



CREATION AND THE BEGINNING OF HUMAN HISTORY

## #10 – The Lights Are Set in the Heavens Genesis 1:11

### PICTURES NEEDED

10-1 Seasons chart

10-2 Moon phases chart

10-3 Stars in space

10-4 The sun

Materials Needed: lamp with bare bulb, orange, walnut or small ball, skewer

### 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) What does the Bible say about plants? What do evolutionists believe about plants? What does fruit show about a plant? What is spiritual fruit? What does it show?
- **The Big Question Review:** What does the fruit of a tree reveal? Let the students give their answers to the question.
- **Bible Verse Review:** Matthew 12:33-34  
Fruit shows whether a tree is good or bad

*(Make a tree good and its fruit will be good, or make a tree bad and its fruit will be bad, for a tree is recognized by its fruit.)<sup>34</sup> You brood of vipers, how can you who are evil say anything good? For out of the overflow of the heart the mouth speaks.*

## 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.

When we studied the plants God created we looked at what they needed to grow. On days one through three of creation, God created everything plants need to live and grow. What do plants need to grow? Plants need soil, water, air and light.

What was the source of light at the time God created plants? According to the timeline of creation, at the time God created plants, there was no sun or stars. In order to produce light God may have energized the atoms or matter he created first. However, on day four of creation God made continuous physical sources of light to shine on the earth. Genesis 1:14-19 says:

*<sup>14</sup>And God said, "Let there be lights in the expanse of the sky to separate the day from the night, and let them serve as signs to mark seasons and days and years, <sup>15</sup>and let them be lights in the expanse of the sky to give light on the earth." And it was so. <sup>16</sup>God made two great lights--the greater light to govern the day and the lesser light to govern the night. He also made the stars. <sup>17</sup>God set them in the expanse of the sky to give light on the earth, <sup>18</sup>to govern the day and the night, and to separate light from darkness. And God saw that it was good. <sup>19</sup>And there was evening, and there was morning--the fourth day.*

*(As you teach this part of the lesson, place a lamp with a bare light bulb in the middle of the teaching area to represent the sun and use an orange for the earth and a walnut (or a small ball) for the moon.)*

From these verses we see that God had several purposes for the lights he made:

1. First, God made the light to separate day from night. What causes night and day? When the sun shines on part of the earth it is day there and on the other side of the earth that faces away from the sun it is night. (Demonstrate this with an orange. Put a mark on the orange to see where it is in relation to the sun as it turns around.)
2. God made the lights to mark time.
  - How long does it take the earth to make a complete rotation on its axis? The time it takes for the earth to make one rotation on its axis makes a day of 24 hours. (Rotate the tennis ball and demonstrate.)  
Why is a 24 hour day a good design for life? A 24 hour rotation of the earth keeps one side from facing the sun too long, absorbing too much heat and getting too hot. It also keeps the other side from getting too cold. In addition the 24 hour rotation of light and dark relates to the sleep needs of people and animals.
  - How long does it take the earth to orbit (circle) the sun? The time it takes for the earth to make a circle around the sun (orbit) is 365 ¼ days or one year. (Walk around lamp with the orange) 365 days or one year divided into twelve months makes up the solar calendar which we follow.

- How does the orbit of the earth around the sun relate to the seasons of the year? The orbit of the earth around the sun creates the seasons that relate to the growing patterns of plants (spring – planting, summer – growth, fall – harvest, winter – rest). (picture 10-1)

Stick a skewer through the orange and hold the orange at the angle of the earth's axis (23.5 degrees). Use the light bulb as the sun and walk in a circle (orbit) around it, always keeping the tilt of the skewer and the orange the same and facing the same direction as you move around the sun. (Fix on a place on the wall to assure that you don't change the orientation of the tilt or the direction you are facing. At some point, you will be walking backwards.) As you walk around the sun have the children explain which pole is closest to the sun, what season it would be in the northern and southern hemispheres and what the temperature would be in each hemisphere and why. Explain that the more sunlight that hits the earth the warmer it gets. The area around the equator (tropics) is hotter because the rays of the sun hit it more directly than they do the northern or southern hemispheres.

- How long does it take the moon to orbit the earth? The length of time it takes for the moon to make a circle (orbit) around the earth is 29 ½ days. (Demonstrate movement of moon around the earth using the orange and walnut.) (picture 10-2)

What is the difference between a lunar and solar calendar? Some cultures like the Hebrews used a lunar calendar based on the cycle of the moon, rather than a solar calendar based on the seasons and earth's orbit around the sun over a year.

3. God also made the planets and stars. How is the position of the stars in the sky useful to people? Since the beginning of time, people have used the position of the stars in the sky to mark the changing seasons in the year and for navigation. Without the stars, sailors would not have been able to navigate the seas, as they wouldn't have known where they were and which direction to go. (Demonstrate how the position of the constellations relative to the earth would change as the earth orbits the sun. Position children at different spots in the room to represent constellations. Mark a position on the ceiling that is always over the North Pole of the earth to mark the North Star. Move the earth round the sun as it would in an orbit.)
4. How does the sun govern the day? When it is day, the sun warms the earth and plants and animals receive life-giving light. The sun governs the day as the powerful light it produces blocks out the light of the stars.
5. How do the moon and the stars govern the night? Although stars shine all the time, the light they produce is only visible at night on the part of the earth facing away from the sun. The moon does not produce its own light; it only reflects the light of the sun. The night is dark enough to allow for sleep but gives enough light to provide direction.

**(picture 10-3)** What should we think about when we look at the stars at night? We should think about the one who made them all. We should contemplate his great majesty and power.

Isaiah 40:26 says *Lift your eyes and look to the heavens: Who created all these? He who brings out the starry host one by one, and calls them each by name. Because of his great power and mighty strength, not one of them is missing.*

What does Isaiah say that God knows about the stars? Isaiah says that God calls each one of the stars by name.

What does that mean? That he knows everything about each one and they all belong to him. God knows and understands everything about his creation.

Does anyone have any idea how many stars there are? There are about 3,000 stars that can be seen at night with the naked eye, but there are estimated to be seventy sextillion – 70 followed by 21 zeros (70,000,000,000,000,000,000,000) of them in the visible universe (outer space that can be seen through a high power telescope). That means that there are more stars in the sky than there are grains of sand on all the beaches of the entire earth.

What do the stars teach us about God? Let the children give their answers. God is the creator of everything in the heavens and is intimately involved in its functioning. He knows all there is to know about the universe. Just as he knows the stars by name, he also knows each one of us. The Bible says he knows the number of hairs on each one of our heads. God is the creator and worthy of all our praise. We need to submit our lives to him,

## LESSON WRAP-UP

- **Overview Questions:** For what purposes did God make the lights in the sky? How long is a day? Why is 24 hours a good length of time for a day? How long is a year? Why is 365 days a good length of time for a year? How many stars are there? What does God know about each star?
- **Thought Questions:** What does the sun do for the earth? What would have happened to the earth if God had not created the sun? What does the moon do for the earth? What would have happened to the earth if God had not created the moon? How do the heavens speak of God?
- **Prayer:** Thank God for the wisdom of his design, that he set the lights in the heavens to give light and mark time. Pray that as you look to the heavens you will see more clearly his greatness and awesome power and would worship him as he deserves.
- **The Big Question: What do the stars tell us about God?**  
Let the students give their answers to the question. Share the memory verse. Ask how it answers the question.
- **Memory Verse: Isaiah 40:26** There is nothing God doesn't know or can't do.

*Lift your eyes and look to the heavens: Who created all these? He who brings out the starry host one by one, and calls them each by name. Because of his great power and mighty strength, not one of them is missing.*

Questions: What does it mean that a tree is recognized by its fruit? What is the fruit a person produces? What would bad fruit look like? What would good fruit look like? If you want to produce good fruit, what do you have to do? What does it mean that out of the overflow of the heart the mouth speaks?

## 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 fourth day, God made the lights in the sky.

1. God made the lights to separate day from night and to mark the seasons and the passing of time.
2. God made the sun to govern the day and give light to the earth and the moon and the stars to govern the night.
3. God saw that the lights he made were very good; they did what God wanted them to do.

★ **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:** Practice drawing stars.

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

### The Downward Progression of Depravity

If we believe that there is a God who created all things and is Lord over his creation then we should recognize our need to know him better and do things his way. Wanting to go God's way and submitting to his authority puts a person on a good path that leads to blessing. On the other hand, when people look at creation and deny that there is a God it puts them on a downward path that leads to destruction, both personally and for society.

Paul in Romans 1:18-32 describes the progression of depravity that occurs when men fail to acknowledge God as seen through creation.

*<sup>18</sup> The wrath of God is being revealed from heaven against all the godlessness and wickedness of men who suppress the truth by their wickedness, <sup>19</sup> since what may be known about God is plain to them, because God has made it plain to them. <sup>20</sup> For since the creation of the world God's invisible qualities—his eternal power and divine nature—have been clearly seen, being understood from what has been made, so that men are without excuse.*

*<sup>21</sup> For although they knew God, they neither glorified him as God nor gave thanks to him, but their thinking became futile and their foolish hearts were darkened. <sup>22</sup> Although they claimed to be wise, they became fools <sup>23</sup> and exchanged the glory of the immortal God for images made to look like mortal man and birds and animals and reptiles.*

*<sup>24</sup> Therefore God gave them over in the sinful desires of their hearts to sexual impurity for the degrading of their bodies with one another. <sup>25</sup> They exchanged the truth of God for a lie, and worshiped and served created things rather than the Creator—who is forever praised. Amen.*

*<sup>26</sup> Because of this, God gave them over to shameful lusts. Even their women exchanged natural relations for unnatural ones. <sup>27</sup> In the same way the men also abandoned natural relations with women and were inflamed with lust for one another. Men committed indecent acts with other men, and received in themselves the due penalty for their perversion.*

*<sup>28</sup> Furthermore, since they did not think it worthwhile to retain the knowledge of God, he gave them over to a depraved mind, to do what ought not to be done. <sup>29</sup> They have become filled with every kind of wickedness, evil, greed and depravity. They are full of envy, murder, strife, deceit and malice. They are gossips, <sup>30</sup> slanderers, God-haters, insolent, arrogant and boastful; they invent ways of doing evil; they disobey their parents; <sup>31</sup> they are senseless, faithless, heartless, ruthless. <sup>32</sup> Although they know God's righteous decree that those who do such things deserve death, they not only continue to do these very things but also approve of those who practice them.*

1. What is always the first step into folly or depravity? (vs. 18) Suppression of the truth, denying the majesty and sovereignty of God, no fear of God.
2. What happens to a person after taking the first step? (vs. 21) His mind becomes darkened and he can't see or understand as clearly the way of God.
3. Why are men without excuse when they deny God? (vs. 20) God's qualities, his eternal power and divine nature, are clearly seen in his creation.
4. If the truth is made clear to people, why do they reject it? They don't want to be under God's authority. They want to go their own way rather than God's way. They don't want to be held accountable by God for their actions. They are indoctrinated to dismiss it. They start with the wrong presuppositions.
5. What is the ultimate outcome of rejecting the truth? Total depravity, destruction of society. Once God's authority is denied anything goes; it is then up to man to decide for himself what is right and wrong. Suppressing the basic truth of the design of creation and the existence of a creator then you are capable of believing any futile thought (hollow and deceptive idea) and will go to any irrational length to justify it.
6. Write out the progression of what happens to people when they suppress the truth.

	<b>Man's Evil Action</b>	<b>Consequence of Action</b>
<b>1</b>	v. 18, 21 Suppresses the truth, doesn't glorify or give thanks to God. (Doesn't pursue God or his understanding.)	v. 21 Thinking becomes futile and hearts are darkened. (Can't see or understand the truth.)
<b>2</b>	v. 22, 23, 25 Claims to be wise, exchanges the glory of God for idols, exchanges the truth for a lie, worships and serves created things. ( Love of the world takes hold.)	v. 22, 24, 26 Become fools, God gives them over to their sinful desires, sexual immorality. (Follows fallen nature rather than what God says is right.)
<b>3</b>	v.26, 27 Exchanges natural relations for unnatural. Commits indecent acts (homosexuality, further perversion takes place.)	v. 27 Receives in body the due penalty of their sin (Physical disease, which is the result of a lifestyle, sets in.)
<b>4</b>	v.28 Retains no knowledge of God (People don't know of God and his word. God is removed from the public discourse.)	v.28 Given over to a depraved mind, full of every kind of evil. (Do what shouldn't be done.)

Discussion: Where are we as a society in terms of this downward progression of depravity? What is the evidence we are there? Why are we there? What can be done to reverse the downward progression?

## JOURNAL

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: Why should we praise God?

Reading 1: Psalm 148:1-6 God set all things in place.

What does it mean to praise God? Why should all things praise the Lord?

Reading 2: Job 9:1-12 His wisdom and power are unsurpassed.

How is God different from people? Why should that cause us to praise God?

Reading 3: Job 38:16-21 God understands all of creation.

What does God understand that people can't? Why should that cause us to praise God?

Reading 4: Psalm 113:1-9 God sits enthroned on high.

What does it mean that God sits enthroned on high? What does he do for his creation? Why should that cause us to praise God?

Reading 5: Isaiah 46:3-5 God is our sustainer.

How does God sustain us? Why is there none equal to God?

Reading 6:2 Corinthians 4:13-18 Star Gazing

On a clear night take a star chart outside and locate the constellations. Make sure you can find the North Star (Polaris) and the Big Dipper. Think about how the North Star is used for navigation in the northern hemisphere. Because of its location above the North Pole, it doesn't seem to move in reference to the earth. It is therefore a fixed point wherever in the northern hemisphere a person is. Why wouldn't that be the case for the southern hemisphere?