

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!

Slide #3

Slide #4

Refer to Lesson 24 Theme Poster. God judged the sin of men with a worldwide flood. He destroyed every living person and animal on the earth except Noah's family and the animals on the ark. He saved Noah and his family because Noah found favor in God's eyes—he was a righteous, godly man.

Refer to Lesson 25 Theme Poster. Some people don't believe the flood was global—or 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 not on the ark died. Then we see the fossils all over the earth—billions of dead things killed quickly and buried in rock layers. Most of these fossils were formed by the worldwide flood! These confirm that the flood did cover the entire earth.

And we read that after the flood, God made a promise to Noah. What was that promise? Allow discussion. There would never be another worldwide flood.

Refer to the Genesis . And what was the sign of that promise that God gave to Noah and all of us? The rainbow.

Have bell/buzzer ready for Name the Animal Kind game.

Pull out bell/buzzer and set it on a table/chair up front. We're going to start with a quick game called "Name the Animal Kind." Later on, we'll look at what the Bible says about animal kinds. All you need to know for the game is that animal kinds are broad categories, like dog, cat, deer, and horse. You'll be competing against a classmate to be the first to tell me the correct kind, like the ones I just mentioned, when I say the name of a specific animal. For example, if I say Golden Retriever, what kind of animal is that? Dog, cat, deer, or horse? Dog. Provide a few more examples, if necessary.

Okay! I need two volunteers to go first. Choose two students and have them stand with the bell/buzzer in between them.

I'll give you the animal name, and whoever rings the bell/presses the buzzer first gets to answer what kind it is. Ready? Leopard! Let the student who rings the bell/presses the buzzer first give the answer—Cat.

Great job! You have to be quick in this game. And you're correct, the leopard is in the cat kind. Let's get another two volunteers. Repeat with

several sets of students. Choose from the following names/kinds: poodle—dog, moose—deer, lion—cat, Shetland pony—horse, wolf—dog, zebra—horse, etc.

Nice work! A lot of people don't understand what animal kinds are in the Bible, but we'll learn more about that today. You'll be able to explain how Noah could fit all the animals on the ark.

How Big Was the Ark?

Pass out the Class Notes (PDF) and Lesson Illustrations (PDF).

Pass out the eight Lesson Illustrations (PDF) to different students. 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 read that the flood of Noah's day was a major catastrophe that covered the world. One of the reasons many people don't believe the flood really happened is that they don't understand what kind of boat the ark really was. So what kind of a boat could survive that flood? What does the Bible say about the ark? Was it really seaworthy? How big was it? What did it look like?

Genesis 6:14–16

Slide #6

Slide #7

Let's turn to the Bible to find the answers! Go to Genesis 6:14–16. That is where we are going to start. This section tells us what God said to Noah when he told him to build the ark. Will someone read that? Assign a reader.

What was the ark made of? Genesis 6:14. Gopher wood.

What is gopher wood? Anyone know? Allow answers.

That was kind of a trick question because no one today is quite sure what kind of wood this is. It was probably a kind of tree that was common where Noah lived since he needed lots of it to build the ark.

What was inside the ark? We are still in Genesis 6:14. Rooms.

And what was the ark covered with inside and out? Pitch.

And what is pitch? Any ideas? Allow 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!

Let's move on. God gave Noah a few more details about how to build the ark. Will someone read verse 15 again? Assign a reader.

So, in Genesis 6:15 God gave Noah the dimensions—or the measurements—of the ark. What was the length? 300 cubits.

What was its width? 50 cubits.

And what was its height? 30 cubits.

Slide #8

We talked about a cubit a couple weeks ago. Does anyone know how long a cubit is? Allow discussion.

Cubit: ancient form of measurement—about 20 inches

A cubit is an ancient form of measurement that is about 20 inches. It was figured by measuring the distance from the elbow of a person to the tips of his fingers.

Slide #9

Will someone read #1 on the Class Notes (PDF)? How many inches are in a cubit? Assign a reader. Twenty. Have students complete #1.

So, let's figure out how large the ark was by today's standards. If we use 20 inches for every cubit—the length was about 510 feet long. That's longer than one and a half football fields! The width was about 85 feet wide, and the height was about 51 feet high—that is about five stories high!

Slide #10

Let's add those measurements on your Class Notes (PDF) under the ark picture: 510 feet long, 85 feet wide, 51 feet high. Have students complete those blanks on the Class Notes (PDF).

Slide #11

Show the Lesson Theme Posters. Look at this picture of the ark compared to school buses. 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 is higher than most of our houses! And you could park 10 school buses beside each other from one side of the ark to the other! Are you starting to get an idea of just how big the ark really was? Noah could have fit 480 buses on the ark—inside it! That is BIG.

Let's add the number of school buses to the Class Notes (PDF). Have students fill in the blank. 480.

Slide #12

Slide #13

But that's not all God told us about the ark. What else did the ark have in it? Look in Genesis 6:16. Allow discussion. Roof, door, and three decks. God thought of everything. Remember, God gave Noah the plans for this very large ship. Why did it have to be so large? Allow discussion.

It had to be large because it was going to have to stay together in a very big storm that would cover the earth! And, it was going to carry a lot of animals. Remember, God sent two of each kind of land animal (and seven of some).

This was a huge ship designed by God. And God knew exactly what Noah needed because God knew exactly what was going to happen.

Refer to the Attributes of God poster. That tells us something very important about God! Which attribute of God tells us that God knows

everything? Omniscient.

Will someone read the definition of omniscient from the Attributes of God poster? Assign a reader. Knows everything—past, present, future.

Right! God knows everything—past, present, and future. He knew what was about to happen to the earth because this was all God's plan! And he was able to give Noah the perfect plans to build a ship that was seaworthy and large enough to carry all the animals and the people he wanted to save.

Slide #14

Someone read #2 on the Class Notes (PDF). What is the answer to that? Assign a reader. Omniscient. Have students complete #2.

What Did the Ark Look Like?

Slide #15

Great! Now, who has the three pictures that say, "Noah's ark? No way!?" They have silly little arks on them. Will you show those to the class and put them on the board? Have students attach pictures to the board with tape or poster putty.

How many of you have ever seen arks like these? Allow discussion.

Based on what we just read about the flood, we know that these arks would have NEVER survived, and neither would the people or animals on them. According to the Bible, these arks are nothing 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 look so happy! Noah is so proud! But think about it: this is NOT what the flood was about. The flood was not fun! Noah was probably not happy at all as he and his family left all the people they knew and got on the ark. They knew their world was about to be destroyed in a worldwide flood.

The problem here is that when we see pictures like this or see cute little Noah's ark toys in 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.

So, what did the real ark look like? Allow discussion.

We know that God designed it, so it would be a very good design—not like these silly ones. We know the ark was very large! The measurements we read in Scripture tell us that. We know it was big enough to survive all that water that covered the entire earth. And it was strong enough to handle the rough seas that must have had huge waves.

Slide #16

Slide #17

Who has the picture with a big, sturdy ark? Have student attach picture to the board.

Refer to Lesson Theme Posters and Ark Picture on the board. The ark on your Class Notes (PDF) and these pictures here give us an idea of what the ark may have looked like. Based on history and careful study of the Bible, shipbuilding engineers came up with this design as something that fit God's measurements and would survive the wind and waves. This ark wouldn't tip or sink!

Keep in mind that while we know the size of the ark, no one knows exactly what the ark looked 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 the great worldwide flood!

Slide #18

Before we move on, how will you answer #3 on the Class Notes (PDF)? How big was the ark? Assign a reader. Huge. Have students complete #3.

What Animals Were on the Ark?

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

Genesis 6:19-20

Slide #19

Turn to Genesis 6:19-20. Will someone read that for us? Assign a reader. 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.

What's another word for every "sort" of animal? Look in verse 20. Kind.

Genesis 7:2

Slide #20

Right. God sent two of every kind of animal. But God sent more of some. Turn to Genesis 7:2. Will someone read that for us? Assign a reader.

So what does this say about the "clean" animals? How many of those would God send? Seven of the clean animals.

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

Clean animals were the animals God would allow the people to use for sacrifice. Noah would need clean animals so he would have them to sacrifice to God after they got off the ark. Clean animals were animals like cows, sheep, goats, and rams. The unclean animals were not acceptable as sacrifices to God, but God wanted to keep them on earth after the flood. So Noah brought only two each of those animals.

Slide #21

Let's go back to the Class Notes (PDF). Will someone read #4 for us? What are the answers? Assign a reader. Two, male, female. Have students complete #4.

God wanted the earth to be filled with animals again after the flood. And he provided what was needed to do that. When the flood was over, the animals would leave the ark and increase in number. Every kind of animal needed to have one male and one female so they could have babies and multiply until the earth was full again.

What Is an Animal Kind?

When we think of all the animals we see in the world today, like the ones we named in our game, we may wonder how they could all fit on the ark. So, exactly which animals DID come to the ark? Well, God tells us something about that, too!

Genesis 6:20

Slide #22

Will someone read Genesis 6:20 again? Assign a reader.

What phrase is repeated in this verse, talking 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. For example, dogs are a kind, horses are a kind, cats are a kind, camels are a kind. Animals in the same kind will have babies that are the same kind.

Slide #23

Slide #24

Slide #25

Let's look at some animal kinds. Who has the pictures of the Horse, Cat, and Ceratopsian Kinds? Show those to the class and put them up on the board. Have students attach pictures to the board.

Refer to the Animal Kinds Pictures. 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.” 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. There was plenty of room for the animals God brought. That's because the ark didn't have to hold two of every different breed of dog, or two of every different breed of cat, or two of every different dinosaur. No, God just 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 in the millions.

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

Slide #26

Let's add this to our Class Notes (PDF). Will someone read #5 for us?
Assign a reader. Kind. Have students complete #5.

What about Dinosaurs?

Refer to the Dinosaur Kind Picture on the board. We have mentioned dinosaurs being on the ark. There are probably a lot of people who do not believe that dinosaurs could have been on the ark. But let's see what the Bible tells us.

First, what type of animal is a dinosaur? Where did they live? Allow discussion. A land animal.

Right. A dinosaur is a land animal. Many people believe dinosaurs lived and died millions of years ago. But remember, nothing existed millions of years ago. God didn't create anything until about 6,000 years ago.

When did God create ALL the land animals? On day six of creation week.

Genesis 6:19

Slide #27

Yes. Who will 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 kind of land animal came to the ark, would dinosaurs have been on the ark? Yes!

Slide #28

Who has the last picture? Bring that up to the board and read it, please. Have student bring picture to the board.

Some people will try to tell you that there is no way dinosaurs were on the ark. They were way too big! And they just wouldn't fit. But that's not necessarily true.

So what is true? How could dinosaurs fit on the ark? We know God can do anything. And he brought all the animals to the ark when it was time for them to board. So, God probably brought young dinosaurs. They would be much smaller and would fit easily.

We often think of dinosaurs as GIANT animals! But the truth is that most of the dinosaurs were much smaller than what we think. In fact, most dinosaurs were just a little bigger than a sheep. And those small dinosaurs would certainly fit on the ark!

Slide #29

Now someone read #6 on the Class Notes (PDF) for us. What is the answer? Assign a reader. Dinosaurs. Have students complete #6.

Application

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 lived through it on the ark.

God told Noah to build an ark that would survive this catastrophe. The ark was huge. It couldn't have looked like the cute little toy arks we see in books, on TV, in toy stores and other places. Those arks never would have survived the flood. And when you see arks like that—remember, 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.

Slide #30

Refer to the Lesson Theme Posters. God brought the animals he wanted to save to the ark. They came two by two, male and female, according to their kinds. This was God's plan—he wanted the animals to survive so they would fill the earth again and live on it 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, and there was plenty of room for them on the huge ark.

Many people do not believe the facts 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, or there is no way dinosaurs were on the ark.

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 animals on the ark were 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.

Limited License to Reproduce

A limited, non-exclusive, non-transferable, nonsublicensable license is hereby granted to a single local church or organization to print copies of the PDF materials in the Teacher Digital Resources if 1) you are the original purchaser; 2) you are using the copies for noncommercial purposes (such as for teaching in class) exclusively within your single local church or organization (multi-campus churches, and national/regional denominations are not covered under this license); and 3) you follow the instructions provided in the curriculum pertaining to the printable materials.

This license is for the specific purchaser of the product and does not include affiliated groups or organizations, or other churches or groups in the same denomination as the purchaser, not identified as the actual purchaser. There is no limit to the number of printed copies for use within the single local church or organization which is the actual purchaser. None of the material in this curriculum may be reproduced for any commercial promotion, advertising, or sale of a product or service, or to share with any other persons, churches, groups, or organizations.

The media (audio/video) portions are copyrighted and duplication is prohibited. This license is for materials in the Teacher Digital Resources only and does NOT include reproduction rights for pre-printed teacher books, student guides, student take home sheets, or posters, except on an emergency basis when purchased quantities are not sufficient for a given week.

Bible Version

Scripture quotations are from the ESV® Bible (The Holy Bible, English Standard Version®), copyright © 2001 by Crossway, a publishing ministry of Good News Publishers. Used by permission. All rights reserved.