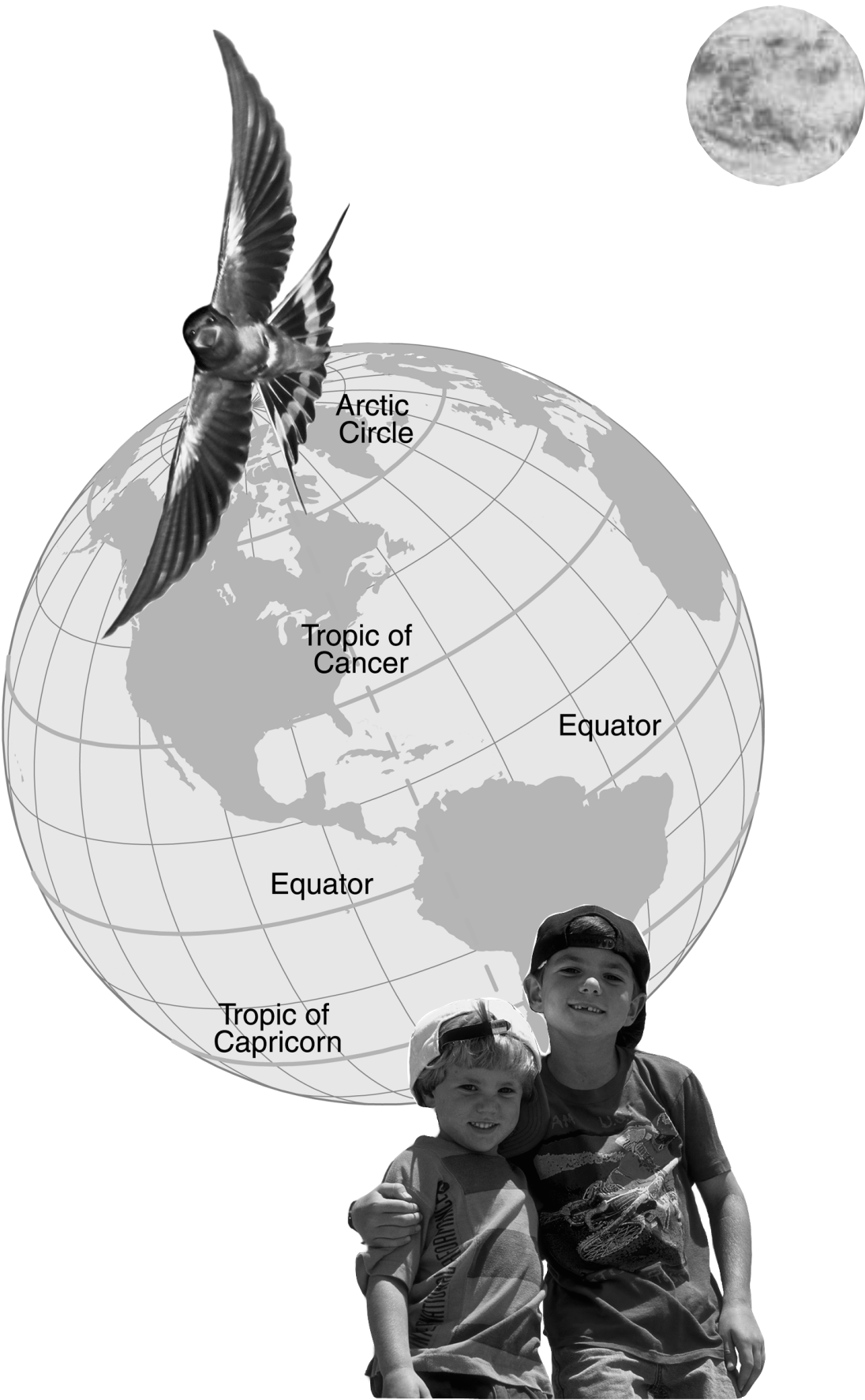


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# Introduction

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 *The World God Made*, 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 *The World God Made* 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 fifteen 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 read the book to the students unless it is evident that their reading skills will permit them to read it themselves. 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 should repeat the answers orally and, if they are able, write them 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 (especially see page 75, chapter 6). 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.

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 *The World God Made* 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***

### ***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. In this course, the student will see science as God’s truth concerning the created order as declared in Genesis and learn the basic facts of what took place during the creation week. The basic plan is to study science as an outgrowth of what took place on each of the six days.

#### 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 fifteen minutes or so every other day.***

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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.

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#### ***Lesson 2***

Read page 2 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. Thumb through the book, stopping at the title page of each chapter to explain, in general, what God made on each day. Continue with the memory work.

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#### ***Lesson 3***

Cover page 3 with your student. Discuss how God created the world. Merely by speaking, God brought the “worlds” into existence from *nothing*! And He did it all in six twenty-four hour days. Do the activity at the bottom of the page and review the memory work for this chapter.

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#### ***Lesson 4***

Cover page 4 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. Only “without form” is mentioned here, but you may talk about the other two if you believe your student can understand these concepts. Do the activity on page 5 and review the memory verse.

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## **Lesson 5**

Go over page 6 and explain that the Spirit of God is the Giver of life. This means that He has given life to all things. Talk about some things your student likes to do or games he likes to play; explain that God has given him the ability to do all these things. Recite the memory work for this chapter.

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## **Lesson 6**

Read page 7 with your student. On Day 1, God made something else—the light. Ask your student why he thinks God made the light. One reason is so people can see; God wants people to work six days and rest on the seventh because, without light, people cannot do anything.

Another reason God made the light was give us an example of what sin (darkness) is like compared to what the sinless Savior (light) is like. Take time to go over page 8 and use this opportunity to explain the gospel to your student. Also have him recite Genesis 1:1.

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## **Lesson 7**

Read page 9 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 and recite Genesis 1:1.

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## **Lesson 8**

Go over page 10 with your student. Have him answer the “Looking Back” questions on page 10 orally or, if he is able, on a separate sheet of paper. (The answers to these questions are given below.) Review the memory work for this chapter.

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## **Looking Back (Page 10)**

### **Questions**

1. God created the heavens and the earth.
2. God created the world by speaking.
3. The Spirit of God gave life to the world.
4. God took six days to create the world.
5. In the beginning the earth was without form; it had no shape.
6. God created the light so we can see.
7. Children need at least eight hours of sleep each night.

### **Fill in the blank**

1. God created the heavens and the earth.
2. The Spirit of God hovered over the face of the waters.
3. Then God said, “Let there be light”; and there was light.
4. God called the light Day.
5. God called the darkness Night.
6. Jesus is the Light of the world.