

— God's Creation Series —

God's Wonderful Works

Second Edition



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TEACHER'S MANUAL

Second Edition
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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 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 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 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 or division within a chapter. Students may initially repeat the answers orally, but they should then 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 will need to 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.

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

Day 4

God Made the Sun, Moon, and Stars

Chapter 4 covers the lights with which God filled the heavens—the sun, moon, and stars. He placed these great heavenly lights in space for many reasons. One is that He is the Ruler of the heavens and we must learn to obey His will, for even the heavens obey His commands (Genesis 1:14). Another reason is that “the heavens declare the glory of God; and the firmament shows His handiwork” (Psalm 19:1).

A third reason God placed these lights in the sky is to ordain signs and seasons, days and years. These very lights divide the day from the night and tell us how long each day is. The seasons are also determined by how the sun shines on Earth. Your student will learn about these great truths as he studies yet another aspect of God’s great creation. Our response, once again, is praise for God’s greatness and power.

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 plans. Each lesson is designed for one class period, meeting for twenty minutes or so a day. Class should convene three days a week.

Lesson 1

Read pages 59 and 60 with your student. Discuss how the sun rules the day and how it compares in size to Earth. Have your student do the activity, and emphasize the warning (about NOT looking directly at the sun) at the bottom of page 60. Have your student begin to memorize Genesis 1:14–19.

Lesson 2

Go over page 61 with your student. Talk about how the moon rules the night and how the moon is different from Earth in size and atmosphere. Have your student do the activity at the bottom of the page. Underscore the fact that the moon does not make its own light but reflects the light of the sun. Also continue to have your student work on the memory verses for this chapter.

Lesson 3

Cover page 62 with your student. Have him study the two star charts—one for the Northern Hemisphere (top of the page) and the other for the Southern Hemisphere (bottom of the page). God placed these huge “suns” in the heavens to declare His glory. If you have a telescope, do the activity at the bottom of the page; if you do not, you can still view many stars and constellations with the naked eye. Use an age-appropriate book about the stars from your local library to guide you in this activity. Have your student continue to memorize Genesis 1:14–19.

Lesson 4

Read pages 63 and 64 with your student. Talk about the three reasons God placed the stars in the sky—to proclaim His authority, to declare His glory, and to rule His creation (for signs and seasons, pages 64–69). Use this opportunity to have your student *praise God* for who He is and *thank Him* for all He

has made for us to enjoy. Page 64 introduces the four seasons that will be covered in more detail in the next four lessons. Continue with the memory work for this chapter.

Lesson 5

Go over page 65 with your student. Discuss what spring is like and why it is important. Emphasize that while the Northern Hemisphere is enjoying spring, the Southern Hemisphere is enjoying fall; and vice versa. In fact, the seasons are exactly the opposite from each other between the hemispheres. If your family has a garden, have your student help you plant some vegetables; if this is not possible, have him help with some indoor plants. Have your student continue to memorize Genesis 1:14–19.

Lesson 6

Cover page 66 with your student. Talk about how the tilt of Earth affects the seasons and what summer is like. Again, stress the differences between the seasons in the Northern and Southern hemispheres. Discuss why God made the summer season. Have your student do the activity at the bottom of the page, and have him keep a record of his findings. Have your student continue memorizing Genesis 1:14–19.

Lesson 7

Read Page 67 with your student. Study what fall is like and why it is an important time of the year. In addition, talk about how the fall season starts at different times in the Northern and Southern hemispheres. To reinforce the importance of the harvest time, you may have your student help can or freeze some vegetables. Have your student recite Genesis 1:14–19.

Lesson 8

Go over page 68 with your student. Discuss the purpose of winter and what it is like in certain parts of the world. Also, underscore the different starting dates of winter in the Northern and Southern hemispheres. Have your student recite the memory work for this chapter.

Lesson 9

Cover page 69 with your student. Review why God created each season of the year, emphasizing that God rules over all of them. Have your student do the activity at the bottom of the page and recite Genesis 1:14–19.

Lesson 10

Have your student answer the “Looking Back” questions on page 70 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.

Lesson 11

Have the student take Test 4, covering pages 59–70 of chapter 4 in *God's Wonderful Works*.

Looking Back (Page 70)

True or False

1. True
2. False
3. True
4. False
5. False
6. True
7. False

Matching

big ball of light	⇒	sun
small ball of light	⇒	moon
huge “suns”	⇒	stars

Fill in the Blank

1. God made the sun, moon, and stars as signs.
2. A year is divided into four seasons.
3. In the Northern Hemisphere, March 21 is about when spring begins.
4. The summer sun helps plants to grow.
5. Leaves change color in the fall as the sap stops flowing.
6. The shortest day of the year comes around June 22 in the Southern Hemisphere.
7. God rules over the seasons.

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 Ministries International

PO Box 350

Powder Springs, GA 30127

Main Phone: (800) 616-1264

Fax Line: (770) 439-9784

www.creation.com

Speakers available

Creation Moments

PO Box 839

Foley, MN 56329

Main Phone: (800) 422-4253

www.creationmoments.com

Speakers available

Institute for Creation Research

Mailing Address:

PO Box 59029
Dallas, TX 75229

Street Address:

1806 Royal Lane
Dallas, TX 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

PO Box 219
Batavia, IL 60510
Main Phone: (800) 452-1261
Fax Line: (866) 452-1436
www.flinnsci.com

Nasco

901 Janesville Avenue
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Fort Atkinson, WI 53538-0901
Main Phone: (800) 558-9595
Fax Line: (800) 372-1236
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