

EXPANDED TEACHER TIPS ON THE EVOLUTION LESSON

Many Christians have misunderstood and have reacted to the modern theory of evolution. We want our preteen students to be aware of the theory and of how to view it in a godly way. It is important to understand that not all people who believe in evolution requisitely are atheists. Some are, but some aren't. The main point is that God created. No one really knows how he created. Scientists attempt to figure out how life came about. They come up with theories and work to either prove or disprove those theories.

As we consider any theory, we must never allow it to threaten our faith. God has made it abundantly clear to us that he is the Creator:

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

For since the creation of the world God's invisible qualities his eternal power and divine nature have been clearly seen, being understood from what has been made, so that men are without excuse.
Romans 1:20

We want to be careful not to give our students erroneous and uninformed information as they go into science classes in middle and high schools and colleges. We must strengthen their faith and enable them to consider scientific discoveries as aids in understanding how God might have done what he did. The Bible was never intended to be a scientific or medical textbook. It was intended to be a guide to the heart and soul of God and his perfect and practical plans for mankind.

We recommend that you get a copy of Douglas Jacoby's book *The God Who Dared* and read two of his appendices:

"Science and Religion: Friends or Enemies?"
"Evolution and Caveman"

Douglas' paragraph below gives a great perspective on the subject of evolution:

"First, the truth about evolution has nothing whatsoever to do with the existence of God. Evolution is an attempt to explain how life came to be as it is. Whether God used evolution, instant creation or some other means is irrelevant to his existence. Once again, evolution concerns the mechanisms of life, not the presence or absence of a Creator.

"Next, the truth about evolution is not a matter of salvation. I must confess that in my first year or two as a Christian I was convinced quite to the contrary. It was unthinkable that anyone could disagree (with me) on such an obviously important matter and still remain in the grace of God. Christians hold a variety of views on this subject. Even James Orr, whose *The Fundamentals* early this century gave rise to the epithet "fundamentalist," described himself as a theistic evolutionist. If someone does not happen to be in your "camp," you have no right to judge him as unworthy of salvation. There are central, essential Biblical teachings, as evident in such passages as Matthew 22:34-40. Theories of biological origins are not included among them. Evolution is a peripheral and nonessential matter."*

Be wise in discerning how much your students need to hear about this topic. And be sure to emphasize the main point: God is the Creator!

*Douglas Jacoby, *The God Who Dared* (Woburn, Mass.: Discipleship Publications International, 1997), 192-193.

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EVOLUTION

LESSON TEXT

Romans 1:19-23

LESSON OBJECTIVES

- The students will cite a Bible passage that confirms God's role in the origin of life.
- The students will discuss the theory of evolution.
- The students will each share with someone his or her conviction that God created man and woman.

MATERIALS NEEDED

For each student:

- pen or pencil

For the teacher:

- 1 copy of "Good News from the Kingdom"
- globe or map of the world
- 4 sheets of blank paper
- 1 complicated jigsaw puzzle
- 4 small plastic bags
- extra Bibles

Reproducible Pages:

- Page A, 1 copy for ¼ of the students
- Page B, 1 copy for ¼ of the students
- Page C, 1 copy for ¼ of the students
- Page D, 1 copy for ¼ of the students
- Page E, 4 copies for the teacher
- Page F, 1 copy for each student

LESSON PLAN

Getting Ready

Faithful Instruction
 Teacher Focus
 Teacher Tips
 Preclass Activity: Theories Proven Wrong
 Starting Up
 Welcome and Singing
 Opening Prayer
 Victories
 Good News from the Kingdom

Getting into God's Word

Activity #1: "Theories Proven Wrong" Groups
 Activity #2: Mystery Puzzle
 Scripture Study

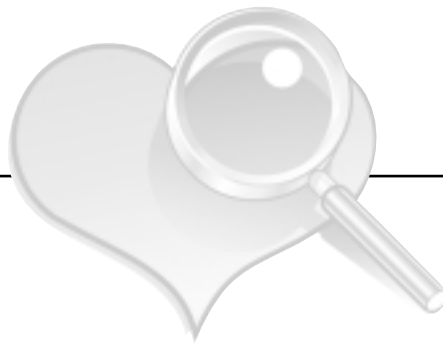
Getting It to Others

Scripture Memory: Romans 1:20
 Weekly Challenge and Snack Time
 Conclusion

SCRIPTURE MEMORY VERSE

For since the creation of the world God's invisible qualities—his eternal power and divine nature—have been clearly seen, being understood from what has been made, so that men are without excuse.

Romans 1:20



FAITHFUL INSTRUCTION

TEACHER FOCUS

How would you respond if *Time* magazine put out an issue in which they claimed to prove that God was the true creator of the universe? What if they published the evidence, complete with pictures and detailed articles? Would this deepen your faith? Would it embolden you to share your beliefs? If so, why? Why would a magazine published by men and women carry more weight in our minds than the word of God, which frequently tells us that God is the creator of the universe? Do we have the conviction that God not only created everything, but also has his hand in all that goes on in our lives? Can we effectively share this conviction with others?

TEACHER TIPS

Pray before preparing this lesson. Read the creation account in Genesis, but also use a concordance to consider references throughout the Bible about creation. Allow the Word to deepen your conviction about the fact that God is the Creator. No matter what theories are put forth by modern science as to how he created, we as disciples know that God, indeed, created.

Please be sure to read the special insert for this lesson, which gives information about how to view the role of science and theories such as evolution. When explaining to the students that we do not know exactly how God created, they may respond that he used dust to make man and man's rib to make woman. Douglas Jacoby, a kingdom teacher, responds to these statements in Genesis in the following way: "To me 'dust' means that we are created from the same stuff of which the rest of the universe is made. The difference is that God breathed a living spirit into Adam. The Bible has no interest in describing biological mechanisms, just in showing us our humble origins and God's tremendous power. 'From dust we came, and to dust we shall return,' Job remarked.

I do not think the 'rib' is meant to describe biology, but organic connection, the intimacy of friendship in marriage."

PRECLASS ACTIVITY

THEORIES PROVEN WRONG

The students will learn more about how theories are generated and supported.

MATERIALS USED

For each student:

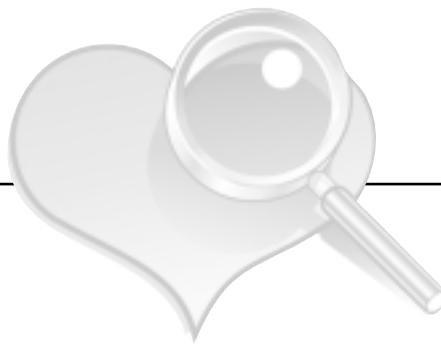
- pen or pencil

Reproducible Pages:

- Page A, 1 copy for $\frac{1}{4}$ of the students
- Page B, 1 copy for $\frac{1}{4}$ of the students
- Page C, 1 copy for $\frac{1}{4}$ of the students
- Page D, 1 copy for $\frac{1}{4}$ of the students

INSTRUCTIONS

1. As students enter the room, give each one a copy of Reproducible Page A, B, C or D.
2. Instruct the students to read the theory on their pages and pretend they lived long ago when these theories were accepted as fact.
3. Instruct them to write on the back of their sheet evidence that would support the theory.
 - Theory 1: The world must be flat.
 - Theory 2: Earth is the center of the solar system.
 - Theory 3: Maggots spring forth from spoiled meats!
 - Theory 4: Germs can't exist because you can't see them.



STARTING UP

WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER

Who would like to say a prayer to start today's time together? Let a few students lead the prayer. Encourage the students to mention missing students, special church activities, illnesses and to be especially thankful for the chance to be together.

VICTORIES

Take time to have the students share about the challenge they were given at the end of last week's class. *Did everyone complete their challenge? How did it go? What fears did you face as you met the challenge to put the lesson into practice? How did everyone do with having consistent quiet times? Who would like to share something they learned last week?*

Praise and encourage all the students' efforts, especially noting any area of significant growth. Offer help and suggestions so they can have even more victories in the coming week.

GOOD NEWS FROM THE KINGDOM

MATERIALS USED

For the teacher:

- 1 copy of "Good News from the Kingdom"
- globe or map of the world

INSTRUCTIONS

Now let's take a few minutes to share "Good News from the Kingdom." Be excited as you read about what is happening around the world. Have a globe or map ready, pointing out the location as you share. Remind your students that the kingdom of God is worldwide and the victories of our brothers and sisters on other continents can inspire us and spur us on.





ACTIVITY 1

"THEORIES PROVEN WRONG" GROUPS

The students will pool the evidence they came up with in Preclass about why their theory seems to be right. Then they will have a guided discussion about how a theory is proven right, altered or discarded depending upon the evidence.

MATERIALS USED

For each student:

- pen or pencil
- 1 copy of either A, B, C or D (filled out)

For the teacher:

- 4 sheets of blank paper

INSTRUCTIONS

1. Instruct the students to each take out their sheets from the Preclass Activity (Reproducible Page A, B, C or D).
2. Divide the students into four groups according to their Reproducible Pages: everyone with "Theory A" is grouped together and so on.
3. Give each group a sheet of paper and instruct them to choose a recorder and a spokesperson.
4. Have each group combine their ideas from the Preclass Activity, with their recorder writing the ideas on the sheet of blank paper.
5. After each group is finished, have their spokesperson present the group's ideas to the class.
6. Discuss the question, "What is a theory?" (Generate responses from the students.) *The dictionary defines a theory as: "a proposed explanation that is still based on opinions and ideas." To come up with a theory, people first make observations. They then try to explain these observations with a theory. As more observations are made, sometimes there is so much proof that the theory can be accepted as fact. Other times, more observations make it necessary to revise or change a theory, or even to completely abandon one theory and come up with another one. At one time people thought that the earth was flat and that if you went far enough, you would reach its edge and fall off. Then people observed certain things that indicated the earth was not flat. These facts suggested that the earth was spherical. That the earth is spherical was a theory at*

one time, since only some observations supported this idea, but it was still an idea that wasn't necessarily a fact. With further observations, the idea was no longer just a theory, but had to be accepted as fact.

Today, there are many things we know about the universe in which we live, but there are many things we also do not know. Scientists have many theories to explain things we have observed, and many of these theories someday may become fact, while others will need to be changed or thrown away.

ACTIVITY 2

MYSTERY PUZZLE

The students will learn what it means to come up with a theory about something that is unknown. They will have some facts, but they can still come up with wrong assumptions.

MATERIALS USED

For the teacher:

- 1 complicated jigsaw puzzle
- 4 small plastic bags

Reproducible Pages:

- Page E, 4 copies for the teacher

PREPARATION

1. Place in a plastic bag enough jigsaw puzzle pieces for each student in group #1 to have one piece.
2. Do the same for the other three groups.
3. Bring the picture of the finished puzzle that is on the outside of the box, but do not let the students see it until the end of the activity.

INSTRUCTIONS

1. Have the class remain in their four groups from the Activity #1.
2. Give each group a plastic bag of puzzle pieces and a copy of Reproducible Page E.
3. Have each group try to put their puzzle pieces together and come up with theories of what the big picture is. They should choose a recorder and have him or her write their theory on the group's copy of Reproducible Page E (Mystery Puzzle).



SCRIPTURE STUDY

4. When the groups finish, ask each group to choose a new spokesperson to stand and predict what the big picture is and tell why they believe it to be that.
5. After each group has put forth its theory, show the students the picture of the completed puzzle on the top of the box.
6. *It is difficult to predict what something is when you don't see the whole picture. Theories are just like our predictions. Some things may be known, but there may be pieces of the picture that cannot be seen—like the theory about the flat earth. It was based on a few facts, but not on all of them.*
7. *There are many other theories which scientists have come up with. One in particular is the theory of evolution.*
8. *Who knows what "evolution" means? (solicit responses)*
9. *"Evolution" means "development." The theory of evolution attempts to explain how life came to be as it is. This basic theory has been around for more than 2000 years. Charles Darwin, a biologist who lived in the 1800s, studied fossils and living species from around the earth. He, too, believed that all life had developed (evolved), and he came up with more theories about the process of evolution. He believed that organisms changed for different reasons as time passed. Darwin theorized how humans developed while only seeing a few parts of the picture.*
10. *This would be like trying to imagine what a whole puzzle looked like based on only having a few pieces. We can only theorize about what the whole picture is, rather than be certain.*
11. *These theories do not consider whether God exists or not. They are simply trying to understand how life has come about. As disciples, we know that however life came about, God is the one who created it. We simply do not know how he created. We shouldn't think that any of these theories can hurt our faith. As long as we know that it was God who created, it shouldn't bother us that scientists try to decide how it happened.*
12. *Our focus as believers in God should be on God's great power in designing and creating the universe, the trees, the plants, the birds, the animals, the fish and human beings.*

MATERIALS USED

For the teacher:

- extra Bibles

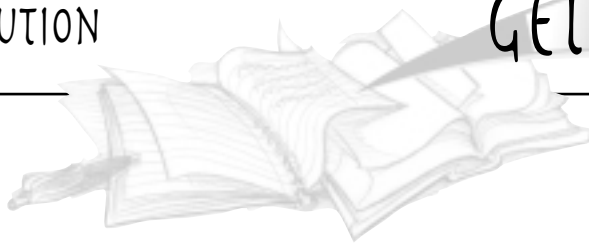
Have the students take out their Bibles and turn to Romans 1:18-25. Select a volunteer to read the passage.

- *What did God make plain to people? (his qualities / his eternal power / his divine nature)*
- *How were these things made plain? (by what God made)*
- *And what things has God made? (Earth, universe, people, animals, etc.)*
- *How do these things cause you to come to the conclusion that there must be a God and he must have created the world? (the complexity of the universe, the solar system / the development of babies / the delicacy of a flower as its petals slowly open / the complex world of the insects below the earth, etc.—none of these could just have happened without a creator, a designer behind it all)*
- *Why, then, did God reject these people? (because they exchanged the truth for a lie / worshipped the created things rather than worshipping the creator / didn't give glory to God for being the creator)*

God created the universe. We don't know how he created. He could have used an evolutionary process. He could have done it any way he wanted to. We do know that it is wrong to believe that God did not create. Some people, however, do not believe that God created the world. They believe that life just began on its own without any help from God.

When, as Christians, we look at the amazing complexities of life and creation, we say that it takes more faith to believe that life just came out of nowhere than to believe that God is the creator.

In conclusion, the theory of evolution is just a theory. Theories are not necessarily factual. Like we saw with our random puzzle pieces, a theory is based on limited evidence available at the time. These theories do not prove or disprove our faith because our faith is based in God and who he is.



SCRIPTURE MEMORY

For since the creation of the world God's invisible qualities—his eternal power and divine nature—have been clearly seen, being understood from what has been made, so that men are without excuse.

Romans 1:20

MATERIALS USED

Reproducible Pages:

- Page F, 1 copy for each student

INSTRUCTIONS

1. Give each of the students in the four groups a copy of Reproducible Page F (Memory Verse).
2. Have the students take turns saying the memory verse aloud to each other in their groups several times.
3. Instruct the students to talk with each other about what the verse means.

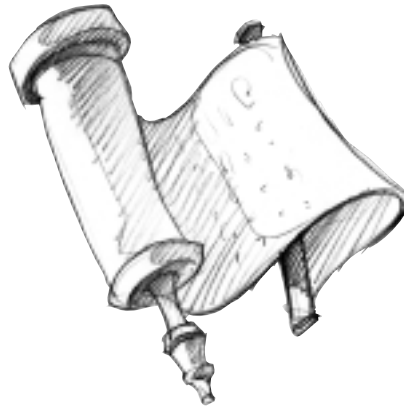
WEEKLY CHALLENGE AND SNACK TIME

If your students bring a snack, allow them to eat while you explain to them the challenge for the week.

The challenge for this week is for the students to share with someone their conviction that God created man, woman and everything in the world. Help them to see how they can bring this up in their conversations at school. For example: *We were studying about creation in our preteen class at church on Sunday. It is amazing to me that God created you and me and everything.*

CONCLUSION

End the class with a prayer.



WEEKLY CHALLENGE

Share with someone your conviction that God created man, woman and everything in the world.

EVOLUTION

LESSON TEXT

Genesis 1:1-6; Psalm 104:1-24

LESSON OBJECTIVES

- The students will cite a Bible passage that confirms God's role in the origin of life.
- The students will discuss the theory of evolution.
- The students will each share with someone his or her conviction that God created man and woman.

MATERIALS NEEDED

For each student:

- pen or pencil
- cookie or baked treat (home-made or store-bought)
- 1 sheet of paper

For the teacher:

- extra Bibles
- list of ingredients for the cookie/treat

Reproducible Pages:

- Page G, 1 copy for every 2 students

LESSON PLAN

Getting Ready

Faithful Instruction
 Teacher Focus
 Teacher Tips
 Preclass Activity: Creation Mad-Lib
 Starting Up
 Welcome and Singing
 Opening Prayer and Review
 Great News Sharing

Getting into God's Word

Scripture Study
 Activity: The Secret Ingredient

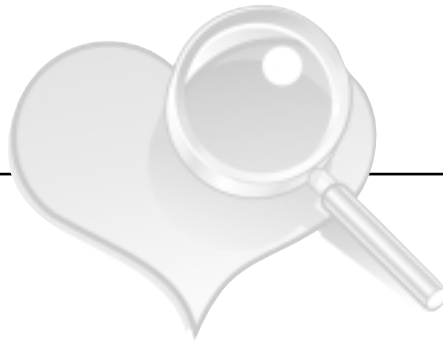
Getting It to Others

Scripture Memory: Romans 1:20
 Weekly Challenge and Snack Time
 Conclusion

SCRIPTURE MEMORY VERSE

For since the creation of the world God's invisible qualities—his eternal power and divine nature—have been clearly seen, being understood from what has been made, so that men are without excuse.

Romans 1:20



FAITHFUL INSTRUCTION

TEACHER FOCUS

Pray before preparing this lesson. Read and meditate on Genesis 1:1-6, Psalm 104:1-24 and Job 38:1-7. Think about how impossible it is for man to become as knowledgeable as God, and because of this fact, man may never know exactly how the universe was formed. Remember when teaching this lesson that it is more important to know who created the universe than to know how it came to be.

TEACHER TIPS

The focus of this lesson is to show that even though there are many different theories on creation, the most important aspect is that God is the creator. Consider this as you prepare the lesson. Remember that the Bible was not written as a science book that would detail the creation account, but as a guide to the heart and soul of God and his perfect and practical plans for mankind.

Please be sure to read the special insert for this lesson, which gives information about how to view the role of science and theories such as evolution.

PRECLASS ACTIVITY

CREATION MAD-LIB

MATERIALS USED

For each student:

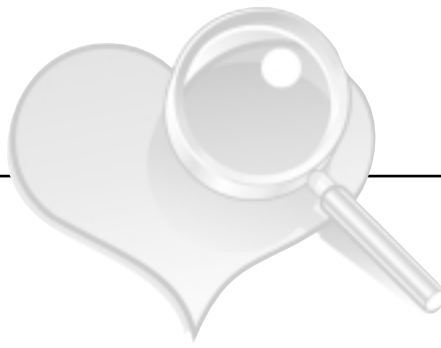
- pen or pencil

Reproducible Pages:

- Page G, 1 copy for every 2 students

INSTRUCTIONS

1. Ask the students to pair up with someone in the class.
2. Give a copy of Reproducible Page G (Creation Mad-Lib) to one of the students in each pair. Ask them not to show it to their partners.
3. *You will find a selection with some words missing. Complete the Mad-Lib by asking your partner to name various items and parts of speech. For example, the first blank says (plural noun). If your partner were to say "geese," you would write this in the blank. Continue this way until all of the blanks are filled in.*
4. *Once the blanks are filled in, read the entire selection to your partner.*



STARTING UP

WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER AND REVIEW

- Open with one of the students thanking God for creating the universe.
- Have one student recite the memory verse for this lesson: Romans 1:20.
- Have a student briefly review the previous lesson (Core Lesson).

GREAT NEWS SHARING

Allow several minutes for the students to share great news about their lives. This could be about a family member who became a disciple, someone healed from an illness, someone studying the Bible, great grades, etc. Remind the students to be brief so that as many as possible can share.





SCRIPTURE STUDY

MATERIALS USED

For the teacher:

- extra Bibles

Have one or two students read the Preclass Activity (Creation Mad-Lib) aloud to the class.

Ask the students to take out their Bibles and turn to Genesis 1:1-2. Select a volunteer to read the passage.

- *What does this scripture teach?* (that God is the creator)
- *Is your "Mad-Lib" true even though it sounds silly?*

Ask the students to close their eyes and imagine that they are shepherds on a hillside, lying on their backs and looking up at the stars, like David must have done. Then read Psalm 104:1-24 slowly and with much feeling.

- *How does this make you feel about God as the Creator?*

Focus in on verse 24:

How many are your works, O Lord!

In wisdom you made them all;
the earth is full of your creatures.

- *How do you think the psalmist would have responded if someone had told him that God did not create the world, but that it just came into being on its own?*
- *Remember that someone can believe in "evolution" and still believe that God created. They are simply trying to look at scientific evidence to understand how life was created. As Christians, we believe that God did the creating. We don't know exactly how he did it. That is why we are not afraid of scientific theories as to how life came about. We know simply that God did it. In fact, many scientists believe in God as a creator. They see the complexity of the universe, and they can come to no other conclusion. Still others do not believe in God or that he created life. What do you think the psalmist would say to them?*

ACTIVITY

THE SECRET INGREDIENT

MATERIALS USED

For each student:

- cookie or baked treat (homemade or store-bought)
- 1 sheet of paper

For the teacher:

- list of ingredients for the cookie/treat

PREPARATION

1. Buy or make some cookies to share with the class. If they are store-bought cookies, save the wrapper with the list of ingredients to share with the students. If the cookies are homemade, be sure to bring to class the list of ingredients you used.
2. Be sure to talk with parents and students about any food allergies.

INSTRUCTIONS

1. Give each student one treat, and ask him or her to examine it (look, feel, smell) and then taste it.
2. After the students taste the treat, ask them to write down what ingredients they think were used to make it.
3. Choose several students in the class to read aloud their lists of ingredients.
4. After the students have shared their lists, share the real list of ingredients aloud with the class. Ask, by a show of hands, which students, if any, were able to guess the entire list correctly. Ask the students if they are able to determine exactly how the treats were made now that they know the ingredients. (How much of each ingredient?)
5. Have the students work together with a partner to write predicted recipes for the cookies.
6. Allow several pairs to share.
7. Redefine what "evolution" means, and discuss how it relates to the activity.
8. *The word "evolution" means "development." The Bible tells us that "from one man he made every nation of men" (Acts 17:26), so therefore, we have developed (or evolved) into different races. The fact that this development happened does not make the creation of the earth an accident. God definitely formed man and the universe around him to have fellowship with him. Although*



scientific studies may have revealed partly how species developed, we will never totally know the exact nature of all such changes unless God reveals them to us.

9. *In the same way, even though many of us were able to guess some of the ingredients used to make this treat, none of us really knew all of the ingredients until I revealed them to you. You also know that even though we didn't see the cookies being made, the cookies just didn't form accidentally. There had to be a baker who made them with the intent of them being eaten. In the same way, even though no one saw man being created, we know that he was not formed accidentally. We know there is a creator, who is God, who made man in order to have fellowship with him.*

REVIEW

- *Who created man? (God)*
- *How did God create man? (We don't know "how" he did, we only know that he did.)*
- *How do we know that God created man? (the Bible tells us / creation around us points us to God as the Creator)*
- *What do scientists attempt to do with the theories about creation that they come up with? (explain how life was formed)*
- *No matter how life was formed, what can we always know? (God is the one who formed or created it all.)*
- *Should we allow any theory to cause our faith to be weakened? Why or why not?*



SCRIPTURE MEMORY

For since the creation of the world God's invisible qualities—his eternal power and divine nature—have been clearly seen, being understood from what has been made, so that men are without excuse.
Romans 1:20

ACTIVITY

SCRIPTURE SONG OR RAP

INSTRUCTIONS

1. Have the student join together in groups of three or four and come up with a song or rap of the memory verse.
2. If time permits, the students can perform their raps/songs in front of the class.

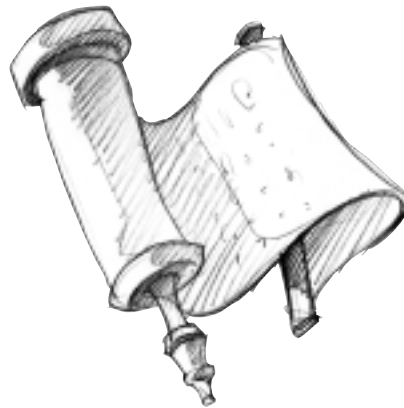
WEEKLY CHALLENGE AND SNACK TIME

If your students bring a snack, allow them to eat while you remind them of the challenge for the week.

The challenge for this week was for the students to share with someone their conviction that God created man, woman and everything in the world. Ask the students how they are doing with the challenge, and give direction and encouragement as needed.

CONCLUSION

End the class with a prayer.



WEEKLY CHALLENGE

Share with someone your conviction that God created man, woman and everything in the world.

THEORIES PROVEN WRONG

Theory 1: The world must be flat.

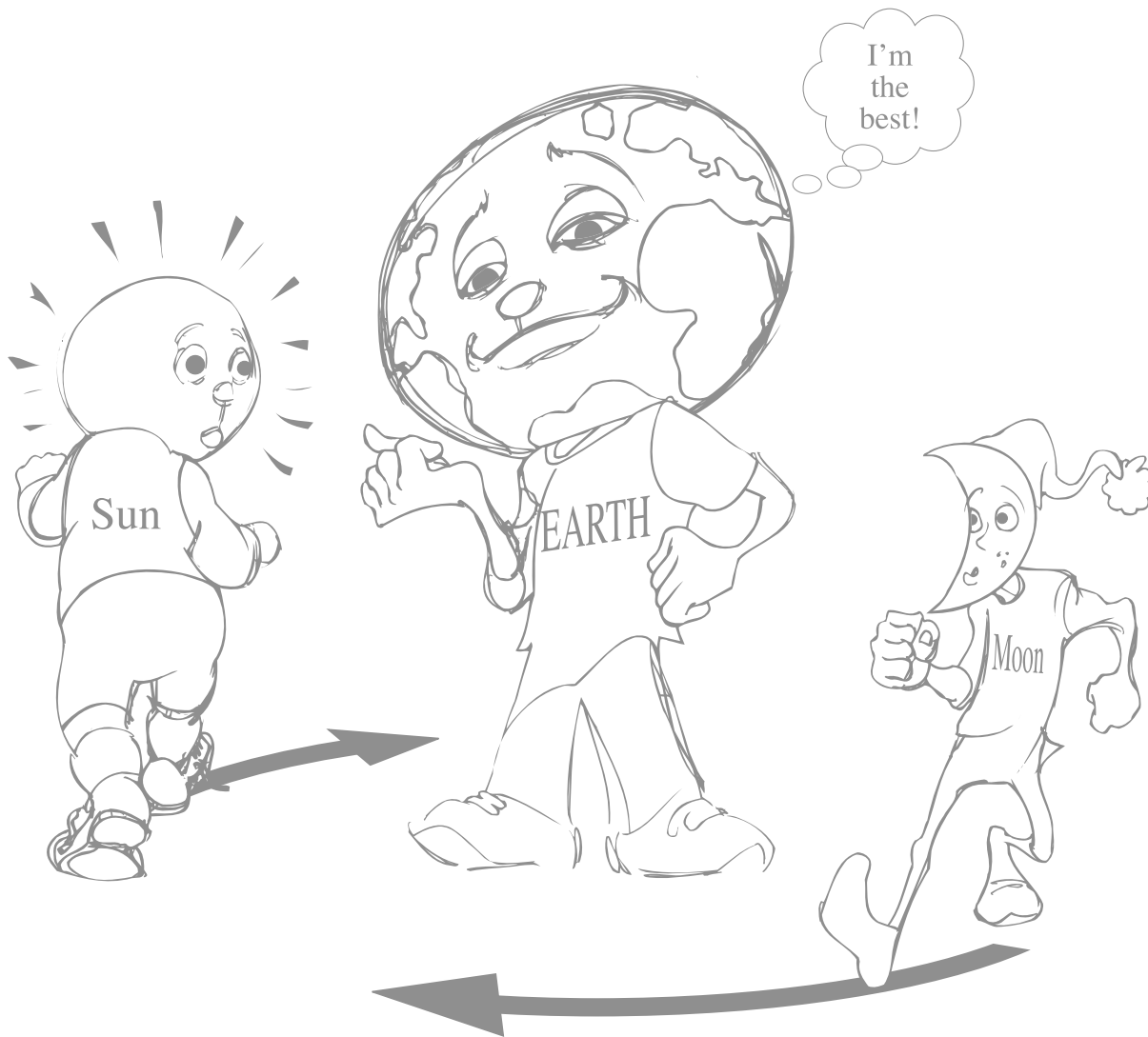
Before Christopher Columbus set out on his voyages to explore the world, many believed the world was flat. As evidence was gathered, however, this theory was proven to be false.



THEORIES PROVEN WRONG

Theory 2: Earth is the center of the solar system.

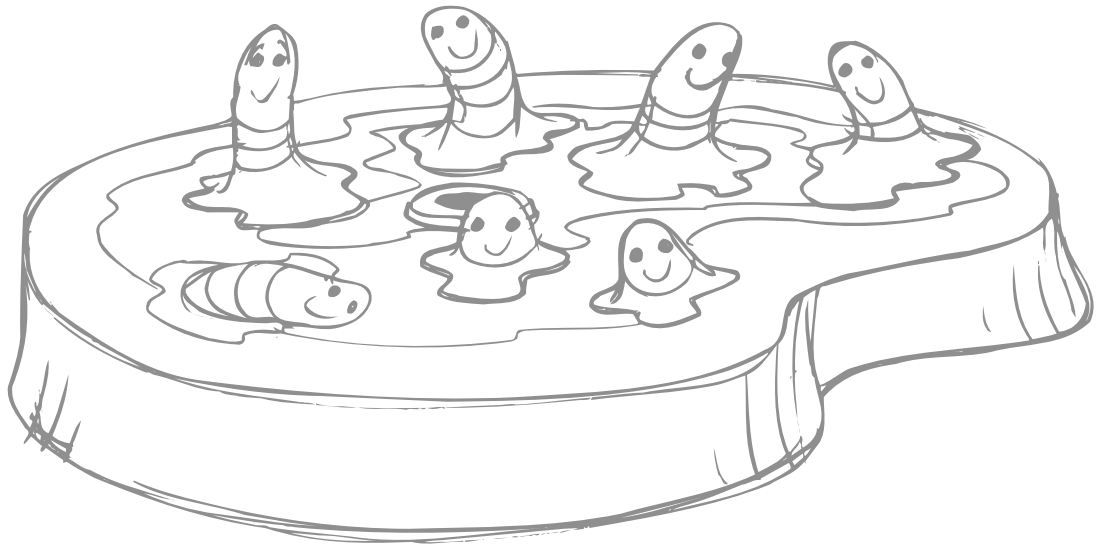
Scientists once believed that the sun and the moon revolved around Earth. Copernicus and Galileo later showed that the sun is, in fact, the center of the solar system, and the earth revolves around it. This has proven the theory to be false.



THEORIES PROVEN WRONG

Theory 3: Maggots spring forth from spoiled meats!

Before scientists discovered that flies laid eggs that hatched into maggots, they theorized that maggots developed from spoiled meat. This idea was later widely rejected because the evidence did not support it.



THEORIES PROVEN WRONG

Theory 4: Germs can't exist because you can't see them.

Spallanzani attacked this idea in 1700s, though his ideas were not accepted. Pasteur, in the 1800s, succeeded. (Thereafter, surgeons washed up between autopsies and deliveries!)





MYSTERY PUZZLE

DESCRIPTION OF PUZZLE PIECES:

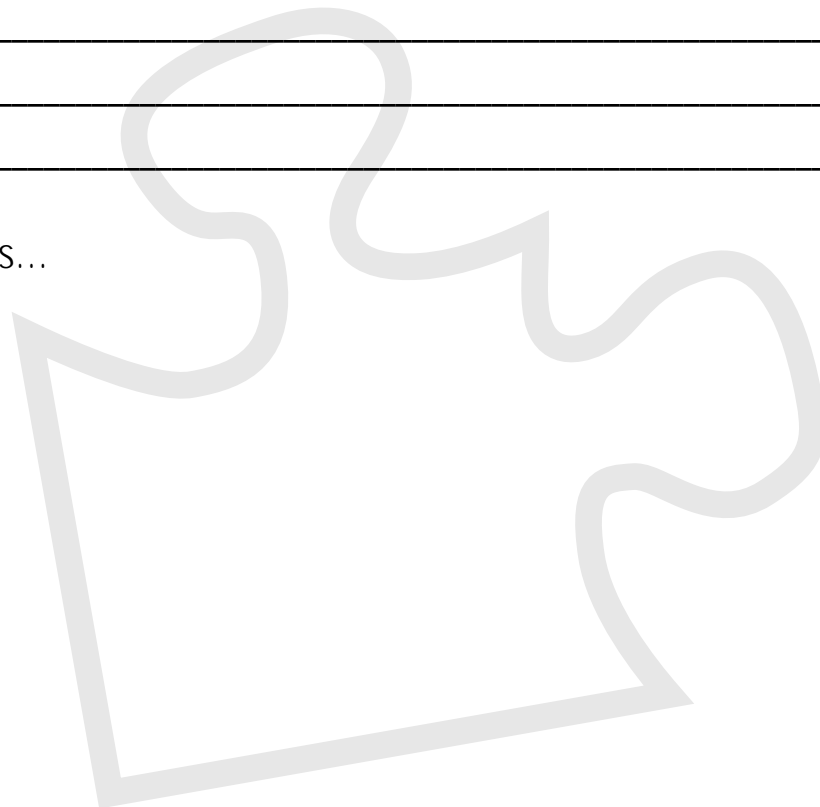
Theory: We think the whole picture is _____

EVIDENCE:

Our theory was...

Correct

Incorrect



SCRIPTURE MEMORY VERSE

For since the creation of the world God's invisible qualities—his eternal power and divine nature—have been clearly seen, being understood from what has been made, so that men are without excuse.

ROMANS 1:20

WEEKLY CHALLENGE

Share with someone your conviction that God created man, woman and everything in the world.

CREATION MAD-LIB

In the beginning, God created the _____ (plural noun) and the _____ (noun #2).

Now the _____ (same noun #2) was (were) _____ (adjective) and _____ (adjective),

_____ (a dessert topping) was over the surface of the _____ (a place)

and the Spirit of God was hovering over the _____ (plural noun #3).

And God said, "Let there be _____ (noun #4) and there was _____ (same noun #4).

God saw that the _____ (same noun #4) was good, and he separated the

_____ (same noun #4) from the _____ (same dessert topping). God called the _____ (same noun #4)

"day," and the _____ (same dessert topping) he called "night." And there was

_____ (noun #5), and there was _____ (noun #6)—the first day.

And God said, "Let there be an _____ (noun #7) between the _____ (same plural noun #3)

to separate _____ (singular noun #3) from _____ (same singular noun #3)." So God made the

_____ (same noun #7) and _____ (action verb-past tense) the _____ (same singular noun #3) under the

_____ (same noun #7) from the _____ (same singular noun #3) above it. And it was so. God called

the _____ (same noun #7) "sky." And there was _____ (same noun #6) and there was

_____ (same noun #7) —the second day.

Taken from Genesis 1:1-8