

Lesson 11

The Seven C's of History

The Bible is the history book of the universe.

Studying God's Word

Introduction

We've been learning about the Bible—how important it is and how we can trust it. When you think about it, the Bible actually covers all of history. Sometimes it's called the history book of the universe because it tells about God's perfect plan—God's history—from the very beginning of the world all the way to today—and into the future.

Show the children's book you brought. I have a story to share with you today. Turn to the middle and read several pages. Turn to the end and read that. Then flip to the beginning and read a few pages.

How was that? Did you like the story? How many of you thought it was a little confusing? Show of hands.

What do you think? Was that the right way to read a story? No.

What was I doing wrong? Allow responses. You were reading it out of order.

That's right! For the story to make sense, I should have started at the beginning and read each page in the right order. It's the same way with history. Just like we have to read a story like this from beginning to end for it to make sense, we have to understand events that happened in the history of the world in the correct order. And God's Word can help us with that.

Creation: Everything was created by the power of God's word.

Pass out the Class Notes to the students.

Slide #3

Refer to the Seven C's of History Poster or the Lesson Theme Poster. The history in the Bible is very long, but there's an easy way to remember it—and all you have to do is remember the Seven C's of History. We are going to talk about those seven C's today.

Note: This is an overview lesson. You will go over each of these C's in more detail in the weeks to come.

Pass out the Seven C's Posters to several students. Before we begin, I have seven posters to pass out to some of you. Just hold onto them until it's time for you to bring them up and put them on the board.

Okay. We'll start at the beginning. What is the very first book in the Bible? Genesis. Show the book of Genesis in your Bible.

Genesis 1:1

We're going to have a race, called a sword drill, to find the verses we'll be reading today. The Bible is called a two-edged sword (Hebrews 4:12) and the

sword of the Spirit (Ephesians 6:17), so a sword drill is a race to find a specific verse in the Bible.

Everyone needs to have a Bible to participate. Does anyone need one?
Pass out Bibles to students who need one.

If you have another format for conducting a sword drill, review those rules with the students. The rules for a sword drill are to hold your Bibles in one hand by the binding and raise it up in the air when I say, "Draw swords." Demonstrate holding your Bible by the binding with arm extended straight up.

Let's practice that. Draw swords! Wait for students to hold Bibles up. Good! I'll call out the Bible reference, which for our first verse is Genesis 1:1. Let me hear you repeat the reference together. Have students repeat the reference aloud.

This is the first verse of the first book of the Bible, so it should be easy to find. When I say, "Charge!" bring your Bibles down and turn to the verse as fast as you can, but be careful not to tear or wrinkle the pages. When you find it, stand up. The first person to find it will get to read the verse.

Slide #4

Ready? Charge! Allow students to race for the verse. Call out verbal hints to help students find the verses quickly. The first person to find the verse and stand is the winner. Allow winner to read the verse while others follow along. If it's a tie, you may split the reading between the winners or let both students read the verse.

What does this verse tell us God did? Created the heavens and the earth.

Slide #5

That's right! Genesis tells us all about the first C, Creation. Who has the Creation Poster? Will you read that and put it on the board, please? Have student read the poster and attach it to the board with tape or poster putty. Creation: Everything was created by the power of God's word.

The Bible says that God made everything by the power of his word. That means he spoke everything into existence. And Adam and Eve, the first people, were created very special and very different from everything else. They, and all people, were created in God's image.

The Bible tells us that God did all of this creating in just six 24-hour days about 6,000 years ago. It was NOT millions of years ago! And it did not take millions of years to form.

Genesis 1:31

Slide #6

What do you think God thought of his creation? Allow answers.

The Bible tells us what he thought! We're ready for our next sword drill. Let's see how you do! Draw swords! Wait until all Bibles are held up correctly.

The reference is Genesis 1:31. Repeat that. Wait for students to repeat reference.

Ready? Charge! Allow students to race for the verse. The first person to stand is the winner. Allow winner to read the verse while others follow along.

So, what did God think of his creation? It was very good!

That's right. God's creation was truly beautiful! There was no sin, no death, no disease, no sickness, and no fear. It was all very good.

Corruption: Sin entered God's very good creation.

But God's creation didn't stay "very good" for very long. And that takes us to the second C—Corruption.

Slide #7

Who has that poster? Will you bring it up, please? Have student read the poster and attach it to the board. Corruption: Sin entered God's very good creation.

Corruption means that something is ruined. It is no longer "very good." The "corruption" we are talking about here is sin. Adam and Eve were the first people ever to sin against God. They disobeyed him, and their sin ruined God's very good creation and separated them from God.

Genesis 2:17

Slide #8

How did Adam and Eve sin? Our next verse will tell us! Let's draw swords! Have students raise their Bibles. The verse we're racing for is Genesis 2:17. Repeat that together. Have students repeat reference. Ready? Charge! Assign the winner to read the verse.

God told Adam and Eve NOT to do just one thing. What was that? Eat the fruit from the tree of the knowledge of good and evil.

And what would happen if they ate from that tree? They would die.

Yes. God said that Adam and Eve would die if they ate from that one tree. And you know what? They did eat from it. They disobeyed God, and now God would have to punish them.

But it wasn't only Adam and Eve that God had to punish. The Bible says that because of Adam's sin, all of us sin, too. God's very good creation was ruined. It was corrupted. Now because of sin, the world would have sickness, pain, sadness, and even death. This is what our second C stands for—Corruption.

Slide #9

So those are the first two C's. Take a look at your Class Notes now. Who will read #1 for us? Assign a reader. Good. Have students complete #1. Now draw a line to the picture that reminds us of the first C, Creation.

And let's do #2. Who will read that one? Assign a reader. Sin. Have students complete #2. Now draw a line to the picture that reminds us of the second C, Corruption.

Catastrophe: A global flood brought judgment on the wicked world.

Slide #10

Let's keep going on to the third C—Catastrophe. Who has that poster? Will you read it and bring it up to the board? Have student read the poster and attach it to the board. Catastrophe: A global flood brought judgment on the wicked world.

Because of Adam and Eve's sin, they could no longer stay in the beautiful garden; they were separated from God. But they had many children. As those children grew up and started having their own families, there were more and more people on the earth. But remember, sin had entered in through the first man, Adam, and so every person since then is born with a sinful heart. So the people disobeyed God and sinned against him. They were evil and wicked.

God was not pleased with the wickedness and sins of the people—and because he is a holy God, he had to punish them. He did this by sending a catastrophe.

Who knows what a catastrophe is? Allow answers.

A catastrophe is a huge disaster. The catastrophe we are talking about today was a worldwide flood. God sent that flood over the whole world to destroy everything in it.

Genesis 7:23

Slide #11

This was a very sad time. God had to punish the sins of the people in the world. This was a very serious judgment. And the Bible tells us how serious it was. Draw swords! Students raise Bibles. Our verse is Genesis 7:23. Students repeat reference. Ready? Charge! Assign winner to read the verse.

What did God destroy by blotting them out? All living things on the face of the ground.

That included everything that lived on the ground of the earth! All the land animals, all the birds, and all the people were killed in the worldwide flood.

Who did God save from the flood? Noah and those who were with him in the ark.

Right! Before the flood came, God told Noah to build an ark. Noah obeyed, and he and his family were saved from the flood.

Confusion: God judged sin by confusing the common language.

Now after the flood, Noah and his family got off the ark. They started their life over again. They began to have families. And their families grew up and had families. And it wasn't long before there were many people on the face of the earth again. But Noah's children and grandchildren continued to disobey God—even after that terrible flood!

God told them to spread out and fill the whole earth. But they all decided to stay together in one place. They wanted to build a tall tower to the heavens and make a great name for themselves instead of obeying God.

But God is holy, he cannot stand sin. So what do you think God had to do? Punish the people for their disobedience.

Genesis 11:9

Slide #12

That's right. Let's find out what happened. This next verse tells us how God punished the people at the tower of Babel. Draw swords for our next sword drill. Students raise Bibles. Repeat Genesis 11:9. Students repeat reference. Ready? Charge! Assign winner to read the verse.

What did God do to punish the people? God confused their language and dispersed (scattered) them.

That sounds like a strange punishment, doesn't it? Let me explain. You see, all the people at that time spoke the same language. They could all understand each other. So they were all working together to build this city and tower for themselves. But God changed that.

Slide #13

Who has the Confusion Poster? Will you bring that up and read it for us? Have student read the poster and attach it to the board. Confusion: God judged sin by confusing the common language.

God came down and confused the language. Suddenly the people couldn't understand each other anymore! So they dispersed. That means they moved in different directions and were scattered over all the earth—like God had told them to do in the first place .

Slide #14

Now, let's go back to the Class Notes. Will someone read #3? How will you answer that? Assign a reader. Flood. Have students complete #3. Now draw a line to the picture that reminds us of the third C, Catastrophe. And how about #4? Who will read that? Assign a reader. Language. Have students complete #4. Now draw a line to the picture that reminds us of the fourth C, Confusion.

Slide #15

Slide #16

Slide #17

Slide #18

Refer to the posters on the board. So now we have talked about four of the seven C's. Say them with me. Creation, Corruption, Catastrophe, Confusion.

God is holy, and he must punish ALL sin. He punished Adam and Eve. He punished the people of Noah's day. And he punished the people at the tower of Babel.

What we see here is the sad truth that people kept disobeying God! And, God must punish sin. This is really bad news for us. Because the Bible says that we are ALL sinners. When Adam sinned at the very beginning, he passed a sin nature on to all people who would come after him, including you and me. We all sin and disobey God! Because of our sin, we deserve to be judged and punished by God, too. Unless . . . someone would take our punishment for us. And someone did! Who was that? Jesus Christ!

Christ: The Creator and Son of God came to earth as a man.

Slide #19

Right! That brings us to our fifth C—Christ! Who has that poster? Will you read it and put it on the board? Have student read and put the poster on the board. Christ: The Creator and Son of God came to earth as a man.

Matthew 1:21

Slide #20

Now we're going to look in the New Testament. Draw swords! Students raise Bibles. Our next verse is Matthew 1:21. Students repeat reference. Ready? Charge! Assign winner to read the verse.

Who is this verse about? Jesus.

Why did Jesus come to earth? To save his people from their sins.

Right! Jesus Christ, the Creator and Son of God, came to earth and was born as a human being. He was always obedient to God, his Father. He lived a perfect life without any sin. Jesus came so sinners could be saved.

Cross: Jesus was crucified on the cross, the perfect sacrifice for sin.

Slide #21

How would Jesus be able save sinners from the punishment for sin? The sixth C of history explains that. Who has the Cross Poster? Will you read that and put it on the board? Have student read and put the poster on the board. Cross: Jesus was crucified on the cross, the perfect sacrifice for sin.

John 3:16

Slide #22

Jesus was killed on the cross so sinners could be forgiven. The Bible tells us all about that, too. Draw swords! Students raise Bibles. Our verse is John 3:16. Students repeat reference. Ready? Charge! Assign winner to read.

Who sent Jesus to earth? God.

Why did God send Jesus? Because he loved the world.

That's right. God loved the world so much that he sent Jesus to die and take the punishment for our sins. Jesus tells us that if we repent—that means we are sorry for our sins and turn away from them—and believe in him, we will be saved from God's punishment—all because of God's great love for us.

Jesus is the ONLY person who ever lived who did not deserve God's punishment. He was perfect. He never sinned. But he chose to die on the cross so he could take the punishment for our sin on himself. No one else could do that for sinners. Jesus is the only who can save sinners—that's why we call him the Savior.

Now there's something else to this verse. What does it say will happen to those who believe in Jesus Christ? Whoever believes in him should not perish but have eternal life.

Yes! Eternal life! What does that mean? Allow discussion.

This is an amazing promise for everyone who believes in Jesus Christ as their Savior. And that leads us to our last C—Consummation.

Consummation: God promises a new heaven and new earth for all believers.

Slide #23

Who has that poster? Will you read it and put it on the board? Have student read and put the poster on the board. Consummation: God promises a new heaven and new earth for all believers.

The Consummation is a wonderful promise—a promise that believers will be with God forever! But this promise is only for sinners who have believed and trusted in Jesus Christ to save them and forgive them of their sins. This promise is NOT for anyone who rejects Jesus and will not believe the truths we read about him in the Bible!

When we talk about the Consummation, we are talking about God's plan for the very end of history as we know it. Right now, this world seems really sad sometimes, doesn't it? People get sick, families have trouble, and pets die. It can be very hard.

Revelation 21:4

Slide #24

But Jesus gives us hope for a better place. What will this place be like? This last verse in our sword drill will tell us. Draw swords! Students raise Bibles. Revelation 21:4. Students repeat reference. Ready? Charge! Assign winner to read the verse.

Slide #25

Wow! This sounds like an amazing time, doesn't it? Let's make a list on the board of the things this one verse tells us about the new heaven and the new earth! God will wipe away every tear; no more death; no more mourning (sorrow); no more crying; no more pain.

This is something believers can be excited about and look forward to: our final C—Consummation! God will make a new heaven and a new earth! And it will all be very good! This life with sin and death and suffering will finally be over for all who believe and trust in Jesus for the forgiveness of their sins. And that's God's promise.

Slide #26

Let's finish our Class Notes now.

Who will read #5 for us? Assign a reader. Earth. Have students complete #5. Now draw a line to the picture that reminds us of the fifth C, Christ. Good! Now how about #6? Who will read that? Assign a reader. Died. Have students complete #6. Now draw a line to the picture that reminds us of the sixth C, Cross.

And #7. Will someone read that one? Assign a reader. Heaven. Have students complete #7. Now draw a line to the picture that reminds us of the seventh C, Consummation.

Application

Slide #27

Refer to the Lesson Theme Poster. The Bible is the history book of the universe—God's history! The seven C's help us remember the history of the world—Creation, Corruption, Catastrophe, Confusion, Christ, Cross, and Consummation.

We have talked about God's history. But you will hear stories that are not from God's Word. You might hear these things on TV, at school, from your friends, at museums, or in movies. If it does not fit in with God's history, then it can't be true.

There are many people who do not believe what the Bible says about the world. They may say that God did not create the universe or that it took millions of years for things to appear on earth. You might hear that Adam and Eve were not real people or that there was never a flood that could cover the whole earth. But the Bible tells us the real history of the universe. It is not made up. God cannot lie, and his whole Word is true. God has been here all the time, and we can trust him!

Lesson Review

We all learn best with review and repetition! We encourage you to play a lesson review game.

Board Game

Teams will answer questions and make their way to the finish on the Game Board.

Materials

Review Questions
Game Board (provided in the Teacher Kit)
Dice, numbered cards, or spinner
Buttons or other small items as game pieces for each team

Instructions

Print one copy of the Review Questions for your use. Divide the class into teams.

Team members will take turns answering the review questions. If they answer correctly, they will roll the dice, spin, or draw a numbered card and move that number of spaces on the Game Board. Follow the directions on the spaces to move ahead, fall back, or switch places with another team. If someone does not know or does not answer correctly, he may ask his teammates for help. Alternate between teams as long as time permits, repeating questions if necessary. The first team to make it all the way to the Finish wins.

Box Toss

Students will answer review questions then toss the beanbag at the holes in the box to gain points for their team.

Materials

Review Questions
Medium-sized cardboard box
Scissors or knife
Four beanbags
Masking tape

Instructions

Print one copy of the Review Questions for your use. Use scissors or a knife to cut two or three holes in the bottom of the box. Make sure they are large enough for a beanbag to easily pass through. Label each hole with a point number: 5, 10, and 15. Use masking tape to make a tossing line several feet away from the box.

Divide the class into teams. Have the teams line up behind the line across from the box. Give each team two beanbags. Alternate asking each team a review question. Students who answer correctly will toss the beanbags at the target holes in the box to earn points for their team. If they answer incorrectly, they may toss the beanbags for fun without the points counting. Students will go to the end of the line after tossing the beanbags. Keep score for both teams. Continue play until all questions have been answered correctly and students have all had a chance to toss the beanbags.

Draw Dice

Teams will answer questions and complete a simple drawing to win. Who will finish their drawing first?

Materials

Review Questions

One drawing area for each team (paper, white board, etc.)

Pencils or white board markers

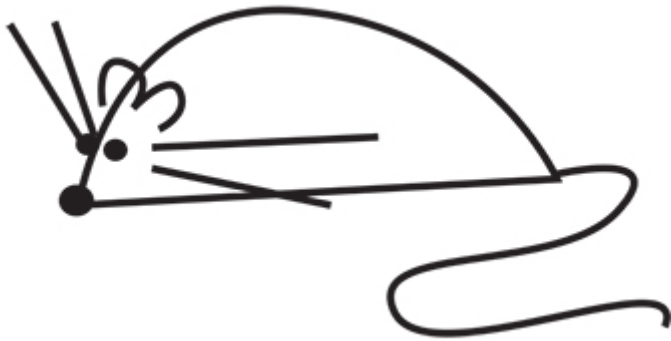
One die

Instructions

Print one copy of the Review Questions for your use. Divide the class into two teams. Give each team a sheet of paper and a pencil, or divide the white board in half. Draw a mouse on the board as an example.

Ask the first team a question from the lesson. If they answer correctly, have them roll the die.

To begin drawing their mouse, each team must wait until they get a six. They will then draw the mouse's body on their paper or the board. After they have drawn the body, as they give correct answers to the questions, they can continue to draw the other parts of the mouse according to the numbers they roll.



They can draw according to the numbers below:

6 = body

5 = nose

4 = whiskers

3 = eyes

2 = ears

1 = tail

Continue giving each team a turn to answer a question and roll the die. Repeat the questions as necessary. The first team to finish their mouse wins.

You may choose to draw a simple object from the lesson, such as a crown, an open Bible, a fish, etc. Be sure to assign numbers (as above) to each part of the object to be drawn before the game begins.

Four in a Row

Students will answer questions and add a marker for their team onto the grid. Which team will be the first to get four in a row?

Materials

- Review Questions
- Masking tape
- Red and black paper circles or other markers for each team

Instructions

Print one copy of the Review Questions for your use. Use masking tape to make a 16-section grid on the floor. The grid should be four sections wide by four sections long. Each section should be equal in size. Use eight red circles and eight black circles cut from construction paper or other markers for the two teams.

Divide the students into two teams. Give each team eight markers. They will take turns answering the questions. If they answer correctly, they can put a marker in a square on the grid. The first team to get four markers in a row wins the game.

Goofy Golf

Hit the sock with the noodle? Teams must work together to answer the questions and putt to get a hole-in-one in this crazy golf game!

Materials

- Review Questions
- Swimming noodles or rolled up newspapers
- Rolled up socks
- Masking tape
- Ten sheets of paper
- Markers

Instructions

Print one copy of the Review Questions for your use. Use the markers to number sheets of paper 1–10 (use more or less depending on class size and

time). Tape down the sheets of paper around the room in a random pattern to form a golf course. You may want to add chairs as obstacles in the path.

Divide the class into teams. Give each team a rolled up sock and a swimming noodle. Ask the first student a review question from the lesson. If he answers correctly, allow him to use the noodle to drive the rolled up sock toward the first sheet of paper labeled #1. Continue with the next team. Take turns allowing team members to answer questions and continue putting the socks along the course to each hole, continuing from where the last teammate left off. The sock must touch or roll over the sheet of paper to consider it in the hole. The first team to reach the tenth hole wins.

Oh No

Not every roll of the dice will be good for the team. Answer the question, roll the dice, and be prepared to say, "Oh no!"

Materials

Review Questions
Two dice

Instructions

Print one copy of the Review Questions for your use. Divide the class into teams. Each team will take turns answering review questions. When a team answers correctly, have them roll the dice to determine their points. If a team does not answer correctly, give the answer and repeat the question later. Keep track of team scores.

Numbers aren't always a winner! If students roll:

2 or 3 that team gives 5 points away to the other team
4 or 5 that team takes 5 points from the other team
6-10 face value
11 subtract 10 points from the team score
12 double the team score

(Note: no team can have less than 0 points.)

Pick a Point

Answer the questions correctly to earn the right to pick a point.

Materials

Review Questions
Small paper strips
Cup or basket

Instructions

Print one copy of the Review Questions for your use. Write various numbers in increments of 5 or 10 on strips of paper to use as point cards. Put the point cards into the cup or basket. Divide students into teams of 4–5 students each. Have each team take turns answering a review question. After each correct answer, let a member of the team draw a point card from the cup.

The number of points on the cards will vary, so the score will have nothing to do with how skilled one team might be. Keep track of each team's points. If time allows, repeat the questions!

Toss for It

How many points? Toss for it! Students answer the questions and toss the beanbag to earn points for their team.

Materials

Review Questions

A deck of numbered cards, or numbers and "wild" written on index cards

One beanbag

Masking tape

Two baskets or containers for cards

Instructions

Print one copy of the Review Questions for your use. Place several rows of numbered cards facedown with a few inches between them to form a grid pattern (make sure to put several wild cards or Jokers down, too). Use the masking tape to make a tossing line several feet from the cards.

Divide students into teams and have them line up behind the tossing line. Ask the first student a review question. If he gives the correct answer, have him toss the beanbag onto a card. Turn the card over to reveal the points he receives for his team. Face cards or word cards are 10 points each. Wild or Jokers are also 10—plus another turn. All other cards are face value.

Have the student pick up his card and put it in the team's basket to be counted at the end of the game. Next team's turn. If a student gives an incorrect answer, he should go to the end of the line. Give the answer and repeat that question later. Continue taking turns until all the questions have been answered. Add more cards to the grid if necessary.

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