



CREATION AND THE BEGINNING OF HUMAN HISTORY

## #14 – Each Animal After Its Own Kind Genesis 1:24-25

### PICTURES NEEDED

- 14-1 Types of land animals
- 14-2 Types of mammals

### REVIEW (Before Teaching Lesson)

- **Journal Review:** Ask students to share an important truth that they learned from their journal readings at home that week. Share some of your own insights.
- **Previous Lesson Review:** (Use the visual from the last lesson to aid in review)  
How are insects an important part of the balance of nature? What is unique about birds? What does the design of each type of bird reveal about it? What has man learned from studying birds?
- **The Big Question Review:** What should sea creatures remind us of?  
Let the students give their answers to the question.
- **Bible Verse Review:** Jeremiah 8:7  
We are wise when we follow our design and respond rightly to God.

*<sup>7</sup> Even the stork in the sky knows her appointed seasons, and the dove, (the swift and the thrush observe the time of their migration. But my people do not know the requirements of the LORD.)*

## LESSON CONTENT

**Note:** The Bible verses included in the lesson are from the NIV 1984 edition. The wording of the questions is derived from that version. If another version of the Bible is used, questions may need to be adapted.

On the fifth day of creation, God brought forth all the different types of animals that teem in the water. What are some of those animals? (List them as the children share and add some of your own.)

What else did God create on the fifth day? God also made all the types of birds and other things that fly in the air on the fifth day. What are some of the different types of birds? (List the birds as the children share and add some of your own.)

On the sixth day of creation, God finished his work by creating all the animals that live on land.

### **Genesis 1:24-25**

*And God said, "Let the land produce living creatures according to their kinds: livestock, creatures that move along the ground, and wild animals, each according to its kind." And it was so. God made the wild animals according to their kinds, the livestock according to their kinds, and all the creatures that move along the ground according to their kinds. And God saw that it was good.*

We need to look at the difference between wild animals, livestock and creatures that move along the ground. (Write the categories below on the board and list the types under each that the students give.)

What are the creatures that move along the ground?

- Annelids – worms
- Mollusks – snails & slugs (gastropods-stomach foot)
- Arthropods – insects, spiders, centipedes, millipedes
- Reptiles – snakes, turtles, lizards, crocodiles
- Amphibians – frogs, toads, salamanders

The creatures that move along the ground are cold-blooded animals. What are cold-blooded animals? That means that their body heat varies according to the outside temperature of air. If it is cold outside, they are cold and can't move. If it is warm, they are active and warm. If it gets too hot, they have to go somewhere cool.

What is different about reptiles and amphibians from the other creatures that move along the ground? Reptiles and amphibians are vertebrates.

What is a vertebrate? A vertebrate is an animal that has an inside skeleton and a backbone.

What vertebrates had God already created? Birds and fish are vertebrates. Fish are cold-blooded, birds are warm-blooded.

What does it mean to be warm-blooded? The body of a warm-blooded animal maintains a constant body temperature that doesn't vary with the outside air temperature.

The other two groups, wild animals and livestock, are mammals. What are wild animals? Wild animals are those living in a state of nature, not ordinarily tamed or living with humans. What are examples of wild animals? (Let the students give examples.)

What are livestock? Livestock are animals kept or raised for use or pleasure, farm animals. What are examples of livestock? (Let the students give examples.)

What characteristics do all mammals have?

- They are warm-blooded
- They all have hair or fur in varying amounts at some point in their lives.
- Mothers give birth to live babies (except for the platypus and echidnas) and produce milk to feed their young.
- They have a large, well-developed brain.

Just like the multitude of animals that live in the sea, there is a myriad of animals that live on land. Each animal was designed by God for his purposes. He created a world in which they could grow and flourish. Some of the animals he made to be useful to people (livestock), others he left to be wild in nature. God knows each animal and they all belong to him.

Psalm 50:11-12 says, *<sup>11</sup>I know every bird in the mountains, and the creatures of the field are mine. <sup>12</sup>If I were hungry I would not tell you, for the world is mine, and all that is in it.*

All that God created has a design and fits into his good plan. God is involved in and knows his creation. It is good to serve the Lord Almighty who loves and takes care of us and everything else in his creation.

## LESSON WRAP-UP

- **Overview Questions:** What are the three categories of land animals that God created and examples of each? What are mammals? What does it mean that each type of animal was created according to its kind?
- **Thought Questions:** Why do you think God created so many different kinds of animals? Will we ever fully understand the mind of God? What can we understand about God now?
- **Prayer:** Thank God for all that he has created and the variety and vastness of his creation. Praise him for his incomparable wisdom and understanding. Pray that you would grow in understanding and appreciation of all he has done.
- **The Big Question:** What can we learn from the animals?  
Let the students give their answers to the question. Share the memory verse. Ask how it answers the question.

- **Memory Verse:** Psalm 50:11-12 Every living creature is known by and belongs to God.

*(<sup>11</sup>I know every bird in the mountains, and the creatures of the field are mine.) <sup>12</sup>If I were hungry I would not tell you, for the world is mine, and all that is in it.*

*Questions: Why do all the creatures on earth belong to God? What does that mean for us?*

## ACTIVITIES (Completed after the lesson)

Any age appropriate activity can be included which fits into the class time. The activities with a star are included on the class notes.

- ★ **Lesson Notes:** Ask the students to summarize in one sentence what the lesson was about. Then have them give three main points covered in the lesson. An example is below.

Theme: On the sixth day, God created land animals.

1. God made animals that crawl along the ground like snakes, worms and snails.
2. God made wild animals like wolves, lions and tigers.
3. God made livestock like cows, horses and sheep.

- ★ **Memory Verse:** Read the memory verse on the cover of the class notes and then have the students fill in the blanks in the verse.

- ★ **Activity Page:** Mammal crossword puzzle  
Instructions: Fill in the name of the type of mammal on the crossword puzzle.

Seal – lives in water, has a face like a dog

Zebra – looks like a horse but has stripes

Kangaroo – carries its baby in a pouch

Monkey – swings from tree branches

Sloth – hangs from a tree branch

Rabbit – hops on hind feet

Platypus – lays eggs and has a duck-type bill

Armadillo – has a long snout and armor covered body

Bat – is blind and flies

Whale – huge mammal that lives in the ocean

- ★ **Further Understanding:** Investigation/Reasoning Skills

Characteristics of different groups of mammals

In the lesson we talked about the characteristics that mammals have in common which make them different from other animals. What are those characteristics?

- They are warm blooded (maintain a constant body temperature that doesn't vary with outside temperature). Birds are also warm blooded but most other animals aren't.
- They all have hair or fur at some time in their life.

- They give birth to live babies (except for the platypus and echidnas) and produce milk to feed their young.
- The brain of mammals is larger and more developed than that of other animals.

In this investigation, we are going to look at ten of the major orders of mammals, their general characteristics and animal types that belong to the order. (Have the children try to figure out what animals belong to that order. A picture of an animal (underlined word under types in the chart) from each order is on the journal sheet.)

The animals within these groups have common characteristics. What would evolutionists believe about their common characteristics? They are evidence of evolution, that one type of animal changed into another.

What would creationists believe about common characteristics? They are evidence of one designer, who designed animals with similar characteristics.

Order	General Characteristics	Types
Monotremes	Lay eggs, teeth only present in young, adults have horny beak	<u>platypus</u> , echidnas
Marsupials	Young poorly developed at birth, grow in mother's pouch	<u>kangaroos</u> , koalas, opossums
Insectivora	Eat insects, most have a pointed snout	<u>Hedgehogs</u> , moles, shrews
Chiroptera	Have wings and are capable of flying	<u>bats</u>
Primates	Most are tree dwellers, have five fingers and toes	<u>monkeys</u> , apes, humans
Carnivores	Most are eat eaters and have claws and large canine teeth	<u>Bears</u> , cats, raccoons, wolves, sea lions
Cetaceans	Live in water and have streamlined bodies and paddle like forelimbs	whales, <u>porpoises</u> , dolphins.
Perissodactyls	Have hoofs with one or three toes on each	<u>horses</u> , rhinoceroses, tapirs
Artiodactyls	Have hoofs with two or four toes on each	<u>deer</u> , cattle, sheep, giraffe, camels, hogs
Rodents	Have long, sharp front teeth	beavers, mice, porcupines, <u>squirrels</u>

The journal is passed out at the end of class for the students to complete at home. It has six readings that answer a digging deeper question. It would be beneficial for the teacher to work through the journal readings also.

## Digging Deeper: What can we learn from the animals?

Reading 1: Psalm 50:7-15 We all belong to God

Why do all the animals belong to God? What does God want from us? Why is that important for us to do?

Reading 2: Psalm 104:10-23 We can trust in God's provision.

What is the source of water? Why is that important to remember? How do the animals get their food? Why is that important to remember?

Reading 3: Job 39:1-12, 19-25 Animals do what they were designed to do.

Why do animals give birth? Why is that important to remember? Why can't some animals be tamed? Why is that important to remember? What is unique about a horse? How does the design of a horse benefit people? Why is it important to remember that everything in creation has a unique design?

Reading 4: Proverbs 30:24-28 The design of each animal has something to teach us.

What can be learned from the ants? What can be learned from the coney? What can be learned from the locust? What can be learned from the lizard?

Reading 5: Ezekiel 34:11-16 Some animals need to be taken care of.

What does a shepherd do for his sheep? Why are men like sheep? How has God taken care of his people like a shepherd?

Reading 6: Job 12:7-13 Nature walk

Take a nature walk or sit in a park and make a list of animals you see that God created on the 6th day. Determine which of the animals are mammals. Use your class notes to identify the order to which each mammal belongs.