

— God's Creation Series —

Our Father's World

Second Edition



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TEACHER'S MANUAL

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Written by Edward J. Shewan
Edited by Lars R. Johnson and Belit M. Shewan

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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 *Our Father’s World*, 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 *Our Father’s World* seeks to enhance this study of science. Additional information and lesson ideas are provided, so teachers can 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 may read the book to their students unless it is evident that their reading skills will permit them to read on their own. 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 have been made **bold** in the text. These words are also listed under the “Words to Know” section at the end of each chapter. 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 that need to be explained.

By way of review, teachers should have their students complete the “Looking Back” exercises at the end of each chapter. Students may initially repeat the answers orally, but they should write their answers either in the book or 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 this manual. 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 be acquired ahead of time, especially a scale, which is required for the “SOMETHING YOU CAN DO” section on page 92 in Chapter 8. To obtain such 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, DVDs, and other media about science for students to investigate independently. Students should also be encouraged to use outside resources, such as 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.

Teachers who are using the *God's Creation Series* with various grade levels may want to teach these courses concurrently. The outline for the kindergarten course (*The World That God Made*) is essentially the same as that for the second grade course (*God's Wonderful Works*), and the material in the first grade course (*Our Father's World*) covers much of the same material, but topically. Therefore, you should be able to coordinate classes, activities, and field trips for all three grade levels.

In closing, we trust that instructors will find this manual helpful as they teach *Our Father's World* 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.

*The Staff of Christian Liberty Press
Arlington Heights, Illinois*

Chapter 3

God Made Seasons

Memory Work:

Then God said, “Let there be lights in the firmament of the heavens to divide the day from the night; and let them be for signs and seasons, and for days and years.”

Genesis 1:14

Genesis 1:14 reveals God’s purpose for the lights in the firmament of the heaven. This purpose will be covered in this chapter. These lights in the firmament actually determine the seasons, weather, and climate through the world. You may want to inform your student of how these lights, especially the sun, do this, even though it is not covered in this book.

Basically, the sun and the tilt of the earth affect the weather and seasons on our planet the most. When the earth is tilted the farthest from the sun, winter occurs; when the earth is tilted closest to the sun, summer occurs. Students in the Southern Hemisphere will have the opposite seasons to those of the Northern Hemisphere, also due to the tilt of the earth.

The four seasons, as explained in the text, may or may not be the same in your particular area, but you should clarify that the differences are due to climate—climate being what the weather is like year-round in a specific area of the world. The concept of weather will also be introduced through the “Weather Chart” activity on pages 20 and 21.

LESSON PLANS

The teacher should first read the entire chapter and become familiar with its content, terms, and activities. Then study the following for lesson ideas and teaching tips. Each lesson is designed for one class period, meeting for fifteen to twenty minutes every other day.

Lesson 1

Pages 14 and 15 introduce the four seasons* to your student. As Genesis 1:14 states, the seasons are determined by the lights of the firmament. Explain the time frame of each season in terms of days and months. Also have your student begin to memorize Genesis 1:14.

Lesson 2

Read page 16 with your student. Discuss what this season is like. Review the time frame for the winter season as shown on the chart on page 14. As an extra activity, you may have your student make or draw six-sided snowflakes. Continue the memory work for this chapter.

* In the United States, the seasons are considered to begin at the astronomical solstices and equinoxes; so, they are called the astronomical seasons. Thus, in the Northern Hemisphere, winter begins at the winter solstice, spring at the vernal equinox, and so forth. Since winter starts around December 21, this season essentially covers the months of January, February, and March. However, some prefer to use the astronomical solstices and equinoxes as mid-points of the seasons; this would move the seasons up a month (for example, winter would cover December, January, and February). In medieval Europe, people thought the seasons began about seven weeks before the astronomical seasons—so spring would begin on Candlemas, summer on May Day, autumn on Lammass, and winter on All Hallows. *Our Father’s World* follows the astronomical seasons.

Lesson 3

Cover the spring season on page 17. Review the time frame for this season on page 14. As an extra activity, you may want to plant some seeds in a plastic cup and watch them grow. In addition, have your student recite Genesis 1:14 by heart.

Lesson 4

Go over page 18, and review the time frame for the summer season on page 14. Discuss what your student enjoys doing during the summer. Why did God create the summertime? It is the time for plants to grow and make good things for us to eat. Have your student recite Genesis 1:14.

Lesson 5

Read page 19 with your student. Review the time frame for the fall season as shown on the chart on page 14. For an activity, your student may collect different kinds of leaves close to your home. After he has collected them, place a plain piece of paper over the leaves and rub crayons on the paper. Do you see the veins in the leaves? Review the memory work for this chapter, as well.

Lesson 6

Go over the activity on pages 20 and 21. Explain that weather is what happens outside each day. Your student will learn how the weather changes over time. Fill in the chart for one month. As you do this activity, have your student answer the questions in the third paragraph on page 20.

Lesson 7

Help your student answer the “Looking Back” questions on page 22 of the text. Have him circle the correct answers in the book. (The answers to these questions are given below.) Use this as a review for the test. Go over the memory verse on page 13 and the “Words to Know” section at the bottom of page 20.

Lesson 8

Have the student take Test 3 for Chapter 3 of *Our Father's World*.

Looking Back (Page 22)**True or False**

- | | |
|----------|----------|
| 1. true | 5. false |
| 2. false | 6. true |
| 3. true | 7. false |
| 4. false | 8. true |

Appendix

Educational Science Resources

Books and Audiovisuals

Answers in Genesis

Mailing Address:

PO Box 510

Hebron, KY 41048

Street Address:

2800 Bullittsburg Church Rd.

Petersburg, KY 41080

Main Phone: (800) 778-3390

Ministry Info: (800) 350-3232

www.answersingenesis.org

Bob Jones University Press

1430 Wade Hampton Blvd.

Greenville, SC 29609

Main Phone: (800) 845-5731

Fax Line: (800) 525-8398

www.bjup.com

Creation Moments

P.O. Box 839

Foley, MN 56329

Main Phone: (800) 422-4253

www.creationmoments.com

Speakers available

Institute for Creation Research

Mailing Address:

P. O. Box 59029

Dallas, Texas 75229

Street Address:

1806 Royal Lane

Dallas, Texas 75229

Main Phone: (800) 628-7640

<http://www.icr.org/homepage/>

Scientific Equipment

Carolina Biological Supply

2700 York Road

Burlington, NC 27215

Main Phone: (800) 334-5551

Fax Line: (800) 222-7112

www.carolina.com

Scientifics Direct

532 Main Street

Tonawanda, NY 14150

Main Phone: (800) 818-4955

Order Line: (800) 728-6999

Fax Line: (800) 460-6830

www.scientificsonline.com

Flinn Scientific

P.O. Box 219

Batavia, IL 60510

Main Phone: (800) 452-1261

Fax Line: (866) 452-1436

www.flinnsci.com

Nasco

901 Janesville Avenue

P.O. Box 901

Fort Atkinson, WI 53538-0901

Main Phone: (800) 558-9595

Fax Line: (800) 372-1236

www.enasco.com

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150 Pony Drive

Newmarket, ON L3Y 7B6 Canada