

TEACHER GUIDE

9th–12th Grade

Includes Student
Worksheets

Apologetics



Weekly Lesson Schedule



Student Worksheets

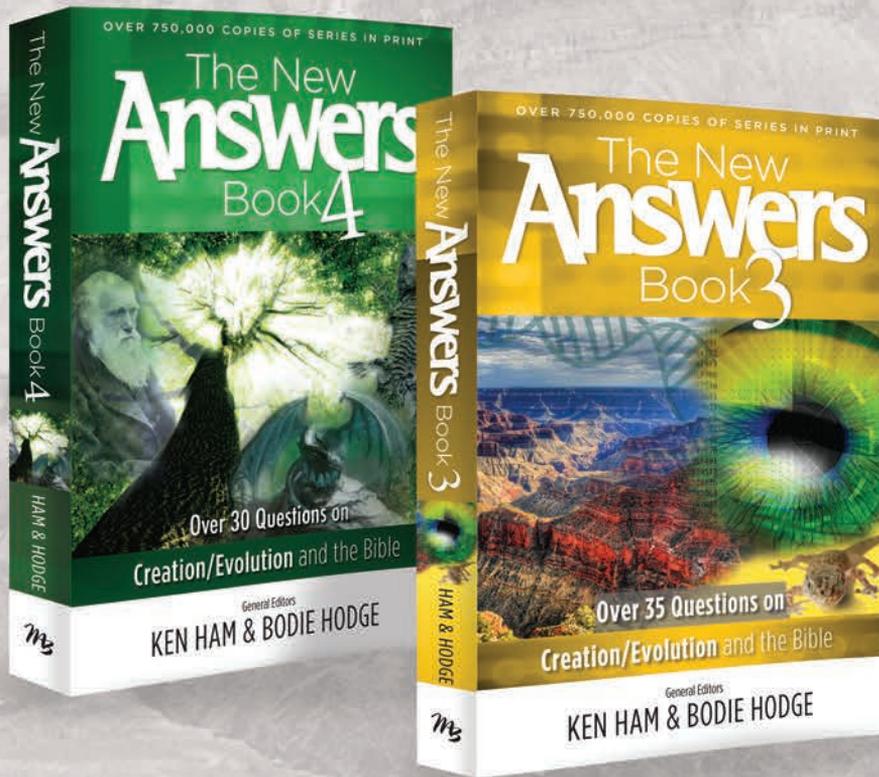


Tests



Answer Keys

CULTURAL ISSUES VOL. 2: CREATION / EVOLUTION AND THE BIBLE



MASTERBOOKS®
— CURRICULUM —

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Apologetics

Cultural Issues Vol. 2: Creation/Evolution and the Bible



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Grading Options for This Course

It is always the prerogative of a parent/educator to assess student grades however he or she might deem best. The following is only a suggested guideline based on the material presented through this course:

1. Worksheets within the course are worth 100 points each.
2. Practical reviews and semester tests within the course are worth 100 points each.
3. A comprehensive exam can be created by a parent/educator by duplicating several quizzes more than once, if desired or required by state law.

To calculate the percentage of the worksheets and tests, the parent/educator may use the following guide. Divide total number of questions correct (example: 43) by the total number of questions possible (example: 46) to calculate the percentage out of 100 possible. $43/46 = 93$ percent correct.

The suggested grade values are noted as follows: 90 to 100 percent = A; 80 to 89 percent = B; 70 to 79 percent = C; 60 to 69 percent = D; and 0 to 59 percent = F.

Note to the student: Some of the worksheets include optional research questions. Make sure you ask your teacher for permission before conducting research on the Internet.

Note to the parent: This course is a wonderful opportunity to discuss real-world, current, and sometimes difficult topics with your high school student. It also would make a great small group course in a church or co-op setting.

About the Authors

Ken Ham, founder and president of Answers in Genesis, joins with a group of popular and credentialed contributors that include Dr. Andrew Snelling (PhD in geology), Dr. Jason Lisle (PhD in astrophysics), Dr. Elizabeth Mitchell (MD), Dr. Danny Faulkner (MA in physics, and an MA and PhD in astronomy), Dr. David Menton (PhD in cell biology), Dr. Terry Mortenson (M.Div. in systemic theology), Dr. Georgia Purdom (PhD in molecular genetics), Dr. A.J. Monty White (BS in chemistry, PhD), Dr. John Whitmore (PhD in biology), Dr. Tommy Mitchell (BA in cell biology, MD), and other scientists and apologetics scholars in a collection of questions and answers designed to provide fundamental insight and perspectives on topics related to science and religion.

Using This Teacher Guide

Features: The suggested weekly schedule enclosed has easy-to-manage lessons that guide the reading, worksheets, and all assessments. The pages of this guide are perforated and three-hole punched so materials are easy to tear out, hand out, grade, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

Fight the Good Fight of Faith: Our culture is increasingly giving in to secular beliefs and claiming that ultimate truth comes from science and man. Using a strong biblical foundation, this course helps equip students with knowledge and logical thinking so to refute the false teachings of man and evangelize to those who are lost. With rigorous reading and worksheets covering subjects from eugenics to abortion, Noah's Flood to genetics, and cosmology to bacteria, students will grow in knowledge and faith, standing firm in the Word of God.



Approximately 30 to 45 minutes per lesson, five days a week



Includes answer keys for worksheets and tests



Worksheets for each chapter



Tests are included to help reinforce learning and provide assessment opportunities



Designed for grades 9 to 12 in a one-year course to earn 1 apologetics credit

Course Objectives: Students completing this course will

- ✓ Investigate some of the most popular cultural questions about science and Bible
- ✓ Explore how to think logically and apply biblical knowledge correctly
- ✓ Identify insights to the arguments brought against the faith and the solutions from the Bible and observational science
- ✓ Learn answers, information, and strategies when facing destructive influences found in the workplace or school environments
- ✓ Study cloning, abortion, GMOs, aliens, and more in these two volumes focused on points of contention related to the Bible, faith, and science

Course Description: This curriculum has been put together to provide the answers to many common objections to biblical worldviews and scriptural authority of the Bible. Practical reviews are included to strengthen the student's grasp of key concepts and terms, while providing critical thinking opportunities to put their knowledge to work. Students will learn to apply the biblical worldview to subjects such as evolution, climate change, Noah's Ark and the Flood, and dozens more. They will discover answers to help know the depths of God's wisdom found in His Word and in His world, and why this matters to your life, your family, and your faith.

Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester–First Quarter					
Week 1	Day 1	Introduction: Evolving Tactics • Read pages 7–12 • <i>New Answers Book Vol. 3</i> • (NAB3)			
	Day 2	<i>New Answers Book 3</i> : Introduction Worksheet 1 • Page 15 • Teacher Guide • (TG)			
	Day 3	Ch 1: Where Was the Garden of Eden Located? • Read pages 13–15 • (NAB3)			
	Day 4	<i>New Answers Book 3</i> : Ch 1 Worksheet 1 • Page 17 • (TG)			
	Day 5	Ch 2: What Did Noah’s Ark Look Like? • Read pages 16–27 • (NAB3)			
Week 2	Day 6	<i>New Answers Book 3</i> : Ch 2 Worksheet 1 • Pages 19–20 • (TG)			
	Day 7	Ch 3: Should Christians Be Pushing to Have Creation Taught in Government Schools? • Read pages 28–36 • (NAB3)			
	Day 8	<i>New Answers Book 3</i> : Ch 3 Worksheet 1 • Pages 21–22 • (TG))			
	Day 9	Ch 4: What Are “Kinds” in Genesis? • Read pages 37–46 • (NAB3)			
	Day 10	<i>New Answers Book 3</i> : Ch 4 Worksheet 1 • Pages 23–24 • (TG)			
Week 3	Day 11	Ch 5: How Could All the Animals Fit on the Ark and Eight People Care for Them? • Read pages 47–53 • (NAB3)			
	Day 12	Ch 5: How Could All the Animals Fit on the Ark and Eight People Care for Them? • Read pages 54–63 • (NAB3)			
	Day 13	<i>New Answers Book 3</i> : Ch 5 Worksheet 1 • Pages 25–26 • (TG)			
	Day 14	Ch 6: Was the Flood of Noah Global or Local in Extent? • Read pages 64–72 • (NAB3)			
	Day 15	<i>New Answers Book 3</i> : Ch 6 Worksheet 1 • Page 27 • (TG)			
Week 4	Day 16	Ch 7: Is Man the Cause of Global Warming? • Read pages 73–83 • (NAB3)			
	Day 17	<i>New Answers Book 3</i> : Ch 7 Worksheet 1 • Pages 29–30 • (TG)			
	Day 18	Ch 8: Did Bible Authors Believe in a Literal Genesis? • Read pages 84–92 • (NAB3)			
	Day 19	<i>New Answers Book 3</i> : Ch 8 Worksheet 1 • Page 31 • (TG)			
	Day 20	Ch 9: Do Fossils Show Signs of Rapid Burial? • Read pages 93–99 • (NAB3)			
Week 5	Day 21	<i>New Answers Book 3</i> : Ch 9 Worksheet 1 • Pages 33–34 • (TG)			
	Day 22	Optional: Practical Faith Review 1 • Page 165 • (TG)			
	Day 23	Ch 10: What about the Similarity Between Human and Chimp DNA? • Read pages 100–109 • (NAB3)			
	Day 24	<i>New Answers Book 3</i> : Ch 10 Worksheet 1 • Pages 35–36 • (TG)			
	Day 25	Ch 11: Was There Death Before Adam Sinned? • Read pages 110–118 • (NAB3)			

Date	Day	Assignment	Due Date	✓	Grade
Week 6	Day 26	<i>New Answers Book 3</i> : Ch 11 Worksheet 1 • Pages 37–38 • (TG)			
	Day 27	Ch 12: Abortion: Is It Really a Matter of Life and Death? • Read pages 119–128 • (NAB3)			
	Day 28	<i>New Answers Book 3</i> : Ch 12 Worksheet 1 • Pages 39–40 • (TG)			
	Day 29	Ch 13: Is the Christian Worldview Logical? • Read pages 129–134 • (NAB3)			
	Day 30	<i>New Answers Book 3</i>: Test 1 • Pages 183–184 • (TG)			
Week 7	Day 31	<i>New Answers Book 3</i> : Ch 13 Worksheet 1 • Page 41 • (TG)			
	Day 32	Ch 14: What about Cloning and Stem Cells? • Read pages 135–142 • (NAB3)			
	Day 33	<i>New Answers Book 3</i> : Ch 14 Worksheet 1 • Page 43 • (TG)			
	Day 34	Ch 15: How Old Does the Earth Look? • Read pages 143–150 • (NAB3)			
	Day 35	<i>New Answers Book 3</i> : Ch 15 Worksheet 1 • Page 45 • (TG)			
Week 8	Day 36	Ch 16: Does Evolution Have a . . . Chance? • Read pages 151–160 • (NAB3)			
	Day 37	<i>New Answers Book 3</i> : Ch 16 Worksheet 1 • Pages 47–48 • (TG)			
	Day 38	Ch 17: What about Eugenics and Planned Parenthood? • Read pages 161–172 • (NAB3)			
	Day 39	<i>New Answers Book 3</i> : Ch 17 Worksheet 1 • Pages 49–50 • (TG)			
	Day 40	Ch 18: When and How Did the Grand Canyon Form? • Read pages 173–185 • (NAB3)			
Week 9	Day 41	<i>New Answers Book 3</i> : Ch 18 Worksheet 1 • Pages 51–52 • (TG)			
	Day 42	Ch 19: Does Astronomy Confirm a Young Universe? • Read pages 186–193 • (NAB3)			
	Day 43	<i>New Answers Book 3</i> : Ch 19 Worksheet 1 • Pages 53–54 • (TG)			
	Day 44	Optional: Practical Faith Review 2 • Page 167 • (TG)			
	Day 45	Ch 20: How Could a Fish Survive the Genesis Flood? • Read pages 194–203 • (NAB3)			
First Semester–Second Quarter					
Week 1	Day 46	<i>New Answers Book 3</i> : Ch 20 Worksheet 1 • Pages 55–56 • (TG)			
	Day 47	Ch 21: What about Cosmology? • Read pages 204–209 • (NAB3)			
	Day 48	<i>New Answers Book 3</i> : Ch 21 Worksheet 1 • Pages 57–58 • (TG)			
	Day 49	Ch 22: Did Life Come from Outer Space? • Read pages 210–217 • (NAB3)			
	Day 50	<i>New Answers Book 3</i> : Ch 22 Worksheet 1 • Page 59 • (TG)			
Week 2	Day 51	Ch 23: Did the Continents Split Apart in the Days of Peleg? • Read pages 218–227 • (NAB3)			
	Day 52	<i>New Answers Book 3</i> : Ch 23 Worksheet 1 • Page 61 • (TG)			
	Day 53	Ch 24: Vestigial Organs — Evidence for Evolution? • Read pages 228–239 • (NAB3)			
	Day 54	<i>New Answers Book 3</i> : Ch 24 Worksheet 1 • Pages 63–64 • (TG)			
	Day 55	Ch 25: Is <i>Tiktaalik</i> Evolution’s Greatest Missing Link? • Read pages 240–250 • (NAB3)			

Date	Day	Assignment	Due Date	✓	Grade
Week 3	Day 56	<i>New Answers Book 3</i> : Ch 25 Worksheet 1 • Pages 65–66 • (TG)			
	Day 57	Ch 26: Why Is Mount St. Helens Important to the Origins Controversy? • Read pages 251–258 • (NAB3)			
	Day 58	<i>New Answers Book 3</i> : Ch 26 Worksheet 1 • Pages 67–68 • (TG)			
	Day 59	Ch 27: What Is the Best Argument for the Existence of God? • Read pages 261–268 • (NAB3)			
	Day 60	<i>New Answers Book 3</i>: Test 2 • Pages 185–186 • (TG)			
Week 4	Day 61	<i>New Answers Book 3</i> : Ch 27 Worksheet 1 • Pages 69–70 • (TG)			
	Day 62	Ch 28: Do Evolutionists Believe Darwin's Ideas about Evolution? • Read pages 269–280 • (NAB3)			
	Day 63	<i>New Answers Book 3</i> : Ch 28 Worksheet 1 • Pages 71–72 • (TG)			
	Day 64	Ch 29: What Are Some of the Best Flood Evidences? • Read pages 281–288 • (NAB3)			
	Day 65	Ch 29: What Are Some of the Best Flood Evidences? • Read pages 289–296 • (NAB3)			
Week 5	Day 66	<i>New Answers Book 3</i> : Ch 29 Worksheet 1 • Pages 73–74 • (TG)			
	Day 67	Optional: Practical Faith Review 3 • Page 169 • (TG)			
	Day 68	Ch 30: What Are Some Good Questions to Ask an Evolutionist? • Read pages 297–306 • (NAB3)			
	Day 69	<i>New Answers Book 3</i> : Ch 30 Worksheet 1 • Pages 75–76 • (TG)			
	Day 70	Ch 31: What about Bacteria? • Read pages 307–316 • (NAB3)			
Week 6	Day 71	<i>New Answers Book 3</i> : Ch 31 Worksheet 1 • Page 77 • (TG)			
	Day 72	Ch 32: Unicorns in the Bible? • Read pages 317–320 • (NAB3)			
	Day 73	<i>New Answers Book 3</i> : Ch 32 Worksheet 1 • Page 79 • (TG)			
	Day 74	Ch 33: Doesn't the Bible Support Slavery? • Read pages 321–332 • (NAB3)			
	Day 75	<i>New Answers Book 3</i> : Ch 33 Worksheet 1 • Pages 81–82 • (TG)			
Week 7	Day 76	Ch 34: Why Did God Make Viruses? • Read pages 333–339 • (NAB3)			
	Day 77	<i>New Answers Book 3</i> : Ch 34 Worksheet 1 • Pages 83–84 • (TG)			
	Day 78	Ch 35: Wasn't the Bible Written by Mere Men? • Read pages 340–344 • (NAB3)			
	Day 79	<i>New Answers Book 3</i> : Ch 35 Worksheet 1 • Pages 85–86 • (TG)			
	Day 80	Ch 36: Isn't the God of the Old Testament Harsh, Brutal, and Downright Evil? • Read pages 345–354 • (NAB3)			
Week 8	Day 81	<i>New Answers Book 3</i> : Ch 36 Worksheet 1 • Page 87 • (TG)			
	Day 82	Ch 37: Who Sinned First — Adam or Satan? • Read pages 355–359 • (NAB3)			
	Day 83	<i>New Answers Book 3</i> : Ch 37 Worksheet 1 • Page 89 • (TG)			
	Day 84	Ch 38: How Can Someone Start a New Life in Christ? • Read pages 360–366 • (NAB3)			
	Day 85	<i>New Answers Book 3</i> : Ch 38 Worksheet 1 • Pages 91–92 • (TG)			

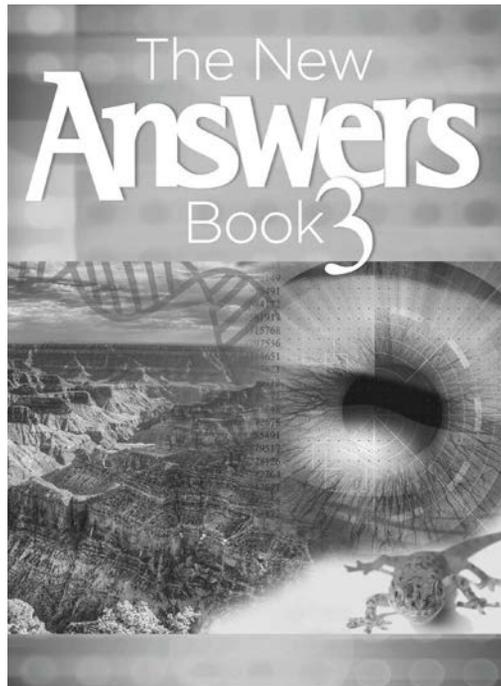
Date	Day	Assignment	Due Date	✓	Grade
Week 9	Day 86	Optional: Practical Faith Review 4 • Page 171 • (TG)			
	Day 87	Review Worksheets for Chapters 1–19			
	Day 88	Review Worksheets for Chapters 20–38			
	Day 89	<i>New Answers Book 3: Semester Test 1</i> • Pages 191–192 • (TG)			
	Day 90	Free day/Study day			
		Mid-term Grade			

Date	Day	Assignment	Due Date	✓	Grade
Second Semester–Third Quarter					
Week 1	Day 91	Introduction: Atheistic Devices: Spotting Them . . . but Countering Them, Too? • Read pages 7–16 • <i>New Answers Book Vol. 4</i> • (NAB4)			
	Day 92	<i>New Answers Book 4: Introduction Worksheet 1</i> • Pages 95–96 • (TG)			
	Day 93	Ch 1: Does the Gospel Depend on a Young Earth? • Read pages 17–22 • (NAB4)			
	Day 94	<i>New Answers Book 4: Ch 1 Worksheet 1</i> • Page 97 • (TG)			
	Day 95	Ch 2: Do Plants and Leaves Die? • Read pages 23–25 • (NAB4)			
Week 2	Day 96	<i>New Answers Book 4: Ch 2 Worksheet 1</i> • Pages 99–100 • (TG)			
	Day 97	Ch 3: Dragons . . . Were They Real? • Read pages 27–35 • (NAB4)			
	Day 98	Ch 3: Dragons . . . Were They Real? • Read pages 36–43 • (NAB4)			
	Day 99	<i>New Answers Book 4: Ch 3 Worksheet 1</i> • Pages 101–102 • (TG)			
	Day 100	Free day/Study day			
Week 3	Day 101	Ch 4: Peppered Moths . . . Evidence for Evolution? • Read pages 45–51 • (NAB4)			
	Day 102	<i>New Answers Book 4: Ch 4 Worksheet 1</i> • Page 103 • (TG)			
	Day 103	Ch 5: Is Evolutionary Humanism the Most Blood-stained Religion Ever? • Read pages 53–65 • (NAB4)			
	Day 104	<i>New Answers Book 4: Ch 5 Worksheet 1</i> • Pages 105–106 • (TG)			
	Day 105	Ch 6: Was Charles Darwin a Christian? • Read pages 67–75 • (NAB4)			
Week 4	Day 106	<i>New Answers Book 4: Ch 6 Worksheet 1</i> • Page 107 • (TG)			
	Day 107	Ch 7: Cavemen . . . Really? • Read pages 77–86 • (NAB4)			
	Day 108	<i>New Answers Book 4: Ch 7 Worksheet 1</i> • Pages 109–110 • (TG)			
	Day 109	Ch 8: Should There Really Be a Battle between Science and the Bible? • Read pages 87–99 • (NAB4)			
	Day 110	Free day/Study day			

Date	Day	Assignment	Due Date	✓	Grade
Week 5	Day 111	<i>New Answers Book 4: Ch 8 Worksheet 1 • Pages 111–112 • (TG)</i>			
	Day 112	Optional: Practical Faith Review 5 • Page 173 • (TG)			
	Day 113	Ch 9: What Did the Reformers Believe about the Age of the Earth? • Read pages 101–110 • (NAB4)			
	Day 114	<i>New Answers Book 4: Ch 9 Worksheet 1 • Pages 113–114 • (TG)</i>			
	Day 115	Ch 10: What Are Some of the Best Evidences in Science of a Young Creation? • Read pages 111–119 • (NAB4)			
Week 6	Day 116	Ch 10: What Are Some of the Best Evidences in Science of a Young Creation? • Read pages 120–129 • (NAB4)			
	Day 117	<i>New Answers Book 4: Ch 10 Worksheet 1 • Pages 115–116 • (TG)</i>			
	Day 118	Ch 11: Have People Always Been Brilliant or Were They Originally Dumb Brutes? • Read pages 131–142 • (NAB4)			
	Day 119	<i>New Answers Book 4: Ch 11 Worksheet 1 • Pages 117–118 • (TG)</i>			
	Day 120	<i>New Answers Book 4: Test 3 • Pages 187–188 • (TG)</i>			
Week 7	Day 121	Ch 12: What about Living Fossils? • Read pages 143–150 • (NAB4)			
	Day 122	<i>New Answers Book 4: Ch 12 Worksheet 1 • Page 119 • (TG)</i>			
	Day 123	Ch 13: What Is the State of the Canopy Model? • Read pages 151–161 • (NAB4)			
	Day 124	<i>New Answers Book 4: Ch 13 Worksheet 1 • Page 121 • (TG)</i>			
	Day 125	Ch 14: Are There Transitional Forms in the Fossil Record? • Read pages 163–172 • (NAB4)			
Week 8	Day 126	<i>New Answers Book 4: Ch 14 Worksheet 1 • Page 123 • (TG)</i>			
	Day 127	Ch 15: Could the Flood Cataclysm Deposit Uniform Sedimentary Rock Layers? • Read pages 173–186 • (NAB4)			
	Day 128	<i>New Answers Book 4: Ch 15 Worksheet 1 • Pages 125–126 • (TG)</i>			
	Day 129	Ch 16: Should We Be Concerned about Climate Change? • Read pages 187–198 • (NAB4)			
	Day 130	Free day/Study day			
Week 9	Day 131	<i>New Answers Book 4: Ch 16 Worksheet 1 • Pages 127–128 • (TG)</i>			
	Day 132	Optional: Practical Faith Review 6 • Page 175 • (TG)			
	Day 133	Ch 17: What about Creation, Flood, and Language Division Legends? • Read pages 199–209 • (NAB4)			
	Day 134	<i>New Answers Book 4: Ch 17 Worksheet 1 • Pages 129–130 • (TG)</i>			
	Day 135	Ch 18: How Big Is the Universe? • Read pages 211–220 • (NAB4)			

Date	Day	Assignment	Due Date	✓	Grade
Second Semester–Fourth Quarter					
Week 1	Day 136	<i>New Answers Book 4</i> : Ch 18 Worksheet 1 • Pages 131–132 • (TG)			
	Day 137	Ch 19: Could Noah’s Ark Have Been Made of Wood? • Read pages 221–229 • (NAB4)			
	Day 138	Ch 19: Could Noah’s Ark Have Been Made of Wood? • Read pages 230–237 • (NAB4)			
	Day 139	<i>New Answers Book 4</i> : Ch 19 Worksheet 1 • Pages 133–134 • (TG)			
	Day 140	Free day/Study day			
Week 2	Day 141	Ch 20: What about Environmentalism? • Read pages 239–245 • (NAB4)			
	Day 142	Ch 20: What about Environmentalism? • Read pages 246–253 • (NAB4)			
	Day 143	<i>New Answers Book 4</i> : Ch 20 Worksheet 1 • Pages 135–136 • (TG)			
	Day 144	Ch 21: What about Distant Starlight Models? • Read pages 255–263 • (NAB4)			
	Day 145	<i>New Answers Book 4</i> : Ch 21 Worksheet 1 • Pages 137–138 • (TG)			
Week 3	Day 146	Ch 22: What Are the Tactics of the New Atheists? • Read pages 265–276 • (NAB4)			
	Day 147	<i>New Answers Book 4</i> : Ch 22 Worksheet 1 • Pages 139–140 • (TG)			
	Day 148	Ch 23: Were There Any Volcanoes, High Mountains, and Earthquakes before the Flood? • Read pages 279–288 • (NAB4)			
	Day 149	<i>New Answers Book 4</i> : Ch 23 Worksheet 1 • Page 141 • (TG)			
	Day 150	<i>New Answers Book 4</i>: Test 4 • Pages 189–190 • (TG)			
Week 4	Day 151	Ch 24: What about Beneficial Mutations? • Read pages 289–296 • (NAB4)			
	Day 152	Ch 24: What about Beneficial Mutations? • Read pages 297–303 • (NAB4)			
	Day 153	<i>New Answers Book 4</i> : Ch 24 Worksheet 1 • Pages 143–144 • (TG)			
	Day 154	Ch 25: What about the Hebrew Language and Genesis? • Read pages 305–316 • (NAB4)			
	Day 155	<i>New Answers Book 4</i> : Ch 25 Worksheet 1 • Pages 145–146 • (TG)			
Week 5	Day 156	Optional: Practical Faith Review 7 • Page 177 • (TG)			
	Day 157	Ch 26: The Recapitulation of Recapitulation: Does Embryology Prove Evolution? • Read pages 317–325 • (NAB4)			
	Day 158	Ch 26: The Recapitulation of Recapitulation: Does Embryology Prove Evolution? • Read pages 326–333 • (NAB4)			
	Day 159	<i>New Answers Book 4</i> : Ch 26 Worksheet 1 • Pages 147–148 • (TG)			
	Day 160	Free day/Study day			

Date	Day	Assignment	Due Date	✓	Grade
Week 6	Day 161	Ch 27: Is Speciation Evidence for Creation or Evolution? • Read pages 335–342 • (NAB4)			
	Day 162	<i>New Answers Book 4</i> : Ch 27 Worksheet 1 • Pages 149–150 • (TG)			
	Day 163	Ch 28: Are Genetically Modified Organisms (GMOs) Wrong? • Read pages 343–354 • (NAB4)			
	Day 164	<i>New Answers Book 4</i> : Ch 28 Worksheet 1 • Pages 151–152 • (TG)			
	Day 165	Ch 29: What about Design Arguments Like “Irreducible Complexity”? • Read pages 355–366 • (NAB4)			
Week 7	Day 166	<i>New Answers Book 4</i> : Ch 29 Worksheet 1 • Pages 153–154 • (TG)			
	Day 167	Ch 30: What about the Origin of the Solar System and the Planets? • Read pages 367–373 • (NAB4)			
	Day 168	<i>New Answers Book 4</i> : Ch 30 Worksheet 1 • Pages 155–156 • (TG)			
	Day 169	Ch 31: Did Noah Need Oxygen Tanks on the Ark? • Read pages 375–381 • (NAB4)			
	Day 170	Free day/Study day			
Week 8	Day 171	<i>New Answers Book 4</i> : Ch 31 Worksheet 1 • Page 157 • (TG)			
	Day 172	Ch 32: The Image of God • Read pages 383–390 • (NAB4)			
	Day 173	<i>New Answers Book 4</i> : Ch 32 Worksheet 1 • Pages 159–160 • (TG)			
	Day 174	Ch 33: Dear Atheists . . . Are You Tired of It All? • Read pages 391–395 • (NAB4)			
	Day 175	<i>New Answers Book 4</i> : Ch 33 Worksheet 1 • Page 161 • (TG)			
Week 9	Day 176	Optional: Practical Faith Review 8 • Page 179 • (TG)			
	Day 177	Review Worksheets for Chapters 1–17			
	Day 178	Review Worksheets for Chapters 18–33			
	Day 179	<i>New Answers Book 4</i>: Semester Test 2 • Pages 193–194 • (TG)			
	Day 180				
		Final Grade			



Cultural Issues Worksheets
for Use with
The New Answers Book 3

5. Take a moment to pray for Christians involved in public schools. What are some other ways you can support Christian teachers, administrators, families, and students in the public schools in your area? Discuss this with a parent.

5. What fallacy had taken place in the change of definition of *species*? How did this impact the Church?

6. How can you refute an objection that says the Bible claims that species are fixed?

5. Write a summary of the authors' explanation of the watering (including water collection) and feeding systems.
 - a. Water system

 - b. Feeding system

6. Write a summary of the authors' explanation of the animal waste system.

7. What is a moonpool?

8. Should we accept the descriptions of Noah's Ark and its workings in this chapter as fact? Why or why not?

Answer Keys
for
Cultural Issues 2

The New Answers Book 3 — Worksheet Answer Keys

Introduction, Worksheet 1, p. 7–12

- This was a time of more active debates between creationists and evolutionists. Creationist arguments mostly consisted of refuting ape-men and pointing out that the Cambrian Explosion and lack of transitional forms illustrated that Darwinian evolution did not happen. Evolutionists attempted to counter these arguments by giving examples of supposed transitional forms.
 - The author also calls this period the *Intensified Evolutionary Indoctrination* era, in which evolutionists were making more deliberate attempts to increase public indoctrination about evolution, while increasingly refusing to debate creationists. Creationist media increased, and secularist opposition intensified, with articles based less on ridicule and more on supposed scientific reasons why creationists were wrong.
 - At this time, Christians attempted to take the problem of evolutionary teaching in secular schools to the courts, which led to the non-Christian “intelligent design” movement. Secularists accused Christians of being anti-science and labeled the belief of creation as “religious” and Darwinian evolution as “science.”
 - Rather than attempting to use logical arguments, some evolutionists have reverted to name-calling in a desperate attempt to discredit biblical creationists, using terms such as “fundamentalists” and “child abusers.” This era has also seen a rise in the “New Atheists,” who overtly attack Christianity and preach atheism throughout the world.
- It not only shows that this issue strikes at deep spiritual problems, but that those who can't prove their position by logic or science are driven by emotion.

Chapter 1, Worksheet 1, p. 13–15

- The description given in Genesis 2 concerning the location of the Garden of Eden does not

fit with what is observed regarding the present Tigris and Euphrates Rivers. God's Word makes it clear that the Garden of Eden was located where there were four rivers coming from one head, but that is not present in the Middle East today.

- The worldwide, catastrophic Flood of Noah's day would have destroyed the surface of the earth and totally changed it. Further, under the region where the present Tigris and Euphrates are, there are hundreds of feet of sedimentary strata, a lot of which is fossiliferous, so it had to be laid down at the time of the Flood. The perfect Garden of Eden could not have been sitting on billions of dead things before sin entered the world.
- People will often name new places using names they are familiar with (as in the case of places in Australia and the United States), so it would not have been surprising for Noah and his family to use names they were familiar with from the pre-Flood world (e.g., Tigris and Euphrates) to name places and rivers, etc., in the world after the Flood.

Chapter 2, Worksheet 1, p. 16–27

- Answers will vary. However, students should understand that the remains of the Ark are not necessary to justify their faith.
- No, the Bible does not necessarily specify the precise shape of the Ark. However, we can logically determine two main options, which are a default rectangular shape reflecting the lack of specific detail given in the Bible, and a more fleshed-out design that incorporates principles of ship design from maritime science, while remaining consistent with the Bible's size and proportions.
- Answers will vary. Students should think about what sorts of jobs Noah's Ark was built to do, including seaworthiness and housing both people and many types of animals, and compare those specifications to the arks of legend.

4.



5. Answers will vary.

6. Answers will vary, but it is possible that Noah did not need any more specifications than what we read in the Bible. However, it is also possible that it was simply not necessary to include any more information than what is written in the Bible.

7. Answers will vary.

Chapter 3, Worksheet 1, p. 28–36

1. It is a belief system. Not only does the “Humanist Manifesto I” refer to humanism as a religion, but the U.S. Supreme Court has also recognized it as such since the 1961 case *Torcaso v. Watkins*.
2. Many humanists would call themselves secular humanists in order to avoid the connection to the word “religion,” when humanism is, in fact, a religion. The secular humanists basically believe we should not “impose an exclusive conception of truth” unless it involves suppressing religious ideas (including creation) — it is mandatory that the truth of evolution can have exclusive reign in the science classrooms. What they fail to realize is that they are simply substituting one “article of religious faith” for another in an arbitrary way that fits their agenda.
3. Science is generally limited to those things that are observable, testable, and repeatable. Events from the past cannot be observed, tested, or repeated. So, everyone has the same evidence to examine, but we all look at the evidence in light of our pre-existing worldview. Evolutionists believe that life has evolved by natural processes, so they interpret the evidence in light of that belief. Creationists do the same, using God’s Word, the Bible, as the standard.

4. Answers will vary, but students should provide supporting arguments with biblical references for their opinion.

5. Answers will vary, but students should provide some practical ideas, such as hosting a Bible study, inviting others to church, etc.

Chapter 4, Worksheet 1, p. 37–46

1. Though it is a bit more complicated, if two things can breed together, then they are of the same created kind.
2. Many times, hybrids are infertile due to an uneven chromosome number that affects the production of eggs and sperm. However, this is not always the case, as even some mules (horse + donkey) have been known to reproduce.
3. Not necessarily. Baramin is commonly believed to be at the level of family and possibly order for some plants/animals. On rare occasions, a kind may be equivalent to the genus or species levels.
4. *Species* originally meant the biblical kind, but in the mid to late 1700s, it began taking on a new, more specific definition in scientific circles as a biological term. The definition had changed so that, instead of there being a dog *species* (or dog kind), there were many dog *species*.
5. A bait-and-switch fallacy (Christians were teaching fixity of species [kinds], but the definition of *species* changed out from under them). The results of this were devastating to the Church. Christians looked ignorant when people began observing that species — by the *new* definition — do change, and it *appeared* that the Church was wrong. People began doubting the Word of God, walking away from Christianity and embracing an evolutionary philosophy.
6. A good response would be: “To which definition of *species* are you referring?” Also, the idea of one kind changing into another can be argued against based on the fact that no such change has ever been observed. Further answers will vary.

Chapter 5, Worksheet 1, p. 47–63

1. Hybridization — only closely related animals can successfully produce offspring. Since only animals in the same kind are related, hybrids positively identify which animals are part of the same kind.

Cognitum — uses the human senses of perception. This method assumes that animal kinds have maintained their core distinctiveness even as they have diversified over time.

Statistical baraminology – continuities and discontinuities of animals are identified by comparing physical traits using statistical tests called baraminic distance correlation (BDC). This method assumes that the physical similarities and dissimilarities identified in the tests are reliable indicators of relatedness and that the traits selected for comparison are baraminologically significant.

2. Splitting and lumping animal kinds, and multiplying all “clean” and all flying creatures by 14 instead of 7.
3.
 - a. They take up less space.
 - b. They eat less.
 - c. They create less waste.
 - d. They are often easier to manage.
 - e. They are generally more durable.
 - f. They would have more time to reproduce after the Flood.
4. After sin, we cannot be sure when certain animals began to eat meat (it may have been immediate or more gradual), although the fossil record provides strong evidence that carnivory occurred prior to the Flood. If carnivorous activity was prevalent in the pre-Flood world as is implied in Genesis 6:12, it is still possible that the individual animals the Lord sent did not eat meat.
5. Water system — Water could have been collected beforehand into numerous cisterns, earthen vessels, or other waterproofed containers. In addition, using the Ark’s roof surface as a massive rainwater collection device would combine elements of sustainability,

redundancy, and efficiency — especially if the water could be channeled into overhead cisterns for storage and distribution as needed. Utilizing a simple system of fixed pipes and spigots (possibly made from bamboo) would permit easy access to water from the animal pens, living quarters, and other areas. Each animal cage could have been equipped with simple, appropriately sized, vacuum-fed water containers.

Feeding system — For large animal enclosures, bamboo or wood chutes leading to a food dish could have been filled from an overhead catwalk. External chutes leading to interior food trays could have also been used in the small animal cages.

6. The Ark Encounter designs show Noah’s family using carts and small wagons to move the solid animal waste. Sloped floors or designs that incorporated slatted floors in the enclosures could have been used. Large animal enclosures would have had to been cleaned out by hand. Concerning liquid waste, collection points funneling into bamboo pipes could have moved urine and excess water away from the enclosures. Each enclosure complex could have been connected to a central waste-water collection tank.
7. Essentially, it is a large cavity running from the bottom of the ship to the upper deck or roof.
8. No. The descriptions in this chapter are results of much research and logical thinking. It is easy to let your imagination wander when it comes to the possibilities of how the Ark worked. However, it is always important to come back to what we know from the Scriptures and consider practical solutions that have worked in the past. (While its existence and successful journey is not in doubt, the details of how the voyage happened are not given to us in the Bible. They are based on research on how people solved such problems in the past, etc.)

Chapter 6, Worksheet 1, p. 64–72

1. It is because ultimately what is at stake is the authority of *all* of God’s Word. If the text