

Grade 5—Unit 2

Humans Fall into Sin

Unit Two begins the basic study of salvation history. In the well-ordered garden home, humans disobeyed their Creator. Their disobedience brought chaos, alienation, and death. At this juncture, God's redemption began. The specific stories of Adam and Eve, Cain and Abel, the Flood, and the Tower of Babel are used to demonstrate God's redemptive presence in the history of humankind.

LESSONS

1. Adam and Eve Disobey
2. Cain Kills Abel
3. The Flood, Part 1
4. The Flood, Part 2
5. Humans Build the Tower of Babel

Unit 2: Humans Fall into Sin

Unit Information

SUMMARY

In this unit, students explore stories from Genesis that focus on alienation between God and humankind. Adam and Eve, Cain, the people living at the time of the great flood, and the people of Mesopotamia all disobeyed God and succumbed to temptation or their own selfish desires. Yet in each of these stories, God initiated renewed communication with people. God's actions formed the basis for reconciliation. God seeks out humankind. God saves us from destruction.

KEY BIBLE TEXTS

Genesis 1–6

Genesis 11

Psalm 139:1-12

BIBLICAL BACKGROUND

Salvation History

In Genesis 3, Adam and Eve disobeyed God. They questioned God's goodness and crossed the boundary set by God. This story begins a series of stories and statements about disobedience and alienation from God and God's response to it. It clearly shows that disobedience initially results in chaos.

Genesis 3 deals with evil in the world while introducing hope of reconciliation. God came looking for Adam and Eve in the garden. The question, "Where are you?" began the story of salvation history. Salvation history refers to several God-initiated acts: God's actions of rescue and protection; God's formation of a people through whom the world may be blessed; and God's sending the Christ to usher in the kingdom.

Biblical faith does not concern itself with rituals and techniques by which we can gain salvation. Instead, biblical faith offers hope in the face of human evil, because God seeks out humankind. Biblical faith proclaims that, throughout history, God has sought out God's people and saved them from destruction.

Though we speak of the Bible as salvation history, it is not history in the sense that it aims to report events as modern history does. Yet, we do not remove ourselves from the drama as it unfolds, but rather use the dramatic stories of God's people to learn to better understand our covenant with God. We have much to learn from the stories of those who have gone before us.

The Tower of Babel

The story of the Tower of Babel shows the failure of human effort to reach God, when driven by human desires. Many scholars believe that the tower in this story is a *ziggurat*. The *ziggurat* of the ancient Near East was a pyramid-like structure with a temple at the top. People in Mesopotamia built *ziggurats* out of bricks to reach their gods. It was characteristic for Near Eastern religions to support the political power structure. In other words, gods were used to defend royal claims

and make a name for a king and civilization. The tower builders were reaching for a god who would serve their desires, rather than a god they intended to obey. Ultimately, the Tower of Babel story bears witness against a religion of power and selfishness.

ESSENTIAL UNDERSTANDINGS

- Biblical faith does not concern itself with rituals and techniques to gain salvation. Instead, it offers hope in the face of human evil because God seeks out humankind. God has saved people from destruction.
- Through study of stories of God’s people and God’s faithfulness and providence to them, we come to understand God’s work in our world and lives today.
- The story in Genesis 1-2 is one of God creating order and life out of what was dark and desolate. The stories of Adam and Eve and those who follow demonstrate this same concept.
- Disobedience in the Garden of Eden brought fear, alienation, and suffering, yet God still sought and called out God’s people.
- Cain saw his sacrifice to God as a competition with his brother, Abel. When God favored Abel’s sacrifice, Cain acted out of jealousy and anger and killed Abel. Jealousy and sin saddens God, yet God still responds with compassion and grace.
- God was displeased with humankind’s great wickedness and used Noah to protect and restore God’s creation. The story of the flood and promise demonstrates God’s effort to seek out and restore the people.
- Political structures in the Middle East were supported by religious practices. In building the ziggurats, people were seeking to reach a god to serve their political ends, rather than a god to obey.

WORSHIP

1. The Broken Pot (Focus: Salvation History)

Bring in a piece of pottery to represent the world God created. Talk about what went into making that pottery (*the artist beginning with a lump of clay, then lovingly shaping it and perfecting it*), and compare that to God’s creation of the world. Read Genesis 2:4-9 (or Gen. 2:7).

Throw the pot down, breaking it. Talk with the students about what can and should be done. Should it be thrown away? Glued back together? Gluing it together will take a lot of work and won’t be easy. And you will always be able to see the cracks. Now compare the broken pot to the broken creation. Through sin, the world was broken. God, instead of taking the easy way out (*scrapping the pot and making a new one*), chose to repair the broken world. This work of repairing the world began with Adam and Eve, and continues today.

With the help of the class, glue the pieces of the pot back together. As you work, talk about how God called people throughout history, and calls us as individuals now, to come into relationship with God. When the pot is finished, sing together “Listen, God is calling.” You may want to keep the pot on display in the classroom.

2. God Knows Us (Focus: Psalm 139)

Begin worship time by singing #46 in *Hymnal: A Worship Book*, “I sing the mighty power of God.”

Have the students write or draw two or three things that no one knows about them. Next, have them write or draw something they don't know about themselves (*for example, how many hairs are on their heads*).

Read Psalm 139:1-12, with each child reading a verse or part of a verse. Talk about how God knows those hidden things that we don't share with others, and those things that we don't even know ourselves. In spite of, and because of, those things, God loves us and wants a relationship with us.

Say together #719 in *Hymnal: A Worship Book*.

Close the worship time by singing "Listen, God is calling."

ASSESSING TEACHING / LEARNING

Assessment is important throughout the unit, and teachers should use tools both to formally and informally assess student learning. Use the results of these assessments to modify lessons to further increase student understanding and mastery. Teachers should formally assess students using their own point system and grading scale on the various worksheets and activities in the lessons. In this unit you may wish to evaluate:

- Lesson 4, Noah poster evaluation
- Travel log evaluation
- Unit review for units 1 and 2

HOME EXTENSION IDEA

(To be shared with parents)

As a family, begin a timeline of the Bible, to be continued throughout the year. Read the Bible passages describing each story that is highlighted in your child's Bible class, then draw the stories. Find a wall in your home for this timeline, and as the biblical story progresses, continue to draw it and put it in order on the wall. At the end of the year, you will have a great visual way to tell the story of salvation history.

MEMORY PASSAGES

The main memory passage for this unit is Psalm 139:1-4. This passage is provided in large format on page 48, to be used as a poster or overhead.

Humans Fall into Sin

LESSON 1: ADAM AND EVE DISOBEY

Objective

Students will understand the story of Adam and Eve's disobedience and God's response to their choice.

Key Concepts

- God gave rules in the garden for the good of the human family.
- Disobedience brought fear, alienation, and suffering, yet God still sought and called out for God's people.

Text: Genesis 3

Estimated Lesson Time: 40 minutes

Materials

- Bibles
- Travel logs

Teacher Preparation

- Read Genesis 3.
- Think ahead about responses for questions in lesson step 3.

INTRODUCING THE LESSON

Review the previous lesson. Look back at the collages of “order” and “chaos.” Brainstorm words to describe these concepts. Tell students that today's lesson is about gloom beginning to creep into God's bright creation.

LESSON STEPS

1. Read Genesis 3 aloud as students follow along in their Bibles. You can read as the narrator, and ask a student to read God's words that are in quotes.

2. Positive and negative words. Ask students to look back at the passage and notice words and phrases that are positive and represent light and good (*for example: pleasing to the eye, wisdom, desirable, cool, fruit*). Then look for words that are negative and represent sin or evil. (*There are many, including: deceive, cursed, crawl on your belly, eat dust, crush your head, strike your heel, painful toil, thorns, thistles.*)

3. Discuss the story. Talk about how humans fell short of God's expectations and as a result experienced fear, alienation, and suffering.

- How did the serpent tempt Eve to eat fruit from the forbidden tree? How is that similar to temptations we experience?
- What was the result of Adam and Eve's sin? Can you think of a time that you suffered as a result of your own sin?
- What did God say as God looked for Adam and Eve? What are some times God might have to call to us after we sin?

4. Work on timelines. Guide students in placing this event on their timeline. Above the line where they labeled Character/Event they should write “Adam and Eve,” then put a vertical notch on the horizontal line. Below the line, beside the label that notes God’s work they could write: “God cares for Adam and Eve and is saddened by their disobedience. God banishes them from the garden.” Make sure students write in small letters to have room for many more entries.

5. Write in travel logs. Give this prompt for students to put down their thoughts: *(Girls may write in Eve’s voice and boys in Adam’s voice, or they can be allowed to choose.)* “What have you done to disobey God? How does God’s disappointment and punishment make you feel?” Encourage students to look back at Genesis 3 as they write.

EXTEND THE LESSON

(This activity will extend the lesson to longer than 40 minutes.)

- **Act out the story.** Discuss the elements of this story (*characters, setting, plot—with rising action, climax, falling action, and resolution*). Divide students into groups of four. Give them ten minutes to plan a way to act out the story, remaining true to the three story elements discussed. Then allow time for groups to pair up and act out their stories for one another.

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LESSON 2: CAIN KILLS ABEL

Objective

Students will understand the way jealousy leads to sin in the story of Cain and Abel. They will reflect on God's grace towards Cain.

Key Concepts

- Cain saw his sacrifice to God as a competition with his brother. When Abel's sacrifice was more favored by God, Cain acted out of jealousy and anger and killed Abel.
- Jealousy and sin saddens God, yet God still responds with compassion and grace.
- Jealousy and greed are present in our culture today. We, as Christians, are called to be like God in our response.

Text: Genesis 4:1-16

Estimated Lesson Time: 40 minutes

Materials

- Student Bibles
- Newspapers
- Scissors
- Travel logs
- "Genesis 4:1-16" worksheet (p. 64)

Teacher Preparation

- Read Genesis 4:1-16 and Psalm 139:1-12.
- Gather materials.
- Make copies of the Genesis 4:1-16 worksheet, one per student.

INTRODUCING THE LESSON

Write the word "jealousy" on the board or on chart paper. Brainstorm circumstances the word brings to mind, and write them on arrows going towards the word (*for example: someone else having nicer clothes, a friend getting to stay up later, feeling like a sibling is favored by a relative, etc.*).

Repeat for the word "anger."

Tell students that in today's lesson you will look at an example from the Bible of the way one person dealt with anger and jealousy. You will especially note God's response to that anger.

LESSON STEPS

- 1. Look through newspapers** for examples of current events that reflect the anger or jealousy of individuals or groups.
- 2. Genesis 4:1-16 worksheet.** Hand out worksheets. Divide students into pairs and ask them to read Genesis 4:1-16 aloud together, then respond to the questions.

3. Discuss responses. Regroup as a class and discuss the students' responses from the worksheet. As you lead the discussion, continually contrast the biblical story with the current events the class found in the newspapers. Note God's pardon for Cain. Ask students to reflect on how they can show God's pardon and compassion in everyday situations.

4. Work on timeline. Ask students to note Cain and Abel as characters on their timelines in their travel logs, and also note God's response to the event.

5. Read Psalm 139:1-12 aloud together. Discuss how God knows all about us and remains with us wherever we go, whatever we feel—no matter what the circumstances. God is powerful and will guide us as we seek to show compassion.

EXTEND THE LESSON

(This activity will extend the lesson to longer than 40 minutes.)

- **Write a newspaper article.** Have students write the story of Genesis 4:1-16 in the form of a newspaper article. Use the newspapers you brought as models.

Genesis 4:1-16

1. What was the Lord's response to Abel's offering?
To Cain's?



2. How did Cain deceive Abel in verse 8?

3. How did Cain deceive the Lord in verse 9?

4. How did jealousy and anger affect Cain?

5. How are Cain's feelings and actions similar to those in one of your newspaper clippings?

6. Why did the Lord punish Cain?

7. How did the Lord show grace and compassion to Cain?

Genesis 4:1-16—Answer Key

1. What was the Lord's response to Abel's offering? To Cain's?
The Lord looked with favor on Abel's offering, but not Cain's.
2. How did Cain deceive Abel in verse 8?
He asked him to go out to the field with him.
3. How did Cain deceive the Lord in verse 9?
Cain said he didn't know where Abel was.
4. How did jealousy and anger affect Cain?
Cain saw his sacrifice to God as a competition with his brother, Abel. When Abel's offering was favored by God, Cain acted out of jealousy and anger and killed Abel.
5. How are Cain's feelings and actions similar to those in one of your newspaper clippings?
Answers will vary.
6. Why did the Lord punish Cain?
He had sinned and killed his brother, Abel.
7. How did the Lord show grace and compassion to Cain?
The Lord placed a mark on Cain so that he would be safe. No one could kill him.

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LESSON 3: THE FLOOD, PART 1

Objective

Students will understand the story of the flood, noting how God used a faithful servant, Noah, to wipe creation clean. They will recognize Noah's choice to follow God's calling and instruction, and the things he may have experienced along the way.

Key Concepts

- God was displeased with humans' great wickedness and put an end to their foolishness. God used Noah to protect and restore God's creation.
- The story of the flood and God's promise shows God's effort to seek out and restore God's people.
- Students can be inspired by Noah's faithfulness and identify with him on their faith journeys.

Texts: Genesis 6–9:17

Estimated Lesson Time: 40 minutes

Materials

- Student Bibles
- Poster board, one per group of 3-4 students (*see lesson step 2*)
- 10 note cards per group
- Markers/crayons/colored pencils
- Other art materials—fabric scraps, yarn, glue, etc. (*optional*)

Teacher Preparation

- Read Genesis 6–9:17.
- Record the story or invite an older student to do a dramatic reading of the story. (*Optional—see lesson step 1.*)
- Gather materials.

INTRODUCING THE LESSON

Read Genesis 6:5-8 together. Explain that today's lesson will help students see God's faithfulness through the eyes of Noah, God's faithful servant.

LESSON STEPS

1. Read the story. Divide students into small groups to read Genesis 6:9-17. *OR*, ask an older student to do a dramatic reading of the story for the class. Another option is to pre-record someone reading the story—in which case the students could simply follow along.

2. Make Noah posters. Assign students to work in groups (*could be the same groups as in step 1*). Follow these steps:

- Hand out a poster board to each group, along with ten note cards.

- Groups (*or one student in group*) should draw Noah on the poster, taking up most of the space. If you wish, provide fabric for Noah’s clothing, yarn for hair, etc.
- Title the poster “With these eyes I see . . .”
- On each note card, group members should write something Noah might be seeing, hearing, doing, or feeling in the story. It should be written in first-person and directly inspired by a passage from the reading (*which should be referenced on the card*). They could also illustrate this on the card.
EXAMPLE: “I have worked my hands to the bone building this ark. It has taken so much cypress wood and nails—it’s 450 feet long! My back aches from this hard labor, but I feel rewarded knowing that I have met the requirements for the ark set forth by the Lord!” (Genesis 6:12-16)—*Could include an illustration of the ark, with labels for the measurements.*
- Note cards are then glued around the edges of the poster.

This activity will be continued and completed in the next lesson.

EXTEND THE LESSON

(None)

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LESSON 4: THE FLOOD, PART 2

Objective

Students will understand the story of the flood, noting how God used a faithful servant, Noah, to wipe creation clean. They will recognize Noah's choice to follow God's calling and instruction, and the things he may have experienced along the way.

Key Concepts

- God was displeased with humans' great wickedness and put an end to their foolishness. God used Noah to protect and restore God's creation.
- The story of the flood and God's promise shows God's effort to seek out and restore God's people.
- Students can be inspired by Noah's faithfulness and identify with him on their faith journeys.

Text: Genesis 6–9:17

Estimated Lesson Time: 40 minutes

Materials

- Student Bibles
- Travel logs
- Poster board, note cards, and art materials from Lesson 3
- “Noah Poster Evaluation” (p. 70)

Teacher Preparation

- Gather materials.
- Make copies of the Noah poster evaluation sheet, one per student.

INTRODUCING THE LESSON

Reread Genesis 6:1-17 as a class. Remind students of the activity they began during the last lesson. Divide them into the same groups to complete their posters of Noah.

LESSON STEPS

1. Work on Noah posters. As students work, remind them of the following instructions:

- The title of the poster should be “With these eyes I see . . .”
- On each note card should be written something Noah might be seeing, hearing, doing, or feeling in the story. It should be written in first-person and directly inspired by a passage from the reading (*which should be referenced on the card*). It could also be illustrated on the card.

EXAMPLE: “I have worked my hands to the bone building this ark. It has taken so much cypress wood and nails—it’s 450 feet long! My back aches

from this hard labor, but I feel rewarded knowing that I have met the requirements for the ark set forth by the Lord!” (Genesis 6:12-16)—*Could include an illustration of the ark, with labels for the measurements.*

- Note cards should then be glued around the edges of the poster.

2. Share and evaluate posters. After posters are complete, students may share them with the class, with each student sharing the card(s) that they created. Hand out the Noah poster evaluation sheets and let students evaluate their own work. Then the teacher may use the form for evaluating the posters as well.

3. Read Psalm 139:1-12 aloud together. Although this passage in Psalms was written many years after the story of the flood, the words were true for Noah—and are still true for us today.

4. Work on timelines and travel logs. Students should fill in The Flood/Noah on their timelines, noting God’s guidance and faithfulness to Noah and his family. They should then journal in their travel logs on this prompt: “Describe the Flood (Genesis 6–9:17) from Noah’s perspective, noting God’s faithfulness.”

EXTEND THE LESSON

(This activity will extend the lesson to longer than 40 minutes.)

- **Share Noah posters.** Students may share their posters with younger students who are learning the story for the first time. *(Make arrangements ahead of time with the teacher of the younger class.)*

Noah Poster Evaluation

Name: _____

Student	Component	Teacher
___/10	Instructions given by teacher were followed.	___/10
___/10	Poster is complete and turned in on time.	___/10
___/10	At least 10 note cards were used.	___/10
___/40	Information is accurate and appropriate, and reflects understanding of the content.	___/40
___/20	Poster is unique, creative, and neatly done.	___/20
___/10	Time in class was spent wisely.	___/10
___/100	TOTAL	___/100

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LESSON 5: HUMANS BUILD THE TOWER OF BABEL

Objective

Students will understand the story of the Tower of Babel as it relates to the historical building of ziggurats. They will learn God’s response to the building of the Tower of Babel and gain understanding of the title of the story through a connection to early Hebrew language.

Key Concepts

- People in Mesopotamia built *ziggurats* out of bricks—pyramid-like structures to reach their gods. The ziggurat contained a temple at the top.
- Political structures in the Middle East were supported by the religious practices. In building the ziggurats, tower builders were seeking to reach a god that they could use to serve their political ends, rather than a god to obey.
- The story demonstrates the selfish human desire of power.
- God is all-knowing and all-powerful.
- *Babel* sounds like the Hebrew word for “confused.” The Bible was first written in Hebrew.

Text: Genesis 11:1-9

Estimated Lesson Time: 40 minutes

Materials

- Student Bibles
- Travel logs
- “Ziggurats” worksheet (p. 73)
- Reference materials (Internet, encyclopedias, etc.)
- For Extend the Lesson, option one: craft sticks, blocks, legos, sticks, wood, etc., for building a ziggurat
- For Extend the Lesson, option two: worship materials including biblical readings, prayers, poems, songs, and dances
- For Extend the Lesson, option three: Units 1 and 2 Review (p. 74)

Teacher Preparation

- Read Genesis 11:1-9.
- Gather materials.
- Make copies of the Ziggurats worksheet, one per student.
- If using Extend the Lesson, option three, make one copy per student of the Units 1 and 2 Review.

INTRODUCING THE LESSON

Background to the story. Distribute copies of the Ziggurats worksheet. Read the description aloud, then explain to students the key concepts noted above (*first two only*). Read Genesis 11:1-9 together. Use verse 4 to demonstrate the desire for power that the people possessed.

LESSON STEPS

1. Learn about ziggurats. Give students time to search on the Internet or in reference books for drawings of ziggurats. Then have them illustrate in their travel logs what the tower described in the Genesis passage may have looked like.

Instruct students to reflect on these two questions in their travel logs, writing from the point of view of a citizen or a king constructing the tower:

- Why do you want to build the tower?
- How do you believe the ziggurat could help to give you power?

2. Read or recite Psalm 139:1-4 together. Introduce the concept that God knew the people's desire for power in today's story. Then read Genesis 11:1-9 together. Note in verses 5-7 the way God saw their desires and chose to intercede and change their plans.

3. Babel and confusion. Explain that the Bible was first written in Hebrew, and that the word *Babel* sounds like the Hebrew word for "confused." Remember how the people were initially confused when they began the building project (*power, religion, and politics were intertwined, the people thought a ziggurat would bring them close to God, etc.*). Point out how God saw their confusion and interceded to halt the building of the tower. God actually created a different kind of confusion (*language*) to bring about God's purpose. You might add here how God works in mysterious ways! This story is another powerful example of God seeking out and leading God's people. Look at the Order and Chaos collages—which one is present in this story? Is it always only one or the other?

4. Work on timelines. Ask students to note this event and God's work on their timelines.

5. Discuss these questions: Why would the Lord have been displeased with the worship taking place at ziggurats? What kind of worship do you think the Lord wants?

EXTEND THE LESSON

(These activities will extend the lesson to longer than 40 minutes.)

- **Construct a ziggurat.** Provide three-dimensional materials (*craft sticks, blocks, legos, sticks, wood, etc.*) for students to build a ziggurat.
- **Worship God desires.** Have students select one or several biblical readings, poems, songs, dances, etc. to share that demonstrate the kind of worship God desires. They might share them in a separate class time or in a worship setting. Enhance the activity by including items in various languages.
- **Review Units 1 and 2.** Have students complete the Unit 1 and 2 Review (p. __) as a review or for assessment. If using as a review or open-book test, give the students these Bible passages to find answers to the questions:

Genesis 1-3
Genesis 4:1-16
Genesis 6-9:17
Genesis 11:1-9
Psalm 139:1-12

ZIGGURATS

Archeologists learn about the past by studying ancient objects that they dig from the ground. The Tigris-Euphrates River valley is one place where scientists have conducted digs. This area is now called **Mesopotamia**.

Archeologists have discovered that the people of Mesopotamia built **ZIGGURATS** (*temples*) out of brick and clay during Old Testament times. Many Bible scholars think that the **Tower of Babel** describes a ziggurat.

At the top of each ziggurat, Mesopotamians built a shrine with an idol of a god inside it. The people believed that their gods lived on the top of these ziggurats. They gave gifts and offerings to the gods so that the gods would give them whatever they requested in return.

The religion of the ziggurats was controlled by kings and other powerful people. Many kings declared that the god they worshipped wanted them to be in power. Some kings claimed that they had actually been gods, but had been sent to earth in human form.

The Hebrew people believed that God was invisible and came down where humans lived. They knew that God was to be worshipped, listened to, and obeyed. For centuries, the Hebrew people did not have a king because they believed that the LORD was their king.



Name _____

Units 1 and 2 Review

1. Describe a ziggurat. What is its shape? What is it made of? Why did Mesopotamian people build them?
2. How did the ziggurat show the people of Babylon's desire for power?
3. Why did God choose to "confuse" the people?
4. How did the serpent tempt Eve to eat the fruit from the tree God had forbidden? How is that similar to how you sometimes feel temptation?
5. What was the result of Adam and Eve's sin?
6. How did jealousy and fear affect Cain? What was God's response?
7. How is the story of Adam and Eve like the story of the Tower of Babel?
8. How was Noah faithful to God's call?
9. Why did God call Noah to build the ark?
10. Describe what Psalm 139:1-4 means to you.

Units 1 and 2 Review: Answer Key

1. Describe a ziggurat. What is its shape? What is it made of? Why did Mesopotamian people build them?
 - A ziggurat is like a temple, shaped with a larger base than top.
 - It is made of brick and clay.
 - At the top of each ziggurat, Mesopotamians built a shrine with an idol of a god inside it, where they believed their gods lived.
2. How does the ziggurat show the people of Babylon's desire for power?
 - People built the ziggurats to give gifts to the gods, who they believed would give them whatever they requested in return.
 - The religion was controlled by kings and other powerful people. Many kings declared that the god they worshipped wanted them to be in power.
3. Why did God choose to “confuse” the people?
 - God had a purpose for creating confusion with language.
 - God created different languages among them so that they could no longer communicate with one another, and would scatter and live in different places.
4. How did the serpent tempt Eve to eat the fruit from the tree God had forbidden? How is that similar to how you sometimes feel temptation?
 - The serpent tempted Eve to eat the fruit by giving empty promises about what God would do—give her wisdom and make her like God. The serpent also denied what God had said about her surely dying.
 - Answers to the second question will vary.
5. What was the result of Adam and Eve's sin?
 - They were ashamed and hid from God.
 - They experienced separation from God.
 - God made garments of skin for them, because of their embarrassment.
 - God called them cursed, and promised to make their life on earth difficult, along with the lives of their descendants.
6. How did jealousy and fear affect Cain? What was God's response?
 - Cain saw his sacrifice to God as a competition with his brother, Abel. When Abel's sacrifice was more favored by God, Cain was angry and jealous and killed Abel.
 - God was sad, yet was compassionate and pardoned Cain.
7. How is the story of Adam and Eve like the story of the Tower of Babel?
 - In both stories, people sinned against God and were hungry for power. They broke off fellowship with God because they followed their own selfish desires.
8. How was Noah faithful to God's call?
 - Noah heard God's call and did exactly as God asked, even though the instructions were hard and sounded absurd. Answers could include specifics such as size of the boat, numbers and kinds of animals, etc.
9. Why did God call Noah to build the ark?
 - God was displeased with people's wickedness and wanted to put an end to their foolishness. God used Noah to protect and restore creation.
10. Describe what Psalm 139:1-4 means to you.
 - Answers will vary, but should be inspired by specific events and characters from Units 1 and 2.