

Counterpoint

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DEDICATION

This work is dedicated to all the educators that have mentored, encouraged, and inspired me and all the students that sat under their tutelage. Those purveyors of truth have carried the same banner against ignorance and misinformation that this curriculum has been designed to bare. For ignorance in the face of truth has long been the enemy of hope, faith, and the American Dream.

CONTENTS

	Page
Acknowledgements	i
Introduction	1
How to Use this Curriculum	3
Curriculum Objectives and Sequence	6
CS1 Worldviews & Science	8
CS2 Who Do You Trust	12
CS3 Science in the Bible	23
CS4 Noah's Flood - Part 1	33
CS5 Noah's Flood - Part 2	44
CS6 Dinosaurs - Facts & Fiction	56
G1 Christians and Politics	70
G2 Christian Government	77
G3 Understanding Revolution & Tyranny	81
G4 Providence and Heroes	87
G5 Equality and Hypocrisy	94
G6 The Fallen Nature of Man	100
G7 Constitutional History and Basics	107
G8 Overview of the Three Branches	114
G9 Enumerated Powers & the Bill of Rights	121
G10 The Pilgrims & Thanksgiving	130
T1 The New World Order & the Bible	136
T2 The Lamb of God - Part 1	142
T3 The Lamb of God - Part 2	147
Review	154

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INTRODUCTION

Congratulations! You have taken the first step to reclaiming our country for God. While politicians may promise you that they can "make America great again", the truth is that only God can accomplish that lofty goal. Another truth is that many of our children are locked into government-run school systems and are being systematically taught all that is wrong with America while not being taught what is right. This lopsided teaching has censored the good and emphasized the bad. When coupled with the mockery and intimidation presented as impartial facts in the theory of evolution, it is no wonder that rallies to support Bernie Sanders are filled to overflowing capacities, while our church pews are filled with namby-pamby Christians who suppress their questions out of fear of losing their faith - failing to understand that we are to love the Lord our God with all of our minds, as well as with our hearts and souls.

The Bible clearly directs parents to teach children and raise their children to be able to successfully navigate their way through the challenges of their lives. Half out of convenience and half out of accepting the norms of our culture, parents believe that government is better able to carry out that responsibility than they are. However, training children is not the biblical role of government. This program has been designed to come alongside of parents to enable them to meet their god-given directive to raise godly and strong-minded children who can properly defend their faith and understand the lures of the bad "isms" of this world parading as Utopia.

In order to accomplish this righteous goal, this program has been developed as a counterpoint to what is being taught throughout academia. Recognition that most curricula teaches that science has proven the historicity of the Bible wrong or just a fable, drives this program goal. The power of a teacher standing in front of a classroom armed with a textbook has proven to be a formidable enemy when they are both immersed in atheistic theologies. To be clear, not all teachers are so biased, but those that are have swayed the majority of the minds of our young saints. For it only takes one teacher out of many to corrupt the worldview of any impressionable student.

While many are able to reconcile their faith with these anti-god teachings, many succumb and fall victim to one of the devil's most clever lies: religion and the faith that supports it is just a crutch for the weak-minded and naive. The repercussions of this teaching have led to the most logical and unfortunate of situations: the minds that fall under its spell are free to become their own gods, and in so doing, they can decide for themselves what is right and what is wrong. When you get right down to it, it's the same old apple that Satan effectively tempted Eve with in the Garden. Unfortunately, subjective decisions about what is right and wrong have filled our prisons and led an entire generation down the path of self-righteousness that is founded upon self-centeredness. This has resulted in rampant immorality and the destruction of a country that was founded as "One Nation Under God." Once again the human race is doing what is right in their own eyes, and in the process is destroying what is right in the eyes of God.

Therefore, the first segment of this program is dedicated to presenting the powerful counterpoint arguments to the icons of evolutionary theory - those which have been cleverly censored from the public's collective minds. After all, there really isn't much point in teaching our children about the godly heritage of America and the principles upon which it was founded if they don't believe God exists.

The second part of this program teaches some of the basic points of American history that have been corrupted by our present culture, as well as the basic principles that founded our nation. In an effort to teach the whole truth so that our students will not be confronted with perverted interpretations of it in the future, the hypocritical faults of Thomas Jefferson will also be addressed. For those that may find this objectionable, please remember that there are just as many valuable life lessons that can be learned by

examining the faults of even our greatest heroes as learning about their admirable qualities. Additionally, students will be taught about God's intervention in the American Revolution and how our Founders both recognized and relied on it in creating our Constitutional Republic. This segment will properly close with teaching the basics of our system of government, as well as our rights that are protected in our first ten amendments.

The succeeding lesson will act as a theological segway by addressing God's biblically-supported perspective about a one-world government.

The last two lessons in the Theology section are perhaps the most significant. After teaching the biblical truths that can scientifically be supported, as well as the biblical principles that have set us apart as a nation, the importance of Christ's atoning death will be taught with the depth it deserves. For today too many Christians will robotically answer that Christ died for our sins but will lack the true understanding of that awesome sacrifice. These two lessons will equip these young saints to be able to fully understand what was accomplished on the cross and to be able to defend it to others. As should be expected, an invitation to pray the prayer of salvation will be extended at the end of these two lessons.

Appropriately, the very last lesson in this program will review the high points of the last 19 lessons.

HOW TO USE THIS CURRICULUM

How this program is designed and how it can be used:

This program has been originally designed to be taught in 20 one-hour lessons for junior high students. The lessons provide the basic teachings for the subjects they cover and lend themselves to expansion by the teachers or the facilities employing them. They can be taught as an adjunct to a Vacation Bible School program for younger children by simply adding junior high classes to the program consisting of two one-hour lessons per day for 10 days. However, they can also be taught as an independent summer school or camp program for this age group - or they can be taught as a Sunday School program. If taught as a Sunday School program, it is suggested that each lesson be taught over the course of two Sundays, since most Sunday School classes are not one hour long. This will stretch the program out for an entire year's worth of curriculum. Additionally, they can be expanded as the foundation for an after school program offered by private schools to the many government-run school students in their area that cannot afford other options for education. It is these very students that are very much in need of the counterpoint for the indoctrination of the government's humanistic curriculum that is being foisted upon them. It should be noted that the lessons provided do not include the many activities different programs need to include. They only include the academic materials. It is up to the teachers and the hosting facility to tailor the program to fit the needs of how it is being presented.

How to best use this program - the suggested operation & sequence:

Since all people learn differently and in recognition that some of the material may be a bit complex for some of the teachers to present, the lessons have been formatted to include multi-sensory operations. Therefore, reciprocating PowerPoint presentations have been developed to accommodate each lesson and are coded accordingly. This aspect of the curriculum makes the entire program user-friendly, as the lesson plans can be implemented as a type of script for those teachers that may be a little uncomfortable with their knowledge in the specific area being taught.

The designation for each lesson is coded. They start with the CS1-CS6 lessons that have a CS designation with a corresponding number representing its lesson sequence. "CS" represents Creation Science. The lessons labeled G1- G10 are all lessons on the history and structure of this country, with the "G" representing "Government." T1 - T3 are the theological lessons that teach about the New World Order and the atoning death of Christ. The final lesson is simply the "Review" lesson and is the last lesson in the program. Additionally, all lessons have a corresponding PowerPoint. For example, Lesson CS1 has a corresponding PowerPoint labeled CS1 PowerPoint, and CS2 has a corresponding PowerPoint labeled CS2 PowerPoint, etc. More about how to implement this aspect of the program below in the nuts and bolts section.

It is strongly suggested that the CS (Creation Science) lessons be taught first, followed by the G (Government) lessons, and next the T (Theology) lessons, concluding with the final Review lesson. The reason for the sequence being that first the students must trust that God exists - in spite of what they may have already been taught or will be taught. Without this dynamic in play, the rest of the lessons might be interesting but will not accomplish what they were designed to do, for if you don't believe God exists, then there isn't much point in teaching the "godly" principles upon which our country was founded.

If teaching this over the course of 10 days, consisting of two one-hour lessons per day, it is suggested that the game of Hangman be played at the first session. While this simple game may seem archaic, you will find that the students will be fully engaged and excited. It is suggested that the first to arrive in class be allowed to play "Vanna White" and write on the white board. It is also suggested that small prizes be given to students who can memorize the verses or recite the verse when only five or less words have been guessed. Prizes for students who memorize a Psalm more than five verses long is also a good incentive. Warning: keep your eye on the time when playing Hangman and be prepared to set time limits on how long one can take to guess a word. Having students hum the usual time tick-tocking "dodododo, dodo dodo dododo" is often fun for the class.

Throughout the lessons you will frequently see the words "SWORD DRILL." This is a reference to the Word of God being the "sword" of the Spirit. While simply reading verses can be a bit tedious for this age group, turning this into a competitive game is energizing. It is suggested that the teacher announce "Sword Drill" loud and clear, at which point the students are to hold up their Bibles. Next, the teacher announces the verse and then says "Go." This is the point where students can look up the verse and shout "Amen" as soon as they find it. It is up to the teacher whether or not to reward the first person standing with the task of reading the verse.

The nuts and bolts:

A "Supplies Needed" section will be included at the beginning of each lesson if and when special supplies are necessary to plan. Most of these supplies should be readily available and will not require advanced preparation. However, a pocket Constitution that includes the Declaration of Independence should be purchased beforehand. These are readily available at extremely low costs from a myriad of sources on the Internet. A white board and proper markers should be available for every lesson, as well as either a white screen or a large flat screen television to play the PowerPoints on. In this regard, the proper technology to use the PowerPoint is needed, which can simply consist of an HD cable attached to the flat screen and a laptop with the DVD inserted. As discussed before, the PowerPoints are coded to the lesson numbers.

Additionally, every lesson contains a script that corresponds to the PowerPoint, is user-friendly, and should be of great comfort to those teachers who may tremble at the thought of teaching any of the included subjects. It instructs the teacher when the next slide needs to be advanced, as well as supplying proper comments to explain the slide that is on the screen. The highlighted instructions contained on the script will contain either a **T** or an **S**. The **T** indicates the teacher's comments and **S** indicates when to advance to the next slide, as well as what is actually on the slide. In some cases, there won't be any comments for the teacher listed, and in some cases a snapshot of the slide will be included in the script. As appropriate, simply reading the slide will suffice. In order not to encumber the task of printing the scripts, in some cases, the actual slide is not included in the script, but only the text that appears on the slide. This has been done because the slide may contain some simple text, and therefore only the text will appear after the **S** designation in the script.

Last but certainly not least - have fun and enjoy the process. You may find that you learn just as much as your students, as is typical for those that teach. These are deep lessons but can be quite inspiring by teachers who set the right tone. Learning about God and being called to teach that He is who He says He is, is both a joy and a privilege to both the teacher and the student. Be sure that joy is experienced in your classroom. And be sure to cover all the material in the program. If you run out of time, simply mark where you left off and begin there at your next session. Realistically, if this program is not implemented in a two week camp environment, it can easily be made to last for an entire year of Sunday schools or after school programs.

CURRICULUM OBJECTIVES AND SEQUENCE

Creation Science Lesson Objectives:

Lesson CS1

Worldviews & Science

Objective: Students will be able to explain how worldviews affect the things we believe, as well as how those worldviews affect the lives we lead.

Lesson CS2

Who Do You Trust?

Objective: Students will be able to explain why it is reasonable to trust God, based on His prophecies that have all come true, and why it is also reasonable to question the credibility of evolution.

Lesson CS3

Science in the Bible

Objective: Students will learn about the many instances in the Bible where science is mentioned and confirmed centuries and even thousands of years later, supporting the principle that the Bible can be trusted even when it comes to matters of science. The repeated concepts in this lesson will serve to support the student's understanding of the ever-changing world of science and the never-changing Word of God.

Lesson CS4

Noah's Flood - Part 1

Objective: Students will understand some of the basics of Noah's Flood and the evidence it left that contradicts many of the assumptions and proofs of the theories offered by evolutionists.

Lesson CS5

Noah's Flood - Part 2

Objective: Students will be able to reconcile the truths about the Flood with the myths that challenge our beliefs.

Lesson CS6

Dinosaurs - Facts & Fiction

Objective: Students will be able to differentiate between dinosaur facts and theories based on worldviews, and will be able to give solid explanations for the dinosaur extinctions and contradictions to the evolutionists timelines.

Government Lessons Objectives:

Lesson G1

Christians and Politics

Objectives: Students will be able to explain how politics affect our lives and how our worldviews influence the way we think. They should also be able to define the differences between a theocracy and a nation that is founded upon Christian principles and how these factors impacted the motivations of both the Pilgrims and the Puritans. Additionally, they should understand how a biblical worldview influenced the writing of the Declaration of Independence and the rights our Founders noted as being god-given and how that made us different from other nations in the world.

Lesson G2

Christian Government

Objective: Students will understand the importance of the belief that our rights come from God and the connection between God and the sustaining of liberty.

Lesson G3

Understanding Revolution & Tyranny

Objective: Students will understand when submission to authority is righteous behavior and when revolution is biblically sound. Students should also understand the impact the Great Awakening had on the founding of America.

Lesson G4

Providence and Heroes

Objective: Students will understand the difference between a real hero and someone who just happens to be popular or talented in sports or other areas. They will also be able to appreciate the role Providence played in the American Revolution, as well as the wonderful accounts of the awesome George Washington.

Lesson G5

Equality & Hypocrisy

Objective: Students will understand what our Founders meant by "equality", as well as the human inclination to justify hypocrisy and the pitfalls of compromise.

Lesson G6

The Fallen Nature of Man

Objective: Students will understand how our Founders' understanding of the fallen nature of man influenced the government they designed.

Lesson G7

Constitutional History & Basics

Objective: Discuss the history of the Constitution and the basic structure of government and its three branches, as well as how each branch checks and balances the other branches.

Lesson G8

Overview of the Three Branches of Government

COUNTERPOINT

Objective: Students will understand the basic layout of the Constitution, plus the purpose and power of the three branches of government.

Lesson G9

Enumerated Powers & the Bill of Rights

Objective: Students will understand what powers the government has according to the Constitution, as well as their personal rights, as specified in the Constitution.

Lesson G10

The Pilgrims, Squanto & the first Thanksgiving

Objective: Students will understand how the Pilgrim's faith motivated them to travel to the New World. They will also be able to recognize how providential it was that Squanto, an Indian who spoke English, was there to help them through their "starvation time" to a time when they were able to celebrate with an abundance of food.

Theology Lesson Objectives:

Lesson T1

The New World Order & Prophecy

Objective: Students will understand God's displeasure of the New World Order from both a past and future perspective.

Lesson T2

The Lamb of God

Objective: Students will understand and explain the atoning sacrifice of Christ and how His shed blood redeems us from our sins.

Lesson T3

The Lamb of God - continued

Objective: Students will understand and explain the atoning sacrifice of Christ and how His shed blood redeems us from our sins.

Review:

Objective: Students will understand and express the key points and principles included in the curriculum.

Lesson CS1 Worldviews & Science

Objective: Students will be able to explain how worldviews affect the things we believe, as well as how those worldviews affect the lives we lead.

Supplies needed:

A clear glass that is half filled with water for a thought experiment illustrating how worldviews work.

Whiteboard or blackboard and proper marker or chalk to write with on either.

Bibles for each student in the same translation.

Open with prayer.

Play a short game of introduction by having each student tell three things about themselves that may include how many siblings they have, their favorite subject in school, their favorite sport or hobby, or their pet's name. Then go around the class again and ask who can remember two things about each student.

SWORD DRILL: 2 Cor. 10:4 (see verse below)

Have the first student who finds the verse, read the verse - unless they are uncomfortable doing so. In that case, you can read the verse or ask for a volunteer.

Draw a hangman's game galley on board with 22 blanks and corresponding number below - as illustrated.

(NOTE: Encourage student participation but also be aware of the time taken to play this game. Allow only 5 seconds for each guess. You can assign someone to be the time keeper.)

Ask for a volunteer to be Vanna White as you play hangman with 2 Corinthians 10:4 that was just read. Be willing to give hints about the words if needed, and adjust the verse to fit the translation you are using in the classroom.

The weapons we fight with are not the weapons of the world. On the contrary,
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

they have divine power to demolish strongholds.
16 17 18 19 20 21 22

Q: Why do you think this is an important verse to remember and how does it apply to what we are doing here?

A: This verse tells us that we have to be able to defend our faith against all intellectual challenges that have been well-established by those who would have us believe something else. It is also the reason why we are here: to help you have the tools - or the weapons - you need to defend your faith for your own benefit and for the benefit of others that may not believe. Because of that, we can call this verse "The Warriors' Creed."

Today we are going to start by studying one of the most effective lies of the devil: that everything in the world, including us, evolved through natural processes. This lie has led many astray and it is well-crafted and very convincing. As a matter of fact, studies have revealed that most people that leave the faith, leave it because of the teachings of evolution.

Before we begin to study how this theory of evolution affects us and the reasons why we shouldn't trust it, we will have to understand something called worldviews.

Q: Can anyone tell me what a worldview is?

S. The lens through which we view the world.

T: A worldview is the lens through which we see the world. This lens is made up of the things we believe. If we believe the Bible is true, then we should have a biblical worldview, meaning that we view the world and what is right and wrong based on what the Bible says is right and wrong. If we don't have a biblical worldview, then we have a humanistic worldview, or a worldview that is based on our human ideas about what is right or wrong. Of course, since humans have all different kinds of opinions about things, this worldview can be just about anything we want it to be. Therefore, if you really think about it, there are only two kinds of worldviews: a biblical worldview that is based on the Bible, and a humanistic worldview that is based on whatever a human thinks.

Write on the board: Biblical Worldview and Humanistic Worldview.

Thought Experiment:

Take the glass that is already half-filled with water and place it where everyone can see it. Students should not have seen you fill the glass. Be sure they can see that the glass is half-filled with water.

Now tell them to assume that they don't believe anyone can fill the glass with water. They think that's ridiculous and impossible. But they see the water and they feel compelled to come up with an explanation of how the water got in the glass if no one could pour it there.

Students should come up with a variety of answers. Have fun with it and encourage them to be creative.

Then explain that this is how worldviews work. You see something and you explain it based on what you believe or what you don't believe. Since no one can see what happened at the time of creation, the theories we accept about what happened very much depend on the things we believe. If you're a creationist, you believe what the Bible says in Genesis, that God created the heavens and the earth. If you are a non-believer, you probably think that everything we see evolved through natural causes.

But we should understand that there are things that happen in this world when people don't believe in God as the Creator. The Bible tells us about some of the things that will happen, and today, when so many people have stopped believing in the existence of God and His Word, we can see that what the Bible says will happen is happening. In just this instance alone, we have proof that the Bible can be trusted.

SWORD DRILL: Romans 1:18-32 - stopping to explain as indicated.

This is a long passage. Ask the students to read it slowly. Go around the room and assign two verses to each student to read.

Let's look at verses 18-20 again.

S. (Note to the teacher: the following slides will break down the passage into a few verses each, which should be followed by discussion.)

The wrath of God is being revealed from heaven against all the godlessness and wickedness of people, who suppress the truth by their wickedness, since what may be known about God is plain to them, because God has made it plain to them. For since the creation of the world God's invisible

qualities—his eternal power and divine nature—have been clearly seen, being understood from what has been made, so that people are without excuse.

T: Can anyone tell me what these verses mean?

A: They mean that there are people who just do not want to accept the truth about God, even though it is clearly visible in the creation that we see around us. And since it is all visible and should be clear to everyone, all people are without excuse. And yes, this means that the people in Africa who have never heard the Gospel are responsible for believing that God exists, since it should be clear to them just by the things they see.

S. (Note: Continue reading verses 21-23.)

For although they knew God, they neither glorified him as God nor gave thanks to him, but their thinking became futile and their foolish hearts were darkened. Although they claimed to be wise, they became fools and exchanged the glory of the immortal God for images made to look like a mortal human being and birds and animals and reptiles.

T: Who would like to try to explain these verses to us?

A: People who don't believe in God now, did at some point, whether or not they are willing to admit it. It was made clear to them. However, they chose not to worship Him in any way. And they continued to think foolish thoughts, which eventually turned them into fools - even though they thought they were smart. When this happens to them, they start worshipping other things - things of all kinds. For some people today, these things include large bank accounts, fancy cars, big houses, or a variety of other things. It is not that having these things are bad; it is the worship of these things over God that makes them bad.

S. (Note: Continue reading verses 24-25.)

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

T. Who can tell me what this means?

A: It means that God was angry with them and let them do the things they wanted to do. He didn't control them. This included doing all kinds of immoral things that we know are wrong according to the Word of God, but because they don't believe in the Word of God, or in God, they don't believe what He calls sin is sin or bad. It also means that part of not believing in God as the Creator, means they start believing in things that were created instead. This is the basis for evolution as opposed to creationism.

S. (Note: Continue reading verses 26- 27. This may be a little uncomfortable to discuss but remember, these students are already discussing such things in government-run schools. It is the purpose of this program to teach the truth in order to equip these young saints for the challenges that will confront them in the future, and they will need to know the truth in order to be able to do that. Today it is popular to believe that the Bible doesn't speak about such things. If our students are to know the truth, they must know even the things that are politically incorrect. You can choose to exclude this part of the lesson, but if you do, consider that you will not be equipping these young souls with the truth they need to know before deciding what they believe about such things.)

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

T. These are a very controversial verses. There are many people who would have you believe that the Bible doesn't call homosexuality a sin because it never uses the word "homosexuality." That is a modern day word, but these verses describe it very well and make it very clear that it is something that really gets God angry - so much so that there is a physical penalty involved for violating the will of God and doing what the world tells you is okay to do. However, knowing something is wrong does not mean that you can in anyway bully or treat any homosexual badly. Remember that in the Garden of Eden Adam and Eve did what was wrong and disobeyed God but God still loved them enough to make them clothes out of fur.

There is also something else we should remember about these verses. God, as Creator of the universe, knows how everything works well. And He also knows what will happen when we refuse to accept His word about how things work. When we do this, there will be consequences for our actions. Again, He told Adam and Eve what would happen in they ate the forbidden fruit. They didn't listen back then and there were consequences. Today people still aren't listening and nothing has changed. There still are consequences for not obeying God. When it comes to immorality, today we know that there are many sexually transmitted diseases - once again proving that the Word of God can be trusted.

S. (Note: Continue reading verses 28-32.)

Furthermore, just as they did not think it worthwhile to retain the knowledge of God, so God gave them over to a depraved mind, so that they do what ought not to be done. They have become filled with every kind of wickedness, evil, greed and depravity. They are full of envy, murder, strife, deceit and malice. They are gossips, slanderers, God-haters, insolent, arrogant and boastful; they invent ways of doing evil; they disobey their parents; they have no understanding, no fidelity, no love, no mercy. Although they know God's righteous decree that those who do such things deserve death, they not only continue to do these very things but also approve of those who practice them.

T. According to the verses we just read, all sorts of things happen to people when they decide not to worship God. Can you name a few?

A: They are filled with all kinds of wickedness, including: evil, greed, and envy. They become murderous and are self-centered. They gossip and slander people and invent new ways of doing evil, including disobeying their parents and not being loyal in their marriages. Plus they think those that practice these things are okay.

Q: As we become less godly as a nation and continue to fall away from God, do you see many of these things happening today, and can you name a few?

A: Discuss the many answers and be sure to include the increasing divorce rate, which many students can relate to unfavorably through personal experience.

Close in prayer.

Lesson CS2

Who Do You Trust?

Objective: Students will be able to explain why it is reasonable to trust God and to doubt evolution.

Supplies needed: Whiteboard or blackboard with appropriate writing tools.

It is recommended that Haeckel's Tree of Life (supplied at the end of this curriculum) is copied to be distributed to students.

Open with prayer.

There are many well-educated people that sincerely believe that evolution is true. If you challenge them, they will tell you that there is a lot of proof that it is true. In this lesson we will be comparing the evolutionists' truths and the biblical truths about the beginning of the universe (called "origins") to determine what point of view deserves our trust.

We will start with a simple question that may not have a simple answer, but it is a very important question for us to be able to answer.

Write on the board: Does God lie?

Tell students to think about this before answering.

Q: So, what do you think? Does God lie?

A: Allow students to offer answers. Many answers will be based on things they have been trained to remember. We want to go beyond those rote teachings. Many answers will include variations of God doesn't lie, we know that from Scriptures, or God is not a man that he should lie, or God is truth. These are all good answers and should be acknowledged as good answers.

Q: If God tells us He doesn't lie, how do we know that He's not lying when He tells us He doesn't lie?

A: Because He has proven it to us through prophecies. In the Old Testament there are nearly 300 prophecies alone on the life of Christ that came true. Since no one wrote anything in the Old Testament for 400 years before the birth of Christ, that's pretty incredible.

Q: Do you know what the penalty for an Old Testament prophet was if his prophecies didn't come true?

A: Death by stoning.

Q: How many here can tell me exactly what they will be doing next week at exactly this time, where they will be, what they will be wearing, and who will be with them?

A: It is highly unlikely you can tell us exactly what will happen to you next week, but God tells us the end from the beginning. When you think about this, it's pretty incredible.

In the Old Testament days, prophets usually made short term prophecies and long term prophecies. In other words, they told their people what would happen within their lifetimes, and then they also told them what would happen in the future. This is how people knew if they were prophets. They knew if the short term prophecies didn't come true that their prophecies weren't from God, because God is always correct 100% of the time.

However, we should also understand that they weren't fortune tellers. There was always a reason for their prophecies. It was to call God's people back to righteous living and to repentance. Sometimes the people

wouldn't listen, and the bad things the prophets told them that would happen if they didn't repent came true. Like in the days of the prophet Jeremiah. He told the people of Israel to repent and go back to worshipping God and living righteous lives or else they would be conquered by the Babylonians. The people wouldn't listen and they were conquered by the Babylonians who killed most of them and took the rest to be their slaves in Babylon.

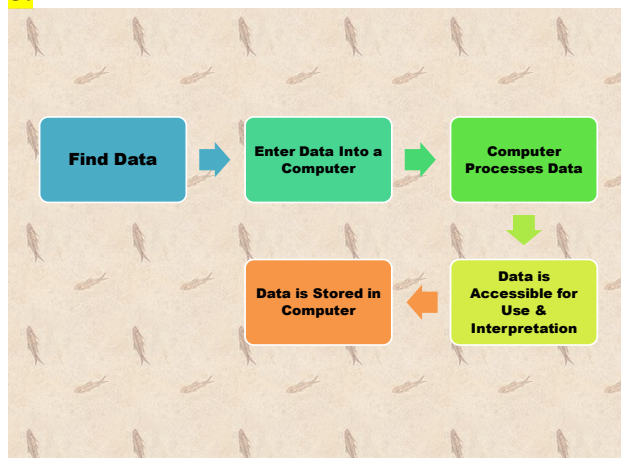
You see, if people don't believe that God exists, then they don't live by his rules, rules that protect us and are good for us. When this happens, they do what's right in their own eyes, and generally that means whatever they want to do.

The problems in the world today go back to the same thing. Today many people refuse to believe that God exists. This belief system allows them to do whatever they want to do. But it's worse for us today than it was back in the days of Jeremiah. Today people use science as a reason for believing that God doesn't exist. They use Genesis in particular, since no one was there at the time God created everything, the creation account is an easy target. Specifically, they use evolution to put doubt in the minds of many that God is real or that He is who He says He is. They know that most will conclude that if evolution were true and men evolved from apes, then Adam and Eve certainly must be fictitious figures. And it follows, if Adam and Eve were not real life human beings created in the image of God, then how can we trust anything else in the Bible.

Now if you challenge an evolutionist about whether or not their theory is real or even minutely possible, they will sometimes acknowledge that evolution is a theory but they will also tell you that there is much evidence to support what they claim. Therefore, we will be taking a look at what they claim and see if it is the trust-worthy evidence for evolution they claim it to be.

Before examining the evidence evolutionists believe support their theory, first we have to understand the nature of data. Data can exist in many forms. Today we often associate data with computers.

S.



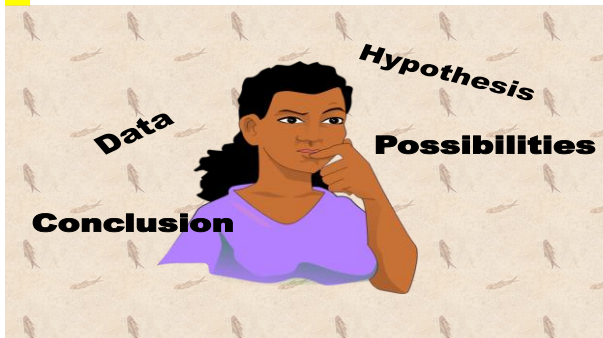
T. Data is only an impartial fact, or piece of information. For computers, it is the information we put into computers and it can be in the form of figures, such as statistical numbers, it can be in the form of texts, images, or sounds, but it is always information. Many times we process that data for the purpose of acquiring knowledge.

S.



T. Data is something we can sometimes see, or something that is intellectually understood - like mathematics - and something that doesn't prove anything one way or another. It simply exists. In science, the purpose of gathering data is to help us come to the right conclusions about what we see.

S.



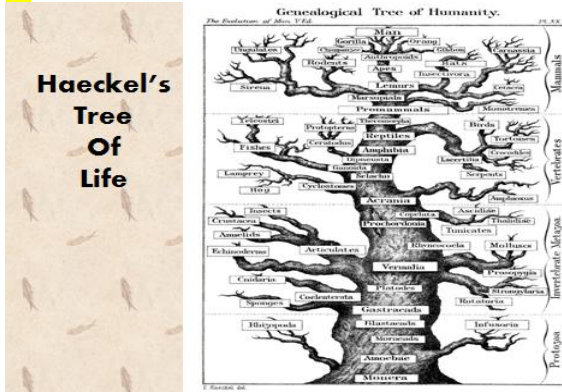
T. Evolutionists and creationists all look at the same data, but like we saw with our water and glass experiment, people can look at the same things but based on their worldviews, they can draw different conclusions and ideas about what they see.

Before we look at the data that that evolutionists believe support their theory, we must also understand some very simple principles of evolution. Evolution became popular when Charles Darwin wrote his book entitled: *On the Origin of Species by Means of Natural Selection, or the Preservation of Favored Races in the Struggle for Life*.

S. "On the Origin of Species by Means of Natural Selection, or the Preservation of Favored Races in the Struggle for Life.

T. Since Darwin wrote the book, the actual title has been shortened. Perhaps it was shortened because the original title was too long, or possibly because the original title also was racist and was used by many evil men in the past to prove that there are superior races. Although evolutionists have done their best to explain away the obvious racism that the title implies, tyrants like Hitler and Stalin fully appreciated what Darwin was saying and used his work to spread racism about both Blacks and Jews, claiming they were less evolved than their preferred races and therefore could be treated as less-evolved human beings. Other people also support Darwin's theories, like Ernst Haeckel, who lived at the same time as Darwin. If you go to public school, chances are somewhere along the line you will be taught about Haeckel's embryos, a theory that was proven false back at the turn of the last century. However, right now we want to try to understand the basic level of evolution, and Haeckel's diagram about the Tree of Life explains Darwin's theory very well.

S.



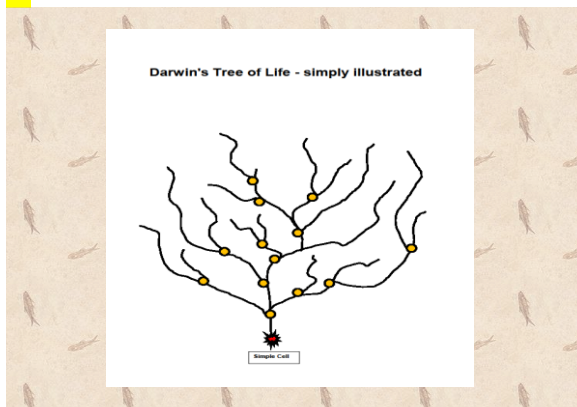
T. (NOTE: Pass out copies of Haeckel's Tree of Life) We are not going to study this in detail, right now but you need to know the basics about what Darwin believed and Haeckel illustrated in this chart. At the very bottom of the chart you will see that he included "Skull-less Animals." He believed that because they were skull-less that they were lower on the evolutionary chain than the animals that may have had skulls but didn't have jaws.

As you go higher and higher up the chart, you will notice that animals are included that have more complicated designs. Right now let's look at just below the middle of the chart at the Amphibia, which means amphibians. Because these animals can live on both land and water, evolutionists believe that they evolved after the fish and then migrated to land and evolved into land animals.

As we travel higher up the tree, we see primitive animals and then pouched animals, and finally semi-apes. This is an important step for evolutionists because they believe that the semi-apes divided into different kinds of creatures, including apes that eventually evolved into men. It's easy to see why they might have thought that, since apes seem a lot like humans in many ways.

Here's something that is very important to understand from this chart. It's the branches. Evolutionists believe that as the animals change over time through processes like natural selection and mutation, which we will discuss another time, the main line of the animal branches out into different types of animals.

S.



T. This is only meant to be an illustration that depicts the general idea of evolution. The branches as drawn do not represent the amount of branches and locations that actually exist in the theory. That would be too cumbersome to study in this lesson, but you can get a good idea about them in Haeckel's chart. It is

important to understand the points that are highlighted. These points represent the point where one main branch turns into two other branches. That is of great significance in the theory. In science, these points are called "transitions" and/or "missing links." They are the point where one type of animals transitions into another type of animal, and they are also the points where no evidence can be found in any of the scientific fields that support the transition, so they are missing, which is why they are also called "missing links."

Also note on the chart that there are branches that stop growing and don't split into another branch. These are branches that represent types of animals that go extinct. The ones that make it to the top are the ones that exist today.

While all of this may seem reasonable, the data that supports it is missing, just like the links in the tree. However, that is not what evolutionists will tell you. They will tell you that there is plenty of data - or evidence - to support their theory. Let's take a look at some of the evidences they have reported to be true in the past and are part of the "plenty" most believe exist today. They probably still believe it because no one has told them that their evidence has been proven false or even fraudulent. Meaning some was never true and deliberately dishonest, and others were thought to be true but turned out not to be.

This is a very important part of these teachings for all to understand because no one can ever teach all the possible frauds and fakes that will be talked about and believed in the future. Therefore, understanding that many people in the past have been deceived by evidence for the theory that turned out not to be true is important in deciding whether or not you will trust what is presented to you at sometime in the future. Once a wise man said, "If science seems to disprove the Bible and the existence of God, just wait a while and you'll find out that the science is wrong." That is exactly what has happened with evolution that people didn't understand - and when you get down to it, it's a matter of trust.

S. The Bible says

T. On one hand we have the Scriptures wherein God has proven time and time again that He doesn't lie through the words of prophecy.

Let's think about this. Does anyone know for certain exactly what they will be doing exactly one year from this very moment? And if you think you know, would you be willing to literally bet your life on it? Remember that if a prophet was wrong about his prophecies, he would be stoned to death. Well, those that prophesized about things hundreds of years in the future couldn't be tested about that, but they could be tested about the things that came true or didn't come true in their lifetimes. If they prophesized about something that didn't come true, they knew the consequences, so they were very careful not to do so unless they were sure that their prophecies came from God. There were many prophecies about the life of Christ that came true. Some say there are over 300 such prophecies. There are prophecies that his mother would be a virgin and that he would be born in the little town of Bethlehem. In the Book of Zechariah, written around 500 years before the birth of Christ, Zechariah wrote specifically that Jesus would be betrayed for 30 pieces of silver.

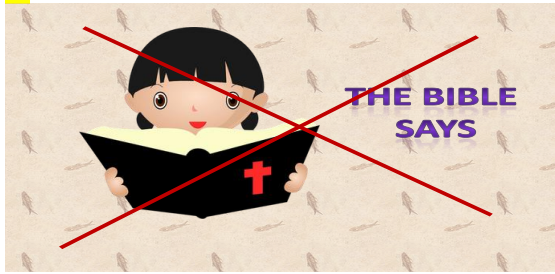
SWORD DRILL: Zechariah 11:12:

"Then I said to them "If it is agreeable to you, give me my wages; and if not, refrain.'" So they weighed out for my wages thirty pieces of silver."

As we move through this lesson think about the times God, through His prophets, has told us about things that always, always have come true. Then think about the things we are learning that men who believe in evolution have told you that have been proven to be wrong - or even in many cases - deliberately false.

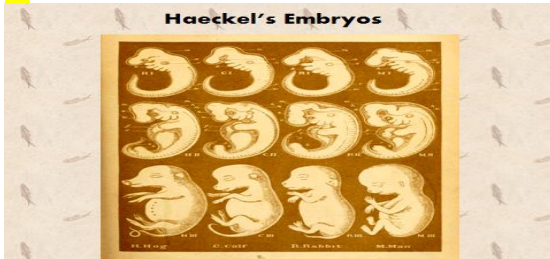
Then think about who you should believe - the person who always tells you the truth or the person who has lied to you time and time again - the same people that tell us not to believe what the Bible says.

S.



T. Then, on the other hand, we have evolution telling us very slyly that the Bible is not true. Therefore, we must decide who we can trust, but before that, let's take a look at the things evolution told us were true in the past. Let's start with Haeckel's embryos, the man who illustrated the chart about evolution that we just studied.

S.



T. In this illustration you will see the embryos of four types of animals: hog, calf, rabbit, and man. Haeckel drew more but to keep things simple, we will just look at these. Notice that they all look similar at this early stage of development. That is what Haeckel wanted us to believe. He proposed that this similarity at the early stages of development was proof that animals go through the same stages of development before they continue to evolve into diverse creatures. He even gave it a fancy name, since fancy and intelligent-sounding names can often make something seem credible. He called this "Ontogeny recapitulates phylogeny."

S. Ontogeny recapitulates phylogeny.

T. This is an impressive-sounding label. It means that living creatures reproduce the evolutionary process as they develop. Here's what these embryos really look like.

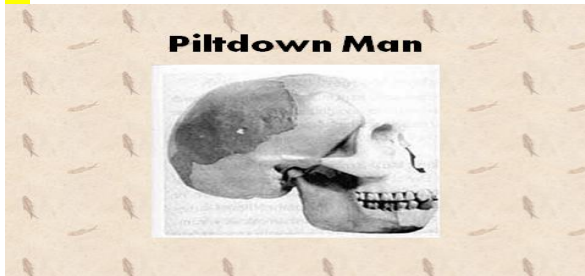
S.



T. Haeckel was discovered to be a fraud early on in the 20th century, but he blamed the fraudulent representations on the artist, all the while knowing he was the artist. In the top line are the pictures of the embryos Haeckel drew and in the bottom line are the pictures of the embryos as they really are. Unfortunately, these pictures continue to be published in high school biology textbooks around the world, even though the entire scientific community knows they are fraudulent. And because of that, this is one of the proofs of evolution many think actually exists.

In an interview with Nigel Hawkes of the Times (London) in 1997 and Michael Richardson, a British embryologist (someone who studies embryos), Richardson, who photographed the embryos Haeckel drew, said: *"This is one of the worst cases of scientific fraud. It's shocking to find that somebody one thought was a great scientist was deliberately misleading. It makes me angry ... What he [Haeckel] did was to take a human embryo and copy it, pretending that the salamander and the pig and all the others looked the same at the same stage of development. They don't ... These are fakes."* In an interview with New Scientist in 1997, Richardson complained: *"Although Haeckel confessed ... the drawings persist. That's the real mystery."* Richardson was complaining about this because although everyone knew the drawings were frauds, they were still being taught in textbooks. However, one of the worst frauds ever perpetrated on the naive public was Piltdown Man.

S.



T. This skull was reportedly found in the Piltdown region of England in 1908 by Charles Dawson. The New York Times reported it to be the true "missing link" with the headline reading "Darwin Theory is Proved True." Evolutionists were thrilled to believe that finally they had found the missing link - or the transitional fossil between ape and men - because the skull was human with the jawbone of an ape. It was thought to be between 400,000 and 500,000 years old. Tests revealed in 1953 that the skull was only 500 years old and that the jawbone actually belonged to an orangutan that was skillfully attached to the skull. It was a fraud that lasted nearly 50 years.

Think about it, anyone in school during those years was taught that evolutionists had the evidence that apes evolved into humans. But the evidence wasn't evidence at all. It was a clever fraud. This is a picture of Piltdown man that was in scientific journals all over the world.

S.



T. It was an artist's drawing and nothing more than that but people believed it proved that the Bible was wrong about the creation account. Then there's Lucy.

S.

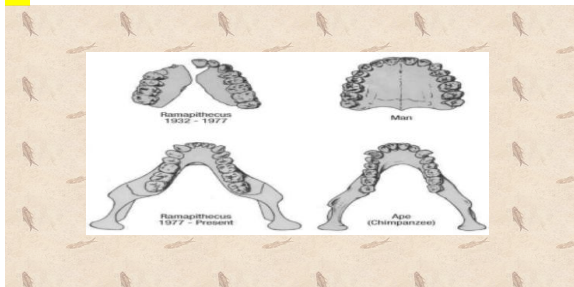


T. Lucy is an *Australopithecus afarensis*. That's just another fancy name for a certain type of small ape. Lucy is a fossil that was found in Ethiopia and made famous by Louis and Mary Leaky. 40% of this fossil was found but her feet were missing. Then human footprints were found in Laetoli, Tanzania - 1000 miles away.

Therefore, since evolutionists believed that modern man didn't exist at this time, the conclusion was that those footprints must have belonged to Lucy, meaning this ape walked upright, making her the missing link between apes and humans. I guess they wanted everyone to believe that she walked 1000 miles without her feet. Eventually it has been acknowledged by the scientific community that Lucy was not a missing link. However, this acknowledgment was buried from the eyes of the general public, who were once again lead to believe that the missing link between men and apes had been found.

Here are a few more, but know that they only represent a small percentage of the fakes and frauds that people have believed over the past 150 years.

S.



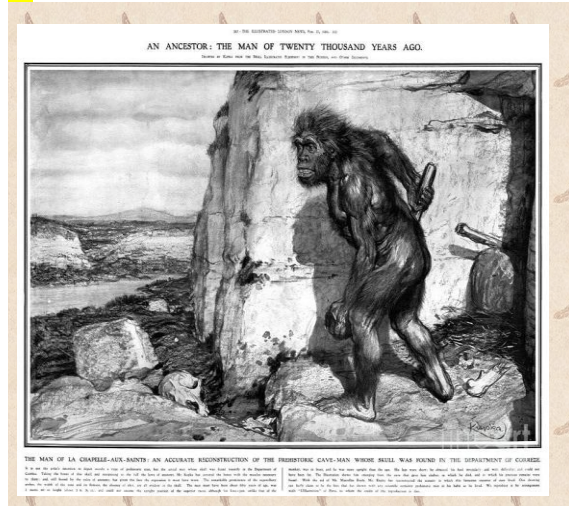
T. This is a picture of Ramapithecus. The bones turned out to be pieced together fragments of the teeth and jaw of an ape and a man. When you compare the actual teeth and jaws in the picture, you can see how different they are. Then there's Nebraska Man. The New York Times did a big story on it back in 1922.

S.



T. Nebraska Man was based on the finding of one tooth, which turned out to be the tooth of a pig. You may have heard about Neanderthal Man. When it was first discovered scientists also thought they found the "missing link." Museums all over the world had very impressive displays of Neanderthals. The London News was happy to print this article with their artist's interpretation of what they thought a Neanderthal would look like.

S.



T. Up until this time, evolutionists believed that the sign of evolution as it related to human beings was the size of the brain. They thought that as we evolved, our brains grew larger. However, Neanderthal Man created a problem for them because they soon realized that Neanderthals were stronger than we are and probably smarter because they had a larger brain cavity. After this discovery, they had to change that assumption about brain size to what it is now, that apes began to walk on two feet - something they called bipedalism - with "bi" meaning two and "pedalism" meaning walking. That's not the end of it. There is also Java Man.

S.



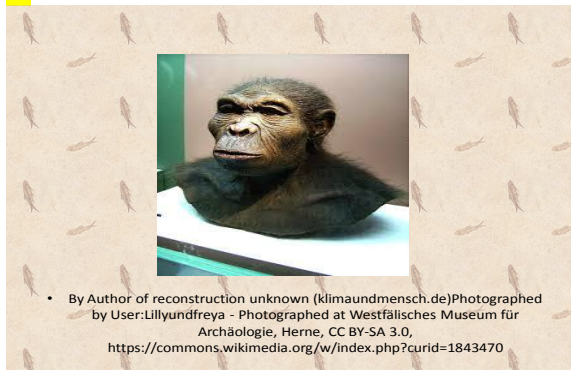
T. Java Man was reported to be another missing link, but Eugene Dubois, who discovered it, admitted 40 years later that he withheld parts of the thigh bones in order to support his hoax. It was nothing but a large gibbon, or a small tree-dwelling ape. Then there's Peking Man.

S.



T. Peking Man turned out to be decapitated apes. Next, Homo habilis.

S.

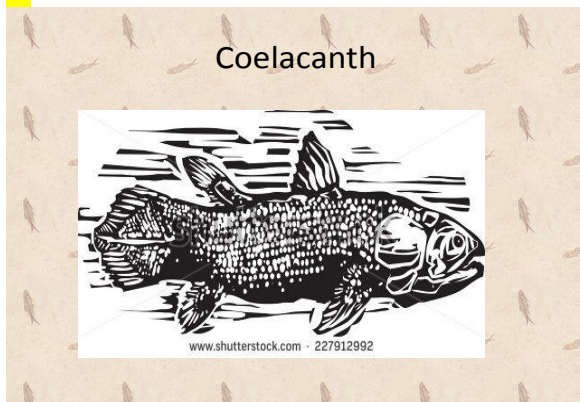


T. Recent discoveries of its thigh bones indicate that it was an ape, but never-the-less, this is what was reported and seen in museums around the world.

Then there was the Miller-Urey experiment that claimed that life-supporting proteins had been created in a lab, proving that life could have evolved from inert matter when the earth was young. These experiments have been proven to be failed and the results not reproducible for many reasons. However, they still appear in textbooks today. And we can't forget The Peppered Moth - supposedly proving that moths during the Industrial Period adapted their color to survive predators when they landed on trees. It was later discovered that these moths do not land on trees and that the peppered moths continue to exist and never evolved.

Next - the Coelacanth (Pronounced: Seal-A-Canth). Evolutionists taught that this fish went extinct

S.



T. The Coelacanth was a fish that was thought to have gone extinct at the time of the dinosaurs, but it has been found in the Indian Ocean exactly as it was when it lived with the dinosaurs - without any evolutionary changes. Here's a picture of one they caught recently in Indonesia.

S.



T. The list goes on and on, and includes whales that supposedly evolved into bears and then went back into the sea to evolve again as whales, and of course there's the dinosaurs that evolved into birds.

Perhaps the most ridiculous theory that has come and gone over the years was the Hopeful Monster Theory. It tried to explain the lack of transitional fossils in the fossil index. This theory claimed that the evolution of animals happened extremely fast - perhaps even in one generation, so we couldn't find the evidence. Of course, if this theory was true, if a woman is pregnant, she should be scared because there is no telling what she could give birth to. Today they have tried to revive it by using a fancier name: Punctuated Equilibrium. However, the basis is still as ridiculous as it was a half a century ago.

The real problem is that many people have been led to believe that these missing links proving evolution have been found,. Unfortunately, they never have been told that eventually they turned out to be frauds and hoaxes - or just plain ridiculous theories that are presented with scientific-sounding names.

In our next lesson we will learn about the incredible scientific claims made in the Bible that have been proven true time and time again.

End with prayer.

Lesson CS-3 Science in the Bible

Objective: Students will learn about the many instances in the Bible where science is mentioned and confirmed centuries and even thousands of years later, supporting the principle that the Bible can be trusted even when it comes to matters of science. The repeated concepts in this lesson will serve to support the student's understanding of the every-changing world of science and the trust-worthy Word of God.

Supplies needed: Whiteboard and appropriate marker.

Open with prayer.

Play Hangman with 2 Cor. 10:4.

Draw hangman's galley on board with 22 blanks. (NOTE: Encourage student participation but also be aware of the time taken to play this game. Allow only 5 seconds for each guess.)

Ask for a volunteer to be Vanna White as you play. Be willing to give hints about the words if needed.

The weapons we fight with are not the weapons of the world. On the contrary,
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
they have divine power to demolish strongholds.
16 17 18 19 20 21 22

T: In this lesson we are going to be discussing some basics about evolution as well as the science that is in the Bible.

S: Science and the Bible – *Perfect Together*

S: “For the weapons of our warfare are not carnal but mighty in God for pulling down strongholds, casting down arguments and every high thing that exalts itself against the knowledge of God...”
2Cor.10:4-5a

T: Discuss the meaning of this verse with the students and why it is what these classes are all about. Explain to the class that as they grow and enter the adult world that they will be faced with many challenges. One of these challenges will be an assault against their faith in the form of evolution, which will be presented as proof that the Bible isn't true. In some cases, they may even be made to feel foolish for believing in the Bible and God. If they are not firm in what they believe, they may fall victim to this lie of the devil. It's our goal here to help our students be prepared for this challenge and to be able to face it so that although their faith in God may be challenged, they will have the tools - or the weapons - to defend their faith.

So, let's go over three of the lies of the devil - or arguments - that are very effective. Keep in mind that these lies started in the Garden of Eden and now have been given new fuel with the theory of evolution.

S: The Devil's 3 Biggest Lies

1. You can be like God
2. Christian's shouldn't be involved in politics
3. Everything evolved through natural causes

T. Discuss the previous slide if you believe it is necessary. It may not be.

S. “However, when the Son of Man comes, will he find faith on the earth?” Luke 18:8b spoken by Jesus.

“...for that Day will not come unless the falling away comes first... 1Thess.2:3 spoken by the Apostle Paul

T. Discuss with the students how evolution may be fulfilling the prophecies of Jesus and the Apostle Paul by assaulting the faith of many. Be sure to tell them that the "theory" of evolution will be presented as fact, even though the teacher may explain that it is only a theory, it will still be taught as fact. While some people manage to hold on to their faith in spite of these teachings, statistics tell us that many don't. We don't want our students to become part of the larger statistic - especially when there are good reasons to believe that God's Word regarding creation is the actual truth..

Barna Research is a well-respected polling organization. Here is one of the statistics they presented several years ago. It is believed that this statistic has dramatically increased recently.

S. Barna Research Poll: 70% of students in Christian homes intend to leave the church after graduation directly due to teachings about evolution.

T: You may be wondering why teaching about evolution is such a problem for believers. It is because many realize that Adam was created in the image of God and was capable of naming all of the animals in the Garden of Eden. If you read the verses about Adam, there isn't any way you would believe that he was an ape-like creature, which means he couldn't have evolved. He was created that way.

Therefore, many come to the logical conclusion that if you can't trust the first chapter of the Bible, you shouldn't trust anything else it says. If this is how you think, then you will probably also think that the Bible really is a myth that was written for less sophisticated and less-evolved people that didn't understand the world around them. The Bible says:

S: “In the beginning God created the heavens and the earth.” Genesis 1:1

T: Remember when we spoke about how worldviews, which are based on our belief system, affect the things we believe about other things. In this case, men who don't want to believe in God, or those that are easily influenced not to believe in God, are given an excuse not to believe.

S: Since 1859, when Darwin wrote his famous *Origins of Species*, men who don't believe or don't want to believe in God, have been determined to prove that everything evolved as opposed to being created. They have literally been looking under every rock to find proof for their theory.

T: Their worldview coupled with the theory of evolution has led them to being susceptible to believing many strange ideas. For them, believing these ideas is easier than believing the Bible. The late Dr. Duane Gish, a prominent creationist, used to say: "It is unbelievable what unbelievers have to believe to be unbelievers." These are some of the examples that prove Dr. Gish's point.

S: As a result, people looking for another explanation for the things we see have fallen for every hoax or wild explanation, such as:

- Haeckel's Embryos
- Archaeopteryx

- Java Man
- Piltdown Man
- Nebraska Man
- The Peppered Moth
- Neanderthal Man
- Punctuated Equilibrium
- Lucy (Australopithecus)
- The Miller-Urey Experiment

T: Part of the problem with the theories of origins - or how everything began, such as in evolution and creationism - is that neither can really be proven or disproven by the Scientific Method, since no one can go back in time and actually see what happened at the time of creation. In the past and in other sciences, it is required that any credible scientific theory is based on four criteria. They are:

S: Scientific Method:

- Observable
- Repeatable
- Predictable
- Falsifiable

T: In the Scientific Method, something that is observable and repeatable means exactly what you think it would or should mean. So does something that is predictable. We'll discuss this a little more. When it comes to something being "falsifiable" this is a little bit more difficult to understand. Falsifiable means something that is testable by observation and experimentation, but it is a little different than the other things listed because it takes the opposite point of view. In other words, it is a prediction that you make that **if your theory is not true**, then you can expect certain results from an experiment or observation that proves the theory is not true.

When it comes to theories about origins, things cannot be observed or repeated - at least not the way we would like. However, in certain instances, predictions can be made about what would have happened and what we can expect to see if a certain theory is correct. Darwin made such predictions about his theory of evolution. Back when he wrote *Origins of Species...*, the sciences of archeology and paleontology were very new. As they continued to grow, Darwin made predictions about what these new sciences would discover in the future that would prove his theory.

S: Darwin predicted:

"If my theory be true, numberless varieties, linking closely together all the species of the same group, must assuredly have existed..."

"The number of intermediate and transitional links between all living and extinct species, must have been inconceivably great..."

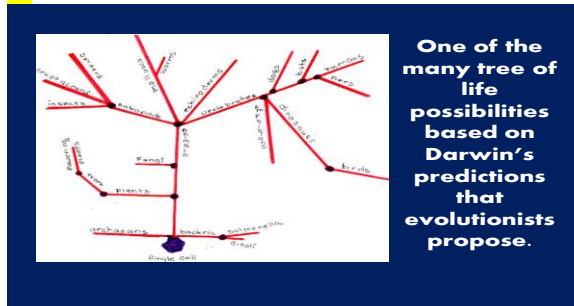
"An interminable number of intermediate forms must have existed..."

Origin of Species, 6th edition, chapters 6, 10, 15

T: In these quotes from his book, he said over and over again that if his theory was true that we could expect that such a great number of transitional fossils for all living species would be discovered that we wouldn't even be able to number all of them. Darwin wrote this back in 1859, since well over 150 years have passed and not one credible transitional fossil has been discovered. There have been many hoaxes and frauds that people believed were transitional fossils throughout the years, but even if it takes 50 years to

discover the fraud - as it did with Piltdown Man - eventually it is discovered to be a fraud or just simply not true - as is the case with Lucy. Here's a diagram of what Darwin expected to find.

S:



T: Remember that all the points where the branches meet the limbs of this tree, there should be what is called a "transitional fossils". They are supposed to be where one species starts turning into another species. They simply don't exist. Now, what does God say about creation?

S: Genesis 1:24, 25 (The 6th Day of Creation)

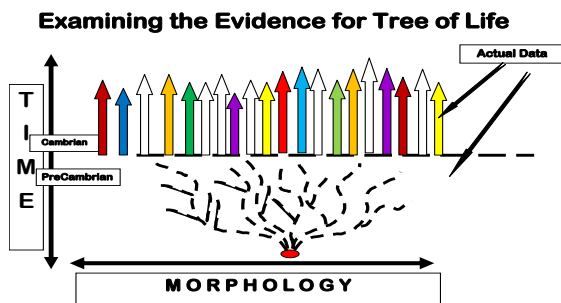
“And God said, ‘Let the land produce living creatures according to their kinds: livestock, creatures that move along the ground, and wild animals according to its kind.’ And it was so. God made the wild animals according to their kinds...”

T: So, let's make a prediction based on these verses. If they are true, what would you expect to find in the fossil record?

(NOTE: Let the students come up with their own suggestions before offering this answer) According to the Bible All land animals were created on the same day, and they reproduced after their own kind, meaning no transitions anywhere: a cat produces a cat, a dog produces a dog, and lucky for us humans - especially for women that are pregnant - a human produces a human.

Here's what the fossil record actually looks like. The top half of the chart shows what a fossil started out as and as the arrow points upward, the top of the arrow indicates what it looks like today. What we find are that the fossils found at the PreCambrian level look the same as we find them today. The bottom of the chart shows what evolutionists believe the fossil record should look like if everything evolved from a single cell. Data to support the bottom of the chart simply doesn't exist.

S:



T: In the chart, the word "Morphology" means the structure of an organism or animal. In evolution, this would be where changes in the structure of the animal or organism would be detected. The actual fossil record shows that the things we see today appear in the same form in lower layers of the earth, which geologists call "strata." At the layer labeled "Precambrian" is where we see a sudden explosion of life.

Below the PreCambrian level is where Darwin predicted we would see the changes he believed occurred. In well over 150 years since he made this prediction, all we have been able to find is data that supports what the Bible says and discredits what Darwin predicted.

But there is more that confirms Genesis. When God said that animals would reproduce after their own kind, He created the scientific laws to carry out His will.

S: DNA and RNAI confirms Genesis that all animals reproduce after their own kind.

T: A code actually exists in our genes that connects our DNA and RNA in a certain sequence, which determines what kind of an animal or human being will be reproduced when a male and a female of the same animal family mate. If there is an error in the code, nothing develops. Many today understand DNA and RNA assures that our mothers and fathers can reproduce only human babies, and that their genes combine to determine what those babies look like and what traits they inherit from their parents. RNAI works with DNA in a very interesting way. It prevents genes that are different or suspicious, from becoming part of the gene selection process. The "I" in RNAI stands for "interference" because this gene mechanism does not allow interference to occur so that only the code in the DNA and RNA reproduce what they are supposed to reproduce.

Let's move on to some other interesting scientific facts that are found in the Bible and written hundreds, and in some cases thousands, of years before people discovered the science that supports the Bible's claims.

S: The 2nd Law of Thermodynamics states:

The Second Law of Thermodynamics simply tells us that life systems that require energy go from an organized state to a disorganized state if the energy isn't maintained. The process of going from organization to disorganization in life systems is commonly referred to as decay.

T: This may sound like fancy science but it is something we observe all the time. For instance, if you have a houseplant that you don't water or feed with fertilizer, eventually that plant will start to die - or decay. We know this to be true. When you leave toys hanging around for a long time, they don't become better toys; they get old. So it is with many things. Decay is a natural part of living organisms. This is part of the 2nd Law of Thermodynamics.

S: The first two laws of Thermodynamics were first were credited to Sadi Carnot in 1824, elaborated upon by Rudolf Clausius and William Thomson in 1860, and credited as laws by Willard Gibbs in 1873.

T: The Bible says the same thing in different words. It says:

S: *"For the creation was subjected to futility, not of its own will, but because of Him who subjected it, in hope that the creation itself also will be set free from its slavery to corruption into the freedom of the glory of the children of God. For we know that the whole creation groans and suffers the pains of childbirth together until now."*

The Apostle Paul, Romans 8:20-22

T: You may be wondering if the corruption the Apostle Paul is talking about is the same as decay. Strong's Concordance is a book that lists all of the words in the Bible and tells us exactly what they mean in the original languages. It also gives all of these words numbers so that we can look them up in the back of the book. In other words, if you were reading the Old Testament, those words would be in the Hebrew or Chaldea languages and are listed with a corresponding number in the back of Strong's Concordance in the

Hebrew section. If you were looking up a word from the New Testament, those words would also be given a number but they would be in the Greek section at the end of Strong's. Here's what Strong says corruption means:

(NOTE TO THE TEACHER: There will be several slides that follow that do not need explanation. Simply read them, comment if you would like to, and move through them quickly. Also note that as we move through this lesson that there may be more difficult concepts to discuss. It is not necessary that the students understand these concepts in detail; it is just enough for them to know that they exist.)

S: According to Strong's Concordance

#5356 phthora (fthor-ah'): Corruption = decay

S: The Apostle Paul wrote the Book of Romans a little more than 2000 years before Sadi Carnot!!!

S: The prophet Isaiah lived around 681 B.C. , or 2681 years ago – Isaiah 40:22a, states:

“He (God) sits enthroned above the circle of the earth, and its people are like grasshoppers”.

S: In 330 B.C. (approximately 350 years after Isaiah), Aristotle argued that the world must be round. The idea first spread throughout Greece and then throughout the rest of the world.

S: Job 38:16a states: *“Have you entered into the springs of the sea...”*

S: The existence of water springs in the oceans were predicted in the early 1970s but were not actually discovered until 1977 A.D. in the Galapagos Rift.

S: These predictions were made by oceanographers approximately 3978 years after Job first wrote about them!

S: Job 38:16 b states: *“...Or have you walked in the recesses of the sea?”*

S: The recesses of the deep were first discovered by a team of British scientists in the Pacific ocean in 1873 - 3871 years after Job!!!

S: Job 38:7a states: *“...When the morning stars sang together”*

S: As recently as September 5, 2012, NASA reported on the “song” the earth was singing. Yes, that is an actual musical interlude.

S: NASA also reported that black holes sing as well. You can read more about it on the links below: http://www.nasa.gov/centers/goddard/universe/black_hole_sound.html

S: *“Soaring to the depths of our universe, gallant spacecraft roam the cosmos, snapping images of celestial wonders. Some spacecraft have instruments capable of capturing radio emissions. When scientists convert these to sound waves, the results are eerie to hear. In time for Halloween, we've put together a compilation of elusive "sounds" of howling planets and whistling helium that is sure to make your skin crawl.”*

On the website below you will be able to hear the recordings from Jupiter, Earth and Uranus: http://www.nasa.gov/vision/universe/features/halloween_sounds.html

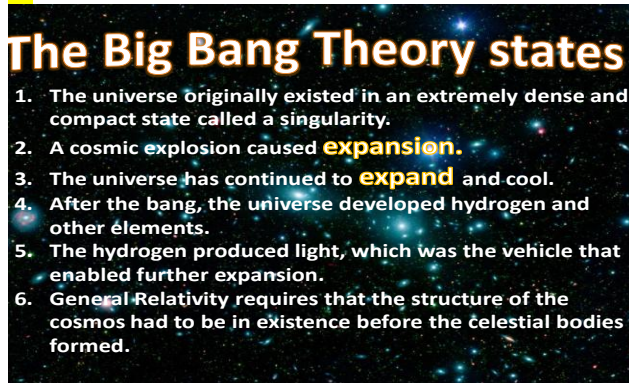
S: These discoveries were made approximately 4020 years after Job's statements.

T: How many have heard about the Big Bang Theory?

A: Allow for discussion and let the students offer their explanations.

Many think that the Big Bang Theory contradicts the Bible. It first came into being when Edwin Hubble, the man who NASA named their big telescope after, built his own big telescope and discovered that all of space is expanding. A few decades later, this discovery led to the theory that if you run things backwards, everything in existence eventually gets really small, and then something happened that caused everything to start expanding. Here's what the Big Bang Theory is all about:

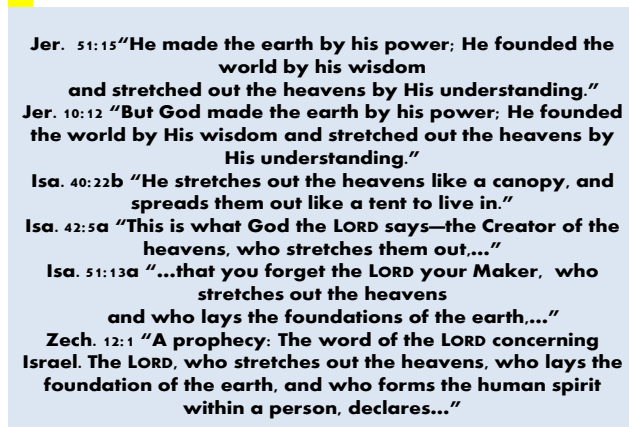
S:



T. This is a perfect example of looking at data - or evidence of something that exists - and developing a theory based on what you see. However, this is also interesting because the Bible has something to say about the Big Bang Theory that most people don't recognize. As a matter of fact, the Bible predicted that the cosmos is expanding.

This next slide has a few of the verses in the Bible that tell us that God expanded and is continuing to expand the universe. There are 17 verses in all that speak about this.

S:



S: Hebrews 11:3

"By faith we understand that the worlds were prepared by the word of God, so that what is seen was not made out of things which are visible.

2 Peter 3:5

"For when they maintain this, it escapes their notice that by the word of God the heavens existed long ago and the earth was formed out of water and by water."

S: “In the beginning God created the heavens and the earth. And the earth was formless and void, and darkness was over the surface of the deep; and the Spirit of God was moving over the surface of the waters. Then God said, ‘Let there be light’; and there was light.”
Genesis 1:1-3

S: The scientific disciplines covered in these 3 verses:

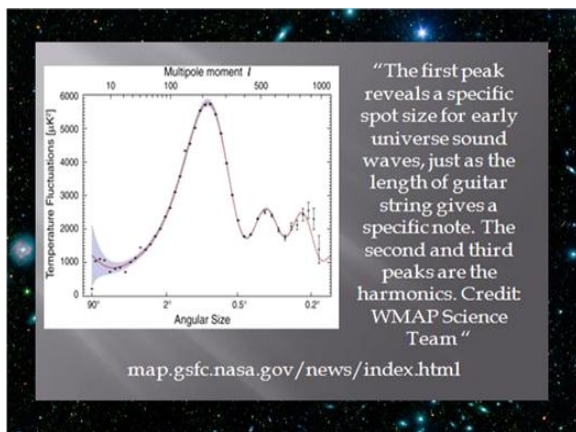
- Vacuum physics
- Sono luminescence
- Cosmogony
- Theory of Relativity
- Quantum Mechanics
- Harmonics
- Wave Physics
- Astrophysics
- The Inflationary Theory

T: The Wilkinson Microwave Anisotropy Probe known as "WMAP" was a mission that was launched by NASA Explorer in June 2001. Its mission was to measure space and study the properties of our universe. NASA reported the following:

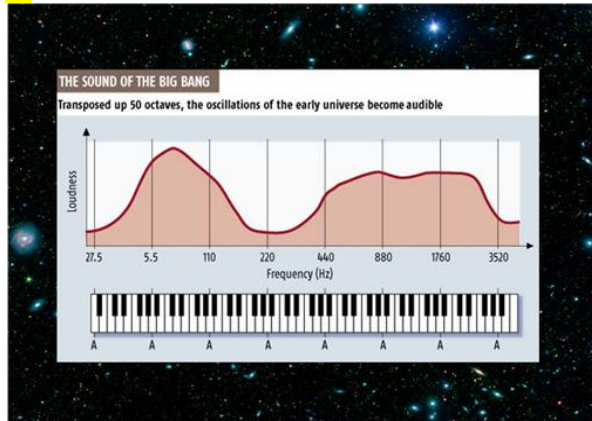
S: “Much of what WMAP (Wilkinson Microwave Anisotropy Probe) reveals about the universe is because of the patterns in its sky maps. The patterns arise from sound waves in the early universe. As with the sound from a plucked guitar string, there is a primary note and a series of harmonics, or overtones.” map.gsfc.nasa.gov/news/index.html

T: Remember the verse we just read that tells us that "God said?" This means He spoke, and when God spoke, like the rest of us, He created soundwaves. The next two slides have been taken directly off of the NASA website and are their illustration of the soundwaves that have been recorded in space.

S.



S:



T. Remember this:

S: NASA launched WMAP in June of 2001 – Approximately 3400 years after Moses wrote Genesis!!!

T. Then the Bible tells us this:

S: “And the earth was formless & void...”Genesis 1:2a

S: The word for formless in Hebrew is tohuw (to’-hoo). It is translated as: confusion in empty place without form and chaos.

S. The word void in Hebrew is Bohuw (bo’-hoo). This is translated as: empty, vacuum, primeval.

T. Stay with me. Soon we'll put it all together.

S. The word vacuum in English means a space entirely empty of matter, or a space not filled or occupied.

S: Putting these two words together, we have an empty space not filled with matter, or a vacuum that is chaotic.

T. Again, the Bible is telling us that there was a void (a space that was empty of matter), and that it was primeval (meaning the very original stages of the creation), and it was chaotic. Here's where it really gets interesting.

S. How does Cosmogony – (**T.** the study of the history of the Cosmos) along with Astrophysics (**T.** the study of the physical properties of space) and Vacuum physics describe the primeval universe before the Big Bang?

S. Vacuum is space that is empty of matter. The word stems from the Latin adjective *vacuus* for "empty" or "void".

S. Characteristics of a Vacuum (according to physics): Within a vacuum, energy can spontaneously appear from nowhere, so long as it does not last too long. Particles can "pop up" out of a vacuum so long as they do not have too large a mass or do not last too long.

S. Quantum Mechanics (T. the study of things that are even smaller than atoms) refers to these chaotic bursts of energy and minute particles as quantum fluctuations and they exist within a vacuum.

S. The Bible refers to this primeval time as a formless void, which also translates to a vacuum, with chaos. Science refers to this primeval time as a vacuum with quantum fluctuations or chaotic bursts of energy.

T. (NOTE: Pause here to give students a chance to wrap their minds around this concept of emptiness with confusion. You may have to emphasize it a bit and discuss it more if you sense it has gone over their heads. But also remember that it is not necessary that they fully understand these concepts. It is only necessary that they know that solid science exists that confirms what God told us in Genesis.)

S. Remember – Moses wrote Genesis approximately 3400 years ago.

The hypothesis of vacuum physics was first proposed by Amadeo Avogardo in 1811.

S. For the mathematically challenged –Moses wrote about the dynamics of the primeval creation being a vacuum that is void of matter but filled with chaos approximately 3400 years ago. That's approximately 3200 years before Amadeo Avogardo!!!

S. Connect the dots: Vacuum Physics – void (1811); Quantum Mechanics – chaos (1924); Photoelectric Effect – light (1905)

End with prayer.

Lesson CS4 Noah's Flood - Part 1

Objective: Students will understand the basics of Noah's Flood and the evidence that contradicts many of the assumptions and proofs offered by evolutionists.

Open with prayer.

Review: What are 3 of the lies of the devil?

1. You can be like God = make your own rules.
 2. Everything evolved through natural causes = no creator.
 3. Christians shouldn't be involved in politics.
-

T. Today we will be studying Noah's Flood and a lot of interesting details that happened at that time. Before we begin, we will read what the Bible says about the world before the Flood.

SWORD DRILL: Genesis 1:9-10

“And God said, ‘Let the water under the sky be gathered to one place, and let dry ground appear.’ And it was so. God called the dry ground ‘land’, and the gathered waters He called ‘seas.’ And God saw that it was good.”

We are told that God gathered the waters together and the dry land appeared.

What do you think this looked like? Remember that all of the dry land would be in one place and all of the water would be around it.

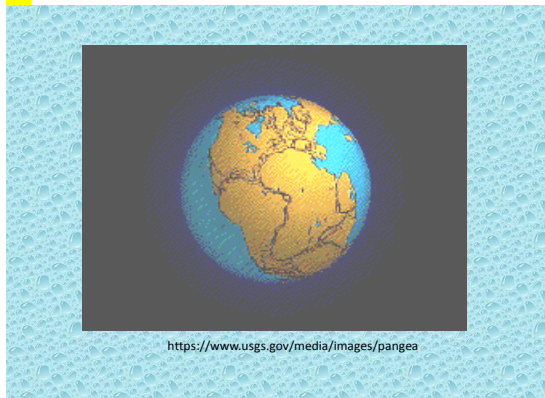
Today, science is catching up because people who study land (called geologists) now believe that all the land was in one place too. They have a name for this land mass.

Q: Does anyone know what they call it?

A: They call it Pangaea.

T. Here's what some people think it looks like.

S:



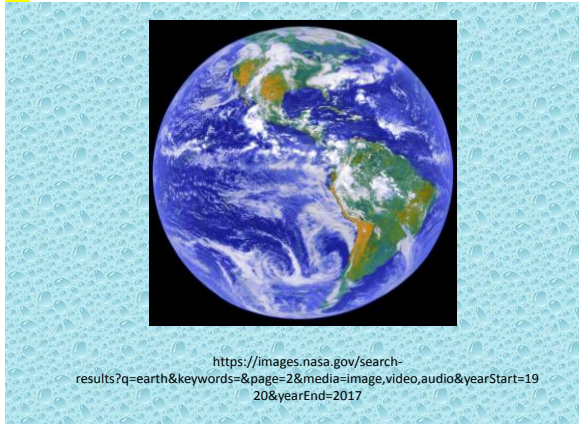
T. “Pan” means everything, or all, or in this case all the land in the entire earth.

Q: Can anyone guess what "gaea" means?

A: Gaea means "earth." It's where we get our word "geography" from.

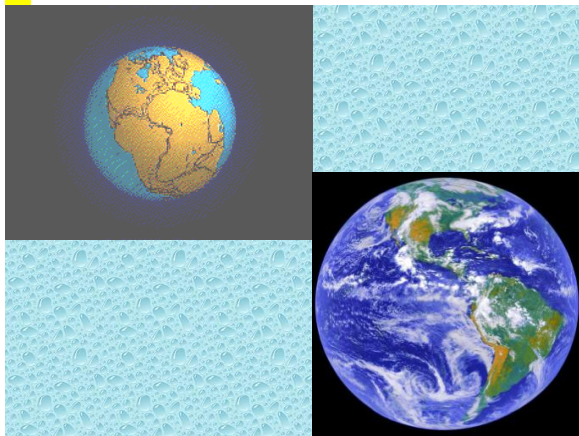
The earth doesn't look like that today. Today it looks very different. It looks like this.

S.

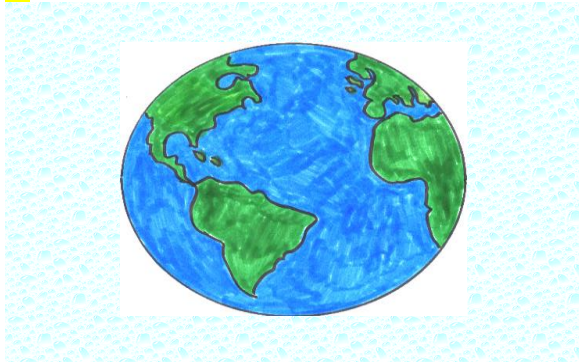


T. Obviously something must have happened to change the one mass of earth into separate continents.

S.



S.

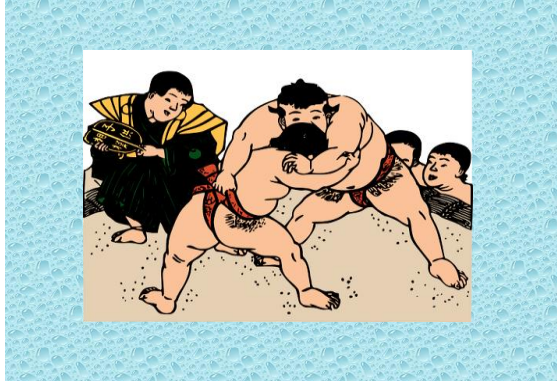


T. Remember at the time of the Flood the entire earth was covered with water. A lot of things happened to the earth at that time. Does anyone remember what happened during Hurricane Katrina or Hurricane

Sandy? What disasters they were and that was just a little portion of the United States, which is a little portion of the world.

The Bible tells that things were not good just before the Flood. Remember, Adam and Eve were the first to sin and disobey God, but they weren't the only ones. Their son Cain was pretty bad too. He killed his brother Able. And from the time of Adam and Eve to the time of Noah, things just kept getting worse and worse. Men fought all the time and the Bible says that their hearts were filled with evil instead of good.

S.



T. God gives us clues about how all of this evil affected the earth.

S.



T. Sometimes names in the Bible can also be clues. For instance:

S. Names in the Bible: Isaac means "laughter"; Moses means "drawn from the water"; Jesus means "Jehovah saves."

T. Of course I hope you know that Jehovah is the Hebrew way of saying "God".

S. Jesus means "Jehovah Saves"

T. The name Noah may also be a clue.

S. The name "Noah" means something too. Can anyone guess what the name Noah means? Remember, it's a clue to what was happening to the earth at that time as a result of all of the sin and evil.

S. "Lamech named his son Noah. Lamech said, 'Noah will comfort us from the pain of our work. The pain is because God has cursed the ground.'" Genesis 5:29

T. Do you think there may be reasons why the Lord would curse the ground?

A: Allow students to offer answers.

S. Two Reasons why the Lord will curse the ground: #1 - as judgment for evil; #2 - to bring us to repentance.

S. Why did God curse the ground in Noah's time?

S. "People on earth did what God said was evil. Violence was everywhere." Genesis 6:11

S. Genesis 6:5 says, "Then the Lord saw that the wickedness of man was great in the earth, and that every intent of the thoughts of his heart was only evil continually.

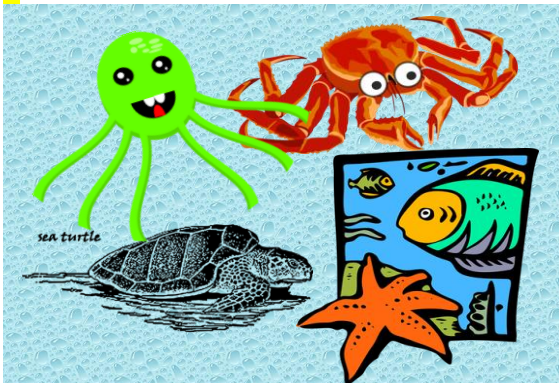
S. "So, God said to Noah, 'People have made the earth full of violence. So I will destroy all people from the earth.'" Genesis 6:13

S. "I will bring a flood of water on the earth. I will destroy all living things that live under the sky. This includes everything that has the breath of life. Everything on the earth will die." Genesis 6:17

S. "All living things that moved on the earth died. This included all the birds, tame animals, wild animals and creatures that swarm the earth And all human being died. So everything on dry land died. This mean everything that had the breath of life in its nose." Genesis 7:21-22

T. But some things didn't die. Can you name a few that living creatures that didn't have the breath of life in them? Can you guess what they were? (NOTE: Allow time for answers and discuss.)

S.



T. Now remember that all the land of the earth was gathered together in one big land mass. So wouldn't you think if something like Noah's Flood happened where water covered the whole earth and killed everything except for Noah, his family, and the animals on the Ark, that a Flood like this would have left a lot of evidence? Don't you think that if everything on the earth died there would be some evidence today?

S. The Bible says that all animals that had the breath of life in them died. Science says that there is a record in the earth that there were mass extinctions of animals.

T. Mass extinctions is a fancy way of saying many, many animals died at the same time and some never multiplied again on the earth. They became extinct – or they no longer live.

S. What is "Theory?"

S. Ideas that explain data.

S. What is "Data?"

S. Known facts.

S. What is the Scientific Method?

T. In order to comply with the Scientific Method, four standards must be met. We discussed these before, but since they are important to understand, we will go over them again. Over the years, these standards have been down-played in order to make it seem like the idea of evolution complies and is actually "scientific." The irony of it is that the theory of creationism actually fulfills more of the standards than the theory of evolution. As we make our way through these lessons, you will understand more and more about the truthfulness of that statement.

These are the four principles that must be met in order for something to really be considered "scientific." It must be:

S. Observable

T. This means exactly what you think it should mean. Anything that is considered scientific must be observable - or you must be able to see it. For instance, we know that gravity exists because if we drop something, it falls because of gravity. This is something we can observe. And it must be:

S. Repeatable

T. Can anyone guess what this may mean?

A: Whatever it is that you think is scientific, you must be able to repeat. For instance, if we once again use gravity as an example, you know that if you go to the top of a building and drop a ball from your hand, the ball will fall. It won't float up into the sky. This means that you can repeat the principle of gravity over and over again. And it must be:

S. Testable

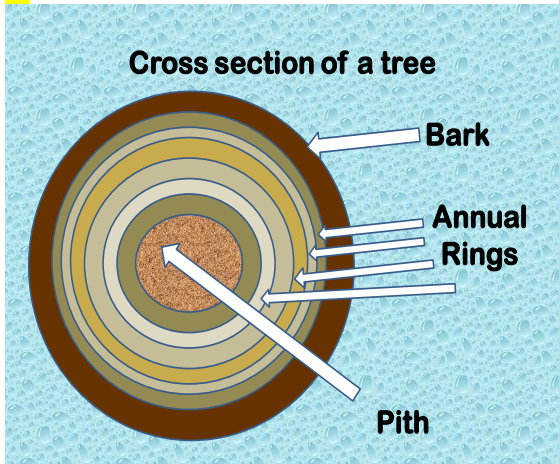
T. Again if we think about gravity, we also can test this. (Note to the teacher: use a pencil or any other small object. Stand in front of the class and drop it.) You can see that I can test the theory of gravity over and over again and see that it works. And it must be:

S. Falsifiable

T. This is a little harder to understand but it works like this. If I take the same pencil (or other object) and predict that if my theory is false and I drop it from my hand, it will not fall to the ground but it will float in the air. Then you do that and the pencil drops, you have proven that your theory is not wrong. However, if it floats in the air, then you have falsified your theory and your theory is wrong.

S. There are a lot of ways to test data. In the laboratory is one of them.

S.



T. Or...we can test things out in the real world. For instance, we can test tree rings to figure out how old a tree is and we can tell the age of the tree. Even though we didn't see the tree growing, and we can't repeat what the tree did. However, we can still test in different ways to figure out how old the tree was when it died.

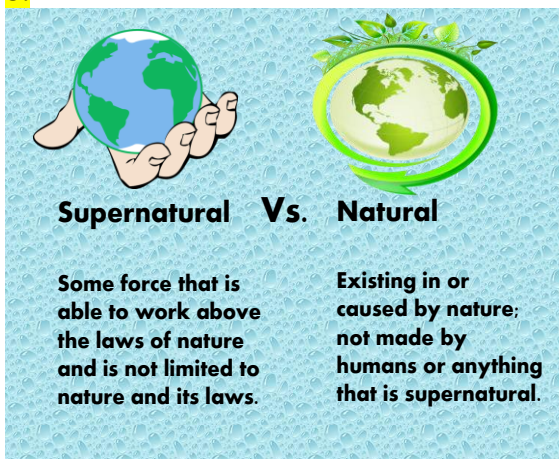
S. Whether you're a creationist or an evolutionist, we all look at the same data.

S. But we think different things about what we see

S. Remember, we all have different worldviews or opinions, about how we view the world that are affected by the things we believe.

T. There are two different scientific views about the world.

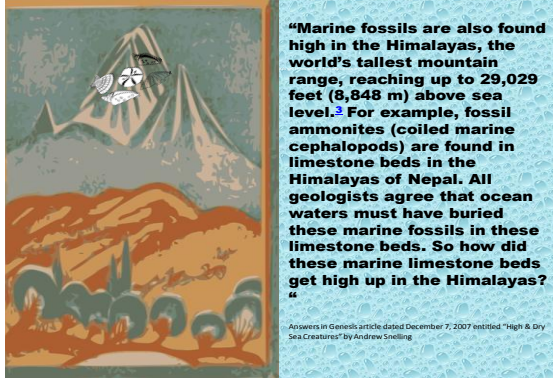
S.



T. If we think that the Bible is true when it tells us about the flood, then we shouldn't be afraid to ask some questions, like:

S. Is there data to support what the Bible says about the Flood?

S.



T. Remember, the Bible tells us that the Flood waters covered all the mountains, so finding marine fossils on top of the highest mountains in the world is more than interesting. Considering that the Flood was such a catastrophic event that covered the entire world, you would expect to see more evidence in the rock layers. We would expect this because rocks would have mixed with water into something we call "sedimentary rock" and sedimentary rock should settle in different layers after the Flood waters subsided. There are experiments that test this and when different kinds of rock and soil are mixed with water and shaken up, the rocks settle in layers according to the weight of the rocks, with the heavier rocks settling at the bottom. This is what we see all over the world. (NOTE for Teacher: You can research the Flume Experiment and do a modified version in class, if you so desire. It would require gathering basic rocks and sediment, mixing them with water in a transparent container (like glass) and watching the layers form before your very eyes.)

S.



T. Now evolutionists will tell you that these layers formed over millions and millions of years. Of course that can't be tested, but we can test what happens to rocks and soil as we just described.

When you look at the picture, there is something else you should notice. The layers are perfectly formed without any interruptions. Think about these layers being formed over millions of years. Would they be so perfect? Wouldn't you think that rain and storms and all kinds of happenings would cause the layers to erode in different spots and not be so perfectly formed? That's not what we see.










(NOTE: Be sure to explain the chart in the next slide, especially where man is located.)

T. This shows us what evolutionists believe about how man evolved. Notice that he is at the top of the chart. This means that all the other forms of animals, including dinosaurs, had to evolve before him. They will tell you that they have evidence to support their theory, which is in the fossil index. So, let's take a

closer look at this evidence. It is important to understand how they date the fossil index or you won't be able to understand how evolutionists come up with long ages. This starts with understanding what they believe about the age of the layers of rocks and soil, called "strata." They break these layers down and name them. This chart shows the names and ages of the different layers and what they are called, along with the event that is supposed to have evolved within that specific time period. In other words, fossils of human beings are only supposed to be found in the Quaternary layer that evolutionists believe was formed around 1.9 million-years ago.

S.

What Evolutionists Believe

Period	Evolutionary Event
Quaternary 1.9 Million Year Ago To Today	The Evolution of Man 
Tertiary 50 Million Years Ago to 1.9 Million Years Ago	Mammals diversified into different kinds and species. 
Cretaceous 150 Million Year Ago To 50 Million Years Ago	The first primates evolved as well as the flowering plants. The dinosaurs went extinct 65 million years ago during this time period. 
Jurassic 200 Million Years Ago To 150 Million Years Ago	The dinosaurs diversified and the first birds appeared in the fossil record. 
Triassic 250 Million Years Ago To 200 Million Years Ago	The first mammals and the first dinosaurs appear in the fossil record. 
Permian 300 Million Years Ago To 250 Million Years Ago	There were major extinctions and reptiles diversified. 
Pennsylvanian & Mississippian 350 Million Years Ago To 300 Million Years Ago	The first reptiles appeared in the fossil record and scale trees and seed ferns evolve. 
Devonian & Silurian 450 Million Years Ago To 350 Million Years Ago	First vascular land plants and first amphibians appear. Jawed fishes diversify. 
Ordovician & Cambrian 550 Million Years Ago To 450 Million Years Ago	First fishes, chordates and metazoans appear in the fossil record (germs, amoebas, etc.) 

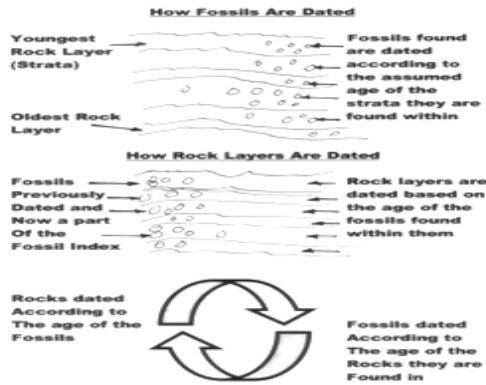
T. In this simple chart you will see the different layers - or strata - and how long they think it took these layers to form. It can be a little confusing, so we'll go over it again.

Notice that the chart has different names given to the different layers and it also has given times to how long ago these different layers formed. Before the Cambrian level at the bottom of the chart, would be the Precambrian level that isn't show in the chart because it goes so far back, and also because it causes a problem for the evolutionary time chart.

The Precambrian level is important for us to understand because contrary to the chart that Evolutionists believe in, this is when the fossil index shows there was a sudden burst of life, and those fossils in this level pretty much exist in the same form we see them today - and that means that in the actual fossil index we don't see different life forms evolving as the chart indicates. This is important to understand. We don't see any transitional fossil developing from the time we first document these fossils until today. Transitional fossils are fossils that have characteristics of both the primitive life form and the life form that is supposed to be evolving. There may be slight variations in kinds of animals, like in dogs, but never does one type of animal evolve into another type of animal. Over the past 100 years men have managed to create different species of dogs by cross-breeding techniques to filter out one trait and favor another trait, but they are still dogs. In the Precambrian explosion of life, it works the same way. Dogs are still dogs, cats are still cats, and fish are still fish, etc. And most importantly - there isn't any layer where only a simple form of life exists.

So you may be wondering how they come up with the different ages for the rock layers if this is true. That's a good thing to wonder about. Here's how it works.

S.



T. The age of fossils are dated using different time periods in the geologic column. In other words, the time they have assigned to be the age of the different layers act as a measurement chart. When we say they "assigned" these to be the ages of the different layers, we mean that they came up with the idea that the lower layer had to be older and that the layer after it had to be younger, and the layer above that had to be younger still, etc. - right up to present times. Then they assigned ages to these different layers. So, when they found fossils of different animals in any of these layers, they then assigned an age to the fossil based on the age of the rock, which they also had assigned.

It was also clear that there were certain times in the past when many animals died. We can call this mass extinction or mass death. Now the evolutionists will tell you that at different times in the past, different animals went extinct - or died, which again was based on all the assumptions they were making.

If the Flood happened, as we who believe in the Bible think it did, then there would be different times when different animals died in addition to the Flood, but there also would have been many that died at the same time during the Flood. We know animals go extinct for different reasons. We have seen this in the recent past with the American buffalo that almost went extinct because too many people were killing them. We have seen it with many other animals as well. But when mass extinctions occur because of a natural disaster, it leaves many fossils in one level of the strata. These have been discovered over time through paleontology - or the search for animals that died in the past.

Now this will be a little confusing but try hard to understand. The way evolutionists decide when these animals died is based on where they are found in the strata - or the rock layers that they have assigned ages to. So, if we find a lot of dinosaur fossils in the Triassic and Jurassic periods, evolutionists would say that these creatures became extinct about 65,000,000 years ago because that's how old they have "assumed" that those rock layers are.

Then they go a step further. Here's where you may get confused. If you ask them how old those rock layers are, you will be told that they know this because they found fossils in those layers that were that old. (NOTE TO TEACHER: Refer to the chart as you explain this. Let me say this again, the rocks are dated according to the age of the fossils, and the fossils are dated according to the age of the rocks. If you're trying to make sense of this and are a bit confused, you should be. It is what is called "circular reasoning" and it is all based on the assumptions evolutionists have made - not on any data or facts.










Your next logical question should be:

S: Are there facts that contradict what the evolutionists believe and teach?

T: Remember their chart and the time lines they believe support what they believe?











S:

What Evolutionists Believe

Period	Evolutionary Event
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Ordovician & Cambrian 550 Million Years Ago To 450 Million Years Ago	First fishes, chordates and metazoans appear in the fossil record (germs, amoebas, etc.) 

T: Here's a chart that shows what we actually find in the fossil record at the Pre-Cambrian level, and the problems it presents for the evolutionists' theories.







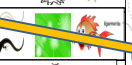

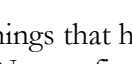
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Period	Evolutionary Event
Quaternary 1.9 Million Year Ago To Today	The Evolution of Man 
Tertiary 50 Million Years Ago to 1.9 Million Years Ago	Mammals diversified into different kinds and species 
Cretaceous 150 Million Year Ago To 50 Million Years Ago	The first primates evolved as well as the flowering plants. The dinosaurs went extinct 65 million years ago during this time period. 
Jurassic 200 Million Years Ago To 150 Million Years Ago	The dinosaurs diversified and the first birds appeared in the fossil record. 
Triassic 250 Million Years Ago To 200 Million Years Ago	The first mammals and the first dinosaurs appear in the fossil record. 
Permian 300 Million Years Ago To 250 Million Years Ago	There were major extinctions and reptiles diversified. 
Pennsylvanian & Mississippian 350 Million Years Ago To 300 Million Years Ago	The first reptiles appeared in the fossil record and scale trees and seed ferns evolve. 
Devonian & Silurian 450 Million Years Ago To 350 Million Years Ago	First vascular land plants and first amphibians appear. Jawed fishes diversify. 
Ordovician & Cambrian 550 Million Years Ago To 450 Million Years Ago	First fishes, chordates and metazoans appear in the fossil record (germs, amoebas, etc.) 
Precambrian Era - 4.5 Billion Years Ago to 550 Million Years Ago	
	

T: Notice that we see fully developed life forms in the PreCambrian Era that are not supposed to have developed until millions and even billions of years later. And they are found in the same form as we see them today - which means not in some prehistoric or less developed form, but looking the same as they do today. But there is even more to the story.

We also find different things in different layers that contradict the assumptions of the evolutionists and what they teach. These contradictions aren't just in the form of animals appearing in the different layers that they might be able to explain away somehow. We also find tools that were made by civilized men in ancient layers where men weren't supposed to have evolved yet. We have even found tools like hammers and cups, and iron pots in the Cambrian and Pennsylvanian Eras, as well as human footprints and fossils of human beings right next to footprints of dinosaurs.

S.

Period	Evolutionary Event	Other Contradictions
Quaternary 1.9 Million Year Ago To Today	The Evolution of Man 	Iron hammer found in 100 million year old rock layer, 98 million years before humans were supposed to have evolved. By source (WP:NFC&H), Fair use. https://en.wikipedia.org/w/index.php?curid=41582407
Tertiary 50 Million Years Ago to 1.9 Million Years Ago	Mammals diversified into different kinds and species 	
Cretaceous 150 Million Year Ago To 50 Million Years Ago	The first primates, eutherians, and flowering plants 	Blood found in T-Rex femur by Dr. Mary in 2005. According to evolution, T-Rexes went extinct 70 million years ago, but the blood cells were still viable and liquid and had not disintegrated over time as they should have.
Jurassic 200 Million Years Ago To 150 Million Years Ago	The first dinosaurs, birds, and mammals 	Human footprints found along side dinosaur tracks in the Palsuy River in Glen Rose, Texas. Dinosaurs supposedly went extinct over 60 million years before man evolved.
Triassic 250 Million Years Ago To 200 Million Years Ago	The first mammals and the first dinosaurs appear in the fossil record. 	
Permian 300 Million Years Ago To 250 Million Years Ago	There were major extinctions and reptiles diversified. 	
Pennsylvanian & Mississippian 350 Million Years Ago To 300 Million Years Ago	The first reptiles appeared in the fossil record and scale trees and seed ferns evolve. 	Human femur found in Shenandoah region of Pennsylvania by Ed Conrad in rock layer designated to be 307 million years old, over 250 million years before man was supposed to have evolved.
Devonian & Silurian 450 Million Years Ago To 350 Million Years Ago	First vascular land plants and first amphibians appear. Jawed fishes diversity. 	
Ordovician & Cambrian 550 Million Years Ago To 450 Million Years Ago	First fishes, chordates and metazoans appear in the fossil record (germs, amoebas, etc.) 	

T. There are also other things that have been found in layers of rock ages that don't fit into the evolutionists' time frames, such as the Nampa figure that was found in 1912 by geologist George Frederick Wright. This human female figure is about 1 1/2 inches long and was found in a rock layer that is supposed to be two million years old. Then there is the aluminum gear that was found in a rock layer supposedly 300 million years old. There are many other artifacts of this kind that are not where they are supposed to be if evolutionists are correct. This evidence - or data - shows that things didn't happen the way evolutionists say they did.

Therefore, we should be asking ourselves a few questions. Perhaps one of them should be why are long ages so important to evolutionists, even when the data contradicts their theories. One possible explanation would be that if given enough time, maybe you might believe that the impossible could actually happen, or maybe they need long ages to persuade you that the world wasn't created in six days. Regardless of their reasons, their theories cannot be supported by the impartial evidence - or the data.

End with prayer.

Lesson CS5 Noah's Flood - Part 2

Objective: Students will be able to identify the truths about the Flood and be able to compare them to the myths that challenge our beliefs.

Open with prayer.

Review: What are 3 of the lies of the devil?

4. You can be like God = make your own rules.
 5. Everything evolved through natural causes = no creator.
 6. Christians shouldn't be involved in politics.
-

Play hangman. Draw hangman's galley on the board with 22 blanks. (NOTE: Encourage student participation but also be aware of the time taken to play this game. Allow only 5 seconds for each guess.)

Ask for a volunteer to be Vanna White as you play hangman with 2 Corinthians 10:4 that was just read. Be willing to give hints about the words if needed.

The weapons we fight with are not the weapons of the world. On the contrary,
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
they have divine power to demolish strongholds.
16 17 18 19 20 21 22

T. Today we are going to study a little bit about the Ark and Noah's Flood.

S. What do you think about when you think about Noah's Ark?

T. Chances are images like this might pop into your mind.

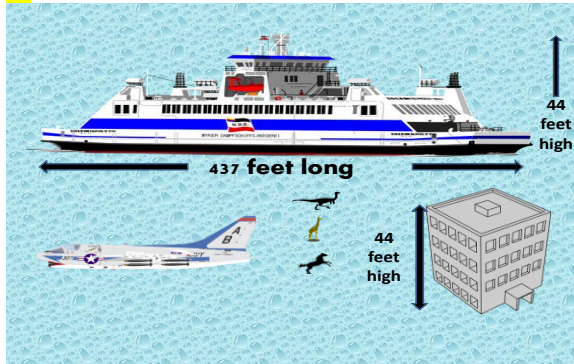
S.



T. There's a good reason why you would think about something that looks like this. It's because similar type of pictures like this pop up all over the place, like in children's storybooks and nursery room walls. But once you grow passed childhood, pictures like this can make it very hard to believe that something like Noah's Flood and his Ark actually existed. After all, how could any rational human being believe that these animals could live on an Ark that looked like that for even one day - never mind a year!

In this session we are going to be discussing a lot of facts that many don't know about the Ark, including its size, which measured like this:

S.



T. This picture shows how big the Ark was compared to other things. You can see that the Ark was much bigger than most people imagine. It was nearly twice as long as a 747 jet and much bigger than full-grown dinosaurs, although we don't believe that full-grown dinosaurs were actually on the Ark, which we will discuss as we go on. It was 437 feet long, 73 feet wide and 44 feet high, with three separate levels and a window on top that could be opened for ventilation and closed when it rained. Still, even with Noah's Ark being that big, you may be wondering how two of every animal fit on the Ark. It's a reasonable thought.

There is a developing field of scientific study that is attempting to classify animals and plants into the original created kinds. It is called "Baramenology" or the study of the originally created kinds.

Here's a picture of a grey wolf.

S.



T. Creationists and evolutionists alike both believe that the grey wolf was the original ancestor of all dog species. They believe that all the dogs that exist today are descendants of the grey wolf. It's only been over the last 100 years that people have begun to breed many different kinds of dogs to create different species with traits they prefer.

This is called "speciation" and it is not to be confused with evolution. Speciation happens either naturally or by human intervention. It happens when an animal with certain desirable traits is bred with another animal with certain traits to get an animal with traits the breeder prefers. If you look at the picture of the wolf, you can see that it has both white and dark fur. If you want to breed a wolf that is more white than dark, you would cross breed two wolves that have more white fur than dark to get a wolf that has more white hair than dark. If you keep doing this, eventually, after seven generations of wolves that have been bred to be white, you can actually breed the dark fur out.

The important point to remember is that the gene pool for this animal always had the information for white fur. You didn't create a new wolf, you just created a species of wolves with only whiter hair, meaning that you bred the dark hair out.

When speciation happens naturally, it can be due to "survival of the fittest;" however, it is not a mechanism for evolution. Under harsh environmental conditions, animals with strong traits that enable it to survive the harsh conditions will survive. Other weaker animals within the kind will not. This does happen, but think about it. No new genetic information has been added; only some weaker genetic information has been eliminated. Therefore, nothing evolved. The animal didn't suddenly develop traits that allowed it to survive. Those traits were always there and the animals with weaker traits died out.

You can apply to all kinds of animals that came from an original kind. As far as Noah's Ark is concerned, he would not have taken all the kinds of wolves and dogs we see today, he would have taken the original kind. This reduces the amount of animals that had to be on the Ark significantly. Before we get into some more interesting facts about the Ark, let's try to understand what the Bible tells us happened at the time of the Flood.

S. " Every living thing that moved on land perished—birds, livestock, wild animals, all the creatures that swarm over the earth, and all mankind. Everything on dry land that had the breath of life in its nostrils died. Every living thing on the face of the earth was wiped out; people and animals and the creatures that move along the ground and the birds were wiped from the earth. Only Noah was left, and those with him in the ark." Genesis 7:21-23

T. This means that all living things that moved on the earth or flew in the air died. This included all the birds, all animals that had to breathe air to live, as well as all human beings.

S. The Bible says: all animals that had the breath of life in them died. Science says that there is a record in the earth that there were mass extinctions of animals.

T. The verses we just read also mean that the animals that lived in the sea stood in the sea and didn't board Noah's Ark, and they lived because they didn't breathe air.

Now let's do a little thinking.

Don't you think that if everything on the earth that had breath in it died there would be some evidence of that today?

And in case you're wondering about now how the dinosaurs fit on the Ark, you will just have to be sure to attend the lesson on dinosaurs to find out the answer.

Remember, in our last lesson we said that in order to comply with the Scientific Method that points that support a theory must be observable, repeatable, predictable and falsifiable.

Q: Can you tell me what those four criteria mean?

- A: Observable - means you have to be able to observe something happening;
- Repeatable - means you have to be able to repeat what happened;
- Predictable - means you have to be able to predict what will happen or what can be seen if it was true; and
- Falsifiable - means you have to be able to predict what will happen or what can be seen if it was not true.

So, when it comes to the Flood, it's not possible to observe it because it happened way before anyone was able to video graph it, and we certainly cannot repeat it. But there are some things that exist in the form of data that support what the Bible says. Therefore, our question should be:

S. Are there facts that support what the Bible says about the flood?

T. If the Flood really did happen like the Bible tells us it did, we should be able to see evidence - or data - in the rock layers. After all, this is what we call a "catastrophic" event that covered the entire world. And when we consider that the Bible tells us that even the tallest mountains were covered by the water, don't you think we should see some evidence of that on the mountains - and it would be especially great if we could see that evidence on the very top of the highest mountains. As we learned in our last lesson, we find marine fossils on top of the highest mountains in the world: the Himalayas. (NOTE: Allow for some discussion.)

S. "Marine fossils are also found high in the Himalayas, the world's tallest mountain range, reaching up to 29,029 feet (8,848 m) above sea level.³ For example, fossil ammonites (coiled marine cephalopods) are found in limestone beds in the Himalayas of Nepal. All geologists agree that ocean waters must have buried these marine fossils in these limestone beds. So how did these marine limestone beds get high up in the Himalayas?"

Answers in Genesis article dated December 7, 2007 entitled "High & Dry Sea Creatures" by Andrew Snelling

T. Q: Who can tell me what catastrophic means?

A: Widespread damage of immense proportions - huge.

There is more. For instance, when Mt. St. Helens, a volcano in Washington State, erupted on May 18, 1980, some very interesting things happened. In the morning, three minutes before the huge explosion occurred, the largest landslide ever recorded on land reduced the size of the mountain top by 1300 feet. After the landslide, came the blast that traveled more than 300 miles an hour and burned 230 square feet of forest. Fifteen minutes later, there was another vertical plume of volcanic ash that rose over 80,000 feet in the air.

While this explosion certainly qualifies as a catastrophe, it is nothing compared to what happened during Noah's time when the fountains of the deep blew up and through the sky above - all over the world.

S. Here's a picture of the Grand Canyon. Notice all the layers. Geologists call these layers "strata."

S.



S. Here's how they use these layers to prove their theory that the earth is over 4,000,000,000 years-old. A nationally-recognized geology site explains it this way:

S. Newer rocks are deposited on top of older rocks. The newer rocks cover up the older rocks. For sedimentary or volcanic rocks, the oldest layers are therefore on the bottom and the youngest layers are on the top. We call this "The Principle of Superposition" (super = top). Erosion can help expose older layers that were once buried. Geologists reconstruct the order in which layers were deposited by their relative position (which ones are on top of which). We call this "relative dating" because we don't know the exact date and time of the event, but only what happened before or after it. Detectives also use relative dates when they reconstruct a sequence of events to help solve mysteries. While the Principle of Superposition is true to some extent, think about cases when it might not be true. For example, plate tectonic forces can deform and contort rock sequences so much that they sometimes get turned upside down. Or, sometimes underground magma rises upward from the earth's interior and gets deposited beneath other rock layers (we call these rocks "intrusive igneous" rocks because they intrude into the existing rocks, and granite is a common example).

S. There's a problem.

T. The problem is that it contradicts what we actually observed when Mount St. Helens erupted. Mount St. Helens provided a unique type of laboratory for scientists that study the earth and its layers. We call them "geologists" because they study the earth. Geologists at the Institution for Creation Research discovered some very interesting facts about what happened at Mount St. Helens. They found that up to 400 feet thickness of strata (or layers) formed as a result of this eruption. They reported that this accumulated from the blast, the landslide, waves on a nearby lake, as well as the lava flows, mudflows, air fall, and stream water. The case with Mount St. Helens actually gave us the unique opportunity to observe what happens when such a catastrophe occurs. And in this case, the layers that geologists would have you believe took millions of years to create - like in the Grand Canyon - actually took less than a month to be created by the Mount St. Helens' eruption.

For evolutionists, it is very important for their theory that the earth be as old as they want to believe it is.

S. Why is having long periods of time important to evolutionists?

T. It is important for evolutionists to believe that the earth and the universe is so old because given enough time, then maybe even the impossible may seem possible. And, they know that, if possible, it would take very long ages for one type of animal to evolve into another type of animal - especially since we have never seen that happen. There are many other problems as well, but we won't be able to cover all of them in these classes. However, there are perhaps two that are so important that they should be briefly mentioned.

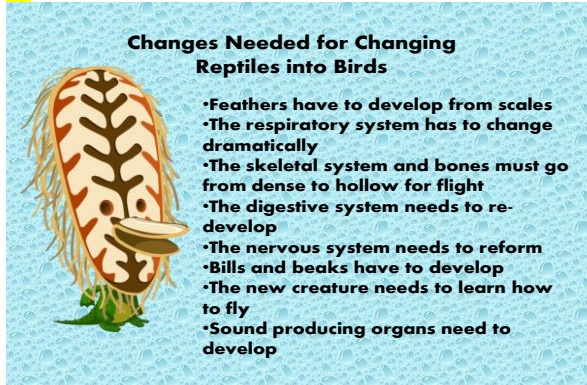
1. If you are to believe that let's say a man that we will call "Adam" evolved from an ape-type of creature, then you also have to believe that at the same time and at the very same place in this big world, Eve also evolved. If that didn't happen, the kind of animals we call "man" would not have been able to reproduce. DNA and RNA codes will not allow different kinds of animals to reproduce.

2. Then, there is something called "irreducible complexity." This is a fancy way of saying that if the scales on snake evolved into a feather so that it could fly, it would also have to develop wings at the same time or it would be nothing more than bate for another animal. When we think about the human body, we can understand that in order for our lives to exist, we must have a brain, a heart, and all our other physical

systems there at the same time or we wouldn't be able to live because we cannot live if even one of these systems is missing or even under-developed.

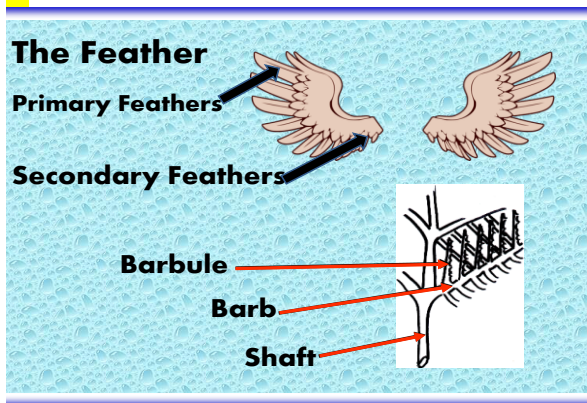
There were other things that also had to happen, here's a few

S.



T. Just for a feather to evolve, an incredible amount of changes have to happen. A main shaft has to evolve, with a number of side branches, with side branches of their own. And these all have to be contoured and have little barbs at the ends that allow the feathers to link together. And these are only one kind of feathers. There are other kinds that lift the birds that are different. They all would have to have evolved at the same time, as well as the other parts of the bird or the bird wouldn't be able to fly.

S.



T. This is also true of human beings and every other kind of animal. A human being, for example, could not walk upright as evolutionists believe unless their entire spinal column evolved at the same time as their feet. Their rib cages would also have had to evolve, and so would the bone structure of their legs. If any of this didn't happen at the same time, the animal would be very susceptible to predators and would probably not be able to walk.

In addition, and as we said before, the human body would have to develop a reproductive system, a respiratory system, a circulatory system and a brain that controls it all - all at the same time in order for human beings to survive. To say nothing of the nervous system, digestive system, eyes, ears, noses, etc., etc., etc. If a human being evolved to any extent without any of these evolving all at the same time, that human being would not have been able to survive - especially in an uncivilized world.

Not only would all of this evolving had to take place at the same time, but it would take long ages for it to happen according to evolution, which means it couldn't happen because it had to happen all at the same

time. And if by some chance it did happen, surely by now we would have found evidence of it in the fossil record.

S. So, what happened to the earth at the time of the Flood?

S. At that time, Noah was 600 years old. The flood started on the 17th day of the second month of the year. That day the underground springs (the fountains of the deep) split open. And the clouds (the windows of heaven) in the sky poured out rain." Genesis 7:11.

S. "Window" in Genesis 1:6-8 and 7:11

Window – a lattice, a window, dove-cot (because of the pigeon holes), chimney; sluice (with openings for water). From Strong's #699.

"A lattice opening, where smoke escaped; where sluices in sky (were), opened by (and), through which rain pours destructively." From Brown-Driver-Briggs Hebrew and English Lexicon

"...an artificial channel for conducting water, fitted with a gate at the upper end for regulating the flow..." From Webster's Dictionary.

T. While some may find this word peculiar, it actually gives us a clue as to why the terrarium-type of atmosphere that existed before the Flood didn't include rain. The windows acted like a valve that regulated the condensation that would have resulted in rain.

S. The Bible says...

S. "...the underground springs split open. And the clouds in the sky poured out rain." Genesis 7:11

T. This was not a gentle rain. It was a very violent storm that resulted from earthquakes and geysers shooting up through the atmosphere.

S.



T. This is a picture of a geyser. A geyser is a fountain that explodes with very, very hot water from beneath the earth.

S. What were the "springs" of the deep?

"A spring, a fountain, a source, well." Strong's #4599. In other words...today we would call this water that gushed out of the earth a geyser or possibly a volcano.

T. Also, there were probably volcanic eruptions. We have some evidence of this in fossilized dinosaurs that we will discuss in our next lesson.

S.

T. Remember all the things that happened when Mount St. Helens erupted. Well at the time of the Flood, there would have been mega eruptions all around the world. It would have been extremely frightening. It's hard to imagine a catastrophe like that and all the changes that would have been made as a result, but the geological record is there to support the assumptions.

S. What about the sky? Were there any changes in the sky?

T. Let's try to understand what the Bible tells us about this catastrophic event.

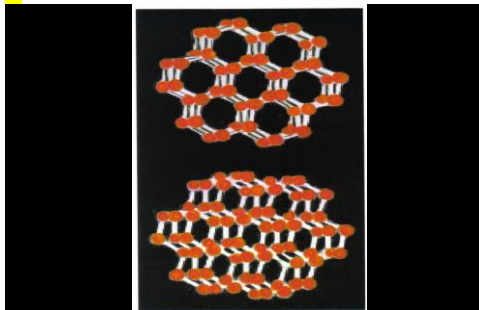
S. "Firmament" "...to pound; to expand (by hammering); to overlay (with thin sheets of metal); to beat - make broad, spread abroad into metallic plates..." Strongs #7549.

"...to extend surface as if beaten out..." Brown-Driver-Briggs Hebrew & English Lexicon.

S. In other words, the firmament had a hammered metal-like quality.

T. When Moses first wrote these words as inspired by the Holy Spirit, he must have been very confused. Although the sky would have looked different before the Flood, surely the sky Moses saw would have looked like a sky with clouds and all the things we see today. But Moses was obedient and wrote as he was inspired.

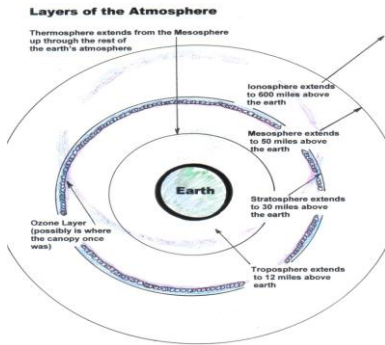
Only today, nearly four thousand years after Moses wrote about the firmament having a metal quality, could we begin to understand a little bit about what the original sky looked like. This one word gives us a significant clue. Moses didn't know it back then but we know today that frozen hydrogen has a metal-like quality, and that its structure actually looks like a lattice work. Here's what it looks like.

S.

S. And...it had layers!!!

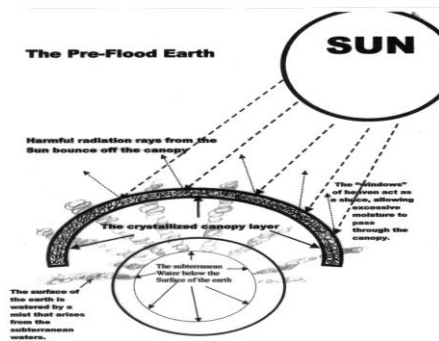
T. The science we call "meteorology", which is the same science that weathermen use to predict the weather, teaches us that the atmosphere has layers.

S.



T. When Moses wrote Genesis nearly 4,000 years ago, he never saw the layers in the atmosphere. Today we know from studying the atmosphere that there are many layers. If you put all of this together, it would have acted something like this.

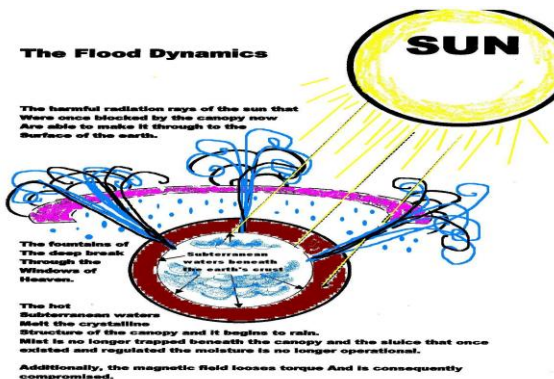
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T. If the layers of the atmosphere around the earth were like frozen metal, when the fountains of the deep broke through the layers, it would have melted the water that was frozen in the layers. This means that the water that covered the earth during the Flood would have come from two places:

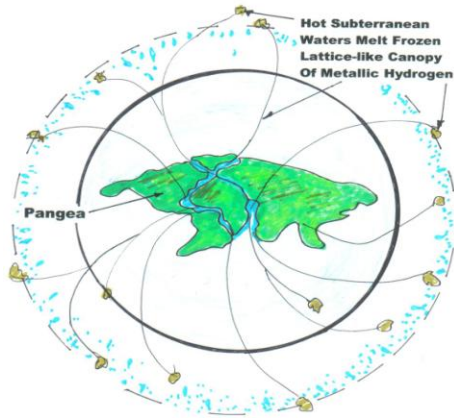
- 1. from the water beneath the earth when the fountains of the deep broke open; and
- 2. from the sky above the earth when the hot water from the fountains shot up through the sky and melted the frozen layers converting them into liquid water - or rain. (NOTE: Take the time to explain the next two slides with the students.)

S.



S.

**The Fountains of the Deep
Break Through the Windows
Of Heaven**

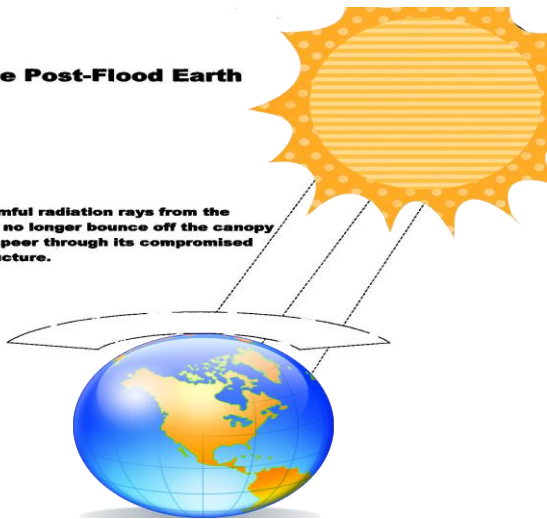


T. Once the canopy - or the firmament - was broken and it rained, then the sun's harmful rays that were once blocked by the canopy began to shine through to earth more intensely than they had before. Nothing was filtering them out.

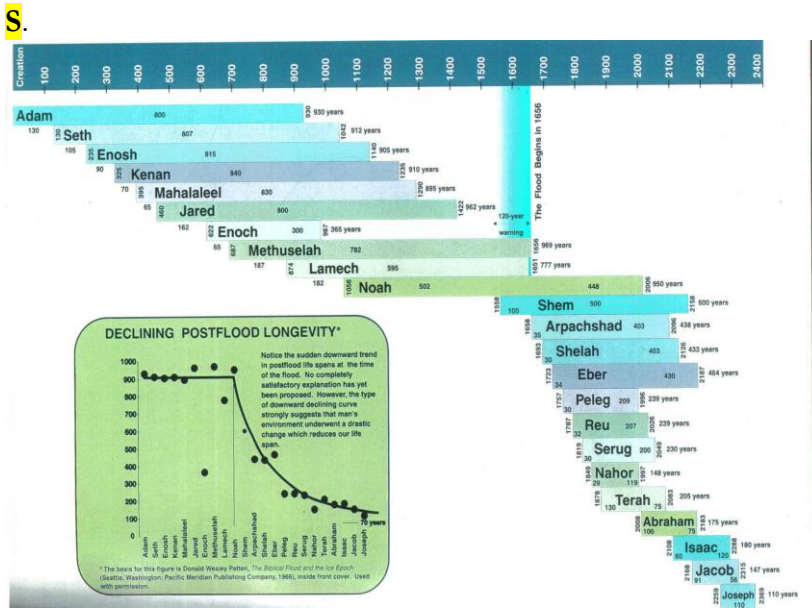
S.

The Post-Flood Earth

Harmful radiation rays from the Sun no longer bounce off the canopy But peer through its compromised Structure.



T. After the Flood was over, the layer above the earth must have been quite different than it was before the Flood. This would have affected life on the earth in many ways. Today we always hear that we shouldn't spend too much time in the sun. It can be harmful. That might not have been the case before the Flood when the layers above the earth protected everything. It also can be why the Bible tells us that before the Flood men lived a very long time and after the Flood, that began to change. The next chart from Dr. Walt Brown's book, "In the Beginning" charts some of those changes.



T. Things were very different before the Flood. For instance, the Bible tells us that people lived longer. (Note: refer to the chart and point out the declining ages after the Flood.)

S. Some important things to remember about the flood:

S. #1. The ark was a **HUGE** ship: 437 feet long; 73 feet wide; and 44 feet high.

T. Here's a picture of a life-size ark being built by Answers in Genesis in Kentucky. You can get an idea about how really big it was.

S.



S. #2. There is a lot of data that supports the idea of a flood, like marine fossils on top of high mountains.

S. #3. The Bible gives us a lot of information about the flood.

S. And

S. There are a lot of theories about the flood.

S. Think

S. Think about who you should believe...

S. Should you believe the evolutionists' theory with all its contradictions?

S. Or

S. Should you believe what God tells us in the Bible?

T. Think about this. Remind students that the next lesson will be about dinosaurs.

End with prayer.

Lesson CS6 Dinosaurs - Facts & Fiction

Objective: Students will be able to differentiate between dinosaur facts and theories based on worldviews, and will be able to identify issues with the evolutionists timelines.

Open with prayer.

Review: What are 3 of the lies of the devil?

1. You can be like God = make your own rules.
2. Everything evolved through natural causes = no creator.
3. Christians shouldn't be involved in politics.

T. In this lesson we are going to be learning some interesting things about dinosaurs.

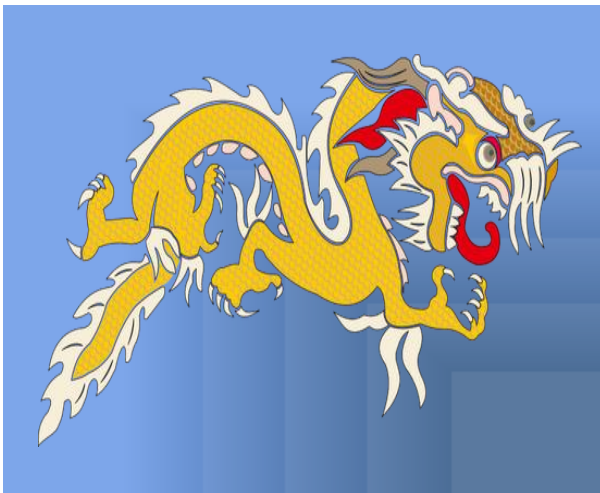
S. Dinosaurs are awesome creatures.

S. When you think about dinosaurs, what do you think about?

T. (NOTE: Allow for discussion and encourage students to offer their ideas.) A lot of people in different parts of the world also have ideas about dinosaurs. Some are the same as ours and some are a little bit different. Here's a few of the more interesting ones for us to think about.

S. If you lived in ancient China, you might think of this:

S.



S.



S.



S.



T. These are pictures of Chinese types of dinosaurs that they called "dragons." They look a little different than the T-Rex we think about, but they are still dinosaurs. Here's a picture from the Children's Museum in Indianapolis, Indiana. It is of a dinosaur they named "Dracorex," and it was found in China. You should also know that only the head was found. The people at the Children's Museum made an educated guess

about what body to use that might go with the head.

S.



The Childrens Museum of Indianapolis –
Dracorex skeletal reconstruction.jpg

T. Here's a picture of one of the Chinese dragons and the dracorex head. You can see that they look very much alike. Of course you have to imagine what dracorex would look like if he were alive and had all his flesh, scales, and eyes. (NOTE: Point out the similarities of the Chinese dragon's head and that of the dracorex, and don't forget to include the horns on the head.)

S.



S. If you lived in England during the middle ages, you might think of this:

S.



S.



St. George & the Dragon
By Michael Colombe, 1508-09, the Louvre, Paris

S. If you lived in Cambodia, around eight hundred years ago, this is what you might think a dinosaur looked like.

S.



T. Does anyone know what kind of a dinosaur this is?
A: A stegosaurus.

S.



T. As you can see, it looks a lot like the picture of the stegosaurus that was carved on the ancient Cambodian temple over eight hundred years ago.

S.

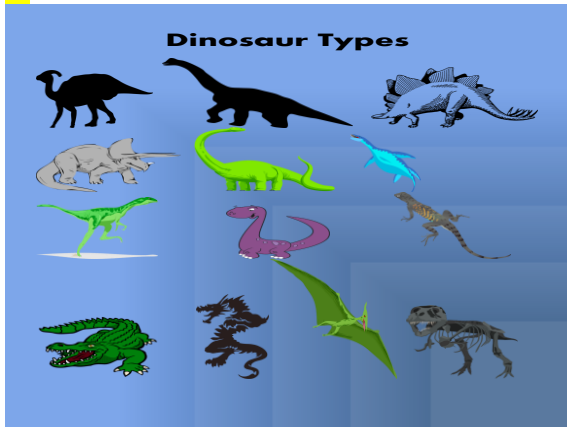


S. There are many kinds of dinosaurs

T. Can anybody name some of these?

Allow for discussion as you show the next slide, and see how many students can name the dinosaurs. (NOTE: From top left to right: Saurolophus, Tenontosaurus, Stegosaurus, Triceratops, Barosaurus, Mesosaurus, Velociraptor, Barney, Large Lizard, Alligator, Dracorex, Pteranodon, T-Rex.)

S.



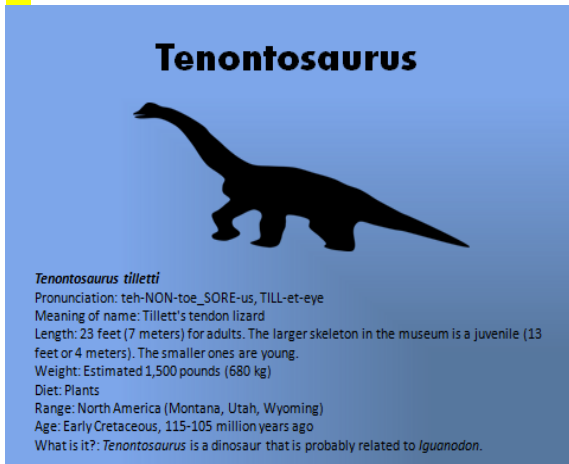
S. In the early 1800's, people began discovering large bones that they thought belonged to other animals. It wasn't until 1841 that British scientist Richard Owen realized that they were actually discovering fossils for another type of animal he called "Dinosauria" meaning "terrible lizards." This earned him the name of "the man who invented the dinosaur."

S. In 1868, this three story high Hadrosaurus foulkii dinosaur was the first dinosaur fossil to be mounted in a museum.

S. Until museums started putting together pieces of dinosaur fossils being excavated and then displaying them in museums, the average person had no idea what these creatures actually looked like...or did they???

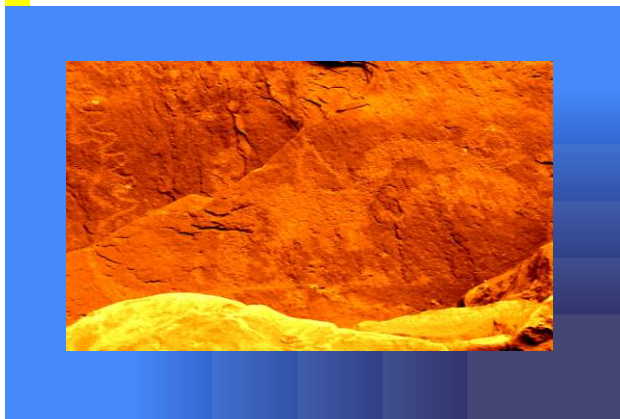
T. Here's another type of unique dinosaur that has only been found in one part of the world. It is unique because of the structure of its tendons, which gives it its name.

S.



T. Here's a drawing of an tenontosaurus on a rock wall. It's a little hard to make out, since it's been eroded by the weather for centuries,

S.



T. Here's an outline of it that will help you see the way it looks a little better.

S.



S. This drawing was found under the Kachina Bridge, a geological formation that is part of National Bridges National Monument in Utah. Thought to have been drawn by the Anasazi Indians, who deserted the area around 1300 AD.

T. What is really interesting about this drawing is that it is found in the very area of where these unique dinosaurs are found.

S. So...how did the Anasazi Indians, who stopped living in this area around 1300 AD, know what a tenontosaurus looked like if the first dinosaur wasn't put together for a display until 1868 AD - over 500 years after the petroglyph in Utah had been drawn?

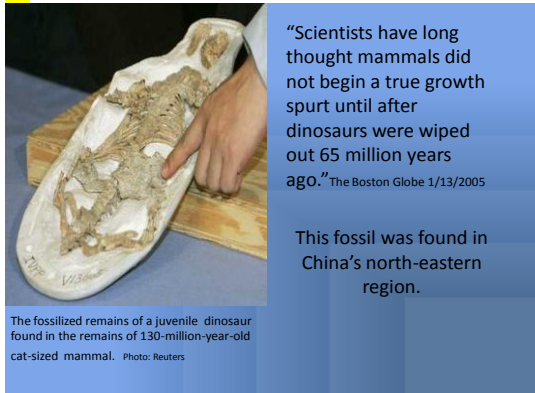
S. Here's a question those who believe in the Bible are often asked about the flood...

S. How did dinosaurs fit on the ark?

S. Did you know that baby dinosaur eggs weren't bigger than the size of a football?

S. Which means that when dinosaurs were born, they would have had to be have been small enough to fit inside a football.

S.



T. If you think of Noah's Ark looking like this, you may have more of a problem with it than just the size of the dinosaurs. Other animals were pretty large too!

S.



T. That would be an unrealistic picture.

S. As we learned before, the ark was **BIG - HUGE - REALLY, REALLY BIG.**

S. ...and baby dinosaurs were small.

T. Of course a lot of other large animals are also small when they are babies. So, if we can figure out how God could fit even big animals on the Ark, then God could figure it out too. And remember that...

S. A lot of what we think comes from our worldview.

S. Or...










S. The lens through which we view the world.

S. Things about dinosaurs that both creationists and evolutionists believe: 1. Most dinosaur bones are petrified; 2. Iridium is found in the dust layer that many dinosaurs are found in, as well as in the bones of the dinosaurs themselves; 3. The large behemoth-like creatures we call "dinosaurs" are now extinct. Some smaller species of dinosaurs are still alive today.

T. Here's a chart that we reviewed before. It shows what evolutionists believe about when the human race evolved.

S.

What Evolutionists Believe

Period	Evolutionary Event
Quaternary 1.9 Million Year Ago To Today	The Evolution of Man 
Tertiary 50 Million Years Ago to 1.9 Million Years Ago	Mammals diversified into different kinds and species. 
Cretaceous 150 Million Year Ago To 50 Million Years Ago	The first primates evolved as well as the flowering plants. The dinosaurs went extinct 65 million years ago during this time period. 
Jurassic 200 Million Years Ago To 150 Million Years Ago	The dinosaurs diversified and the first birds appeared in the fossil record. 
Triassic 250 Million Years Ago To 200 Million Years Ago	The first mammals and the first dinosaurs appear in the fossil record. 
Permian 300 Million Years Ago To 250 Million Years Ago	There were major extinctions and reptiles diversified. 
Pennsylvanian & Mississippian 350 Million Years Ago To 300 Million Years Ago	The first reptiles appeared in the fossil record and scale trees and seed ferns evolve. 
Devonian & Silurian 450 Million Years Ago To 350 Million Years Ago	First vascular land plants and first amphibians appear. Jawed fishes diversify. 
Ordovician & Cambrian 550 Million Years Ago To 450 Million Years Ago	First fishes, chordates and metazoans appear in the fossil record (germs, amoebas, etc.) 

T. Look at the chart and see that according to the theory of evolution, the first people evolved around 63,000,000 years after the last dinosaur died. As noted in the list of what both evolutionists and creationists believe, most dinosaur bones are fossilized - or petrified - and many contain a mineral called "Iridium."

Iridium can be found in a dust layer that appears in different areas of the world. There are two places where iridium is found. One is far below the surface of the earth, and we know this because ancient volcanoes spewed iridium, including one in the Indian Ocean that is still spewing iridium today. Iridium can also be found in meteorites that land on the earth. So, evolutionists believe that a huge asteroid or meteor once hit the earth in the Yucatan Peninsula and that the dust layer it spread around the earth killed the dinosaurs. Here's where they think it landed.

S.



S.



A Leonids meteor explodes in Earth's upper atmosphere on Nov. 23, 1998. (Robotic Optical Transient Search Experiment (ROTSE) team.)

https://www.nasa.gov/connect/chat/comet_chat.html

T. On the other hand, creationists believe that the Flood was caused by violent eruptions below the earth that erupted with such ferocity that their plumes reached up to the sky so high that they actually broke through the layers of the atmosphere. And yes, it is reasonable to assume that iridium would be present in those plumes.

Furthermore, it is just as reasonable to believe that the Yucatan crater was caused by an eruption thousands of years ago as it is to believe that it is a crater formed by a meteor strike - especially when there is evidence that a huge tsunami hit the shore lines of those areas, which could also have happened if there was a volcanic eruption in that area or if a large meteorite struck there.

S.



<https://www.usgs.gov/products/data-and-tools/real-time-data/volcanoes>

T. So, yes, there are two sources of iridium: one from asteroids or meteors, and the other from deep beneath the surface of the earth. Therefore, iridium can or cannot prove either the creationists' or the evolutionists' theory about how the iridium got into the dinosaur bones because the presence of iridium would be there if either theory were true. Let's put it this way, if we find data that supports two contradictory theories, it cannot be used to prove either theory.

However, there is more. As mentioned before, a large number of the dinosaur bones that are found are fossilized or petrified. Think about this, what do you think would happen to the dinosaurs if they died because they were covered in a dust layer caused by a meteor strike?

A: They would eventually start decaying and vultures and other animals that survived would eat what was left.

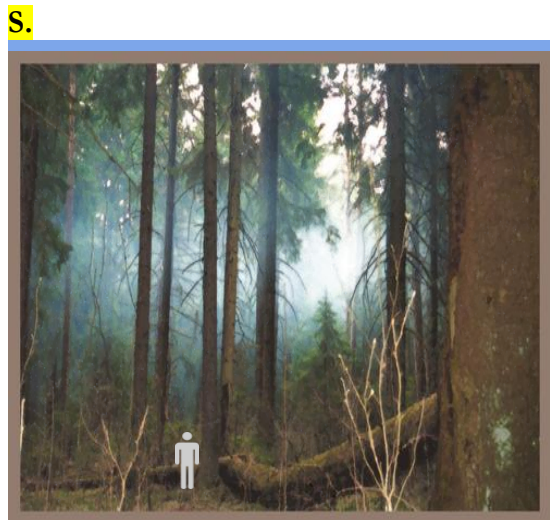
Q: Does anyone know how something becomes petrified or fossilized?

A: It has to be covered in sediment - or something that contains a mixture of dirt and water. What happens in this case is that the minerals in the sediment wash into the bones and slowly wash out the soft materials, causing the bones to become hard because they are now filled with minerals instead of soft tissue. Bones cannot be fossilized if they are covered by dust because dust cannot wash into the bones and replace the soft tissue with minerals.

Therefore, we would be wise to consider all of the facts - not just the ones that fit our theories. If facts - or data - is found that contradicts a theory, that theory should be abandoned. That hasn't happened when it comes to the many theories about dinosaurs.

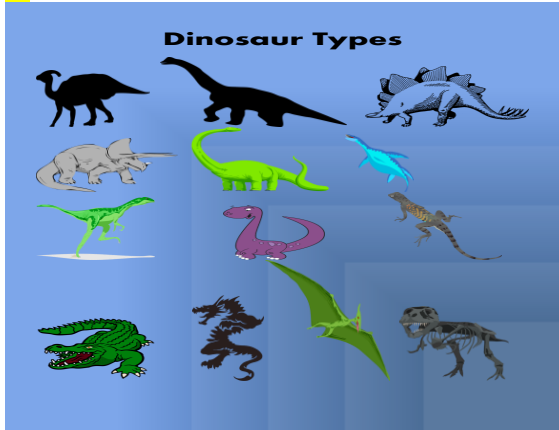
S. Job: 40:15-17 "Look at the behemoth. I made him just as I made you. He eats grass like an ox. Look at the strength he has in his body. The muscles of his stomach are powerful! His tail extends like a cedar tree."

T. Here's a picture of a cedar tree in Lebanon, a country in biblical times that was known for its tall cedars. Notice the size of the man standing on the left bottom corner.



T. Again, there are many types of dinosaurs, and some of them have very large tails.

S.



S. Evolutionists believe dinosaurs became extinct 65 million years ago.

S. They have a lot of theories of how this might have happened.

S. What is a theory?

S. A theory is an idea that explains data.

T. Here's the timeline of the theory of evolutionists.

S.

1. The appearance of different life forms in the geologic record

Era	Period	Epoch	Years Ago	Life Forms That Arose
Mesozoic	Triassic		249-213 mya	First turtles, cycads , lizards, dinosaurs, and mammals
	Jurassic		213-145 mya	First squids, frogs, birds, and salamanders
	Cretaceous		145-65 mya	First flowering plants, snakes, and modern fish. Considered the heyday of the dinosaurs—the golden age of dinosaurs
Cenozoic	Tertiary	Paleocene	65-55.5 mya	Major asteroid impact near the Yucatan peninsula. Diversification of mammals
		Eocene	55.5-33.7 mya	First marine and large terrestrial animals, including horses, whales, monkeys
		Oligocene	33.7-23.8 mya	First grasses, apes, and anthropoids
	Quaternary	Miocene	23.8-5.3 mya	First hominids
		Pliocene	5.3-1.8 mya	First Australopithecines
Quaternary	Holocene	Pleistocene	1.8 mya-8,000 ya	Mammoths, mastodons, and Neanderthals
		Holocene	8,000 ya-present	First modern human beings

S. Here's another problem with their timeline

S. “Science shows that dinosaur fossils are found with plants that are very familiar to us, such as sassafras, oak, magnolia, palm, willow, and grasses. But according to evolutionary theory, these should not be found with dinosaurs because these plants did not evolve until millions of years after dinosaurs went extinct.”

T. The largest collection of Allosaurs and other dinosaur bones can be found at the Cleveland-Lloyd Dinosaur Quarry that is located 30 miles south of Price, Utah. The dinosaur bones found there are in great shape, but are also all jumbled up. One of their experts said it looks like someone had dumped them into a mud pit and then mixed them all up with a big stick.

While the experts at the Quarry might not have a theory explaining how that could have happened, creationists do.

Q: Has anyone ever seen debris washed up on shore by waves? Doesn't it pretty much look like this?

S.



T. That certainly does describe what creationists would think could have happened if a tsunami at the time of the flood washed a lot of dead dinosaur bones up into a pile. Or do you think it is more reasonable to think that perhaps some dinosaurs died in the same spot and then others knew they were about to die so they decided that they should go and lay down on the dead dinosaurs and then die piled up on top of them? And if that is what you think, then how do you explain that the bones are all fossilized? Remember, even the scientists said mud must have been involved.

But there is more.

S. Time to stop and think.

S. Paleontology is a field of biology that developed in the 19th century. "(it) was intended by the editor of a French scientific journal to refer to the study of ancient living organisms through fossils." Wikipedia: History of Paleontology

S. So, how did the Anasazi Indians, who lived 600 years before the paleontologists began digging up fossils, know how to draw an anatomically correct Tenontosaurus if such an animal had not been excavated by paleontologists during the time the Indians lived.

S. Or...

S. How did the ancient Chinese know how to create artwork that looks just like Dracorex, which had supposedly gone extinct millions of years ago if they never saw one?

S. Or...

S. How did the ancient Cambodians know how to carve an anatomically correct image of a stegosaurus on their temple if they never saw one because they had gone extinct so many of millions of years ago?

S. And isn't it strange that Dracorex and Tenontosarus fossils were found in the areas where there is ancient artwork that depicts them accurately anatomically?

S. Yes, it would be more than strange if these animals went extinct before the artists were able to see them!

S. And...does "science" ever get it wrong?

S. Ever hear of the Brontoaurus?

S.

 1995	The Brontosaurus was discovered in 1879. Its name means "Thunder Lizard". It walked on four legs and had a long neck and a long tail. It was one of the most famous dinosaurs of all times. It was later discovered in 1970 that it had the head of a Camarasaurus.
Dinosaur Stamps	
 1991	

T. Science got it wrong. They put the wrong head on the wrong body.

S.

MARY HIGBY SCHWEITZER: I was working on the leg bones. And as I worked, I noticed a bunch of stuff. It was like, you know, "This bone, it's hollow inside." And I was looking at this thing thinking, "This is really interesting." (Paleobiologist at North Carolina State University)

PETER STANDRING: It was the inside of the T. rex bone that fascinated Schweitzer, who made thin sections out of it. And in these cross-sections of fossilized bone, she saw something that she and everyone else had thought was impossible: round structures that looked like red blood cells, dinosaur blood cells. (Correspondent for NOVA)

DEREK BRIGGS: Because we have this clear understanding that part of all biological cycles involves decay. I mean, nature is set up to break down that material and recycle it. So it's just improbable that those kinds of very delicate structures would survive, particularly for millions of years. (Curator of invertebrate paleontology at Peabody Museum at Yale University)

MARY HIGBY SCHWEITZER: When you think about it, the laws of chemistry and biology and everything else that we know say that it should be gone. It should be degraded completely.

PETER STANDRING: Flexible tissue? From a 68-million-year-old dinosaur?

MARY HIGBY SCHWEITZER: Blood vessels, transparent, hollow, pliable, flexible branching blood vessels that contained small, round, red microstructures floating in the vessels. I said, "This is not possible. Do it again." (Schweitzer speaking to lab assistant at NC State University)

We got another piece of bone, we put it in the solution, we waited two or three or four weeks, looked again...more blood vessels. We must have repeated that with probably 17 or 18 different fragments of bone.

NOTE: These excerpts were taken from a NOVA interview conducted on July 24, 2007.

T. This is a picture of what they found.

S.



T. As you can see, it's a picture of actual blood in the bone of the T-Rex.

S. If you're thinking "Jurassic Park" ...sorry, not enough DNA.

End with prayer.

Lesson G1 Christians and Politics

Objective: Students will understand how politics affect our lives and our worldviews, which influence the way we think. They will also be able to define the differences between a theocracy and a nation that is founded on Christian principles, as well as how these factors impacted the motivations of both the Pilgrims and the Puritans. Additionally, they will understand how a biblical worldview influenced the writing of the Declaration of Independence and the rights our Founders noted as being god-given and how that makes us different from other nations in the world.

Supplies needed: A board to write on, a glass filled with water, and copies of the Declaration for each student.

Open with prayer.

Activity: Play hangman with Galatians 5:1 using a blank for every word in this verse. It helps to number the words beneath the blanks on the board as shown below. Have someone play Vanna White who can fill in the words above the blanks and keep a list of the words that are used but not in the verse. Be prepared to give hints for the words in order to move the game along quickly. Have fun with it and engage the students.

It is for freedom that Christ has set us free. Stand firm, then, and do not let
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
yourselves be burdened again by a yoke of slavery.
18 19 20 21 22 23 24 25 26

T. Today we are going to start studying another lie of the devil.

S: **Three Lies of the Devil**

T. What are 3 of the lies of the devil?

S. **Everything evolved through natural processes = NO GOD!**

S. **You can be like God.**

S. **Christians shouldn't be involved in politics - or government.**

T. Today we will be discussing part of the 3rd lie. Somehow the devil has managed to convince many that this is not a Christian nation. So, that makes Christians feel comfortable with not being involved, and it makes them feel like they are spending time on something in their lives that is not spiritual in nature.

WRITE ON BOARD: Is there any part of your life that you think is okay to surrender to the devil?

Think about it. Have you ever heard anyone say this?

S. **It's just business.**

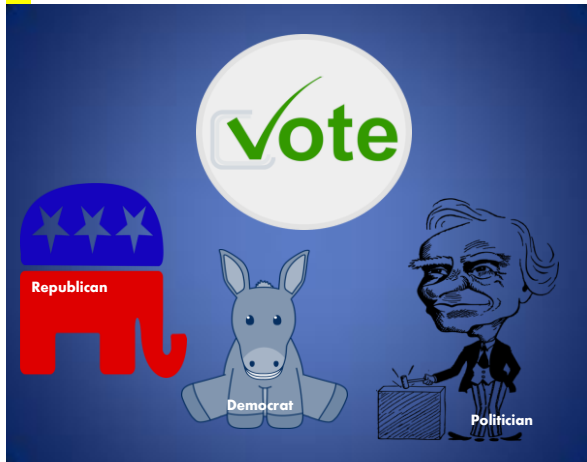
T. You have probably heard people say, "It's just business," meaning that you can do things in the business world that you wouldn't do in your personal life - or that somehow because you're operating in a business environment that it's okay to act in a way that is less than admirable.

But it's not okay to divide your life into different parts, parts where you "act" Christianly and parts where you act just like everybody else in the world. We should surrender everything in our lives to Christ if He truly is our Lord.

Discuss what it means to call Christ the "Lord" of our lives and how every part of it should come into submission to Him - and that includes politics. Even Moses had to be concerned about politics. We will discuss that later.

Q: What exactly is the definition of politics?

S.



T: A lot of things may come to mind when we say the word "politics" We may think of political parties, like the Republicans or Democrats; we may think about voting; or we may think about a politician we know or have seen on television. The truth is that politics has a few meanings. Politics is about different kinds of relationships. Usually it refers to the government - or the legal rules that we live by in a group. This can be broken down into a city, state, or country. It also means the relationship between countries. It can also be used to talk about the way people use their positions in a company or any organization to gain power or authority. Today we are only going to talk about the politics that is part of government.

Politics affects government, and in turn, our government affects the rules by which we live, and the rules by which we live, affect how we live and what freedoms we have or don't have.

Q: So...think about this, what happens to a nation - even a Christian nation - if Christians don't get involved in politics?

Discuss and encourage students to think about this for themselves.

Q: If Christians don't get involved in politics, who does?
Discuss.

Q: Then what happens to a Christian nation - one that is founded on Christian principles - if Christians don't get involved in politics?

A: The nation starts changing from having Christian values to values that are not based on Christian principles.

Now let's take this one step further. ***If*** our nation is a Christian nation, doesn't that make it all that much more important that Christians should be involved? So here's the question:

WRITE ON BOARD: Is America a Christian nation?

A: It is and it isn't. A totally Christian nation would be a theocracy.

Q: Who can define what a theocracy is?

A: A theocracy is a government that is ruled by a certain religion. In a theocracy, the religion of that country tells you what you can and cannot do. If you lived in a Muslim country with Sharia Law, the law of the land is under the control of a Muslim government and everyone has to live by those rules. If you were a woman living in one of these countries, even the way you dressed would be dictated by the government. Depending on which country, you may have to wear one of these: a Niqab, Hijab, Burka, Chador, or a Dupatta.

S.



T. Depending on what Muslim country you live in and whether or not it is a theocracy, you will be required by law to wear one of these forms of dress. Some require that you can wear a head covering or scarf, others require you to be completely covered - as you see in the Burka, then there is also the Chadar, which requires your entire body to be covered, and the Niqab that requires you wear a veil over your face. In such a theocracy, a blend of religion and government dictates many restrictions for woman - with their clothing style only be a small part. Can you imagine wearing one of these to your high school prom?

Ancient Israel was also a theocracy that was based on the laws given to Moses by God. However, women were only required to dress modestly and not required to wear one of these outfits.

At the time the Pilgrims and Puritans lived in England, they lived under a theocracy, which was ruled by the Church of England. The Church of England told them how they should worship God, what was right and what was wrong, and it also combined with the Monarchy to rule over the people.

Q: We mentioned Sharia Law. You have probably heard Sharia Law mentioned in the news and you may even know that it is part of the Muslim religion that is based on Islamic teachings. But there are a few more things you should know about it and how it differs from our Constitutional Law.

The strictest and most popular type of Islamic teachings requires its believers to live by Sharia Law. In other words, their beliefs about their Islamic religion dictates their laws and the laws dictate how they should live. They don't separate one from the other. Some important points to remember about Sharia Law and how it differs from our Constitutional law is that you do not have the freedom to believe what you want to believe. Remember, even God gave Adam and Eve the right to believe what they wanted to believe in the Garden of Eden. He told them what was right and wrong and what the consequences would be if they chose to do what was wrong, but He allowed them to make up their own minds. Sharia Law doesn't give you the freedom to live as you think is right - especially if you are a woman. It treats women as inferior beings to be owned by their husbands - they cannot drive, nor can they go out in public without a man to escort them. Sharia Law also supports honor killings of young women who don't submit to their teachings. It also believes in killing homosexuals, as well as everyone else that is not a Muslim. Although many Muslims will deny this, these teachings can be found in the Koran, which to them is equal to the Bible. This is exactly the opposite of the freedom of religion our Founders protected in our Constitution. We will learn more about that later.

America is different. It is a Christian nation in the sense that it was founded upon Christian principles but it is not a rule of law that you obey Christianity or even that you become a Christian. It is because our Founders didn't want to tell people what they should believe. They realized that if they designed a government that forced people to live by the beliefs of the government, then eventually that same government could tell them and those that came after them to believe things that they believed were wrong. They wanted everybody to be free to believe whatever they thought best. That is called freedom of conscious.

Here's a little bit of our history that helped our Founders to understand how important it is for people to have the freedom to believe what they want to believe and not to be told what to believe by government.

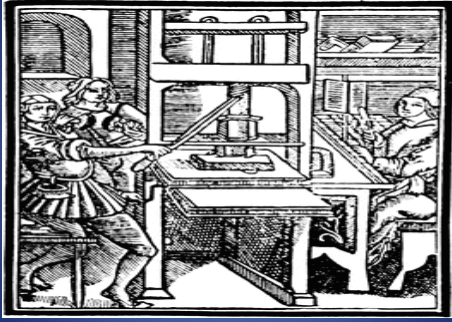
You probably have heard a lot about the Pilgrims. Some of it may be true and some of it may not be true. Most of the time, people think of the Pilgrims as being a pretty sad bunch that wore only black clothes and never knew how to have any fun.

S.



T. Actually, that was pretty far from the truth. Even the black hats with the buckles we always see them wearing in pictures, didn't come into fashion until many years later. But how they dressed was not as important as why they came here.

S.



T. When the Pilgrims were able to read the Bible for themselves after the printing press (the Gutenberg Press) was invented, they believed that the Church of England was wrong about many things and they wanted to worship God as they believed was right. Then they left England so that they could practice their faith as *they* believed was right. It's why they were called "Pilgrims." It's because they journeyed to foreign lands because of their faith. First they went to Holland, and then they came to America to be free.

On the other hand, the Puritans who were also living in England, also believed that the Church of England was wrong in many ways but unlike the Pilgrims, they thought they could "purify" the Church from the inside out. This is why they were called "Puritans." After a while, they found out they were wrong. They couldn't purify the Church of England, so they also moved to the New World - America - and joined the Pilgrims.

Both the Pilgrims and the Puritans came here seeking religious freedom from a theocratic form of government where they were forced to submit to the religious practices of the Church of England under penalty of law.

In a theocracy, under the law you don't have the right to believe what you want to believe. Our Founders understood that the Pilgrims and Puritans came here seeking religious freedom. It was important to them and to us if we want to understand who we are as a people. And to properly understand the difference between freedom of religion and forcing people to live under a religion that they might not agree with.

Before we go on, we have to review what a worldview is.

Q: Who remembers what we said a worldview is?

S. The lens through which we view the world

T. Because it is so important to understand, we will review it. It works something like this.

Activity: Use a glass filled with water and ask the students to think about explaining how the water got into the glass if they hadn't seen someone fill it. Then ask them to explain how the water got into the glass if they believe that it is impossible for someone to fill the glass with water. In either case, since they hadn't seen the glass filled, they base their assumptions on their belief system.

Explain that worldviews work like that. They are based on explaining what we see by what we believe. This in turn influences the way we think and the way we see - or view - the world.

When you really think about it, there are only two worldviews:

WRITE ON BOARD: Biblical Worldview and Humanistic Worldview.

S. A biblical worldview is how you view the world if you believe in the Bible - or -

S. A humanistic worldview is how you view the world if you don't believe God exists and your faith is in human kind instead.

T. To put it simply: if it's man's opinion (man being human), then it is humanistic; if it's God's opinion, it's biblical.

You see, you either believe in God and live your life accordingly, or you don't. Some people try to have it both ways. They are the same type of people that believe you can act differently in business than your personal life or that Christians shouldn't be involved in politics.

Our Founders embraced a biblical worldview, which became the lens through which they viewed the world and the guide for how they understood human nature and government. We see evidence of this right from the very beginning of this nation, in the Declaration of Independence.

HAND OUT COPIES OF THE DECLARATION OF INDEPENDENCE

The first thing they wrote in the Declaration of Independence is called the "Preamble" which means the introduction. In it they said that we are bound by the Laws of Nature and Nature's God. This was the way they phrased it back in their day but they meant that we are bound by God. Then they went on to state:

S. "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness."

T. Those are extremely important words. It is those very words that make us different than every other nation in the world. Before 1776, there was the Magna Carter in 1215 AD. In the Magna Carter, the King had all the rights and power and he gave some rights back to the people, but the King retained all other rights. It was a step in the right direction, but still very different from what we have in America where our government is based on the belief that all of our rights come from God. You see, in other nations, your rights are given to you by the government or those in power. In the United States, we believe our rights come from God. That's what makes us so different.

By the way, when they said "all *men* are created equal" - that means women too, because back in their day when you meant all of mankind, you used the noun "men." The next line of the Declaration of Independence says:

S. "That to secure these rights (those that we stated come from God), governments are instituted among them, deriving their just powers from the consent of the governed..."

NOTE: DISCUSS THE SLIDE MORE IF NECESSARY. Be sure they understand that our rights come from God **and not from government** and that We the People in turn give rights back to the government - not the other way around.)

DISCUSS THE MEANING OF "WE HOLD THESE TRUTHS TO BE SELF-EVIDENT"

WRITE ON BOARD: What does "self-evident" mean?

A: Obvious to all, doesn't need to be explained or defined.

AGAIN, in all other nations of the world, governments control the rights of their citizens. As America loses faith in God, government starts getting away with telling us what our rights should or shouldn't be because God and His principles are no longer relevant.

Q: There were three rights mentioned in the Declaration of Independence. Can anyone tell me what they are?

S. The right to life, liberty and the pursuit of happiness

T: Can anyone tell me what the "pursuit of happiness" meant to our Founders?

A: You can live life as you wanted, just as long as you didn't infringe on the rights of others ...AND...you had the right to own property. The last part is significant, because most people don't understand what they meant. It was important to our Founders that people owned what they worked for, and that government didn't have the right to take that away from them.

In our next lesson we will discuss God as the author of liberty and why an amoral and atheistic people cannot live as free people, and in a future lesson we will learn why our Founders believed it was necessary to write the Declaration of Independence.

End with prayer.

Lesson G2
Christian Government

Objective: Students will understand the importance of the belief that our rights come from God and the connection between God and sustaining liberty.

Review:

Warriors' Creed (2 Cor: 10:4) *"The weapons we fight with are not the weapons of the world. On the contrary, they have divine power to demolish strongholds."*

What are 3 of the lies of the devil:

1. Everything evolved through natural processes - no Creator.
2. You can be like God = make your own rules.
3. Christians shouldn't be involved in politics.

Q: What makes us different than every other nation in the world?

A: Our rights come from God and not from government.

Q: Are we a Christian nation? Why or why not?

A: We are and we aren't. Our government was based on Christian principles by men who held to a Christian worldview. However, we are not a theocracy.

Q: What is a theocracy?

A: A form of government that is interwoven with the religion held by the leaders of the nation. Choosing what you believe in those nations is punishable by law. You must obey the rules of that religion or suffer the consequences.

Q: Should Christians be involved in politics? Why or why not?

A: Because if we claim Christ to be the Lord of our lives, no part of our lives are off-limits to Him.

S. Should Christians be involved in politics?

T. In this lesson we are going to continue to study the connection between our faith in God and politics and how that faith affects our liberties. In our last lesson we discussed the preamble of the Declaration of Independence. It reads:

S. "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness."

T. Remember that we discussed the meaning of how these rights were self-evident (meaning obvious to all)? Today we're going to go over what these basic rights are, and what makes them "unalienable", as well as how that determines what the proper role of government should be.

Q: Can anybody tell me what they think the word "unalienable" means?

A: Not able to be transferred or taken away. So to put it together, our Founders believed that our rights come from God and not government, and because of that, those rights cannot be taken away by government or anybody else. They belong to us because they were a gift from God to us.

Then our Founders went on to list those rights, the rights that God gave us and no one - not even government - had the right to take away from us.

Q: Who remembers what those rights were?

S. The right to life, liberty, and the pursuit of happiness.

T. We also discussed what the pursuit of happiness and the right to life meant. Does anybody remember what that meant/means?

A: You can live as you want, just as long as you don't infringe on the rights of others...AND...you have the right to own property. And you have the right to live.

Discuss further if needed.

Now we are going to discuss what the right of liberty means.

Q: Can anyone tell me what they meant when they wrote that in the Declaration of Independence?

A: Let students offer their ideas about what liberty means.

SWORD DRILL: Leviticus 25:5. "Proclaim liberty throughout the land all the inhabitants thereof."

Q: We just read that from the Bible. Does anyone else know where else that is written? Here's a hint:

S.



T: On the Liberty Bell.

Q: Besides the fact that this verse is written on the Liberty Bell, can anyone tell me why it is called "The Liberty Bell"?

A: Because the first time it was rung, was on July 4, 1776, in Philadelphia, to proclaim our liberty as a nation and to declare our independence from England.

SWORD DRILL: 2 Cor. 3:17. "Now the Lord is the Spirit; and where the Spirit of the Lord is, there is liberty."

That can be a tough one to really understand, but let's try. It's worth the effort.

Q: First, what does liberty mean?

S. The freedom to think or act without being constrained by necessity or force; freedom from slavery.

T. The freedom to think or act without being constrained by necessity or force; freedom from captivity or slavery. Think about how important that is to us as human beings. If we don't have the right to think or act as we see fit, don't we just become a sort of slave that is owned by the government?

Q: So liberty is associated with freedom, but how? And how does God have something to do with it? Remember that the verse said:

S. "Where the Spirit of the Lord is, there is liberty."

T. This is perhaps the most important thing we need to understand about the connection between God and liberty. Because where the Spirit of the Lord is, people treat others well - as they would like to be treated. And they are able to discipline themselves and rule themselves. It's called self-governance or self-control, which is a fruit of the Spirit. To put it another way - it also results in those who are in God to be able to govern themselves. When people govern themselves, they don't need government to control them, so they can keep their liberty because government doesn't have a need to interfere in the way they are living in order to keep peace.

In many countries the government tries to dictate what is right and wrong, when they do that, in a sense they make themselves God because only God gets to decide what's right and wrong.

SWORD DRILL: Proverbs 14:12. "There is a way *that seems* right to a man, But its end *is* the way of death."

S. Proverbs 14:12 "There is a way that seems right to a man, but its end is the way of death."

T. Discuss how that applies to the Right to Life movement and its opposition. Some people argue that it is right for a woman to be able to choose if the child she is carrying should be aborted. That seems right to them, but it leads to death - especially to the death of the child.

Q: Does anyone know who CS Lewis is?

A: He is a famous author who wrote "The Lion, the Witch, and the Wardrobe" and all the other stories in that series. He also wrote many other things.

He said, "You cannot write laws fast enough to govern a people that cannot govern themselves." He was right. We see it today. Government is constantly writing laws that interfere with our lives and consequently our liberty, because we can't govern ourselves. And as we eliminate God from our government lives and politics, we're losing more and more freedoms.

Think: Just think about driving a car. The government has to tell us not to speed, because a lot of people would speed so much that it would cause accidents. And because there are so many accidents, the government tells us we have to wear seat belts. It also tells us we have to take tests before we can drive because so many people didn't drive responsibly. You get the idea.

Thomas Jefferson wrote:

S. "God who gave us life gave us liberty. And can the liberties of a nation be thought secure when we have removed their only firm basis, a conviction in the minds of the people that these liberties are a gift of God?"

T. Discuss the quotes above as you feel appropriate.

T. Jefferson understood that in order for liberty to survive in a nation, it requires a moral people who are able to self-govern, which requires righteousness - a willingness and desire to do what is right. And he most certainly understood that liberty relies on God and it is His gift to His people that understand that.

SWORD DRILL: James 1:25:

S. "But one who looks intently at the perfect law, the law of liberty, and abides by it not having become a forgetful hearer but an effectual doer; this man shall be blessed in what he does." James 1:25

T. DISCUSS James 1:25 and what is the "law" James is referring to as "the law of liberty." If all of our citizens obeyed the laws of liberty, we would live in a world with a lot less laws - because we wouldn't need them, and if that happened nationwide, the whole nation would be blessed.

Q: How did Jesus sum it up?

A: SWORD DRILL: Luke 10:27.

S. "He answered, 'Love the Lord your God with all your heart and with all your soul and with all your mind;' and 'Love your neighbor as yourself.'"

T. Think about this: if we love our neighbors as ourselves and do to them what we would want them to do to us, would we steal from them? Would we lie to them? Would we be jealous about what they have? And if we acted like this all of the time, would we even need laws to tell us what to do and what not to do? But it is also important to understand that we are to love ourselves as well, meaning that we should do well to ourselves also.

Q: Who knows who James Madison was?

A: A Founding Father and known as the Father of the Constitution because he had so much influence over what it would become and he wrote the first draft. Madison said:

S. "If men were angels, we would have no need of government."

T. Unfortunately, men and women aren't angels. We do sin - even when we don't want to, and we don't always do what is right for others. Therefore, we do need government. We need government to protect us from those who do not do what is right.

End with prayer.

Lesson G3 Understanding Revolution & Tyranny

Objective: Students will understand when submission to authority is righteous behavior and when revolution is biblically sound. Students will also understand the impact the Great Awakening had on the founding of America.

Note: This will be a very deep chapter. Take the time to discuss it and let the students ask questions. If you do not finish, continue it when the class next convenes but do not eliminate any of these basics.

Open with prayer.

Activity: Read the Warriors' Creed (2 Cor:10:4) and play hangman using a blank for every word in this verse. It helps to number the words beneath the blanks on the board as shown below. Have someone play Vanna White who can fill in the words above the blanks and keep a list of the words that are used but not in the verse. Be prepared to give hints for the words in order to move the game along quickly. Have fun with it and engage the students.

2 Cor: 10:4 (NIV translation) Note:

*"The weapons we fight with are not the weapons of the world, on the
#1 #2 #3 #4 #5 #6 #7 #8 #9 #10 #11 #12 #13 #14

the contrary, they have divine power to demolish strongholds."
#15 #16 #17 #18 #19 #20 #21 #23 #25*

Slowly read Romans 13:1-7 to the class. Warn them that it is a little tricky to understand, so they need to pay attention.

For Christians who read Romans 13, the Revolutionary War can be quite confusing. On one hand, we understand that we are to submit to the authority of government because it has been appointed by God, and on the other hand, we also understand that the country that was born out of the Revolutionary War was a country that was united under God, and therefore would be pleasing to God. These two things may be confusing for those who think that it may have been right to submit to the King of England and then on the other hand, it may have been right to fight the Revolutionary War.

Q: So which way was it? Was the Revolutionary War ordained by God with His blessings or were the Colonists supposed to submit to the King of England and not fight the War?

A: For us, even though we understand Romans 13 - at least to some extent - we can certainly believe that the country we call of these United States of America was ordained by God.

S. The American Revolution...to fight or not to fight?

T. Don't worry. If you're confused, you're not alone. Many Christians living at that time believed that we were supposed to submit to the authority of the King of England, and many Christians today believe that we should obey whatever rules and laws governments create.

Q: So, how do we understand this if others - even well-educated Christians that lived before us - didn't clearly understand it?

A: Many did understand. As a matter of fact, the English referred to the ministers of America as the Black Regiment because they wore black robes when they preached on Sundays. The British blamed these ministers for the Revolution because, as John Adams said: "They thundered from the pulpits." What he

T. The people in America had always enjoyed making their own laws as they saw fit. King George III no longer allowed that and began to replace the Colonial representative government with people he appointed from England. But he didn't stop there. He controlled the judges and stationed a strong military in the Colonies - even ordering the Colonists to support the military and allowing them live in the houses of the Colonists -even when the Colonists objected. The Colonists considered this to be tyranny - a far cry from the freedom and independence they had always enjoyed in America.

Q: What is tyranny?

S. **Tyranny - cruelty and injustice in the exercise of power or authority over others; oppressive government by one or more people who exercise absolute power cruelly and unjustly.**

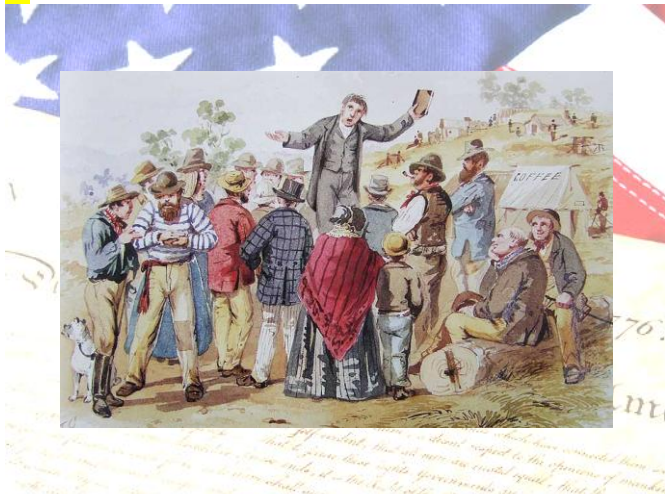
Q: If King George III became a tyrant, did that justify revolution as opposed to submission to authority as we read in Romans 13?

A: Before answering, read Galatians 5:1.

S. **"For freedom Christ has set us free; stand fast therefore and do not submit again to a yoke of slavery." Galatians 5:1**

T. Dependence on God and Independence from Great Britain? Tyranny or Revolution? Proper Civil disobedience or submission to authority? These were important questions that the Colonists had to try to understand, but they had help understanding. Remember the Great Awakening? The Great Awakening bore much fruit. People didn't just go to church on Sunday and then go home and live as they pleased, as if God and His Word meant nothing to them. They took their faith seriously, and they did more than read their Bible; they studied it.

S.



T. But there were still more blessings that were birthed from the Great Awakening. There was a new type of minister - a minister who knew God and understood His Word - more than just from memorizing verses, but from wisdom. And these ministers preached loud and clear - or they "thundered" from the pulpits, as the British said. And they were called The Black Regiment because of the black robes they wore when they preached.

The Black Regiment actually led the fight for independence from Britain because they understood what the spiritual battle was all about and they made sure those in their congregation understood that as well. Their

battle cry was: "No King but King Jesus." These were men that were famous for wearing their army uniforms under their black robes. Pastor John Peter Muhlenberg was one such man.

S. John Peter Muhlenberg: "There is a time for all things, a time to preach and a time to pray. But there is also a time to fight, and that time has now come."

T. At the Provincial Congress of 1774, John Hancock spoke about tyranny. He said:

S. "Resistance to tyranny becomes the Christian and social duty of each individual...continue steadfast, and with a proper sense of your dependence on God, nobly defend those rights which heaven gave, and no man ought to take from you." John Hancock.

T. (NOTE: Discuss what Hancock meant in this quote. It is obvious but worth taking the time to discuss so that the students will remember. Make sure you include the following points for discussion:)

- a. Why resistance to tyranny is our social and Christian duty;
- b. Why is it important to depend on God when you resist; and
- c. What did Hancock mean when he said that our rights came from heaven and therefore were not subject to being taken by men, and how did this thought make its way into our Declaration of Independence?

The Apostle Peter also understood when it was right in the eyes of God to stand up to authority. There was a time when the authorities in Peter's day told them not to preach in the name of Jesus, but the apostles continued to do just that. This made the high priests very angry.

Read Acts 5:27-29:

S. "And when they had brought them (the apostles), they set them before the council. And the high priest asked them saying: 'Did we not strictly command you not to teach in this name? (The name of Jesus) And look, you have filled Jerusalem with your doctrine, and intend to bring this Man's blood on us!' Then Peter and the other apostles answered and said: 'We must obey God rather than men.'" Acts 5:27-29

T. The Apostle Peter understood when it was right not to submit to authorities, and so did our Founders.

There are times when it is right not to submit. The Israelite slaves led by Moses did not submit to Pharaoh and stay slaves. It was not God's will that His people remain slaves.

Q: But what about Romans 13 and the verses we read?

A: Proper government is to be God's minister to you for good, not for evil. If government violates any of God's commandments, it is not good government and it is not of God. Re-read Romans 13:4 and discuss.

There are many who don't recognize our Founders' dependence and respect for God. Some of this is because they used the term "Providence" instead of "God."

Q: What is Providence?

A: Nelsons Illustrated Bible Dictionary says:

S. "The continuous activity of God in His creation by which He preserves and governs...it is the denial of the idea that the universe is governed by chance or faith." In other words, it is the will of God and His action to carry out that will as it applies to our lives, including government.

T. But how do we figure out what is the will of God - especially as it applied to the Revolutionary War? How do we figure out when it is time to submit to authority, knowing that there is also a time to speak up and resist tyranny? These are important questions that many have asked throughout history, and when people come up with the wrong decision - well, the results could be disastrous.

Here's a couple of quotes to consider from men that had to make this decision in the past, knowing full well that there would be a price to pay regardless of their decision.

Ben Franklin, one of our wisest Founders, said:

S. "We must all hang together, or most assuredly we will all hang separately."

T. Franklin understood the potential cost of freedom. He understood that if this small band of Revolutionaries that were about to go to war against the strongest world power of their time, that if they failed, the penalty for their revolution would be death by hanging. Because he understood this, he also understood the importance of the revolutionaries banning together as one body.

Rev. Martin Niemoller lived at a different time. He was a Protestant preacher during the 1930s, when Adolph Hitler and the NAZI movement (which was the Socialist Party of Germany) came into power. Niemoller was arrested by the Gestapo and imprisoned in a German concentration camp for preaching passionately about the right to worship as one believes is right as opposed to being told what is right by the government. He preached this because the government was trying to dictate what could be preached from the pulpit. Niemoller survived and was liberated from the concentration camps by Allied forces. He is well-known for the following quote:

S. "In Germany they came first for the Communists, and I didn't speak up because I wasn't a Communist. Then they came for the Jews, and I didn't speak up because I wasn't a Jew. Then they came for the trade unionists, and I didn't speak up because I wasn't a trade unionist. Then they came for the Catholics, and I didn't speak up because I was a Protestant. Then they came for me, and by that time no one was left to speak up."

T. What Niemoller realized too late was that there is a time to speak up as opposed to not speaking up, which may lead to disaster.

Dietrich Bonhoeffer, also lived in NAZI Germany during World War II. Bonhoeffer wasn't as lucky as Niemoller. He died in a concentration camp just two weeks before the Allie liberation. He was a Christian pastor, like Niemoller, except Bonhoeffer was executed for his part in planning to assassinate Hitler - not quite what you would expect from a pastor. However, Bonhoeffer, like our Founders, understood the responsibility he had to stand against the evil of his day. He is famous for many things, but one of his most powerful quotes is:

S. "Silence in the face of evil is itself evil. God will not hold us guiltless. Not to speak is to speak. Not to act is to act."

T. No one said it better than Winston Churchill, who was the Prime Minister, the leader of the government, of England during 1940-1945, or the time of World War II. Churchill said:

S. "If you will not fight for right when you can easily win without bloodshed; if you will not fight when your victory is sure and not too costly; you may come to the moment when you will have to fight with all the odds against you and only a precarious chance of survival. There may even be a

worse case. **You may have to fight when there is no hope of victory, because it is better to perish than to live as a slave.**

T. Patrick Henry understood this as well and shared Churchill's sentiment when he made his famous "Give me liberty or give me death" speech. Here is a little bit of that speech: *"The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave... Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!"*

The Bible also makes it clear that there is a time to go to war. Ecclesiastes 3:1-8, says:

S. "There is a time for everything, and a season for every activity under the heavens: a time to be born and a time to die; a time to plant and a time to uproot; a time to kill and a time to heal; a time to tear down and a time to build; a time to weep and a time to laugh; a time to mourn and a time to dance; a time to scatter stones and a time to gather them; a time to embrace and a time to refrain from embracing; a time to search and a time to give up; a time to keep and a time to throw away; a time to tear and a time to mend; a time to be silent and a time to speak; a time to love and a time to hate; a time for war and a time for peace." Ecclesiastes 3:1-8.

T. Now, we must be cautious when it comes to rebellion against government. People have a way of justifying what they want - and they can even use the Bible to do it. However, if you really want to do God's will and not your own, you need to be wise and take the time to think about rebellion very seriously. The purpose of studying this is not to turn you into revolutionaries - at least not unless the times demand it and God clearly calls you to such a task. The purpose in studying this is to help you understand what our Founders understood about the proper time to revolt against the existing government.

Psalm 66:7, says: *"He (God) rules forever by his power, his eyes watch the nations— let not the rebellious rise up against him."*

1 Peter 3:12 states: *"For the eyes of the Lord are on the righteous and his ears are attentive to their prayer, but the face of the Lord is against those who do evil."*

God's warriors also understood when it was God's will to fight against evil. These were the Bible heroes we know as God's warriors, such men as Joshua, Sampson, Gideon, David, and King Saul. They all knew God called them to fight, and they knew the difference between fighting against evil and fighting for selfish reasons. The outcome of the Revolutionary War tells us that our Founders understood this as well. We know this because less than 10% of the population of the Colonies fought for the Revolution, and those that did prevailed against the greatest world power of their day. They could not have done this if it wasn't God's will - nor could they have done it without the smiles of Providence being upon them. In our next lesson we will learn about a few of the times God intervened when all would have been lost.

End with prayer.

Lesson G4
Providence and Heroes

Objective: Students will be able to understand the difference between a real hero and someone who just happens to be popular or talented in sports or other areas.

Supplies: Handouts of the Bulletproof George Washington booklet by RoseAnn Salanitri, available on Amazon. Paper and pencils so the students can take notes while listening to the teacher read Ben Franklin's speech.

IF POSSIBLE...recruit an adult to read the speech by the Indian Chief.

Play hangman with Hebrews 13:6:

So we say with confidence, "The Lord is my helper; I will not be afraid. What can
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
mere mortals do to me?"
18 19 20 21 22

Open with prayer.

S. Who's your hero?

T. Who can tell me what they think a hero is?
Allow for discussion.

Q: Who can name some of their favorite heroes.
Allow for discussion

A: There are several definitions of a hero:

1. Somebody who commits an act of remarkable bravery or who has shown an admirable quality such as great courage or strength of character.
2. Somebody who is admired for outstanding qualities or achievements.
3. In the Arts it can be the principal male character in a movie, novel, or play, especially one who plays a vital role in plot development or around whom the plot is structured.

Q: Based on these definitions, can we name some other heroes?
Allow for discussion.

Q: The Bible had quite a few heroes too. David who slew the giant Goliath certainly would be considered a hero in his day. Can you name some other biblical heroes - people who did brave things that were right - even when they were being threatened by others?
Allow for discussion.

A: The Bible had many heroes.

- There was Sampson, God's strong man who sacrificed his life when he pulled down the pillars of the arena where the enemies of the Jews were all gathered.

- All the Apostles, who were threatened not to preach in the name of Jesus after Jesus was crucified - all of which, except for John who wrote Revelation, died brutal deaths because they would not stop preaching. They all were heroes.
- Rahab, the woman from Jericho that helped Joshua and his army in their assault against Jericho.

The list goes on and on. There were many in biblical times, there were also many during the Revolutionary War. One such hero was George Washington.

S.



T. Who knows who George Washington was?

A: He is known as the Father of our country because he was our first president and he was also the most famous general of the Revolutionary War.

S.



The surrender of the British forces at Yorktown. Painting by John Trumbull (US Capitol)

T. Before we start talking about Washington, Who remembers what the word "Providence" means?

S. Providence: care and guidance provided by God to accomplish His will.

T. Care and guidance provided by God to accomplish His will.

This word is especially important to remember when we discuss our Revolutionary War and men like George Washington.

George Washington, of all our great leaders, was certainly blessed by Providence. By all accounts, he should

have been killed before the Revolutionary War in the French and Indian War (1754-1763), but was miraculously saved. At the Battle at the Monongahela, Washington and the British army were ambushed by the French. Every officer on horseback was killed except Washington. He later wrote to his brother John on July 18, 1755:

S. "But by the all powerful dispensations of Providence I have been protected beyond all human probability or expectation, for I had four bullets through my coat and two horses shot under me yet escaped unhurt, although death was leveling my companions on every side of me."

T. Think about what Washington was telling his brother. He was telling him that everyone was dying all around him. And although he literally had two horses shot from under him and four bullets that went through his coat, somehow by the will of God, he survived.

Let's think about this. How does someone survive when they have four bullet holes in their coats? Think about that. Read about it in The Bulletproof George Washington booklet. (Hand out booklets if you have them available. If not, read or have some other adult read, the Indian Chief's speech printed below.)

Washington was only 23 when he faced that ordeal of death on the battlefield. He emerged unscathed with his faith deeper and stronger than ever. God had protected him, and he became the military leader of the greatest war for independence ever fought in all of history. One day, many years later when Washington was exploring land near the Ohio and Kanawha Rivers, an old Indian chief with an interpreter came to meet him. He had something he had waited a long time to tell Washington. He said:

S.



T. (Note: The Indian Chief's speech can be found in "The Bulletproof George Washington" booklet. If you passed out copies of the booklet, have the students read along.)

"I am chief and ruler over many people. My influence extends from the waters of the great lakes and to the far blue mountains. I have traveled long and hard paths, that I might see the great warrior of the great battle. It was on a day when the white man's blood mixed with the streams of our forest, that I first saw you, George Washington. I called to my best marksmen - men that didn't know how to miss - and told them,

'Aim for the brave warrior riding tall in his saddle in front of his line. He is not of the red coat tribe. He has the wisdom of an Indian, and his warriors fight as we do. He is the only one exposed. He is separate from the rest. Quick, aim well and be sure he dies.'

*All of our best rifles pointed at the young man, but the young man cannot be killed.
A power far greater than we know shielded him from harm.*

This man could not die in battle. I am an old man, and soon shall be gathered to the great council fire of my fathers in the land of death, but before I go, I must speak a word of prophecy that burns in my heart. Listen! The Great Spirit protects that man, and guides his destinies - he will become the chief of nations, and a people yet unborn will hail him as the founder of a mighty empire."

There is more we can learn about the man known as "The Father of our Nation." He was also known as a man of prayer. On June 1, 1774, when the Colonies were seeking God's will in making their momentous decision to sever their ties with England, Washington wrote in his diary: "Went to church and fasted all day."

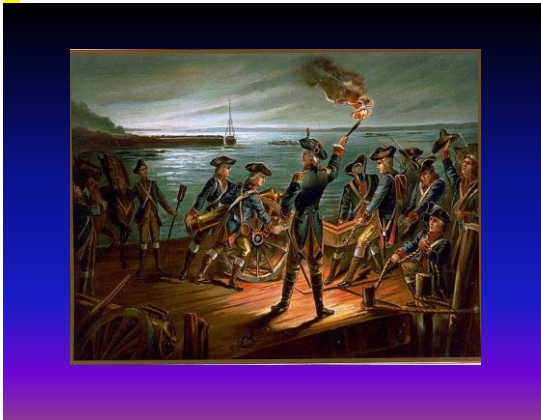
When he became Commander-in-Chief of the Continental Army he appointed chaplains for every regiment, recognizing that his men needed spiritual nourishment as well as the bodily kind.

S.



T. Washington understood that this was a war that could not be won without miracles - or without God's help. One such miracle occurred on August 27, 1776. British General Howe had trapped Washington and his 8,000 troops on Brooklyn Heights on Long Island, and he intended to advance the next morning to destroy them.

S.



T. Washington and his men were on an island with British soldiers on the banks of the river, just waiting to finish them off. Most would have been considering surrender, and that just may have been the end of the Revolutionary War and America as we know it if it would never have existed. But Washington gathered every boat he could find and spent all night ferrying his men quietly across the East River in New York under the

cloak of darkness. In the morning there was still a large number of soldiers facing annihilation by Howe. But a heavy fog descended on the area enabling the rest of Washington's troops to escape the British trap.

S.



T. The fog finally lifted, but only after the very last man was out of the range of gunshot. That too was nothing less than a miracle! When Washington became our first President under the new Constitution of the United States, he said at his Inaugural Address:

S. *No people can be bound to acknowledge and adore the Invisible Hand which conducts the affairs of men more than the people of the United States. Every step by which they have advanced to the character of an independent nation seems to have been distinguished by some token of providential agency... We ought to be no less persuaded that the propitious smiles of Heaven can never be expected on a nation that disregards the eternal rules of order and right which Heaven itself has ordained."*

T. (Note: read the speech several times slowly. It is difficult language, so do your best to help the students understand it.)

(NOTE: Again - discuss the meaning of what Washington said in terms that are easy to understand, but know that it is unreasonable to expect the students to fully understand what Washington said - mostly due to the language. Just do your best.)

Many of our legislators and judges seem to have forgotten what Washington said. It is up to us to restore to America's godly heritage and to never forget the miracles that made us the great nation that we had become.

There were other times that Providence (God) stepped in to help Washington. For instance, after the Colonial army defeated the British troops at Cowpens, British General Cornwallis was more than mad and went after the Americans with a fury. He considered it pretty insulting that this untrained army could manage such a victory against his finely trained soldiers. When he almost caught up to the Americans, he had to wait out the night at the Catawba River. However, a storm prevented him from crossing the river for several days. Something similar happened just a few days afterward, when a sudden rain caused the river to flood, again preventing the British from crossing. And then again, 10 days afterward, the same thing happened only a few hours after the Americans crossed the Dan River into Virginia. The history of the American Revolution is filled with such stories where God intervened to save the American troops through all types of similar incidents.

Of course Washington wasn't the only one to recognize that the Hand of God had intervened during the Revolutionary War. Benjamin Franklin, a man not known for his strong Christian convictions, had this to say when our Founders were having a hard time writing our Constitution:

Note to teacher: Pass out paper and pencils. Read the entire speech slowly and then break it down. Warn the class that the language will be hard to understand so they need to pay attention and write down different thoughts about what Franklin was saying. The highlighted portions are to be re-read, discussed and pointed out afterward. The explanation for each point is in parenthesis.

(NOTE: After you have read the speech, ask the class what they gleaned from the speech, then discuss their points. If you think it necessary, go over the speech again.)

Mr. President: (Note: Franklin is addressing George Washington who was elected unanimously by the Founders to be the President of the Constitutional Convention, where they were meeting to try to write the Constitution of these United States.)

The *small progress we have made after 4 or five weeks* (NOTE: After 4 or 5 weeks of deliberation, they were getting nowhere.) *close attendance & continual reasonings with each other -- our different sentiments on almost every question, several of the last producing as many noes as ays, is methinks a melancholy proof of the imperfection of the Human Understanding.* (NOTE: Franklin sadly realized that all their discussions and deliberations weren't good enough. They were getting nowhere fast.) *We indeed seem to feel our own want of political wisdom, since we have been running about in search of it. We have gone back to ancient history for models of government, and examined the different forms of those Republics which having been formed with the seeds of their own dissolution now no longer exist.* (NOTE: They studied all past forms of Republican governments, all of which didn't last.) *And we have viewed Modern States all round Europe, but find none of their Constitutions suitable to our circumstances.* (NOTE: nothing they found in their current day suited their needs either.)

In this situation of this Assembly groping as it were in the dark to find political truth, and scarce able to distinguish it when to us, how has it happened, Sir, that we have not hitherto once thought of humbly applying to the Father of lights to illuminate our understandings? (NOTE: In all of our searching, they never thought once of seeking God's will and wisdom. Isn't that like us? Even when we have seen evidence of God's involvement in our lives, we often forget to seek Him out regarding our problems. All too often, we do this as a last resort.)

In the beginning of the contest with G. Britain, when we were sensible of danger we had daily prayer in this room for the Divine Protection (NOTE: When they first started out and knew they were in danger, they prayed every day.) -- Our prayers, Sir, were heard, and they were graciously answered (NOTE: Franklin is acknowledging that God intervened and answered their prayers). All of us who were engaged in the struggle must have observed frequent instances of a Superintending providence in our favor. (NOTE: Franklin believed that they all experienced God's intervention and help.) To that kind providence we owe this happy opportunity of consulting in peace on the means of establishing our future national felicity. (NOTE: They understood that their victory was made possible by the intervention of God.) And have we now forgotten that powerful friend? Or do we imagine that we no longer need His assistance. (NOTE: So, in light of all of this, why have we forgotten to pray for God's assistance, which they apparently needed.)

I have lived, Sir, a long time and the longer I live, the more convincing proofs I see of this truth -- that **God** governs in the affairs of men. (NOTE: Franklin is reciting a well-known biblical truth that is in accordance with Romans 13 that we previously studied.) And if a sparrow cannot fall to the ground without his notice, is it probable that an empire can rise without his aid? (NOTE: Since God notices even the smallest of things, of course He notices and takes part in something as big as a rising nation.) We have been assured, Sir, in the sacred writings that "except the Lord build they labor in vain that build it." (NOTE: The building of this nation as God's house has to be built on God Himself or it will not stand the test of time.) I firmly believe this; and I also believe that without his concurring aid we shall succeed in this political

COUNTERPOINT

building no better than the Builders of Babel: We shall be divided by our little partial local interests; our projects will be confounded, and we ourselves shall be become a reproach and a bye word down to future age. And what is worse, mankind may hereafter this unfortunate instance, despair of establishing Governments by Human Wisdom, and leave it to chance, war, and conquest. (NOTE: If we don't turn to God for His wisdom in constructing this new nation, we are doomed. All will be for nothing and we will be divided by our own petty interests and egos. This will have bad consequences for people in the future who will not turn to God but will build nations by fighting wars.)

I therefore beg leave to move -- that henceforth prayers imploring the assistance of Heaven, and its blessings on our deliberations, be held in this Assembly every morning before we proceed to business, and that one or more of the Clergy of this City be requested to officiate in that service. (NOTE: Franklin suggested that before they meet again, and every time after that, they begin with prayer and that they request that the prayer be led by a member of the local clergy.)

End with prayer.

Lesson G5 Equality & Hypocrisy

Objective: Students will understand what our Founders meant by "equality", as well as the human inclination to justify hypocrisy and the pitfalls of compromise.

Open with prayer.

Play hangman using a blank for every word in Romans 2:11. It helps to number the words beneath the blanks on the board as shown below. Have someone play Vanna White who can fill in the words above the blanks and keep a list of the words that are used but not in the verse. Be prepared to give hints for the words in order to move the game along quickly. Have fun with it and engage the students.

Romans 2:11:

For God does not show favoritism.

1 2 3 4 5 6

SWORD DRILL: The Warriors' Creed (2 Cor:10:4).

Q: Who remembers or who can quote the introduction of the Declaration of Independence - or at least a part of it?

S. "...All men are created equal..."

S. *We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness..."*

T: Who remembers who wrote those words?

A: Thomas Jefferson.

Q: Who knows that the man who wrote "all men are created equal" had slaves?

A: Yes he did.

Although Jefferson inherited his slaves from his father-in-law's estate when his father-in-law died, it should still seem strange to many of you that he kept those slaves and didn't set them free until he, Jefferson, died. It's what some may even call "hypocritical" or saying you believe in something but then you act in a way that contradicts what you said you believe.

S. Hyp – o – crite (hip'e krit); Function: noun; Meaning:

1. A person who puts on a false appearance of virtue or religion.
2. A person who acts in contradiction to his or her stated beliefs or feelings.

T. For many, it is easy to find ways to justify hypocrisy, but that doesn't erase it. Our Founders, as extraordinary and as brilliant as they were, were still human beings and were flawed just like the rest of us. Unless he had other unimaginable reasons, Jefferson is a perfect example of that.

S.



T. Take a good look at this picture of some of our Founding Fathers. You will see only human men in the picture. They may look a little funny because of the way they dressed and wore their hair, but they were human men none-the-less. Not one angel or Savior among them.

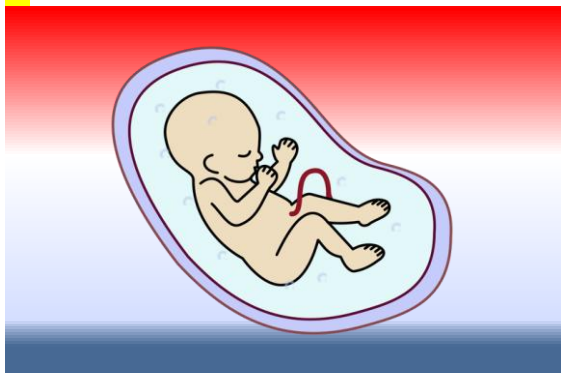
As flawed human beings, even these brilliant and fearless men had some hypocrisies. Perhaps we should say: "Hypocrites you will have with you always." While sinfulness is part of human nature, throughout the ages it has been evident that the human ability to justify in their own minds what is wrong is unlimited. Adam and Eve did it in the Garden when they listened to the serpent and believed they could do what they wanted to do without paying a price for it.

S.



T. Today it is obvious in the pro-choice movement that believes it is okay to take the life of a helpless human being but then objects to the killing of helpless animals.

S.



T. To them, right is what they want it to be regardless of any common thread of logic. They even go as far as calling babies in their mothers' wombs a "fetus" so that they don't have to call it a "baby." As the popular bumper sticker says, "If it's not a baby, you're not pregnant."

In other words, for many people, what you believe doesn't have to make sense to others as long as it makes sense to you. So it was with some of our Founders. While they deserve our admiration for the brilliant government they created, they were never-the-less human beings - and capable of all human traits, such as hypocrisy. As we just said, the most notable among them was Thomas Jefferson. The very man who wrote "all men are created equal" was also a slave owner - something that he somehow managed to rationalize away - even though he wrote non-stop about the evils of slavery. But Jefferson was a mortal, like the rest of us, and he embraced his share of hypocrisy.

James Madison, known as the Father of our Constitution, was right when he said,

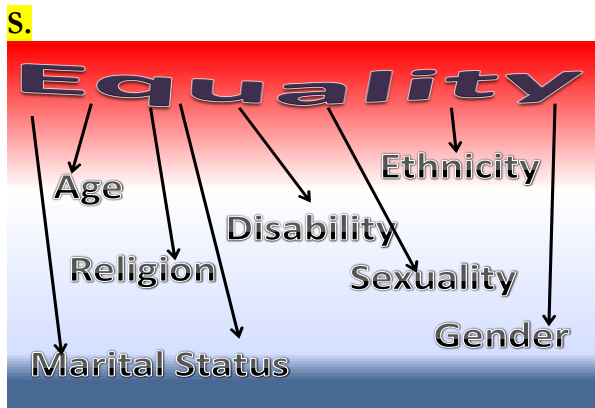
S. "If men were angels, we would have no need of government."

T. Not only aren't men and women today not angels, neither were our Founding Fathers - regardless of how brilliant and how brave they were. We have to study what they did and who they were realistically. It doesn't do any of us any good if we try to paint them as angels. We shouldn't think of any man or woman that way - not even our president or any sports figure, or any Hollywood celebrity. We are sinful and so is everyone that ever walked the earth - with only one exception - Our Lord and Savior, Jesus Christ.

It seems appropriate that we should try to understand Jefferson's words a little better. A lot of people don't and because they don't, they don't honor his words the way they should. The puzzle of liberty-minded men who either owned or permitted the ownership of slaves is troubling and needs to be examined so we can come to terms about our past without sacrificing our future.

Q: Back to Jefferson. How could the man that wrote and reasoned that "all men are created equal" own slaves?

Understanding our Founders' and their contemporary pastors that preached revolution instead of submission may hold the key. It may very well be that "equality" to Jefferson and his contemporaries did not mean that all men - as we think of this today - are equal in the sense of their human value before an Almighty God is equal. Today, when we think of the word "equality", we think of a lot of different things.



T. The things we think about today never occurred to our Founders. Their concept of equality can be traced back to their experience with Great Britain and its body of government that ruled over their subjects

in America. In those days, the Colonists who were living in America were ruled by Great Britain and they did not have any credible representation in the courts or in the government.

So, once again we will look at the words of The Declaration of Independence to try to understand what our Founders meant when they used the word "equal" in their complaint against Great Britain. We already studied the part that says:

S. *"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness..."*

T. The next thing they said is extremely important because it tells us what they thought the proper role of government was and is. They then wrote:

S. *"...That to secure these, governments are instituted among men, deriving their just powers from the consent of the governed..."*

T. Who understands what they are saying here? READ IT AGAIN.

A: They are saying that the proper role of government is to protect our lives, our liberties, and our pursuits of happiness.

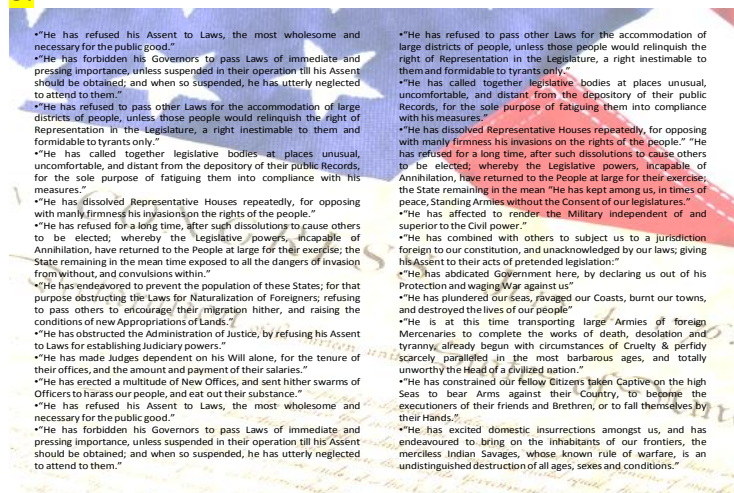
They also went on in this sentence to say something else. Pay attention. READ IT AGAIN.

Q: Does anybody understand what they meant when they said that government gets its powers from the consent of the governed?

A: Discuss, but explain that our Founders believed that government is accountable to its citizens and that citizens are actually the ones who give government permission to expand its powers.

Then they went on to explain how they believed Great Britain abused its power as their government, and it all tells us how they believed the King did not consider the Colonies to be equal in government. We learned about some of these in our last lesson about the Revolution when we studied the list of their complaints against the King.

S.



T. Some of the things on their long list included the King's failure to let his representatives in the Colonies pass laws for the Colonies' good, and how the King arranged meetings of the government so that the representatives of the Colonies weren't included or able to participate. Basically, what happened was that the King made all the representation the Colonies had in government before useless. As far as government and their input into government went, they just didn't have any.

For them, political equality was not a matter of humanity but of squashed representation. The representation of the Colonies was subordinate - or inferior - to the government in Great Britain - creating a kind of inequality that is based on unequal representation. Quite a difference from our concept of equality today.

But that wasn't the case for all that lived during this time. Some states - especially in the northeast - believed that the words "all men are created equal" meant that slavery was immoral. And some of these states weren't as hypocritical as others. For instance, the state of Massachusetts freed its slaves based on its interpretation in the Declaration of Independence. It also made it part of the language of their state's 1780 constitution. In part, it reads:

S. The Massachusetts Constitution of 1780 - "...All men are born free and equal, and have certain natural, essential, and unalienable rights; among which may be reckoned the right of enjoying and defending their Lives and Liberties; that of acquiring, possessing, and protecting property; in fine, that of seeking and obtaining their safety and happiness..."

T. Additionally, slavery based on ethnicity had replaced slavery based worldwide on defeat in war. It was an accepted way of living, just like abortion is accepted today. It was a reality that went back to Mohammed and his preference for slaves kidnapped from Africa. The inhabitants of Africa didn't wear well-fashioned clothing or live in sophisticated housing. To the Europeans of the day, they seemed inferior. Thus they were able to keep their racist illusions alive. Again, humans have the capacity to rationalize that which is convenient for them at the time. Plus the southern economy was built on using slaves, so it defended its right to own other human beings.

Oddly enough, Jefferson was a strong opponent of slavery - at least until he inherited slaves from his slave-trading father-in-law. As history has documented, Jefferson had quite an appetite for the finer things in life that only money can buy, so it is easy to understand how somehow he managed to rationalize that keeping these slaves was the responsible thing to do for his wife and her family's posterity that financially benefited from this inheritance. It is also important to understand that Jefferson wanted to ignore the subject because he understood that it would be political suicide for a man living in the State of Virginia who owned slaves. So although he wrote on slavery and called it an "abominable crime," he turned and looked the other way, apparently believing political unity was more important than morality. As the Bible says, you can't have two masters.

S. No one can serve two masters. Either you will hate the one and love the other, or you will be devoted to the one and despise the other. You cannot serve both God and money." Luke 16:13

T. It seems Jefferson was more than confused. He embraced two different and opposing viewpoints. On the one hand, he wrote a lot about the horrors of slavery and on the other hand, he owned slaves. But actually the situation is worse. When he became president, he was in a position to do something about slavery - especially when the Louisiana Purchase was made. At that time he could have prohibited slavery in the very large new territory. But he didn't. He remained silent.

S.



T. All the outlined states are lands that were part of the Louisiana Purchase that was made by Jefferson.

Yes, hypocrites we will have with us always, and those in the plantation-rich south that based their financial portfolio on the backs of others, also argued that those human beings under their whip should be counted for representation in Congress. They refused to vote on the passing of the Constitution if their slaves weren't counted as 3/4 of a person. This wasn't because they wanted their slaves to have a voice in the new government. They understood that counting their slaves for representation meant that they would have more representatives in Congress, thereby protecting their power in government to continue this atrocity.

Call it hypocrisy or irony, but it meant that the slaves that were counted for representation actually had no representation at all but contributed to the continuance of their unequal representation. Wow - almost hard to wrap one's mind around. Again, this goes back to inequality of a different kind but still an inequality that our Founders should have well understood.

Before concluding this lesson, and in all fairness to Jefferson, he wasn't the first hypocrite this world has ever known. History is full of them, and so is the Bible. God never tried to sugar-coat the character and nature of the fallen men and women that served Him. They had many faults. Think of King David or Sampson. They were sinners who God chose to do great things. We can learn a great deal from them - and about ourselves when we look at their lives. And we need to keep things in perspective, because if we only want flawless representatives, we will have none. We need to strive for perfection but we also need to understand that even flawed men and women can serve God. Thank God!

So here's a valuable lesson on compromise. One of the biggest mistakes our Founders ever made was to count slaves as 3/4 of a person in order for the south to sign onto the Constitution. It was a compromise that eventually resulted in the Civil War and many of the racial problems we still have today. You see, there are times when compromise is a good thing, like when it's between a husband and a wife; however, compromise is never a good thing when it's a compromise of values. Such compromises usually lead to more compromises and eventually what is wrong begins to look right. Never compromise the things you know are right.

End with prayer.

Lesson G6 The Fallen Nature of Man

Objective: Students will understand how our Founders' biblical worldview that included the fallen nature of man influenced the government they designed.

S. The fallen nature of man.

T. In this lesson we are going to be discussing how our Founders' biblical worldview that included the fallen nature of man heavily influenced the government they designed.

America is the most successful constitutional republic the world has ever known. The important impact that the Bible had on the creation of our Constitution and government was understood by previous generations of Americans, for whom it became a source of daily study and guidance for daily living, not just a devotional guide that one forgets almost as soon as it is read. While our form of government is not a theocracy, as previously discussed, it was heavily influenced by our Founders' worldview - just as our worldviews influence the things we do.

Q: Does anyone remember what is meant by a worldview?

S. The lens through which we view the world.

T. It is the lens through which we view the world. Our worldview influences the way we think about things.

Q: When you think about it, there are really only two worldviews. Can anybody guess what those two may be?

A: A biblical worldview and a humanistic worldview.

Explain: A biblical worldview means that you view the world according to what the Bible says is right and wrong. If you don't believe in the Bible, then you have a humanistic worldview, which means you view the world and what you believe is right and wrong according to human understanding.

Scholars have researched 15,000 writings from founding sources to identify where the ideas in our founding documents came from. Of 3,155 direct quotations, 34% - or just over 1/3 came from the Bible. This tells you a great deal about how they thought and what their worldview was. Think about it. You wouldn't base anything on what the Bible says if you don't have confidence - or believe in - what it says.

SWORD DRILL: Proverbs 14:12

"There is a way that seems right to man but in the end, it leads to death."

S. "There is a way that seems right to man but in the end, it leads to death." Prov. 14:12

T. As we learned, our Founders knew God had intervened in the Revolutionary War and they understood that they needed His help in writing the Constitution. James Madison, a Founding Father that was also known as the "Father of the Constitution" because he had so much influence over what the Constitution would become, said: "If men were angels, we would have no need of government."

Q: What do you think Madison meant by this?

A: Madison understood that the purpose of government was primarily to establish order and protect our rights, something government would not have to do if everyone lived as righteous men and women.

Discuss this further with the class and ask for their input on how righteous living would change the crime rate in America.

President Harry S Truman agreed with our Founders. On April 3, 1951, President Truman said:

S. "Without a firm moral foundation, freedom degenerates quickly into selfishness...without moral restraints, a free society can degenerate into anarchy." President Harry S. Truman, April 2, 1951

T. Lord Acton also understood this. He said:

S. "Liberty becomes a question of morals more than of politics." Lord Acton

T. What do you think these men understood about the relationship between moral values and the freedoms we enjoy in this country?

Discussion Points: They understood that without a moral standard - something that was believed by the general public to be right as opposed to what is wrong - the freedoms we enjoy as a nation would quickly start eroding because people would do selfish things that impacted the freedom of others. Things like being entitled to something that somebody else has worked for or earned.

Our Constitution is based on our Founders' understanding of government, where our rights come from, and the fallen nature of the human race. We studied the preamble to the Declaration of Independence that stated that our rights came from God and not from any king or government. But they also understood that any government would be run by men and all men have a fallen nature - or a very basic nature that is prone to sin. Now there are some people that say "man is basically good." The Bible does not teach that. For example, have you ever had to teach a baby to say "No?"

SWORD DRILL: Isaiah 64:6

S. "All of us have become like one who is unclean, and all our righteous acts are like filthy rags; we all shrivel up like a leaf, and like the wind our sins sweep us away." Isaiah 64:6

T. Who would like to explain what this means?

A: It means that no matter how hard we try, or whatever good we do, it still doesn't measure up to God's righteousness. We are still sinful - even from the time we are young. For example, have you ever had to teach a two-year old how to say "no" to its parents? That's because we all have a sinful nature. It is why we need a Savior, because we can't save ourselves by doing good works.

SWORD DRILL: Jeremiah 17:9

S. "The heart is deceitful above all things, and desperately wicked: who can know it?" Jeremiah 17:9

T. Our Founders understood this from the Scriptures they read. This understanding of the fallen nature of man led our Founders to create a government of limited powers with checks and balances because they knew that too much power in one place would one day get out of hand. After all, that is just the way human nature works. People who have power always want more power.

Lord Acton also said:

S. "Power tends to corrupt and absolute power corrupts absolutely..." Lord Acton

T. So, our Founders understood that they had to somehow do their best to protect the rights of future Americans from an over-reaching government that was always increasing its power- or from men or women within government who somehow acquired too much power and wanted more. They also understood how these power grabs would affect the freedoms and the prosperity of the average American.

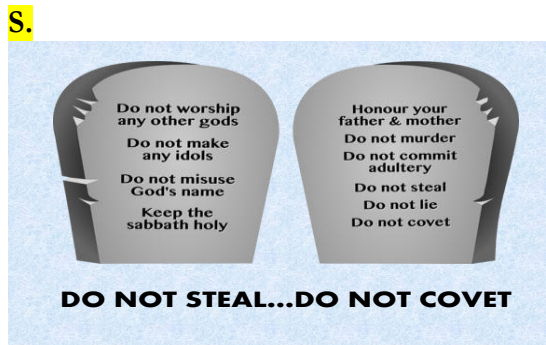
Discuss with the group how the increase of power among some results in the decrease of power for others. Example: When those in government realize that they can increase their power and further their careers by making promises to those that vote for them, they are more than happy to keep making more and more promises, which protects their jobs and allows them to accumulate more power, which further protects their jobs.

The problem is that when government promises things to one group of people, it has to take that from another group of people. Think about the free phones that some received from the government a few years ago. The phones were free for the people that received them, but the government had to pay the people that sold those phones to them because the people that sold the phones had to pay others that manufactured the phones, as well as those that sold them the parts to make the phones. So, where did the government get the money to pay for the phones? It got the money from the taxes it collected from others. In other words, the people that paid their taxes paid for the phones for the people that received them free.

Free college is another good example. If a politician is promising free college to some, you must consider that there are many expenses in running a college. The janitors need to be paid, the professors need to be paid, the office staff needs to be paid, the cafeteria workers need to be paid, the electrical company needs to be paid, etc., etc., etc. So how do these people and all the expenses of the college get paid if no one is paying to go to college? The taxpayer has to pay for it all - even taxpayers that never went to college are forced to pay these bills. And the students who benefit from the free college will be paying for it for the rest of their lives when they enter the workforce and become tax payers.

Ask yourself this: was the college really free and were those phones really free? Maybe for some, and maybe it made the politicians who gave their people the phones look good and helped them stay in office, but the money for the phones was taken from others who were working to support their families or buy the things they wanted - some of which they might not have been able to afford. Instead, they were forced to pay for the things others wanted that others didn't work for to get. Consider this: if the politicians were all really good and righteous men and women, would they have taken from some people what they earned to give other people what they didn't earn? Doesn't the Bible call that stealing?

The 8th and 10th Commandments given to Moses say:



T. The meaning of the 8th commandment that says "do not steal" is obvious. However, the 10th Commandment is like it but goes a little further. It says:
 "You shall not covet your neighbor's house; you shall not covet your neighbor's wife, nor his male servant, nor his female servant, nor his ox, nor his donkey, nor anything that is your neighbor's."

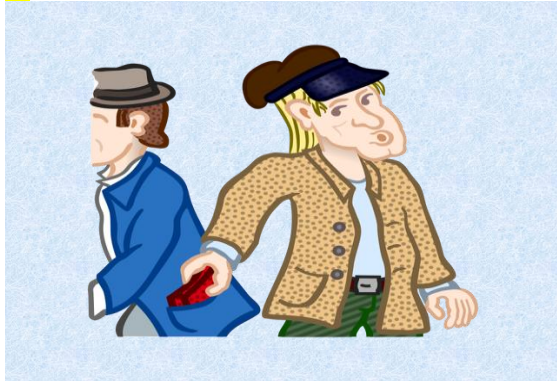
Q: Who knows what the word "covet" means?

A: It means wanting what someone else has, or being jealous of what someone else has and wanting it for yourself - not just admiring it, but wanting it strongly. This commandment also implies that we should honor and respect what others have earned.

Both stealing and strongly wanting (or being jealous) of what someone else has is a sin in the eyes of God.

Sometimes people who want to justify taking what others have to give to others give it a clever name. They call it "social justice." But if you really think about it, is it justice to take from one person what they have worked for, or inherited from parents who have worked for it, to give it to someone else? Does giving it a fancy name make it right.

S.



T. Now, don't confuse social justice with charity. Good Christians should care about those that are in need. It is called "charity." But charity is something that is willfully given by one person to another person. When this happens, usually the giver knows the person in need and there is accountability there. In other words, if your neighbor has children and has gotten sick and can't work and the family doesn't have enough to eat, then you should be more than concerned, and you should do whatever you can to help that person and their family.

This is different than the government taking your money to give it to others that you don't know and maybe aren't truly needy but just unwilling to work or earn what they want or need. To be clear, this isn't always the case. Sometimes the things the poor received are very much needed, but that decision should not be made by the government. The government only has the responsibility to ensure that everyone has an equal playing field where they have the opportunity to earn the things they want or need. The Declaration of Independence says we have the right to "pursue" happiness. This does not mean that government has the responsibility to give it to you. You see, the government doesn't have its own money. It has our money, so when it gives money to somebody, it's giving them money that it has taken from somebody else.

The Bible also has something to say about this.

SWORD DRILL: 1 Timothy 5:8

S. "But if anyone does not provide for his own, and especially for those of his household, he had denied the faith and is worse than an unbeliever." 1 Tim. 5:8

T. Of course this does not include widows and children, or those that are sick or can't work. 1 Thessalonians 3:30 says:

S. "If anyone is not willing to work, then he is not to eat." 1 Thess. 3:30

T. You should note that there is a difference between not being "willing to work" and not being able to work.

Once again, let's look back at the Declaration of Independence to figure out what our Founders thought about this.

It says:

S. "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."

(Note to teacher: the text in the slide includes the capitalization as it appears in the original document.)

T. We talked about this before. Right now we are discussing the last part of this statement, the part that says "the pursuit of happiness." Many Americans and many politicians don't understand this properly. This needs to be repeated because it is so misunderstood. The Declaration of Independence states that we are entitled to pursue happiness. It does not say that government has a responsibility to provide for our happiness but rather that it must create an equal environment where all have an equal right to pursue what they want.

Example: If John really loves the new Cadillacs and wants to buy one but Joe really wants to buy a big new house, both men are entitled by God - who is the one that created us and gave us our rights - to pursue - or go after what they want. It doesn't mean that the government has to give John that Cadillac or give Joe the house. It also doesn't mean that government can force John to pay for Joe's house, or force Joe to pay for John's Cadillac.

The Declaration of Independence also says:

S. "That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. (sic)"

T. This tells us that our Founders believed that the only legitimate purpose of government was to protect the rights of life, liberty, and the pursuit of happiness. And that government got their rights directly from the people. Once again, we can quote Lord Acton. He said.

S. "Authority that does not exist for Liberty is not authority but force."

T. Lord Acton would certainly support our Founders' interpretation of Romans 13 that makes it clear that proper government exists to protect its people's liberty.

By creating a Constitution with three branches where each branch limits the power of other branch, our Founders limited government, believing that one branch would not allow the other branch to get out of control. They also wrote specifically about the things government could do, as well as writing about what our rights were so that government couldn't affect them. We will learn about these specific things in another lesson. By doing this, they protected our rights against the ambitions of fallen men.

Q: But what about our right to liberty? What exactly does "liberty" mean? Does it mean that we have the right to go out and do anything we want to do? Does it mean we can drive without a license, or maybe yell "Fire" in a crowded theater?

SWORD DRILL: Leviticus 25:5

S. "Proclaim liberty throughout all the land all the inhabitants thereof." Leviticus 25:5

T. Besides being written in the Bible, this is also written on the Liberty Bell.

The Bible has more to say about liberty. 2 Corinthians 3:17 says:

S. "Now the Lord is the Spirit; and where the Spirit of the Lord is, there is liberty."

T. This can be hard to understand unless you understand that our rights have to be limited by government when people don't honor the Lord and the true meaning of all He has to say.

Thomas Jefferson once said:

S. "Can the liberties of a nation be secure when we have removed the conviction that these liberties are the gift of God?"

T. Jefferson understood that when people honor God, they honor His Word, and when they honor His Word, few laws have to be written to control their behavior. You see, liberty can only exist in a nation where people are able to self-govern. That means that when people are able to control themselves in ways that do not harm others, they need less laws to control them.

EXAMPLE: There are strict laws about drinking and driving. Do you think we would need these laws if people controlled themselves and didn't drive after drinking? Discuss any other examples the group may come up with.

Our Founders understood liberty to mean 3 things:

S. 1. Freedom from a corrupt government; 2. Freedom from foreign rule and national independence or sovereignty; and 3. The power or right to think, speak or believe according to your personal choice.

T. SWORD DRILL: Proverbs 9:10

S. "The fear of the Lord is the beginning of wisdom, and knowledge of the Holy One is understanding." Proverbs 9:10

T. This verse tells us that it is just plain smart to fear God, and fearing God starts with knowing that His thoughts and the things He says are the things that are right. People try to choose for themselves what is

right and wrong, and when they do that, they put themselves in the place of God. Adam and Eve did that in the Garden and look at how that turned out for them. That is not fearing God. It is foolishness to think that we may know better than He does on anything. This frame of mind and way of thinking leads to many problems. When that happens on a national scale, the government has to step in and decide what is right and wrong. It does that by writing more laws that restrict what we do. You see, if people will not govern themselves, more laws have to be passed to govern them. This results in a loss of freedom and liberty. We can say that freedom - or liberty - without righteousness eventually self-destructs.

Besides this, people fail to understand the difference between wisdom and knowledge. Knowledge can simply be the accumulation of facts, while wisdom is knowing how to interpret those facts in ways that make sense and can be applied to your life for your overall benefit.

John Adams - one of our Founders and our second president, once said:

S. "Our Constitution was made for a moral and religious people...it is wholly inadequate to govern any other."

T. Daniel Webster (a U.S. Senator & Secretary of State) once said:

S. "Whatever makes men good Christians, makes them good citizens."

T. Ask the class if they understand how sustaining liberty requires a moral and religious people. Be prepared to discuss whatever questions they may have.

In our next lesson we will study a little bit about our Constitution, how it limits government and how it protects our rights.

End with prayer.

Lesson G7
Constitutional History & Basics

Objective: Students will be able to understand the history of the Constitution and how it was designed to restrict the powers of government.

Open with prayer.

Activity: Read the Warriors' Creed (2 Cor:10:4) and play hangman using a blank for every word in this verse. It helps to number the words beneath the blanks on the board as shown below. Have someone play Vanna White who can fill in the words above the blanks and keep a list of the words that are used but not in the verse. Be prepared to give hints for the words in order to move the game along quickly. Have fun with it and engage the students.

2 Cor: 10:4 (NIV translation) Note:

"The weapons we fight with are not the weapons of the world. On the
#1 #2 #3 #4 #5 #6 #7 #8 #9 #10 #11 #12 #13 #14
contrary, they have divine power to demolish strongholds."
#15 #16 #17 #18 #19 #20 #21 #22

Review materials with the Q/A below. Be aware that the students will not be able to answer many of the questions. In that case, you must be prepared to take the time to explain each answer until you are satisfied that they understand at least the principle, if not the detail. Every question and every answer is important for them to at least partially understand.

Q: Do you believe Christians should be involved in politics, and why?

DISCUSS ANSWERS AND BE PREPARED TO GIVE YOUR OWN.

A: If Christians are not involved in politics, God's principles are not represented. Also, as Christians who profess Christ as their Lord and Savior, it means that He is Lord of all parts of their lives, including politics. And if Christians are not involved in politics, that means those that do not believe in Jesus and live according to his teachings are the ones representing us and governing over us. This can result in serious problems.

Q: What important points do you remember in the preamble of the Declaration of Independence?

A: Our rights come from God and not government; our rights are self-evident and unalienable. We have the right to life, liberty, and the pursuit of happiness.

(NOTE: Elaborate if necessary.)

Q: Who is the author of liberty?

A: God.

Q: Can we maintain liberty without God and His principles?

A: We can try, but people will always do what's right in their own eyes if they are not guided by God's principles. This always leads them to acting selfishly and not in the best interest of others. When this happens, government has to step in and decide what's right and wrong. This results in more laws and regulations that limit your freedom - plus you are at the mercy of whatever any lawmaker believes is right - even when that might not be what you think or what God wants.

Read the following text to the class.

Now it's time to learn a little bit more about the history of our Constitution.

On September 17, 1787, 39 representatives that were called "delegates" were sent from the original 13 colonies. They met in Philadelphia and after much discussion and even some arguments, they signed the Constitution that went on to be ratified - or passed - and became the foundation of our government.

After the failure of our loosely knit Articles of Confederation, which was America's first attempt to construct a limited government, our Founders realized that a central government was in our best interest, so they wrote our Constitution. They approached the idea with caution, not wanting to create a government that was so strong that it could easily become a tyranny because too much power was given to any one individual or group - although they always understood that under certain conditions, that was possible.

However, some states were still concerned that the rights of the people were not being adequately protected. Therefore, on September 25, 1789, our Bill of Rights were added as the first 10 amendments to satisfy the demands of states that insisted on our rights being protected or they would not sign and approve the Constitution. Many thanks to those strong-willed patriots are in order because many of those rights are what have protected us from an over-reaching government.

The objectives of our Founders were simple and well-defined. They sought to design a central government that was capable of:

- S.**
- **Defending its citizens against foreign powers;**
 - **Where the citizens were the sovereigns as opposed to a king;**
 - **Where the rights of individuals were protected;**
 - **Where the government's powers were limited and specifically listed or "enumerated"; and**
 - **Where liberty was protected by curtailing power grabs through a system of checks and balances. The Preamble of our Constitution states it well.**

S. *"We the People of the United States, in Order to form a more perfect Union, establish justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America..."*

T. (NOTE: Continue Reading) The Constitutional Republic that was formed out of a desire to protect the liberty of its citizens differed from other forms of government that ruled over their citizens as powerful men, the international bankers, and their friends saw fit. In this new form of government, those that ruled, ruled by consent of the people. Unlike the Magna Carter, where the king retained all power and granted some back to the people, in this Constitutional Republic, the people held the power and granted some back to the government. They based this on their biblical interpretation of government where obvious and undisputable rights are naturally given to mankind by God. They further understood that governments existed only to protect the rights of the people.

Such was the American experiment that lasted well over two centuries. While it may be hard to imagine that such a jewel of a government could ever be scorned by its citizens, today that very same government is in trouble simply because most Americans are ignorant of the blessings that they have inherited through the enforcement of this system of government.

There is good news. The good news is that ignorance can easily be overcome by an informed and dedicated citizenry. As it only takes one match to light a dark room, those who understand and appreciate what we are about to lose can take advantage of the blessings of this form of government to enlighten the uninformed within their sphere of influence. We can win this war raging against the soul of America without firing a single shot. We can do it by shining a light through celebration and education, the likes of which can shed light on all the wrong ideas about an evil government that have been planted by those that would destroy our government from the inside out. It's time for you to be that light.

Let freedom ring throughout the land and liberty's voice of hope and encouragement be the voice that shines through the darkness. Be that voice. Celebrate America. It is up to us to proclaim liberty throughout the land, and celebrate - for we truly have something worth celebrating.

End of reading.

The following questions and answers have been taken from the *Elementary Catechism on the Constitution of the United States for the Use of Schools*, written by Arthur J. Stansbury in 1828 and edited by William H. Huff in 1993 and 2014.

A famous writer, Pat Miller who studied some of the 20th century's most notorious tyrants, once said:

S. *"The best way to take control over a people and control them utterly is to take a little of their freedom at a time, to erode rights by a thousand tiny and almost imperceptible reductions. In this way, the people will not see those rights and freedoms being removed until past the point at which these changes cannot be reversed."* Pat Miller

S. *"Many features we have long criticized in tyrannical governments around the world are becoming standard practice across America, even tainting our foreign policy."*
William H. Huff, on pp xiv

T. What tyrannical governments is Mr. Huff referring to?
(Note to the teacher: Encourage the class to volunteer answers.)

A: These are governments that should be acknowledged as tyrannical:

- S.**
- Nazi, Germany killed over 6,000,000 Jews as well as many others;
 - Joseph Stalin of the Soviet Union killed millions and millions with the exact number being so vast that it remains unknown;
 - Mao Zedong - or Chairman Mao, as he was known - of Communist China killed between 45,000,000 and 78,000,000.

Others worth mentioning are:

- Fidel Castro, the founder of Communist Cuba;
- Muommar el-Gadhafi of Libya; and
- Saddam Hussein of Iraq.

All of these tyrants killed mostly their own people in order to maintain their power.

T. This is why we must study the type of government we have, because the type of government we have protects us from these murderous tyrants by protecting our freedoms. While our form of government may not be perfect, especially since it is run by imperfect human beings, it is still a government where freedom and liberty are valued and protected. Unfortunately, today, people aren't taught about our government or

why it is important to protect our freedoms, so they don't understand the government we have and how important it is for our own well-being to protect that government.

Now, let's get down to some basics. (NOTE: Some of these points have not been covered in the preceding lessons, therefore, take the time to explain the answers. Some students need more reinforcement than others, and these are important points for them to understand and remember about the basics of our government.)

Q: Why do you think this country is called the United States?

A: Because it is made up of 50 states. Originally, there were only 13 states, that were called "Colonies" which were once separate governments. The states of Maine, Kentucky, Vermont and Tennessee were part of the original 13 Colonies and fought during the Revolution, but they became individual and separate states afterward. When the Constitution was signed, the 13 Colonies agreed to unite together as one nation. Since then, other territories were settled and eventually became states.

Q: Who can tell me what a state is?

A: A state is a district or a geographical region within the country whose people are under one government that has to abide by the Constitution of the United States as well as their own state Constitution.

Q: Had the different states that united together once been governments of their own?

A: Yes, but they agreed to put themselves all under the umbrella of one central government while still continuing to be their own government. In other words, they were separate and independent parts of a larger central government.

Q: Why did they decide to unite as one country?

A: Because it promoted their general welfare, meaning that the general conditions they would live under would be better if they united, such as protection from the invasion of foreign governments.

Q: Is some government necessary in every country?

A: Yes. Without it nobody would be safe, not only our property but our lives would be in danger because we wouldn't have any military or police to protect us, and we wouldn't have any courts or judges to decide who was right or wrong if a lawsuit was needed.

Q: Can't the people of a country govern themselves?

A: If every man was perfectly virtuous - or morally and spiritually righteous - then it might be possible. But this is far from the case. Therefore, we need government, as the Bible says, so that we may live peaceful lives. That is the purpose of government.

Q: How is this done?

A: Laws are made that all must obey, and whoever disobeys them is punished.

Q: Who makes these laws?

A: They are made in different ways. In some countries a single man makes the laws as he sees fit. Unfortunately, this may be good for the lawmaker but it is not always good for the people.

Q: How are laws made in the United States?

A: In the United States we elect representatives that make laws for us to live by.

Q: What is this type of government called?

A. It is called a Representative Government, because those elected represent the people who elected them. It is also called a Republic. Remember that our Declaration of Independence stated that governments get their powers by the consent of the governed. This is the basis of a representative government, which is also called a "Republic."

Q: How is a Republic different from a true democracy?

A: It is very different from a democracy, because in a democracy, the mob rules. A Republic does have some things in common with a democracy because the citizens vote. In a Republic, the people elect representatives - or people to represent their interests - in government. These representatives are supposed to do what is right, but because they are flawed human beings, sometimes they don't, which is why we need other parts - or branches - of government to stop them from doing what's wrong. We call this system of using different branches of government for different things a "check and balance" system because one branch is supposed to "check" or stop another branch from doing anything that conflicts with the Constitution. It is also important to understand that our Founders were concerned about mob rule. This is why they created something called the Electoral College. It protected smaller states from being over-ruled by states with large cities.

Q: In a Republic the laws are made by certain persons that we call our "representatives." What part of government are they in?

A: At both the state and federal level - which is the central government that is in Washington, DC, there are many similarities in the way the government is structured. Some states are a little different, but not much. They must all conform to the United States Constitution. What is meant by that is that they can make their own laws and operate as they see fit, but the laws they make must not conflict with the national laws. And our representatives are elected by our citizens, who have the right to vote. When our representatives are elected within our states, they are the ones that are part of our state's legislature and they are the ones who make the laws for our states. Just like it is at our national level, we have a state legislature that makes our laws, and we have a governor that is voted into office by the people. Our governor is our executive. And then we have our judges within our states that make up our judicial branch of government.

S.

Branch →	Executive	Legislative	Judicial
Level of Government ↓			
National Government	The President of the United States	Congress consisting of The House of Representatives (consisting of our Congressmen/Congresswoman) and The Senate (consisting of our Senators)	The Supreme Court and 9 District Courts
State Government	The Governor	The General Assembly Consisting of The House of Representatives (known as Assemblymen and Assemblywoman) And The Senate	The State Supreme Court And Lower Courts

Q: What is the difference between making a state law as opposed to a federal - or national law?

A: The laws that are made for a state, as opposed to the entire nation, are made by representatives elected only by the people in that state - not by the whole country. As it is in the national or federal government, they meet in the part of our government that is called our Legislature, and the General Assembly, or the General Court. The Legislatures in the states are broken down into two parts - the State Assembly and the State Senate - similar to how the federal government is broken down into the House of Representatives and the Senate.

Q: Was the United States always a Republic?

A: No. The states were formerly Colonies of Great Britain.

Q: What is a Colony?

A: A Colony is born when part of the people of a nation move to a distant land that is owned by the nation they originally lived in. When the land they move to is still owned and governed by the country they left, these new settlements are called "Colonies."

Q: Were the laws Great Britain made to govern the American Colonies good laws?

A: Many were - especially at first. Then under King George III, the laws became worse and worse to the point that they were threatening the liberty and prosperity the Colonies had always enjoyed.

Q: What did the Colonies do then?

A: They made complaints, and reasoned for a long time with Great Britain, but Great Britain wouldn't listen to their complaints and instead sent over ships and soldiers to force them to obey. They also started taxing them unfairly.

Q: Did the Colonists obey?

A: Some did. They remained loyal to Great Britain - some because they believed that was right; others because they were afraid to disobey.

Q: What did the Colonists do then?

A: They organized with each other and had long meetings and discussions about what they should do. Then they decided to write the Declaration of Independence to declare to Great Britain that they were to be independent states and not subject to King George III.

Q: Did King George accept their Declaration and acknowledge them as independent states?

A: No. He sent over more ships and more soldiers to intimidate them and fight against them.

Q: What was this fighting called?

A: It was called the Revolutionary War or the American Revolution.

Q: What happened after the Colonies won the Revolutionary War?

A: At first the Colonies became States with their own governments, but then that didn't

COUNTERPOINT

work well, so they united and became the United States of America.

Q: What kind of government did they design?

A. A Constitutional Republic - or a Republic that is governed by a Constitution.

End with prayer.

Lesson G8 Overview of the Three Branches of Government

Objective: Students will be understand the basic purposes and powers of the three branches of government.

(Note: As in the last lesson, students may not be able to answer each question satisfactorily. It is then the teacher's responsibility to explain the answer as well as possible.)

Open with prayer.

Q. In our last lesson we learned that the Congress of the United States makes our laws. However, if Congress makes a law that conflicts with the meaning of the Constitution, must the people obey it?

A: No. All laws, both national and state laws, cannot conflict with the Constitution. Throughout history there have been times when the laws that were created by the legislative bodies were questionable and thought to be unconstitutional - or contradictory to the Constitution. However, there are proper ways for people to deal with laws that are unconstitutional. We simply cannot just disobey a law because we think it is wrong or unconstitutional. There is a way to decide when a law is constitutional or unconstitutional and to protest that law and hopefully have it changed.

Q: Do people have the right to decide what laws they can obey based on the argument that the law is or is not constitutional?

A: No. People can bring their argument about the law to a court and leave it to a judge to decide. If they are not satisfied with the judge's decision, they can appeal the decision and bring the argument to a higher court that decides issues that another court has already ruled on. These are called higher courts and appeals courts. The highest appeal court in the nation is the Supreme Court of the United States.

S. "An unconstitutional law is no law at all." Supreme Court Justice Ruth Bader Ginsburg

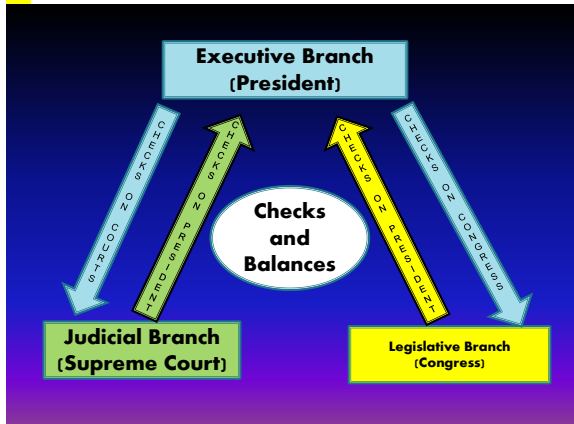
T. So far we have learned about two branches of government: Congress and the Courts, which is also known as the "Judiciary". It is where we get the word "judge" from. Remember, the Congress makes laws and the Judiciary decides arguments about what is permitted by law and what is not.

Q: Why did our Founders think it was necessary to create a government with three branches, each being capable of keeping the other branch from getting too powerful and overriding the Constitution and intruding on our God-given rights?

A: Our Founders understood the fallen nature of man and man's natural tendency to want more and more power. They knew that they had to figure out a way to keep a government that was run by people from infringing on the rights of other people and from taking what people worked for. James Madison spoke about this in #51 of The Federalist Papers, which were articles written in the local newspapers that explained to the people what the Constitution was all about. Madison said that the purpose of creating a government with different departments- or branches - was to allow one branch to keep the other branch in its proper place. Madison believed that having distinct and different branches of government was necessary to maintain liberty. He also said that "Ambition must be made to counter ambition."

This chart helps explain what they had in mind.

S.



(NOTE TO TEACHER: Go over the chart and explain it as best you can at this point. As the lesson evolves, the structure will become clearer to the students.)

T. We will begin by studying a little bit about Congress. The Constitution also contains sections that tell us how Congress is to be elected and who can be elected, as far as age and other things. It also tells us that Congressmen and Congresswomen serve for a two year term, after which they face re-election if they desire to continue their role in Congress.

How many of these Congressmen/women we have is based on the population of their states. States with larger populations have more representatives in Congress. These populations are figured out at the time of the census, which is taken every 10 years, as specified in the Constitution.

Here's a picture of the Capitol building in Washington, D.C. It is where our congress meets to discuss things and make new laws.

S.



T. Because our Founders made this house of Congress more accountable to the people they represented by having them come from the districts they represent, this branch of Congress has what is called "the power of the purse."

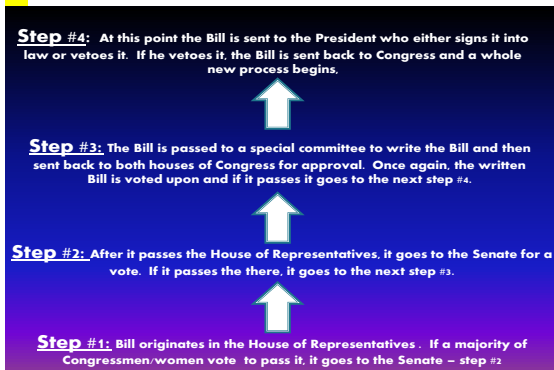
S.



T. There is a good reason they designed it this way. They believed that a representative of the people couldn't truly represent his people unless he lived among them and was accountable to them. This is why the House of Representatives is the only branch of Congress that can make laws regarding how our money is spent. It's called "appropriations."

When a law is first proposed, it is called a "Bill." Once it is voted on in the House of Representatives and is passed, it is then sent to the Senate for approval. After that it goes to the President to sign. If it passes through the two branches of Congress and is signed by the President, it becomes the law of the land. We will learn more about what Congress can do in our next lesson.

S.



T. In this process you can see how the two branches of government all have to work together to make a Bill a law. However, if the law is ever challenged, all three branches have to get involved.

S.

Remember...

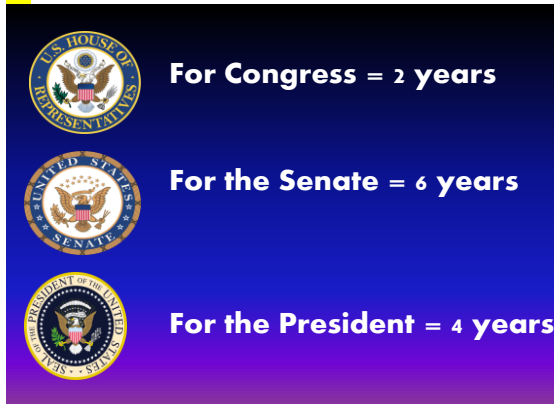
Congress makes laws, then they go to the President.

The President either approves and signs the laws or vetoes them, which means they don't become laws.

If the laws are challenged in court, the judicial branch rules, or decides, if the laws are constitutional.

T. The Constitution also puts limits on the length of a term that our legislators can serve.

S.



T. For Congressman, it's two years; for Senators, it's six years; and for Presidents, it's four years with only two possible terms, meaning that a President can only serve a maximum of 8 years while anyone in Congress can serve as many terms as they win during a re-election campaign.

As opposed to congressmen/women who are elected based on the number of people in their districts, there are only two Senators from each state. The amount of Senators for each state is the same and not based on the size of their populations. This was an important detail that our Founders included. Its purpose was to insure that the smaller states weren't ruled by the larger states. They feared that if a majority of people shared a common interest, that they could rule over the minority and deprive the minority of their rights. So, they structured the Senate in a way to insure that every state had equal representation in the Senate, regardless of its size or population. It is also the same reason why they created the Electoral College, which votes for the President after the people from each state have voted.

S.



T. The Judiciary:

The Constitution also tells us about how judges are appointed. Supreme Court judges are appointed by the President but their appointment must be approved by the Senate. Once this is done, they hold this position for the rest of their lives, or as long as they wish to; however, it is very unusual for a Supreme Court judge to retire. Many die in office or resign due to illness or inability of some kind to perform their duties.

Q: Can anyone guess why our Founders thought the judges in the Supreme Court should hold lifetime positions?

A: Our Founders believed that this would protect the judges from being influenced by political parties which could have the power of firing them if they didn't agree with the party's ideas and didn't find in favor of the party's lawsuits. They did all they could to make the judges independent of changing

political parties and their ideas. Unfortunately, today that has proven not to be the case, as it was for many, many years. Today presidents only appoint Supreme Court judges based on whether or not they agree with the president's ideas. We know this is true because you can usually tell how the judges will vote on any given issue based on their political point of view - and not on what the Constitution says.

Q: Does anybody know how many Supreme Court judges we have?

A: Nine.

Q: Why do you think our Founders chose the number nine?

A: So that there would be an uneven number and the court wouldn't be split down the middle and unable to come to a decision.

Q: Is there ever a time when the court is split?

A: Yes. If for some reason the court only has eight judges because one has resigned, died, or is unable to serve, then cases before the court would now be heard by eight judges. This could result in four judges deciding one way and the other four deciding another way. In such a situation, if there is a split decision for some reason, the binding decision goes back to the lower court that heard the case and decided it before it went to the Supreme Court.

S.



T. The Executive Branch - or the President:

Perhaps out of the three branches of government, the Executive Branch was the most feared and most discussed by our Founders. They had just fought a war against a king that had too much power and they knew firsthand how destructive that could be, so they feared putting too much power in the hands of one person. However, they decided that the new nation did need an executive - or president - but certainly not a king. Therefore, they created the office and gave it only a few powers, leaving most powers to the legislative body that was close to the people. Today you might think that the President of the United States is the most powerful man in the world, and you would be right. However, our Founders never intended it to be that way.

In accordance with their belief that all three branches of government should be able to exercise some control over the other, our Founders decided that the President should not be able to write laws but he should be able to veto the laws that Congress made, if he thought they were not right for some reason. It is the President's responsibility to execute the laws properly, but he cannot make them.

Q: Who knows what it means to "veto" a law?

A: It means that the President can refuse to sign a Bill into Law.

Q: What is the advantage of doing it this way?

A: There is a great safeguard for freedom because if the one makes bad laws, the other may refuse to execute them - or enforce them; or if the one wishes to do tyrannical acts, the other may refuse to make the law to enable that.

Q: Can anyone become President of the United States?

A. No. He or she has to be at least 35 years old and a naturally born citizen, meaning born in the United States. Plus, he or she had to have lived in the United States for at least 14 years.

Q: Why do you think this was important to our Founders?

A: They wanted to be sure that the President of the United States didn't have loyalties to another nation. The President was elected to serve the citizens of the United States and act in their best interest, not in the interest of a foreign government.

Q: What happens if the President dies in office or is killed?

A: The Vice President then becomes the President, but in order to become Vice President, you have to be at least 35 years of age, just like the President, and have been a natural born in the United States and lived here for at least 14 years.

We briefly mentioned the "Electoral College" before. This is made up of delegates that represent all the states. They cast their vote for the President after their states have voted in the general election. Different states have different amounts of electors - or delegates. In some elections, candidates have actually gotten more popular votes than their competition but not become the President because their competition got more electoral votes. Some people think this is unfair - especially if it is their candidate that lost the election. However, there was a very definite reason our Founders designed it this way. As was their reason for creating the Senate so that the little states couldn't be out-powered by the bigger states with larger populations, it was for a similar reason that they created the Electoral College. By giving states electors, they reasoned that this was protection for the people that the populations in the big cities wouldn't control who would become President. If they didn't do this, then the states with the biggest cities would decide who would be President, and the votes of the people living in the states with smaller cities wouldn't count at all.

When someone becomes President , they take an oath of office on what we call Inauguration Day. The oath says:

S. "I do solemnly swear, that I will faithfully execute the office of the President of the United States, and will, to the best of my ability, preserve, protect, and defend the Constitution of the United States."

T. Although our Founders feared having a person in charge with too much power, our Founders also understood that we needed someone who could run the government and that in order to do that, that person would need certain powers. These are the powers are Founders gave to the President under the Constitution. They are listed in Article II of the Constitution:

S.

- **Serve as Commander in Chief of the military.**
- **Commission officers of the military.**

- **Grant reprieves and pardons for federal offenses, which means he can forgive the offense and set the person free.**
- **Convene Congress in special sessions.**
- **Receive ambassadors and dignitaries from foreign countries.**
- **Execute the laws of the country - which has sometimes been abused by the use of Executive Orders, or orders the President signs and creates to make something he wants to happen, happen**

S.

- **Appoint Supreme Court judges and other heads of high-ranking offices, such as his cabinet, as well as many others. However, there is also a check and balance built into this power. The Supreme Court judges and cabinet members have to be approved by the Senate.**
- **He can negotiate treaties with other countries, although these treaties also have to be approved by the Senate.**
- **He has the power to veto any Bill that Congress passes if he thinks it's wrong for some reason. If he does, the Bill goes back to Congress and they have a chance to pass it in spite of his veto. However, it won't pass unless 2/3 of Congress vote to pass the Bill. This is usually too hard to do.**

(Note to teacher: Read these powers slowly and take the time to explain each as necessary.)

T. In addition to these powers, the President also has the responsibility to report to Congress annually in the State of the Union address. The first year he is in office, this is not a State of the Union address because he has only been in office less than a month, so it is called the "address to a joint session" meaning a joint session of Congress - or both the House of Representatives and the Senate. He may also give other speeches to Congress because there are times when the President is required to communicate with them. However, he can decide when it is in the best interest of the people not to tell Congress everything he knows.

Close with prayer.

Lesson G9 Enumerated Powers & the Bill of Rights

Objective: Students will understand the powers the government has according to the Constitution, as well as their personal rights, as specified in the first 10 amendments to the Constitution, known as the Bill of Rights.

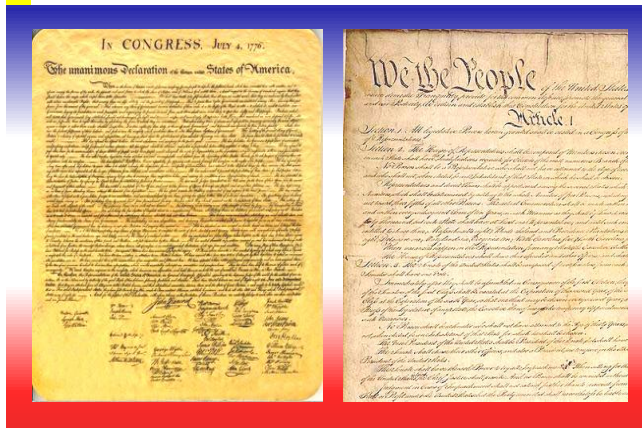
Activity: Read the Warriors' Creed (2 Cor:10:4) and play hangman using a blank for every word in this verse. It helps to number the words beneath the blanks on the board as shown below. Have someone play Vanna White who can fill in the words above the blanks and keep a list of the words that are used but not in the verse. Be prepared to give hints for the words in order to move the game along quickly. Have fun with it and engage the students.

2 Cor: 10:4 (NIV translation) Note:

*"The weapons we fight with are not the weapons of the world. On the contrary, they
 #1 #2 #3 #4 #5 #6 #7 #8 #9 #10 #11 #12 #13 #14 #15 #16
 have divine power to demolish strongholds."
 #17 #18 #19 #20 #21 #22*

Review:

S.



T: What came first, our Declaration of Independence or our Constitution?

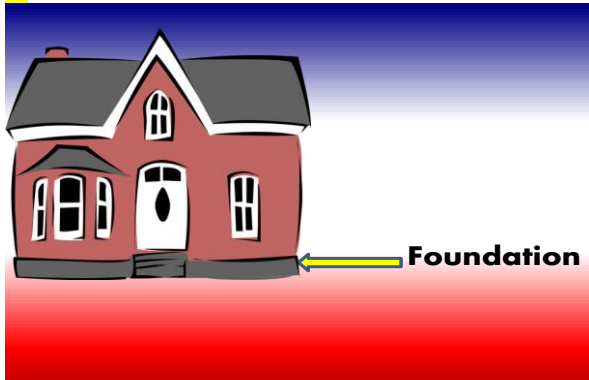
A: Our Declaration of Independence. It was our announcement - or our "Declaration" - to Great Britain that we were declaring our independence from them as a Colony and becoming an independent nation.

Our Constitution was written after we won the Revolutionary War and our right to govern ourselves as an independent nation. Once we did this, we had to create a government that the Colonies agreed we should become and we had to write the rules of how that government would operate. Those rules are what we call our Constitution. It has been over 230 years since our country ratified (or voted to approve) the Constitution of the United States. The Constitution is a document that contains the rules of government and what the government can do "constitutionally."

Our Constitution is what we call our "foundational document" meaning that it defines the very foundation

of our government. Just like the foundation of a house holds the house up and is the very first thing you build when you build a house, a foundational document is the very first document that spells out what kind rules and ideas our government is built upon.

S.



T. In the United States, we have two foundational documents. One is our Declaration of Independence, in which we declared our independence from Great Britain and spoke about the ideas that were important to us, and the other is our Constitution, which set the rules for how our government would operate.

As we learned in our last lesson, the Constitution is divided into different parts.

Q: What are the three parts of our government that we call our three branches of government?

S.

Three Branches of Government

Congress = The House of Representatives
The Senate

Judiciary = The Supreme Court and other
lower courts

Executive = The President

T. (NOTE: Some of this is redundant but necessary to repeat due to its importance.) In the Constitution, there are also parts that give power to the Executive Branch, our Congress, and our judges. It is important to understand that the three branches of government are guided by a set of rules that are specifically described and detailed in our Constitution. There are also a set of rules that protect our rights that are called our Bill of Rights. We will discuss those next.

After a lot of discussion and many arguments, on September 17, 1787, four years after the Revolutionary War ended, 39 delegates from the original 13 colonies met in Philadelphia and signed the Constitution that went on to be ratified (or accepted, voted on, and approved) and become the foundation of our government.

After the failure of our loosely knit Articles of Confederation, our Founders realized that a central government was in our best interest. They approached the idea with caution, not wanting to create a government that was powerful enough to easily become tyrannical - although they always understood that under certain conditions, that was possible. Therefore, on September 25, 1789, our Bill of Rights were added as the first 10 amendments to satisfy the demands of states that insisted on our rights being protected or they would not sign on to ratify the Constitution. Many thanks to those dedicated patriots are in order who understood that it wasn't enough to define which powers the government had, it was also necessary to define what rights the people had and government couldn't intrude upon.

It has been said,

S. "A government big enough to give you everything you want is big enough to take everything you have."

T. While some debate who said this and who didn't say it, you can be certain that our Founders clearly understood its meaning. The objectives of our Founders in creating the Constitution were simple and well-defined. They sought to design a central government that was capable of:

S.

- **operating efficiently and as needed;**
- **defending its citizens against foreign powers;**
- **government's powers were limited and specifically enumerated - or listed;**
- **was able to negotiate with foreign nations;**
- **could make its own money;**
- **and where liberty was protected by curtailing tyrannical power grabs through a system of checks and balances.**

T. They also understood that in this government,

S.

- **the citizens had to be the sovereigns (or those that controlled things) as opposed to a king; and**
- **the rights of individuals had to be protected**

T. This was a lot to accomplish in one document, but they understood that this was an important document that needed to be as strong and fair as they could possibly make it because it would be creating the new nation. The Preamble of our Constitution states it well:

S. *"We the People of the United States, in Order to form a more perfect Union, establish justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."*

T. Discuss the points made in the Preamble:

Q: Who?

A: We the People of the United States

Q: Why?

A: To form a Union (a group where we all agreed on certain things and were able to act as one body or group)

Q: What?

A: To establish justice, insure peace, provide for the military, and where all of these things were to be enjoyed by all equally.

Our Constitutional Republic that was created out of a desire to protect the liberty of its citizens was different from other forms of government that ruled over their citizens as powerful men saw fit. In this new form of government, those that ruled, ruled by consent of the people through voting. Unlike the Magna Carter, where the king retained all power and granted some back to the people, in this Constitutional Republic, the people held the power and granted some back to the government. They based this on their biblical interpretation of government where undisputable rights are naturally given to mankind by God. They further understood that from a biblical perspective, governments existed only to protect the rights of the people.

In this lesson we will continue studying exactly what were the powers given to government under our Constitution. They can be found in Article 1, Section 8 of our Constitution. Please turn there.(NOTE: Refer the students to the page where this is written.)

Read the powers granted to our government under our Constitution, and then explain each:

S.

- **Can create and collect taxes, duties, imposts and excises to pay debts. Define each. (NOTE: Collecting taxes is necessary so that we can collect the money that is needed to run our government, including all the expenses of running the three branches and our military.**
- **Can borrow money.**
- **Can regulate trade with foreign nations and be sure that trade is protected between the states, as well as with the Indian tribes.**

S.

- **Can make laws regarding citizenship, and bankruptcies.**
- **Can print and coin money and fix the values of it and of standard weights and measures.**
- **Can create laws punishing counterfeiters.**
- **Can establish a postal system and the roads it needs.**
- **Can promote and protect the progress of science and the arts by establishing copyright laws.**

S.

- **Can create a lower court system in addition to the Supreme Court.**
- **Can create laws to punish pirates.**
- **Can declare war and have power over prisoners of war, as well as being able to grant pardons.**
- **Can raise and support a strong military.**
- **Can control our National Guard.**
- **Can create legislation that rules over all land and territories of the United States**

T. These are the limited powers that our government is supposed to be bound by. Any other powers it has grabbed that are not in accordance with the powers listed above, are not constitutional and should be challenged in court.

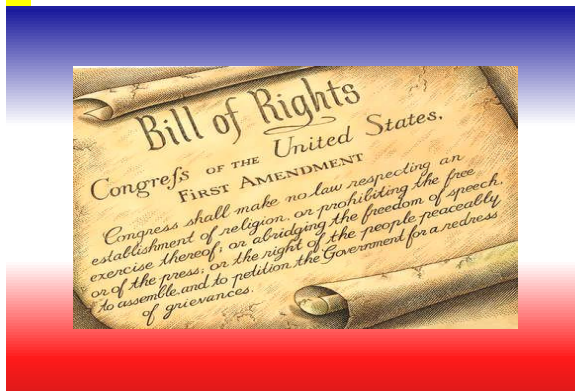
Q: Can you think of some of the things the federal government does today that are not listed in the enumerated powers of the Constitution?

A: Entertain answers from the students but be prepared to offer your own examples. Students may be a little confused about this. Explain that they are not alone in their confusion. The decision about whether or not something is constitutional is often the basis of many lawsuits - especially those that are heard by the Supreme Court of the United States. Often laws are made that are unconstitutional, but unless somebody complains about the law and is willing to take it to court, many times these laws are still enforced. This is why it is so important that you understand what the Constitution says and what rights it protects, so if anyone or anything deprives you of your constitutional rights or if government makes laws that hurt you and are unconstitutional, you will know it and know that you can fight it in court.

As mentioned before, our Founders would not agree to sign the Constitution and make it the law of the land unless the peoples' rights were protected. As we will study, the things listed tell government what it can do and the rights of the people were not mentioned. Their reason for not originally including it in the Constitution was because many of them thought that if they included some very important rights, that someday people would argue that these were the only rights we had .

Eventually, in order for the states to ratify this Constitution, our Founders agreed to write Amendments to the Constitution instead of going back to the drawing board and starting from square one. They wrote 10 Amendments to satisfy the demands of the other states. Today we know them as our Bill of Rights. We will discuss those next.

S.



T. At the time of the Second Constitutional Convention (a big meeting where our Founders met to discuss what would become our Constitution) there were many passionate discussions about whether or not the Constitution went far enough in protecting our rights. James Madison, who drafted the Constitution, believed it did. He believed that the checks and balances built into different branches of the government would act as a means of protecting the rights of our citizens. Others were not convinced. They had just fought a hard and long war against Great Britain, who had abused their God-given rights and they wanted to make sure our new government couldn't do that.

Charles Pinckney, governor of South Carolina and a signer of the U.S. Constitution, voiced much opposition to the Constitution because he believed provisions needed to be included in the Constitution that specifically protected our rights. Since the debates about the Constitution exhausted most of the Founding Fathers, they agreed to have the states vote on it the way it was but agreed to adding amendments to it the first time Congress convened. That is exactly what they did.

When Congress first met after the Constitution was ratified by the states, they proposed the first 12 amendments to the Constitution. Not all 12 passed. Only 10 passed and were ratified on December 15, 1791, a year and three months after the Constitution was ratified on May 29, 1790.

Q: Can anybody tell me what those rights were?

A: Allow students time to try to list some of the rights in the first 10 amendments.

We will go over these because it is important for you to understand what your rights are as an American citizen. The First Amendment states:

S. AMENDMENT #1

*"Congress shall make no law **respecting an establishment of religion or prohibiting the free exercise thereof, or abridging the freedom of speech or of the press, or the right of the people peaceably to assemble and to petition the government for***

T. This Amendment includes several rights that our Founders thought were so important that they had to include them as number 1. They included:

1. The right to practice religion as you saw fit without interference from the government. Remember, this country was settled by the Pilgrims and the Puritans who first came here seeking religious freedom from Great Britain and the Church of England. It was important to them that this right be protected.
2. The right to speak your mind and not be punished by the government for thinking or speaking about whatever you deemed appropriate. This is called the right to free speech.
3. The right for the press to not be controlled by the government. They believed that the press was to act like the nation's watchdog and needed the freedom to report to the people anything that was newsworthy. We call it the freedom of the press.
4. The right to get together with others to discuss any matter you wanted to, even if it was an objection to what was happening in the government. It is called the right to peaceably assemble. Today, many people abuse that right and instead of assembling peaceably, they riot and destroy things. The right to riot is not a constitutional right.
5. The right to let government know that you are not happy about the things it is doing. They called it the right to petition the government with your objections.

Imagine living in a country where things go wrong and hurt you but you aren't allowed to say anything about it or even tell the government that you don't like something, or perhaps the person running your country doesn't believe in God and demands that you can't go to church, pray, or study the Bible. The First Amendment protects your right to do all of these things.

(NOTE: Be sure to ask the students if they have any questions about any of the amendments after you have taught about them.)

Amendment #2 states:

S. Amendment #2

"A well-regulated militia being necessary to the security of a free state, the right of the people to keep and bear arms shall not be infringed."

T. This amendment gives us the right to keep and carry guns. When Great Britain realized that the Americans might fight for their freedom, one of the first things they tried to do was take away their guns. Our Founders understood that keeping your guns was an important part of keeping your freedom, in addition to being able to protect yourself and your family and hunt, as was an important part of Colonial America. It is known as the Right to Bear Arms, bearing arms meant to carry guns or other means of firearms protection.

Again, imagine living in a country where only soldiers or criminals who don't obey the laws have guns. Suppose you and your family are sitting home on a quiet evening and enjoying your favorite television show, and then suddenly someone breaks into your house with a gun and beats everybody up and takes everything you have that's valuable. This kind of thing is known as a home invasion and happens in countries where citizens don't have guns and aren't able to protect themselves.

The Third Amendment states:

S. Amendment #3

"No soldier shall, in time of peace, be quartered in any house without the consent of the owner, nor in time of war but in a manner to be prescribed by law."

T. This may be a tricky one for us to understand because no one in our country has ever been forced against their will to house a government soldier. Again, that wasn't true in Colonial times. Great Britain not only sent a lot of their soldiers over to fight against us, but they demanded that the colonists house and feed them.

The Fourth Amendment states:

S. Amendment #4

"The right of the people to be secure in their persons, houses, papers, and effects against unreasonable searches and seizures shall not be violated, and no warrants shall issue but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched and the persons or things to be seized."

T. This amendment protects us from any government official, or police, or military person coming into your house at any time and looking for whatever they want to look for. It makes sure that if the government has a real reason to search your house, they have to get a warrant signed by a judge before they can do so - and the warrant has to be very specific about what they are looking for and what they can take. Again, this was important to our Founders because when things went wrong with Great Britain, this is what happened to them. If you think it can never happen, you need to know that we have this right protected because it did happen in Colonial America.

The Fifth Amendment states:

S. Amendment #5

"No person shall be held to answer for a capital or otherwise infamous crime unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in

any criminal case to be a witness against himself, nor be deprived of life, liberty, or property without due process of law; nor shall private property be taken for public use without just compensation."

T. This protects us from being thrown in jail without the due process of law, meaning that we have to first be charged with a crime, then a grand jury decides if there is enough evidence against us to go to trial. And it says that we cannot be tried for the same crime more than once, or be forced to testify against ourselves. If you ever heard someone in court plead the 5th, they are claiming their constitutional right under the Fifth Amendment **not** to testify against themselves. This amendment also makes exception for those in the military who are to be tried by the military.

In communist countries this is a right that does not exist and there are many times when people are taken out of their homes and thrown into jail just for doing something simple, like maybe reading a Bible. In these countries there aren't any laws protecting their citizens from such things and the citizens suffer because of it.

Amendment #6 reads:

S. Amendment #6

"In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor; and to have the assistance of counsel for his defense."

T. This amendment protects our right to defend ourselves if we are ever accused of a crime. It also protects us from being locked away in prison for a long time before we ever have the chance to go to court. That's called the right to a speedy trial. This is important because people used to be locked away for a long time and never had the opportunity to go to trial and defend themselves. It also gives us the right to have a lawyer help with our defense and the right to have witnesses testify on our behalf.

The Seventh Amendment states:

S. Amendment #7

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise reexamined in any court of the United States than according to the rules of the common law.

T. This amendment gives us the right to have a jury of people that are just like us and can understand our situation, hear our case in court, and decided if we are guilty or innocent.

The Eighth Amendment states:

S. Amendment #8

"Excessive bail shall not be required, nor excessive finer imposed, nor cruel and unusual punishments inflicted."

T. This amendment protects us from too much money being required for bail if we are accused of a crime. It prevents the government from being too harsh with people but instead insists that the penalty must fit the

crime. It is sometimes called our right against cruel and unusual punishment.

The Ninth Amendment states:

S. Amendment #9

"The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people."

T. This was also an important right that our Founders believed they had to provide protection for in the Constitution. The argument by some at the time this was being discussed was that if we listed only a few rights of the people, at some point others would argue that those were the only rights we had. Listing these rights was called "enumeration." So, they wrote the 9th Amendment that made it clear that we, the people, had rights that were not specifically listed in the Bill of Rights. Can you think of some rights we have that are not included in the Bill of Rights? (Note: allow discussion. The right of parents to raise their children and chose what school they go to, or where they live and what they eat are some interesting points that can be made.)

The Tenth Amendment states:

S. Amendment #10

"The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people."

T. This amendment is really important in understanding the rights a state has to make its own laws and the laws it must obey from the national government. It deals with the difference between states' rights and federal rights. "Federal" meaning that the states are all independent governments but unite as one. It tells us that the states are able to make their own laws, just as long as they don't conflict with the Constitution.

For discussion if time permits:

Have the students imagine what life would be like if we didn't have the Bill of Rights to protect us, as is the case in many other nations.

Ask the class if they think there are some rights that should have been included in the Constitution that were left out.

End with prayer.

Lesson G10 The Pilgrims & Thanksgiving

Objective: Students will understand how the Pilgrims' faith motivated them to travel to the New World. They should also be able to recognize how providential it was that Squanto, an Indian who spoke English, was there to help them through their "starvation time" to a time when they were able to celebrate with an abundance of food.

Supplies needed: packages with five kernels of corn in each package and a prayer attached (see the end of the lesson for the prayer). It is suggested that you print the prayer out and attach it to the package of corn kernels and give one to each student to take home and use at Thanksgiving.

Open with prayer.

Q: Who knows what happened on November 19, 1620 - almost four centuries ago?

A: The Pilgrims arrived in the New World, but after trying to navigate their way down to the mouth of the Hudson River, they ended up going back north to what we now call Plymouth Harbor.

Q: What was life like for the Pilgrims in Merry Old England?

A: It wasn't so merry. Once the Bible was available to them because of the invention of the printing press, they began to challenge the Church of England, which was part of the English theocracy.

Q: Who remembers what a theocracy is?

A: A form of government that is either ruled or co-ruled by a religious belief.

Because the Pilgrims saw the flaws in the way the Church of England forced its people to worship, they became a type of outlaw. "They were hounded, bullied, forced to pay assessments to the Church of England, clapped into prison on trumped-up charges, and driven underground. They met in private homes." (The Light and the Glory, page 140)

Eventually, they left England and went to Holland where life was hard for them. And so, they came to believe that they were being called by God to come to the New World, in spite of the reports of the "starving time" and the savagery of the Indians suffered by those in Jamestown. They believed God was calling them to spread the Gospel and establish the New Jerusalem here in the New World.

That was part of their battle. Part of the battle they faced was raising the money for them to come here with their families, and then, of course, to survive their own "starvation time" once they got here.

But there is more to their incredible journey that is often overlooked in the history books. And it is both an inspiring and enlightening part of our history that needs to be understood.

S.



T. They set sail for the New World on August 5, 1620, arrived at Plymouth Rock on November 19, 1620. It was a terrible journey with most of the time spent in the hull of the ship due to many storms. This resulted in much sea-sickness, which resulted in much vomiting. Plus, the crew harassed them continually. They were called "psalm-singing puke-stockings" for reasons that are easy to understand. Amazingly, the man that harassed them most was the first one of only two to die on the voyage.

S.



Q: Who knows who Squanto was?

A: He was the Indian who helped the Pilgrims when they landed in the New World. His real Indian name was **Tisquantum**. We call him Squanto for short.

Here's some interesting facts about Squanto:

S.



T. Because of being kidnapped several times in his life, Squanto traveled extensively through Europe, parts of Canada, and the northeast coast of the United States.

- In an expedition sponsored by Sir Ferdinando Gorges, an English explorer named Captain Weymouth kidnapped Squanto along with 4 other Indians. In 1605, he returned to England with the Indians, thinking Sir Ferdinando Gorges would appreciate the opportunity to see natives from the region in person.
- It is believed that all of the Indians kidnapped by Weymouth were treated well in England before they were all eventually returned to their homeland. It is also believed that they were taught English in hopes that they would provide information to help the English settlers.
- Squanto was captured and released several times before the Pilgrims landed.
- In 1619, Squanto finally made it home only to discover that his tribe had all been wiped out by disease. NOTE: Squanto's tribe had been known to be particularly savage and not receptive to the White Men. (NOTE: DISCUSS THIS FACTOID FROM A PROVIDENTIAL POINT OF VIEW.)
- He died of "Indian Fever" at the age of 42.
- Squanto remains an important figure in the celebration of Thanksgiving.

Q: What was the "starvation time" that the Pilgrims experienced?

A: When the *Mayflower* arrived in Plymouth Harbor, the colonists began building their town. While houses were being built, the group continued to live on the *Mayflower*. Many of the colonists fell ill. As many as two or three people died each day during their first two months on land. The first year in Plymouth, only 52 people survived out of the 102 that originally left Leyden, Holland. The *Mayflower* left Plymouth on April 5, 1621, with only half of her crew.

Facts about Thanksgiving: The original feast in 1621 occurred sometime between September 21 and November 11. Unlike our modern holiday, it was **three days long**.

S.



T: What does that tell you about the Pilgrims? Do you think they were the stern and serious people we often see them portrayed as?

CONSIDER: They celebrated for three days! AND the women typically dressed in red, earthy green, brown, blue, violet, and gray, while men wore clothing in white, beige, black, earthy green, and brown - not the all black outfits we see pictures of them dressed in today.

The event was based on English harvest festivals, which traditionally occurred around the 29th of September. After that first harvest was completed by the Plymouth colonists, Gov. [William Bradford](#) proclaimed a day of thanksgiving and prayer, shared by all the colonists and neighboring Indians.

And so the first Thanksgiving was a joint feast with the Pilgrims and their new found Native American friends.

In November 1621, just before the onset of winter, another ship dropped anchor letting off thirty-five additional settlers who did not bring any food, tools, or extra clothes. Thus, once again they experienced another starving time during the winter of 1621-22 because of all the extra people to feed and shelter. They were ultimately reduced to a ration of five kernels of corn a piece to survive.

S.



T. In spite of one more close calls with a near weather disaster during the planting and harvesting season, the Pilgrims experienced a bountiful harvest the following summer of 1622. So great was their food surplus that they were able to trade with other northern Indian tribes who had not reaped such an abundance. And so came the second Thanksgiving feast with Sachem Massasoit and company—who again brought turkeys and venison

S.



S.



T. A lot of times this is what we think about when we think of the first and the second Thanksgiving. Who knows what's wrong with this picture?

A. The Pilgrims didn't dress that way.

There was one twist to the second Thanksgiving regarding the first course that was served: "on an empty plate in front of each person were **five kernels of corn** . . . lest anyone should forget" ("The Light and the Glory" Marshall & Manuel, 1977).

S.



T. What is Thanksgiving?

A. It is a feast, yes, and it is also part of American history and American tradition.

But to the Pilgrims, it was also the realization that Providence is enough. Thanksgiving is remembering the overabundance of things for which we give thanks, but it is also remembering the times in which we had little, and being thankful that we are now blessed. It should also be a time of encouragement for those that are not blessed to understand that difficult times do come to an end, which is a hope that we should be thankful we can embrace.

So, here we have a reminder of what the Pilgrims survived on during that harsh winter of 1622. (NOTE: hand out packages of corn with prayer attached.)

On the package you will see a prayer. If you think it's a good idea, keep the package and on Thanksgiving Day ask your family to pray to remember how God delivered the Pilgrims from the rough trip to Plymouth, where He had prepared a place for them. And how He allowed them to survive on five kernels of corn during the winter of 1622, to live on to bring their dream to worship freely and the liberty to live their lives as free and independent people into reality. We owe them much. They were able to choose following God's path in spite of everything that spoke against it. The United States of America would not exist as a free and independent nation if it were not for their bravery and commitment to God.

Ask the class to take this pack to the Thanksgiving table with them and read it to their family. Remember the Pilgrims and how they suffered so that they could worship as they believed they should. Also remember Squanto and how he helped them survive.

The prayers reads as follows:

S.



Dear Lord,

On this very special day when we take the time to thank you for all you have provided for us, we would like to take a moment to remember the sacrifices the Pilgrims made to begin to establish the bountiful land we now live in. We thank them for their willingness to follow You, even when it meant living on five kernels of corn during a very harsh winter. And we thank You, dear Lord, for allowing them to survive on this ration so that they would begin to establish a land intent on spreading the Gospel and providing freedom to worship and liberties never before known in the civilized world. Thank you, Lord, for the United States of America, and thank you for all the blessings You have bestowed upon Your unworthy servants. May we bless in You in all we say in do - today and for the rest of our lives.

Amen.

End with prayer - being sure to thank God for this country and those that sacrificed so much so that we could enjoy freedom and prosperity.

Lesson T1 The New World Order & the Bible

Objective: Students will understand God's displeasure of the New World Order from both a past and future perspective.

Open with prayer.

Activity: Read the Warriors' Creed (2 Cor:10:4) and play hangman using a blank for every word in this verse. It helps to number the words beneath the blanks on the board as shown below. Have someone play Vanna White who can fill in the words above the blanks and keep a list of the words that are used but not in the verse. Try to move this along as quickly as possible. Students usually love this part of the session and it can take longer than you want it to. Usually, supplying a special treat for someone who can memorize the verse the first helps.

2 Cor: 10:4 (NIV translation) Note: It's okay to give hints. At this point, you may also chose to have small rewards to hand out to students that have memorized the verse completely.

*"The weapons we fight with are not the weapons of the world. On the
#1 #2 #3 #4 #5 #6 #7 #8 #9 #10 #11 #12 #13 #14
contrary, they have divine power to demolish strongholds."
#15 #16 #17 #18 #19 #20 #21 #22*

Review: What are 3 of the lies of the devil?

You can be like God = make your own rules.
Everything evolved through natural causes = no creator.
Christians shouldn't be involved in politics.

T. In this lesson we will be learning about a one world government and when it existed in the past. We will also learn about what God thought about it in the past and its existence in the future.

S. Everything Old is New Again

(NOTE: Keep this slide up until instructed to move to the next slide.)

Q: Who thinks a one world government is a good thing?

A: Allow for discussion. Most likely, students will think that a one world government is a "good thing" since it would eliminate wars and the conflicts of one nation trying to take over another nation. Do not inhibit the discussions along these lines. After all, the purpose of this program is to help prepare students for the challenges that lie ahead of them, including the progressive "group think" that world peace is possible through global unity. If they are to have a good grasp on reality and to acquire the knowledge to be able to defend their faith against anti-Christian ideologies, it is possible that the foundation for that begins with these classes but it will be less effective if they are not allowed to discuss their thoughts and come to the knowledge of the truth for themselves (which is not what the world would have them believe).

Things like world peace, and no more hunger all sound like good ideas, but let's count the cost. In these United States we learned about our Constitution and representative government. Do you realize that if there were a one world government that the government of the United States would no longer exist? The new government would be designed by many countries, including countries that don't honor the wishes of their people. There is no telling what kind of government those countries would design.

However, it is certain, that for us things would really not be the same. If we wanted to protest something that the new government was doing, we couldn't make an appointment with our local representative - our representative might be living in Geneva, Switzerland or somewhere else in the world. Plus, we might not have the right to protest anything. Remember, our Constitution gives us the right to protest. It might not be a right that is protected in the new one world constitution.

Q: Would you like to know what God thinks about a one world government?
And...do you think He spoke about it anywhere in the Holy Scriptures... and do you think it ever existed in the past? Let's find out.

(NOTE: Point out the Tower of Babel on the slide.)

Q. Can anyone tell me what happened at the Tower of Babel?
Allow for discussion. Let's study a little bit about what the Bible has to say about it.

S. You can read about the Tower of Babel in Genesis, Chapter 11.

T. The building of the Tower of Babel began after the Flood, and it was at a time when mankind worshipped their achievements rather than God. They thought that they didn't need Him anymore and that they could do just fine without Him as long as they united. As you may expect, that didn't make God happy.

The historical account about what happened and why is a story about humans that lived independent of God, just as Adam and Eve wanted to do when they disobeyed Him in the Garden of Eden.

SWORD DRILL: Genesis 2:6

S. *"So when the woman saw that the tree was good for food, that it was pleasant to the eyes, and a tree desirable to make one wise, she took the fruit and ate."* Genesis 2:6

T. Very often people read this verse and only think that Eve was tempted by the serpent to eat the fruit because it looked good. However, if you read the verse carefully you will see that she thought it would make her wise.

And Eve, like so many of us, failed to understand where true wisdom comes from. Today it is common to confuse knowledge with wisdom. It is desirable to have both, but wisdom is not dependent on knowledge that can be learned in books. Wisdom is the ability to make sensible decisions about life. Eve's decision in the Garden made sense to her at the time but it wasn't sensible because it defied God and His will, which resulted in a harder life for the entire human race.

SWORD DRILL: James 3:13-15

S. *"Who is wise and understanding among you? Let them show it by their good life, by deeds done in the humility that comes from wisdom. But if you harbor bitter envy and selfish*

ambition in your hearts, do not boast about it or deny the truth. Such "wisdom" does not come down from heaven but is earthly, unspiritual, demonic."

T. You see, there are two kinds of wisdom: one that comes from God and is based on righteous living. This is evident in the way we live. The other type of wisdom is actually from the devil and is not based in righteousness but is based on jealousy, selfishness, and untruthfulness. While the second kind may yield temporary and short-term satisfaction, it ultimately leads to destruction in many ways - just as it did for Eve. The sad thing is that Adam and Eve had everything they could ever want in the Garden, but the one thing they didn't want was to be obedient to God. They wanted to do things their own way, regardless of what God told them would happen if they didn't do things as He said. You see, it wasn't that God wanted to boss them around. After all, He allowed them to make their own decisions. However, He did tell them what would happen if they didn't do things the way He planned and the way He knew they worked the best.

Something similar happened after the Flood. People wanted to do things their way - without God - and they also thought it was wise, but it wasn't.

S. Genesis 11:4b: "*...let us make a name for ourselves, lest we be scattered abroad over the face of the whole earth.*"

T. This might not sound like such a bad thing - that is unless you read this verse.

S. Genesis 1:28a, "*And God blessed them; and God said to them, 'Be fruitful and multiply, and replenish the earth and subdue it...*"

T. Remember, God spoke these words right after the Flood, so all the land of the world was probably still in one spot, a place both creationists and evolutionists call "Pangaea." But God's instructions to them were to go out from where they were and populate the entire earth. They didn't listen. They thought that they were better off and stronger together. In other words, they thought they knew better than God. They thought it would be easier and better for them if they trusted and depended on each other. If they did, they thought they wouldn't need God, and so they built the Tower of Babel as a symbol of their independence from God. This was the first time in history that there was a one world government and instead of being a good thing, it displeased God for many reasons.

S. Genesis 11:6, "*And God said, 'Look at them, they are one people, and they have one language; and this what they begin to do...*"

T. Human beings were still human beings, as they were before the Flood and after the Flood, and their hearts still resisted righteousness. Fortunately, God had promised not to send another Flood upon them, so instead he scattered them by confusing their languages and separating the land that they lived on into continents.

There is one more thing that we need to think about. When Noah and his family got off the Ark, they were all the same kind of people. There may have been some variations in the way they looked: the color of their hair, the color of their eyes, and even the color of their skin, but they were all descendants of Noah and Mrs. Noah, and of course their wives of their sons. There was no such thing as different races. As it was then, it is now. There is only one race - the human race.

When Ham, who we are told was darker than his brothers, settled in the African region of the world, his descendants inherited his darker skin, which had more melatonin in it than his brothers' had. As years

went by and more and more of his descendants, who were darker-skinned people inhabited this area, eventually the gene pool sorted out options for lighter-colored skin. A different race was NOT created. The only thing that happened was a genetic sorting out of lighter-skinned options. From this, it is reasonable to conclude that between Adam and Eve all the combinations for skin color, hair color, and eye color existed. Just like we learned that the grey wolf was the original ancestor of all dogs because all the traits found in different species of dogs are contained within it, so it was with Adam and Eve.

The Tower of Babel in Genesis isn't the only time the Bible talks about a unified world government. Since the notion of a New World Order is so popular among politicians today, it is in our own best interest that we try to understand why we should oppose it.

SWORD DRILL: Daniel 7:23

S. *"The fourth beast shall be a fourth kingdom on earth, which shall be different from all other kingdoms, and shall devour the whole earth, trample it and break it in pieces."*

T. The important thing to take away from this verse is that this "fourth kingdom" that the prophet Daniel spoke about is different than other nations throughout history. It is different because it is a one world government, which is made clear in the words that say it shall devour the whole earth. This verse also makes it clear that this one world government will not be a good thing for the inhabitants of the earth. The verse says that it will "break it (other kingdoms) in pieces."

We haven't seen this one world government appear yet but we have seen it starting to develop. It started when the League of Nations formed after World War I, and it took another step forward after World War II with the formation of the United Nations. The movement toward this type of government escalated in the last century and is being implemented today in many ways that most do not recognize - mostly through world bankers and the mega-rich who are interested in more power, since they have more money than most of us can imagine.

What you have to remember about this one world government is that the Bible told us it would happen and it also told us it was not good. So no matter what you may hear from politicians and world leaders about how great this would be, be aware of what the Bible says and do not submit to the lies. The Bible tells us that it will cover the whole earth and it will break it in pieces - and while politicians lie to us daily, the Bible never does.

In order to help you stay strong when you are being intimidated or coerced into accepting something that God regards as so wrong, we will study this a little bit more. We will study why it is wrong, as well as the warning signs the Bible tells us to look for. We will begin by studying part of the Book of Daniel and the Book of Revelation, which are parts of the Bible that many regard as hard to understand. So, pay attention, and you will part of the small few that do understand it.

Now we will continue with Daniel, chapter 7 and tie it into Revelation 17:1-2, which will help make it clearer. In Revelation 17 we are told about a "great harlot" who sits on many waters. And if this isn't strange enough, in the Book of Daniel we are told that she is also sitting on a beast with seven heads. If you take this literally, it can be hard to try to understand, so we will break it apart and explain the symbolism.

This is a type of writing that uses symbolism, which is always hard to understand - that is, unless you clearly understand what symbolism is and in this case, exactly what it means. Symbolism is a type of

writing that uses symbols to represent something and give it its meaning. In a sense, it is like a code that uses words.

So, here are some solid clues about understanding just what the Bible is talking about. First we will discuss the word "harlot." That may bring a lot of images to your mind that will confuse you about this verse. Therefore, the first thing you have to remember is that we are talking about Bible imagery and what God means when He uses a certain image. In this case, as in many others, the Bible often explains the Bible.

The Book of Hosea is God's explanation for what a harlot is. God uses the symbol of a harlot to let Hosea and the rest of His people know how He views those that walk away from Him. As far as God is concerned, they are the unfaithful, just as Gomer (Hosea's wife) was unfaithful to Hosea.

S. Hosea 1:2b states, "Go take yourself a wife of harlotry and children of harlotry, for the land has committed great harlotry by departing from the Lord."

T. God was explaining the symbolism of what harlotry means to Him. In biblical terms, a harlot is usually representative of an unfaithful government, nation, or people who have departed from the Lord.

In the case of Revelation, the harlot that is riding on many waters means that more than just one nation or one people have turned away from God. Once again, the Bible tells us what the Bible means. And once again, we have an angel talking to the Apostle John.

S. In Revelation 17:1b, an angel told John, who is writing the Book of Revelation, about God's judgment that will follow as a result of this particular condition in the last days. He says: "Come, I will show you the judgment of the great harlot who sits on many waters."

Revelation 17:2 gives us a little more information about this harlot: "...with whom the kings of the earth were made drunk with the wine of her fornication."

T. Right now we are not going to discuss the seven heads of the Beast. That is for another study. You just need to know that the Bible mentions this as well. And you need to understand that the Bible actually tells us what it means when it uses the symbolism of "many waters."

S. "...and he said to me, 'the waters that you saw where the harlot sits are peoples, multitudes, and nations, and tongues.'" Revelation 17:15

T. To put this together so far we have the symbolism that tells us that at some time in the future that a lot of people from many nations all over the world will turn away from God. There is more to understanding this harlot. And we have another clue in chapter 17, verse 5. This tells us what is written on the forehead of the harlot.

S. The name written on her forehead was a mystery: Babylon the great the mother of prostitutes and of the abominations of the earth.

T. There was a nation called "Babylon" in ancient days. And John, who wrote Revelation would have known where it was. Today we know it as Iraq. However, he didn't write "Babylon", he wrote "**Mystery** Babylon," meaning there was a mystery to it and not so easily understood by the common man.

However, when the Bible uses the word "mystery" it is not to be interpreted as we think of a mystery today - something that cannot be understood. In the Bible, a mystery is something that can be understood eventually by God's children. In other words, it's an open secret that can only be understood by a select few. Once you understand that, you will understand that "Mystery Babylon" isn't Iraq. That wouldn't be a mystery. The clue is "Babylon", and of course we know that this is where the Tower of Babel was constructed - which was the first one world government. So, it is reasonable to conclude that mystery Babylon is another one world government - and one that hadn't existed at the time Revelation was written.

Let's put all of this together. In this section of the Book of Revelation we are told about the existence of a one world government that is composed of many nations where God is no longer honored or worshipped. And we are also told that this does not please God, just as the first one world government didn't please Him.

Therefore, those who are called by His name, shall be required to resist. But there is more, we are also told that this one world government will be demolished by a hostile takeover of a more powerful group. However, this powerful group will not be righteously motivated and will birth an even more evil leader.

Knowing all of this, when you see the one world government come into power, understand where you are to stand - stand with God.

End with prayer.

Lesson T2 The Lamb of God

Objective: Students will understand and be able to explain the atoning sacrifice of Christ and how His shed blood redeems us from our sins.

Open with Prayer.

Play Hangman with John 1:29

The next day he saw Jesus coming toward him, and said, "Behold, the Lamb of
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

God, who takes away the sins of the world!
16 17 18 19 20 21 22 23 24

Review:

Q: Who remembers what the first one world government was?

A: The first Babylon that is famous for building the Tower of Babel.

Q: Was the first Babylon pleasing to God, and why or why not?

A: No, because the people thought they were strong enough when united that they didn't need God.

Q: Can you name two times in the Bible when people thought they were wise and disobeyed God but ended up in a lot of trouble because of it?

A: In the Garden of Eden when Eve ate the forbidden fruit thinking it would make her wise and at the Tower of Babel when they thought they were strong enough to live without God.

Q: Name two reasons why a one world government is not a good thing - especially for those of us living in the United States?

A: #1. It gives people the impression that they can live without God - that they are so strong that they don't need Him.

#2. For us in America, it replaces our representative government that protects our rights with a government that is possibly far away and beyond our ability to protest anything that we believe is wrong.

Q: What does the symbolism of a harlot mean in the Bible?

A: A harlot represents unfaithfulness to God - spiritual adultery.

Q: What does the Bible mean when it says something is a mystery?

A: It is an open secret that has a meaning that the world can't understand but the children of God can understand

Q: Does the Bible warn us about another one world government that will displease Him in the future?

A: Yes. In the books of Revelation and Daniel the Bible talks about a government that is worldwide but has turned away from God.

Q: Does anyone have questions about our last lesson and the New World Order?

Discuss any comments.

S. Behold the Lamb of God

T. In this lesson and the next, we are going to be learning about the "Lamb of God." If you have attended church - especially at Easter time, you may have heard this before and you may even understand that when we speak about the "Lamb of God" that we are talking about Jesus. John the Baptist was the first to speak about the Lamb of God.

Q: Does anyone know when he first said this?

A: When he saw Jesus approaching him to be baptized in the Jordan River.

There's more to what John said in this famous verse. He said this:

S. "...Behold the Lamb of God who takes away the sins of the world."

T. Q: Now let's think about what John said for a moment. Today we understand - at least to some extent - what he meant, but do you think it might have seemed strange to those gathered at the Jordan River waiting to be baptized?

A. It might not have been as strange to them as it would be to us today if we never heard it before. There are many reasons for that - reasons that we will be studying. If we never heard this in church before, don't you think you might be wondering just how a lamb - or any other animal, for that matter - could take away anybody's sin? Hopefully, these next two lessons will help you understand what John meant and when you do, you will also better understand Jesus and what He did for us when He died on the cross.

Q: Who remembers the story of Cain and Abel?

A: Allow for answers from the students. There is a lot we can say about Cain and Abel, the two sons of Adam and Eve. We know that Cain killed Abel because God preferred Abel's sacrifice over Cain's.

Q: Do you think God preferred Abel's sacrifice because Abel gave Him something better or do you think there may have been a little more to it?

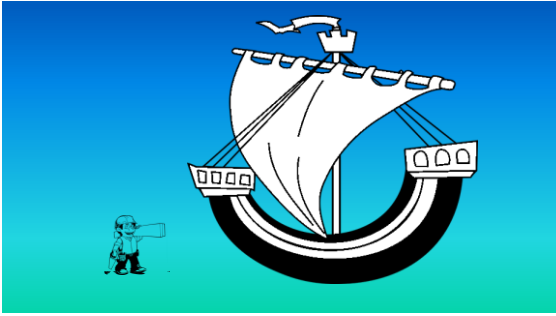
A: There was more to it. The value of the sacrifice didn't matter to God. Everything we have is His anyway. What mattered to God was that Abel only wanted to give Him the best of what he had while Cain's heart only wanted to give enough to make him look good - or because he felt he had to because his brother had sacrificed. Either way, Cain's sacrifice and the intention behind it, didn't please God.

But there is still more to the story. For this lesson we only want to point out one of those many things. Cain and Abel both sacrificed to God: Cain sacrificed as little as he felt he could get away with. Abel sacrificed the best of what he had to please God because he realized he was a sinner and he wanted to sacrifice a living animal to stand in for him as a sacrifice for his sin. It was a substitution of a living animal for his sin, and it represented the forgiveness of sin by the shedding of blood, and it also represented repentance of sin - meaning that Abel wanted God to know that he was sorry that he had sinned.

But this wasn't the first sacrifice that was ever made. The first sacrifice that was ever made was by God, who killed animals to make a covering for Adam's and Eve's sin, which left them inadequately covered in the Garden. In a very real way, this is the first time blood was shed to cover sin as a merciful act of God. And Abel's sacrifice is the second time we are told about an animal being sacrificed as a covering for sin.

Then there was Noah. Hopefully you remember Noah - the guy who built the boat before the Flood destroyed the earth.

S.



T. Do you know that the first thing Noah did when he finally got off the boat and onto dry land was to build an altar so he could sacrifice to God?

And of course, perhaps one of the most impressive sacrifice that never happened was about to be made by Abraham, who was in the habit of making regular sacrifices to God. After God had done something miraculous by having Sarah and Abraham have Isaac when they were old and beyond the child-bearing years, He instructed Abraham to sacrifice this son of great promise to Him. Even Isaac was confused about this, and he asked his father: "I see the fire and the wood, but where is the lamb for a burnt offering?" Abraham answered in faith and with great trust and said: "God will provide for himself the lamb for a burnt offering, my son." Genesis 22:7.

Q: Who knows what happened next?

A. God did provide the sacrifice. An angel of the Lord appeared to Abraham and stopped him just as he was about to sacrifice his son on the altar. This is what happened next:

S. "And Abraham lifted up his eyes and looked, and behold, behind him was a ram, caught in a thicket by his horns. And Abraham went and took the ram and offered it up as a burnt offering instead of his son. So Abraham called the name of that place, 'The Lord will provide;' as it is said to this day. 'On the mount of the Lord it shall be provided.'" Genesis 22: 13-14

T. Wow!!!! There is a lot in this verse. What do you notice first, besides the angel stopping Abraham from sacrificing his son?

A: It is important to pay attention to the last part of the last verse that says:

"The Lord will provide...on the mount of the Lord it shall be provided." And so it was. Jesus was the sacrifice God provided on the very same mount of the Lord where Abraham stood. This made Him the perfect Lamb of God that was sacrificed for our sins.

Now there is another incident that happened in ancient Egypt that also helped the people understand what Christ would be doing for us on the cross. Unfortunately, once again a lot of people don't quite understand the importance of the symbolism.

Q. What happened at the time we call the "Passover?"

A: It happened at the time Moses was trying to persuade Pharaoh to let the Hebrew slaves go free. Pharaoh wasn't willing to do this, so on behalf of God, Moses declared 10 plagues upon Egypt that were meant to "persuade" Pharaoh to let the slaves go. Each plague was pretty brutal. First Moses turned the water into blood.

S. Moses turns the water into blood.

S. Next, he brings an infestation of frogs onto the land.

S. Then he brings gnats or lice on the land - on all the people and on all the livestock.

T. But even though the Egyptians were suffering from these plagues, Pharaoh still refused to let the Hebrew slaves go free.

S. Next, Moses sent flies on the land - lots and lots of flies.

S. Next, all the livestock was struck dead.

S. Next, Moses brought boils on all the Egyptians and their animals.

S. Next, it rained hail and fire.

S. Then the locusts were sent to devour everything that was left.

S. Then, there was darkness on the land for three days.

T. But still, Pharaoh would not let the slaves go free, so Moses had to send one more tragic plague upon Egypt that proved to be too much even for Pharaoh to bear.

S. Finally, the last plague that was just too much for Pharaoh and his people to bear, the death of the firstborn of Pharaoh and everyone else - including the firstborn of the livestock.

T. But there is something that has to be understood about this last plague. The Hebrews were instructed by Moses to sacrifice a perfect lamb and then paint its blood on the door posts. If they did this, then the Angel of Death would pass over them - which is where we get the term "Passover" - and their firstborns would not be harmed.

S.



T. Now remember, we are talking about Jesus being the perfect lamb of God. Just as death passed over the Hebrews who were covered by the blood of their perfect lambs, eternal death passes over us when we are covered by the blood of God's perfect Lamb - Jesus Christ - the sacrifice God provided to take away our sins.

One more point about Passover and the death of Christ. He was crucified on Passover. It was the custom of Pontius Pilate, who was the Roman ruling over Jerusalem at that time, to release a prisoner as a token of good will toward the Jews during Passover. Pilate really didn't see any fault in Jesus and didn't want to

crucify him as the people were demanding, so he got the worst prisoner out of jail, Barabbas, and asked the people to choose whether Barabbas or Jesus would be freed and the other crucified.

S.



T. The people chose to free Barabbas, which meant Jesus would be the one to be crucified.

How appropriate it was that Jesus was to be crucified during Passover, the time the Jews celebrated in remembrance of death passing over them if they were protected by the blood of the Lamb. So when John the Baptist called Jesus the Lamb of God, this is what he meant.

You see, God wanted us to understand what it meant for Jesus to die for our sins, so He created symbolism to help the people to understand what was happening when Jesus died on the cross for our sins.

But there is one more piece of symbolism that we need to understand in order to completely wrap our minds around the sacrifice Christ made so that we could spend eternity with Him in heaven. We will discuss that in our next lesson.

End with prayer.

Lesson T3
The Lamb of God - continued

Objective: Students will understand and be able to explain the atoning sacrifice of Christ and how His shed blood redeems us from our sins. They will also be given the opportunity to pray the sinners' prayer at the end of this lesson.

SPECIAL INSTRUCTIONS: At the end of this lesson, an invitation to pray the sinners' prayer will be given. You will need to consult with the leadership of your church or group about what the process will be for those that pray this prayer.

Open with Prayer.

Play Hangman with John 1:29 (NOTE: be sure to mention to the students that this verse is talking about what John the Baptist said when he saw Jesus coming toward him.)

The next day he saw Jesus coming toward him, and said, "Behold, the Lamb of
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

God, who takes away the sins of the world!
16 17 18 19 20 21 22 23 24

Review:

Q: Who was the first person to sacrifice an animal to cover sin?

A: God did in the Garden of Eden after Adam and Eve sinned and realized they were naked. He killed an animal and made them a covering out of the animal's skin. In a sense, God sacrificed an animal to cover Adam's and Eve's sin.

Q: When Abraham took his son Isaac to the altar to offer a sacrifice to God, what did God do?

A. He supplied a ram for the sacrifice.

Q: What happened during the first Passover that helps us to understand what Jesus did for us when He died on the cross?

A: The Hebrews sacrificed a perfect lamb so that they could use the blood to mark their door posts. By doing this, the Angel of Death knew to pass over their house and not kill their firstborn. In this symbolic example we are being taught that if we are covered by the blood of the perfect Lamb eternal death will pass over us.

Q: When was Jesus crucified?

A. During the Passover season.

The lesson God wanted us to learn about the sacrifice of His son was so important that He told us about it in many different ways. In our last lesson we learned about some of the ways God helped us to understand what Jesus did for us when He died on the cross. Now we will learn about another symbolic ceremony that the ancients practiced regarding sin and sacrifice.

The Book of Job is thought by many to be the oldest book of the Bible. Many know the sorrow Job endured that would have been way too much for many of us. But in this lesson we are not going to study the life of Job, except for one point. Job, according to God, was a blameless and upright man who feared God and turned away from evil. He also had many children: 7 sons and 3 daughters, that all got along very well. However, Job worried about them. He worried that they might sin. So after his children partied, Job would rise early in the morning and offer sacrifices to God on their behalf - just in case they had sinned.

Job wasn't the only one that practiced animal sacrifice. Deep in the hearts of all people is an awareness of sin. They have always tried to figure out a way to make that sin right, which of course they couldn't do, since there really isn't any way a human being can erase the things they have done. So instead they tried to do something that would please their god or gods that would make them happy and show that they were sorry for the things they had done. These practices actually helped people to understand Christ's sacrifice as God's perfect lamb.

S. This is a picture from ancient Greece where they also preached animal sacrifice in an attempt to please their many gods.

S. The Romans also practiced animal sacrifice.

T. Sacrificing animals as a way to please the gods was clearly understood in the ancient world. After Moses led the Hebrew slaves out of Egypt, it didn't take them long to sin. They were a people that were used to being slaves and being free was new to them. When Moses was communing with God on top of the mountain and receiving the 10 Commandments, they went back to the ways of Egypt and started worshipping a man-made image. Neither God nor Moses could accept this. Something had to be done to help them repent of their sins.

After this, God instructed them to offer animal sacrifices to atone for their sins. This was something they could understand and it was also something God would use to help us understand the atoning sacrifice of Christ.

Q: Does anyone know what the word "atone" means?

A: It means to pay for a sin or a mistake.

Ask students for examples, like did their parents ever make them do a chore because they did something wrong. Or sometimes if you get a ticket for speeding or doing something else wrong, you will have to pay a fine. In a sense, a fine is a way of atoning for what you did wrong.

But God didn't just give the Hebrews instructions, He told them why this was something He wanted them to do and to understand. He was using this type of atonement to help them understand what Jesus would do for all of us at the cross.

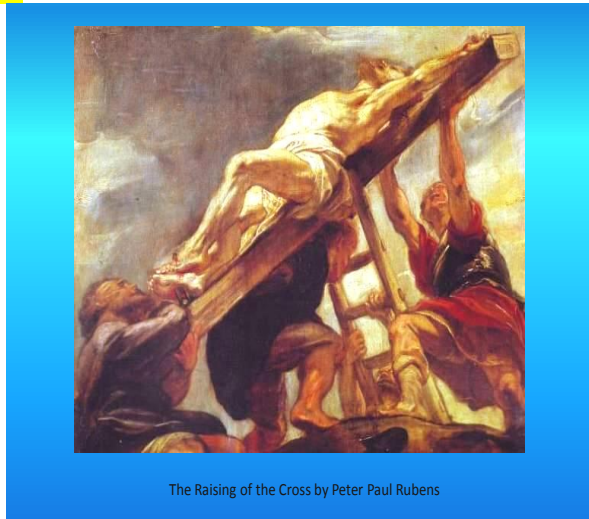
S. Leviticus 17:11: "For the life of a creature is in the blood, and I have given it to you to make atonement for yourselves on the altar; it is the blood that makes atonement for one's life."

S. "...for it is the life of all flesh. Its blood sustains life." Leviticus 17:14

T. So, let's think about this. If blood represents life, then the blood over the doors of the Hebrews in Egypt really, really means a lot: the life of the lamb that was represented by its blood had the power to protect them from the Angel of Death. But when we are talking about the shed blood of Christ, it means He gave His life for us by shedding His blood for us on the cross. And His blood, the blood of God's Lamb, protects us from eternal death.

Since Christ died on the cross over 2000 years ago, artists have been so moved by what He did that they painted their ideas about it all the time. But as hard as they tried, they could never fully capture the torment of what He went through. Today doctors tell us that crucifixion was truly an execution designed in the pits of hell. It was horrific and painful beyond belief.

S.



The Raising of the Cross by Peter Paul Rubens

T. Not only was Christ crucified, first he was brutally whipped and beaten, made to wear a crown of thorns that cut into his head, plus he was stripped to humiliate Him, and then the Romans gambled for his clothes. Besides all of this, He was deserted in His time of need by 11 of the 12 Apostles. Only His mother, her sister, Mary Magdalene, and John stood with Him at the foot of the cross until the very end. The really incredible part about this is that He knew this all would happen and He did it anyway so that God could have a way to forgive our sins and accept us into heaven.

In the Book of Revelation we are told about how Christ is being worshipped in heaven, and why He is being worshipped in heaven. Now that you understand why He is referred to as the "Lamb of God", perhaps you will better understand what is happening in this scene in heaven as described by John, who is writing the Book of Revelation.

S. "And they sang a new song, saying: 'You are worthy to take the scroll and to open its seals, because you were slain, and with your blood you purchased for God persons from every tribe and language and people and nation.'"

T. The Scroll being mentioned here in worship is the scroll that contains the names of those whom Christ has redeemed (or bought back) through the sacrifice of His blood. Not everyone's name is written on this scroll. And it is only those whose name is written on the scroll that will have eternal life in heaven. If you have questions about whether or not your name is included on the scroll, we will talk more about this at the end of this lesson.

Right now we are going to learn about another way the Hebrews thought they could pay for their sins. It is called "Yom Kippur" in Hebrew and "The Day of Atonement" in English.

Q: Do you remember what the word "Atonement" means?

A: The process of buying something back.

S. Yom Kippur - the Day of Atonement

T. When the Hebrews were in the desert for 40 years, God instructed them to set aside a day when they would do nothing except make atonement for their sins. However, they could not do this on their own. Only the high priest, starting with Aaron, Moses' brother, could do this on their behalf. It involved very precise instructions from God on how this was to be done, and it included animal sacrifice - first by the high priest for his family's sins and his own sins, and then by the high priest for the people.

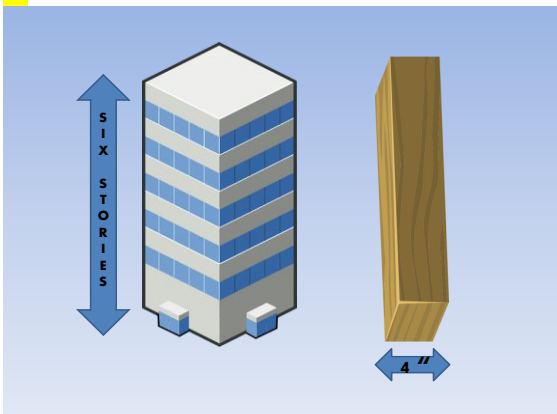
The Ark (or chest) was covered with gold on all sides and contained a golden bowl filled with the manna that God provided the Hebrews to eat when they were in the desert for 40 years, the first high priest Aaron's rod that had miraculously budded, and the 10 commandments of God.

S.



T. All of these most holy things were placed behind a veil that only the high priest could go behind once a year on the Day of Atonement. It was a huge veil that was 60 feet high and 4 inches thick. It was as tall as a six-story building and wider than a 2" x 4" wooden beam! No one but the high priest was allowed behind the veil. If anyone else did go there, they would die instantly. It is very important to understand that only the high priest could enter the area where the Ark of the Covenant stood.

S.



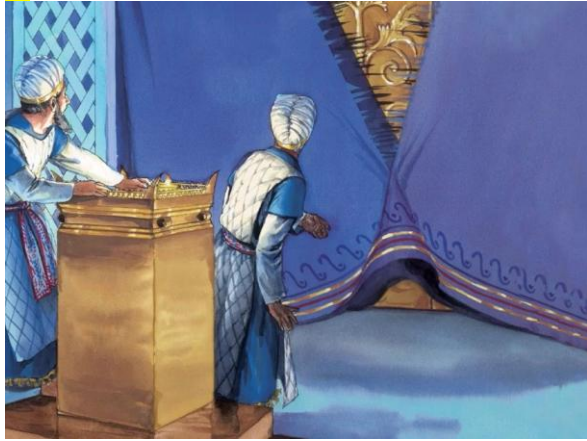
T. Again, it is so important that it can't be stressed enough. Only the high priest could go behind the veil, and he could only do that once a year on the Day of Atonement. It is also important to understand that God Himself would be present there and the veil created a separation between the presence of God and the people.

Q. Do you know what happened on the day the Christ died on the cross?

A. We are told that the sun darkened from noon until 3 o'clock in the afternoon when Jesus died. At that time a few terrifying things happened. First there was an earthquake that shook the land, and then graves opened and the saints in them came out and appeared to many. But the most important thing of all was

that the veil that separated God from the people, ripped in two from the bottom to the top. Remember, this wasn't some flimsy piece of material that could easily be ripped. It was 60 feet tall and 4 inches thick!

S.



T. There is a lot of symbolism here to think about. Before the death of Christ, we were separated from God and only the high priest could offer sacrifices to God to atone for our sins. But after the death of Christ, now God Himself became accessible to all of us. There wasn't anything that separated us from being in the presence of the Almighty God. And the priests didn't have to make sacrifices for our sins anymore because Christ made the supreme sacrifice.

Today it may be hard for us to understand how sacrificing an animal can atone for sin, but God was trying to teach us something: that the blood that was to be shed by Christ for those who accept Him is the only way anyone can enter heaven. This is because we are all sinners and can't atone for our own sins - no matter what we do, how hard we try, or how good we try to be. Only someone who was absolutely perfect and without sin could do that on our behalf.

Q: What did Christ do when He died as atonement - or payment - for our sins?

A. It would be like going to court to pay for a traffic fine, except you don't have any money. Without that money, you can't pay for anything.

S.



T. When we go to the highest court of all and are before God in heaven, us sinners don't have anything we can give to God to pay for our sins - *but* the **Good News** is that Christ does and He has already made the payment. His life's blood paid for our sins. You could say that His life bought us the right to eternal life.

It is also why animal sacrifices to pay for our sins are no longer needed. The Bible says this.

S. "And by that will, we have been made holy through the sacrifice of the body of Jesus Christ once for all." Hebrews 10:10

T. So now, after the sacrifice Christ made for us by shedding His blood and dying on the cross, we no longer need to make any other animal sacrifices.

S. "But when this priest had offered for all time one sacrifice for sins, he sat down at the right hand of God..." Hebrews 10:12

T. Q: What high priest is this verse referring to?

A: Christ.

S. "For by one sacrifice he has made perfect forever those who are being made holy." Hebrews 10:14

T. Here's a real important question for you to be able to answer. Your eternal life depends on you having the right answer.

Q: Who are those that are made "Holy" - think about this because it is only those that are made holy by Christ's sacrifice that will be able to enter eternity in heaven, since we are all sinners and don't have a way to atone for our own sins.

The Bible tells us who those people are, and it also tells us how we can be one of those people. The Bible and a lot of people call this being "saved" and it means that we can be saved from eternal death...and it is surprisingly easy to become "saved." God tells us how in the Bible.

S. "If you declare with your mouth 'Jesus is Lord,' and believe in your heart God raised him from the dead, you will be saved." Romans 10:9

T. God made this very simple for us to do. first we have to believe in our hearts that Jesus died and that God raised Him from the dead, then we have to confess it with our mouths. For those that never did this before or would like to do this right now, let's bow our heads and close our eyes. We will pray to God and confess with our mouths that Christ is Lord, but only those that believe it in their hearts will be saved. After we pray, please keep your eyes closed and I will ask those who prayed while believing to raise their hands.

Repeat after me (NOTE: You may use this simple prayer or pray as you are led - just be sure to keep it simple.)

"Dear Lord, today we come before you in prayer knowing that we are sinners and that we can't enter into eternal life because anything we can do isn't good enough to erase our sins, but we can enter into eternal life because of what you have done for us. And according to your promise in the Holy Bible, we now confess with our mouths that you are Lord and that you were raised from the dead, and because we have prayed this with faith, we accept your promise of eternal life."

NOTE TO THE TEACHER: Please instruct the students to keep their eyes closed and their heads bowed. Then ask for those who prayed this prayer and meant it in their hearts to raise their hands. Next, direct these students according to the arrangements made at your church beforehand.

COUNTERPOINT

Dismiss the class with another prayer, thanking God for all that He has done and for loving us enough to die for our sins so that we may spend eternity with Him.

Review

Objective: Students will be able to recall some - but certainly not all - of the principle points made throughout the curriculum.

Today we will be reviewing some of the things we have learned. (NOTE: if you have created an awards plan, be sure to tell the students about it at this point.)

Q: First, who can tell me three of the devil's lies that we have spoken about?

A: Everything evolved through natural processes; you can be your own god; and Christians shouldn't be involved in politics.

In our very first lesson we learned about worldviews and how those worldviews affect what we believe - especially when it comes where your civil rights come from and matters of science.

Q: Who can tell me what a worldview is?

A: It is the lens or belief system through which we view the world. It affects how we think about things.

S. **The lens through which we view the world.** (Note: Keep this slide up until the next one is indicated.)

Q: How does your worldview affect the way you live?

A: If we don't believe in God or the Bible, we have a humanistic worldview that allows us to make up our own rules about life and what we believe is right or wrong.

SWORD DRILL: Romans 1:21-23

"For although they knew God, they neither glorified him as God nor gave thanks to him, but their thinking became futile and their foolish hearts were darkened. Although they claimed to be wise, they became fools and exchanged the glory of the immortal God for images made to look like mortal human beings and birds and animals and reptiles. Romans 1:21-23.

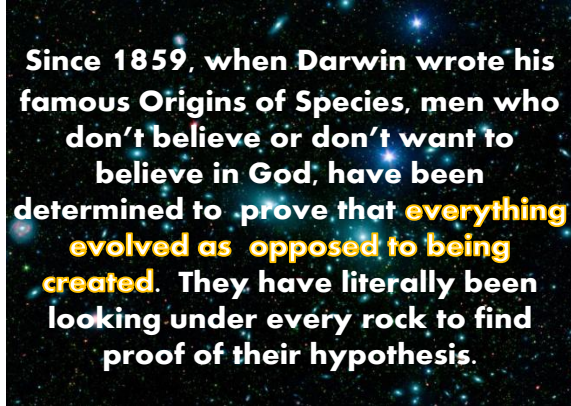
If we were to examine this verse closely, we would find out that not regarding God in your heart leads to a different way of thinking. The way you think is the foundation for your worldview.

T. (NOTE: Explain the slide.)

Q: How do you think contributes to the lie of the devil that tells us we can be our own gods?

A: If you don't think God exists and you start worshipping the creation rather than the Creator, you are free to become your own god. Today, worshipping the creation expresses itself in the form of evolution and extreme environmentalism. It should be noted that in extreme environmentalism, the needs of the creation are held above the needs of humans, without the logic of balance and common sense. While Adam and Eve were charged with caring for the environment and its creatures, they were not to place these things over God and not label such things as "Mother Earth."

S.



Since 1859, when Darwin wrote his famous **Origins of Species**, men who don't believe or don't want to believe in God, have been determined to prove that **everything evolved as opposed to being created**. They have literally been looking under every rock to find proof of their hypothesis.

T: How has the theory of evolution contributed to this lie?

A: It has taught many that God doesn't exist so now they don't have to listen to what He says in the Bible. Then, they can become their own gods.

Q: What is the difference between data, information, or knowledge and wisdom?

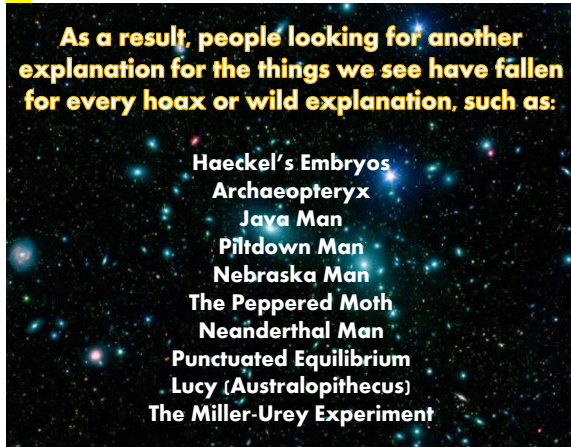
A: Data, information, or knowledge are simply facts. Wisdom is knowing the best way to apply or use the data in a way that makes sense.

S. Whether you're a creationist or an evolutionist, we all look at the same data.

T. However, our worldview will have a huge influence on us and what we think about the data we see.

Q: Can you name a few of the frauds evolution has led many to believe prove evolution?

S.



As a result, people looking for another explanation for the things we see have fallen for every hoax or wild explanation, such as:

- Haeckel's Embryos
- Archaeopteryx
- Java Man
- Piltdown Man
- Nebraska Man
- The Peppered Moth
- Neanderthal Man
- Punctuated Equilibrium
- Lucy (Australopithecus)
- The Miller-Urey Experiment

T: Is it reasonable to trust God or evolution, and why?

A: God, because He doesn't lie to us, as He has proven that through prophecies that have all come true, while evolution has a history of lying to us over and over again.

Q: Who remembers what the four requirements are for the Scientific Method?

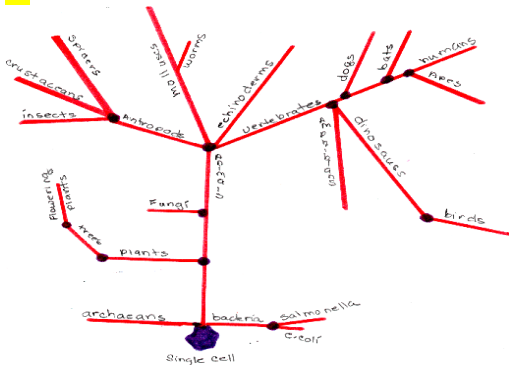
S. Scientific Method: **Observable; Repeatable; Predictable; Falsifiable.**

S.

Darwin predicted:
"If my theory be true, **numberless** varieties, linking closely together all the species of the same group, **must assuredly have existed...**
"The number of intermediate and transitional links between all living and extinct species, **must have been inconceivably great...**
"An **interminable number** of intermediate forms must have existed..."
Origin of Species, 6th edition, chapters 6, 10, 15

T. This is what Darwin predicted.

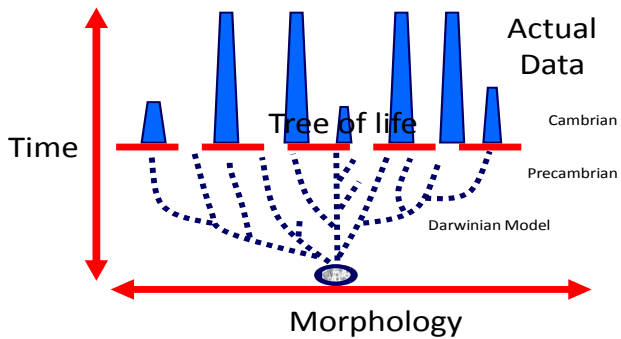
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T. This is what the data that has been discovered since Darwin reveals:

S.

Examining the Evidence



T. Remember, the top of the chart shows what the data actually reveals, while the bottom of the chart shows what evolutionists believe the data should reveal. They are very different. This is what the Bible says:

S. Genesis 1:24, 25 (The 6th day of Creation) "And God said, 'Let the land produce living creatures according to their kinds: livestock, creatures that move along the ground, and wild animals according to its kind.' And it was so. God made the wild animals according to their kind."

S. DNA and RNAI confirms Genesis that all animals reproduce after their own kind.

T. Here's something else the Bible implies, although it doesn't say it outright. When God spoke and said "Let there be light," He also created soundwaves. Soundwaves are always produced when we speak.

S. "In the beginning God created the heavens and the earth. And the earth was formless and void, and darkness was over the surface of the deep; and the Spirit of God was moving over the surface of the waters. Then God said, 'Let there be light', and there was light." Genesis 1"1-3.

T. Nearly 4000 years after Moses wrote Genesis, this is what NASA has discovered about something that was there when the creation was young.

S.

"Much of what WMAP (Wilkinson Microwave Anisotropy Probe) reveals about the universe is because of the patterns in its sky maps. The patterns arise from **sound waves in the early universe. As with the sound from a plucked guitar string, there is a primary note and a series of harmonics, or overtones. "**

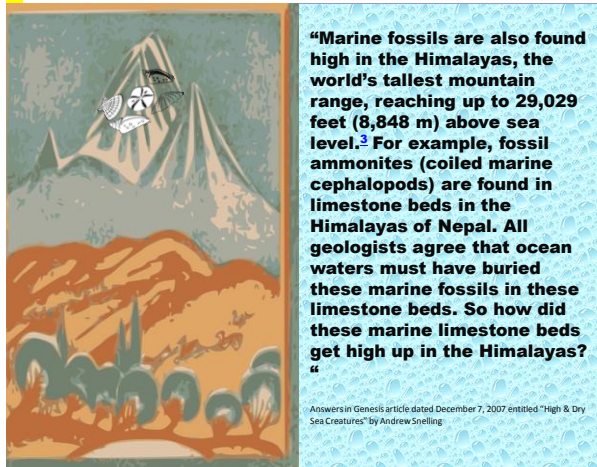
map.gsfc.nasa.gov/news/index.html

S. Why did God curse the ground in Noah's time?

S. "People on earth did what God said was evil. Violence was everywhere." Genesis 6:11

T. Is there data to support what the Bible says about the Flood?

S.



T. Are there facts that contradict what the evolutionists assume? (NOTE: Discuss the following slide and all the things that shouldn't be there if the different layers that have been assigned ages by evolutionists were true.

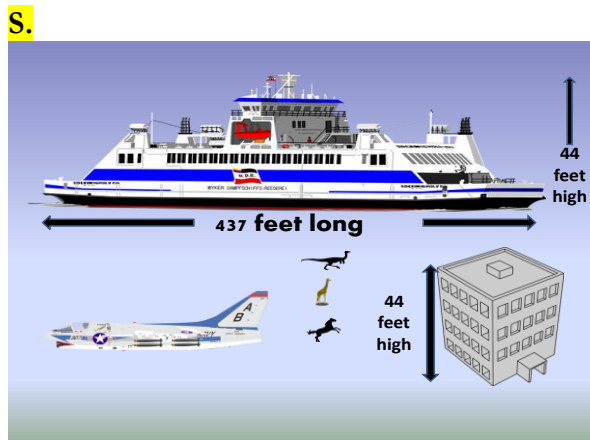
S.

Period	Evolutionary Event	Other Contradictions
Contemporary 1.9 Million Year Ago To Today	The Evolution of Man	Iron hammer found in 100 million year old rock layer, 98 million years before humans were supposed to have evolved. By Source (WP:NFC44). Fair use, https://en.wikipedia.org/w/index.php?curid=41582407
Tertiary 50 Million Years Ago to 1.9 Million Years Ago	Mammals diversified into different kinds and species	
Cretaceous 150 Million Year Ago To 50 Million Years Ago	The first primates appeared in the fossil record during this time period.	Blood found in T-Rex femur by Dr. Mary in 2005. According to evolution, T-Rexes went extinct 70 million years ago, but the blood cells were still viable and liquid and had not disintegrated over time as they should have.
Jurassic 200 Million Years Ago To 150 Million Years Ago	The world was dominated by dinosaurs and the first birds appeared in the fossil record.	Human footprints found along side dinosaur tracks in the Paluxy River in Glen Rose, Texas. Dinosaurs supposedly went extinct over 60 million years before man evolved.
Triassic 250 Million Years Ago To 200 Million Years Ago	The first mammals and the first dinosaurs appear in the fossil record.	
Permian 300 Million Years Ago To 250 Million Years Ago	There were major extinctions and reptiles diversified.	
Pennsylvanian & Mississippian 350 Million Years Ago To 300 Million Years Ago	The first reptiles appeared in the fossil record and scale trees and seed ferns evolve.	Human femur found in Shenandoah region of Pennsylvania by Ed Conrad in rock layer designated to be 307 million years old, over 250 million years before man was supposed to have evolved.
Devonian & Silurian 450 Million Years Ago To 350 Million Years Ago	First vascular land plants and first amphibians appear. Jawed fishes diversity.	
Ordovician & Cambrian 550 Million Years Ago To 450 Million Years Ago	First fishes, chordates and metazoans appear in the fossil record (germs, amoebas, etc.)	

S. What do you think about when you think about Noah's Ark?



T. However, the Bible tells us something else. The Ark was big - really, really big.



T. There are a lot of theories about the Flood. Some of them have to do with dinosaurs.

Dinosaurs are awesome creatures. Evolutionists tell us that dinosaurs went extinct 65 million years ago and human beings evolved millions of years after that. If that were true, do you think any human being would have ever seen a dinosaur?

But...is there evidence to contradict what the evolutionists say?

People in China thought dinosaurs looked like this:

S.



T. Here's a skeleton of a dinosaur found in China. You can see it on display at The Children's Museum of Indianapolis. They named it "Dracorex."

S.



T. Let's compare the skull of Dracorex with common drawings of dinosaurs in ancient China. They look like this.

S.



T. We know that people in Cambodia thought dinosaurs looked like this because we found this image carved in an ancient Cambodian temple.

S.



T. Here's a picture of a stegosaurus that was recreated after the fossil of a stegosaurus was discovered - hundreds of years after the carving was made in the Cambodian temple.

S.



S. So, how did dinosaurs fit on the Ark?

S. Did you know that baby dinosaur eggs weren't bigger than the size of a football?

T. Which means that when dinosaurs were born, they would have had to have been small enough to fit inside of a football.

S.

**Things about dinosaurs that both
Creationists and Evolutionists believe:**

1. **Most dinosaur bones are petrified**
2. **Iridium is found in the dust layer that many dinosaurs are found in, as well as in the bones of the dinosaurs themselves.**
3. **The large behemoth-like creatures we call "dinosaurs" are now extinct. Some smaller species of dinosaurs are still alive today.**

T. Knowing that iridium is found in the dust layer that many dinosaurs are found in, as well as in the bones of the dinosaurs, had led evolutionists to the theory that a huge meteorite containing iridium must have

impacted the earth and destroyed the dinosaurs. Q: Does anyone remember the problem or problems with this theory.

A. Iridium is also found in the lava that flows from old volcanoes. We know that iridium is found deep beneath the earth and that's how it gets into the lava.

Q. So, if iridium is found in both lava and meteorites, can we say with certainty that the iridium found in dinosaur bones only came from a meteorite?

A. Of course not. It could have also come out from beneath the earth when the fountains of the deep exploded, as the Bible tells us. Remember, if data supports two opposing theories, it doesn't prove either. Now in case may be thinking that means that the evolutionists' theory can also be true.

Q: Think about it. How does a dust layer filled with iridium get into dinosaur bones?

A: It can't.

Q: And how can dinosaur bones become fossilized by dust?

A: They can't. Only a solution of water and mud - or mud filled with minerals called "sediment" - can fossilize something because the minerals in the sediment has to wash into the bones and wash out the soft material in the bones while filling them with the minerals in the sediment.

Q: Who remembers the three lies of the devil?

S. Everything evolved through natural processes = NO GOD!

S. You can be like God.

S. Christians shouldn't be involved in politics.

T. You may remember that the Pilgrims came here because they wanted to worship God as they believed His Word told them to and that the Church of England wouldn't let them do that. But...do you remember what invention led them to this belief?

S. The Guttenberg printing press.

T. Remember that when the printing press was invented, the first thing that was printed was the Bible. Before this only those in church leadership and the very rich could afford to buy the handwritten copies of the Bible, and they taught the people whatever they wanted to teach them the Bible said. When the printing press made Bibles affordable for the average person, the Pilgrims and the Puritans both believed that what the Church of England was teaching them was wrong.

Because of this belief, the Pilgrims left England in search of a land where they had the freedom to worship God as they believed was right. Although the Puritans also believed the Church of England was wrong, at first they wanted to stay and "purify" the Church from the inside out. This is why they are called "Puritans." However, they soon realized that this wasn't possible and they joined the Pilgrims who had just moved to the New World.

T. Over 150 year after the Pilgrims and the Puritans came to America, where they were a Colony of England, England began treating the people in America very badly. So the Americans fought a revolution to gain their independence from England.

Q: What was this war called?

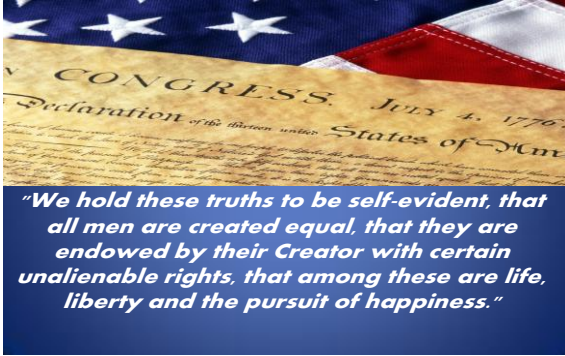
A: The Revolutionary War.

Q: What document did they write to tell England why they wanted to be a separate and independent nation?

A: The Declaration of Independence.

In that document they wrote some very important words, words that define us as a nation.

S.



S.



T. These two documents state a few very important things: that our rights come from God and that government gets its power from the consent (or vote) of the people. Our Founders also understood something else about liberty.

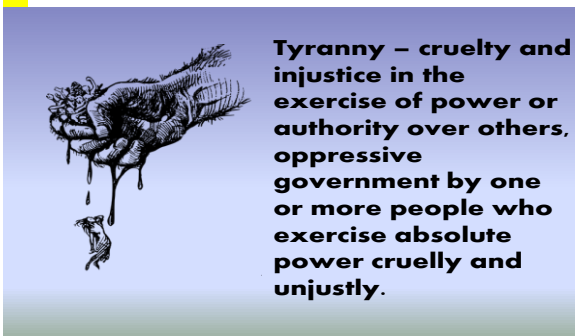
S. "Where the Spirit of the Lord is, there is liberty." 2 Cor. 3:17

T. And they understood that we needed some government because we were all sinners. James Madison, considered to be the Father of our Constitution once said:

S. "If men were angels, we would have no need of government."

T. Our Founders fought the Revolutionary War because England ruled over them in what they considered to be tyranny. What is tyranny?

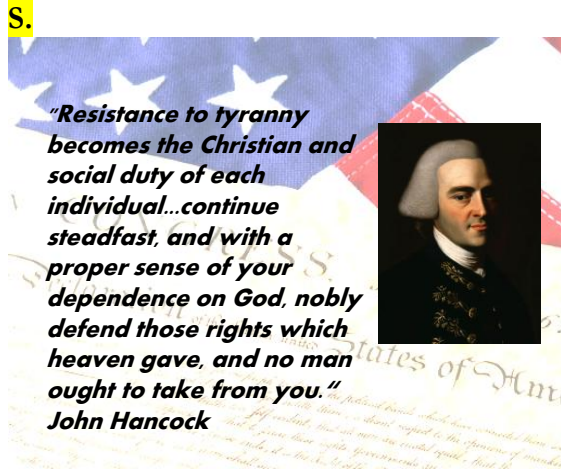
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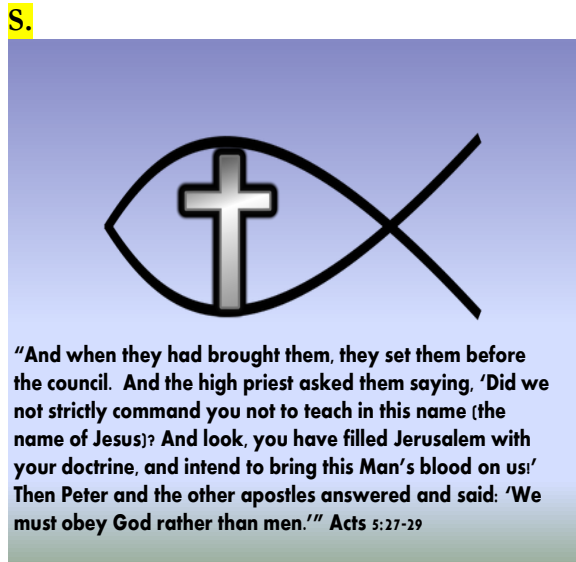
T. The Bible tells us something about how we are to live regarding freedom. It says:

S. "For freedom Christ has set us free; stand fast therefore, and do not submit again to a yoke of slavery." Galatians 5:1.

T. Our Founding Fathers also understood what Christians should believe about participating in the war. One such man was John Hancock, famous for being the first to sign the Declaration of Independence in big, bold letters. This is what he said:



T. When it comes to understanding when it is biblically right to disobey what the authorities tell you to do, no one said it better than the Apostle Peter.



T. Our Founders often referred to the help they received from "Providence" in winning the war. Does anyone remember what "Providence" means?

S. Providence: Care and guidance provided by God to accomplish His will.

T. President Harry Truman also understood how important a biblical worldview was when it came to preserving our freedoms. He said:

S. "Without a firm moral foundation, freedom degenerates quickly into selfishness...Unless men exercise their freedom...within moral restraints, a free society can degenerate into anarchy."
President Harry S. Truman, April 3, 1951

T. Others understood this as well.

S. "Liberty becomes a question of morals more than of politics." Lord Acton

S. "Power tends to corrupt and absolute power corrupts absolutely..." Lord Acton

T. The Bible gives us some important rules about how to best live. We know them as our 10 Commandments.

S.



T. Unfortunately, today we have misunderstood a lot about what these 10 commandments mean. Sometimes, we misunderstand for good reasons, but even when we do, we find out that God's ways are always better than our ways. In America today there is a political idea that is called "Social Justice." In a nutshell, it means that we have to provide for everyone that can't or won't provide for themselves. We think this makes us good people, and we often confuse this with charity and don't understand that the Bible tells us not to steal or take what someone else has earned. Those who earn can and should help the less fortunate, but it is not government's responsibility to do that. It is the responsibility of every individual to do that on their own. The Bible says:

S. "But if anyone does not provide for his own, and especially for those of his household, he has denied the faith and is worse than an unbeliever." 1 Tim. 5:8

S. "If anyone is not willing to work, then he is not to eat." 1 Thess. 3:30

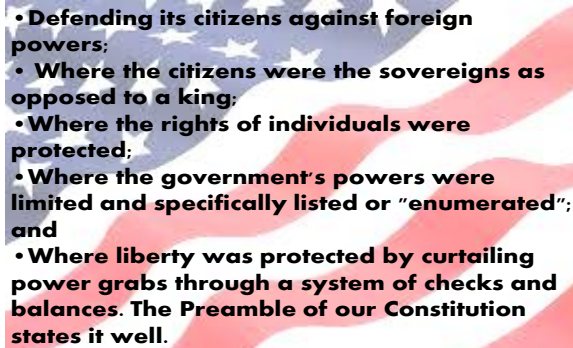
T. There are also other ways we confuse this. We think it is the government's responsibility to provide for the happiness of others. They think it's part of what our founding documents teach us. But our Declaration of Independence doesn't tell us that we have to provide for the happiness of others; it tells us that government can't get in the way of people pursuing - or working for - their own happiness. And it says that in the Constitution as well. In the Declaration of Independence it says:

S. "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."

T. But when people don't honor God or His Word, it affects our morals, and it certainly affects our religion - or our system of how we worship - and it would affect the way we lived, since it affects our worldviews. Our Founding Fathers also understood this.

Understanding all of this, our Founders understood that the type of government they designed has to include several things that were extremely important if we wanted to maintain order and yet protect our freedoms. So they included the following:

S.



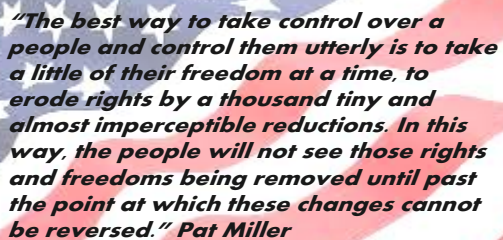
- **Defending its citizens against foreign powers;**
- **Where the citizens were the sovereigns as opposed to a king;**
- **Where the rights of individuals were protected;**
- **Where the government's powers were limited and specifically listed or "enumerated";**

and

- **Where liberty was protected by curtailing power grabs through a system of checks and balances. The Preamble of our Constitution states it well.**

T. One historian and another commentator/author had this to say in the "Elementary Catechism on the Constitution of the United States."

S.



"The best way to take control over a people and control them utterly is to take a little of their freedom at a time, to erode rights by a thousand tiny and almost imperceptible reductions. In this way, the people will not see those rights and freedoms being removed until past the point at which these changes cannot be reversed." Pat Miller

S.



"Many features we have long criticized in tyrannical governments around the world are becoming standard practice across America, even tainting our foreign policy."

William H. Huff, on pp xiv

T. Our government is designed to keep itself under control. It is supposed to do this by having the three branches check and balance each other. It is supposed to work this way:

S.

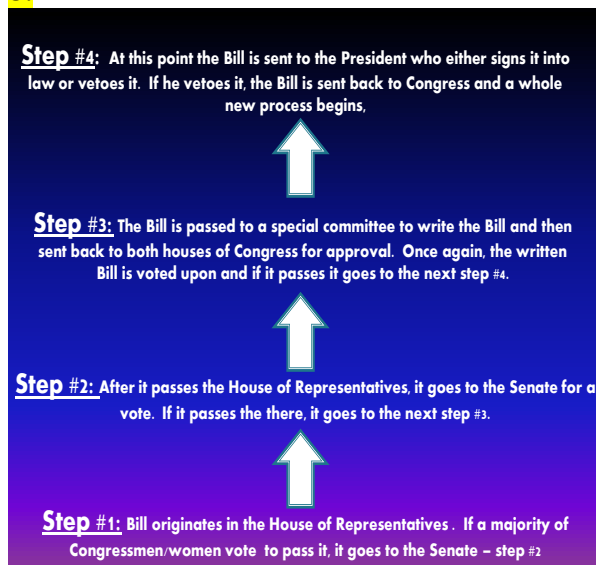
Branch →	Legislative	Executive	Judicial
Level ↓			
National	U.S. Congress (Senate and House of Representatives)	President / VP 15 Departments	Supreme Court (9) District Courts
State	State General Assembly (State Senate and House of Reps)	Governor	State Supreme Courts and Lower Courts
Local	City or Village Council (Township Trustees)	Mayor	Municipal Courts

T. For example, Supreme Court Justice Ruth Bader Ginsburg had this to say about laws that contradicted what was in the Constitution. She said:

S. "An unconstitutional law is not law at all."

T. This is how a Bill becomes a law. (NOTE: Be sure to go over this process slowly.)

S.



T. When a President first becomes the President, there is a short ceremony that includes him or her taking an oath where they make certain promises to the American people. They swear this under oath:

S.

"I do solemnly swear, that I will faithfully execute the office of the President of the United States, and will, to the best of my ability, preserve, protect, and defend the Constitution of the United States."

T. The Constitutional powers of the President are:

S.

- Serve as Commander in Chief of the military
- Commission officers of the military
- Grant reprieves and pardons for federal offenses, which means he can forgive the offense and set the person free.
- Convene Congress in special sessions.
- Receive ambassadors and dignitaries from foreign countries
- Execute the laws of the country - which has sometimes been abused by the use of Executive Orders, or orders the President signs and creates to make something he wants to happen, happen

S.

- Appoint Supreme Court judges and other heads of high-ranking offices, such as his cabinet, as well as many others. However, there is also a check and balance built into this power. The Supreme Court judges and cabinet members have to be approved by the Senate.
- He can negotiate treaties with other countries, although these treaties also have to be approved by the Senate.
- He has the power to veto any Bill that Congress passes if he thinks it's wrong for some reason. If he does, the Bill goes back to Congress and they have a chance to pass it in spite of his veto. However, it won't pass unless $\frac{2}{3}$ of Congress vote to pass the Bill. This is usually too hard to do.

T. Under our Constitution, our government is supposed to do all these things. (NOTE: read through these quickly. The students will not be able to absorb everything, they just need to understand the basics.) Our Founders gave the government certain rights so that they could do these things. They are:

S.

- operating efficiently and as needed;
- defending its citizens against foreign powers;
- government's powers were limited and specifically enumerated - or listed;
- was able to negotiate with foreign nations;
- could make its own money;
- and where liberty was protected by curtailing tyrannical power grabs through a system of checks and balances.

T. In order to achieve these goals, the government had to be able to:

S.



- to create and collect taxes, duties, imposts and excises to pay debts. Define each. (NOTE: Collecting taxes is necessary so that we can collect the money that is needed to run our government, including all the expenses of running the three branches and our military.
- to borrow money.
- to regulate trade with foreign nations and be sure that trade is protected between the states, as well as with the Indian tribes.

S.

- to make laws regarding citizenship, and bankruptcies.
- to print and coin money and fix the values of it and of standard weights and measures.
- to create laws punishing counterfeiters.
- to establish a postal system and the roads it needs.
- to promote and protect the progress of science and the arts by establishing copyright laws.


S.

- to create a lower court system in addition to the Supreme Court.
- to create laws to punish pirates.
- to declare war and have power over prisoners of war, as well as being able to grant pardons.
- to raise and support a strong military.
- to control our National Guard.
- to create legislation that rules over all land and territories of the United States





T. We also have a Bill of Rights that were created to protect some of our most important rights under our Constitution. Some of these rights are always under attack by people who want to change them. They are all very important, but the most under attack are the ones in our first two amendments. They include:

S.



AMENDMENT #1

*"Congress shall make no law **respecting an establishment of religion** or **prohibiting the free exercise thereof** or **abridging the freedom of speech** or of the **press**, or the right of the people **peaceably to assemble** and to **petition** the government for a **redress of grievances**."*

S.

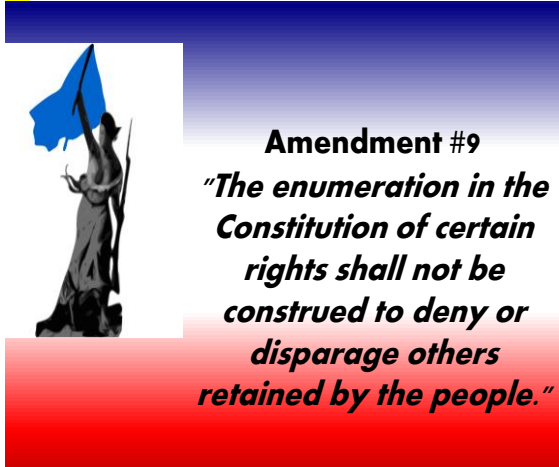
Amendment #2

*"A **well-regulated militia** being necessary to the **security** of a free **state**, the right of the people to keep and **bear arms** shall not be **infringed**."*



T. There are also two amendments, numbers 9 and 10, that are very misunderstood and often ignored. Number 9 is important because it tells us that these aren't the only rights we have as Americans. Number 10 is important because it tells us that all the laws that the states may make their own laws in addition to those made by the Federal government, but they cannot contradict the Constitution.

S.



Amendment #9
"The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people."

S.



Amendment #10
"The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people."


T. Is a one world government a good thing or a bad thing?

A: If you think it's a good thing because it would mean world peace and that no country would try to take over another country, you would be thinking the same thing as many people. However, for those living in a free country that elects its representatives and gives them their power, it would not be good. If such a world government existed, the people in our country wouldn't have anything to say about how government operates, or what it tells us we can't and cannot do. Plus, we wouldn't have any control over the kind of government such a world would design and if that government would protect our rights or eliminate our rights. Additionally, we wouldn't be able to do anything about it if we were unhappy with how that government was operating because chances are the people that would run it would live far away and not be available to us, and if they were available, probably would not feel compelled to meet with us anyway.

After the Flood, God told people how He wanted them to live. He said:

S:


Genesis 1:28a
And God blessed them: and God said to them, Be fruitful, and multiply, and replenish the earth, and subdue it...

An illustration showing five diverse people (two men and three women) of various ethnicities holding hands in a circle around a globe of the Earth. The globe is positioned in the center, and the people are standing around it, symbolizing global unity and stewardship.


T. But they didn't listen to God. They didn't want to travel worldwide. They wanted to stay in one spot and create the first one world government.

S.

Genesis 11:4b:
"...let us make a name for ourselves, lest we be scattered abroad over the face of the whole earth."

An illustration of a globe with three green arrows forming a circular cycle around it, pointing clockwise. This symbolizes a continuous process or a cycle of events.

S.

An illustration of a man in a white robe, possibly a prophet or a leader, pointing towards a group of people. The scene is set in a dark, outdoor environment, possibly a night scene or a cave.


T. The Bible also tells us that God wasn't happy with the one world government that formed after the Flood and created the Tower of Babel. After they disobeyed God, he scattered them all over the earth and separated them into different nations and different continents. The Bible also tells us that there will be another attempt to create a one world government, and it also tells us that this will not be a good thing. Daniel 7:23 says:

S.



"The fourth beast shall be a fourth kingdom on earth, which shall be different from all other kingdoms, and shall devour the whole earth, trample it and break it in pieces."

S.



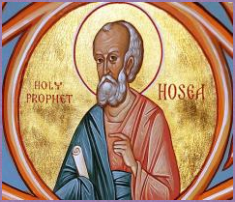
In Revelation 17:1b, an angel told John, who is writing the Book of Revelation, about God's judgment that will follow as a result of this particular condition in the last days. He says:

"Come, I will show you the judgment of the great harlot who sits on many waters."

Revelation 17:2 gives us a little more information about this harlot: *"with whom the kings of the earth were made drunk with the wine of her fornication."*

T. The Bible refers to this kingdom that doesn't worship God as being a harlot. It says:

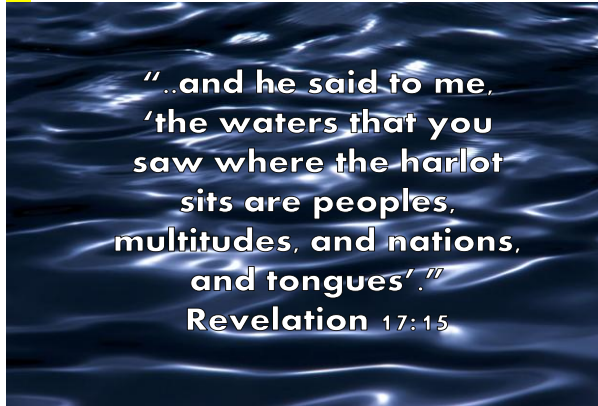
S:



Hosea 1:2b states:
"Go, take yourself a wife of harlotry and children of harlotry, for the land has committed great harlotry by departing from the Lord."

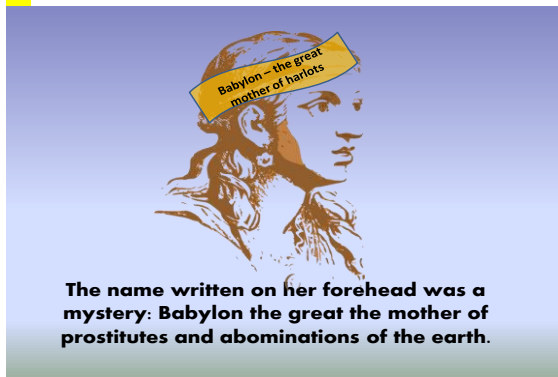
T. The Bible also tells us what it means when it says that she sits on many waters.

S.



T. In the next verse we are given a hint about her ruling over the earth because she is called "Mystery Babylon", meaning that it wasn't actually Iraq, which we know was ancient Babylon. Therefore, the only other Babylon was where the Tower of Babel was built, which was a one world government that displeased God.

S.



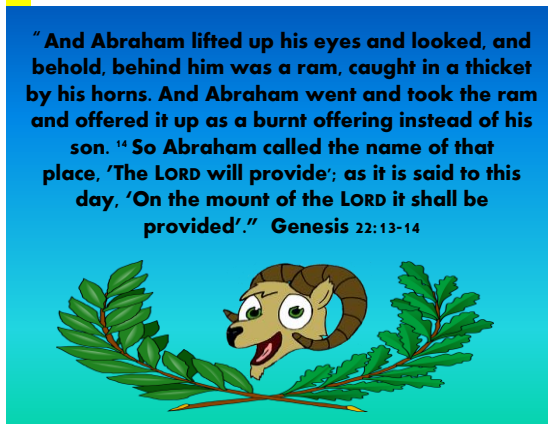
T. Who remembers what John the Baptist said when he saw Jesus coming to him to be baptized?

S: "...Behold the Lamb of God who takes away the sins of the world..."

T. When are we told another time about an animal becoming a sacrifice for sin?

A. Remember what happened when Abraham was told to sacrifice his son Isaac?

S.



T. We are also told about a time in ancient Egypt when the blood of the Lamb saved people from death. It was at the time of the last plague when death passed over those who had the blood of the Lamb over their doorposts. It is called "Passover."

S.



T. Remember many ancient civilizations - going back to the Garden of Eden -practiced animal sacrifice as a way of making good for their sins. God used this to help people understand what Christ did for us when he died on the cross for our sins.

S.

Leviticus 17:11

**For the life of a creature
is in the blood, and I
have given it to you to
make atonement for
yourselves on the altar;
it is the blood that makes
atonement for one's life.**



S.

**"...for it is the
life of all
flesh.
Its blood
sustains life."
Leviticus 17:14**



T. We are told in the Book of Revelation about how Christ's blood purchased our ticket into heaven.


S.

And they sang a new song, saying:
"You are worthy to take the scroll
and to open its seals, because you were
slain, and with your blood you
purchased for God persons from every tribe
and language and people and nation
Revelation 5:9



T. In ancient Israel, the Jews understood the importance of atoning - or making good for their sin - through animal sacrifice. On one day a year, the high priest used to sacrifice an animal for his own sins and then another animal for the sins of his people. They called it the "Day of Atonement." They still observe this holy religious day today, but with one important difference. Since the day Christ died on the cross, animal sacrifice was done away with. The Bible tells us this:

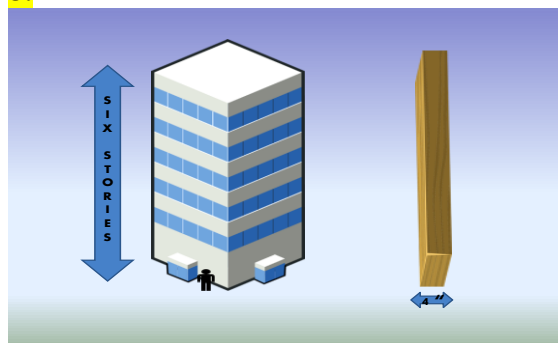
S.



For by one sacrifice he has made
perfect forever those who are being
made holy. Hebrews 10:14

T. There's something else you need to remember about the Day of Atonement and the high priest. On that day the high priest would go behind the veil in the temple that separated the people from God and it is there that he would make atonement for the sins of his people. This was no ordinary veil, it was huge and really thick - too thick for anyone to simply rip or tear.

S.



T. Now when Christ died on the cross there was a great earthquake and people actually came out of their graves, but something else significant happened. The veil in the temple that separated God from His people, was ripped apart.

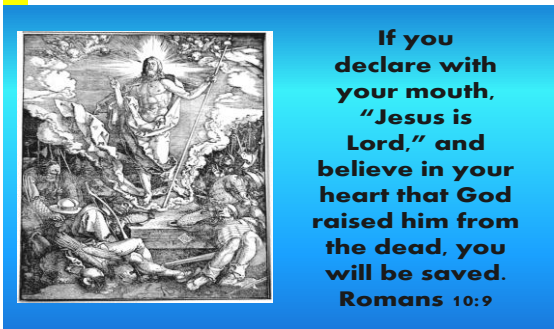
S.



T. By doing this, by tearing apart the veil that separated God from us when Jesus died, God was telling us that He was no longer separated from us. Christ changed all of that.

T. Remember, if you want to be saved by the blood of the Lamb, it is pretty simple. The Bible makes it simple. It says:

S.



**If you
declare with
your mouth,
"Jesus is
Lord," and
believe in your
heart that God
raised him from
the dead, you
will be saved.
Romans 10:9**

T. If anyone would like to pray that special prayer today that covers your sins with the blood of Christ, please come forward and we will pray together.

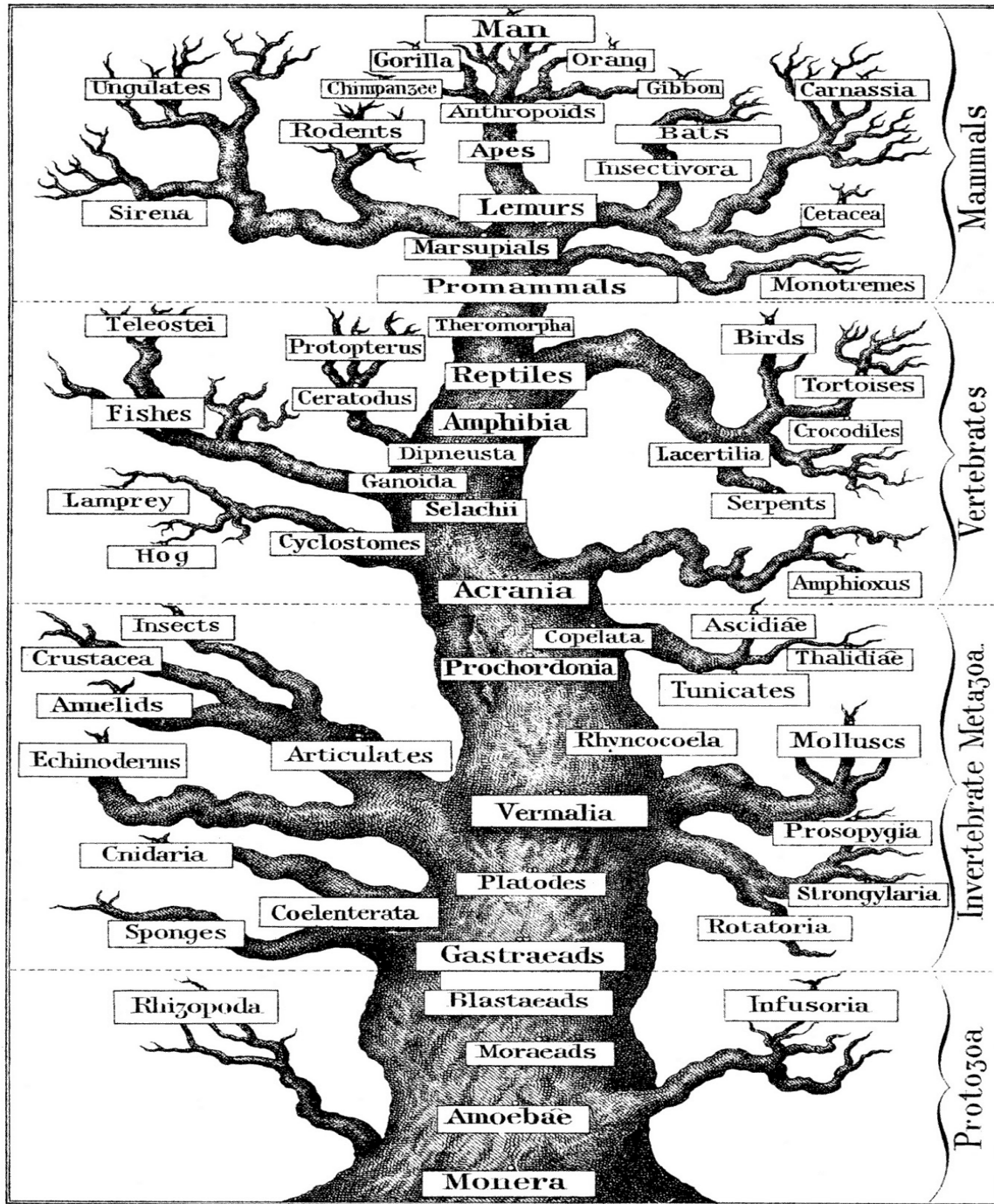
(NOTE: Be ready to pray with any students that come forward in accordance with what you have pre-arranged with your church or group.)

End the program with prayer.

Genealogical Tree of Humanity.

The Evolution of Man V.Ed.

PL. XX.



E. Haeckel del.

