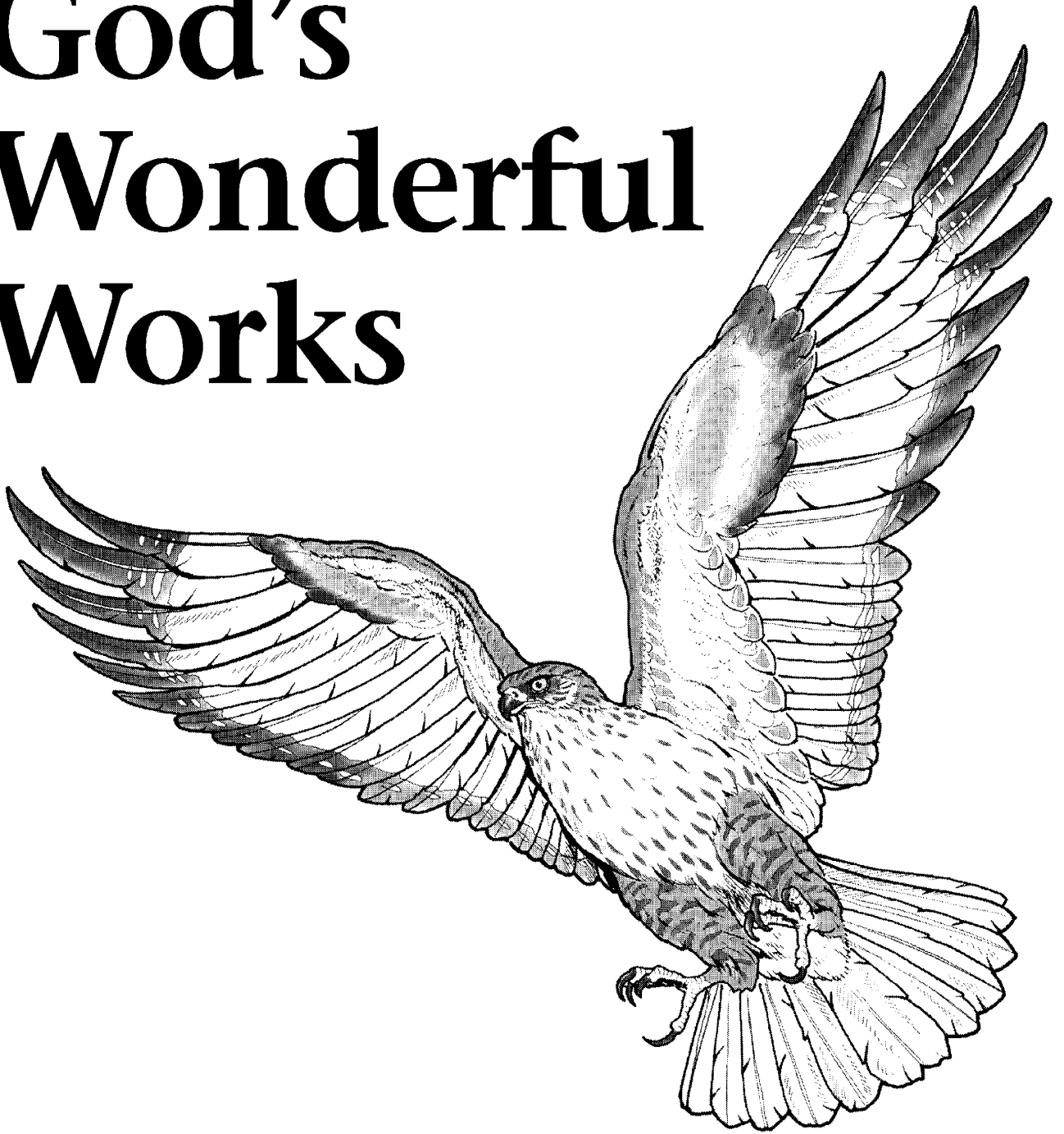


— *God's Creation Series* —

# God's Wonderful Works



**TEACHER'S MANUAL**

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# Introduction

It is the desire of Christian Liberty Press that students learn about God's creation and their place within His creative order. God tells us that we are to subdue the creation and have dominion over it; mankind has been made a steward of God's world. We can only truly accomplish this mandate if we study His universe in the light of His Word, and then seek to apply what we have learned to the glory of God.

In *God's Wonderful Works*, we have sought to show God's providence working in and through His handiwork, bringing the Bible to bear on the subject matter. It is our desire that this course would help students to develop an interest in and appreciation for God's universe. Instructors should realize the importance of teaching science from a biblical perspective.

The teacher's manual for *God's Wonderful Works* seeks to enhance this study of science. Additional information and lesson ideas are provided, so teachers should use these to expand the instruction of this course beyond the textbook.

Students are expected to study this course during most of the school year, working with the material in each chapter, which has been divided up into lessons, studying every other day throughout the year. Each lesson will take about twenty minutes or so per day to complete. Please remember, however, that this manual is not intended to place limits on teachers' creativity and flexibility, but to give them basic guidelines and teaching suggestions.

Instructors should encourage their students to read the book unless it is evident that their reading skills will not permit them to do so. Teachers should also spend time discussing the text and pictures on a regular basis. It is vital that instructors proceed with their lesson plans slowly until they are sure that their students are comprehending the material completely.

Vocabulary terms are bolded in the text. Instructors are encouraged to review these words with their students and have them highlight the words in the text with a highlighter, reinforcing their meaning in the context where they are used. There may be other words in the text that are difficult for students to understand which need to be explained.

By way of review, teachers should have their students complete the "Looking Back" exercises at the end of each chapter or division within a chapter. Students may initially repeat the answers orally, but they are required to write their answers on a separate sheet of paper as part of their daily work.

In this course, Bible memory work is also encouraged. Memory verses are found at the beginning of each chapter in the book. We urge instructors to read these Bible verses to their students and then have them commit the verses to memory. As students work through each chapter, they should spend time covering the appropriate verses for each lesson.

As an aid to teaching this course, we suggest that instructors gather a set of resources to use from time to time. Other equipment should also be acquired ahead of time for some of the activities given in certain chapters—such as, a telescope (page 62, chapter 4) and a microscope (page 80, chapter 5). Alternate activities, however, are suggested in this manual if you are not able to obtain this equipment. The activity

on page 42, chapter 3, may also require ordering a “rock kit.” To acquire the aforementioned resources and equipment, you may want to use the educational science resources listed in the Appendix at the end of this manual.

Instructors should expose their students to additional knowledge about creation science. This will broaden their understanding of this discipline and even encourage their interest in reading. Your local library and the Internet are excellent resources for such information. Furthermore, teachers may develop their own libraries of books, magazines, videos, and CD-ROMs about science for students to investigate independently. Students should also be encouraged to use outside resources such as pictures, objects, or experiments that may pertain to their course work.

We also encourage instructors to engage in as many field trips as possible. In most metropolitan areas, science museums and special departments of universities have scientific displays that would bring the material to life. In the Chicago area, for example, the Museum of Science and Industry has such exhibits. Moreover, we encourage teachers to take their students to local, state, or national parks and nature preserves, when applicable.

In closing, we trust that instructors will find this manual helpful as they teach *God's Wonderful Works* to their students. It is our desire that students will grow in their understanding of God's providence working throughout His creation. Ultimately, our fervent hope is that students will see their place in carrying out the will of God where they live.

# CHAPTER INSTRUCTIONS

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## *Day 1*

## *God Created the Heavens and the Earth*

This chapter introduces the student to the concept of science from a biblical perspective. The Bible states in Genesis 1:1 that “God created the heavens and the earth.” God the Father is the great Creator who made everything; and this was accomplished through His Son (Colossians 1:16) and the Holy Spirit (Genesis 1:2). The Triune God guides all events, even from the beginning of time, including the event of creation. Science therefore is the means by which God’s creatures discover and categorize the physical aspects of this event.

The student will see science as God’s truth concerning the created order as declared in Genesis. This truth is often revealed in triads such as *time, space, and matter* in Genesis 1:1; what the earth was like on Day 1: *without form, void, and darkness*; and what God divided during the first three days of creation: *light from darkness, the “waters above” from the “waters below,” and the dry land (Earth) from the waters (Seas)*. Emphasizing these triads and other phenomena will help the student to learn the basic facts of what took place on the six days of creation.

### LESSON PLANS

*The teacher should first read the entire chapter and become familiar with its content, terms, and activities. Then study the following lesson plans. Each lesson is designed for one class period meeting for twenty minutes or so a day. Class should convene three days a week.*

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### *Lesson 1*

Go over what will be covered in this course with your student. Use the table of contents as a guideline. Discuss the basic plan of studying science as an outgrowth of what took place during the six days of creation. All disciplines of science flow out of God’s creative handiwork.

Read page 1 of the text and have your student begin to memorize Genesis 1:1–5.

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### *Lesson 2*

Read pages 2–3 with your student, and talk about Who God is and what He did on Day 1. Also emphasize that the Triune God was involved in creation—Father, Son, and Holy Spirit. Our response should be that of worship and praise. Do the memory work on the bottom of page 3.

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### *Lesson 3*

Cover page 4 with your student. Discuss how God created the world merely by speaking; God brought the “worlds” into existence from nothing! Then go over the top of page 5 which explains in part what God created on Day 1—the three basic elements of the universe: *time, space, and mat-*

ter. These basic elements will be covered in depth in the next three lessons, respectively. Review the memory work on pages 1 and 3 of the text and do the activity at the bottom of page 5.

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## **Lesson 4**

Read page 6 with your student and talk about what *time* is. If you have a clock with hands, it will help you explain how time is divided up. God has given each of us the same amount of time to use it to His glory. Discuss with your student how he can use this time wisely. Do the activity at the bottom of the page and go over the memory work for this chapter.

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## **Lesson 5**

Read page 7 with your student and talk about the concept of *space*. This concept may be somewhat abstract for your student to grasp; however, have him look around the room and explain that all the things he sees take up space. In fact, no two objects can fill the same space at the same time. Using your student as an example, tell him that he is the only one who can sit in his chair at a time. Apply this truth to the larger context of *outer* space—where God placed the sun, moon, and stars—and do the activity on this page. Review the memory work for this chapter.

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## **Lesson 6**

Read page 8 with your student and define *matter*. Matter is anything that takes up space. Explain that anything that your student can touch or feel is made of matter. Do the activity at the bottom of the page and work on the memory work for this chapter.

---

## **Lesson 7**

Cover pages 9 and 10 with your student. Discuss what the earth was like in the beginning. The Scripture declares that the earth was *without form, void, and darkness* was on the face of the deep. Take time to explain what each of these concepts mean and do the activity at the bottom of page 9. Review the memory verse on page 1 of the text.

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## **Lesson 8**

Go over page 11 and explain that the Spirit of God is the Giver of life. This means that He has given life and *energy* to all things. Have your student learn the definition of *energy* and how it applies to Earth's rotation. Do the activity on page 12 emphasizing the concept that the earth spins on its axis, turning around once every 24 hours. Recite the memory work for this chapter.

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## **Lesson 9**

Read pages 13 and 14 with your student. This lesson covers a special kind of energy—light. Explain that it is energy that moves through space in the form of waves. Of course, there are other theories of light (i.e., electromagnetic and quantum theories) but wave theory is introduced here. Do the activity at the bottom of page 14 and have your student recite Genesis 1:1–5.

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## **Lesson 10**

Cover pages 15 and 16 with your student. The Bible declares that God created light by speaking. This shows the power of God's word. In fact, God not only created light, but He is the Light of the world. Use this opportunity to explain the gospel of light to your student as outlined on page 16. Pray that God will use His powerful word to bring him to a saving knowledge of who Christ Jesus is and what He has done for lost sinners.

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## Lesson 11

Read pages 17 and 18 emphasizing that God saw what He had created on Day One and found that it was good. God divided the light from the darkness, depicting the separation of good from evil and work from rest. Do the activity at the bottom of the page 18 and recite Genesis 1:1–5.

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## Lesson 12

Go over page 19 with your student. Have him answer the “Looking Back” questions on page 20 on a separate sheet of paper. (The answers to these questions are given below.) Use these questions as a review for the test. Review the memory work for this chapter.

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## Lesson 13

Have the student take Test 1, covering pages 1–20 of chapter 1 in *God’s Wonderful Works*.

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## Looking Back (Page 20)

### Questions

1. God created the heavens and the earth.
2. God created the world out of nothing.
3. God is one, but He is three persons.
4. The Spirit of God gave life and energy to the world.
5. God took six days to create the world.
6. God made us for His own glory.
7. In the beginning the earth was without form and void.
8. God created the light so we can see.
9. Energy is power or the ability to work.
10. God divided the light from the darkness.

### Matching

|                  |   |                    |
|------------------|---|--------------------|
| in the beginning | ⇒ | time               |
| earth            | ⇒ | matter             |
| Jesus            | ⇒ | Light of the World |
| the heavens      | ⇒ | space              |
| light            | ⇒ | energy             |

### Fill in the blank

1. God created the heavens and the earth.
2. God made you and everything else for His own glory.
3. Then God said, “Let there be light”; and there was light.
4. Light is energy or power that moves through space.
5. And God called the light Day, and the darkness He called Night.