Lesson 17

The Age of the Earth

The Bible records the true history of mankind and the universe.

Studying God's Word

Introduction

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

Slide #3
Slide #4
Slide #5
Slide #6
Slide #7
Refer to Lesson 12 Theme Poster and Lesson 13 Theme Poster. We have been talking a lot about creation. We know that God created everything in just six days, and everything God created was created according to its kind. Refer to Lesson 14 Theme Poster and Lesson 15 Theme Poster. We discussed sea animals, flying animals, land animals, and man! Refer to Lesson 16 Theme Poster. We also learned that dinosaurs and dragons were created on days five and six along with other sea creatures and land animals. They were real, and they lived with man! We've read all about these things in the Bible.
Who can name this song? Hum or play a portion of the "Happy Birthday" song or other traditional birthday song.
What song was that? Happy Birthday.
Yes! That's a song we all recognize from birthday parties. Why do we celebrate birthdays? Allow discussion.

A birthday marks the day you were born. It shows that one year has passed and another one is beginning. Birthdays help us keep track of our age.

I'm sure you all know your own age, but how many of you know how old your mom or dad was when you were born? Show of hands.
How could you figure out how old your parents were when you were born? Allow guesses.
You just have to do some basic math. Subtract your age right now from your parent's current age. Can anyone do that math and share your answer? Allow several students to share or do an example with the class.

Today, we will use ages listed in the Bible and some basic math to help us figure out the age of the earth.

The Biblical Genealogies

Pass out the Scripture Sheets and Class Notes.

Slide #8
Refer to the Lesson Theme Poster. We've learned that God created everything in six days about 6,000 years ago. Many people don't believe this. There are a lot of different ideas out there about how old the earth is. We often hear that the earth is millions or even billions of years old! Sometimes it's hard to know

what is really true. So today we will see where that number—6,000 years—came from.
Where do you think we should go to get the right information about God's creation? The Bible.

We're going to look in the Bible. After all, God was the only one there at creation, right? It is the best place to start. We know that God's Word can be trusted as the absolute authority for truth.

Slide #9
Genesis 5:1–5
Slide #10
Slide #11

> We are going to start in Genesis 5 on your Scripture Sheet. Who will read verses 1–5? Assign readers.

Slide #12
Genesis 5:32

Good! Now let's jump down to the end of chapter 5 and read verse 32. Assign a reader.

> Genealogy: the study of a family tree
> What does Genesis 5:1 say this is? The book of what?

Book of the generations of Adam.

> Slide #13
> Circle "book of the generations" on your Scripture Sheet in Genesis 5:1. A book of generations is another way to say a genealogy. Who can tell me what a genealogy is? Allow answers.
>
> > As you ask questions about the verses, have students circle the answers on the Scripture Sheets.
>
> A genealogy is really just a study of ancestors, the people your family came from years ago. It is like a family tree. It traces your parents, grandparents, great-grandparents, great-great-grandparents, and so on as far back as you can go. God gave us this genealogy in the book of Genesis, and it covers a lot of families.
> Slide #14
> Who does this genealogy begin with? Who is the first person listed? Look in Genesis 5:1 again. Adam. Circle Adam's name in Genesis 5:1.
> Slide #15
> Who is named at the end of Genesis 5:32? Noah and his sons: Shem, Ham, and Japheth. Circle those names at the very end of Genesis 5.
>
> Do you see? This chapter in Genesis shows us the generations of people from Adam all the way to Noah. They are all from the same family and all started with Adam and Eve, the first people.

Slide #16
Genesis 11:10, 26

Look at the next section on your Scripture Sheet, Genesis 11. I need volunteers to read verse 10 and verse 26. Assign readers.

Slide #17
Slide #18
In both Genesis 5 and 11, there is a word you may not be familiar with. It is repeated over and over. Look in these last three verses in Genesis 11, verses 24, 25, and 26. The word is in all of those verses and in some others. What is that word? Fathered.
Fathered: to become the father of a child
Yes, fathered. Do you know what that means?

Allow answers.

It just means to become the father of a child. In this context it means one person—the father—had a son.

Slide #19
Now, take a look at Genesis 11:10. Who is mentioned there? Shem, Noah's son.

Right! So Genesis 5 ends with Noah and his sons. Then Genesis 11 begins with Noah's son Shem.

Who is listed at the end of that passage in Genesis 11:26? Terah's sons: Abram, Nahor, and Haran.

Yes. And we are especially interested in Abram—or Abraham as he was later called. Go ahead and circle Abram.

So, we have these very detailed genealogies in Genesis 5 and Genesis 11. These genealogies start with Adam and go all the way to Abraham.

These lists give us what we need to figure out how old the earth is. God told us how old each father was when his son was born. These numbers provided by God give us the amount of time from creation week to abraham. We can calculate the age of the earth to be about 6,000 years old—not billions of years old.

You are going to see for yourselves what the Bible says! Look on your Class Notes now. The numbers missing on the Class Notes are found in the Bible verses on the Scripture Sheets. I want you to fill in the numbers that are missing. The Scripture reference is given in the second column.

Let's do the first one together. We need to find out how old Adam was when his son Seth was born. You need to look in Genesis 5:3 for the answer. Can someone tell me what would go in the first blank in that first chart? Allow discussion. 130.
Great! What about the second line? How old was Seth when his son Enosh was born? Look in Genesis 5:6. Allow discussion. 105.

Give the students time to work independently. You may want to put them into pairs or teams, or you may want to work together as a

class.
Now I want you to finish the first chart. The answers are in Genesis 5 on your Scripture Sheet. The verses are given for each number you will fill in.

Slide #20
When they are finished with the first chart continue. Okay. Let's check your answers. Use the answer key to check and discuss the years.

Good job! Now, I brought a calculator so we can add these numbers up. I'll put the numbers into the calculator as you tell me what they are. Let's start with the father, Adam. Have students call out the numbers from the Class Notes as you enter them into a calculator.
When finished adding up the years, continue. So what number do you think I came up with? Allow discussion.

Slide #21
The answer is 1,056 years from Adam to Noah! Put that number in the blank next to the first chart. There were 1,056 years from Adam, the first person, to Noah. Have students write 1,056 in the blank.
Let's move on to the second chart. Who does that chart begin with? Noah. And who does it end with? Abraham.
That's right. We'll do the first and last answers together in the second chart. In Genesis 5:32, what age is given for Noah when his sons are born? 500.
Do you think his three sons were triplets—born at the same time? No.

Right. They were not triplets. Japheth was born first, then Shem, and then Ham. Shem is listed first because the geneaology, or family line, passed through him down to Abraham. We know from other verses that two years passed between Japheth and Shem. So, go ahead and write 502 in the first blank for Noah's age when Shem was born. Have students complete first blank.

A similar thing happens in Genesis 11:26 for Terah's age. Look at that verse on your Scripture Sheet. How many sons are listed for Terah? Three.

Right, but they weren't born at the same time, either. Abram wasn't the oldest son. Abram was born when Terah was 130 years old, not 70. Write 130 in the last blank in the chart for Terah's age when Abraham was born. Have students complete the last blank.

Now, use the passage from Genesis 11 on your Scripture Sheet to complete the rest of this chart. Allow students to work in teams, independently, or complete the chart as a class.

Slide #22
Finished? Let's check the numbers together. Have the class confirm the answers. Compare to the Scriptures or to the answer key.

Great! Now let's see how many years passed between Noah and Abraham according to God's Word! I'll add up the numbers as you call them out to me. We will start with Noah! Have students call the numbers from the second chart.

What do you think the total is? Allow guesses.

Slide #23
It is 952 years! Now put that number where it belongs next to the second chart on your Class Notes. Have students fill in the blank.
So, who can tell me the total years between Adam and Abraham based on God's Word? You just have to add the two numbers together. Allow discussion. 2,008. Have students fill in this total under the = sign.

Slide #24
There were about 2,000 years between Adam and Abraham. Now look below the charts on the Class Notes. Put 2,000 in the first blank next to "From Adam to Abraham." We get that number by adding the years in Genesis 5 and Genesis 11. Have students write 2,000 on the first blank below the charts.

Now most historians agree that Abraham lived about 2,000 years before Jesus. So there were 2,000 years from Abraham to Jesus. So, fill in the second line at the bottom of the Class Notes. Have students write 2,000 on the second blank below the charts.

Now for the number that goes on the third line at the bottom of that page. Tell me, what year is it right now? 2017 (or whatever year it is).
Right! And the dating system started with year 1 about the time Jesus was born. So, how many years would you say have gone by since Jesus was born? 2017.

That's right. On that last line—the years since Jesus was born—you can put 2,000 because it is about 2,000 years. Have students write 2,000 on the third blank below the charts.

And who can add those three lines up to get the final number? Will someone read that very last statement for us? How old is the earth? How many years have passed since God created Adam until now? Assign a reader. About 6,000. Have students write 6,000 on the final blank.

That's right—6,000 years—and this comes right out of God's Word.

The Problem with Radiometric Dating

Now I want to compare what we just learned about the age of the earth—the biblical truth—to the evolutionary view of the earth's age. Evolutionists teach that there was a big bang about 13 billion years ago. They think the earth formed about 4.5 billion years ago as a result of that big bang. This story says as billions of years passed, different species of animals eventually evolved into a man.

Slide #25

Write "radiometric dating methods" on the board. Scientists use what they call radiometric dating methods to measure the age of rocks—and they believe

those rocks can tell us how old the earth is. The problem is that these methods often give incorrect answers.

For example, in 1980 Mount St. Helens in Washington State erupted. A few years later in 1986, a lava dome built up in the center of the volcano from cooling lava. And in 1996, a sample of the lava from the lava dome was analyzed using radiometric dating methods.

> Who wants to guess how old the radiometric dating said this rock was? Allow guesses.
>
> It had a calculated "age" of 350,000 years! Write "350,000 years" on the board.
>
> Put the two dates on the board—1986 and 1996. The problem was that the rock had been formed by the volcano—in 1986. And that was only 10 years earlier—NOT 350,000 years!
>
> The rock was only 10 years old! They were really off! This dating was wrong! And this happens over and over. Radiometric dating can't be trusted. There are many problems with it. But scientists keep using it and writing about it. They are hoping more people will believe it is true. You may have or will hear about it in school. And you may read that it is a foolproof way to date rocks, which is just not true.
>
> There have been many times when the same rocks are dated at the same time using different dating methods—including radiometric dating. And guess what? They get different answers—the age of the rock is NOT the same.
>
> Do you see the problem here? Some people use these methods to try and figure out the age of the earth. But these methods are not accurate—they often give incorrect ages! These same people who put their trust in these faulty methods refuse to trust God's Word. They don't care what God has to say!
>
> But we know God is the only one who was there at creation, so we can trust what the Bible says. God's Word does not change, but man's word does. I want you to trust God's Word over man's word! I don't want you to believe whatever you hear just because you hear it over and over. I want you to check the facts with what God's Word says—especially about creation.

Application

<u>Slide #26</u>

Refer to the Lesson Theme Poster. Today we saw what God's Word says about the age of the earth. You had an opportunity to see exactly how the ages and names listed in Genesis 5 and 11 come together to give us an amazing "birth certificate" for the earth. We can use these passages in Genesis, along with

other historical resources, to calculate the age of the earth today—and it comes to about 6,000 years old!

Many scientists say that radiometric dating is the way to go when you're trying to figure out the age of rocks and the earth. But that is not true. This method of dating the age of the earth is NOT right!

The next time you hear about millions and billions of years, say something. Explain that according to God's Word, nothing in the entire universe is millions of years old. It could be that some of your friends and family never realized that the Bible gives so many details about creation.

It's easy to get confused when so many people are saying the earth is billions of years old. We hear it on TV, in textbooks, and in movies. Even some Christians are confused about the age of the earth because they have been convinced that things like radiometric dating methods have proven the earth is billions of years old. But we don't need to be confused. God's Word is true. We can always rely on it. And it tells us clearly that the earth is about 6,000 years old.

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

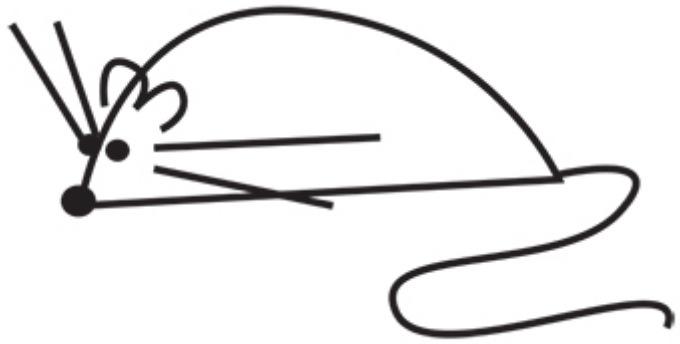
Review Questions
One drawing area for each team (paper, white board, etc.)
Pencils or white board markers
One die

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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Bible Version