

Introduction Let's Do A Geology Unit!

The study of the earth, or geology, could very well take a lifetime. Even this would not be enough time to sufficiently scratch the surface (pun intended) of the complex planet on which we live. Geology is the study of the **earth** and its **history**. It is the study of **rocks, minerals, gems, fossils, weathering, The Flood and formations, earthquakes, and volcanoes**. Geologists have long studied the earth, and their findings have shifted and changed almost as much as our planet! This unit will focus on **flood geology** while still including information in the traditional study.

In order for a scientific theory to be *valid*, it must be proven or disproven by testing or measuring. This is not possible with either belief, Creation or evolution. The earth was created in the distant past; scientists can at best only theorize as to its origin. Therefore, I consider faith to be an issue whether you believe in Creation or evolution. (For a full study of Creation science, see *Creation Science: A Study Guide to Creation*.) In researching geology, you will find that various television shows, videos, museums, books, articles, and computer programs almost exclusively deal with evolution.

This geology study includes a **Teaching Outline** which reflects many years of research on the part of Jill Whitlock. This outline is unique since Jill is a geologist! This will enable you as a parent to have at your fingertips information pertinent to a Creationist's view of geology. It will allow you to use this outline as a reference in refuting findings you and your children may read in secular books which take a millions-of-years approach to the study of geology. You may use the Teaching Outline many ways, yet I suggest you read it through first on your own to get a firm grasp of the subject. You may wish to *star* sections of interest to read to your children at a later date. If you have older children, they should be encouraged to read the outline from beginning to end.

To make this study useful to teachers of different grades, it has been divided into three graded levels. The divisions are **Kindergarten through grade three, grades four through eight, and grades nine through twelve**. These are only guidelines. Feel free to pull information from any of the grade levels that you wish.

Another feature is **subject** area divisions following the study outlines to give you some ideas on how to incorporate **reading, vocabulary, spelling, grammar, language arts, math reinforcements, geography, history, science projects, activities, and experiments, art, music, and resource** guides. I have noticed that many books duplicate each other in experiments and ideas. I have included the **ideas** I have found to be the most helpful. The **games** and **activities** have been played by the children in science workshops I have given and at home. Some are old favorites revised a little to fit the occasion! Most **books** listed in the reading and resource section are Creation science books. These may be ordered from the resource section on page 179; you may also try to obtain them from inter-library loan, (information on this is on page 182) or from your Church library. This is where the **Teaching Outline** is an invaluable guide. If you are unable to obtain the books we recommend, you may use the **Teaching Outline** as your main source of information. There is a guide to **geology/science videos, cassettes, and computer programs**. I have included a **materials list** and **field trip guide**. I have also included pages you may copy containing the **scientific method** to assist you with your experiments. There is a **rock chart** to help label different characteristics of rocks you may find or purchase.

An important part of this science unit study is the correct execution of the **scientific method**. The **scientific method** is a procedure used to do an experiment in an organized fashion. *The point of the scientific method is to solve a problem or further investigate an observation.* The steps of the scientific method are **asking a question, researching, forming an educated guess as to what the conclusion will be, doing the experiment, observing the results, and stating a conclusion**. Ideally the conclusion should be the answer to the original question, but alas, things being what they are, this is not always the case! [We should note that the scientific method is not the ultimate authority as many naturalists maintain.]

When learning a new scientific concept, make sure you have your children tell you in their own words what they have just learned. For example, let's say you are teaching that Jesus is the foundation on which our faith should be built. You ask "If our foundation (the rock) is not Jesus, what could happen to us?" You read Matthew 7: 24-17. (It is important to remember to tie in experiments and activities to the topics you are learning.) Then, have your child build two small houses out of clay. Place one on a flat rock and one on a pile of sand. Slowly pour water over both houses and watch what happens to the foundations. You then ask, "What happened to the clay house on the rock? What happened to the clay house on the sand?" They should be able to tell you that the house on the rock is still standing on a firm foundation, but the clay house on the sand was washed away with the sand. (Older children should be able to discuss erosion and the effects of water on rocks as opposed to sand.) This is a quick check to make sure they are following the concept and not getting side-tracked by the fun!

Science is always fun, but earth science or geology is especially exciting and challenging. It's time to roll up your sleeves, get out the shovel, and get dirty. (Well, you know what I mean!) Have fun learning about geology!

How to Prepare a Unit Study

What is a unit study, and what are the advantages of teaching in such a manner? This is an often-asked question and one we will attempt to answer. For additional information, one excellent book that we recommend is Valerie Bendt's (www.ValerieBendt.com) *How to Create Your Own Unit Study* which gives an in-depth explanation of how to plan a unit.

What is a unit study?

A unit study is taking one topic, in this case Creation geology, and interrelating all the other subjects into a unified teaching approach. In other words, while studying the topic of Creation geology, the children will *read* Creation science and geology books and research materials, *write* assignments relating to what they've read, *spell* words they may have had difficulty reading or writing, *learn* vocabulary words dealing with Creation science, do *math problems* based on scientific principles, read and research *historical periods* relating to Creation and time periods in which noteworthy evolutionists or Creation scientists lived, study *geographical locations* of scientific discoveries and Biblical events (e.g., where Noah's ark now rests), create *art works* dealing with the flood (such as drawing the animals that went into Noah's ark) and for *music* play instruments that make sounds similar to those in nature. In other words, all the subjects will relate to the main topic. (The authors suggest you supplement grammar, phonics and math with other programs, where age appropriate.)

Why teach a unit study?

The unit study approach emphasizes that reading many books interrelated to a topic, rather than isolated textbooks, encourages discussion and research on the part of the children, therefore making learning more natural and retention of information much more successful. This is ideal for parents with children at different grade levels. It makes teaching much easier. The main area of interest can be taught in a group; then children can work on age-appropriate activities individually. It keeps the family together most of the time, rather than separating children to do their own individual work. It also encourages older siblings to assist younger ones and thereby learn by teaching. Older children may wish to write or illustrate stories while younger siblings may wish to give oral presentations.

Traditionally subjects are taught in an isolated manner in textbooks or workbooks with fill-in-the-blank format. Very few, if any, of the subjects are interrelated and all of the learning is done in an individual manner. Unit studies relate all academic subjects under one main idea and can easily work with one child or a group of children.

Does a unit study cover all of the topics I need to teach in every grade?

Yes and no! It depends on the grade level of your child and what your goals are for your home school. Many children know all they need to know for kindergarten by the time they are pre-schoolers, leaving the kindergarten year free to implement unit studies on many different topics. Often, as the child progresses, because of all the reading research, projects and experimentation that he does, his learning will surpass what is generally considered "normal" for his grade level. Still, if you are concerned about standardized testing, the authors recommend you use these study guides as supplements to your core curriculum. However, in many cases, when homeschool students who have been taught with the unit study approach take a standardized test, they score in the 90+ percentile.

How long does it take to complete a unit study?

Unit studies can take several weeks or all year depending on the depth of your coverage of a topic and the varying abilities of your children. For example, we have used the Creation Anatomy study guide in our family as a unit study covering three months. We will use it again as a core subject for high school credit for Anatomy when the time comes. With units you are not bound to a routine of one hour for each subject. The relationships between the topics are natural, and you will often find many subjects

are covered without much effort. You will also be free to spend more time on a particularly interesting topic as you see your children's interest level rise in that area. These study guides are designed to be either supplemental or the core of your curriculum, and you can tailor them to meet your family's needs.

How do I begin using the Creation Geology Study Guides?

We feel this unit is an excellent preparation to counter secular materials, where it is almost impossible to avoid the evolutionary viewpoint. We have done much of the planning for you with our ready-to-go lesson plans (see below). If you are interested in planning your own lessons, the best place to start is with a calendar, blank lesson plan sheet, paper, pencil, and the **Teaching Outline** in this study guide. Read through the outline and choose the points you wish to cover. Approximately 6-8 weeks in necessary for this study. You may use the topics provided in each of the three grade levels, or you may utilize them as starters in creating your own outline. The **grade level teaching outlines** are geared for each of three levels: K-3, 4-8, and 9-12. They are not as extensive as the Teaching Outline in the front of the book; therefore, the numerical labels do not correspond exactly. Use the **Teaching Outline** to familiarize yourself with the topic; it is designed specifically to be read by the parent as preparation for teaching the topic. It will give you the necessary information and background to teach the unit. We encourage you to read portions to younger children and have older children read them alone or with you.

As you write your outline or points you want to cover, leave room for additions (you may later run across a book or topic that you want to include). Decide how long you want your unit to take. What months are you considering? Is this time before a major holiday? If so, you may want to do a shorter unit. Is it the beginning of school, summer, or other longer period of time? If so, you may wish to do a more complicated unit or spend more time digging deeper into the topic you choose. Decide what subjects you want to incorporate and what days you will do each. For example you can work on reading, writing, grammar, and math every day, but perhaps science experimentation and history will only be done three out of five days. You may prefer a Mon.-Wed.-Fri./ Tues.-Thurs. type of routine, or if you take Fridays off, your schedule might be Mon.-Wed./Tues.-Thurs. (See sample schedules on page 7.) Remember, it's up to you.

How do I use the lesson plans provided?

Included are sample lessons for a six-week study for each grade. You will find these after each outline. Here you will find specific Bible verses to read, as well as science experiments or activities, language arts and spelling, history, music, and art activities mapped out daily for you. You will notice that some areas are left blank for you to include books of your choice. Many of the activities overlap. For example we may suggest you go on a nature walk, study animals and create a "fossil" print. You can incorporate language arts, science and art all in one activity. We understand that *not every book* we specify will be available to you. You may not find *any* of the books you are looking for. Do know that the teaching outline gives you the major points you should understand after the end of the lesson. If you do not like the activity we have specified, feel free to omit it and substitute your own! We have supplied a blank lesson plan sheet for you to photocopy on page 6.

Go through the age-appropriate outlines and look for the activities and assignments suggested in the lesson plans. If you have a mix of older and younger children, try to find a middle ground as a starting place. Check off the activities that interest you in each subject area. Decide which supplemental books you will need, and plan on obtaining them. Interlibrary loans are able to obtain books from private libraries. Did you know that in most cities you can order library books online and have them ready to be picked up at the checkout desk? What a time saver, especially if you have younger children.

This study contains a list of a greater number of books than necessary so that if you can't obtain one particular book, you may be able to substitute another. Use the topics as your guide.

This is too overwhelming! Will I be able to implement it all?

Don't become discouraged or feel overwhelmed. It takes one or two unit studies to become

comfortable and feel like an “old pro.” One way to fit everything in is a day-by-day approach. You may want to do all of the reading and research on day one, geography or history on day two, math and language arts (vocabulary, spelling, and grammar) on day three, science experiments on day four, art and music on day five. Day five can also be used as the catch-up day to finish any work not completed on the previous four days. I highly recommend a “game” day on Friday for grades six and under. This entitles your child to bring out educational games to play on this day.

Decide which books you want your children to read on their own. Many times older siblings can be a great help in teaching the younger ones and will have lots of great ideas for projects. Remember, unit studies have the goal of tying in as many subjects as possible, so you don’t need to supplement with a spelling workbook or vocabulary workbook unless your child has a definite need that can’t be met any other way. Consider that it might be overloading the kids with seat work and creating frustration when they can’t get it all done. (We speak from experience!)

How do I test to find out if my children have learned what I am teaching with the unit approach?

We have found that working closely with our children reveals what they know and don’t know. By reading materials orally, and then verbally questioning them, we know what needs review and what doesn’t. They will complete many hands-on activities that reinforce previously read materials. For example, in this book there is a discussion of evolutionary principles. One of the points is how evolution falsely claims everything starts out simply and gradually becomes more complex, improving by passing on or acquiring more material. That in itself sounds very dry and scholarly, yet a follow-up activity, “playing telephone,” demonstrates the problem with this concept. Normally there is a “degradation” of information not an improvement. If the children can explain the concept to you, then you know they understand. After reading all this, if you feel the need to create tests to find out what they know, feel free to do so! You could easily generate oral tests for the little ones, and essay questions for the older ones. One of the great things about homeschooling is the freedom to teach as you wish.

What about co-oping?

Co-oping is teaching a unit study with another family (or several families) and taking time—usually once a week—to work together on projects, experiments, or activities for the entire day. Each family focuses on the unit topic at home during the week by reading books or completing additional projects the co-op will not be covering. The co-op is a way of reinforcing the subjects taught at home with hands-on and group activities. This unit lends itself well to co-ops. There are many experiments that would be fun to do as a group. Still, they can be done just as easily with a single family. A great resource is *Co-Oping for Cowards* by Pat Wesolowski of DP& Kids Productions. Pat’s e-mail address is bisb@juno.com, and her website is www.co-oping4cowards.com.

Why teach using a science approach rather than literature or history?

Each of the approaches has its pros and cons. We prefer science because it focuses on experimenting, which encourages creative thinking and exploration on a greater scale than either literature or history. Truly, it is a matter of preference. We have done literature and history as well as science units with our children. Of course we feel that the knowledge of Creation is important to counteract what the secular media is teaching.

We pray that this will help you with unit studies. We believe that learning should be fun for you and your children, while still being educational. When it’s fun, hands-on, and messy (especially messy!), the learning experience will stay with them. Try not to get bogged down and become a slave to a schedule (recipe for disaster!). While Jill was living in Washington state, a friend was doing a unit on Washington state history. They traveled all over the state visiting historical sites. After a boat ride to see the orcas migrating, they were so intrigued that they visited the Sea-aquarium and beaches, etc. Soon they realized they were no longer doing a unit on history but one on marine biology. That’s the way unit studies should flow!

Lesson Plans

Topic:

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Date:					
Bible/Religion Studies					
Creation Teaching Outline					
Reading Selection					
Vocabulary Reading Selection					
Math Reinforcement					
Science Activities and Experiments					
Geography/History World Map or Globe					
Art/Music					

Scheduling and Planning

For those of you who would like help planning a schedule for this study, I have drawn up some thumbnail sketches to use as a basis for planning. Please use these loosely and feel free to add or delete anything you wish. Notice I have not included times. This is intentional, as there is no way I can know what will work for you and your family.

Schedule A:

Monday	Tuesday	Wednesday	Thursday	Friday
Bible/Prayer	Bible/Prayer	Bible/Prayer	Bible/Prayer	Bible/Prayer
Suggested reading	Language Arts activities	Suggested reading	Language Arts activities	Suggested reading
Vocabulary/Spelling and Grammar	Math reinforcements	Vocabulary/Spelling and Grammar	Math reinforcements	Vocabulary/Spelling and Grammar
Science activities	Geography/History	Science activities	Geography/History	Science activities
Art	Music	Art	Music	Art

Schedule B:

Monday	Tuesday	Wednesday	Thursday	Friday
Bible/Prayer	Bible/Prayer	Bible/Prayer	Bible/Prayer	Bible/Prayer
Reading selected books suggested	Reading selected books suggested	Reading selected books suggested	Reading selected books suggested	Co-Op Day Group projects in Science Math Art Geography History
Individual Math program	Individual Math program	Individual Math program	Individual Math program	
Individual reading or phonics program	Individual reading or phonics program	Individual reading or phonics program	Individual reading or phonics program	
Research	Research	Research	Research	

Schedule C:

Monday	Tuesday	Wednesday	Thursday	Friday
Bible/Prayer	Bible/Prayer	Bible/Prayer	Bible/Prayer	Bible/Prayer
Math textbook	Math textbook	Math textbook	Math textbook	“Finish Up Day”
Reading/Phonics program	Reading/Phonics program	Reading/Phonics program	Reading/Phonics program	Complete assignments
Suggested reading	Math activities	Science Experiments and Activities	Geography and History activities	Play learning games
Language Arts activities	Lang Arts activities Selected reading	Science research	History research	Art and Music activities

Teaching Outline

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TEACHING OUTLINE

Introduction: Geology is the study of the earth, its features, composition, processes, and history. The science of geology is descriptive and historical. The traditional study of geology includes uniformitarianism, slow processes and evolution over millions of years. After being trained in evolution and working as an exploration geologist for many years, I was saved by the grace of Jesus. When I began to read the book of Genesis, it didn't make any sense: everything made in six days, a catastrophic flood that covered the entire surface of the earth, etc. So I prayed, and asked God to show me the truth. Either evolution was true, or creation was true and everything I had learned was false. The Lord has been very faithful, and as I have studied the science behind Creation, I have learned that God's Word is true from the very beginning. There are many people around, like I used to be, who find it amazing that people who lived thousands of years ago were intelligent. It seems so amazing to us because we have had our minds and thinking polluted with the false idea of evolution.

From the very beginning, the Gospel message of Jesus Christ is written in the Book of Genesis. The first chapter of John says, "In the beginning was the Word, and the Word was with God, and the Word was God. He was with God in the beginning. Through Him all things were made; without Him nothing was made that has been made." (John 1:1-2) This tells us, with no doubt, that Jesus was there in the beginning. The Christ of Salvation was also Christ the Creator. The basis for all Biblical truth is found in Genesis. God told Adam and Eve that they could eat of any tree in the Garden except for one and if they did eat of it, they would surely die. (Genesis 2:16-17) God tells us that sin requires death as a penalty. Because Adam and Eve had sinned, God required death as a penalty. But there had been no death before this time (Roman 5:12) so I'm not sure they really knew exactly what that meant. "The Lord God made garments of skin for Adam and his wife and clothed them." (Genesis 3:21) The Bible is not specific on which animals God chose for this skin, but I think it could have been a little, snow white lamb, perhaps one that they had played with and loved. And this lovely, little lamb that was sacrificed was the first blood covering for sin as a type of what Jesus would do for all of mankind.

From the very beginning people were capable of planting and raising crops, caring for animals, building cities and roads and making tools and musical instruments. (Genesis 4) These were not ape-men, or ignorant people, in fact we have probably lost quite a lot of knowledge they possessed. King Solomon reminds us, "What has been will be again, what has been done will be done again; there is nothing new under the sun." (Ecclesiastes 1:9) We must realign our thinking to be in agreement with God's Holy Word. In order to change our thinking, we must believe with our hearts and be led by the Spirit. As Paul says, "My message and my preaching were not with wise and persuasive words, but with a demonstration of the Spirit's power, so that your faith might not rest on men's wisdom, but on God's power. We do, however, speak a message of wisdom among the mature, but not the wisdom of this age or of the rulers of this age,

who are coming to nothing. No, we speak of God's secret wisdom, a wisdom that has been hidden and that God destined for our glory before time began. None of the rulers of this age, understood it, for if they had, they would not have crucified the Lord of glory." (1 Corinthians 2:4-8).

I. History of the Search for Noah's Ark

I recently found an old videotape (Thank You, Lord) of a program entitled *In Search of Noah's Ark* that I recorded many years ago when I lived in Washington State. [Not all of this information has been substantiated, yet it makes you think.] This tape chronicles the history of the search for Noah's Ark, and the following information is from that program. Mt. Ararat rises 17,000' above Turkey and is the landing place, recorded in many various types of written history, for a large boat carrying a family of eight people, and two of many kinds of animals. With a good understanding of the evidence we can see that Genesis is not just poetry or some myth, but rather it is actual history that has been taught to children in almost every civilization on earth. The following information is from that tape:

Secular scientists in the last 150 years have called the Genesis Flood story nothing more than a legend. Because of the rise in popularity of Darwin's theory of evolution as the explanation of how life came to be on earth, the long held belief in the story of how God preserved people and animals from a devastating worldwide flood, on a great ark, has been assigned a place among myths and fairy tales. However, practically every day archaeologists and historians make some new discovery that shows the Bible to be an accurate account of history. In 1906, the discovery of some tablets confirmed the existence of the race of people known as the Hittites, who had previously only been mentioned in the Bible. Archaeological evidence has also confirmed the existence of a man named Abraham and the city of Ur in which he lived. They have also found the broken down walls of the city of Jericho, and much more.

Besides the archaeological evidence, we have geological evidence to support the effects of a world-wide flood. Because of the massive nature of the Flood, we should see huge deposits of sediments. Some of the deepest sediments in the world, 60,000 feet have been found in India. There are formations covering many square miles that basically are massive graveyards containing the skeletal remains of alligators, birds, turtles, mammals, deep sea fish, and palm trees. These creatures are not usually found together. They had to have been dumped in these locations by some catastrophic agent. There is a lignite (coal) deposit in Germany that contains plants, animals and insects from all the climatic regions on earth. How could these different plants and animals have been deposited there unless it was through the mechanism of a world-wide catastrophic Flood? Fossils of sea creatures are found on top of Mt. Everest, the highest mountain in the world. The only way to have sea creatures deposited on the tallest mountain in the world would be for it to have been covered by the sea. Salt crystals are found on top of Mt. Ararat that could only have formed from the evaporation of sea water. A secular geologist would say that these areas were once lake beds that have disappeared, leaving

behind the fossils sea creatures and the salt crystals. We will show in this book that the whole earth was once a lake bed during the year of Noah's Flood.

Geological and archaeological evidence for a world-wide, catastrophic Flood is dramatic, but there is also much historical documentation of the Flood. There are over two hundred written documents detailing the flood story of a large boat carrying a family and many animals that came to rest on a mountain. In 1850, George Smith interpreted cuneiform writings of three accounts of Noah and the Flood. Among the American Indians there are forty accounts of a great Deluge, and one tribe correctly believes that the Grand Canyon was the result of this Deluge. The story is also recorded in wall paintings. It is interesting to note that these Indians living in America believed the story of a great flood long before the Europeans came and brought Christianity with them. The geological evidence before them told the story.

The mountains of Ararat lie on the border of Turkey and Russia. The Turks call it 'Mountain of the Ark,' or 'Mountain of Pain;' the Kurds call it the 'Mountain of Evil' because disaster strikes anyone who tries to climb it; the Armenians call it 'The Mother of the World;' and the Persians call it the 'Mountain of Noah.' The Kurds plant vineyards at the base of the mountain where the Bible says Noah planted vineyards.

Dr. John Morris of the Institute for Creation Research has been on 13 expeditions to Mt. Ararat and describes it as being very difficult to climb. There are loose rocks, danger from snow avalanches, deadly snakes and wolf-like dogs, no trees for protection, and no water. Because the mountain is covered by a glacier, its moisture condenses to produce a thunderstorm everyday in the afternoon, accompanied by severe lightning. [*The Search for Noah's Ark* chronicles Dr. Morris's journey.]

History has recorded the eyewitness accounts of many people who say they have actually seen or been to the Ark. In 700 B.C. the Turkish people would make pilgrimages up the mountain to scrape tar from a sacred vessel to make sacred omens. This practice was abandoned when it became too hazardous. In 300 B.C., a Babylonian priest told of using parts of the ark for amulets. A story deciphered from hieroglyphics, tells of Heronimus, in 30 B.C. who saw the ark and pieces of wood from it. Also, in 30 B.C. is the record of Nicholas of Damascus, who was the biographer of Herod the Great, that tells of the ark and relics from it. In 380 A.D. a man named Epiphonus was shown wood from the ark. In 1254 A.D. Hyphon records that he saw Noah's Ark. [And there is even a historical record that Marco Polo wrote about the resting place of the ark.]

In 1829, a French Dr. Fredrich Parrot saw an Armenian cross claimed to be made of the sacred wood from the Ark. Dr. Parrot described it as being made of a dark red wood. He visited the monastery that held many ancient relics from Noah and even some manuscripts. Then in June 1840 a massive earthquake destroyed the monastery and the nearby village. The Turkish government sent an expedition up the mountain to build avalanche protection to prevent future disaster. One team found the front of what they described as "a very old ship" jutting out of the glacier. This discovery was made at about 14,000'. The men described it as having three levels with many stalls and cages. This find stirred interest around the world, and other expeditions were sent.

An Englishman, Major Roger Stewart, tried to locate the ark in 1845. In 1850 the Russians sent troops up Mt. Ararat. In 1876, Sir James Brice made a solo ascent up the mountain and returned with a four-foot-long piece of wood that was five inches thick and partially petrified. He found it at a 14,000' elevation where no trees grew, and this piece of wood had been hand-hewn. This remarkable find should have received tremendous coverage, but Darwin's theory of evolution had become very popular and most scientists chose not to believe Sir Brice.

In 1883 a Turkish Commission reported seeing Noah's Ark. The report said they had seen a "gigantic structure of very dark wood, protruding from the glacier." But because the story was scoffed at by the scientific community, the government did not do a follow-up expedition to prove it out.

In 1887, a prince named John Joseph Nouri saw the Ark on April 25th. This sighting collaborated the 1883 story from the Turkish government. Nouri wanted to take the Ark to the World's Fair that was to be held in 1893, but he died from pneumonia and his directions to the Ark were lost.

In 1902 an Armenian farmer, George Hagopian, said he was an eyewitness to Noah's Ark as a young boy, when he was taken there by his uncle. Hagopian was interviewed in 1970 by an illustrator named Elfred Lee. Lee wanted to draw a picture of what young George had seen. George said that he and his uncle would take their sheep to graze on Mt. Ararat every summer. One time his uncle took him to visit the Ark. They stacked up a pile of stones near one side of the Ark to climb onto the roof. The height of the structure was about forty feet. Hagopian described the roof as being flat and noticed that a big hole had been knocked in the roof. He pulled a piece of wood from the ark. George noted that the roof had a narrow, raised section with holes in it that ran the length of the ark. From George Hagopian's detailed description, Elfred Lee was able to draw a picture of the Ark in the ice. When he showed the finished picture to George, George only made minor changes to a pile of rocks near the ark.

A pastor named Harold Williams befriended a man named Haji Iram who had been injured. During their time together, Haji told the pastor what had happened to him in 1915. He and his father were asked by three men, who were atheists pretending to be Christians, to take them to the Ark. Upon finding the Ark, the atheists became so enraged that they tried to chop up the wood, but it was too hard. Apparently they had found a portion of the Ark that was partially petrified. Still enraged, the atheists tried to kill their guides, but were stopped by one of the men who said they were needed to get them safely down the mountain. Some time later an Englishman, on his deathbed, told the same story as Haji about his trip to the Ark. The stories were identical even though Pastor Williams had not yet published his story. Therefore two sources exist for the same incident.

In 1916 two Russian pilots reported that they had seen the remains of the Ark. The Russian Czar then sent two companies of soldiers to climb the mountain and document the Ark. They took measurements, made plans, took photographs, made drawings of stalls and cages. There were many eyewitnesses to Noah's Ark. These reports were

Geology Grades K-3

Objective: To study the earth through observation, comparison, research, experiments and activities.

Topics to study: History of Noah's ark, geologists, rock types, weathering, mineral and rock identification, fossils, living fossils, flood geology, landforms (mountains, hills, plains, etc.), water (oceans, seas, rivers, lakes, ponds, etc.), volcanoes, earthquakes, erosion, Mt. St. Helens, Grand Canyon, Shifting Continents, age of the earth.

Outline:

I. History of the Search for Noah's Ark

II. History of Geology

- A. Early Geologists
- B. Creation Thought
- C. Evolution Thought
- D. Earth Facts

III. Rock Types and Weathering

- A. Igneous
- B. Sedimentary
- C. Metamorphic
- D. Types of Weathering

IV. Mineral and Rock Identification

- A. Crystals
- B. Minerals
- C. Rocks

V. Fossils and Living Fossils

VI. Flood Geology and Formations

- A. Noah's Ark
- B. Flood

VII. Mount St. Helens

- A. Eruption
- B. Volcanoes

VIII. Grand Canyon

- A. Erosion
- B. Deposits

IX. Shifting Continents (Plate Tectonics)

X. Age of the Earth

Lesson Plans

Week 1 — Search for Noah's Ark/ History of Geology

K-3

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Date:					
Bible/Religion Studies	Gen 6:9-22 Gen 7:19-20	Gen 7:1-10 Gen 8: 1-15	Gen 7:11-24 1Kings19:11-12	Psalms 89:5-18	Psalms 104
Creation Teaching Outline	Section I		Section II		
Reading Selection	Creation Account Noah		Any book about Noah's Ark		
Vocabulary Language Arts	Intro to 10 vocabulary words	Use orally in sentences or write out	Describe Noah's flood in your own words	Do a dramatic presentation or puppet show	Create an illustrated dictionary
Math Reinforcement	Days of Creation	Calendar days, weeks, months	Count by 2's add them	Create puzzle with math problems on back	Noah's ark math problems
Science Activities and Experiments	List ark animals Talk about kinds	Reservoirs beneath the Earth's surface	Foil boat float or sink	Demonstrate effect of erosion	Make a water cycle
Geography/History World Map or Globe	On a globe locate oceans and continents	Study early geologists	Look at shapes of the continents fit together	Learn your location	Find country where Noah's Ark is believed to have landed
Art/Music	Draw picture of Noah's ark or The Flood or create a shadow box	Using chalk illustrate Creation story	Make foil boat	Musical scale with glasses	