

Lesson 27

Noah's Ark

The biblical account of Noah's ark is true.

Studying God's Word

Introduction

Don't forget! Review the Optional Supplements and determine where you can use them.

Refer to the Seven C's of History poster. We have been talking about the great Catastrophe—the third C of the Seven C's of History!

Why did God send a worldwide flood? To punish, or judge, the sin of men.

Yes. God is holy and just and has to punish sin. He destroyed every living person and land animal on the earth except Noah's family and the animals on the ark.

Why did God choose to save Noah? What kind of person was Noah? He was a righteous, godly man.

We talked about the fact that the flood was global, or worldwide. What does that mean? Allow discussion. It covered the entire earth.

Slide #3

Slide #4

Refer to Lessons 25 and 26 Theme Posters. The flood did cover the entire earth just like the Bible says. Some people don't believe the flood was worldwide. But we know that it was! The Bible says that ALL flesh that moved on the earth died in this flood. And EVERY person who was not on the ark died. Then we talked about the fossils all over the earth. Fossils are dead things killed quickly and buried in rock layers. Most of these fossils were formed by the worldwide flood! Then the Bible tells us that God promised never to flood the world again. He would not have had to make that promise if the flood did not cover the whole earth.

And what was the sign God gave to Noah—and all of us—of his promise? The rainbow.

Refer to the Genesis . Right! God placed the rainbow in the sky so we would remember his promise.

Many people don't realize that the ark was actually a big ship. And people can't imagine how every animal in the entire world could possibly fit on a small boat. But today, we're going to see what the Bible says about that.

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Animal Charades

To get us thinking, we're going to play a quick game of charades. I have some kinds of animals written on these cards. We'll take turns acting out the animal. You'll have 30 seconds to get the class to guess which animal you are imitating. Place the index cards into a container. Have students take turns drawing a card

and imitating the animal in order to get the class to guess the animal within 30 seconds.

The Ark

Pass out the Class Notes (PDF) to the students when appropriate.

Pass out the Lesson Illustrations (PDF). We are going to use these pictures during our lesson today. When I call on you, please bring the picture up and put it on the board.

Slide #5

Show the Lesson Theme Posters. We know the flood of Noah's day was a catastrophe. So what kind of a boat would Noah need to survive that flood? What does the Bible say about the ark? Was it really seaworthy—was it strong and stable so it wouldn't tip over or sink? How big was it? What did it look like?

Genesis 6:14

Slide #6

We are going to turn to the Bible to find the answers to these questions! Let's start with Genesis 6:14. God spoke to Noah before the flood. Let's read what he said! Who will read Genesis 6:14 for us? Assign a reader or read the verse.

What was the ark made of? Gopher wood.

What is gopher wood? Anyone know? Allow for answers.

That was kind of a trick question because no one today is exactly sure what kind of wood this is. It was probably a kind of tree that grew in the area where Noah lived. And there must have been a lot of this wood around because Noah would need lots of it.

What was inside the ark? Look at Genesis 6:14 again. Rooms.

What was the ark covered with inside and out? Pitch.

And what is pitch? Any ideas? Allow for answers.

It seems like pitch was something that Noah put over the wood inside and outside to cover up the cracks so the ark wouldn't leak. It may have been like sap from a tree—very sticky—and definitely waterproof!

Genesis 6:15

Slide #7

Let's move on. God gave Noah some more details about how to build the ark. Will someone read Genesis 6:15 for us? Assign a reader or read the verse.

So in Genesis 6:15, God gave Noah the measurements of the ark. What was the length? How long was it from one end to the other? 300 cubits.

What was its breadth? How wide from side to side? 50 cubits.

And what was its height? How tall was it? 30 cubits.

Slide #8

We've talked about a cubit before. Does anyone remember what a cubit is? Allow discussion.

Cubit: ancient form of measurement—about 20 inches

A cubit is one way they measured things back then. Use your arm to show this as you explain. It was the distance from the elbow of a man to the tips of his fingers—about 20 inches.

Show 20 inches on the measuring tape you brought in. Here is 20 inches on the measuring tape. This would be about one cubit.

So, let's figure out how large the ark was. If every cubit is 20 inches long, then that means the ark was about 510 feet long! That's longer than one and a half football fields! The width was about 85 feet wide from one side to the other, and the height was about 51 feet high—that's nearly five stories high!

Slide #9

Take a look at the Class Notes (PDF) now. Write in the measurements to the ark you see there. The ark was about 51 feet high x 85 feet wide x 510 feet long! Have students complete that on the Class Notes (PDF).

Slide #10

Slide #11

Refer to Lesson Theme Posters and the Class Notes (PDF). The school buses there give you an idea of how big the ark was. Can you imagine a line of almost 12 school buses outside your school? That is about how long the ark was. And if you stack four school buses on top of each other, that's how tall it was. Remember it was over four stories high. That's higher than most of our houses! And you could park 10 school buses from one side of the ark to the other! Are you starting to get an idea of just how big the ark really was?

Will someone read the sentence by the school buses at the top of your Class Notes (PDF)? Assign a reader. Noah could have fit ____ school buses inside the ark!

Does anyone know the answer to that? Allow guesses.

Write 480 on the board. Noah could have fit 480 buses inside the ark. That is huge! Write that number in the blank there.

Look down at #1 on your Class Notes (PDF). Will someone read #1? About how long was one cubit? Assign a reader. 20. Have students complete #1.

Genesis 6:16

Slide #12

That is not all God told us about the ark. Will someone read Genesis 6:16? Assign a student or read the verse.

What else did the ark have? Roof, door, and three decks.

Yes. God thought of everything. He gave Noah the plans for this very large ship. But why did it have to be so big? Allow discussion.

Slide #13

Refer to Lesson 25 Theme Poster. The ark had to be large because it was going to have to stay together in a terrible storm that would probably cause enormous waves! It was a storm that would flood the earth. And the ark would be on the water for a very long time! It was also going to carry a lot of animals. Remember, God sent at least two of each kind of animal (seven of some).

So, how did Noah know how to build this ark? God told him how to build it.

That's right. This was a huge ship designed by God. God knew exactly what Noah needed because God knew exactly what was going to happen.

That tells us something very important about God! Which attribute of God tells us that God knows everything? Refer to the Attributes of God poster. Omniscient. Will someone read the definition of omniscient from the Attributes of God poster? Assign a reader. Knows everything—past, present, and future.

Yes. God knows everything—past, present, and future. He knew what was about to happen to the earth. Remember, this was all God's plan! And he was able to give Noah the perfect plans to build a ship that would be strong in the storm and be large enough to carry all the animals and the people God wanted to be saved.

Slide #14

Before we move on, will someone read #2 on the Class Notes (PDF)? What does omniscient mean? Assign a reader. Knows. Have students complete #2.

Slide #15

Slide #16

Slide #17

Slide #18

Great! Now who has pictures #1, #2, and #3? They have silly arks on them. Will you show those to the class and put them on the board? Allow students to attach Lesson Illustrations #1–3 to the board with tape or poster putty.

How many of you have ever seen arks like these? Show of hands.

Compare Lesson Illustrations (PDF) to the Lesson Theme Posters. When you compare these with this ark, which arks look like they are going to sink? Allow discussion. Silly arks.

Which arks look like they are way too small for all the animals? Allow discussion. Silly arks.

Which ark looks like it would do just fine in a horrible storm? Allow discussion. Lesson Theme Poster Ark.

Which ark looks most like the one God designed in the Bible? Allow discussion. Lesson Theme Poster Ark.

Refer to silly ark illustrations. It doesn't make sense that our omniscient God would design an ark like these when he knew what was coming! No! We know that these arks would NEVER have survived! And neither would the people or animals on one of these arks. According to the Bible, these arks are not at all like the ark God told Noah to build!

When you see something like one of these arks, what do you think? Allow discussion.

Most people think these are cute and fun! The animals are so happy! Noah is so proud! But this is NOT what the flood was about! The flood was not fun! I am sure Noah was far from happy as he and his family left all the people they knew and got on the ark. They knew the world was about to be destroyed in a worldwide flood!

Sometimes when we see pictures like this or cute little Noah's ark toys at the store, we forget how serious the flood really was. We forget that God hates sin and that he must punish sin. We forget that God wants us to obey and love him above everything else.

Slide #19

Who has picture #4 of the real ark? Have student attach Lesson Illustration #4 to the board.

We know God designed the ark to keep Noah, his family, and the animals safe on board. We know the ark was huge! The Bible tells us that! And we know it was big and strong enough to survive the terrible storm and all that water that covered the entire earth.

The ark in this picture gives us an idea of what the real ark may have looked like.

Remember, no one knows exactly what the ark was like. We only know for sure what God tells us in his Word. And we know that the cute little arks we often see are NOT what Noah lived on for over a year during this worldwide catastrophe!

Slide #20

Before we move on, someone read #3 on the Class Notes (PDF). What's one thing we know for sure about the ark? Assign a reader. Huge. Have students complete #3.

Animals on the Ark

Another reason the ark had to be so big was because of the many animals God would send to the ark before the flood began. Let's talk a bit about those animals.

Genesis 6:19-20

Slide #21

Turn to Genesis 6:19-20. Will someone read that for us? Read the verses or assign readers.

What sort of animals would be on the ark? The answer is in Genesis 6:19. Every sort of animal.

And how many of every sort of animal did God send to the ark? Two of every sort.

And what else does Genesis 6:19 say about the animals that would come? They would be male and female.

So, did Noah have to go out and find all the animals? What does Genesis 6:20 say? They will come in to Noah.

Genesis 7:2

Slide #22

God told Noah that two of each kind of animal would come to the ark. But there was more about the animals. Go to Genesis 7:2. Listen while I read this. Read the verse.

What other animals would God bring? And how many of them? Clean animals. Seven pairs of each.

Do you remember what that means? What is the difference between clean and unclean animals? Allow discussion.

Clean animals were the animals God wanted the people to use for sacrifice, like cows, sheep, goats, and rams. Noah would need seven pairs of each kind of clean animal so he would have enough to sacrifice in worship to God after they got off the ark.

The unclean animals were not used as sacrifices to God, but God wanted to keep them on earth after the flood. So there were only two each of those animals—one pair—a male and female.

Slide #23

Okay. Let's go back to the Class Notes (PDF). Will someone read #4 for us? What is the answer? Assign a reader. Two. Have students complete #4.

The Bible says that God brought two of each kind of animal—a male and a female. He did that because he wanted the earth to be filled with animals again. To do that, the animals on the ark would have to have babies. So there had to be a male (dad) and female (mom) of each kind of animal.

Will someone read #5 on the Class Notes (PDF)? Let's fill in the answers. Assign a reader. Male and Female. Have students complete #5.

Animal Kinds

Now, we know there are a whole lot of animals in the world today! ALL the animals we know about couldn't have possibly fit on the ark even though it was very big. So exactly which animals came to the ark? Well, God tells us something else about them.

Genesis 6:20

Slide #24

Listen as I read Genesis 6:20 again. There are some words that are repeated. See if you can figure out what they are. Read the verse emphasizing "according to their kinds."

What phrase is repeated in this verse that talks about the animals God would bring to the ark? According to their kinds.

What does that mean—to say animals according to their kinds?

Allow answers.

God brought animals to the ark according to their kinds. The word “kind” means the sort of animal it is. Remember our charades game? You acted out a certain kind of animal. For example, dogs are a kind, horses are a kind, and cats are a kind. Animals in the same kind can have babies that are the same kind.

Slide #25

Slide #26

Slide #27

Let’s look at the next three pictures. Who has #5, #6 and, #7? Show those to the class and put them up on the board. Allow students to attach Lesson Illustrations (PDF) to the board.

Refer to the Lesson Illustrations (PDF). What we have here are lots of horses, lots of cats, and lots of a kind of dinosaur. But, all of these are included in the “horse kind.” And all of these are included in the “cat kind.” And all of these are included in the dinosaur kind we call “ceratopsian.” There are a lot of different looking animals in each kind—but they are still the same kind, aren’t they?

We know the ark was huge. And there was plenty of room for the animals God brought. That’s because the ark didn’t have to hold two of every different type of dog, or two of every different breed of cat, or two of every different ceratopsian dinosaur! No! God brought two of each KIND of animal. That means that the total number of animals on the ark would have been around 7,000—not millions.

When the flood was over, those different kinds of animals started having babies. And after a while, the world was filled with animals again.

Slide #28

Look at #6 now on the Class Notes (PDF). What is the answer? Who will read that one? Assign a reader. Kind. Have students complete #6.

Dinosaurs on the Ark

Slide #29

Refer to the dinosaur kind Lesson Illustration. We just said dinosaurs would have been on the ark. But you will probably hear a lot of people say they don’t believe that dinosaurs were on the ark. Let’s see what the Bible says about that.

First, what type of animal is a dinosaur? Land, sea, or flying? Allow discussion. A land animal.

A dinosaur is a land animal. When did God create ALL the land animals? On day six of creation week.

Slide #30

That's right. Now someone read Genesis 6:19 again. Assign a reader. Which animals did God send to the ark? Every living thing. Two of every sort of animal.

So, if the Bible tells us EVERY land animal was created on day six, and the Bible tells us that EVERY sort, or kind, of land animal came to the ark, wouldn't dinosaurs be included? Wouldn't they have been on the ark, too? Yes!

Yes! That is what the Bible tells us.

Slide #31

Who has picture #8? Put it on the board and read it for us, please. Have student bring Lesson Illustration #8 to the board.

This is a funny picture, right? Some people will try to tell you that there is no way dinosaurs were on the ark because they were way too big, and they just wouldn't fit. But we know that's not true.

So what is true? How could dinosaurs fit on the ark? Listen for a clue as I read what these dinosaurs are saying in this picture. Read caption emphasizing "kids only."

How do you think dinosaurs fit on the ark? Allow discussion.

It's very possible that God brought young dinosaurs! They would be much smaller and would fit easily on the ark. Even the biggest dinosaurs were babies once.

And, there's something else that might be really surprising to you. We usually think of dinosaurs as GIANT animals! But the truth is that most of the dinosaurs were just a little bigger than a sheep. And those small dinosaurs would certainly fit on the ark!

Slide #32

Let's finish the Class Notes (PDF). Will someone read #7 for us? What is the answer? Assign a reader. Dinosaurs. Have students complete #7.

Application

Slide #33

Refer to the Lesson Theme Posters. The worldwide flood of Noah's day was a real historical event. God sent the flood to destroy the world. But Noah, his family, and some of the animals on the earth were kept safe.

God told Noah to build an ark that would be strong and able to survive this catastrophe. The ark was huge. It wasn't like the cute little toy arks we see in some books, on TV, or in toy stores and other places. No! There's no way those kinds of arks would have ever survived the flood. When you see arks like that, remember that the flood was not good news from God. It was not fun! No one

was happy about it. It was God's punishment on sin. And the world was destroyed.

God brought the animals he wanted to save to the ark. They came two by two, male and female. They came according to their kinds. This was God's plan—he wanted the animals to survive so they would fill the earth again after the flood.

God brought ALL kinds of animals to the ark—and that includes dinosaurs. Dinosaurs were land animals. They were created on day six. God brought the different dinosaur kinds, too—even the big ones could fit if they were young. And there was plenty of room for them on the huge ark.

Many people do not believe the facts from the Bible about Noah's flood. You will hear these people say things like there was no worldwide flood, the ark would not have survived, the ark couldn't have been large enough, there would have been way too many animals to fit, and there is no way dinosaurs were on the ark.

Pass out the Student Take Home Sheets (PDF) and remind the students to practice the memory verse this week

When you hear these things, remember that God's Word is true. The ark was able to handle the flood, and it was large enough to hold the animal kinds that God brought. The total number of animals on the ark was not in the millions but only about 7,000. Young dinosaurs would also fit easily on the ark. People's ideas will change, but we can always trust the Bible!

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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