

# Unraveling Creation and Evolution through Science and the Bible

Exploring Mysteries, Facts, Theories,  
and Myths

## Teacher's Guide

Unraveling Creation and Evolution through Science and the Bible  
Exploring Mysteries, Facts, Theories, and Myths  
Teacher's Guide

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Teachers have permission to freely use and modify this Teacher's Guide to adapt it in teaching the book *Unravelling Creation and Evolution through Science and the Bible, Exploring Mysteries, Facts, Theories, and Myths*. In so doing, they will create their lesson plans for the 40 chapters of the book. This copyright page must accompany their lesson plans.

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## Contents

TEACHER’S PREPARATION.....	5
PURPOSE .....	5
FLEXIBLE CONTENT AND FORMAT FOR LESSON PLANS .....	5
COURSE LEARNING OBJECTIVES .....	5
MAJOR THEMES OF BOOK .....	5
TIME FACTORS.....	6
STUDENT MATERIALS AND EQUIPMENT .....	6
1. UNRAVELING CREATION AND EVOLUTION .....	9
2. SCIENCE STUDIES GOD’S CREATION .....	13
3. CREATOR GOD IS THE TRINITY.....	17
4. MIND OF GOD BEFORE CREATION.....	21
5. ANGELS CREATED BEFORE THE EARTH.....	23
6. PERSPECTIVES ON CREATION.....	27
7. GOD’S PURPOSE FOR CREATION .....	31
8. DELVING DEEPER: HOW MANY CREATIONS?.....	37
9. DELVING DEEPER: HOW LONG WAS A CREATION DAY?.....	41
10. DELVING DEEPER: HOW LONG HAVE PEOPLE BEEN ON EARTH? .....	45
11. DELVING DEEPER: CREATION MYTHS FROM OTHER CULTURES .....	47
12. CREATION OUT OF NOTHING .....	51
13. FIRST, SECOND, THIRD, AND FOURTH DAYS .....	55
14. FIFTH AND SIXTH DAYS: LIFE IN SEAS AND ON EARTH.....	59
15. FIFTH AND SIXTH DAYS: DINOSAURS.....	61
16. DINOSAUR EXTINCTION AND FOSSILS.....	65
17. SIXTH DAY: ANCIENT HUMAN ANCESTORS?.....	69
18. SIXTH DAY: NEANDERTHALS .....	73
19. SIXTH DAY: PEOPLE (NATURE AND IMAGE OF GOD) .....	77
20. GOD’S NATURE.....	81
21. MANIFESTATIONS OF GOD.....	83
22. GOD’S IMAGE RESTORED AFTER THE FALL.....	87
23. SEVENTH DAY: SABBATH.....	89
24. WHAT ELSE WAS DESIGNED AND CREATED? .....	95
25. EVOLUTION OF SPECIES BASICS.....	101
26. DELVING DEEPER: MORE THEORIES OF EVOLUTION (I).....	107

27.	DELVING DEEPER: MORE THEORIES OF EVOLUTION (II) .....	111
28.	DELVING DEEPER: ARCHAEOLOGY VALIDATES THE BIBLE .....	117
29.	DELVING DEEPER: SCIENCES VALIDATE CREATION .....	121
30.	DELVING DEEPER: INTRICATE DESIGN VALIDATES CREATION .....	125
31.	DELVING DEEPER: GENETICS VALIDATES CREATION .....	129
32.	DELVING DEEPER: GENETICS AND CREATION KINDS .....	133
33.	CREATION OF THE UNIVERSE .....	139
34.	DELVING DEEPER: DID GOD CREATE ALIENS? .....	147
35.	DELVING DEEPER: THE BIG BANG THEORY .....	151
36.	CREATION OF NEW HEAVENS (UNIVERSE) .....	157
37.	CREATION OF A NEW EARTH .....	161
38.	CREATION OF A NEW EARTH: PEOPLE .....	163
39.	WHAT IS TRUTH? .....	171
40.	CONCLUSION: IT'S UP TO YOU! .....	175
	Prayer To Know God .....	179
	Glossary .....	181
	Bibliography .....	191

## TEACHER'S PREPARATION

### PURPOSE

This Teacher's Guide provides ideas for teachers to develop their lesson plans for the 40 chapters of the book *Unravelling Creation and Evolution through Science and the Bible, Exploring Mysteries, Facts, Theories, and Myths*.

### FLEXIBLE CONTENT AND FORMAT FOR LESSON PLANS

Teachers can create their lesson plans using some or all of the provided questions and resources for each chapter. They may want to add their own questions to accommodate their students' age and knowledge. For example, high school students may not have the attention span and a base knowledge of creation and evolution of adult Bible study students.

NOTE: This Teacher's Guide is based on learning models that emphasize the value of participation by the students. This is an active, involved learning process. Passive, uninvolved learning results in little understanding and retention. This is true of teaching, which is just lecture or memorization only.

### COURSE LEARNING OBJECTIVES

Teachers create their course learning objectives for their 40 lesson plans. An example follows: "To enable students to understand the difference between creation and evolution through the combined perspective of science and the Bible. Without both, student learning would likely be limited to a biased viewpoint." Another example is: "To enable students to enhance their worldview and biblical understanding of creation and evolution."

### MAJOR THEMES OF BOOK

The major themes about our Creator God (Trinity), creation, and the theory of evolution include:

- There is one Creator God in three persons: the Father, the Son, Jesus Christ, and the Holy Spirit.
- The Intelligent Designer, the Father, used Jesus Christ to speak everything into existence, and the Holy Spirit breathed life into people.
- Jesus continues to sustain all things according to the Father's will.
- There is intelligent design for everything created.
- There are truths about the mysteries, facts, theories, and myths surrounding creation and the theory of evolution.
- Scientific and biblical facts support creation and dispute evolution.
- Genetics, including intelligent cellular design, validate creation and convincingly disprove evolution.
- Nothing has come into existence on its own, no matter the length of time.
- Evolution has always been and will always be an unproven theory.

#### TIME FACTORS

Lesson Duration: 60 minutes

**IMPORTANT:** Have a student read the section in the book first before class discussion.

**Learning Activities:** Plan for 5-10 minutes of discussion for each question and 15-20 minutes for web exercises and other online learning resources (such as games, photos, images, short video clips, investigative reports, etc.). Teachers can recognize questions from the book by their prefixes, such as DQ, DD, or PA. Questions without these prefixes are included to provide more options for teachers to create their lesson plans.

**NOTE:** Not all sections in a chapter need to be discussed in class. Teacher's option.

#### STUDENT MATERIALS AND EQUIPMENT

Each student must have a paperback or ebook of *Unravelling Creation and Evolution*, to study before the classes. Optionally, the teacher may want each student to bring a smartphone, tablet, or laptop for Bible verses and web and online exercises during a class.

**IMPORTANT:** Many chapters in the book are concerned with complex subject matter. Therefore, students must read each chapter as homework before each class. Otherwise, their participation and understanding will be limited.

#### WEBSITES AND PHOTOS

I have included the websites used in the book in case teachers want to delve into more details about its subject matter. Some of these websites include photos and drawings related to their subjects. I indicate this by the word "PHOTOS." Please remember that most photos are copyrighted by their owner and cannot be used for commercial purposes and gain.

#### KEY TERMS AND BIBLIOGRAPHY

The Glossary provides definitions for Key Terms, and the Bibliography provides book and website article reference information.

**Part A:**  
**Creation and Evolution, Science and the Bible**



# 1. UNRAVELING CREATION AND EVOLUTION

## Opening Prayer (Class member)

### CHAPTER DESCRIPTION

Provides a brief summary of book. Says the Creator God is the Trinity, the God of the Bible. Says proper science and Bible are compatible. Describes why this book should be read. Says the Bible contains facts and mysteries but not theories and myths created by people. Defines these and why there are mysteries of creation and the Bible included in the Bible.

### CHAPTER LEARNING OBJECTIVES

Learn why the Bible and science are compatible when studied from an objective perspective.  
Learn about biblical mysteries, facts, theories, and myths.

### KEY TERMS

Creator God, Bible, Creation, Evolution, Science, Worldview, Mysteries, Facts, Theories, Myths.

### CREATOR GOD

What Does It Mean?

Describe the Creator God. Who is He?

Real-Life Experience

Describe when you have experienced communication with God.

Exploring the Web (Online Resources)

Personal Application (Reflection)

Describe your relationship with the Creator God.

### CREATION: BIBLE AND SCIENCE

What Does It Mean?

DQ1: Why can knowledge of the natural world be flawed without some understanding of the sciences?

Real-Life Experience

How would you explain to a person why the Bible and science are not mutually exclusive – why they can believe in the validity of both.

Exploring the Web (Online Resources)

Go to [isgenesishistory.com](http://isgenesishistory.com) and find an article that provides a reason why Christians should have knowledge of the sciences.

Personal Application

**WHY READ THIS BOOK?****What Does It Mean?**

What is the Bible?

**Real-Life Experience**

How would you explain to a person the benefits of regularly reading the Bible.

**Exploring the Web (Online Resources)**

DQ2. Why do you think so many people have purchased the Bible over the last fifty years?

**Personal Application**

How many Bibles do you have, and what are the versions? Why do you have more than one Bible?

**BIBLE: MYSTERIES, FACTS, THEORIES, AND MYTHS****What Does It Mean?**

DQ3. List 3 Bible verses that express a fact.

DQ4: Why does the Bible not contain myths?

DD1: What is the best way to differentiate between a biblical Mystery and extrabiblical theories about the Bible?

**Real-Life Experience**

Explain to someone why there are mysteries in the Bible.

**Exploring the Web (Online Resources)**

Search the web for an article that describes a mystery in the Bible.

**Personal Application**

What mystery of the Bible would you like God to explain to you?

**Most Meaningful Bible Verse in the Chapter:****Most Meaningful Science Supporting Creation in the Chapter:****Enlarging Your Worldview**

PA1: Why should you pursue understanding mysteries in the Bible, knowing you may not fully understand them?

**What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)**

**Closing Prayer (Class member)**



## 2. SCIENCE STUDIES GOD'S CREATION

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Describes the Scientific Method, scientific facts, hypotheses, theories, and myths. Describes why it is important for Christians to understand the differences in these terms.

#### CHAPTER LEARNING OBJECTIVES

Learn the basic ways scientists determine what is a scientific fact or theory. Knowing truth sets us free from self-delusion and false teachings.

#### KEY TERMS

Science, Scientific Method, Hypothesis, Mysteries, Facts, Theories, Myths, Truth.

#### STUDY THE SCIENCES

What Does It Mean?

DQ1: What are the possible results of the scientific method?

Real-Life Experience

DD1: Why does knowing the Bible and some science help Christians differentiate between biblical and scientific facts?

Exploring the Web (Online Resources)

Personal Application (Reflection)

#### MYSTERIES OF SCIENCE

What Does It Mean?

Why are there mysteries of science?

Real-Life Experience

What is a mystery of science you know about?

Exploring the Web (Online Resources)

Personal Application

#### MYTHS OF SCIENCE

What Does It Mean?

How do you define a scientific myth?

Real-Life Experience

DQ4: What is another example of a scientific myth?

Exploring the Web (Online Resources)

Personal Application

PA1: When have you believed a myth about science that led you astray from the truth?

YOU CAN KNOW TRUTH

What Does It Mean?

DQ2: How can the sciences help Christians understand the Bible better?

DQ3: How can the Bible enable them to understand the sciences better?

Real-Life Experience

If you look for truth in your world of truth, you will find your truth. Why is this an accurate statement?

Exploring the Web (Online Resources)

Personal Application

What are some things you do not want to know the truth about?

**Most Meaningful Bible Verse in the Chapter:**

**Most Meaningful Science Supporting Creation in the Chapter:**

**Enlarging Your Worldview**

**What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)**

**Closing Prayer (Class member)**

# Part B: The God of Creation



### 3. CREATOR GOD IS THE TRINITY

#### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Describes the Trinity as the Creator God and the role of each person in creation. Says Judaism believes in One Person of God, while Christianity believes in the Trinity.

#### CHAPTER LEARNING OBJECTIVES

Learn who each person of the Creator God of the Bible is and how they were involved in creation. Learn why the Jewish religion of Judaism believes in one God instead of the Trinity.

#### KEY TERMS

Creator God, Trinity, Triune God, Father, Jesus Christ, Holy Spirit, Judaism.

#### IN THE BEGINNING, THERE WAS GOD

##### What Does It Mean?

Why is Genesis 1:1 a doctrine that is foundational to the Christian and Jewish faiths?

##### Real-Life Experience

What would the Christian faith be like without Genesis 1:1?

##### Exploring the Web (Online Resources)

##### Personal Application

#### NO OTHER GOD EXISTS

##### What Does It Mean?

What does the Bible do instead of trying to prove the existence of God?

##### Real-Life Experience

Describe to someone why the God of the Bible exists. What proof is there of His existence?

##### Exploring the Web (Online Resources)

##### Personal Application

When have you believed in another god besides the God of the Bible? How did your life change once you accepted the God of the Bible as your God?

#### ONE PERSON OF GOD OR THREE?

##### What Does It Mean?

DD1: How would you describe the difference between the Old Testament idea of one God, the Father, and the New Testament concept of the Triune God of three persons?

Real-Life Experience

Exploring the Web (Online Resources)

Personal Application

#### GOD OF THE BIBLE IS THE TRINITY

What Does It Mean?

Real-Life Experience

Describe what you would say to a Jewish person who believed there was only one God and not the Trinity of God.

Exploring the Web (Online Resources)

Personal Application

How has believing in the Trinity of God changed your view of God and life with each of them?

#### CREATOR GOD IS THE TRINITY

What Does It Mean?

DQ1: Why is each person of the Trinity involved in creation?

Real-Life Experience

Exploring the Web (Online Resources)

Personal Application

#### FATHER GOD IN CREATION

What Does It Mean?

Describe why the Father God is the Intelligent Designer behind all creation.

Real-Life Experience

Describe to someone why creation needs an intelligent designer.

Exploring the Web (Online Resources)

Personal Application

PA1: Why does it matter to your Christian faith to know the Father God is the Intelligent Designer of creation?

## JESUS CHRIST IN CREATION

### What Does It Mean?

DQ2: Why does Jesus need to possess the Father's authority to speak everything into existence and sustain it according to the Father's will and plan?

DQ3: Why is there no place where his authority does not exist?

### Real-Life Experience

### Exploring the Web (Online Resources)

Website: The following website details the effects on Earth if we had no moon:

<https://nineplanets.org/questions/what-would-happen-if-there-was-no-moon>

### Personal Application

PA2: In what ways are you under the authority of Jesus Christ?

## HOLY SPIRIT IN CREATION

### What Does It Mean?

DQ4: How would you describe the Holy Spirit's involvement in creation?

### Real-Life Experience

### Exploring the Web (Online Resources)

### Personal Application

Why is the Holy Spirit an essential part of your life as a follower of Jesus Christ?

## TRINITY IN CONSTANT COMMUNICATION

### What Does It Mean?

What would happen in the universe and on Earth if each person of the Trinity were not in continual communication?

### Real-Life Experience

### Exploring the Web (Online Resources)

### Personal Application

**Most Meaningful Bible Verse in the Chapter:**

**Most Meaningful Science Supporting Creation in the Chapter:**

**Enlarging Your Worldview**

**What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)**

**Closing Prayer (Class member)**

## 4. MIND OF GOD BEFORE CREATION

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Describes what was in God's mind and heart before creation.

#### CHAPTER LEARNING OBJECTIVES

Learn what the Father God had on His mind and heart before creation. Learn about the meaning and purpose of the Book of Life.

#### KEY TERMS

Mind of God, Eternity, Jesus Christ, Salvation, God's Love, Sacrifice, God's Children, God's Plans.

#### GOD'S MIND AND HEART BEFORE CREATION

##### What Does It Mean?

DQ1: God lives in eternity, where time and space don't exist and where the past, present, and future are the same. Why do the verses in this chapter affirm that he is eternal and lives in eternity?

DQ2: Why does the Father God love his Son, Jesus Christ?

DQ3: Why is it essential to Christianity that the Father God planned to sacrifice his Son, Jesus Christ for our sins?

DQ4: The Father's plan was for his children to be holy. What does "holy" mean from his perspective?

DD1: Why are God's mind and heart unfathomable for people?

##### Real-Life Experience

Explain to someone why The Father God planned ahead to save all people.

##### Exploring the Web (Online Resources)

##### Personal Application

PA1: Describe your love for the Father God.

#### BOOK OF LIFE BEFORE CREATION

##### What Does It Mean?

What is the purpose of the Book of Life?

**Real-Life Experience**

Explain to someone why the Book of Life matters.

**Exploring the Web (Online Resources)****Personal Application**

PA2: If you are unsure if your name is currently written in the Book of Life, now is the time to be sure. Please read the chapter, “Prayer to Know God” and ask him into your heart and life.

**Most Meaningful Bible Verse in the Chapter:****Most Meaningful Science Supporting Creation in the Chapter:****Enlarging Your Worldview****What’s Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)****Closing Prayer (Class member)**

## 5. ANGELS CREATED BEFORE THE EARTH

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Says that angels are supernatural beings created before the universe and Earth. Describes how the devil and his demons lost their war in Heaven and the devil's presence in the Garden of Eden.

#### CHAPTER LEARNING OBJECTIVES

Learn about angels and demons, who they are, their nature, and why they are on Earth. Learn about the war in heaven and the devil in the Garden of Eden.

#### KEY TERMS

Angels, Demons, Devil (Lucifer), Supernatural Nature, Created Beings, Types and Names of Angels and Demons, War, Heaven, Rebellion, Garden of Eden.

#### ANGELS ARE CREATED BEINGS

##### What Does It Mean?

DQ2: Why are angels called the “armies of heaven”?

DD1: Why must angels and demons be organized as armies with various ranks of leaders (like a human army)?

##### Real-Life Experience

DQ1: How would you describe an angel to someone unfamiliar with them?

##### Exploring the Web (Online Resources)

##### Personal Application

PA1: When have you seen an angel, experienced one helping you, or heard about one helping someone else?

#### TYPES OF ANGELS

##### What Does It Mean?

DQ4: Which type of angel is the highest ranking?

##### Real-Life Experience

Explain to someone why there are different types of angels.

##### Exploring the Web (Online Resources)

Search the web for one article that describes the types of angels.

##### Personal Application

## WAR IN HEAVEN: DEVIL'S REBELLION

### What Does It Mean?

Why was there war in Heaven?

What did Lucifer hope to attain?

### Real-Life Experience

Explain to someone what rebellion against God is.

### Exploring the Web (Online Resources)

### Personal Application

Why can the devil be the source of human pride?

## TYPES OF DEMONS

### What Does It Mean?

What types of demons exist?

DQ3: Why are demons called "fallen angels?"

### Real-Life Experience

Explain to someone the types of demons.

### Exploring the Web (Online Resources)

### Personal Application

When have you experienced a demon's influence?

## DEVIL IN GARDEN OF EDEN

### What Does It Mean?

Why was the devil in the Garden of Eden?

Why is it a mystery how long he was there before he tempted Adam and Eve?

### Real-Life Experience

Explain to someone the devil's motives for being in the Garden.

### Exploring the Web (Online Resources)

### Personal Application

## JESUS IS SUPERIOR TO ANGELS

### What Does It Mean?

Who is Jesus Christ?

Why is He superior to angels (and the devil and demons)?

Real-Life Experience

Read Hebrews chapter 1 about why Jesus is superior to angels.

Exploring the Web (Online Resources)

Personal Application

**Most Meaningful Bible Verse in the Chapter:**

**Most Meaningful Science Supporting Creation in the Chapter:**

**Enlarging Your Worldview**

**What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)**

**Closing Prayer (Class member)**



## 6. PERSPECTIVES ON CREATION

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Describes the traditional view of creation and creation apologetics.

#### CHAPTER LEARNING OBJECTIVES

Learn about the traditional view and alternative views of creation. Learn about facts and theories about creation. Learn about creation apologetics.

#### KEY TERMS

Creationists, Young Earth Creationists, Old Earth Creationists, Traditional View, Christian Doctrine, Full Biblical View, Creation Apologetics.

#### TRADITIONAL VIEW OF CREATION

##### What Does It Mean?

DQ1: What do you know about the biblical account of creation?

##### Real-Life Experience

PA1: If someone asked if you believed the creation account in the Bible, could you describe it to them accurately?

PA2: Why would this question allow you to respond from a creation apologetics view?

##### Exploring the Web (Online Resources)

##### Personal Application

DQ2: Does it align with what you have read in this chapter? If not, why?

#### CREATION IS CHRISTIAN DOCTRINE

##### What Does It Mean?

Define what a biblical doctrine is.

DQ3: Why is creation considered Christian doctrine?

##### Real-Life Experience

##### Exploring the Web (Online Resources)

##### Personal Application

What biblical doctrine is very important to you as a follower of Jesus Christ?

## HAVE WE LOST A FULL BIBLICAL VIEW OF CREATION?

### What Does It Mean?

What does the author of this article mean with his question, “Have we lost a full biblical view of creation?”

### Real-Life Experience

### Exploring the Web (Online Resources)

### Personal Application

Do you have a full biblical view of creation?

## CREATION APOLOGETICS

### What Does It Mean?

DQ4: How do you define Christian apologetics?

### Real-Life Experience

DD1: How would you use creation apologetics to a non-believer? What would you say?

### Exploring the Web (Online Resources)

Website: You can learn more about Answers in Genesis on the following website:  
<https://answersingenesis.org>

Website: You can learn more about Genesis Apologetics on the following website:  
<https://genesispologetics.com/creation-vs-evolution-fast-facts>

Website: You can learn more about Is Genesis History on the following website:  
<https://isgenesishistory.com/free-videos-is-genesis-history>

(Note: Whether or not you subscribe to the Young Earth Creationists’ view of humanity’s age, you will find compelling evidence to support God’s story of creation on their websites.)

### Personal Application

## BIBLE, ATHEISM, AND SCIENCE

### What Does It Mean?

What is atheism?

Why does the author say that “atheism is dead, not God?”

### Real-Life Experience

Explain to someone why the Bible declares that the God of the Bible is not dead.

Exploring the Web (Online Resources)

Personal Application

Explain to someone why you are not an atheist.

**Most Meaningful Bible Verse in the Chapter:**

**Most Meaningful Science Supporting Creation in the Chapter:**

**Enlarging Your Worldview**

**What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)**

**Closing Prayer (Class member)**



## 7. GOD’S PURPOSE FOR CREATION

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Says that creation points to the Creator God and that creation demonstrates His glory and love.

#### CHAPTER LEARNING OBJECTIVES

Learn why creation itself points to the existence of the Creator God. Learn what God’s glory means and why we see it in His creation.

#### KEY TERMS

Purpose, Creation, God’s Love, Incarnate Son, Live, Work, Physical Environment, Suitable.

#### CREATION POINTS TO THE GLORY OF THE CREATOR GOD

##### What Does It Mean?

DD1: Why does God have a purpose in everything he does, including creation?

##### Real-Life Experience

DQ1: How would you describe the glory of God to people who do not know him?

##### Exploring the Web (Online Resources)

##### Personal Application

DQ2: Which of God’s purposes for creation do you think is the most important?  
And why?

#### CREATION DEMONSTRATES THE CREATOR GOD’S LOVE

##### What Does It Mean?

In what ways does creation demonstrate God’s love?

##### Real-Life Experience

##### Exploring the Web (Online Resources)

##### Personal Application

PA2: How does seeing the universe encourage you to praise the Creator God of the Bible?

#### EARTH: DWELLING PLACE FOR GOD’S INCARNATE SON

##### What Does It Mean?

DQ3: Why did the Father design the Earth suitable for his incarnate Son to come?

Real-Life Experience

Explain to someone what the term “incarnate” means.

Exploring the Web (Online Resources)

Personal Application

**EARTH: DWELLING PLACE FOR GOD’S PEOPLE**

What Does It Mean?

Why was it necessary to create Earth as a dwelling place for God’s people?

Real-Life Experience

Explain to someone why Almighty God cared about people to create a physical world.

Exploring the Web (Online Resources)

Personal Application

**EARTH: SUITABLE PLACE FOR PEOPLE TO LIVE AND WORK**

What Does It Mean?

DQ4: What would happen if the Earth’s physical environments were not created as suitable places for people to live?

Real-Life Experience

Exploring the Web (Online Resources)

Personal Application

PA1: Why is the creation of planet Earth a suitable place for you personally to live and work?

**Most Meaningful Bible Verse in the Chapter:**

**Most Meaningful Science Supporting Creation in the Chapter:**

**Enlarging Your Worldview**

**What’s Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)**

**Closing Prayer (Class member)**



# Part C: Delving Deeper into Creation



## 8. DELVING DEEPER: HOW MANY CREATIONS?

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Describes the two biblical new creations, non-traditional views of more than one initial creation, and other prominent creation theories.

#### CHAPTER LEARNING OBJECTIVES

Learn about the two biblical creations, initial and new creations. Learn about some non-traditional views of the initial creation and the Young Earth and Old Earth Creation Theories.

#### KEY TERMS

Initial Creation, New Creation, Initial Creation Theories, Young Earth Creation Theory, Old Earth Creation, Gap, Contradiction.

#### Personal Application

PA1: Are you a Young Earth Creationist or an Old Earth Creationist? And why?

#### TWO CREATION ACCOUNTS: INITIAL AND NEW CREATION

##### What Does It Mean?

Summarize the traditional original creation account.

DQ3: Why do you think believing in the traditional view of creation in Genesis chapters 1 and 2 is sufficient and that the issue of creation time is not as important as what Jesus did on each creation day?

DQ1: Why do you think the new heavens and Earth will be eternally perfect and incorruptible?

##### Real-Life Experience

Explain to someone why there must be a new heavens and Earth at the end of time.

##### Exploring the Web (Online Resources)

##### Personal Application

#### TWO INITIAL CREATIONS: GENESIS 1:1 GAP THEORY

##### What Does It Mean?

What is the gap theory?

Why does the Gap Theory seem plausible?

### Real-Life Experience

Explain to someone why the Gap Theory can never be proven.

### Exploring the Web (Online Resources)

### Personal Application

## TWO INITIAL CREATIONS: GENESIS CHAPTERS ONE AND TWO CONTRADICTION THEORY

### What Does It Mean?

What is the contradiction theory?

DQ2: Why do you think these verses in chapters 1 and 2 are not contradictions that result in two initial creation accounts about plant life and Adam and Eve?

### Real-Life Experience

Explain to someone why the Holy Spirit does not contradict Himself in the Bible.

### Exploring the Web (Online Resources)

### Personal Application

## OTHER PROMINENT CREATION THEORIES

### What Does It Mean?

DQ4: Describe how Young Earth Creationism and Old Earth Creationism are the same and different.

DD1: Describe why geology is interpreted differently by Young Earth Creationists and Old Earth Creationists advocates.

### Real-Life Experience

### Exploring the Web (Online Resources)

Website: More can be learned about Young Earth Creationism from the following website:

<https://www.christianity.com/wiki/bible/what-is-young-earth-creationism.html>

Website: More information about Old Earth Creationism can be found on the following website: <https://www.scienceandfaith.org/old-earth-creationism>

(Note: Both Young Earth Creationism and Old Earth Creationism have biblical substance. Both view science as supporting their views.)

### Personal Application

PA1: Are you a Young Earth Creationist or an Old Earth Creationist? And why?

**Most Meaningful Bible Verse in the Chapter:**

**Most Meangiful Science Supporting Creation in the Chapter:**

**Enlarging Your Worldview**

**What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)**

**Closing Prayer (Class member)**



## 9. DELVING DEEPER: HOW LONG WAS A CREATION DAY?

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Describes the Young Earth and Old Earth Creationists' debate about how long a creation day was (24 hours or longer). Describes the Hebrew word for day, and the Hebrew figure of speech, "Merismus" as another way to understand a creation day.

#### CHAPTER LEARNING OBJECTIVES

Learn why the Young Earth and Old Earth Creationists disagree with one another and where they agree. Learn the meaning of the Hebrew word for day, *yôm*, and the Hebrew idea of merismus.

#### KEY TERMS

Young Earth Creationists, Old Earth Creationists, Creation Day, Twenty-Four Hours, Merismus, Evening, Morning, Hebrew Word for Day (*yôm*).

#### YOUNG EARTH AND OLD EARTH CREATIONISTS' DEBATE

##### What Does It Mean?

DQ1: Why do you think believing in a particular length of a creation day is unnecessary for believing in biblical creation?

##### Real-Life Experience

Explain to someone the difference in the length of a creation day between the Young Earth and Old Earth Creationists.

##### Exploring the Web (Online Resources)

##### Personal Application

PA1: How has this study of the Hebrew word for a day helped clarify your understanding of the length of a creation day?

#### HEBREW DEFINITION OF DAY

##### What Does It Mean?

DQ4: Why is the amount of time Jesus used in creation a mystery?

##### Real-Life Experience

##### Exploring the Web (Online Resources)

##### Personal Application

Why does understanding the Hebrew word for day give you a better knowledge of the creation account?

#### USES OF HEBREW WORD FOR DAY

##### What Does It Mean?

Why is it important to understanding creation to know that *yôm*, the Hebrew word for day, carries multiple meanings in the Old Testament?

##### Real-Life Experience

Explain to someone why the use of Hebrew the word *yôm* in the Old Testament suggests the length of a creation day might have various meanings.

##### Exploring the Web (Online Resources)

(Note: The preceding information and study of the Hebrew word for day are abstracted from the article “Word Study—Yom” by Greg Neyman, first published on March 16, 2005.) I chose this Old Earth Creationist website because it offered considerable details of the biblical usage of the word *yôm*:  
[https://www.oldearth.org/word\\_study\\_yom.htm](https://www.oldearth.org/word_study_yom.htm).

##### Personal Application

#### EVENING AND MORNING

##### What Does It Mean?

DQ3: Why does the Hebrew use of a merismus seem a logical way to understand the length of a creation day?

##### Real-Life Experience

What is another English phrase that exemplifies a merismus?

##### Exploring the Web (Online Resources)

##### Personal Application

#### LENGTH OF TIME BETWEEN CREATION DAYS THEORY

##### What Does It Mean?

What is the reason some people theorize that more time than 24 hours was needed between each creation day?

##### Real-Life Experience

##### Exploring the Web (Online Resources)

##### Personal Application

Why do you believe this may be true?

#### ISSUE SHOULD NOT BE LENGTH OF DAY

What Does It Mean?

DQ2: Why should the foundation of our Christian beliefs in biblical creation be based on what Jesus did on each creation day, not how long he took?

Real-Life Experience

Exploring the Web (Online Resources)

Personal Application

DD1: We can learn from theories, but we must always retain the essential biblical truths as the foundation of our beliefs. When have you not done this and been led astray by an idea or theory that later proved incorrect?

**Most Meaningful Bible Verse in the Chapter:**

**Most Meaningful Science Supporting Creation in the Chapter:**

**Enlarging Your Worldview**

**What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)**

**Closing Prayer (Class member)**



## 10. DELVING DEEPER: HOW LONG HAVE PEOPLE BEEN ON EARTH?

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Describes several views about how old the universe, Earth, and humanity are.

#### CHAPTER LEARNING OBJECTIVES

Learn about some prominent views on the age of the universe, Earth and people on the Earth.

#### KEY TERMS

Age, Humanity, Population Growth Theory, Male Y-chromosomal Theory, Evolution Genome Study, Young Earth Creationist Theory, Old Earth Creationist Theory.

#### BATTLEFRONT: AGE OF HUMANITY

##### What Does It Mean?

DQ1: Why do you think the length of time humans have been on the Earth is so controversial?

##### Real-Life Experience

##### Exploring the Web (Online Resources)

Find a website that explains this battle over the age of the universe and people on Earth. Summarize their discussion.

##### Personal Application

#### AGE OF HUMANITY

##### What Does It Mean?

DD1: What is the reason some people can have a different view of the age of the universe and the age of humanity? In other words, why are they based on the same logic and information?

##### Real-Life Experience

##### Exploring the Web (Online Resources)

##### Personal Application

Why does it matter, or not matter, to you how long people have lived on the Earth?

#### COMPARISON OF THEORIES

What Does It Mean?

DQ2: What's the greatest weakness in the population growth theory?

DQ3: What's the greatest weakness of the Male Y-chromosomal theory?

DQ4: Which of the age of humanity theories seems most logical to explain how long people have been on Earth?

Real-Life Experience

Exploring the Web (Online Resources)

Personal Application

PA1: Why do you find a particular theory more believable than the others?

**Most Meaningful Bible Verse in the Chapter:**

**Most Meaningful Science Supporting Creation in the Chapter:**

**Enlarging Your Worldview**

**What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)**

**Closing Prayer (Class member)**

# 11. DELVING DEEPER: CREATION MYTHS FROM OTHER CULTURES

## Opening Prayer (Class member)

### CHAPTER DESCRIPTION

Overviews of major world religions and their ideas about creation.

### CHAPTER LEARNING OBJECTIVES

Learn about the Babylonian creation myth (Enuma Elish) and the major world religions theories on creation.

### KEY TERMS

Creation, Myth, Enuma Elish, Philosophy, Religion, Christianity, Judaism, Islam, Hinduism, Buddhism.

### CREATION MYTHS

#### What Does It Mean?

DQ1: The Enuma Elish (The Babylonian Creation Myth) has likely existed for 3,500 years. What makes it such an enduring myth about creation?

#### Real-Life Experience

DQ2: Why should Christians know what the other major world religions believe about creation?

DQ3: How can this help their faith in the God of the Bible and the one true world religion of Christianity?

#### Exploring the Web (Online Resources)

Website: More information about this myth can be found on the following website:

<https://carm.org/other-questions/does-the-genesis-creation-account-come-from-the-babylonian-enuma-elish>

#### Personal Application

### PHILOSOPHY OF RELIGION

#### What Does It Mean?

How would you define a philosophy of religion?

#### Real-Life Experience

Explain to someone why a philosophy of religion is a theory and not a fact.

Exploring the Web (Online Resources)

Personal Application

#### MAJOR WORLD RELIGIONS AND CREATION

What Does It Mean?

DQ4: Which of the creation myths of these major world religions seems furthest from the biblical creation account? And why?

Real-Life Experience

DD1: Why do billions of people believe in a religion without experiential proof of its validity?

Exploring the Web (Online Resources)

Personal Application

PA2: How would you respond to a Muslim or Buddhist who asked you why you believed in the God of the Bible?

PA1: In which god do you want to believe? Your god? Someone else's god? Or the God of the Bible? And why?

**Most Meaningful Bible Verse in the Chapter:**

**Most Meaningful Science Supporting Creation in the Chapter:**

**Enlarging Your Worldview**

**What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)**

**Closing Prayer (Class member)**

## Part D: Creation of the Earth



## 12. CREATION OUT OF NOTHING

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Says only the Creator God can make something out of nothing. Describes how Jesus likely created the natural elements of the Periodic Table (when He made the universe and Earth) and used these when He spoke everything else into existence in the six days of creation.

#### CHAPTER LEARNING OBJECTIVES

Learn that the Creator God created everything out of nothing. Learn that Jesus may have created the 92 natural elements of the Periodic Table out of nothing and then created everything from these.

#### KEY TERMS

*Ex Nihilo*, Intelligent Designer, Creator God, Creation Kinds, Natural Elements, Atoms, Molecules, Periodic Table, Universe, Earth, Crust, Angels, Supernatural Elements, Genetic Templates.

#### ONLY THE CREATOR GOD CAN MAKE SOMETHING OUT OF NOTHING

What Does It Mean?

DQ2: How would you describe what “nothing” is?

Real-Life Experience

DD1: What would you say to someone to help them understand what it means for Jesus to have created the universe and Earth out of nothing?

Exploring the Web (Online Resources)

Personal Application

#### CREATING THE NATURAL ELEMENTS: PERIODIC TABLE

What Does It Mean?

What is the Periodic Table of chemistry?

Why are there more than 92 natural elements in the Periodic Table?

Real-Life Experience

DD1: Explain why the Periodic Table must represent the natural elements created by Jesus out of nothing.

Exploring the Web (Online Resources)

(PHOTO) Website: The Periodic Table with 118 elements can be found on the following website:

<https://sciencenotes.org/periodic-table-wallpaper-118-elements>

### Personal Application

#### NATURAL ELEMENTS ON EARTH

##### What Does It Mean?

Why was everything on Earth created from the 92 natural elements by Jesus?

##### Real-Life Experience

Explain to someone why there are synthetic elements in the Periodic Table.

##### Exploring the Web (Online Resources)

##### Personal Application

PA1: What have you learned about the Periodic Table and the natural elements of which your body is composed?

#### EARTH'S CRUST

##### What Does It Mean?

What are the most common natural elements found on the Earth's crust?

##### Real-Life Experience

##### Exploring the Web (Online Resources)

Find an article on the web that says what comprises typical beach sand.

##### Personal Application

#### NATURAL ELEMENTS IN SPACE

##### What Does It Mean?

DQ3: Why do you think the Father designed the universe to be mostly empty of solid matter?

##### Real-Life Experience

Explain to someone why all 92 natural elements are found in space.

##### Exploring the Web (Online Resources)

##### Personal Application

#### ANGELS NOT CREATED FROM NATURAL ELEMENTS

##### What Does It Mean?

DQ4: Why were angels created from a substance different than those natural elements in the Periodic Table?

**Real-Life Experience**

Explain to someone why angels cannot be made out of natural elements.

**Exploring the Web (Online Resources)****Personal Application****GENETIC TEMPLATES FROM NATURAL ELEMENTS****What Does It Mean?**

What is a “genetic template?”

Why are they made from the 92 natural elements?

**Real-Life Experience**

Explain to someone why you think the Father God designed genetic templates for Jesus to use to create everything.

**Exploring the Web (Online Resources)****Personal Application****Most Meaningful Bible Verse in the Chapter:****Most Meaningful Science Supporting Creation in the Chapter:****Enlarging Your Worldview****What’s Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)****Closing Prayer (Class member)**



## 13. FIRST, SECOND, THIRD, AND FOURTH DAYS

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Describes the first four days of creation, focusing on what was created each day. Describes “creation kinds” as the basis for all plant and animal life. Says that the solar system, stars, and time were created on Day Four.

#### CHAPTER LEARNING OBJECTIVES

Learn about what Jesus spoke into existence in the first four days of creation. Learn about when the universe, our solar system, and time were created. Learn about creation kinds.

#### KEY TERMS

Plant Life, Animal Life, Light, Dry Land, Seas, Sky, Corruption, Reproduction, Illumination, Hybridization, Solar System, Stars, Universe, Earth, Time.

#### DAYS OF CREATION OUTLINE

##### What Does It Mean?

Day	Verses	Creation	Comment
1	1:3–5	Light; day and night	Separated light from darkness
2	1:6–8	Sky	Separated waters from heavens and Earth
3	1:9–13	Seas, dry ground, and vegetation	Vegetation for food
4	1:14–19	Sun, moon, stars; seasons, years, and days	Our solar system created; light shines on Earth; time created
5	1:20–23	Sea life and birds of the air	Includes sea and aerial dinosaurs
6	1:24–31	Domestic & wild land creatures; People	Includes land dinosaurs; People given rulership over creation
7	2:1–3	Creation finished	Day of rest; Seventh day is holy

#### Real-Life Experience

Explain to someone why each creation day needed the previous day’s results.

#### Exploring the Web (Online Resources)

#### Personal Application

Why is it important for you to know what Jesus created each day?

#### FOUR DAYS TO PREPARE THE EARTH

##### What Does It Mean?

What happened on each of these four creation days to prepare the Earth to be inhabitable?

#### Real-Life Experience

Explain to someone why the Earth needed to be prepared for human inhabitation.

#### Exploring the Web (Online Resources)

#### Personal Application

### FIRST DAY: LIGHT CREATED

#### What Does It Mean?

What did Jesus do to create light on the first day of creation?

What was its purpose?

#### Real-Life Experience

Explain to someone what the source of light was on this first day.

#### Exploring the Web (Online Resources)

#### Personal Application

### SECOND DAY: SKY CREATED

#### What Does It Mean?

What is the “sky?”

#### Real-Life Experience

Explain to someone where the “sky” is located.

#### Exploring the Web (Online Resources)

#### Personal Application

Why can you see the work of the Almighty Creator God when you look into the sky?

### THIRD DAY: SEAS, DRY LAND, AND VEGETATION CREATED

#### What Does It Mean?

Why did Jesus likely also create fresh water on the third day along with salt water?

#### Real-Life Experience

DQ1: The Earth’s surface is 71 percent water (mostly salt water). What are the ways people use this much water in their lives?

#### Exploring the Web (Online Resources)

### Personal Application

#### VEGETATION CREATED FOR FOOD

##### What Does It Mean?

Why were all animals and people initially vegetarians?

##### Real-Life Experience

Explain to someone what happened to cause people and animals to become omnivores.

##### Exploring the Web (Online Resources)

##### Personal Application

Why do you prefer to be an omnivore instead of a herbivore?

#### CREATION KINDS

##### What Does It Mean?

What is a creation kind?

DQ3: How does hybridization demonstrate the reality of creation kinds?

##### Real-Life Experience

DD1: Explain how the seed of a tomato vine knows to produce tomatoes, not potatoes.

##### Exploring the Web (Online Resources)

##### Personal Application

#### FOURTH DAY: SUN, MOON, AND STARS CREATED

##### What Does It Mean?

DQ2: Why do you think the first theory about the illumination of the Earth might be a reasonable explanation to clarify the differences in Genesis 1:1–17?

##### Real-Life Experience

##### Exploring the Web (Online Resources)

Find an article on the web that describes what comprises a star.

##### Personal Application

#### FOURTH DAY: TIME CREATED

##### What Does It Mean?

DQ4: Why do you think Jesus waited to create time until creation Day Four since he uses the idea of time for each prior Creation Day?

Real-Life Experience

Exploring the Web (Online Resources)

Personal Application

PA1: What would your life be like if you didn't have time to manage your daily activities?

**Most Meaningful Bible Verse in the Chapter:**

**Most Meaningful Science Supporting Creation in the Chapter:**

**Enlarging Your Worldview**

**What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)**

**Closing Prayer (Class member)**

## 14. FIFTH AND SIXTH DAYS: LIFE IN SEAS AND ON EARTH

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Says that sea life and bird life were Created on Day Five and land life on Day Six

#### CHAPTER LEARNING OBJECTIVES

Learn about the creation of sea life, bird life, and animal life.

#### KEY TERMS

Sea Life, Seas, Fresh Water, Amphibians, Bird Life, Warm-blooded, Animal Life, Diversity.

#### FIFTH DAY: SEA LIFE CREATED

What Does It Mean?

DQ1: Name one creature for each category of sea life.

Real-Life Experience

Explain to someone why sea (ocean) life is different than fresh water life? What does salinity have to do with this difference?

Explain to someone why you can float on the surface of the Dead Sea.

Exploring the Web (Online Resources)

Personal Application

#### FIFTH DAY: BIRD LIFE (AVIAN) CREATED

What Does It Mean?

How is bird life different from sea life?

DQ2: Why are feathers essential for warm-blooded bird life?

Real-Life Experience

Exploring the Web (Online Resources)

Personal Application

What is the most beautiful bird you have seen?

#### SIXTH DAY: LAND LIFE CREATED

What Does It Mean?

What is land life?

From Genesis chapter 1:24–26, what types of land life did the Father design and Jesus speak into existence?

DQ3: Why were all land-dwelling animals vegetarians when created?

Real-Life Experience

DD1: Explain why amphibians and mammals needed to be designed differently.

Exploring the Web (Online Resources)

Personal Application

ADAM NAMED EVERY LIVING CREATURE ON THE EARTH AND SKY

What Does It Mean?

How did Adam arrive at the names of all the animals?

DQ4: Why is it a mystery about how long it took Adam to name all living creatures?

Real-Life Experience

Exploring the Web (Online Resources)

Personal Application

PA1: What would life be like for you if all living creatures did not have names?

**Most Meaningful Bible Verse in the Chapter:**

**Most Meaningful Science Supporting Creation in the Chapter:**

**Enlarging Your Worldview**

**What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions.

Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)**

**Closing Prayer (Class member)**

## 15. FIFTH AND SIXTH DAYS: DINOSAURS

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Says that sea, flying, and land dinosaurs were created on Days Five and Six. Describes creationist and evolutionist dinosaur theories. Describes amazing dinosaur social behaviors and why dinosaurs coexisted with modern humans.

#### CHAPTER LEARNING OBJECTIVES

Learn about aquatic, Avian, and land dinosaurs and their social behaviors. Learn about views of creationists and evolutionists on dinosaurs.

#### KEY TERMS

Aquatic, Avian, Land, Dinosaur, Creation Kinds, Design, Feathered, Non-Feathered, Vegetarian, Dinosaur Information and Speculation, Social Behavior, Coexistence.

#### FIFTH DAY: AQUATIC AND AVIAN DINOSAURS CREATED

##### What Does It Mean?

In what ways are aquatic and avian dinosaurs similar and different from other aquatic and avian life?

##### Real-Life Experience

DQ2: Describe the difference between feathered and non-feathered flying dinosaurs.

##### Exploring the Web (Online Resources)

(PHOTOS) Website: The following website provides detailed descriptions with pictures of aquatic dinosaurs from an evolutionist's perspective:

<https://www.americanococeans.org/facts/water-dinosaurs/>

(PHOTOS) Website: The following website provides detailed descriptions with pictures of avian dinosaurs from an evolutionist's perspective:

<https://dinosaurfactsforkids.com/list-of-flying-dinosaur-names-all-pterosaur-species>

##### Personal Application

#### SIXTH DAY: LAND DINOSAURS CREATED

##### What Does It Mean?

DQ1: Why do you think the Father God may have delighted in his imaginative designs for the diversity of dinosaurs?

DQ3: Which type of dinosaur (avian, aquatic, or land) would have been most feared by people living concurrently with them? Why?

#### Real-Life Experience

#### Exploring the Web (Online Resources)

(PHOTOS) Website: The following website provides detailed descriptions with pictures of land dinosaurs from an evolutionist's perspective:

<https://www.activewild.com/list-of-dinosaurs-names-with-pictures/#dinosaur-index>

(PHOTOS) *Dinosaur printable drawings website:*

<https://coloringpagesonly.com/pages/dinosaurs-coloring-pages>

#### Personal Application

### CREATIONIST AND EVOLUTIONIST DINOSAUR THEORIES

#### What Does It Mean?

DD1: How would creationists and evolutionists use the empirical evidence from nature differently to validate their theories about dinosaurs and human coexistence?

#### Real-Life Experience

Explain to someone why the creationist view of dinosaurs is more plausible than the evolutionist view.

#### Exploring the Web (Online Resources)

(PHOTOS) (Note: GenesisPark.com website says its primary purpose is to provide evidence that dinosaurs existed and coexisted with people over a lengthy period. Its website has much scientific evidence, including pictures and articles donated by many individuals, Christian organizations, and museums.)

Website: More information about the creationists' beliefs on this coexistence can be found on the following website:

<https://www.genesispark.com/exhibits/evidence/paleontological/footprints>

#### Personal Application

### DINOSAUR SOCIAL BEHAVIOR

#### What Does It Mean?

#### Real-Life Experience

DQ4: Personification is applying human characteristics to non-human things.

Why are dinosaur social behaviors not personifications?

#### Exploring the Web (Online Resources)

Personal Application

PA1: In what ways does dinosaur social behavior reflect your social behavior?

DINOSAUR AND HUMAN COEXISTENCE CONTROVERSY

What Does It Mean?

What did creationists use to theorize that dinosaurs and modern humans coexisted and interacted during the same periods?

Real-Life Experience

Exploring the Web (Online Resources)

(PHOTOS) GenesisPark.com website:

<https://newgenesisparkde-b9fk8vkl1.live-website.com/genesis-park/about/>

Personal Application

What would you do if a plant-eating dinosaur wandered into your neighborhood?

**Most Meaningful Bible Verse in the Chapter:**

**Most Meangiful Science Supporting Creation in the Chapter:**

**Enlarging Your Worldview**

**What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)**

**Closing Prayer (Class member)**



## 16. DINOSAUR EXTINCTION AND FOSSILS

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Describes two evolutionist and two creationist dinosaur extinction theories. Describes dinosaur fossils and why DNA proves dinosaurs lived thousands of years ago, not millions of years ago.

#### CHAPTER LEARNING OBJECTIVES

Learn about two common theories by creationists and evolutionists about the extinction of dinosaurs. Learn why “dead dinosaurs don’t lie” and why readable dinosaur DNA validates creation and disproves evolution.

#### KEY TERMS

Dinosaur, Extinction, Volcano, Ice Age, Meteor, Noah’s Ark, Flood, Fossil, Fossilization, DNA, Radiometric Dating, AI-Based Dating Method.

#### DINOSAUR EXTINCTION THEORIES

##### What Does It Mean?

##### Real-Life Experience

DQ2: Why should Christians learn about the existence and extinction of dinosaurs on Earth?

##### Exploring the Web (Online Resources)

##### Personal Application

PA1: Why is the extinction of dinosaurs not an issue for your belief in the God of the Bible?

#### TWO EVOLUTIONIST EXTINCTION THEORIES

##### What Does It Mean?

What are the two common evolutionist theories about how dinosaurs became extinct?

##### Real-Life Experience

##### Exploring the Web (Online Resources)

##### Personal Application

Which of these theories seems more likely to you if evolution were true?

#### TWO CREATIONIST EXTINCTION THEORIES

### What Does It Mean?

Describe the two common creationist theories about dinosaur extinction.

### Real-Life Experience

Explain to someone which of these two theories are only theories that cannot be proven.

### Exploring the Web (Online Resources)

### Personal Application

## FOSSILS AND FOSSILIZATION

### What Does It Mean?

DQ4: What are some problems with the accuracy of dating fossils?

DD1: What occurs if fossils don't have optimal environmental conditions for preservation? How can a careless analysis of a discovery like this lead to an erroneous conclusion about the age of the fossil?

### Real-Life Experience

DQ3: Why are fossil bones heavier than similar non-fossilized bones?

### Exploring the Web (Online Resources)

(PHOTOS) Website: The following evolutionary website provides details about how fossilization occurs:

<https://prehistoricsaurus.com/dinosaur-fossils/fossilization-process/how-do-fossils-form>

(Reminder: Evolutionists believe dinosaur fossils are hundreds of millions of years old, while creationists believe they are thousands of years old.)

(PHOTOS) Website: More information about fossils can be found on the following YEC creation website: <https://creation.com/a-fossil-is-a-fossil-is-a-fossil-right>

### Personal Application

## RADIOMETRIC DATING

### What Does It Mean?

Define radiometric dating.

What are other names for radiometric dating?

### Real-Life Experience

Explain to someone why radiometric dating is not always conclusive.

Exploring the Web (Online Resources)

Website: More information about AI-based dating can be found in the following article: <https://www.sciencedaily.com/releases/2022/08/220823162730.htm>

Personal Application

NO DINOSAUR DNA READABLE AFTER 10,000 YEARS

What Does It Mean?

DQ1: “Dead dinosaurs don’t lie.” What does DNA have to do with the accuracy of this statement?

Real-Life Experience

Explain to someone why readable dinosaur DNA does not last for millions of years.

Exploring the Web (Online Resources)

Personal Application

**Most Meaningful Bible Verse in the Chapter:**

**Most Meaningful Science Supporting Creation in the Chapter:**

**Enlarging Your Worldview**

**What’s Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)**

**Closing Prayer (Class member)**



## 17. SIXTH DAY: ANCIENT HUMAN ANCESTORS?

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Describes evolutionist theories that human-like ancestors to modern humans existed millions of years ago. Describes evolution's human lineage theory and why it is not plausible.

#### CHAPTER LEARNING OBJECTIVES

Learn why evolutionists believe modern people evolved over millions of years from non-human ancestors. Learn why these theories cannot be proven. Learn about a fake and many mistaken theories about transitional species (missing links) and why they were proven incorrect.

#### KEY TERMS

Evolution, Atheist, Human Lineage Theory, Biped, Hominin, Transitional Species, Missing Link, Direct Descent, Scope Monkey Trial, Paradigm Shift.

#### EVOLUTION'S ANCIENT HUMAN ANCESTORS

##### What Does It Mean?

Describe what a biped and hominin are and why evolutionists use these to prove evolution.

##### Real-Life Experience

DQ1: Why do you think most evolutionists are atheists who have decided not to believe in the God of the Bible?

##### Exploring the Web (Online Resources)

(PHOTOS) Website: You can learn more about bipedalism from the following website:

<https://australian.museum/learn/science/human-evolution/walking-on-two-legs-bipedalism>

(PHOTOS) Website: There is more about hominins on the following website:

<https://www.sapiens.org/teaching-unit/hominins>

##### Personal Application

#### EVOLUTION'S HUMAN LINEAGE THEORY

##### What Does It Mean?

DQ2: Which entry in evolution's human lineage chart has been proven by science to be invalid and, therefore, supports creation?

##### Real-Life Experience

### Exploring the Web (Online Resources)

#### Personal Application

PA2: How would you respond to an evolutionist asking why you thought the human lineage chart was false?

### FAKE AND MISTAKES IN HUMAN LINEAGE

#### What Does It Mean?

DQ3: Why are evolutionists eager to prove evolution when they find new bones they attribute to human ancestors?

#### Real-Life Experience

DD1: Explain why DNA must be “readable” to determine how old the fossil is.

### Exploring the Web (Online Resources)

(PHOTOS) Note: Paul S. Taylor wrote *The Illustrated Origins Answer Book, Concise, Easy-to-Understand Facts about the Origin of Life, Man, and the Cosmos*. His book contains detailed scientific information about the origins of the universe, life, species, and mankind. The drawings and pictures are an excellent way to visualize the topics.)

(PHOTOS) Website: More information about the Scopes Monkey Trial can be found on the following website:

<https://www.history.com/news/90-years-ago-scopes-and-evolution-indicted-in-tennessee>

#### Personal Application

PA1: Why does this list of frauds and mistakes about human evolution cause you to believe in creation and disbelieve in evolution?

### PARADIGM SHIFT FOR DIRECT DESCENT THEORY

#### What Does It Mean?

Define a paradigm shift.

#### Real-Life Experience

DQ4: Why has modern genetics created a paradigm shift for evolutionists, moving them away from direct descent human lineage theories?

### Exploring the Web (Online Resources)

#### Personal Application

How does this paradigm shift away from direct descent help you understand why creation is valid and evolution is not?

### **Most Meaningful Bible Verse in the Chapter:**

**Most Meaningful Science Supporting Creation in the Chapter:****Enlarging Your Worldview****What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)****Closing Prayer (Class member)**



## 18. SIXTH DAY: NEANDERTHALS

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Describes why scientific evidence (fossils and DNA) proves Neanderthals cannot be part of evolution's human lineage theory. Says that science proves Neanderthals interbred with modern humans and that every people group in the world (except one) has 1-4% Neanderthal DNA. Describes new evidence from science for the human nature of Neanderthals.

#### CHAPTER LEARNING OBJECTIVES

Learn why "Dead Neanderthals don't lie" and why their DNA validates creation and disproves evolution. Learn why Neanderthals cannot be part of evolution's human lineage theory. Learn why nearly every human being has from 1 to 4% Neanderthal DNA. Learn how science is proving that Neanderthals had a human nature like modern humans.

#### KEY TERMS

Human Lineage Theory, Neanderthal, Fossils, DNA, Interbreeding, Human Nature, Transitional Species, God's Image, Cain's Wife, Extinction.

#### NEANDERTHALS NOT TRANSITIONAL SPECIES TO HUMANS

##### What Does It Mean?

Describe why Neanderthals are proven not to be a transitional species to modern humans in the human lineage theory.

"Dead Neanderthals don't lie!" Why does the author make this statement?

##### Real-Life Experience

DQ2: In what ways do you think the discoveries of the Denisova Cave support the idea of creation and disprove evolution?

##### Exploring the Web (Online Resources)

Website: More information about Chimpanzee DNA can be found on the following website:

<https://answersingenesis.org/genetics/dna-similarities/untold-story-behind-dna-similarity/>

Website: More information about this 1-4% Neanderthal DNA in modern humans can be found in the following Cornell University website article:

<https://news.cornell.edu/stories/2023/06/lingering-effects-neanderthal-dna-found-modern-humans>

##### Personal Application

## NEANDERTHAL FOSSIL REMAINS AND DNA

### What Does It Mean?

DQ4: What do you think Noah and his family had 1 to 4 percent Neanderthal DNA they passed on to all humanity?

### Real-Life Experience

DQ1: Why does Neanderthal DNA validate creation and disprove the theory that Neanderthals evolved into modern humans?

### Exploring the Web (Online Resources)

Website: More information about this can be found on the following website:  
<https://humanorigins.si.edu/evidence/genetics/ancient-dna-and-Neanderthals>

Website: More about this Christian's perspectives can be read in his blog:  
<https://newcreation.blog/how-many-human-species>

(As previously noted, studying the DNA of modern humans in various geographies found that Neanderthal DNA exists in many modern people groups. This also confirms that Neanderthals and modern humans lived and interbred in the same geographical areas. Here again, science disproves the theory of human evolution. Neanderthals are not the transitional species to modern humans.)

### Personal Application

PA1: If you had your DNA tested, the result would indicate you have between 1 and 4% Neanderthal DNA. Why would you accept or reject the fact that you are part Neanderthal?

## NEW EVIDENCE FOR THE HUMAN NATURE OF NEANDERTHALS

### What Does It Mean?

What are four examples of the human nature of Neanderthals?

### Real-Life Experience

### Exploring the Web (Online Resources)

DD1: Listen to the podcast by Trey Bowling with Dr. Brian Thomas, "The Soulless Hominid Theory: A Fatal Flaw in Old Earth Creationism." Explain the following: 1. Why did early drawings of Neanderthals affect people's ideas of them? 2. Why does Dr. Thomas say Neanderthals are human beings? Website:  
<https://www.icr.org/article/15206>

(PHOTOS) Website: The detailed report about Neanderthals can be found on the Evolution News website:  
<https://evolutionnews.org/2024/02/fossil-friday-new-evidence-for-the-human-nature-of-Neanderthals>

### Personal Application

#### WERE NEANDERTHALS CREATED IN GOD'S IMAGE?

##### What Does It Mean?

DQ3: Why do you think Neanderthals were created on Day Six but were not created in God's image?

##### Real-Life Experience

##### Exploring the Web (Online Resources)

### Personal Application

How would you feel if it was proven that Neanderthals were created in God's image?

#### WHERE DID CAIN'S WIFE COME FROM?

##### What Does It Mean?

Where did Cain's wife come from?

What is the more plausible explanation of who his wife's parents were?

##### Real-Life Experience

##### Exploring the Web (Online Resources)

### Personal Application

#### NEANDERTHAL EXTINCTION

##### What Does It Mean?

Why do you think Neanderthals may not have become extinct?

##### Real-Life Experience

Explain to someone the Neanderthal extinction theories.

##### Exploring the Web (Online Resources)

### Personal Application

How would you feel if you met a Neanderthal relative of yours?

#### **Most Meaningful Bible Verse in the Chapter:**

#### **Most Meanginful Science Supporting Creation in the Chapter:**

#### **Enlarging Your Worldview**

#### **What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)**

**Closing Prayer (Class member)**

## 19. SIXTH DAY: PEOPLE (NATURE AND IMAGE OF GOD)

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Describes the three-fold nature of human beings: spirit, soul, and body. Describes what the image of God may look like in humans.

#### CHAPTER LEARNING OBJECTIVES

Learn about the three-fold nature of people and what the spirit, soul, and body are. Learn what the image of God in people may be like.

#### KEY TERMS

Three-fold Nature, Spirit, Soul, Body, Image of God, Representatives, Natural Elements, Human Body, Intricately.

#### PEOPLE CREATED WITH A THREE-FOLD NATURE

##### What Does It Mean?

Why do people have a three-fold nature and not a two-fold one?

##### Real-Life Experience

Explain to someone what the image of God is.

##### Exploring the Web (Online Resources)

##### Personal Application

#### IMAGE OF GOD IN HUMANKIND

##### What Does It Mean?

What does it mean for people to be made in the Image of God?

##### Real-Life Experience

DQ1: If people were not created in the image of God, how would they be different from all other creatures?

##### Exploring the Web (Online Resources)

##### Personal Application

#### REASONS PEOPLE WERE CREATED IN GOD'S IMAGE

##### What Does It Mean?

Describe two reasons why people are created in God's image.

Real-Life Experience

Exploring the Web (Online Resources)

Personal Application

What is the most important reason for you that you are made in God's image?

PEOPLE ARE THE REPRESENTATION OF GOD ON EARTH

What Does It Mean?

In what ways are people God's representatives on Earth?

Real-Life Experience

Exploring the Web (Online Resources)

Personal Application

In what ways do you behave like a representative of God on Earth?

JESUS CHRIST INCARNATE IS THE FULL IMAGE OF GOD

What Does It Mean?

DQ2: Why did Jesus Christ incarnate exist on Earth in the full image of God?

Real-Life Experience

Explain to someone why Jesus Christ needed a physical body while on Earth.

Exploring the Web (Online Resources)

Personal Application

HUMAN SPIRIT: UNIQUE TO PEOPLE

What Does It Mean?

DQ3: What part of the three-fold nature of people is required for people to be made in the image of God?

Real-Life Experience

Exploring the Web (Online Resources)

Personal Application

PA1: If you are a born-again follower of Jesus, describe how you sense the presence of the Holy Spirit and experience his communications.

HUMAN SOUL

What Does It Mean?

List all the components (functions) of the human soul.

Real-Life Experience

Exploring the Web (Online Resources)

Personal Application

Which component and function of your soul do you cherish the most?

SOUL AND BODY ARE INTRICATELY DESIGNED

What Does It Mean?

Where are the soul and body intricately made?

Why does the term “psycho-somatic” apply to the intricately connected soul and body?

Real-Life Experience

Exploring the Web (Online Resources)

Personal Application

HUMAN PHYSICAL BODY

What Does It Mean?

DQ4: Why is life on Earth for people impossible without a physical body?

DD1: Why were our bodies created from the soil of the Earth (natural elements) and not out of nothing (Ex Nihilo)?

Real-Life Experience

Explain to someone why oxygen is critical to the functioning and survival of their body.

Exploring the Web (Online Resources)

Personal Application

**Most Meaningful Bible Verse in the Chapter:**

**Most Meaningful Science Supporting Creation in the Chapter:**

**Enlarging Your Worldview**

**What’s Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)**

**Closing Prayer (Class member)**

## 20. GOD'S NATURE

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Describes the Triune God's three-fold nature (spirit, soul, and body). Says His nature includes three unique divine attributes only God can have.

#### CHAPTER LEARNING OBJECTIVES

Learn about the three-fold nature of God and the purpose of each component. Learn about the three divine attributes that only God can have and why.

#### KEY TERMS

Triune God, Trinity, Thee-fold Nature, Divine Nature, Unique Divine Attributes, Omniscient, Omnipresent, Omnipotent, Spirit, Soul, Body.

#### GOD'S NATURE INCLUDES THREE UNIQUE DIVINE ATTRIBUTES

What Does It Mean?

DQ2: What are the three divine attributes only the Triune God has?

Real-Life Experience

Exploring the Web (Online Resources)

Personal Application

PA1: How does knowing the Triune God's three divine attributes affect your prayers?

#### DOES GOD'S NATURE INCLUDE A SOUL, SPIRIT, AND BODY?

What Does It Mean?

Why does God's soul have the same components and functions as the human soul?

DQ4: We know the Father God and Holy Spirit are spirit in their nature. Why must Jesus also be spirit in his nature?

Real-Life Experience

DQ1: Why does the image of God given to humankind come from the nature of all three persons, not just the Father God?

Exploring the Web (Online Resources)

Personal Application

**THREE-FOLD NATURE OF GOD****What Does It Mean?**

DQ3: Describe the physical nature of each person of God.

**Real-Life Experience**

DD1: Why is the nature of the Trinity of God a mystery? Why can't people clearly and fully understand the nature of the Trinity?

**Exploring the Web (Online Resources)****Personal Application****Most Meaningful Bible Verse in the Chapter:****Most Meaningful Science Supporting Creation in the Chapter:****Enlarging Your Worldview****What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)****Closing Prayer (Class member)**

## 21. MANIFESTATIONS OF GOD

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Describes Theophany and Christophany physical manifestations of the Triune God. Describes biblical figurative language that may be “Anthropomorphism” that explains figurative language.

#### CHAPTER LEARNING OBJECTIVES

Learn about

Theophanies and Christophanies and why they are manifestations of God on Earth. Learn why some biblical language may not be intended to be understood. Instead, they are figures of speech, which includes anthropomorphisms.

#### KEY TERMS

Triune God, Trinity, Theophany, Christophany, Manifestation, Literal, Figurative Language, Anthropomorphism, Visible Physical Form.

#### THEOPHANY AND CHRISTOPHANY: PHYSICAL MANIFESTATIONS OF GOD

What Does It Mean?

Describe what’s the same and different about a Theophany and Christophany.

Real-Life Experience

DQ1: Describe the difference between a theophany and a christophany.

Explain to someone why the author’s experience with a manifestation of God was a Theophany of the Father God.

Exploring the Web (Online Resources)

Personal Application

#### BIBLICAL FIGURATIVE LANGUAGE

What Does It Mean?

DQ2: How does biblical figurative language differ from biblical literal language?

Real-Life Experience

Read Isaiah 65:17–25 and explain to someone why it is figurative language and not to be understood literally.

Exploring the Web (Online Resources)

Personal Application

## ANTHROPOMORPHISM EXPLAINS FIGURATIVE LANGUAGE

### What Does It Mean?

Define what an anthropomorphism is.

### Real-Life Experience

Find two verses in the Bible that are anthropomorphisms about the Father God.

Find one that is an anthropomorphism about the Holy Spirit.

### Exploring the Web (Online Resources)

### Personal Application

## DOES THE FATHER GOD EXIST IN A VISIBLE, PHYSICAL FORM IN HEAVEN?

### What Does It Mean?

DQ3: Why do you believe the Father does or does not exist in Heaven with some material substance?

### Real-Life Experience

DD1: From the scriptures, explain why the Father God may have some form of a physical being in Heaven.

### Exploring the Web (Online Resources)

### Personal Application

## FATHER GOD ON THE NEW EARTH

### What Does It Mean?

Explain why the author suggests that Revelation 21 and 22 may indicate the Father God has a visible physical presence in Heaven.

### Real-Life Experience

### Exploring the Web (Online Resources)

### Personal Application

PA1: How does your personal relationship with the Father God change if you believe he is a formless entity (like the wind)?

## ANGELS ARE SPIRITS

### What Does It Mean?

DQ4: How are angels different in spirit than the Holy Spirit and the Father God?

They are supernatural, spiritual beings created from spiritual elements (not from the natural elements of the Earth). Yet, they seem to manifest a physical form

when they stand before the Father God in Heaven. Why does this imply their Creator God, the Intelligent Designer Father God, may have a visible physical presence in Heaven?

Real-Life Experience

Exploring the Web (Online Resources)

Personal Application

**Most Meaningful Bible Verse in the Chapter:**

**Most Meaningful Science Supporting Creation in the Chapter:**

**Enlarging Your Worldview**

**What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)**

**Closing Prayer (Class member)**



## 22. GOD’S IMAGE RESTORED AFTER THE FALL

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Says that human beings lost the image of God after the Fall of Adam and Eve and that only born-again followers of Jesus Christ have regained the image. Says that the original creation mandate still applies to the followers of Jesus.

#### CHAPTER LEARNING OBJECTIVES

Learn why people lost the image of God and what must happen for them to recover it. Learn what the original creation mandate was and why it is restored to born-again Christians.

#### KEY TERMS

Corrupted, Image of God, God, Image Bearers, God-Centered Nature, Born-again, Regained Image, Creation Mandate.

#### CORRUPTED IMAGE BEARERS

##### What Does It Mean?

Why and when was the God-centered image in people corrupted?

##### Real-Life Experience

Explain to someone what the image of God in people is.

Explain to someone why a non-Christian does not have the image of God.

##### Exploring the Web (Online Resources)

##### Personal Application

#### RESTORED GOD-CENTERED NATURE AND IMAGE

##### What Does It Mean?

DQ1: Why is “putting off the old self” involved in having God’s image restored?

DQ2: When is the image of God’s nature restored to a person?

DQ3: Why does the restored image of God require a uniquely new nature (*kainos*) in believers?

##### Real-Life Experience

DD1: What is the new nature of God in born-again believers? What are some characteristics that people can see?

Exploring the Web (Online Resources)

Personal Application

CREATION MANDATE AFTER THE FALL

What Does It Mean?

DQ4: Why do you think the creation mandate still exists for Christians?

From whom does the authority for the creation mandate come?

Real-Life Experience

Explain to someone what authority born-again Christians have over God's creation.

Exploring the Web (Online Resources)

Personal Application

PA1: In what ways would a Christian exercise Jesus' biblical authority to rule over and care for God's creation?

**Most Meaningful Bible Verse in the Chapter:**

**Most Meaningful Science Supporting Creation in the Chapter:**

**Enlarging Your Worldview**

**What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)**

**Closing Prayer (Class member)**

## 23. SEVENTH DAY: SABBATH

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Describes why the Jewish Sabbath applies only to the Jewish people before Pentecost. Describes why it does not apply to Jewish or Gentile Christians after Pentecost.

#### CHAPTER LEARNING OBJECTIVES

Learn about the Jewish Sabbath and why it only applied to Israel before the death and resurrection of Jesus Christ. Learn why it does not apply to Christians, whether Jewish or non-Jewish.

#### KEY TERMS

God, Sabbath, Ten Commandments, Fourth Commandment, Old Covenant, New Covenant, Old Testament, Israel.

#### JEWISH PEOPLE AND THE SABBATH

##### What Does It Mean?

Describe what the Sabbath is.

What day of the week is the Jewish Sabbath?

##### Real-Life Experience

DQ2: From the scriptures, who is commanded to keep the Sabbath (Saturday), and what is God's reason for this commandment?

##### Exploring the Web (Online Resources)

##### Personal Application

#### TEN COMMANDMENTS

##### What Does It Mean?

##### Real-Life Experience

Read Deuteronomy 5:6–22 and describe each of the ten commandments.

##### Exploring the Web (Online Resources)

Explore the web to find where each of the Ten Commandments is listed in the New Testament.

##### Personal Application

Which of these Ten Commandments is the most important for you to know?

#### FOURTH COMMANDMENT

##### What Does It Mean?

What is the true meaning of the Fourth Commandment?

##### Real-Life Experience

##### Exploring the Web (Online Resources)

##### Personal Application

Do you try to keep the Sabbath today? If so, why?

#### OLD COVENANT AND THE SABBATH

##### What Does It Mean?

What was the purpose of the Old Covenant for the nation of Israel?

##### Real-Life Experience

Why was it hard for the people of Israel to faithfully keep the Sabbath before the death and resurrection of Christ?

##### Exploring the Web (Online Resources)

##### Personal Application

#### JESUS FULFILLED THE OLD COVENANT

##### What Does It Mean?

DQ3: Why was there a need to replace the Old Covenant with the New Covenant?

DQ4: How did this impact the requirement to keep the Sabbath?

##### Real-Life Experience

DD1: The death and resurrection of Jesus Christ were essential to the establishment of the New Covenant. Why do the people of Israel 2,000 years later still refuse to accept Jesus as the Messiah who established the promised New Covenant?

##### Exploring the Web (Online Resources)

##### Personal Application

#### CHRISTIANS AND THE SABBATH

##### What Does It Mean?

Why are followers of Jesus Christ not required by God to obey the Fourth Commandment, to obey the Sabbath?

### Real-Life Experience

Why do Seventh-Day Adventists strive to obey the Sabbath?

Why do followers of Jesus Christ meet and worship Jesus Christ on the first day of the week, Sunday?

### Exploring the Web (Online Resources)

### Personal Application

PA1: Why is it important for you to rest one day a week?

## ETERNAL REST FOR GOD'S PEOPLE

### What Does It Mean?

What is this eternal rest God promises for His children in Hebrews 4:9-11?

### Real-Life Experience

DQ1: What reason does God state in Genesis 2:2-3 for why he rested from his work of creation?

### Exploring the Web (Online Resources)

### Personal Application

Why do you look forward to God's eternal rest? When does this occur?

### **Most Meaningful Bible Verse in the Chapter:**

### **Most Meaningful Science Supporting Creation in the Chapter:**

### **Enlarging Your Worldview**

### **What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions.

Teacher may also require the students to conduct web or other online exercises included in the next chapter.

### **Optional Lesson Quiz (Teacher creates quiz)**

### **Closing Prayer (Class member)**



## Part E: Other Creations



## 24. WHAT ELSE WAS DESIGNED AND CREATED?

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Describes other things the Father designed and Jesus created in addition to the universe, Earth, and everything on the Earth.

#### CHAPTER LEARNING OBJECTIVES

Learn about the other things the Father God designed to be created and Jesus created.

#### KEY TERMS

Melchizedek, Supernatural Realm, Angels, Demons, Israel, Tower of Babel, Dispersion, America.

#### INVISIBLE REALM AND ANGELS

##### What Does It Mean?

Describe what the invisible realm is and why angels reside there.

##### Real-Life Experience

DQ1: What would life be like if there was no supernatural realm of angels and demons?

##### Exploring the Web (Online Resources)

##### Personal Application

#### MELCHIZEDEK

##### What Does It Mean?

DD1: What is the likely reason many Christians believe Melchizedek was a created human being who lived in the Old Testament times rather than an eternal being like Jesus?

##### Real-Life Experience

##### Exploring the Web (Online Resources)

##### Personal Application

Why does it matter, or not matter, to you whether he is a created being or an eternal being like Jesus?

#### BELIEVERS ARE A NEW CREATION IN CHRIST

##### What Does It Mean?

What does it mean to be a new creation in Christ?

Real-Life Experience

How should being a new creation affect the daily lives of believers?

Exploring the Web (Online Resources)

Personal Application

If you are a born-again follower of Jesus, why is it essential that you are a new creation?

#### CHRISTIANITY AND THE CHRISTIAN CHURCH

What Does It Mean?

What is the biblical church Jesus founded at Pentecost?

DQ2: Why is the biblical Christian church not a physical building?

Real-Life Experience

Exploring the Web (Online Resources)

Personal Application

Why does Jesus want His followers to regularly engage with other Christians?

What benefits are there?

#### HEAVEN

What Does It Mean?

Describe what Heaven is and is not.

Real-Life Experience

Exploring the Web (Online Resources)

Personal Application

Why do you expect to go to Heaven when your physical body dies?

#### HELL/HADES/SHEOL

What Does It Mean?

What is Hell, and why is it temporary?

What is the Lake of Fire, and when will those in Hell be sent there?

Real-Life Experience

Who does the Bible say will be going there?

Exploring the Web (Online Resources)

Personal Application

#### GARDEN OF EDEN

What Does It Mean?

What was God's purpose in creating the Garden of Eden?

Real-Life Experience

Exploring the Web (Online Resources)

Personal Application

Why do you never expect to experience the perfection of the Garden before the fall of Adam and Eve?

#### MARRIAGE

What Does It Mean?

What does God say is the purpose of marriage?

Real-Life Experience

Why do people say they will love and remain with one another in their marriage vows?

Exploring the Web (Online Resources)

Personal Application

#### DIVERSITY OF PEOPLE

What Does It Mean?

Why did the people of the world try to build a tower that would reach up to Heaven?

DQ3: What was God's ultimate purpose in dispersing people worldwide?

Real-Life Experience

What would the world be like if God had not scattered people worldwide at the Tower of Babel?

Exploring the Web (Online Resources)

Personal Application

#### NATION OF ISRAEL

What Does It Mean?

DQ4: From the Scriptures, what were God’s reasons for creating a new nation (Israel) that had never existed?

Real-Life Experience

Exploring the Web (Online Resources)

Personal Application

What do you know about why Israel was God’s chosen people?

UNITED STATES OF AMERICA?

What Does It Mean?

PA1: How does it change your feelings about America when you consider it might have been created by God for His purposes?

Real-Life Experience

Exploring the Web (Online Resources)

Personal Application

If you are an American, why does it matter, or not matter, to you that God created America?

**Most Meaningful Bible Verse in the Chapter:**

**Most Meanginful Science Supporting Creation in the Chapter:**

**Enlarging Your Worldview**

**What’s Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)**

**Closing Prayer (Class member)**

# Part F: The Theory of Evolution



## 25. EVOLUTION OF SPECIES BASICS

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Describes why Christians should understand the theory of evolution. Describes the basic theory of biological evolution by natural selection from Charles Darwin and macroevolution. Describes why missing links are part of the problem of proving the theory of biological evolution.

#### CHAPTER LEARNING OBJECTIVES

Learn why Christians should learn about evolution and its various theories. Learn about Darwin's biological theory of evolution by natural selection and adaptation. Learn why missing links do not exist and cannot ever be proven to exist.

#### KEY TERMS

Charles Darwin, Theory of Biological Evolution, Species, Missing Links, Transitional Species, Natural Selection, Adaptation, Genetics, "Lucy," Microevolution, Macroevolution.

#### WHY STUDY EVOLUTION?

##### What Does It Mean?

DQ1: Why do followers of Jesus Christ need to study and learn about the theories of biological evolution?

##### Real-Life Experience

Explain to Christians why they should study and understand the theories of biological evolution.

##### Exploring the Web (Online Resources)

##### Personal Application

#### BASIC THEORY OF BIOLOGICAL EVOLUTION OF SPECIES

##### What Does It Mean?

Define the basic theory of biological evolution.

##### Real-Life Experience

##### Exploring the Web (Online Resources)

##### Personal Application

How has the study of biological evolution helped you understand creation better?

#### BASIC THEORY OF HUMAN EVOLUTION

### What Does It Mean?

How is the study of human evolution the same and different from the study of the basic theory of biological evolution?

### Real-Life Experience

### Exploring the Web (Online Resources)

Website: You can read more about Charles Darwin and his theories about evolution and natural selection on the following Smithsonian website:  
<https://www.smithsonianmag.com/science-nature/the-evolution-of-charles-darwin-110234034>

### Personal Application

How do you feel about the idea you evolved over millions of years into the person you are today?

## DARWIN'S THEORY OF EVOLUTION BY NATURAL SELECTION

### What Does It Mean?

DQ2: Briefly define Darwins' theory of biological evolution.

What do changes in physical and behavioral characteristics in species have to do with his theory?

### Real-Life Experience

### Exploring the Web (Online Resources)

Find one article on the web written by creationists that provides scientific evidence that Darwin's theory cannot be true.

### Personal Application

## CHARLES DARWIN DID NOT KNOW ABOUT GENETICS

### What Does It Mean?

Why did Charles Darwin not know about genetics when he wrote *On the Origin of Species* in 1859?

Without understanding the role of genetics, how did he say a species would become a new species?

### Real-Life Experience

### Exploring the Web (Online Resources)

### Personal Application

## MACROEVOLUTION

### What Does It Mean?

DQ3: How can the soul, composed of thought, will, emotions, and decision-making, evolve from the material, natural world where the soul does not exist?

DQ4: With only physical evidence to rely on, how does an evolutionist answer the following question many people have, “What is the purpose of my existence?”

#### Real-Life Experience

Explain to someone why macroevolution is the same as the theory of biological evolution.

#### Exploring the Web (Online Resources)

(Important: There are no examples of macroevolution to prove that massive amounts of new genetic material have ever been created within a species.)

Website: More information about this view of macroevolution may be found on the following website:

<https://evolution.berkeley.edu/evolution-101/macroevolution/what-is-macroevolution>

#### Personal Application

#### MISSING LINKS

What Does It Mean?

#### Real-Life Experience

#### Exploring the Web (Online Resources)

DD1: Listen to the podcast by Trey Bowling with Dr. Brian Thomas, “The Soulless Hominid Theory: A Fatal Flaw in Old Earth Creationism.” Explain why Dr. Thomas says the *Australopithecus africanus* skeleton named “Lucy” was not a transitional species to modern humans.

Website: <https://www.icr.org/article/15206>

Website: You can read more about Lucy and why she is not the missing link between apes and people on this creation website:

<https://genesisapologetics.com/creation-vs-evolution-fast-facts>

#### Personal Application

PA1: What have you heard about missing links and why they cannot answer questions about life, such as, “Why am I here?”

#### NO MISSING LINKS IN THE BIBLE

What Does It Mean?

Why are there no missing links in the bible?

What is microevolution, and why should Christians accept it as biblically sound?

### Real-Life Experience

#### Exploring the Web (Online Resources)

Where in the Bible is a story that validates microevolution?

*(PHOTOS) Skeleton of Lucy without being artificially attached.*

*Website: [https://en.wikipedia.org/wiki/Lucy\\_\(Australopithecus\)](https://en.wikipedia.org/wiki/Lucy_(Australopithecus))*

#### Personal Application

If the Bible described missing links in human evolution, what would that do to your faith in God, the truth of scripture, and the creation account?

### **Most Meaningful Bible Verse in the Chapter:**

### **Most Meangiful Science Supporting Creation in the Chapter:**

### **Enlarging Your Worldview**

### **What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

### **Optional Lesson Quiz (Teacher creates quiz)**

### **Closing Prayer (Class member)**

Part G:  
Delving Deeper into Theories of Evolution



## 26. DELVING DEEPER: MORE THEORIES OF EVOLUTION (I)

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

#### 26. Delving Deeper: More Theories of Evolution (I)

Describes additional theories of evolution by Lamarck, Modern Synthesis, Speciation, and why microevolution is not macroevolution. Says believers can know that microevolution is biblical.

#### CHAPTER LEARNING OBJECTIVES

Learn about some additional theories of biological evolution. Learn why microevolution is not macroevolution. Learn why Christians should accept microevolution as biblical and true.

#### KEY TERMS

Lamarck, Theory of Evolution, Natural Selection, Adaptation, Use, Disuse, Modern Synthesis, Speciation, Microevolution.

#### LAMARCK: FIRST FULL THEORY OF EVOLUTION BY NATURAL SELECTION

##### What Does It Mean?

Define Lamarck's theory of use and disuse of body components, adaption, and natural selection.

##### Real-Life Experience

DD1: Explain why Lamarck's "use" and "misuse" theory is an example of the theory of biological evolution.

##### Exploring the Web (Online Resources)

##### Personal Application

#### MODERN SYNTHESIS (NEO-DARWINIAN EVOLUTION)

##### What Does It Mean?

Define Modern Synthesis.

##### Real-Life Experience

DQ1: Describe how the Modern Synthesis theory differs from Darwin's theory of biological evolution of species.

##### Exploring the Web (Online Resources)

(PHOTOS) Website: The following website has detailed information about Modern Synthesis:

<https://darwin200.christs.cam.ac.uk/modern-synthesis>

## Personal Application

### SPECIATION

#### What Does It Mean?

#### Real-Life Experience

DQ2: Describe how the Speciation theory differs from the Modern Synthesis theory.

#### Exploring the Web (Online Resources)

(PHOTOS) Website: More information on evolutionary speciation can be read on the following website: <https://biologydictionary.net/speciation>

#### Personal Application

PA1: In what ways has this material on the biological evolution of species changed your perspectives on the God of the Bible?

### MICROEVOLUTION

#### What Does It Mean?

Describe microevolution and how it differs from macroevolution.

DQ3: Why should creationists accept microevolution as valid?

#### Real-Life Experience

DQ4: Explain why the biblical story of the Tower of Babel exemplifies microevolution for human beings.

#### Exploring the Web (Online Resources)

#### Personal Application

### ADAPTATION AND MICROEVOLUTION IN HUMANS

#### What Does It Mean?

Explain why adaptation and natural selection are the foundation of microevolution.

#### Real-Life Experience

Explain to someone why microevolution exists everywhere in the natural world.

#### Exploring the Web (Online Resources)

#### Personal Application

### **Most Meaningful Bible Verse in the Chapter:**

**Most Meaningful Science Supporting Creation in the Chapter:****Enlarging Your Worldview****What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)****Closing Prayer (Class member)**



## 27. DELVING DEEPER: MORE THEORIES OF EVOLUTION (II)

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Describes more theories of evolution by the Scientific Theory of Intelligent Design, Evolutionary Creationism, and Theistic Evolution. Describes biology's Tree of Life and the primordial soup theories.

#### CHAPTER LEARNING OBJECTIVES

Learn about the theories of evolution by the Scientific Theory of Intelligent Design, Evolutionary Creationism, and Theistic Evolution. Learn about the biological Tree of Life and the theoretical origin of life in the primordial soup.

#### KEY TERMS

Creation, Evolution, Scientific Theory of Intelligent Design, Biblical Intelligent Designer, Evolutionary Creationism, Theistic Evolution, Biological Tree of Life, Primordial Soup.

#### SCIENTIFIC THEORY OF INTELLIGENT DESIGN

What Does It Mean?

What is the Scientific Theory of Intelligent Design?

Real-Life Experience

DQ1: What is the difference between the Scientific Theory of Intelligent Design and the Father God as the biblical Intelligent Designer?

Exploring the Web (Online Resources)

Website: More information about the scientific theory of intelligent design can be found on the following website: <https://intelligentdesign.org/whatisid>

Personal Application

#### EVOLUTIONARY CREATIONISM

What Does It Mean?

Describe Evolutionary Creationism.

Real-Life Experience

Explain to someone how this theory is the same and different from traditional creationism.

Exploring the Web (Online Resources)

(PHOTOS) Website: More information about Evolutionary Creationism can be found on the following website: <https://www.scienceandfaith.org/evolutionary-creationism>

#### Personal Application

Do you think you personally could be a born-again follower of Jesus Christ and support this theory?

#### THEISTIC EVOLUTION

##### What Does It Mean?

Describe Theistic Evolution.

##### Real-Life Experience

DQ2: How are Evolutionary Creationism and Theistic Evolution the same and different?

##### Exploring the Web (Online Resources)

#### Personal Application

#### BIOLOGICAL TREE OF LIFE THEORY

##### What Does It Mean?

DQ3: Describe evolution's biological Tree of Life theory.

##### Real-Life Experience

DD1: Why do evolutionists need a theory like biology's Tree of Life to support their theory of biological evolution?

##### Exploring the Web (Online Resources)

(PHOTOS) Website: Following is a website providing one model of the Tree of Life theory:

<https://www.discoverwildlife.com/animal-facts/tree-of-life-evolution>

#### Personal Application

#### PRIMORDIAL SOUP THEORY: NOT THE ORIGIN OF LIFE

##### What Does It Mean?

Describe this theory of a primordial soup of chemicals.

DQ4: If this primordial soup had (in theory) existed, where did its chemicals come from?

##### Real-Life Experience

##### Exploring the Web (Online Resources)

**Personal Application**

PA1: Why does the existence of so many theories of biological evolution strengthen your faith in the God of the Bible and the creation account?

**Most Meaningful Bible Verse in the Chapter:**

**Most Meaningful Science Supporting Creation in the Chapter:**

**Enlarging Your Worldview**

**What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)**

**Closing Prayer (Class member)**



## Part H: Delving Deeper into Science



## 28. DELVING DEEPER: ARCHAEOLOGY VALIDATES THE BIBLE

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Describes why understanding the science of archeology is essential for Christians since discoveries consistently validate the Bible. Describes many specific archeological discoveries that have confirmed biblical text.

#### CHAPTER LEARNING OBJECTIVES

Learn why understanding the science of archeology is essential for Christians since discoveries consistently validate the Bible. Learn many specific archeological discoveries that have confirmed biblical text.

#### KEY TERMS

Archaeology, Archaeologist, Jesus Christ, Museum, Jerusalem, Tower of Babel, Sayings of Jesus.

#### ARCHAEOLOGY IS IMPORTANT TO SCIENCE AND THE BIBLE

##### What Does It Mean?

DQ1: Describe what archaeology studies and does not study.

Describe the three methods of archaeology study. Which one is most used today by archaeologists and why?

##### Real-Life Experience

There are thousands of archaeological discoveries in multiple countries that prove the validity of the Bible. How many prove the validity of the theory of evolution?

DD1: Why is the unbiased study of archaeology an important element in validating the reality of the God of the Bible?

##### Exploring the Web (Online Resources)

##### Personal Application

#### ARCHAEOLOGICAL STUDY BIBLE

##### What Does It Mean?

What does the Archaeological Study Bible contain that differs from a typical study bible?

##### Real-Life Experience

### Exploring the Web (Online Resources)

#### Personal Application

Why do you think this study Bible would help you learn why science and archaeology are important to your understanding of the truths in the Bible?

### ARCHAEOLOGICAL DISCOVERIES THAT VALIDATE THE BIBLE

#### What Does It Mean?

DQ3: Why haven't non-biased reports of archaeological discoveries disproved anything in the Bible?

#### Real-Life Experience

DQ2: List four archaeological discoveries you knew about before reading this book that proved the Bible's accuracy.

DQ4: Describe why the Dead Sea Scrolls are considered one of the most important archaeological discoveries ever.

### Exploring the Web (Online Resources)

#### Personal Application

### ARCHAEOLOGY AND THE LIFE OF JESUS CHRIST

#### What Does It Mean?

#### Real-Life Experience

Explain to someone why it is essential to know that biblical archaeological discoveries prove the existence of Jesus Christ at His first coming.

### Exploring the Web (Online Resources)

#### Personal Application

PA1: How do these archaeological discoveries help you believe the Bible is God's inspired word (2 Timothy 3:16)?

### **Most Meaningful Bible Verse in the Chapter:**

### **Most Meaningful Science Supporting Creation in the Chapter:**

### **Enlarging Your Worldview**

### **What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)**

**Closing Prayer (Class member)**



## 29. DELVING DEEPER: SCIENCES VALIDATE CREATION

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Describes why Christianity and the sciences are compatible. Provides a brief description of many sciences typically used in attempting to validate the theory of evolution.

#### CHAPTER LEARNING OBJECTIVES

Learn why Christianity and the sciences are compatible. Learn about many sciences that are typically used to validate the theory of evolution. Learn why God is not dead, and atheism is no longer a significant form of belief.

#### KEY TERMS

God, Atheism, Dead, Creation, Evolution, Sciences, Scientific Disciplines, Bible

#### ATHEISM, NOT GOD, IS DEAD

##### What Does It Mean?

Define atheism and agnosticism.

##### Real-Life Experience

DQ1: What is the difference between atheism and agnosticism?

##### Exploring the Web (Online Resources)

##### Personal Application

PA1: How would you respond to a close friend who told you that God was dead and that he did not exist?

#### CREATION AND EVOLUTION: MANY SCIENTIFIC DISCIPLINES

##### What Does It Mean?

Why are there so many different sciences?

Why don't non-Christian scientists understand that when they study the universe and natural world, they are studying what God created?

##### Real-Life Experience

DQ2: Which of these scientific disciplines could scientists who are Christians use to prove the validity of the Bible?

##### Exploring the Web (Online Resources)

DQ3: Find three additional verses in the Bible that reflect the sciences.

Personal Application

PA2: Which of the sciences do you feel most closely aligns with your thinking about the natural world created by God? Why do you feel this way?

CHRISTIANITY AND SCIENCE ARE COMPATIBLE

What Does It Mean?

What does it mean for Christianity and science to be compatible?

Real-Life Experience

DQ4: If you could pick only one science that validates creation and disproves evolution, which would it be, and why?

Exploring the Web (Online Resources)

Personal Application

Why does it matter to your faith in the Creator God if the Bible and science are not compatible?

BIBLE AND SCIENCE

What Does It Mean?

Describe what the Bible is. Explain why it has two main parts: the Old Testament and the New Testament.

Real-Life Experience

DD1: What would you say to someone to help them understand that the Bible and science (without bias) do not contradict one another?

Exploring the Web (Online Resources)

Personal Application

Why is studying the Bible important to your life as a follower of Jesus Christ?

**Most Meaningful Bible Verse in the Chapter:**

**Most Meaningful Science Supporting Creation in the Chapter:**

**Enlarging Your Worldview**

**What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)**

**Closing Prayer (Class member)**



## 30. DELVING DEEPER: INTRICATE DESIGN VALIDATES CREATION

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Describes why the intricate complexity of genetic design reveals an Intelligent Designer.  
Describes why the complex human nature and soul disprove the idea of biological evolution.

#### CHAPTER LEARNING OBJECTIVES

Learn why the intricate complexity of genetic design reveals an Intelligent Designer. Learn why the complex human nature and soul disprove the idea of biological evolution.

#### KEY TERMS

Creation, Intricate Complexity, Genetic Design, Creativity, Innovation, Invention, Sentient, Human Morality, Conscience, Non-Sentient, Nature, Human Brain, Human Eye, Intelligent Designer, Jesus Christ, Human Nature, Soul, Biological Evolution.

#### INTRICATE COMPLEXITY BY GENETIC DESIGN

##### What Does It Mean?

Describe what genetic design is and how it occurs.

##### Real-Life Experience

DQ1: Why do the minute and complex intricacies seen in the design of plants and animals point to the need for an Intelligent Designer?

##### Exploring the Web (Online Resources)

Website: More about the staggering complexity of the nature and functioning of the human brain can be read on the following website:

<https://www.psychologytoday.com/us/blog/consciousness-and-beyond/202309/the-staggering-complexity-of-the-human-brain>

Website: More about the amazing complexity of the nature and functioning of the human eye can be read on the following website:

<https://www.allaboutthejourney.org/human-eye.htm>

##### Personal Application

#### CREATIVITY, INNOVATION, AND INVENTIONS

##### What Does It Mean?

##### Real-Life Experience

DQ2: What would this world be like if God had not designed the human brain with creativity, innovation, and invention?

Exploring the Web (Online Resources)

Personal Application

PA1: When was the last time you had a creative idea, perhaps even a simple one that improved your daily routine, for which you thanked your creative God?

SENTIENT NATURE OF THE HUMAN SOUL

What Does It Mean?

What does it mean for the human soul to be sentient?

Real-Life Experience

DQ3: How would someone who believes in biological evolution explain the soul's existence and sentient nature?

Exploring the Web (Online Resources)

Personal Application

HUMAN MORALITY VALIDATES CREATION

What Does It Mean?

Real-Life Experience

DQ4: How do people develop their moral codes of conduct?

DD1: People in different cultures can have different codes of conduct. Why does this indicate that God created people with the ability to develop a code of conduct but not with a specific code?

Exploring the Web (Online Resources)

Personal Application

PA2: Based on the descriptions of the human conscience, why do you think the statement, "Let your conscience be your guide," is not the best option for you?

**Most Meaningful Bible Verse in the Chapter:**

**Most Meaningful Science Supporting Creation in the Chapter:**

**Enlarging Your Worldview**

**What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)**

**Closing Prayer (Class member)**



## 31. DELVING DEEPER: GENETICS VALIDATES CREATION

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Describes some basics of chromosomes, genes, and DNA and why these support creation. Describes why the theory of random gene mutations is generally false since cells identify and remove them before they can become part of the human genome. Describes why some gene mutations are non-random due to this intelligent cellular function.

#### CHAPTER LEARNING OBJECTIVES

Learn some basics of chromosomes, genes, and DNA and why these support creation. Learn why the theory of random gene mutations is generally false since cells identify and remove them before they can become part of the human genome. Learn why some gene mutations are non-random due to this intelligent cellular function.

#### KEY TERMS

Creation, Evolution, Genetics, Complex, Chromosomes, Gene, DNA, Intelligent Designer, Jesus Christ, Angels, Adam and Eve, Creationist, Environment, Recombination, Mutation, Human Genome, Species, Intelligent, Cell, Function, Random, Non-Random, Engineered, Gene Codes.

#### GENETICS IS COMPLEX

##### What Does It Mean?

Explain why studying genetics is complex and challenging for most people because of its nature.

##### Real-Life Experience

DQ1: Why do you think every follower of Jesus Christ should have a basic understanding of how the science of genetics validates the Bible and disproves the theory of evolution?

##### Exploring the Web (Online Resources)

##### Personal Application

When have you tried to learn genetic basics and found it difficult to understand?

#### CHROMOSOMES, GENES, AND DNA BASICS

##### What Does It Mean?

Describe how chromosomes, genes, and DNA are related.

Where do these exist in the human body?

### Real-Life Experience

Explain to someone why Jesus must have had 46 chromosomes, including 23 from the Holy Spirit.

### Exploring the Web (Online Resources)

Website: More information about chromosomes, genes, and reproduction can be found on the following website:

<https://www.genome.gov/about-genomics/fact-sheets/Chromosomes-Fact-Sheet>

### Personal Application

How does it help you understand the miraculous nature of the Holy Spirit to know that He contributed 23 chromosomes to Jesus Christ at His conception?

## GENETICS FROM A CREATIONIST'S PERSPECTIVE

### What Does It Mean?

Describe why a Creationist perspective on genetics is different from that of an Evolutionist.

### Real-Life Experience

### Exploring the Web (Online Resources)

### Personal Application

When have you discussed how genetics validates creation and disproves evolution with someone, and how did they react?

## ENVIRONMENT, RECOMBINATION, AND MUTATION VALIDATE CREATION

### What Does It Mean?

DQ2: Describe genetic recombination and how it affects a human.

Explain why exposure to an environment during the life of a person does not permanently change the physical nature of the person.

### Real-Life Experience

### Exploring the Web (Online Resources)

Website: Detailed information about genetics, how it disproves the theory of evolution, and how it validates creation can be found on the following creation website: <https://creation.com/genetics-no-friend-of-evolution>

### Personal Application

## HUMAN GENOME PROJECTS PROVE ONE HUMAN SPECIES

### What Does It Mean?

What was the goal of the first human genome project?

What were its results, and why was it considered to be a massive undertaking?

#### Real-Life Experience

Explain to someone why the human genome projects proved that all people are one human species.

#### Exploring the Web (Online Resources)

Website: The following website provides details of the project and its results:  
<https://www.genome.gov/human-genome-project/results>

#### Personal Application

Why do you think the origin of the one human species is not in Africa?

### INTELLIGENT CELL FUNCTIONS

#### What Does It Mean?

Why is it that human cells are intelligent?

What makes them intelligent?

What is the opposite of intelligent human cells?

DD1: What do guanine (G), cytosine (C), adenine (A), and thymine (T) have to do with DNA and cellular function?

#### Real-Life Experience

#### Exploring the Web (Online Resources)

(PHOTOS) Website: More information about how cells know what to do in the body can be found on the following website:  
<https://www.livescience.com/how-dna-turns-on-off.html>

#### Personal Application

### RANDOM GENE MUTATIONS

#### What Does It Mean?

Describe random gene mutations and how they occur.

#### Real-Life Experience

#### Exploring the Web (Online Resources)

#### Personal Application

Why do you think God designed human cells to have intelligence on their own to guide their functioning?

### INTELLIGENT NON-RANDOM GENE MUTATIONS

**What Does It Mean?**

Describe non-random gene mutations and how they occur.

**Real-Life Experience**

DQ3: What is the difference between random and non-random gene mutations?

**Exploring the Web (Online Resources)****Personal Application****INTELLIGENT ENGINEERED GENE CODES****What Does It Mean?**

Describe why genes contain codes to direct their genetic functions.

**Real-Life Experience**

DQ4: Why does the existence of engineered gene codes require an intelligent designer?

**Exploring the Web (Online Resources)**

(PHOTOS) Website: This very technical article written by Jeffrey P. Tomkins and published by ICR can be found on the following website:

<https://www.icr.org/article/14831>

**Personal Application**

PA1: Trying to understand the genetic component of creation is difficult. Has this short discussion about genetics enhanced your understanding of how it supports creation and disproves evolution?

**Most Meaningful Bible Verse in the Chapter:****Most Meaningful Science Supporting Creation in the Chapter:****Enlarging Your Worldview****What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions.

Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)****Closing Prayer (Class member)**

## 32. DELVING DEEPER: GENETICS AND CREATION KINDS

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Describes “creation kinds” and why these explain the variations we see today in species and disproves the theory of biological evolution. Describes why the theory of biological evolution is invalid because it depends on massive amounts of new genetic material being inserted into a species for it to evolve into another species. This has never been proven to have occurred.

#### CHAPTER LEARNING OBJECTIVES

Learn why creation kinds explain the variations we see today in species and disprove the theory of biological evolution. Learn why the theory of biological evolution is invalid because it depends on massive amounts of new genetic material being inserted into a species for it to evolve into another species.

#### KEY TERMS

Creation, Evolution, Biological, Creation Kinds, Genetic Material, Species, Variations, Massive Amount, Plants, Animals, Alleles, Gene, Chromosome, Parent, Trait, Child, Recessive, Evolutionists, Spontaneously, Master Species.

#### CREATION KINDS AND EVOLUTION OF SPECIES

##### What Does It Mean?

What is a Creation Kind?

DD1: The author sees each creation kind as a master species that carries an enormous amount of diverse genetic material. Explain why this master species concept might be true.

##### Real-Life Experience

DQ1: Why do you think creation kinds explain the different varieties of plants and animals we see today?

DQ4: Many evolutionary scientists disagree on a method to identify and classify new species. How does this disagreement undermine the credibility of the biological evolution of the species?

##### Exploring the Web (Online Resources)

##### Personal Application

#### GENE VARIATIONS AND CREATION KINDS

### What Does It Mean?

What is an allele?

### Real-Life Experience

DQ2: Alleles are variations of a specific gene in the same place on the chromosome pair for each parent. Two different alleles can result in a different trait for each child. Why is a recessive gene an example of this?

### Exploring the Web (Online Resources)

### Personal Application

PA1: How would you help a brother or sister understand why they had a different eye and hair color from you?

## NO NEW GENETIC MATERIAL FOR EVOLUTION'S NEW SPECIES

### What Does It Mean?

What are some examples of genetic material in a cell?

### Real-Life Experience

DQ3: Evolutionists believe that new genetic material spontaneously appears within a species, enabling it to evolve into a different species. Why is this not true?

### Exploring the Web (Online Resources)

### Personal Application

## DIFFICULTY IDENTIFYING SPECIES

### What Does It Mean?

What does it mean to identify a species?

### Real-Life Experience

Explain to someone why evolutionists find it difficult to identify and classify a species even when using DNA.

### Exploring the Web (Online Resources)

Website: The following evolution-based website provides more information about the difficulties scientists are having in identifying species:

<https://www.nature.com/scitable/topicpage/why-should-we-care-about-species-4277923>

(Instructional Comment: I suspect the loss and corruption of genetic material started from the fall and corruption of Adam and Eve.)

### Personal Application

**CLADOGRAMS****What Does It Mean?**

What are cladograms?

**Real-Life Experience**

Explain to someone why evolutionists use them.

**Exploring the Web (Online Resources)**

(PHOTOS) Website: More information about cladograms can be found on the following evolutionary website: <https://biologysimple.com/cladogram>

**Personal Application**

Why does a cladogram seem like a reliable way to classify plants? How firmly do you think this is true?

**Most Meaningful Bible Verse in the Chapter:****Most Meaningful Science Supporting Creation in the Chapter:****Enlarging Your Worldview****What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)****Closing Prayer (Class member)**



# Part I: Creation of the Universe



## 33. CREATION OF THE UNIVERSE

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Describes the creation of the universe and theories about how many stars and planets might have been created. Describes why the universe may have been completely mature and fully functional.

#### CHAPTER LEARNING OBJECTIVES

Learn about the creation of the universe and theories about how many stars and planets might have been created. Learn why the universe may have been completely mature and fully functional.

#### KEY TERMS

Creation, Universe, Creationists, Stars, Planets, Immenseness, Jesus, Glory, God, Fully Mature, Evolution, Millions, Billions, Big Bang, Singularity, Dark Mastter, Dark Energy, Web, Scientists, Space, Time, Matter, Energy, Solar Systems, Galaxies, Nebulae, Black Holes, Cosmic Phenomena, Cosmos, Cosmologists.

#### UNIVERSE WAS CREATED

What Does It Mean?

What is the universe?

Real-Life Experience

DQ2: In what ways are the heavens “telling of the glory of God; And their expanse is declaring the work of His hands?” (Psalm 19:1 NASB)

Exploring the Web (Online Resources)

Personal Application

Why do you think the universe was designed and created instead of evolving from a Big Bang?

#### HOW MANY STARS AND PLANETS WERE CREATED?

What Does It Mean?

Real-Life Experience

DQ1: Cosmologists estimate there are 200 million trillion stars in the universe. Some estimate there are 21.6 sextillion planets in the observable universe. Despite the unknown immenseness of the universe, Jesus knows the names of the countless stars (Jeremiah 33:22). What do you think is the purpose of Jesus knowing the names of these myriad of stars?

### Exploring the Web (Online Resources)

(PHOTOS) Website: More information about these estimates can be found on the following website: <https://skiesandscopes.com/how-many-planets>

(PHOTOS) Website: You can read more about stars on the following website: <https://science.nasa.gov/universe/stars/types>

(PHOTOS) Website: The following website tells us that outer space begins just 62 miles above the surface of the Earth:  
<https://science.nasa.gov/exoplanets/what-is-the-universe>

### Personal Application

#### CREATIONIST’S VIEW OF THE UNIVERSE

##### What Does It Mean?

What is the traditional view of creationists about how the universe came into existence?

##### Real-Life Experience

DQ3: Creationists believe the universe was instantly created fully mature and complete (Genesis 1:1). Why do you think it might be possible that Jesus created and guided the evolution of the universe’s maturity over millions or billions of years, perhaps starting it with a singularity and expanding it with the idea of a Big Bang?

### Exploring the Web (Online Resources)

### Personal Application

#### CREATION OF EARTH’S SOLAR SYSTEM

##### What Does It Mean?

What is a solar system?

How many planets and moons exist in our solar system?

##### Real-Life Experience

DD1: Scientists and creationists believe the universe is made up of space, time, matter, and energy. They agree that these are the basis of stars, solar systems, galaxies, nebulae, black holes, and other cosmic phenomena. Explain how space, time, matter, and/or energy affect our solar system.

### Exploring the Web (Online Resources)

(PHOTOS) Website: More information about the planets and moons in our solar system can be found on the following website: <https://theplanets.org/moons>

### Personal Application

## WAS THE UNIVERSE CREATED MATURE?

### What Does It Mean?

Why do Young Earth Creationists believe the universe was created by Jesus to be fully mature and complete?

### Real-Life Experience

### Exploring the Web (Online Resources)

(PHOTOS) Website: More information about their theory can be found on the following website:

<https://answersingenesis.org/astronomy/age-of-the-universe/mature-for-her-age>

### Personal Application

Why do you believe, or not believe, this to be true?

## THE UNIVERSE IS KEPT SECURE

### What Does It Mean?

What does it mean that Jesus keeps the universe secure?

### Real-Life Experience

### Exploring the Web (Online Resources)

### Personal Application

Why is it a mystery to you about what Jesus does to keep the universe secure?

## SCIENTIFIC DISCOVERIES: JESUS SUSTAINS UNIVERSE

### What Does It Mean?

DQ4: Describe the theories about dark matter and energy and why they comprise 95 percent of the universe.

What is the God particle?

### Real-Life Experience

### Exploring the Web (Online Resources)

Website: More information about the discovery of the God particle can be found on the following website:

<https://www.nationalgeographic.com/science/article/120704-god-particle-higgs-boson-new-cern-science>

(Note: Need National Geographic account to read this article.)

(PHOTOS) Website: More information about dark matter and dark energy can be found on the following website: <https://spaceplace.nasa.gov/dark-matter/en>

Personal Application

PA2: How do these theories about the God particle, dark matter, and dark energy help you understand how inventive and almighty the Creator God is?

ASTOUNDING 2024 SPACE TELESCOPE PHOTOS OF THE UNIVERSE

What Does It Mean?

What types of galaxies did the space telescope photograph?

What type of galaxy is our Milky Way Galaxy?

Real-Life Experience

Exploring the Web (Online Resources)

(PHOTOS) Website: Please take the time to look at the incredible photos of the universe taken by this extraordinary new space telescope. You will be amazed at how wonderfully made the universe is.

<https://www.bbc.co.uk/news/resources/idt-611525eb-3a0c-4a68-bf54-485df138b6f6>

Personal Application

“HOW BIG IS OUR GOD” ANIMATION

What Does It Mean?

This video is an animation. Yet, why does it portray the unbelievable nature of our creative God?

Real-Life Experience

Exploring the Web (Online Resources)

(PHOTOS) Website: You can watch this amazing animation on the following website: “Cosmic Eye ‘Louise.’ A Zoom Journey from the Universe to the Sub-atomic.”

<https://www.europa.uk.com/cosmic-eye-louise>

Personal Application

PA1: Why not take time now to express appreciation to the Creator God for his visible majesty and power in the universe?

**Most Meaningful Bible Verse in the Chapter:**

**Most Meaningful Science Supporting Creation in the Chapter:**

**Enlarging Your Worldview**

**What’s Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)**

**Closing Prayer (Class member)**



Part J:  
Delving Deeper into the Universe



## 34. DELVING DEEPER: DID GOD CREATE ALIENS?

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Describes why the Creator God may not have created aliens on other planets. Describes “Goldilocks Zones” as potential areas for life in space.

#### CHAPTER LEARNING OBJECTIVES

Learn why the Creator God may not have created aliens on other planets. Learn why “Goldilocks Zones” are theorized to be potential areas for life in space.

#### KEY TERMS

Goldilocks Zones, Planets, Sun, Creator God, Jesus, Creation, Aliens, Extraterrestrials, Unidentified Flying Object, Space, Universe, Earth, Atmosphere, Human, Non-human, Oxygen, Gasses, Non-oxygen, Nazca Lines, Cave Drawings, Demons, Creation Kinds, Genetic Templates.

#### GOLDILOCKS ZONES IN THE UNIVERSE

##### What Does It Mean?

Define a Goldilocks zone. What makes it unique?

##### Real-Life Experience

##### Exploring the Web (Online Resources)

(PHOTOS) Website: The following NASA website has more information about this potentially habitable planet:

<https://www.space.com/exoplanet-super-earth-habitable-zone-tess>

##### Personal Application

DQ3: Why does the theory about the possible existence of “just right” planets to sustain life seem plausible?

#### WHY WOULD GOD CREATE ALIENS?

##### What Does It Mean?

Define what alien life and extraterrestrial life mean.

##### Real-Life Experience

DQ2: If there is life on other planets, why is it possible Jesus used the same genetic templates of creation kinds to create life on them?

##### Exploring the Web (Online Resources)

Personal Application

DQ1: Why do you think God might have created human-like beings (aliens) on other planets?

SCIENCE AND ALIENS

What Does It Mean?

DD1: Summarize why the questions from a science perspective about the possibility of alien life might lead you to believe human-like life could exist on other planets.

Real-Life Experience

Exploring the Web (Online Resources)

Personal Application

Why do you think science may not have enough evidence to support the theory about alien life?

EARTH'S ATMOSPHERE NEEDED FOR HUMAN LIFE

What Does It Mean?

Why is atmosphere needed to support plant and animal life?

Real-Life Experience

What natural gasses are needed in the atmosphere to support plant and animal life?

What does gravity have to do with the atmosphere around a planet?

Exploring the Web (Online Resources)

Personal Application

NON-OXYGEN BREATHING ALIENS?

What Does It Mean?

Define what non-oxygen breathing alien life means.

Real-Life Experience

Why is it possible that movie depictions of "little green men" may represent non-oxygen breathing aliens?

Exploring the Web (Online Resources)

Personal Application

WHAT ABOUT UNIDENTIFIED FLYING OBJECTS?

What Does It Mean?

What is the official definition of a UFO?

Real-Life Experience

What did the author say was the source an actual flying saucer seen by people he knew?

Exploring the Web (Online Resources)

Personal Application

When have you seen what appeared to be a UFO? What was the official explanation for it?

NAZCA LINES, CAVE DRAWINGS, AND DEMONS

What Does It Mean?

DQ4: Why do you think some purported extraterrestrial experiences might be misinterpreted natural phenomena rather than extraterrestrial?

What are the Nazca Lines, and where are they located?

Real-Life Experience

What is another potential explanation for the Nazca Lines?

Exploring the Web (Online Resources)

(Photos) Website: More information about these cave drawings can be read on the following website:

<https://www.ancient-code.com/5-ancient-petroglyphs-cave-paintings-that-depict-ancient-aliens>

Personal Application

PA1: Why does the theory that alien abductions not frighten you as a follower of Jesus Christ?

CREATION, CHRISTIANITY, AND ALIEN LIFE

What Does It Mean?

What does author Danny R. Faulkner say in his book, *The Created Cosmos*, about the potential for alien life?

Real-Life Experience

What sciences did he use to reach his conclusions?

Exploring the Web (Online Resources)

Personal Application

Why do you think he may be correct?

BIBLE AND ALIENS

What Does It Mean?

What does the Bible say about alien life on other planets?

Real-Life Experience

Explain to someone why alien life may, or may not, exist on other planets.

Exploring the Web (Online Resources)

Personal Application

PA2: What would you want to say to a true alien if you met one?

**Most Meaningful Bible Verse in the Chapter:**

**Most Meaningful Science Supporting Creation in the Chapter:**

**Enlarging Your Worldview**

**What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)**

**Closing Prayer (Class member)**

## 35. DELVING DEEPER: THE BIG BANG THEORY

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Describes early theories that led to the idea the universe started with the “Big Bang Theory” and why some Christians believe Jesus may have kicked off its creation in this way.

#### CHAPTER LEARNING OBJECTIVES

Learn about early theories that led to the idea the universe started with the “Big Bang Theory” and why some Christians believe Jesus may have kicked off its creation in this way. Learn about the theoretical Singularity and why Jesus would have created it if it existed.

#### KEY TERMS

Creation, Evolution, Universe, Big Bang, Singularity, Scientists, Theory, Existence, Infinite, Finite, Young Earth Creationists, Universe’s Size, Redshift, Blueshift, Lightwave, Frequency, Movement.

#### EARLY SCIENTIFIC SPECULATION

##### What Does It Mean?

Why are many ideas about the nature, size, composition, and movement of the universe speculation and not proven scientific facts?

##### Real-Life Experience

DD1: Explain how the theory of redshift and blueshift lightwave frequencies explain the movement of a cosmic object in relation to Earth

##### Exploring the Web (Online Resources)

(PHOTOS) Website: The website [space.com](https://www.space.com/25126-big-bang-theory.html) provides an interesting theory of how scientists think the Big Bang occurred 13.7 billion years ago:  
<https://www.space.com/25126-big-bang-theory.html>

(PHOTOS) Website: More information on redshift and blueshift is available on the following science website: <https://earthsky.org/astronomy-essentials/what-is-a-redshift>

(PHOTOS) Website: More about the evolution of the universe and the Cosmic Background Explorer satellite can be found on the following NASA website:  
<https://www.nasa.gov/specials/60counting/universe.html>

##### Personal Application

Why do you believe the universe may be moving constantly, and how does that belief affect your concept of Jesus sustaining the universe?

### SOME DOUBTING SCIENTISTS

#### What Does It Mean?

DQ1: Why do you think many scientists today do not believe the Big Bang Theory adequately explains how the universe came into existence?

#### Real-Life Experience

#### Exploring the Web (Online Resources)

#### Personal Application

DQ2: Does the doubter's logic about an expanding universe seem sound to you?

Do you agree or disagree with it?

### THE UNIVERSE IS FINITE, NOT INFINITE

#### What Does It Mean?

What does it mean for the universe to be infinite?

#### Real-Life Experience

DQ3: Explain why the universe might not be infinite.

#### Exploring the Web (Online Resources)

#### Personal Application

Why do you believe the Bible indicates the universe is finite?

### SIZE OF THE UNIVERSE

#### What Does It Mean?

How would you define the size of the universe?

What are some limiting factors to the potential theoretical size of the universe?

#### Real-Life Experience

DQ4: How do the evolutionist and Young Earth Creationist views of the universe's size differ?

#### Exploring the Web (Online Resources)

Website: More about these theories can be read on the following website:  
<https://nautil.us/could-the-universe-be-finite-466593>

Website: More information about the age of the universe in Answers in Genesis can be found on their website:  
 (PHOTOS) <https://answersingenesis.org/astronomy/age-of-the-universe>

#### Personal Application

PA1: Explain why the nature of the universe's size, finiteness, and motion doesn't affect your belief in the Creator God of the Bible.

**Most Meaningful Bible Verse in the Chapter:**

**Most Meaningful Science Supporting Creation in the Chapter:**

**Enlarging Your Worldview**

**What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)**

**Closing Prayer (Class member)**



**Part K:**  
**Creation of New Heavens (Universe) and Earth**



## 36. CREATION OF NEW HEAVENS (UNIVERSE)

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

#### CHAPTER LEARNING OBJECTIVES

Learn about the various conditions of the universe, from its original perfect creation to its corruption, destruction by fire, and final new creation. Learn about the Millennial Reign of Christ and why the Earth must be renewed in some way to support life after the Tribulation. Learn of theories about how widespread the destruction of the universe will be before Judgment Day.

#### KEY TERMS

Universe, Earth, Perfect, Corruption, Fall, Adam and Eve, Original, New, Renewed, Millennial Reign, Christ, Destroyed, Fire, Extent, Solar System, Milky Way Galaxy, Prophecy.

#### ORIGINAL HEAVENS AND EARTH WERE PERFECT

What Does It Mean?

DQ1: Why were the original heavens (universe) and the Earth perfect?

Real-Life Experience

Explain to someone why, before the fall of Adam and Eve, the universe and Earth were perfect (no defects, corruption, or sin).

Exploring the Web (Online Resources)

Personal Application

What would it have been like to live in a perfect world without sin, disease, and corruption?

#### ORIGINAL HEAVENS AND EARTH BECAME CORRUPTED

What Does It Mean?

What does it mean that the original universe and Earth became corrupted?

Real-Life Experience

Explain to someone the extent of the corruption of the universe and the Earth.

Exploring the Web (Online Resources)

Personal Application

How does your life reflect living in a corrupted Earth?

## MILLENNIAL REIGN: RENEWED HEAVENS AND EARTH?

### What Does It Mean?

What is the Millennial Reign of Christ?

When does it occur?

### Real-Life Experience

Why does the Earth after the End Times need to be renewed to support life?

Why is it likely this renewal will not be *kainos*, a completely new Earth, as it will occur after Judgment Day?

### Exploring the Web (Online Resources)

### Personal Application

## HEAVENS AND EARTH DESTROYED BY FIRE

### What Does It Mean?

Why will God destroy the universe and Earth by Fire? (What is His reason for this?)

### Real-Life Experience

How complete will the destruction of the Earth be?

Will the entire universe be destroyed or just parts we see from Earth? What is your reasoning for this?

### Exploring the Web (Online Resources)

Find a website article that theorizes how big the universe is and summarize it.

### Personal Application

DQ2: Why do you think God will use fire to destroy the current corrupted Earth and universe?

## OUR SOLAR SYSTEM DESTROYED

### What Does It Mean?

Describe our solar system.

### Real-Life Experience

### Exploring the Web (Online Resources)

From the book of Revelation, why do we know our solar system will be destroyed?

### Personal Application

DQ3: Why will people on the new Earth not need a solar system?

## OUR MILKY WAY GALAXY DESTROYED

### What Does It Mean?

Describe our Milky Way Galaxy.

What comprises it?

### Real-Life Experience

#### Exploring the Web (Online Resources)

(PHOTOS) Website: More information about our Milky Way Galaxy can be found on the following website: <https://www.space.com/19915-milky-way-galaxy.html>

### Personal Application

## NEW HEAVENS AND NEW EARTH PROPHECY

### What Does It Mean?

#### Real-Life Experience

DQ4: Why do you think there might not be an (eternal) atmosphere around the new Earth?

DD1: Why will the Earth not need to be tilted and rotate on its axis in the new heavens?

Explain to someone what the new Earth will be like.

#### Exploring the Web (Online Resources)

Find the prophecy about the literal new heavens and new Earth.

Why is the prophecy in Isaiah 65 figurative and not a literal prediction of the end of time, new heavens and new Earth?

### Personal Application

## WHAT COMPRISES THE NEW UNIVERSE?

### What Does It Mean?

What will the new universe likely be comprised of?

#### Real-Life Experience

Explain to someone what you think the new universe will contain and why you think this.

#### Exploring the Web (Online Resources)

### Personal Application

Why does it matter, or not matter, to you what will comprise the new universe?

**KNOWING THIS, HOW SHOULD CHRISTIANS LIVE?****What Does It Mean?**

Describe the biblical Christian life. What should it be like?

**Real-Life Experience**

PA1: How should you live your life as a follower of Jesus Christ in light of this coming destruction and the creation of the new universe and Earth?

**Exploring the Web (Online Resources)**

Search on the web or your Bible for scriptures that tell Christians about living a life worthy of the gospel and Jesus Christ.

**Personal Application****Most Meaningful Bible Verse in the Chapter:****Most Meaningful Science Supporting Creation in the Chapter:****Enlarging Your Worldview****What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)****Closing Prayer (Class member)**

## 37. CREATION OF A NEW EARTH

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Describes what the Bible says the new Earth will be like.

#### CHAPTER LEARNING OBJECTIVES

Learn about what the Bible says the new Earth will be like.

#### KEY TERMS

New Earth, Father God, Jesus Christ, Creating, Purpose, Renovated, Unique, New Jerusalem, Heaven, *Ex Nihilo*, Light, Periodic Table, Oceans and Seas, Freshwater, Water of Life, Animals, Pets.

#### GOD'S PURPOSE

What Does It Mean?

DQ1: What is God's purpose for creating the new Earth?

Real-Life Experience

Exploring the Web (Online Resources)

Personal Application

Why is the Father God's purpose based on His love for His people?

#### RENOVATED OR UNIQUE NEW EARTH?

What Does It Mean?

Define unique and renovated. What's the difference between a unique and renovated new earth?

Real-Life Experience

DQ2: Why must it be a uniquely new creation and not a renovation of the current corrupted Earth?

DD1: Why will the new Earth and universe be created out of nothing? Why will Jesus use a new eternal Periodic Table to do so?

Exploring the Web (Online Resources)

Personal Application

#### CURRENT EARTH AND NEW EARTH COMPARISON

**What Does It Mean?**

Describe the differences between the current and New Earth's creations.

What are the significant biblical reasons for the differences?

**Real-Life Experience****Exploring the Web (Online Resources)****Personal Application**

What about the current corrupted Earth are you looking forward to being eliminated on the new Earth?

**WHAT THE NEW EARTH WILL BE LIKE****What Does It Mean?**

DQ3: Why do you think animals will be on the new Earth?

DQ4: Why will the gates of the city of the new Jerusalem never need to be closed?

**Real-Life Experience****Exploring the Web (Online Resources)****Personal Application**

P1: What promises of the Father God about the new Earth do you look forward to experiencing?

Why do you think you may have your beloved pets on the new Earth?

**Most Meaningful Bible Verse in the Chapter:****Most Meaningful Science Supporting Creation in the Chapter:****Enlarging Your Worldview****What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)****Closing Prayer (Class member)**

## 38. CREATION OF A NEW EARTH: PEOPLE

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Describes what the Bible says believers will be like on the new Earth.

#### CHAPTER LEARNING OBJECTIVES

Learn what the Bible says believers will be like on the new Earth. Learn about the difference between figurative and literal language in the Bible. Learn about the Tree of Life and its mysteries.

#### KEY TERMS

Figurative Language, Literal Language, Earth, Young Children, Babies, Fictional, Transportation, New Universe and New Earth, Resurrected Physical Bodies, Angels, Work, God, God's Love, God's Name, Written, Cities, People, Leaders, Government, Old Nature, Marriage, Food, Plant Life, Naked, Clothes, Toil, Homes, Jesus Christ, Tree of Life, Leaves, Fruit, Biological Tree of Life, Water of Life, Mysteries.

#### IS ISAIAH 65:17–25 FIGURATIVE LANGUAGE?

What Does It Mean?

What is figurative language in the Bible?

How is it different from the literal language in the Bible?

DQ1: Why do you think Isaiah 65:17–25 is figurative language that should not be understood literally about the new universe and Earth of Revelation chapters 21 and 22?

Real-Life Experience

Explain to someone why Isaiah 65:17–25 is figurative language.

Exploring the Web (Online Resources)

Personal Application

#### RESURRECTED PHYSICAL BODY

What Does It Mean?

What is a resurrected physical body?

How will it likely be the same as that of Jesus?

Real-Life Experience

DQ2: Why must every believer on the new Earth have an eternal resurrected body like that of Jesus Christ?

Exploring the Web (Online Resources)

Personal Application

What is it about your future resurrected physical body that you look forward to the most?

GOD'S LOVE ON THE NEW EARTH

What Does It Mean?

What is God's *agape* love?

How is it different from human love?

Real-Life Experience

How would you describe God's *agape* love to someone?

Exploring the Web (Online Resources)

Personal Application

What are you most thankful about God's love for you?

CITIES AND PEOPLE

What Does It Mean?

How would you define a city of today?

What is needed for a city to function?

Real-Life Experience

What are some positive and negative features of living in a city today?

Exploring the Web (Online Resources)

What scriptures in the Bible imply there will be cities for people to live in?

Personal Application

Why would you prefer to live in a city or a rural setting today?

NO MARRIAGE

What Does It Mean?

What is marriage today?

Real-Life Experience

Exploring the Web (Online Resources)

What is God's definition of marriage in Genesis chapter 2?

Why did Jesus say that there would be no marriage in Heaven and that people would be like angels there?

### Personal Application

#### NO NEED FOR FOOD

##### What Does It Mean?

Why will there likely be no need for food for people and animals on the new Earth?

##### Real-Life Experience

Explain to someone why there will be no killing for food on the new Earth.

##### Exploring the Web (Online Resources)

##### Personal Application

If you could miss food, what specific food do you think you would miss the most?

#### WORK?

##### What Does It Mean?

How did Gold define work to be like in Genesis chapter 3?

##### Real-Life Experience

DQ3: Since angels spend their time worshipping and serving God, what will believers be doing for eternity on the new Earth?

##### Exploring the Web (Online Resources)

##### Personal Application

PA1: Why won't you get bored worshipping and serving the Father God and his Son, Jesus Christ, on the new Earth?

#### TREE OF LIFE

##### What Does It Mean?

DQ4: How is the Tree of Life on the new Earth different from evolution's biological Tree of Life theory?

##### Real-Life Experience

DD1: There are mysteries concerning the purpose of the leaves of the Tree of Life. What do you think their purpose is if there is no sickness or death on the new Earth?

##### Exploring the Web (Online Resources)

Describe the Bible's Tree of Life from Genesis chapter 3 and Revelation chapter 21.

### Personal Application

#### WATER OF LIFE

##### What Does It Mean?

What natural elements from the Periodic Table compose the water molecule?

##### Real-Life Experience

##### Exploring the Web (Online Resources)

What is the Water of Life described in Revelation 21 and 22?

##### Personal Application

Besides drinking water, what do you enjoy most about having it readily available to you?

#### MANY MYSTERIES OF THE NEW EARTH

##### What Does It Mean?

What is a biblical mystery?

Why are there many mysteries in the bible?

##### Real-Life Experience

What mystery in Revelation chapters 21 and 22 would you like to know the answer to now?

##### Exploring the Web (Online Resources)

##### Personal Application

When have you encountered a mystery from the Bible in your own life?

How did you respond to it?

#### **Most Meaningful Bible Verse in the Chapter:**

#### **Most Meaningful Science Supporting Creation in the Chapter:**

#### **Enlarging Your Worldview**

#### **What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

#### **Optional Lesson Quiz (Teacher creates quiz)**

**Closing Prayer (Class member)**



# Part L: Creation Is Truth



## 39. WHAT IS TRUTH?

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Says that God and His word are truth. Says that creation is true and evolution is not true.

#### CHAPTER LEARNING OBJECTIVES

Learn what God and His word say is truth. Learn why creation is true, and evolution is not true.

#### KEY TERMS

Creation, Evolution, Truth, Jesus Christ, Father God, Holy Spirit, Bible, Mysteries, Facts, Theories, Myths.

#### CREATION IS TRUTH

What Does It Mean?

What is truth?

How does the Bible define it?

Why is creation truth?

DQ2: What are the three essential things we know about creation that are true?

Real-Life Experience

DQ1: Why can Jesus Christ be trusted to know what truth is?

Exploring the Web (Online Resources)

Personal Application

#### EVOLUTION IS NOT TRUTH

What Does It Mean?

DQ3: What are the five essential things we know that disprove the theory of evolution?

Real-Life Experience

Explain to someone why the theories of evolution are not truth.

Explain how they have been disproven by the sciences.

Exploring the Web (Online Resources)

### Personal Application

What are your thoughts about why you do not believe in the theories of biological evolution?

### THEORIES ARE NOT TRUTH

#### What Does It Mean?

Why can't theories about the Bible, evolution, nature, and the universe ever be proven?

#### Real-Life Experience

If you look for truth in your world of truth, you will find your truth. Why is this an accurate statement?

#### Exploring the Web (Online Resources)

### Personal Application

### ETERNAL LIFE AND DEATH ARE AT STAKE

#### What Does It Mean?

What is eternity?

How does it differ from what people think it is?

DD1: Jesus said, "I am the way, and the truth, and the life; no one comes to the Father but through Me" (John 14:6 NASB). Jesus is truth in his nature (as is the Father and Holy Spirit). This means he will never lie. What does his statement say about the possibility of eternal life with God through other religions? Why is his statement both inclusive and exclusive?

#### Real-Life Experience

#### Exploring the Web (Online Resources)

### Personal Application

PA1: Why do you know you can trust the Father God, Jesus Christ, and the Holy Spirit

### MYSTERIES, FACTS, THEORIES, AND MYTHS

#### What Does It Mean?

Define mysteries, facts, theories, and myths about the Bible.

#### Real-Life Experience

DQ4: Why are there so many mysteries beyond human imagination in the Bible and in life?

Why are there no theories and myths in the Bible?

Exploring the Web (Online Resources)

Personal Application

Why can your faith in the God of the Bible remain strong even with mysteries in the Bible?

**Most Meaningful Bible Verse in the Chapter:**

**Most Meaningful Science Supporting Creation in the Chapter:**

**Enlarging Your Worldview**

**What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)**

**Closing Prayer (Class member)**



## 40. CONCLUSION: IT'S UP TO YOU!

### Opening Prayer (Class member)

#### CHAPTER DESCRIPTION

Says that everyone believes in someone or something. Says creation is informed faith, and evolution is blind faith. Describes how Christians should gently respond to evolutionists. Says there is “Good News” and everyone has a choice to make.

#### CHAPTER LEARNING OBJECTIVES

Learn that everyone believes in someone or something. Learn why creation is informed faith and evolution is blind faith. Learn how Christians should gently respond to evolutionists. Learn there is “Good News,” and everyone has a choice to make.

#### KEY TERMS

Everyone, Believes, Truth, Creation, Evolution, Blind Faith, Informed Faith, Good News.

#### EVERYONE BELIEVES IN SOMEONE OR SOMETHING

What Does It Mean?

Define belief.

Real-Life Experience

DQ1: Why do you think everyone believes in someone or something? What are some examples of these beliefs that do not pertain to the Bible or evolution?

DQ2: Why is creation an informed faith and evolution a blind faith?

DD1: What does the statement, “Everyone believes in someone or something,” have to do with a person’s worldview?

Exploring the Web (Online Resources)

Website: Information and details about George Barna’s 2023 Biblical Worldview survey can be found on the following website:

[https://www.arizonachristian.edu/wpcontent/uploads/2023/02/CRC\\_AWVI2023\\_Release1.pdf](https://www.arizonachristian.edu/wpcontent/uploads/2023/02/CRC_AWVI2023_Release1.pdf)

Personal Application

How do you know that the God of the Bible loves you and wants you to spend eternity with Him?

#### WHERE YOU CAN FIND TRUTH

What Does It Mean?

What is the Bible?

Why is the Bible a book of truth?

Real-Life Experience

Exploring the Web (Online Resources)

Personal Application

When have you found a truth in the Bible that changed your life and view of God?

#### WHAT KIND OF FAITH?

What Does It Mean?

What is faith?

Why is it similar to trust?

Real-Life Experience

Exploring the Web (Online Resources)

Read Hebrews 11:1-3 and describe how it defines faith in God.

Personal Application

In what ways do you trust God with your life?

#### CHRISTIAN'S RESPONSE TO EVOLUTIONISTS

What Does It Mean?

What does it mean to be gracious to someone?

Real-Life Experience

DQ3: Why should Christians be gracious and kind when challenged by evolutionists about their faith in the God of the Bible and creation?

Exploring the Web (Online Resources)

Personal Application

How have you shown graciousness to someone with a different viewpoint than you?

#### GOOD NEWS FOR EVERYONE

What Does It Mean?

What is the Good News from God?

Why is it for everyone?

Real-Life Experience

DQ4: Why does God want everyone to spend eternity with him?

Why do many people reject the Good News about salvation through Jesus Christ?

What are people saved from when they accept Jesus Christ as their Savior and Lord? (Read John 3:16-18)

Exploring the Web (Online Resources)

Read 1 Corinthians 1:1-4 and describe this simple definition of the Gospel.

Personal Application

When did you accept the Good News about salvation in Jesus Christ?

IN THE END, IT'S UP TO YOU

What Does It Mean?

Define what free will is.

What is God's sovereign will?

Real-Life Experience

Why doesn't God typically override our free will if it differs from His divine will for us?

Exploring the Web (Online Resources)

Personal Application

PA1: If you have not asked Jesus Christ to be your Savior and Lord, then "today is the day of salvation" for you. Please read the chapter, "Prayer to Know God" to discover how to enter into an eternal relationship with the Creator God of the Bible.

**Most Meaningful Bible Verse in the Chapter:**

**Most Meaningful Science Supporting Creation in the Chapter:**

**Enlarging Your Worldview**

**What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)**

**Closing Prayer (Class member)**



# Prayer To Know God

## Opening Prayer (Class member)

### CHAPTER DESCRIPTION

### CHAPTER LEARNING OBJECTIVES

### KEY TERMS

#### YOUR PRAYER TO KNOW GOD

##### What Does It Mean?

What is the “Prayer to Know God” about?

##### Real-Life Experience

Who should pray this sincerely from their heart?

##### Exploring the Web (Online Resources)

##### Personal Application

Why did you pray this sincerely from your heart?

#### CHANGES AFTER BEING BORN-AGAIN

##### What Does It Mean?

What does born-again mean?

Why do people who are born-again become part of the Father God’s eternal family?

##### Real-Life Experience

Which of these changes have you experienced since you committed your heart and life to Jesus Christ as your Savior and Lord?

##### Exploring the Web (Online Resources)

##### Personal Application

Have you sensed the indwelling Holy Spirit in you since you made this prayer?

If not, can you explain why?

### Most Meaningful Bible Verse in the Chapter:

**Most Meaningful Science Supporting Creation in the Chapter:****Enlarging Your Worldview****What's Your Plan? (Changes to your life)**

**Homework for Next Lesson:** Read the chapter and answer the end of Chapter Questions. Teacher may also require the students to conduct web or other online exercises included in the next chapter.

**Optional Lesson Quiz (Teacher creates quiz)****Closing Prayer (Class member)**

## Glossary

The following alphabetical glossary provides the meaning of key terms in this book.

**Aliens:** Aliens are theorized to be intelligent, sentient beings who exist on other planets and galaxies. Extraterrestrial life is another name used for aliens, meaning life that might exist outside the Earth and its atmosphere.

**Allele:** One of two or more variations of a gene on the same place on a chromosome. Each parent provides one version of the allele. Different alleles can result in different traits.

**Archaeology:** This science studies the material evidence of ancient and recent human cultures. There are three main types of archaeology: (1) Prehistoric archaeology: Study of human cultures that did not have writing; (2) Protohistoric archaeology: Study of human cultures that have incomplete records; (3) Historic archaeology: Study of human cultures that have well-developed historical records. Historical records could be written or oral in nature. Artifacts (tools, weapons, pottery, and such) from these three types provide archeologists with information about the people, their society, religious beliefs, and culture.

**Biology's Tree of Life Theory:** This is also called a "phylogenetic tree." It depicts the theoretical evolutionary relationships for organisms as they evolved from their beginning into current species. In this theory, each upward branch on the tree is a new species that evolved over millions or billions of years from a previous species.

**Bipedalism:** A species classified as bipedal walks on two legs.

**Book of Life:** The Book of Life contains the names of everyone who accepts Jesus Christ as Savior and Lord. Some believe that it initially contained the names of everyone who ever lived, but their names were erased if they did not accept Jesus Christ. Others believe it initially contained only the names of those who would accept Jesus Christ.

**Chromosome:** Thread-like strings of DNA tightly coiled around proteins inside the nucleus of cells. People have two pairs of 23 chromosomes, one pair from each parent, for a total of 46.

**Cladograms:** These illustrate a hypothetical relationship between species based on physical traits in order to trace the species back to a common ancient ancestor. They are used by many evolutionists instead of direct descent lineage for species identification and classification.

**Conscience:** People have a conscience as part of the image of God (it's part of the human soul). It's a warning system concerning personal violations of right and wrong conduct. An inner sense (self-awareness) judges a person's actions, words, and motivations. Right and wrongs are moral standards, a set of moral codes of conduct unconsciously absorbed or consciously adopted.

Cosmology: The study of the universe and how it functions.

Cosmos: Another name for the universe.

Creation: The Bible describes creation in the first two chapters of the Old Testament book of Genesis. The first verse in the Bible says that the Triune God existed before creation, *In the beginning, God created the heavens and the earth* (Genesis 1:1 ESV).

Creation Kind(s): They were created by Jesus and would be classified at the species level, not the genus level. I see these kinds as “master species” that carry all the genetic material needed for generations of reproduction, leading to a variety of species as they reproduce according to the command of Jesus.

Creationism: The belief that the God of the Bible created everything according to Genesis chapters 1 and 2.

Creationists: People here who believe the biblical truths about creation but don’t necessarily support all of the Young and Old Earth Creationists. Young Earth Creationists: Believe the creation account in Genesis chapters 1 and 2 and that a creation day was 24 hours. Therefore, the age of the universe, Earth, and humankind is 6,000 years (some say up to 10,000 years). Old Earth Creationists: Believe the creation account in Genesis chapters 1 and 2 but do not support the idea that the universe, Earth, and humankind are 6,000 years old. They accept the possibility that the six days of creation were not literal 24-hour days but rather longer periods. They are not evolutionists.

Dark Energy: Cosmologists theorize the universe is expanding faster and faster. But what makes this happen if the universe is only composed of matter (including dark matter)? Well, again, there is nothing visible to explain this. Because of the evidence in space, they believe it is a form of invisible energy called “dark energy.” They believe it comprises 68 percent of the universe.

Dark Matter: Scientists investigating the universe cannot explain why our universe, even planet Earth, remains intact. What makes them stay where they are in the universe? For example, why does the Earth remain in orbit around the sun? Why does our sun stay in orbit in our galaxy? To explain this unknown phenomenon, cosmologists theorize the existence of an invisible substance, “dark matter.” Because it cannot be seen, they propose it exists by the observable evidence of an effect on planets, solar systems, galaxies, and other cosmic objects. That universal effect is gravity. They think it accounts for about 27 percent of the universe. This means that all solid matter, such as planets, suns, asteroids, etc., theoretically account for only 5 percent of the universe.

Darwinian Evolution (Theory of Evolution by Natural Selection): In 1859, Charles Darwin published his book, *On the Origin of Species*. His theory is known as the Theory of Evolution by Natural Selection. He proposes that living organisms change over long periods as they adapt to their environment. Individuals that adapt well survive and produce offspring that will survive. Through natural selection, his theory says that diverse species could evolve from a common ancestor.

Devil and His Demons: They were once angels of God who rebelled and were cast out of Heaven. Now, they strive to bring hate, destruction, and evil into the world and the lives of people. They are sometimes referred to as evil spirits or the spiritual enemy of believers. Their eternal fate is the Lake of Fire, where they will never again be able to harass God's people.

Delving Deeper Chapters: These chapters include information that may be difficult to comprehend due to its complex nature. This is true of some information about creation, evolution, and science.

DNA: Most Deoxyribonucleic acid (DNA) is located in the nucleus of cells, while some are also found in the mitochondria (known as mtDNA). DNA is passed on to offspring. Therefore, it is used by people who want to trace their biological ancestors. The mtDNA in cells converts the energy from food into forms the cells use.

DNA letters: DNA stores its genetic information in a string of four chemicals: guanine (G), cytosine (C), adenine (A), and thymine (T). Geneticists use the letters to analyze genetic information and in genome projects to study the sequence of the DNA letters.

Evolutionary Creationism: This theory embraces the biblical idea of creation. However, it proposes that God (*Jesus*) created everything through a designed, orderly, gradual process of evolution over billions of years. It says that modern people evolved from pre-human ancestors over a lengthy period. During this time, the image of God and human sin gradually developed in people. Individuals who believe this refer to themselves as Christians because they love God and strive to live for him. They say they have a personal relationship with Jesus Christ and live by the power of the Holy Spirit. They say they experience the supernatural work of the Holy Spirit in their lives.

Ex Nihilo: *Ex Nihilo* is a Latin phrase that means "out of nothing." When applied to the creation account, it means Jesus created the universe and Earth out of nothing. The following verses help us to understand this: *God stretches the northern sky over empty space and hangs the earth on nothing* (Job 26:7 NLT).

Fact (in the Bible): This Scripture is indisputably clear in its meaning.

Faith: Biblical faith is informed faith. It is confidence and trust that God is who he says he is and will do what he says (Hebrews 11:1–3). Faith requires action, or it's false (James 2:26). Faith grows over time deep within the soul as people experience God and allow him to apply his living word to transform their hearts and lives. Belief in the theory of evolution is "blind faith" because there is no evidential substance to support it.

Fossil: Have you ever picked up a fossilized bone? If so, you noticed that it was much heavier than it would have been living. This is because the tissues were "mineralized." Over time, the tissues decayed and were replaced with minerals in the ground. Most of the time, only the hard tissues, such as bone and shells, survive long enough to become a fossil. Since bones and shells have pores, the pores are also filled with minerals. Thus, completely mineralized fossils are solid rocks.

Garden of Eden: God planted this beautiful garden (Genesis 2:8–15) as a perfect place for Adam and Eve to live and work (they were farmers). When Adam and Eve rebelled against God, they were cast out of the Garden. It disappeared from the Earth as a result.

Gene: Basic unit of genetic information that occupies a fixed position on a chromosome. It's composed of DNA.

Gene Pool: Collection of all the different genes within the population of a species.

Genesis 1:1 Gap Theory: People who support this theory believe there were two distinct initial creations described in Genesis chapter 1. First Initial Creation: They think the universe was made over a lengthy period (Genesis 1:1–2), which left the Earth formless and empty. Second Initial Creation: They believe the second creation starts with Genesis 1:3 and includes the remaining verses of Genesis describing the six days of creation. The gap is between the end of the first creation (Genesis 1:1–2) and the start of the second creation (Genesis 1:3). This theory has several variations.

Genesis Chapters One and Two Contradiction Theory: This theory about the need for a second initial creation is based on the supposition that Genesis chapters 1 and 2 contradict one another in their accounts of when plant life and Adam and Eve were created.

Note: God doesn't contradict himself in the Bible. Any suggested contradiction is the result of our not fully understanding God's methods and reasons described in the Bible.

Genetics: This science studies an organism's chromosomes, genes, DNA, RNA, and other genetic factors to determine traits and how and why the organism functions. Genetic information is used in many sciences to discover why an organism looks and behaves as it does.

Genus: The level above species in the biological classification of organisms. It's composed of a select number of species related to one another genetically.

God (Father God): When we see the word *God* in the Bible, it typically identifies the first person of the Trinity. Sometimes, it also refers to the Trinity, emphasizing their oneness. In the Hebrew language of the Old Testament, God gives himself one personal name (Exodus 3:13–14). Because the people of Israel thought of this as his sacred name, they referred to it as YHWH, leaving out the vowels. This is sometimes written in English Bibles as I AM WHO I AM, LORD (with small capital letters), Adonai, or Jehovah. Many names and titles for God reveal aspects of his divine nature and represent who he is, such as *El Shaddai* (God Almighty) or *Jehovah-shalom* (God is our peace).

Heaven: When the physical body of a follower of Jesus Christ dies, their spirit/soul goes immediately to Heaven. The Father God, Jesus Christ, myriads of angels, and other believers welcome them with loving and joyful arms. Heaven is the eternal abode of God (Father God, his Son, Jesus Christ, and the Holy Spirit), even though they exist everywhere. Since God is supernatural, it's supernatural as well. It's the place where God presides over the entire creation and his multitude of mighty angels. Heaven above comes down to become the new Jerusalem at

the end of time, where all believers will exist eternally, enjoying God's presence on the new earth (Revelation 21:1–3).

Hell: When the physical body of those who reject Jesus Christ dies, their spirit/soul goes immediately to Hell. After the Great White Throne Judgment, they will be sent to exist eternally in the Lake of Fire, where they will never experience God's presence, love, and peace (Revelation 20:11–15).

Heredity: Passing of traits (from genes) from parent to child.

Holy Spirit (Spirit of God and Christ): The Holy Spirit is identified as the third person of the Trinity. He has many names throughout the Bible, including the Spirit of God and Spirit of Christ. These indicate he is divine, fully God in nature, and part of the Trinity. The Holy Spirit opens people's hearts and minds to understand the Gospel that Jesus died for their sins, was buried, and resurrected to provide eternal life with God. When they profess their faith in Jesus Christ as Savior and ask him to be the Lord of their life, the Holy Spirit comes to live within them. Only then are they born-again and become a Christian.

Hominin: Evolutionists use the term "hominin" to represent modern humans (*Homo sapiens*), Neanderthals, and extinct species they consider to be human. These include the species of the genus *Homo*. *Homo habilis* is the most ancient of the human species.

Human (Human Being): Synonyms used in the book are people, mankind, and *Homo sapiens*. "*Homo sapiens*" is the scientific name for the human species.

Human Genome: All the genetic information for human beings.

Human Lineage Theory: The proposed species in evolution's typical human lineage theory are bipeds and hominins. Human lineage is based on direct descent.

Image of God: People are unique among all the creations orchestrated by our Intelligent Designer. According to the Bible, the Creator God made people in their image.

Intelligent Design: Everything created by Jesus was done based on intelligent designs. They did not just evolve without purpose, and purpose requires design. Modern genetics validates in many ways that intelligent design is behind the purpose and function of all cells.

Intelligent Designer (Father God): The Father God is the Intelligent Designer, and Jesus is the person of God who spoke creation into existence (Genesis chapter 1).

Jesus Christ (Savior and Lord): He is identified as the second person of the Trinity. Jesus is his personal name (Matthew 1:21). Christ is a title that means the one chosen by God to save his people. He is fully God and fully divine in his nature. He is found throughout the entire Bible and has many names and titles that help us understand who he is and what he does.

**Lamarck's Theory of Evolution:** French naturalist Jean Baptiste Pierre Antoine de Monet, Chevalier de Lamarck, in 1801, was the first to propose that species changed over long periods into new species. Prominent in his theory is "use" and "disuse" of organs by animals. He believed that as they adapted to their environments, nature caused them to evolve from simple to complex living forms.

**Macroevolution:** This is the theory that a long evolutionary process occurs by which species undergo significant genetic and trait changes and evolve into new species. This is essentially the theory of biological evolution of species. Science tells us that for macroevolution to occur, massive amounts of new genetic material must be created in a species for a new species to evolve from it. No examples of new genetic material in a species have been discovered to support this theory. So scientists substitute evolutionary mechanisms, such as gene mutations, genetic drift, gene migration, and natural selection, to theorize the concept of macroevolution.

**Microevolution:** This is the process of adaptation by which changes to a species' genetic makeup and physical traits occur in small ways over short periods. Many creationists accept this theory of environmental adaptation within a species. Some evolutionists theorize that microevolution has been the driving mechanism for the macroevolution process for billions of years. This, too, has never been proven scientifically to be true.

**Millennial Reign of Christ:** By the end of the seven-year Tribulation, the Earth will be completely destroyed. The Earth will not be able to sustain human or any other life. In Revelation, chapters 19 and 20, we read about the Millennial Reign of Christ on Earth that occurs just after this horrific period. We see that all the saved who were martyred by the antichrist and his armies will reign on Earth with Jesus for this thousand years.

**Missing Link Theory:** The theory of macroevolution requires the existence of "missing links." A missing link is a vacant placeholder to fill a gap in the evolutionary tree for a non-existent transitional species. Since they do not exist, there's a gap in the worldwide fossil records for a species. For example, for vertebrates to move out of the water onto land to walk, there must have been a transitional ancient sea creature that developed lungs to breathe air and feet to walk on land. This missing link and all others have never been discovered because they do not exist.

**Modern Synthesis (Neo-Darwinian Theory):** This is an updated version of Charles Darwin's Theory of Evolution by Natural Selection that embeds the study of genetics and modern population genetics. Modern Synthesis is evolutionary scientists' most commonly accepted theory of evolution today. However, some disagree in part or totally with its core principles.

**Mutation:** Mutations occur when a cell makes a mistake in copying its DNA and is unable to correct it. These mistakes become part of the organism's DNA.

**Mystery:** There are some verses and topics in the Bible that are simply a mystery. A mystery in the Bible is something for which God has partially concealed the complete meaning or even hidden the entire meaning.

**Myth:** These occur everywhere in a society. However, there are no myths included in the Bible. For example, there are many myths about Heaven and Hell that are not in the Bible. As such, they are untrue and should be disregarded by Christians.

**Natural Selection and Adaptation:** The classical description of natural selection is that it's a process by which species (plants and animals) better suited to their environment survive and reproduce successfully due to random, non-directed genetic mutations.

**Natural World:** People live in a natural world designed by the Father God and created by Jesus for them to live within. The complexities and intricate designs of the natural world dictate there is an Intelligent Designer. The theory of evolution cannot explain these.

**Neanderthal:** Science has proven that this people group existed alongside modern humans and interbred with them. Many people today have 1 to 4 percent Neanderthal DNA due to this. We don't know for sure if they are a separate species of humans or the same species. We do know that they are not the proposed species predecessor to modern humans in the human lineage theory. As a creationist, I believe Jesus created them on Day Six, but that they do not have the image of God.

**New Heaven and New Earth.** God will ultimately terminate this current creation by fire because of the rampant rebellion of people against him. He has delayed doing so because he wants every person to repent and be saved. After its destruction, he will create an entirely new heaven and new Earth. This will be a wonderful place of eternal existence for the followers of Jesus Christ. The Father and Jesus Christ will come down from Heaven to live among them in this new creation. There will never again be pain, suffering, or sin in this eternal home with God. There will be no crime or murder because no one without Jesus Christ will be there.

**Non-Random Gene Mutations:** These mutations occur as cells sense their changing environment. In response, they create specific changes to genes that alter the organism's physical and behavioral traits to adapt successfully to the changing environment. These mutated genes sensed as harmful to the organism are typically destroyed within the cell. Some escape the cell's efficient monitoring and become part of the organism's genetic composition.

**Prehistoric:** Evolutionists say that anything that existed before the advent of writing is prehistoric.

**Primordial Soup Theory:** This is the theory that billions of years ago, the Earth had a "primordial soup" of inert chemicals necessary to produce living organisms. An initial theory was that lightning struck this soup to produce various amino acids, which are the "building blocks" of life. Once the essential amino acids were formed in the soup, they proposed life of some kind evolved over a very long period. Modern Science proves that life on planet Earth did not evolve from a primordial soup.

**Radiometric Dating:** Scientists, especially geologists, use radiometric dating to estimate the age of rocks and fossils contained within them. This is also called radioisotope dating or radioactive dating.

**Random Gene Mutations:** These gene mutations occur randomly, without direction from the cell. They are the result of errors within a cell as it copies DNA. Some are beneficial, and some are harmful. Those that are beneficial enable an organism to adapt to its environment successfully.

**Redshift and Blueshift (lightwave frequencies):** Edwin Hubble theorized their existence as a way to determine if a cosmic object was moving closer to or farther away from Earth. Astronomers use these as evidence to support the theory that the universe is expanding. They believe the universe's expansion stretches the wavelengths of light traveling through it. Redshift represents a longer (or stretched) light wavelength as objects move away from Earth. The blueshift represents a shorter light wavelength as objects move closer to Earth. Redshift and blueshift correspond to distances from Earth in light years. Some scientists today use this theory to provide evidence that the Big Bang Theory correctly describes the origin of the universe.

**River of Life:** The only freshwater mentioned in Revelation chapters 21 and 22 is the River of Life that flows from the throne of God in the New Jerusalem. This implies there is no need for fresh water for drinking and farming throughout the new Earth.

**Sentient:** This means people are capable of sensing what is occurring within and around them. They are conscious of and can thoughtfully respond to and interact with their environment. Self-awareness allows them to perceive what is happening in their minds and hearts. It means they have a soul that is beyond the physical world. Evolution can only attempt to explain the development of the natural and physical, not the soul and spirit.

**Science:** The sciences study the universe and the natural world created by Jesus. Whether they know it or not, scientists seeking truth without bias are learning about God because he is the Intelligent Designer behind creation. The Bible and science are not mutually exclusive. Instead, they support one another when reviewed from an objective perspective.

**Scientific Fact:** This is the result of repeated testing using the scientific method. The hypothesis has repeatedly been proven to be true under many different conditions. Therefore, objective observations and experimentations repeatedly verify it as a consistent fact.

**Scientific Hypothesis:** Hypotheses are observation-based. This is a proposed scientific explanation for something observed. It's an "educated guess" based on observation. Hypotheses are proved or disproved by scientific experimentation and the scientific method.

**Scientific Method:** Scientists seeking truth use the scientific method to prove their hypothesis is true. The scientific method is a four-step process involving observation, hypothesis, experimentation, and conclusions. If the hypothesis is proven valid and reliable, it is considered a scientific fact. However, if the hypothesis cannot always be proven true when tested, scientists may consider it a scientific theory that has some evidence of its validity.

**Scientific Theory:** Theories are evidence-based ideas but not proven facts. While theories are not irrefutable scientific facts, many scientists treat them as such.

**Scientific Theory of Intelligent Design:** This theory proposes that the complexity and intricate design of the universe and living organisms indicate an intelligent cause (design) rather than the random genetic variations of natural selection. It is also intended to show that intelligent design can occur naturally without an Intelligent Designer (as Christians believe).

**Speciation:** Evolutionists say that speciation occurs during the evolution of a plant or animal when a specific event interrupts an organism's normal life. Evolutionary scientists think significant geographical changes occur that separate the species into two or more geographic populations. As a result, organisms from these separated populations can no longer access one another for interbreeding. Over long periods, the populations better adapt to their environment through natural selection and develop genetic mutations that lead to genetically distinct species.

**Species (singular and plural):** These are groups of organisms related to one another in a specific scientific genus that can reproduce between themselves but not outside their genus. For example, human beings are classified in the genus "Homo" and species "sapiens" (Homo sapiens).

**Supernatural World:** There is something beyond the realm of the physical, natural world. It's the supernatural world. It's the unseen world around us. The Triune God and his angels are supernatural, and everything they do is supernatural. The devil and his demons are supernatural also, and everything they do is supernatural.

**Theistic Evolution:** The beliefs of Theistic Evolutionists are similar to Evolutionary Creationists in the following ways: God (*Jesus*) created everything, including the universe; Some of the theories of evolution are valid; and There was intelligent design in creation. The major difference is that Theistic Evolution focuses on the universe, while Evolutionary Creationism focuses on the biological evolution of species.

**Tower of Babel:** This account in the Bible represents adaptation by natural selection of human beings (microevolution). People have continued to adapt to their environments for thousands of years since the Tower of Babel (Genesis 11:1–9).

**Trait:** Physical or behavioral characteristics from genes (passed from parent to child).

**Tree of Life (Biblical):** The Tree of Life is mentioned in The Garden of Eden in Genesis and the book of Revelation on the new Earth. *On either side of the river was the tree of life, bearing twelve kinds of fruit, yielding its fruit every month* (Revelation 22:2 NASB). One significant mystery of the Tree of Life is why people will use its leaves.

**Trinity (Triune God):** The terms "Trinity" and "Triune God" don't appear in the Bible. Biblical scholars created them to help people understand the unity, yet separate reality, of the three persons of God. They are God the Father, his Son, Jesus Christ, and the Holy Spirit. They are each equally God in every aspect of their being and nature.

**Truth:** It's an absolute that doesn't change with the culture or social norms. No lies, deceptions, or half-truths are involved with biblical truth. Everything in the Bible is true because it's *God-breathed* (2 Timothy 3:16).

Unidentified Flying Object (UFO): This is a term used to label any object seen in our global skies that could not be clearly identified. Unidentified Anomalous Phenomena (UAP) has replaced the UFO name for unidentified objects in an attempt to remove the conspiracy stigma that might prevent reportings of purported sightings to the government. They want to know what people believe they have witnessed so they can investigate them. Identified Flying Objects (IFOs) are UFOs that have been identified.

Universe: In Genesis 1:1, we see the creation of the first universe, and in Revelation 21:1, we see the uniquely created new universe.

World: The term world in the context of many scriptures (such as John 16:7–11) doesn't mean the physical planet Earth. Instead, it refers to a society of people without God that has its own morals, standards, and values.

World Religions: All major world religions (except Buddhism) believe in the existence of one or more gods. You can learn more details about their beliefs by searching the Internet.

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