



CREATION AND THE BEGINNING OF HUMAN HISTORY

#31 - The Waters Recede Genesis 8:1-19

PICTURES NEEDED

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| 31-1 Sedimentary rock layers | 31-4 The dove Noah sent out |
| 31-2 Fold mountains | 31-5 Geological column |
| 31-3 Volcanic mountains | |

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) Where did the water that flooded the earth come from? For how long did it flood? How much water covered the earth? What happened to life on earth?
- **The Big Question Review:** What will happen to evil men? Let the students give their answers to the question.
- **Bible Verse Review:** Psalm 37:1-2 Evil men will die away.

¹Do not fret because of evil men or be envious of those who do wrong; ²for like the grass they will soon wither, like green plants they will soon die away.

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.

In the last lesson, we studied how the earth was flooded. How did the flooding of the earth occur? In describing the flood, the Bible says that water poured down from the sky and burst forth from the deep, covering the entire earth and the mountains to a depth of twenty feet. How long did it rain for? It rained for 40 days.

What would have happened to the land under those conditions? The amount of water that was poured down upon the earth and came up from the ground would have created a great upheaval of the ground and washed away everything in its path. The plants and trees would have matted together as they were washed away and then buried under massive amounts of mud.

Once the water stopped moving around what would have begun to happen to the ground? When dirt that is churned up by water begins to settle, it does so in layers. Some of the dirt would have begun to settle during the flooding and then been churned up again by more movement of water. It wouldn't have been until it stopped raining and the water started receding that all the dirt and rocks would have had a chance to settle into one place and stopped being moved around.

What would have happened to the animals that died? Lots of dead animals would have been buried in the layers of sediment under conditions that would have fossilized them. The layers of dirt and rock would have been compacted by the weight of the mud on top of them and solidified into sedimentary rock containing fossils. **(picture 31-1)**

Visual demonstration: To represent what happened to the earth in the flood put some sand, dirt, and pebbles into a quart jar. Stick a few twigs in the dirt and some leaves and grass to represent the plant life on the earth. Don't fill the jar more than half full. Talk about what happened in the flood then add water to the jar from a pitcher up to an inch from the top and tighten the lid. Shake the jar violently for 30 seconds and then set it on a level table to observe what happens during the lesson time (about 30 minutes). The heavy pebbles will tend to settle first, then the dirt, and then the finer sand. The leaves and twigs will get buried in the earth and may cross over different layers. As you read the account of the receding of the waters, keep checking on what is happening to the dirt in the jar.

Genesis 8:1-5

¹But God remembered Noah and all the wild animals and the livestock that were with him in the ark, and he sent a wind over the earth, and the waters receded. ²Now the springs of the deep and the floodgates of the heavens had been closed, and the rain had stopped falling from the sky. ³The water receded steadily from the earth. At the end of the hundred and fifty days the water had gone down, ⁴and on the seventeenth day of the seventh month the ark came to rest on the mountains of Ararat. ⁵The waters continued to recede until the tenth month, and on the first day of the tenth month the tops of the mountains became visible.

What does it mean to recede? Move back or away.

What caused the waters to recede? The Bible says that God sent a wind over the earth and the waters receded. We have to think about and figure out possibilities for some of the things that were going on because the Bible doesn't give much information. Geologists who study the make-up of the surface of the earth can give us an idea of what might have happened. For the waters to recede they would have needed an ocean basin to flow into.

It is likely that many of the mountain ranges that exist now were pushed up at the end of the flood or shortly thereafter as the sedimentary layers would have still been somewhat soft and pliable, forming what are known as Fold Mountains. Most mountains ranges are made up of Fold Mountains. **(picture 31-2)**

If these ranges were pushed up and the ocean bottoms sank from the weight of the water, basins would have formed, giving a place for the waters to recede into. There is also evidence of massive volcanic activity, which would have made other mountains. **(picture 31-3)** After the flood when the layers were hardened into rocks other movement of the earth would have made other types of mountains.

Visual demonstration: To represent the pushing up of the mountains layer some newspapers and paper towels and spray them with water to moisten and soften them. Have a child put his hands on both sides of the newspaper and slowly move his hands toward each other. The papers should make a ridge in the middle. This demonstrates how Fold Mountains are formed. When these mountains erode the sedimentary layers they are made up of become visible.

Genesis 8:6-19 (picture 31-4)

⁶After forty days Noah opened the window he had made in the ark ⁷and sent out a raven, and it kept flying back and forth until the water had dried up from the earth. ⁸Then he sent out a dove to see if the water had receded from the surface of the ground. ⁹But the dove could find no place to set its feet because there was water over all the surface of the earth; so it returned to Noah in the ark. He reached out his hand and took the dove and brought it back to himself in the ark. ¹⁰He waited seven more days and again sent out the dove from the ark. ¹¹When the dove returned to him in the evening, there in its beak was a freshly plucked olive leaf! Then Noah knew that the water had receded from the earth. ¹²He waited seven more days and sent the dove out again, but this time it did not return to him.

¹³By the first day of the first month of Noah's six hundred and first year, the water had dried up from the earth. Noah then removed the covering from the ark and saw that the surface of the ground was dry. ¹⁴By the twenty-seventh day of the second month the earth was completely dry.

¹⁵Then God said to Noah, ¹⁶"Come out of the ark, you and your wife and your sons and their wives. ¹⁷Bring out every kind of living creature that is with you--the birds, the animals, and all the creatures that move along the ground--so they can multiply on the earth and be fruitful and increase in number upon it."

¹⁸So Noah came out, together with his sons and his wife and his sons' wives. ¹⁹All the animals and all the creatures that move along the ground and all the birds--everything that moves on the earth--came out of the ark, one kind after another.

How long were Noah and his family in the ark? Noah and his family were in the ark for an entire year before the land was dry and God told them to come out. It was a year of waiting and trusting God. Noah walked with God and during the time on the ark, he knew God was taking care of him and his family. God takes care of those who put their trust in him.

King David, who also trusted God, wrote many Psalms expressing his trust. Psalm 18:2 says, The LORD is my rock, my fortress and my deliverer; my God is my rock, in whom I take refuge. He is my shield and the horn of my salvation, my stronghold.

What can we learn about trusting God from Noah? When we trust God, we don't have to be afraid in difficult circumstances. Noah and his family went through a terrible time in a catastrophic flood that changed the face of the earth but they relied upon God who was with them in the midst of it all and brought them safely to rest on the mountains of Ararat. God fulfilled the promise he had made to Noah. Because Noah was faithful, the human race and animals were preserved.

LESSON WRAP-UP

- **Overview Questions:** Where did the ark come to rest? (4) How did Noah know that the water had receded? (10-11) What did Noah do after the dove came back with the olive branch? (13) How old was Noah when the water dried up? (13) What did God tell Noah to do once the land was dry? (15-17)
- **Thought Questions:** What kinds of things do you think Noah and his family talked about while they were on the ark? What would they have been concerned about? What do you think made them most afraid? How would they have coped with being cooped up in the ark for a year?
- **Prayer:** Thank God that he is with those who put their trust in him. Thank him that he is always watching over us and that we can trust in him. Pray that you would learn to look to God, trust in him, and be used by him to be a blessing to others as Noah was.
- **The Big Question: What can we trust in times of trouble?**
Let the students give their answers to the question. Share the memory verse. Ask how it answers the question.
- **Memory Verse: Psalm 18:2** We can always trust that God is our rock and keeps us safe.

The LORD is my rock, my fortress and my deliverer; my God is my rock, in whom I take refuge. He is my shield and the horn of my salvation, my stronghold.

Questions: What does it mean that God is our rock? Our fortress? Our deliverer? Our shield? Our salvation? Our stronghold? What will happen to us if God isn't these things 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: God sent a wind and the waters of the flood began to flow back into the oceans and the ark came to rest on the mountains of Ararat.

1. Noah sent out a raven and then a dove to see if the water had dried up.
2. When the dove came back with an olive branch Noah knew that the land was dry.
3. God told Noah to come out of the ark along with all the animals and to spread out and populate the earth.

- ★ **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:** Crossword Puzzle Review
Have the students fill in the crossword puzzle with answers from the flood account.

Across

3. What mountains did the ark come to rest on? Ararat
5. What did water burst forth from in the deep? Springs
7. What became visible on the first day of the tenth month? Mountains
8. What bird did Noah send out the second time? Dove
9. What did Noah take on the ark besides his family and the animals? Food

Down

1. What did the second bird bring back the second time it was sent out? Olive branch
2. What opened up in the skies? Floodgates
4. How many days did it rain? Forty
5. How many years old was Noah when the flood came? Six hundred
6. What bird did Noah first send out? Raven

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

The Geologic Column (picture 31-5)

In school you may have studied the geologic column. What is the geologic column? The geologic column is the way people who believe in evolution date the sedimentary rock layers found around the earth and the age of the fossils that they contain.

Evolutionists use the column to support their theory that the earth is hundreds of millions of years old. They believe it must be that old to accommodate the evolution of basic matter into complex life forms. They hold to a theory of uniformitarianism.

What is uniformitarianism? Uniformitarianism is the belief that the present is the key to the past. It is a belief held by evolutionists that the events of the past were no different from those possible today. They believe the earth was formed by gradual processes over hundreds of millions of years. The geologic column was developed based on the idea of uniformitarianism.

Why wouldn't a person who holds to uniformitarianism accept the idea of a global flood? The global flood was a catastrophic event that changed the face of the earth. Someone who holds to uniformitarianism would say it is a myth because nothing like it has happened or is happening today. They discount the fact that the past may have been very different from the present and that a catastrophic event like the flood could have formed the face of the earth rather than gradual processes over hundreds of millions of years.

Does the geologic column actually exist? A complete geologic column of the thickness represented and with the index fossils shown on charts does not actually exist any place on earth. In fact, only one percent or less of the earth's surface has all ten geological layers with most of them being very shallow.

In some places, layers that should be more recent underlie layers that are supposed to be older. The geological column is really a hypothetical (an idea not proven to be true) system based on selected outcroppings of rocks in Europe.

What does catastrophic mean? Catastrophic means involving sudden great change or damage. The worldwide flood would have been a catastrophic event.

What would be evidence of a worldwide flood? If there were a huge catastrophic event like the flood, one would expect to find lots of evidence to support it. There would be billions of fossils buried in sedimentary layers all around the world as tons of sediment (dirt, sand, etc.) would have been deposited on top of all the plants and animals that were wiped out everywhere on earth.

Does the geological evidence support a worldwide flood? There are lots of fossils all over the world. Most of the fossils are jumbled piles of bones and plants and sea life showing a quick burial. The most common fossils are of sea creatures that are broken into pieces and found in different rock layers in all areas of the earth. Many of them are found on very high mountains.

How would the flood have provided the right conditions for fossils to form? Remember that for fossils to form burial has to be rapid and deep in moist soil. The flood would have provided the perfect conditions for massive amounts of fossils to form. The uplifting of mountains at the end of the flood would explain their placement on mountains.

What do the fossils in the geologic column show? Since specific fossils are generally found sorted into different layers of rock, evolutionists say that the fossils found in the sedimentary layers represent different ages or stages of the evolution of life on earth. In order for evolution to be true there would have to be transitional forms between types of life as one thing changed into another.

Why doesn't the geological record support evolution? There are no fossils of transitional forms (one animal changing into another) in the geologic record. All fossils in the geological record are fully formed. This supports creation as God created each type of animal after its own kind.

How does the flood offer a rational explanation for the layering of fossils in the sedimentary layers? As the waters began to flood the earth, different animals would have died at different times.

What would have been the first animals to die? Generally, the first animals to die would have been those that were immobile (couldn't move) and lived in the lowest places on earth. Those that were able to move and had some level of intelligence would have moved to higher ground to escape the water. Of these, the slowest moving and least intelligent animals would have died first.

Why wouldn't the column have many fossilized birds or mammals? There wouldn't be many fossilized birds or mammals as most of these would have moved to higher ground and instead of being buried would have floated in the water and rotted. (Look at the geologic column to see if this makes sense.)

What about the dates of the geologic column? The dating methods used to determine the age of rocks in the geologic column are not reliable. Remember that when scientists assume that something is old it causes them to interpret the evidence in a way that supports their theory.

Scientists agree that many species of animals were wiped out at one time in the earth's history. Many suggest that the earth was hit by an asteroid, which caused the climate to change.

Do you think an asteroid or a worldwide flood was the more likely cause of a change in the earth's climate and contributed to the mass extinction of dinosaurs and other animals? The layers of sedimentary rock that cover the earth show that massive amounts of sediment were laid down by moving water all over the world. The continual upheaval and change to the earth's surface during the flood would have caused sediment to be deposited in different layers. So, too, would have the draining of the water from the earth's surface as the mountains were pushed up and the ocean bottoms sunk. This would have allowed the water to recede and settle, forming additional levels of sediment. Depending on what died first or was churned up at the time the sediment was laid down, different layers of sediment would contain different organisms.

Lesson Notes: Fill in the blanks.

During a flood like that of Noah (plants) and (animals) would have been buried under (sediment). The lowest level would have been those that were (immobile) and lived in the (lowest) places on earth. Those that were (mobile) would have moved to (higher) ground. Of these the (slowest) moving and (least) intelligent would have died and been buried first. Most (birds) and (mammals) would have moved to (higher) ground and been the (last) to die. Instead of being buried, they would have (floated) in the water and (rotted).

Teacher Notes: Around the earth there are huge deposits of coal and oil, both of which are formed from the burial of massive amounts of organic material under the right conditions. Evolutionists say that the coal and oil formations are hundreds of millions of years old. Again, scientists think they are old because they assume the earth is old. However, under the right conditions coal and oil can form in thousands, rather than millions of years. They have even been made in a laboratory setting. The flood would have caused the burial of huge amounts of organic matter (plants and sea life) and provided the necessary conditions for the formation of coal and oil.

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 does God do for those who trust him?

Reading 1: Psalm 18:1-6 God hears our cries.

What does it mean that God is our rock? Our fortress? Our deliverer? Our shield? Our salvation? Our stronghold? What would happen to us if God weren't these things for us?

Reading 2: Psalm 18:7-19 God rescues those in whom he delights.

What picture do verses 7-15 paint of God? What does God do for those in whom he delights? What causes God to delight in a person?

Reading 3: Psalm 18:20-24 God rewards a person according to his righteousness.

Why did David say he was righteous? (21-22) Since no one can fully follow God's law, how does a person truly become righteous in God's sight? What does Christ's gift of righteousness do for us?

Reading 4: Psalm 18:25-29 God saves the humble.

What does it mean to be humble? What is it about the humble that causes God to save them? What does it mean to be haughty? Why will God bring low the haughty?

Reading 5: Psalm 18:30-36 God gives us strength.

How is God different from all other living beings? What does God do for those who trust in him?

Reading 6: Isaiah 54:9-10 The Formation of Mountains

Look up the formation of mountains on the Internet and learn about how different types of mountains are formed. Reflect on whether the formation of mountains is a gradual or catastrophic event and whether the conditions at the time of the flood could have led to the formation of mountains.