**THE CREATION: A Picture for Little Eyes**

*A personal note on what I believe about God's creation:*

*Why did God create the earth and man in it? Did He NEED man for fellowship? No, the Trinity did not NEED man for relationship; He is complete within Himself, He has no need. Yet His tremendous love and limitless glory desired to express itself outside of the Trinity. All humans reflect this same desire to express ourselves—a woman delights in arranging her personal space so that it feels “like her”, a man expresses himself in other ways. Then we love to share this expression with others, inviting them to recognize its significance.*

*I believe God had a holy blast creating the universe and especially earth with all its intertwined unity and diversity. Creation is a real part of God expressing Himself —He made it a reflection of His glory. He filled the earth with His glory. But He did not call the creation complete after creating the animals—He to include rational beings who could know His glory; recognize and proclaim it . Habakkuk 2:14 “The earth will be filled with the knowledge of the glory of God.” Only humans can do that.*

*Mr. Russell says, “God is building a kingdom filled with many sons and daughters in the image of His Son who will understand and show forth His glory.”*

**Teaching Notes**

The following outline for teaching the Creation to students in grades 1-4 contains some special notes to teachers in italics. Periodic \*\* on the left side of p. 1-7 are suggested amounts to cover in one day. This will vary according to the teacher, students, and schedule. The rest is all presented as one continuous outline. The memorization with motions and drawings depicting the different days of creation are integral to understanding and retaining the material. Planning an informal presentation of the memory work and drawings to parents or other interested people upon the completion of the study heightens student anticipation and enthusiastic participation. Several extra projects are suggested to add interest, to enhance comprehension, and for review.

**God created the world out of nothing**

A. Define matter/materials

* + Differentiate between materials and objects used to make things
  + Students name materials used to make common objects
    - *Teacher brings objects child will likely name*
      * + To build a bird house (wood, nails—not hammer)
        + To sew a dress (thread, fabric, zipper—not scissors and machine)

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B. Humans can make things using existing materials

* Put students into small groups. Give each group materials (but no objects like scissors) to make something. Group works together to decide what to make. Give:
  + Modeling clay or
  + Pipe cleaners or
  + Pattern blocks or
  + Crayons and paper
* Each group shows the rest what they made
  + Talk about what each project represents and where they have seen one like that before *(basis for talking about God creating without copying anything)*
* *Invite students to bring personal creations from home for the following day. Restrict this “show-and-tell time” strictly to items they themselves have made.*

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C. Humans cannot make things without using existing material

* Put students into same groups, but give no material to make things
* Instruct them to make something
  + Point: we can only make things out of material already made
  + Look at projects from former day again
    - Point out that we can fashion only things we have seen, heard, or read about
    - *Expect discussion on this (they will think of imaginary things they have never seen—yet have heard about or read about)*
* *Spend time looking at the items they have brought from home for this “show-and-tell time”*

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D. God created the world with nothing

* So what did God use to create the world? (Hebrews 11:3)
* Students name things God created (could close eyes and pretend to walk in a garden, fly in the sky, sail on the ocean, etc. as they name objects)
* Next students name things God did not create --!
* Expect children to mention things like light bulbs, their lunch, desks, etc
* Clinch the point of God creating all material and man simply using of those materials to form things
* What did God look off of to make the world?

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E. Define space and universe *(see expanded lesson plan)*

* Space: area that contains things
  + Bring large box, the area inside represents space. Put several objects inside the box, repeatedly mentioning the fact that you are putting things into the space contained in the box.
  + Motion to the classroom and talk about the things contained in that space.
  + Talk about the space outside of the school.
  + Space goes on and on; all objects exist in space. All space is called the universe.
* Universe: space that contains all matter
  + Draw a representation of our solar system, then draw a circle around it.
  + Next represent the Milky Way Galaxy by drawing many stars beyond our solar system. Encircle this (encompassing both our solar system and many stars).
  + Make several other very large circles representing other galaxies and tell them all of these objects are inside the universe.
  + All space is called the universe. All created objects are inside space.
* This study focuses on those objects God created and put into space.

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1. **The Days of Creation**

* *Students individually draw what happened on each creation day*
* *As a group they memorize a script and motions depicting each creation day's activities*

A. Day One

* + - Read Genesis 1:1-5 from Children's NIV Bible, they listen and give comments
    - God created space, earth, and light (and water over all the earth)
    - Use A Beka Book Flash-a-Card Series and story script to expand the story
      * Light is a reflection of God Himself

God is called the Father of lights (James 1:17)

Jesus the light of the world (John 8:12;9:5)

* “Without light life on earth would be impossible.”[[1]](#footnote-1) (earth would turn cold, water cycle end . . . )

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* Draw what happened on day one[[2]](#footnote-2) I*f you google How to draw the 6 days of Creation for kids, you can find this address*
  + Fold large paper into thirds vertically
  + With black crayon, in top section make a #1 in the upper, left-hand corner. Explain that this area represents the space God created. In the center draw a circle to depict the earth. Divide the earth into half and color the right half dark to show the light shining on the other half
* Memorize with motions *(snap classroom light off and then on appropriately)*
  + Everyone: “On day one God created light” *(Children hold one finger high on the word “one”)*
  + Everyone: “And God saw that it was good.”

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* *Review Day One*
  + *Give each student a 3x5 index card*
  + *They make a big black 1, then yellow rays out from the one to depict light on day one*

B. Day Two

* + - Read Genesis 1:6-8 from Children's NIV Bible, they listen and give comments
    - God separated the waters below (which covered the entire earth) from the waters above creating the sky
    - Use A Beka Book Flash-a-Card Series and story script to expand the story

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* + - Draw
      * + With a black crayon write a #2 in the left-hand upper corner of the middle third of the paper
        + Draw a cloud toward the top of the section and a wavy line for the water slightly below the middle of the section.
* Memorize with motions
  + - Everyone: “On day two” *(hold two fingers high, then divide into two groups.)*
    - Group one: “God divided the waters above” *(stretching hands high)*
    - Group two: “from the waters below” *(squatting and motioning down)*
    - Group one: “Clouds and sky” *(still stretching high)*
    - Group two: “All water” *(still squatting and motioning down)*
    - Everyone: “And God saw that it was good.”

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* *Review Days One- Two* 
  + - *Give each student a 3x5 index card*
    - *They make a big black 2, then draw a cloud above the 2 and wavy water at the bottom of the 2*

C. Day Three

* + - Read Genesis 1:9-13 from Children's NIV Bible, they listen and give comments
    - God created dry land, formed the sea and the plants
    - Use A Beka Book Flash-a-Card Series and story script to expand the story

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* + - Draw:
* With black make a #3 in left hand corner of the bottom third
* Sea—represented by the drawing from day two
* Land—draw a bumpy land line across the lower part for the land
* Plants—draw some simple grasses, bushes and trees. Leave space on the right side for more drawings later (day six with animals and people)
* Memorize with motions:
  + Everyone: “On day three” *(hold three fingers high then divide into two groups.)*
  + Group one (*a bit spread out)*: “God gathered together the waters below *(they gather together)* and called it seas *(said loudly)*
  + Group two: *(kneeling on the floor rise as they say)*, “and the dry land appeared.”
  + Everyone: “Then God made all kinds, shapes, colors, and sizes of plants.” *Individuals could say the four adjectives and add appropriate motions.*
  + Everyone: “And God saw that it was good.”

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* AFTER DAY THREE consider doing these fun review projects:
  + - Posters:
      * + Provide outdated seed catalogs and three poster sized papers
        + Boldly label the papers with trees, flowers, and vegetables
        + Students cut out many varieties of plants, glue onto proper sheet, and label them

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* + - Food delights! *(a favorite)*
      * + Bring a large variety of food samples, along with paper plates and plastic ware for all
        + Students may eat only foods that would have been available after day three—so nothing coming from animals
        + Include things such as: bread, peanut butter, honey, sunflower seeds, carrots and other vegetables, milk, grape juice, ice cream, cheese, dried meat, chocolate candy

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* Nature walk *(children love this)*
  + - Provide large ziplock bags or plastic grocery bags, one per child
    - Go on a walk
    - Students collect items that would have been available only after day three
    - After returning to school, students spread their treasures out on their desks. Each chooses 1-2 favorite objects they want to tell the rest about.

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* *Review Days One- Three*
  + - *Give each student a 3x5 index card*
    - *They make a big black 3, then form a flower out of the bottom of the 3*

D. Day Four

* + - Read Genesis 1:14-19 from Children's NIV Bible, they listen and give comments
    - God created the sun, moon, and stars “light-givers”[[3]](#footnote-3)
    - Use A Beka Book Flash-a-Card Series and story script to expand the story

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* + - Draw:
    - Go back up to the top third of the paper. Use green to make a #4 in the right-hand corner (to differentiate from day one).
    - Draw a sun on the light side of the earth.
    - Draw the moon on the dark side of the earth
    - Draw little stars (asterisk style) around in space.
* Memorize with motions
  + Everyone: “On day four” *(hold four fingers high then divide into two groups)*
    - Group one: God created the sun”
    - Group two: “the moon”
    - Group one: “and the stars”
    - Group two: “and set them in the sky”
    - Everyone: “And God saw that it was good.”

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* *Review Days One- Four*
  + *Give each student a 3x5 index card*
  + *They make a big black 4, then draw stars, a moon, and sun around it.*

E. Day Five

* + - Read Genesis 1:20-23 from Children's NIV Bible, they listen and give comments
    - On day five God created the “swimmers and the flyers”[[4]](#footnote-4)
      * Let students name “swimmers and flyers”
    - Use A Beka Book Flash-a-Card Series and story script to expand the story

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* + - Draw:
      * + Go to the middle section. Use a green colored crayon (to differentiate from day 2) and make a #5 in the upper right-hand corner of this section
        + Draw birds flying in the sky *(small m's make easy flying birds)*
        + Draw simple fish in the water. Could include star fish, octopus, whales, etc.
* Memorize with motions
  + Everyone: “On day five” *(hold five fingers high, then divide into two groups)*
  + Group one: “God created the animals that swim in the sea” *(include motions)*
  + Group two: “and the winged birds that fly in the sky.” *(include motions)*
  + Everyone: “And God saw that it was good.”

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* AFTER DAY FIVE consider doing one or more of these:
  + - Guest speakers:
      * + Find someone with a butterfly collection to come talk
        + Have a bird lover come in to talk about birds
* Contest:
  + - Divide the students into groups and do a two day contest to see which group can come up with the most bird names. They must know a bit about each one.
* Brief introductions to several amazing birds:[[5]](#footnote-5)
  + - * + flamingos
        + peacocks
        + pheasants
        + pelicans
        + hummingbird
        + woodpecker

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* *Review Days One- Five*
  + *Give each student a 3x5 index card*
  + *They make a big black 5, then draw flying birds above the hat of the 5 and small fish in a bit of water inside the bottom curve of the 5*

F. Day Six (part one)

* + - Read Genesis 1:24-25 from Children's NIV Bible, they listen and give comments
    - On day six God did two things: first He made land animals.
      * Let students name animals that live on the land
      * Talk about and let children demonstrate ways they move—hop, crawl, run, jump, gallop, walk, etc.
    - Use A Beka Book Flash-a-Card Series and story script to expand the story

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* + - Draw
      * + Go down to the bottom section
        + Using the same color as days 4 and 5 (different from 1-3) to make a #6 in the upper right-hand corner of this bottom section
        + Draw a simple dinosaur, a sheep, or rabbit . . .
* Memorize with motions
  + Everyone: “On day six God made all kinds of land animals” *(hold up six fingers)*
  + Individuals help plan what to say and do on the next part—things like:
    - * + rabbits that hop (while squatting on the floor and hopping)
        + cows that moo (everyone moos)
        + horses that gallop (with an appropriate motion for gallop)
        + ducks that waddle . . . etc.

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G. Day Six (part two)

* + - Read Genesis 1:26-31 from Children's NIV Bible, they listen and give comments
    - God made man and woman
    - Talk about how animals and people are alike
      * + Can feel emotions like love, anger, frustration, hopelessness, joy
        + Grow, eat, sleep, move around, get sick, die
        + Communicate with body language and sounds
        + Have hands and/or feet or other similar body parts
        + Have similar organs
    - Talk about how animals and people are different
      * + People communicate with spoken and written words
        + People can read and write
        + People can reason—for example can do math, “If 2 plus 2 is four, than 2 plus 3 must be 5.”
        + People can plan ahead
        + Both may have hands, but they are used very differently, etc.[[6]](#footnote-6)
    - Use A Beka Book Flash-a-Card Series and story script to expand the story of Adam and Eve

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* Draw
  + On the bottom section, add a stick figure of a man and woman
* Memorize with motions
  + Everyone: “On day six, God also created the best part of His creation—PEOPLE!”
  + Individuals *(kind of together, but not necessarily)* say, “That's me and you!” and point to themselves and each other.
  + Everyone: “And God saw that it was VERY GOOD!”
  + Everyone: *(looking delightedly at each other)* “God likes people!”

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* AFTER DAY SIX consider doing one or more of these projects:
  + - Brief study on the remarkable creature we call the common cow[[7]](#footnote-7)
  + Ant study.[[8]](#footnote-8)
  + In connection with the above do an ant farm.  *(Put ants in a clear glass gallon jar covered with black removable paper. A clear narrow bottle in the middle of the glass jar lets light inside so the ants make their tunnels on the outer edge)*

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* *Review Days One- Six*
* *Give each student a 3x5 index card*
  + - *They make a big black , then draw one animal inside the 6 and a stick man and woman on top of the six circle*

H. Day Seven

* + - Read Genesis 2:1-3 from Children's NIV Bible, they listen and give comments
    - God had finished the Creation, so He stopped. He rested from all His work, not because He was tired, but because it was finished.
    - He blessed the seventh day—“He set it aside as a memorial . . . a permanent reminder of the glory of creation and the surpassing glory of the Creator.”[[9]](#footnote-9)
    - God liked His creation—questions for discussion:
      * Do you think He may have spent time just gazing at and enjoying His creation?
      * How did God feel about His creation?
      * Did He have fun creating? Do you think He laughed?
      * What would have made Him laugh? watching the baby goats romping?, the giraffe's long neck and tongue stretching out to eat the leaves at the top of the tree? the monkeys swinging by their tails? Eve picking wild flowers?
      * How do you feel when you make a colorful picture with your new crayons or a creative pattern with the pattern blocks? Do you feel like laughing and showing it to others? How does your dad feel after building a beautiful china cabinet or inventing something to make his work easier? How does your mom feel after sewing together a beautiful quilt or making a delicious meal? How do you think a song-writer feels after writing a song?

1. **What is God like?**

A. The Creator is known by His creation (like the painter is known by his painting)

* + - Teacher brings several objects such as
      * + Card made by young child
        + Drawing or painting by adult
        + Recording of child singing
        + Bouquet of flowers
        + A dish of delicious food
* Students tell what they can know about the author or maker of each of these items

B. The universe is God's art project! (validates children's love for art)

* What can we know about God Himself by looking at His creation?
* He is creative! (who would have thought of chickens laying eggs man could eat, or having the hen sit on them for days resulting in a baby chick, etc.)
* He is resourceful (making manure be good fertilizer, etc)
* He is orderly (all chickens have two legs, etc.)
* He loves beauty (sunsets, etc.)
* He likes detail (snowflakes, etc)
* He is all-powerful (made it with nothing, etc.)
* He is loving (wants us to enjoy life—made eating pleasant for us, created tremendous variety, made some things beautiful without any practical reason, etc)

1. **Man in image of God**

*Three main aspects of the image of God are reflected in the phrase “Let us make” from Genesis: Let (choice) Us (relational) Make (creative). Albert Greene says mans ability to bless God is the basic foundational difference between man and animals[[10]](#footnote-10)*

A. Man is unique/different from animals

* Refer back to discussion on Day Six of how animals and man are different.
* Man is only created being both spirit and dust

B. Man naturally likes the kinds of things God likes

* Read *The Dreamer*[[11]](#footnote-11)
* God likes order
* Creation moved from disordered to orderly
* On day one He separated day and night
* On day two He separated the waters above from the waters below
* On day three He separated the dry land from the seas[[12]](#footnote-12)
* On day four He created “the stars and heavenly bodies . . . to separate day from night.”[[13]](#footnote-13)
* Patterns of order in nature/God's world
  + - Day and night—the sun rises and sets each day
    - The seasons/years
    - Days of the week
    - Birth and death
    - Gravity gives consistent results
    - Learning patterns for children (all smile, laugh, turn over, sit, crawl, walk, run . . . never run before walking, don't laugh before smiling . . .)
    - Living beings always and only give birth to those of their own kind
* God's love for order is reflected in people
  + Universal feelings of satisfaction
  + How do you feel about a clean house, room, desk?
  + How does your mom feel about a clean house?

1. Every good thing humans want is a picture of Who God is *(each of the following could be expanded)*

* Other God-like attributes children easily relate with that depict the image of God in man:
  + God is relational—He talks, fellowships (is love)
  + God loves beauty—snowflakes, sunsets, delicate flowers
  + God is truth—neither Him nor we like being lied to
  + God loves life—versus sickness and death
  + God is creative—the inner satisfaction that results from making something reflects His joy in creativity
  + God loves joy—He loves to see children laugh and play hard
  + Emphasize that every good thing we want gives us a picture of Who God is

1. **Caring for the Earth**

A. Why should we take good care of the earth?

* + God made it and it belongs to God
  + God called it good, valuable (talk about how they treat special birthday gifts)

B. What does it mean to take care of the earth?

* + Picking up trash
  + Mowing the lawn and keeping flower beds nice
  + We should not destroy or mistreat nature or waste our resources
    - * Hunt merely for pleasure and throw away the meat
      * Cut down trees unnecessarily
      * Waste water (careful on this, sensitive children can take responsibility not theirs)

1. **Other views of God**

A. Evolution

* + - Matter an accident or a plan?
    - Prepare or bring: Pattern block design, quilt, or beautiful picture
    - The impossibility of believing nobody made these

B. Pantheism

* + - Everything is God; God and nature are the same thing.
    - Egyptians worshiped sun, Nile River, etc.

C. Deism

* + - Believe God made the world and set into motion universal natural laws (examples: gravity and the planets rotating around the earth, that dogs only give birth to dogs) and now He in not involved
    - Demonstrate belief using a wind-up clock

D. Christianity

* + - Everything God made is good, but not God Himself
    - He is actively and consistently involved in holding the whole world together
      * Since He alone existed before creation, He alone is self-existent
      * Example of how things we make cannot repair themselves, we stay actively involved in order for those things to continue
      * Acts 17:28: “In him we live and move and have our being.”
      * Colossians 1:17: “In him all things consist (are held together)

**Lesson Plan Sheet**

**Name: Betty Yoder**  **Time Allotted:** 20 min.

**Subject:**  Devotions  **Grade Level:** 1-2 **Date:**

**Instructional Objectives**: Students in grades one and two who are in the beginning stages of a larger study of God's creation, will observe and interact with the ideas *space* and *universe*.

**Materials Needed:** a large box, common objects from the classroom, flashcards with the words *space* and *universe*

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**Scope and Sequence of Lesson**

**Introduction:**

* Arouse curiosity by placing the large box in the center of the circle before school commences allowing them to wonder what that is all about.
* At beginning of devotions indicate large box.
  + “Who can tell me about what I have here?”
  + “What is inside the box?” (likely they will say nothing or air)

**Lesson:** (Verbal input and visual modeling)

* “Today we are going to learn about two words.” First show the flashcard with *space* written on it.
  + “This empty area inside this box is a picture of space.”
* Pick up a common classroom object and place inside the box while saying, “I am putting this \_\_\_\_ into this space.”
  + Repeat this using a different object.
  + Allow individuals to do the same repeating the words
* Motion around to the classroom.
  + Talk about the objects inside this larger space
  + Be sure to include THEM as objects inside this space
* Talk about the space outside of the classroom and what objects are in that space.
  + “Everything in the whole world is inside space.”
  + Space goes on and on; all objects live (or are) in space.

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* Now show the flashcard with *universe* written on it.
* Move to the chalkboard and draw a tiny circle to represent the earth. Make sure they know that is where we live. Explain that that includes places like Indiana and Ohio, and every other place they ever went to on a trip is represented by that tiny circle.
* Add a small sun, the moon, and planets giving brief and appropriate explanations to make sure they are following.
* Draw a circle around all these and mention the word solar system.
* Next draw many stars beyond our solar system. (Explain that the sun is also a star—and why it looks so much bigger to us than the other stars.)
* These stars too represent solar systems, but ones so far away we cannot even imagine.
* Encircle all these and mention the word Milky Way Galaxy.
* Now make several other very large circles representing other galaxies
* Finally make one huge circle around all the galaxies.
* Tell them all of the space where these stars, planets, etc. are represent the universe. The universe is all the space that every created thing exists in.

**Closure: (Check for understanding – feedback/questions/test)**

* Ask simple questions to check for comprehension such as
  + “Can you point to where we live?”
  + “Where is the sun?”
  + “Where is Indiana?”
  + “What is the universe?” (showing the whole thing is fine as an answer here)
  + “Where is space?”--Can they understand that *we* are all living in space?
* End by telling them that the following lesson we will begin to talk about those created objects God made and the order in which He made them.

Dictionary of Significant Words

1. Attribute: something that describes a person or thing
2. Christianity: The belief that one God created the world and continues to be actively involved in it.
3. Communicate: To say something to another person using body language, sounds, words (spoken or written) or pictures.
4. Create/creative: new ideas of how to make or do something
5. Deism: The belief that God created the world and then went away and never came back.
6. Evolution: The belief that the world and life began, by accident, (without God), very simply, and billions of years ago.
7. Gravity: what makes things stay down, touching something, instead of floating around in the air
8. Material: stuff we use to make things
9. Memorial: something to help us remember a special event
10. Nile River: a very long and important river in Egypt; the same river in which Baby Moses floated
11. Orderly: things put in place instead of scattered around; neat and tidy, patterns
12. Pantheism: The belief that everything is God, that God and nature are the same thing.
13. Resources: supply of things
14. Resourceful: using resources creatively instead of wasting things
15. Space: area that contains things *(see expanded lesson plan)*
16. Universe: space that contains all matter *(see expanded lesson plan)*Bibliography:

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*Tune: Jesus Loves Me*

God created, this I know.

For the Bible tells me so.

The whole world to Him belongs

We are weak but He is strong.

Yes, God created

The light and water

The land and plants --- or the plants and animals

Yes, Jesus loves me.

Yes, Jesus loves me.

The Bible tells me so.

1. John MacArthur, The Battle for the Beginning, (Nashville: W Publishing Group, 2001), 83. [↑](#footnote-ref-1)
2. “How to draw the 6 days of Creation for [kids-Part I and II,” Answers in Genesis,](http://www.answersingenesis.org/docs2002/oh20020301_112.asp)

   [<](http://www.answersingenesis.org/docs2002/oh20020301_112.asp)<http://www.answersingenesis.org/>docs2002/oh20020301\_112.asp> (29, January 2007). [↑](#footnote-ref-2)
3. Sid and Linda Galloway, [“God's Outline of Creation.” Genesis Family Education. 1997.](http://www.soulcare.org/Creation/Gap-Creation-Outline.html)

   [<](http://www.soulcare.org/Creation/Gap-Creation-Outline.html)<http://www.soulcare.org/>Creation/Gap-Creation-Outline.html> (29, January2007). [↑](#footnote-ref-3)
4. Galloway [↑](#footnote-ref-4)
5. MacArthur has a brief summary of most of these 130-131 [↑](#footnote-ref-5)
6. G.K. Chesterton, Orthodoxy (New York: Doubleday, 1908), 151-152. [↑](#footnote-ref-6)
7. MacArthur has a good summary of this, 143-145. [↑](#footnote-ref-7)
8. MacArthur has an excellent summary of ants, 148-150. [↑](#footnote-ref-8)
9. MacArthur, 188. [↑](#footnote-ref-9)
10. Greene, 45 [↑](#footnote-ref-10)
11. The Dreamer by Cynthia Rylant [↑](#footnote-ref-11)
12. MacArthur, 79-80. [↑](#footnote-ref-12)
13. MacArthur, 108. [↑](#footnote-ref-13)