

## LESSON MATERIALS SUPPLY LIST

	File 001	File 002	File 003	File 004	File 005	
From Teacher Resource Pack	Memory verse poster	Memory verse poster	Memory verse poster	Memory verse poster	Memory verse poster	
	Daily overview poster	Daily overview poster	Daily overview poster	Daily overview poster	Daily overview poster	
	Monkey-to-man poster		Pyramid poster	Hot on the Trail game poster		
	Ape-men poster					
	From CD-ROM	Doodle pattern, 1 per child	Puzzle pattern, 1 per every 2–3 children	*Handprint pattern	Hieroglyph pattern, 1 per child	Life of Moses reference sheet
		Doodle answer key			Exodus 1 reference sheet, 1 per group	Life of Moses illustrations
		Optional: Genesis 1–2 reference sheet			Hot on the Trail game clues	Scrambler pattern, 1 per child
				Dig Deep review cards and answer key		
Other Materials	Bible	Bible	Bible	Bible	Bible	
	*Optional: Piece of chart paper or posterboard	Baggies, 1 per every 2–3 children	Gift-wrapped box (lid wrapped separately)	1 die and 2 game markers	Optional: Small bag of Lucky Charms® cereal, 1 per child	
	*2 or more steno pads or sheets of paper	Materials for Parts of the Body stations (see p. 24)	*Apple	24 slips of paper and a basket	White board and marker or chalkboard and chalk	
			Knife (adult only)	23 sheets of paper		
	*Slice of bologna	Roll of paper (see p. 29)	Small jar	Roll of masking tape	Body of Christ supplies (see p. 46)	
			Roll of toilet paper	Optional : Obstacles, such as a squirt gun or blow-up crocodile (see p. 41)		
			*Salt and misc. spices			Clear storage bin with salt, rice, or other material
Construction paper heart						

**Extra Supplies:** Writing utensil for each child, one pair of scissors, paper, masking tape, paper or cardstock for copying patterns, roll of paper towels

**Optional:** Junior student guides, 1 per child (these provide a take-home review of the lesson material and can be passed out at the end of each lesson for children to work on or to take home); bookmarks (these provide a review of each day's phrase); *Search God's Word*, 1 per child

\* If teaching the same lesson several times, you will need multiples of these supplies. For example, you will need three apples on the third day for the mummy illustration if presenting to three different classes. Determine the number needed based on the number of times you are presenting the lessons.

# THE TRUTH ABOUT LIFE

## The Mystery of the Missing Links

### BIBLE CONTENT

Creation of Man  
Genesis 1:26–28; 2:7–23

### APOLOGETICS CONTENT

Ape-men Frauds

### SCRIPTURE JEWEL

“So God created man in His own image; in the image of God He created him; male and female He created them.” Genesis 1:27

### CATCH PHRASE

They can’t make a monkey out of me!

### LESSON AIM

Children will learn that the world teaches we evolved from ape-like creatures, but the Bible teaches we were created by God, in His image. The children will examine evidence regarding ape-men and will see that the Bible contains the truth about life.

### Today’s Lesson at a Glance

- Opening Clue  
Oodles of Doodles
- Learn Something New  
Part One: Fakes and Mistakes  
Part Two: Made in God’s Image
- Time to Review  
Part One: That’s Baloney!  
Part Two: Scripture Jewel—Check Your Hearing!  
(Optional) Part Three: Student Guides

### Preparing for the Lesson

- Watch *The Origin of Humans* DVD by Mike Riddle.
- Read Genesis 1–2 to prepare for teaching about the creation of man.
- Read this lesson several times and prepare the materials.
- Check p. 7 for more information on ape-men.
- Pray.

### Lesson Materials

#### FROM TEACHER RESOURCE PACK

- Memory verse poster
- Daily overview poster
- Monkey-to-man poster
- Ape-men poster

#### FROM TEACHER RESOURCE CD-ROM

- Doodle pattern, 1 per child
- Doodle answer key
- Optional: Genesis 1–2 reference sheet

#### OTHER MATERIALS

- Bible
- Writing utensil, 1 per child
- Optional: Piece of chart paper or posterboard
- 2 or more steno pads or sheets of paper
- Slice of bologna
- Optional: Student guides

## **TODAY'S DEVOTIONAL: THE TRUTH ABOUT LIFE**

*In the beginning God created the heavens and the earth. Genesis 1:1*

*In the beginning, a churning sea of chaos existed. Ra, the Egyptian sun god, rose out of this chaos and created male and female deities. Deities gave birth to more deities who were responsible for the creation of the physical world. Ra also created mankind.*

Sound vaguely familiar? This brief retelling of an Egyptian creation myth bears some similarities to the true creation account found in the biblical book of Genesis. At one point in the not-too-distant past, the ancient Egyptians knew the true account, as well. The founder of Egypt, Mizraim, was Noah's grandson through Ham. After the rebellion and dispersion from Babel (c. 2200 BC), Mizraim settled his family along the banks of the Nile River. As time passed and his descendants multiplied, the nation of Egypt developed.

Noah, the keeper of the books of Adam and Seth, knew the true Creator God. If he did his fatherly duty and passed on that information to his sons and grandsons, then Mizraim, at the very least, knew about the biblical God who created everything. Sadly, the information was corrupted over time, as Noah's descendants turned their backs on the truth and instead sought to develop their own view of history.

Today, many myths about the past exist. One of the more insidious and bizarre is the myth that we share an ancestor with the apes. Sadly, this idea reduces the all-powerful God to an ape-like creature in whose image humans were made. It forces mankind to become just another animal without responsibility for their actions and without the need of a Savior from their sins. (When is the last time you've tried to preach the gospel to a monkey?)

Yet, we have the truth about life in our hands. The Creator of all life has given us the true account of how things came to be in His book, the Bible. When we teach our children, as the Bible commands us to, the truth

about where they came from and where they're going, there are no "missing links." We need to be vigilantly watching what the world teaches so that we're prepared to tear down every false argument that sets itself against the knowledge of God (2 Corinthians 10:4–5) and build up a biblical worldview in those the Lord has entrusted to our care. Let's learn a lesson from Noah and diligently impart the truth to our children and grandchildren.

As you go throughout your day today, think about how you can encourage a desire for true wisdom, that which is found in Christ (Colossians 3:16), in the hearts of the kids you're working with.

My son, if you receive my words,  
And treasure my commands within you,  
So that you incline your ear to wisdom,  
And apply your heart to understanding;  
Yes, if you cry out for discernment,  
And lift up your voice for understanding,  
If you seek her as silver,  
And search for her as for hidden treasures;  
Then you will understand the fear of the LORD,  
And find the knowledge of God.  
For the LORD gives wisdom;  
From His mouth come knowledge and  
understanding;  
He stores up sound wisdom for the upright;  
He is a shield to those who walk uprightly;  
He guards the paths of justice,  
And preserves the way of His saints.  
Then you will understand righteousness and justice,  
Equity and every good path.  
When wisdom enters your heart,  
And knowledge is pleasant to your soul,  
Discretion will preserve you;  
Understanding will keep you.

Proverbs 2:1–11

## OPENING CLUE

**Note:** These lessons are packed, so keep them moving!

### Oodles of Doodles (5–10 minutes)

As the sleuths come in and get settled, say:

**Chief Investigator (Lead Teacher):** Welcome to Egypt, a place filled with mystery and intrigue. We're on location here to do some sleuthing (detective work). My name is \_\_\_\_, and I am the chief investigator in this case.

**Detective (Teaching Assistant):** And I'm \_\_\_\_, a detective working alongside Investigator \_\_\_\_.

**Chief Investigator:** We've been assigned to a case called *The Egypt File: Decoding the Mystery of Life*. We hope you sleuths can help us piece together the evidence to unravel the mystery of life.

The ancient Egyptians thought there was a lot of mystery involved with life. They were curious about how we came to be and what happened after life. People today still wonder about those same things. But it's really not a mystery if you decode it properly, using the Bible.

All week long we'll meet at this Dig Site, where we'll dig into God's Word to track down the clues to life. So if you're ready, it's time to figure out the first clue to life.

Pass out the doodle pattern and writing utensil to each child. When everyone is ready, hold up the doodle pattern and say:

This looks like it's just a doodle right now. But it really belongs to a creature. I want you to imagine what it is and quickly draw the rest of the creature that belongs to that doodle. This is highly classified information, so do not let anyone else see what you are drawing.

Give them a minute or two to do so. Then briefly check out each other's pictures and discuss the possibilities of what creature the doodle belongs to. Show them the doodle answer key so they can see what it really was. Then say:

Look at the various ways you interpreted that clue. Some of you thought the doodle belonged to a \_\_\_\_\_. Knowing that it was just a doodle, your imagination took over and created the rest of the animal, didn't it?

In the same way, scientists may find a tooth, a bone, or entire skeleton and then try to figure out what type of animal it belonged to. Sometimes an artist draws what he thinks the creature looked like—sometimes just from one piece of evidence. In several cases, the drawing of the creature doesn't look anything like what it actually is. We'll investigate one set of drawings that we'll call Fakes and Mistakes.

## LEARN SOMETHING NEW

### Part One: Fakes and Mistakes (15 minutes)

Before we start, I need everyone to stand up and do their best monkey imitation. Ready, set, go.

- Doodle pattern, 1 per child
- Doodle answer key
- Writing utensil, 1 per child

#### PRE-PREP

1. Photocopy the doodle pattern, 1 per child

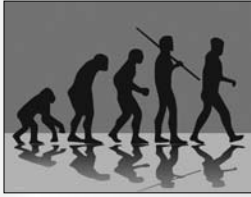
☞ Be familiar with the lesson, but don't memorize it. Place it on a clipboard to use as a reference.

☞ If working as co-teachers rather than as a lead teacher and an assistant, decide which parts of the lesson each of you will be responsible for teaching.

☞ The Bible is listed just once a day in the materials list but is used throughout each lesson at various times, so have it handy and marked to the correct passages ahead of time each day.

☞ A faster version of this activity is to hold up the doodle pattern for all to see and take suggestions as to what it might be.

- Monkey-to-man poster
- Ape-men poster
- Optional: Piece of chart paper or posterboard



Put up the Monkey-to-man poster. Say:

Some people and books will tell you that we did not start out as humans but as some kind of ape. (Point to the picture on the far left.) **Have you ever heard that?** (Take responses.) Humans then supposedly changed from an ape-like creature into man over millions of years. This gradual change from ape-like creatures to men is called human evolution.

This is one story about the past. And someone drew pictures based on this idea about the past. This monkey-to-man chart shows what some people believe about where we came from. But remember, this is just an artist's *drawing based on a story about the past*. We're going to investigate the truth about where humans came from. Did we really come from ape-like ancestors? Were there really "ape-men"? After evaluating the evidence and reading the truth about our past in the Bible, you, as good detectives, can decide what you think of it.

Share several or all of the following examples of alleged human ancestors (ape-men) and how they were really fakes or mistakes. (Chart One information, which is listed at the end of each section, can be used at a later point in the lesson.) For more information on these finds, visit [www.answersingenesis.org/get-answers#/topic/apemen-missing-links](http://www.answersingenesis.org/get-answers#/topic/apemen-missing-links).

### Ramapithecus

- Where it was found: India in the 1930s
- What was found: A jawbone about two inches long and a few teeth
- What was said about it: *Ramapithecus* was the first ape to walk standing up on two legs. He is a missing link, which means he is in between an ape and a man—an ape-man.
- The real truth: Scientists later found the whole jaw of *Ramapithecus* and proved it was just an ape after all. The jaw matched up perfectly with apes still alive. And yet you will still see pictures of *Ramapithecus* walking upright today, even though it is a well-known fact that it was just an ape.
- Chart One: An ape

### Lucy

- Where it was found: Ethiopia in 1974
- What was found: Several bones
- What was said about it: Lucy (named after a Beatles' song) could walk upright and was pictured with a hairy body and human hands and feet.
- The real story: All the bones found of Lucy were very obviously bones from an ape. However, the scientist who found Lucy falsely said her knee bone showed she walked standing up, like men. When the bones were measured, they showed she did not walk upright but walked more like a chimp or an orangutan—an ape. The scientist also said her hip bone showed she walked upright, but he later admitted that he had someone saw the hip bone into pieces and glue it back together again to make it look like she walked upright.
- Chart One: An ape

## Java Man

- Where it was found: Java Island (Indonesia) in 1891
- What was found: The top of a skull and a leg bone
- What was said about it: Scientists first said he was an ape-man. (The term “Java Man” actually means “Ape Man.”) At first, he seemed more on the ape side than the man side. Then they changed their minds and decided he was more man than ape.
- The real truth: The bones were found over fifty feet apart in gravel and most likely were not even from the same animal or person. The man that found them didn’t tell anyone for over thirty years that he also found regular human skulls in the same gravel. This showed that people were already alive at this time, so Java Man is not a missing link ape-man.
- Chart One: The skull was an ape, and the leg bone was a man. These did not belong together.

## Neanderthal (knee-ANDER-thal)

- Where it was found: In a cave in the Neander valley in Germany beginning in 1856
- What was found: Skulls, shoulder bones, hip bones
- What was said about it: This was labeled as a man but as an early, ape-like man who was stooped over, hairy, primitive, and swinging a club.
- The real truth: Neanderthals were just people who lived in caves. They were our relatives (just as all humans are our relatives). They probably moved into Europe sometime after the Tower of Babel incident. We know that some may have had rickets or arthritis, and so some were a bit stooped over in posture because of those conditions. It makes sense that they would get those diseases after living in cold, damp caves with little sunlight and a poor diet. Just because they lived in caves doesn’t make them ape-men. People today in various areas of the world live in caves. People have lived in caves throughout time because this is a reasonable shelter at times. Living in a cave does not make you a dumb brute! In fact, we have found evidence that the Neanderthals were really quite intelligent. They buried their loved ones and had elaborate funerals. They had many tools and worked with skins and leather. They played instruments (a flute was recently found). They wore jewelry.
- Chart One: A man

## Pittdown Man

- Where it was found: Near the town of Pittdown, England, between 1908 and 1912
- What was found: A human-looking skull and an ape-looking jawbone
- What was said about it: At the time, this was supposedly the oldest man ever found.
- The real truth: Pittdown Man was a complete fake. The jawbone was from an orangutan (ape), but chemicals had been used on it to make it look old. The skull was from a human, and the teeth had been filed down to fit with the orangutan jawbone.
- Chart One: Disqualified because it was a complete fake.

## Nebraska Man

- **Where it was found:** In Nebraska in 1922
- **What was found:** A tooth
- **What was said about it:** The tooth found for Nebraska Man was used as proof for human evolution. He was drawn as a hairy ape-man.
- **The real truth:** It was later discovered that the tooth was from a rare pig! It was not a man or an ape, yet the artist drew Nebraska Man, his family, and his cave all from one pig tooth fossil.
- **Chart One:** Disqualified because it was a pig!

If time, make a chart with three columns labeled APE, APE-MAN, and MAN. Have the kids determine which fossil finds go in which column. (None go in the ape-man category.) Ask the kids to share their conclusions, then say:

**The truth of the matter is they have yet to find any true ape-men, and they never will find true fossil evidence for a missing link between apes and men because there is no such thing. You will continue to hear reports of new fossil finds, but remember that these finds always have an untold story behind them and are really either apes or men. Now let's dig into the Bible to solve the mystery of where man truly came from.**

## Part Two: Made in God's Image (10–15 minutes)

While I share evidence of where man came from, you need to listen carefully to all the clues. Afterward, you'll break up into sleuth squads and see which squad heard the most info.

Read the following passages from your Bible in the order listed, slowly and carefully. Mark the passages ahead of time or tuck the Genesis 1–2 reference sheet in your Bible and use it.

- » Genesis 1:26
- » Genesis 2:7–23
- » Genesis 1:27–28

Break into two or more sleuth squads. Ask some or all of the following questions and have each squad decide on answers. Each squad can write its answers on a steno pad or piece of paper, then answers can be compared. Share the additional information that is provided with each answer. If you're short on time, skip to the last question (6) and allow five minutes to discuss it.

### 1. WHO

Q. Who was involved in creating man?

A. God the Father, God the Son, and God the Holy Spirit. (Let *us* make man in *our* image, according to *our* likeness . . .) They are three in one.

### 2. WHAT

Q. What was one of Adam's jobs?

A. He was to name all the animals and take care of the garden (Genesis 2:15,

- Bible
- Optional: Genesis 1–2 reference sheet
- 2 or more steno pads or pieces of paper
- 2 or more pens or markers

### PRE-PREP

- Optional: Place the Genesis 1–2 reference sheet in your Bible.

19).

This would take intelligence. As the first man, he did not start out like a brute who couldn't talk, like evolutionists say. He was fully functional and highly intelligent from the very beginning. He communicated with God and had an important job.

### 3. WHERE

Q. Where did this account take place?

A. In the Garden of Eden (Genesis 2:15).

Note: We don't know the location of the Garden of Eden today because it was destroyed in the worldwide Flood of Noah's day (Genesis 6–9).

### 4. WHEN

Q. When did God create man: Day One, Two, Three, Four, Five, or Six of Creation Week?

A. God created man on the sixth day of creation (Genesis 1:26–31).

From studying the Bible, we learn this happened just thousands of years ago (approximately 6,000 years ago) rather than millions, as the evolutionists claim.

### 5. HOW

Q. How are we different from the animals?

A. We are created in God's image and have dominion (authority) over the animals. That means we are in charge of them.

Have you ever seen an animal taking care of a person? Animals can't talk in full sentences like we do, and they don't use the Bible to direct their conduct. Humans can have a personal relationship with their Creator through Jesus Christ their Savior.

People have been given the job of taking care of the animals. We are not just another animal. We are set apart.

### 6. WHAT

Q. What does it mean to be made in God's image?

A. God is all good things to a perfect degree. Each person, made in His image, can reflect those good things to a far lesser degree. For instance:

- » God is love. We are able to love.
- » God cares for us. We are able to care for others.
- » God relates to us. We are able to relate to others.
- » God is creative. We are creative.
- » God communicates with us. We are able to talk and communicate.
- » God made and enjoys beautiful things. We are able to enjoy beautiful things.
- » God understands and knows all things. We are able to think and know things, way beyond what animals are able to think and know!
- » God has authority over all. We have authority over the animals and plants.
- » God is eternal. We are able to have eternal life.

- » Animals can't write poems or letters. (If my dog ever wrote me a letter— whoa! But he won't, because he can't.)
- » Animals don't enjoy beauty in the same way we do. (Have you ever seen Fido getting excited about listening to classical music or wanting to stand and watch the sunset? And what about those beautiful flowers? They are more likely to eat them!)
- » Animals aren't able to use tools to make other tools. (And now, the latest invention by Ellie the Elephant—I don't think so.)
- » Animals don't have authority over us. (That would be scary if our pets decided what, when, and how much we were eating, when we were allowed to leave the house, and when we could exercise!)
- » Animals can't have a relationship with God through His Son Jesus Christ. We can have a personal relationship with God through His Son Jesus Christ.
- » We are unique in all of God's creation. Every person is a special creation with worth and dignity.

## **TIME TO REVIEW**

### □ Slice of bologna

🔗 If you don't have time for this review, do it at the beginning of tomorrow's lesson.

### **Part One: That's Baloney!** (5 minutes)

Have one teacher hold a piece of bologna. (Or give each child a half slice of bologna on a small plate.) Say the following. Instruct them to say, "That's baloney!" at the appropriate times, as you (or they) take a bite of bologna.

**When we hear that *Ramapithecus* was an ape-man, even though that was based on just a two-inch jawbone, we'll say: THAT'S BALONEY!**

**When we hear that Lucy was an ape-man, even though the fossils are clearly from an ape, we'll say: THAT'S BALONEY!**

**When we hear that Java Man was an ape-man, even though scientists couldn't decide if he was more like an ape or more like a man, we'll say: THAT'S BALONEY!**

**When we hear about Neanderthals, who were thought to be primitive ape-men because they lived in caves, we'll say: THAT'S BALONEY!**

**When we hear about Piltdown Man, who was a complete phoney, we'll say: THAT'S BALONEY!**

**When we hear about Nebraska Man, who was pictured as an ape-man, along with his whole family and his cave, we'll say: THAT'S BALONEY!**

**Remember: You didn't come from an ape-man. God made you special, in His very image. If anyone says you started from an ape, you can tell them our catch phrase for today: They can't make a monkey out of me! (Say this together.)**

## Part Two: Scripture Jewel (as time allows)

### Check Your Hearing!

Tell the kids you are going to check their hearing. Point to the memory verse poster and say the Bible verse loudly. Ask them if they heard you. If so, have them stand up and say it back to you. Have them face away from the poster and then say it a little softer. If they heard you, have them say it back to you. Continue until you are whispering.

### Today's Verse

"So God created man in His own image; in the image of God He created him; male and female He created them." Genesis 1:27

## Part Three: Student Guides (as time allows)

Pass out and go over today's student guide page. Make sure Team Leaders gather the guide pages before leaving so children can take them home. Or keep the pages together so children can take all pages home at the end of the week.

☞ A review game (Dig Deep Review Game) is outlined at the end of the last day's lesson. This can be used any or every day, if time allows. Check p. 48 for more details.

**Junior student guides, 1 per child**