood

1. To destroy all flesh—Genesis 6:17

2. To destroy every living substance—Genesis 7:1
E. The description of the flood

1. The forces that produced the flood
   a. The fountains of the deep broke open—Genesis 7:11
   b. The windows of heaven opened the same day—Genesis 7:11
   c. It rained for 40 days and nights—Genesis 7:12, 17; Genesis 8:7

2. The movements of the flood water
   a. Waters increased—Genesis 7:17
   b. Waters prevailed—Genesis 7:18
   c. Waters increased greatly—Genesis 7:18
   d. Waters prevailed exceedingly—Genesis 7:19

3. The crest of the flood water
   a. Waters prevailed 150 days—Genesis 7:24
   b. Waters covered all high hills—Genesis 7:19
   c. Water overflowed the whole world—2 Peter 3:6; Job 22:16; Isa. 54:7

4. The termination of the flood
   a. Rain stopped—Genesis 7:12, 17; 8:2
   b. Fountains of deep stopped—Genesis 8:2
   c. Windows of heaven stopped—Genesis 8:2

5. The descent of the flood waters
   a. Water descended by wave action—Genesis 8:5
   b. Waters abated at end of 150 days—Genesis 8:5, 11
   c. Waters descended continually—Genesis 8:5
   d. Tops of mountains seen on first day of first month—Genesis 8:5
e. God caused wind to dry up waters—Genesis 8:1

f. Waters dried up after first day of first month in 600th year of Noah—Genesis 8:13

g. Waters completely dried up on 20th day of the second month—Genesis 8:13

6. Covenant of God

a. Rainbow symbol of covenant never to destroy earth again by a flood—Genesis 9:9-17

19. DESTRUCTION OF THE ANTEDILUVIAN WORLD

A. Destruction of the antediluvian world

1. Predicted—Genesis 6:17

2. Destroy man with the earth—Genesis 6:13

B. Destruction of the antediluvian world completed

1. The world perished—2 Peter 3:6

2. The world was not spared—2 Peter 2:5

3. Earth was destroyed by the flood—Genesis 9:11

C. Destruction of antediluvian flora

1. Every living substance destroyed—Genesis 7:4, 23

2. Olive leaf was an example of this destruction—Genesis 8:11

D. Destruction of antediluvian fauna

1. All flesh died—Genesis 7:21, 22

2. All flesh destroyed—Genesis 9:15

3. All humans, animals, birds and reptiles died—Genesis 7:23

a. Overtook antediluvians by surprise—Matt. 24:38

b. The flood took them all away—Matt. 24:37; Luke 17:27
c. The antediluvians were cut down—Job 22:16

E. Survivors of the flood

1. Noah and his family of 8 person survived—Genesis 7:27; 2 Peter 2:5; 3:20; Hebrews 11:7

F. Conclusion of the flood of Noah

1. Noah’s salvation prefigures saving waters of baptism. 1 Peter 3:30, 31

2. The antediluvian age is parallel and foreshadows the condition at the end of time and the last days—2 Peter 3:5-15; Matt. 24:36-39; Luke 17: 26, 27

3. The flood is a type of the coming of Christ and the destruction of the world with its evil—Matt. 24:26-39

4. The same unconcern of the antediluvians for their impending destruction shown by modern man prior to the coming of Christ and the end of the world—2 Peter 3:3; Matt. 24:37-39