

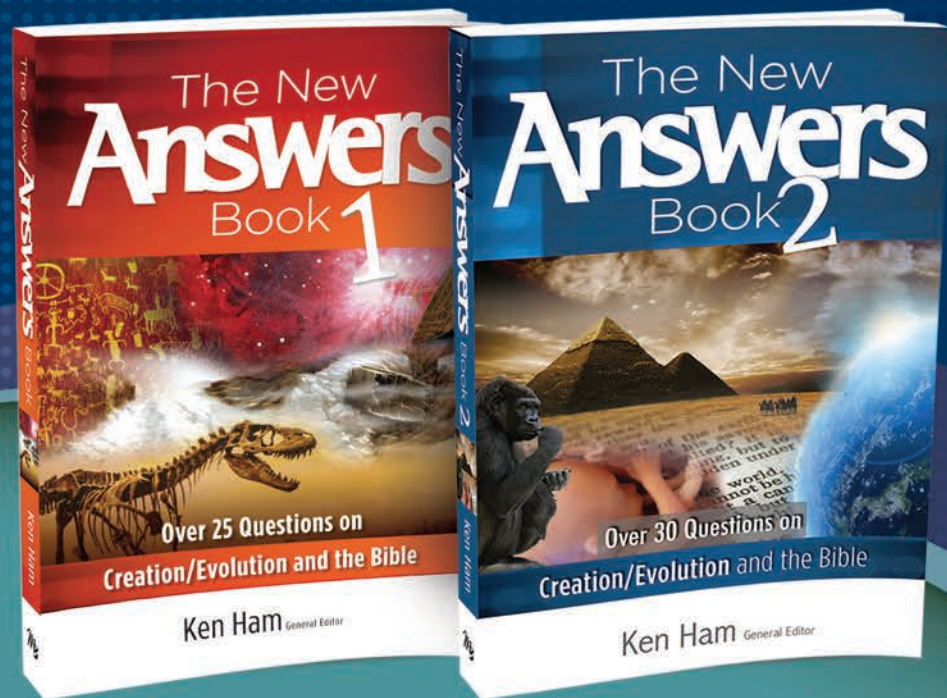
APOLOGETICS





10th – 12th grade

1 year

1 credit

CULTURAL ISSUES: CREATION / EVOLUTION AND THE BIBLE



-  Weekly Lesson Schedule
-  Student Worksheets
-  Practical & Semester Tests
-  Answer Key

First printing: January 2015

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Psalm 11:3 NKJV

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Lessons for a 36-week course!







Overview: This *Cultural Issues: Creation/Evolution and the Bible PLP* contains materials for use with *The New Answers Books*, Volumes 1 and 2. Materials are organized in the following sections:

	Study guide worksheets
	Practical and semester tests
	Answer Key

Features: Each suggested weekly schedule has four easy-to-manage lessons which combine reading and worksheets. Worksheets and quizzes are perforated and three-hole punched — materials are easy to tear out, hand out, grade, and store. As always, you are encouraged to adjust the schedule and materials as you need to in order to best work within your educational program.

Workflow: Students will read the pages in their book and then complete each section of the course materials. Practical tests to demonstrate understanding of the material and critical thinking skills are given at regular intervals with space to record each grade. Younger students may be given the option of taking open-book quizzes.

Lesson Scheduling: Space is given for assignment dates. There is flexibility in scheduling. For example, the parent may opt for a M-W schedule rather than a M, W, F schedule. Each week listed has five days but due to vacations the school work week may not be M-F. Please adapt the days to your school schedule. As the student completes each assignment, he/she should put an “X” in the box.

	Approximately 45 to 60 minutes per lesson, four days a week
	Includes answer keys for worksheets, practical, and semester tests
	Worksheets for each chapter
	Practical Tests are included to help reinforce learning and provide assessment opportunities
	Designed for grades 10 to 12 in a one-year course to earn 1 apologetics credit
	Suggested labs (if applicable)

About the contributors for *The New Answers Books, Vol. 1 & 2*: 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 (MDiv 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.

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Course Description

Addressing some of the most popular cultural questions about science and Bible, this course will equip students to think logically and apply biblical knowledge correctly. Over 50 faith-affirming topics, including fossils, the age of the earth, the beginning of life, and more are addressed in these two volumes focused on points of contention related to the Bible, faith, and science. Students are given insights to the arguments brought against the faith and the solutions from the Bible and observational science. It is important that kids have answers, information, and strategies when facing destructive influences found in the workplace or school environments.

This curriculum has been put together to provide the answers to many common objections to biblical worldviews and scriptural authority of the Bible. Practical tests 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, carbon dating, 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.

Special Note To Parents:

Chapter 15 in *The New Answers Book Vol. 2* deals with the issue of gay marriage. You may want to review this chapter to make sure the material is age-appropriate for the maturity level of the student taking this course.

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:

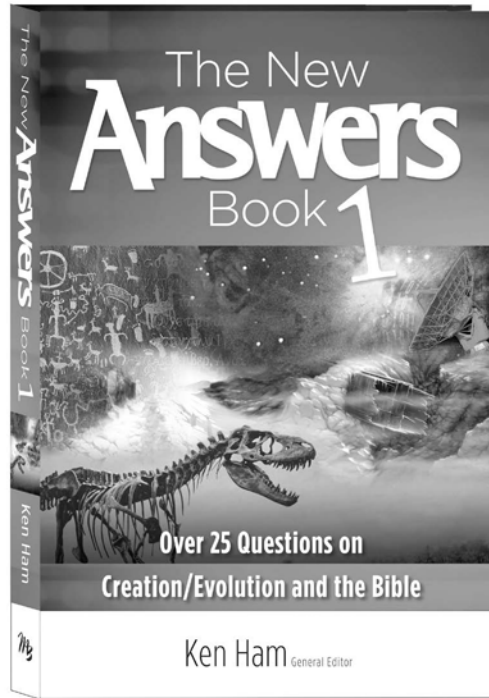
1. Worksheets within the course are worth 100 points each.
2. Practical and review tests within the course are worth 100 points each.
3. A comprehensive exam can be created by a parent/educator by duplicating several quizzes more than once, if desired or required by state law.

To calculate the percentage of the worksheets, quizzes, or final, 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.

First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester—First Quarter					
Week 1	Day 1	Glossary • Read Pages 355–365 • <i>New Answers Book; Vol. 1</i> • (NAB1)			
	Day 2	New Answers Book 1: Glossary Worksheet 1 • Pages 15-16 Lesson Planner • (LP)			
	Day 3	Ch 1: Is There Really a God? • Read Pages 7–24 • (NAB1)			
	Day 4	New Answers Book 1: Ch 1 Worksheet 1 • Pages 17-18 • (LP)			
	Day 5				
Week 2	Day 6	Ch 2: Why Shouldn't Christians Accept Millions of Years • Read Pages 25–30 • (NAB1)			
	Day 7	New Answers Book 1: Ch 2 Worksheet 1 • Pages 19-20 • (LP)			
	Day 8	Ch 3: Couldn't God Have Used Evolution? • Read Pages 31–38 (NAB1)			
	Day 9	New Answers Book 1: Ch 3 Worksheet 1 • Pages 21-22 • (LP)			
	Day 10				
Week 3	Day 11	Ch 4: Don't Creationists Deny the Laws of Nature? Read Pages 39–46 • (NAB1)			
	Day 12	New Answers Book 1: Ch 4 Worksheet 1 • Page 23 • (LP)			
	Day 13	Ch 5: What About the Gap & Ruin-Reconstruction Theories? Read Pages 47–55 • (NAB1)			
	Day 14	Ch 5: What About the Gap & Ruin-Reconstruction Theories? Read Pages 56–63 • (NAB1)			
	Day 15				
Week 4	Day 16	New Answers Book 1: Ch 5 Worksheet 1 • Pages 25-26 • (LP)			
	Day 17	Ch 6: Cain's Wife—Who Was She? • Read Pages 64–76 • (NAB1)			
	Day 18	New Answers Book 1: Ch 6 Worksheet 1 • Pages 27-28 • (LP)			
	Day 19	Practical Faith Application 1 • Pages 143-146 • (LP)			
	Day 20				
Week 5	Day 21	Ch 7: Doesn't Carbon-14 Dating Disprove the Bible? Read Pages 77–87 • (NAB1)			
	Day 22	New Answers Book 1: Ch 7 Worksheet 1 • Pages 29-30 • (LP)			
	Day 23	Ch 8: Could God Really Have Created Everything in Six Days? Read Pages 88–100 • (NAB1)			
	Day 24	Ch 8: Could God Really Have Created Everything in Six Days? Read Pages 101–112 • (NAB1)			
	Day 25				
Week 6	Day 26	New Answers Book 1: Ch 8 Worksheet 1 • Pages 31-32 • (LP)			
	Day 27	Ch 9: Does Radiometric Dating Prove the Earth is Old? Read Pages 113–124 • (NAB1)			
	Day 28	New Answers Book 1: Ch 9 Worksheet 1 • Pages 33-34 • (LP)			
	Day 29	Ch 10: Was There Really a Noah's Ark & Flood? Read Pages 125–132 • (NAB1)			
	Day 30				



Cultural Issues Worksheets
for Use with
The New Answers Book 1



Questions

1. How does design point to an intelligent Creator God?

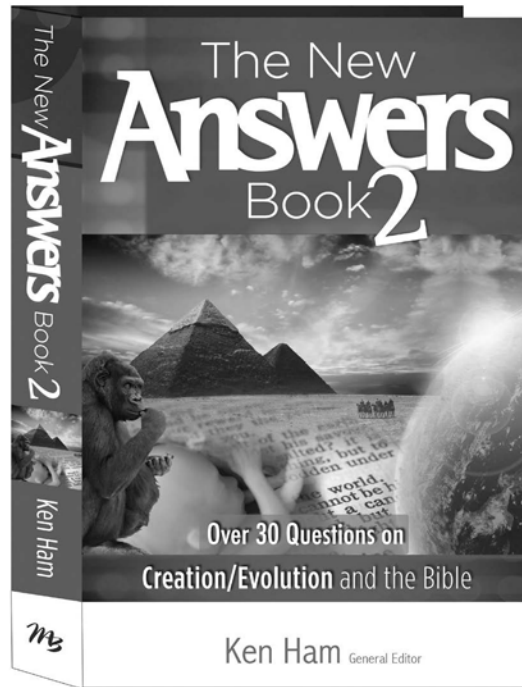
2. Both evolutionists and creationists agree that natural selection and mutations bring about change in an organism, but how do natural selection and mutations fall short in explaining design?

3. How does genetic information point to a Creator?

4. Why is a belief in God actually foundational to logical thought and scientific inquiry?

5. What is faith? What is the difference between faith in God and faith in evolution?

6. What is a difficulty some people have in accepting a Creator God?



Cultural Issues Worksheets
for Use with
The New Answers Book 2

4. Which of the 7 Cs would you use to explain the following situations from a biblical perspective?
- a. Layers of sedimentary rock in a stream bed

 - b. The birth of a mule

 - c. Thistles growing along the roadside

 - d. A manger scene outside of a church

 - e. An evangelistic crusade at a local arena

 - f. A rainbow after a storm

 - g. Walking through a shopping center and hearing several different languages being spoken

 - h. The beauty of a star-filled sky

 - i. A nature program showing lions hunting zebras

 - j. A disobedient child

Practical Tests Section

Glossary Exercise: (5 Points Each Question)

The purpose of this activity is to familiarize yourself with the words in the glossary; defending your faith in today's increasingly hostile world means that you have to have more than simple talking points — you have to have an understanding of concepts that enable you to truly defend what you believe.

1. _____ the alleged spontaneous generation of living organisms from non-living matter
2. _____ a physical trait or behavior due to inherited characteristics that gives an organism the ability to survive in a given environment
3. _____ the process of speciation as populations spread and encounter different environments
4. _____ systematic study of the characteristics of humans through history
5. _____ extinct species of perching bird (known from fossils) with teeth, wing claws, and a bony tail
6. _____ an item or its remains produced in the past by humans; generally recovered through archaeological exploration
7. _____ the belief that God, or any supreme intelligence, does not exist
8. _____ genus of extinct apes known from fossils found in Africa, including the infamous "Lucy"
9. _____ a mutation that confers a survival advantage to an organism under certain environmental conditions; usually a result of the loss of genetic information (see mutation)
10. _____ a scientific model based on the biblical account of creation, the curse of nature brought about by Adam's sin, and the global catastrophe of Noah's Flood
11. _____ the cosmological model suggesting the universe began as a single point that expanded to produce the known universe
12. _____ the doctrine that changes in the geologic record are a result of physical processes operating at rates that are dramatically higher than are observed today
13. _____ a theory of biology consisting of three parts: (1) cells are the basic unit of all living things; (2) all living things are composed of one or more cells; and (3) all cells come from preexisting cells

14. _____ Reinterpreting Scripture based on outside beliefs and developing theology around this belief. Common origins compromise positions accept the secular view of millions of years, as opposed to the global Flood of Noah. Some of these popular views are: progressive creation/day age theory, gap theory, framework hypothesis, and theistic evolution.
15. _____ The original organisms (and their descendants) created supernaturally by God as described in Genesis 1; these organisms reproduce only their own kind within the limits of preprogrammed information, but with great variation. Note — since the original creation, organisms of one kind cannot interbreed with a different kind, but individuals within a kind may have lost the ability (information) to interbreed due to the effects of the Curse.
16. _____ an extinct people group of Europe and Eastern Asia
17. _____ a belief that all organisms have a single common ancestor that has produced all living organisms through the process of natural selection; popularized by Charles Darwin in *On the Origin of Species*
18. _____ a compromise belief that the days of Genesis 1 are actually vast ages of different lengths; based on secular dating methods
19. _____ a belief in a Creator God that denies His intervention in the history of the universe since its creation
20. _____ an interpretation of Scripture that incorporates the interpreter's ideas as opposed to the actual meaning of the text (taking ideas to Scripture and reinterpreting it)
21. _____ critical interpretation of Scripture taking into account the writing style, meaning, and context of the passage (learning from what Scripture is saying)
22. _____ a type of replacement fossil that includes the concave or convex impression of an organism; typical of shells and leaves
23. _____ an organism in which the porous parts are filled with mineral deposits, leaving the original superstructure intact
24. _____ a compromise belief that Genesis 1 is written in a non-literal, non-chronological way; based on secular dating methods
25. _____ a compromise belief that a vast period of time exists between Genesis 1:1 and 1:2 during which time the geologic eras can be fit
26. _____ the collection of varying alleles within a population of organisms

27. _____ the amount of time required for one-half of the atoms of the parent isotope to decay into the daughter isotope
28. _____ interpreting evidence from past events based on a presupposed philosophical point of view
29. _____ extinct and living members of the family Hominidae, including modern humans and their ancestors
30. _____ fossils of extinct human people groups that are misinterpreted as missing links in human evolution
31. _____ an invalid category consisting of various ape and human fossil fragments
32. _____ the category that includes modern humans, Neandertals, and other extinct human groups
33. _____ a belief in mankind as the measure of all things; based on relative truth and morality and rejecting any supernatural authority
34. _____ the first fossil specimen of *Homo erectus*
35. _____ human remains found in Washington State in 1996
36. _____ Anything that contains genetic information, can reproduce offspring that resemble itself, grow and develop, control cellular organization and conditions including metabolism and homeostasis, and respond to its environment. Note — the Bible defines life in a different sense, using the Hebrew phrase *nephesh chayyah*, indicating organisms with a life spirit.
37. _____ term used by evolutionists to describe the alleged, unobservable change of one kind of organism to another by natural selection acting on the accumulation of mutations over vast periods of time
38. _____ term used by evolutionists to describe relatively small changes in genetic variation that can be observed in populations
39. _____ the most recent common ancestor of humans whose lineage can be traced backward through female ancestors; alleged support for the out-of-Africa hypothesis of human evolution
40. _____ the process by which individuals possessing a set of traits that confers a survival advantage in a given environment tend to leave more offspring on average that survive to reproduce in the next generation
41. _____ an extinct human people group with relatively thick bones and a distinct culture; disease and nutritional deficiency may be responsible for the bone characteristics

42. _____ an extension of Darwinism that includes modern genetic concepts to explain the origin of all life on earth from a single common ancestor
43. _____ any compromise position that accepts the millions-of-years idea from secular science and attempts to fit that time into the events of Genesis 1–2
44. _____ a systematic approach to understanding that uses observable, testable, repeatable, and falsifiable experimentation to understand how nature commonly behaves
45. _____ based on the gradual movement of the plates over hundreds of millions of years
46. _____ based on rapid movement of the plates associated with Noah's Flood
47. _____ a compromise belief accepting that God has created organisms in a progressive manner over billions of years to accommodate secular dating methods
48. _____ an evolutionary model that suggests evolution occurs in rapid spurts rather than by gradual change
49. _____ the process of change in a population that produces distinct populations that rarely naturally interbreed due to geographic isolation or other factors
50. _____ the false belief that life can arise from nonliving matter
51. _____ a compromise belief that suggests God used evolutionary processes to create the universe and life on earth over billions of years
52. _____ an explanation of a set of facts based on a broad set of observations that is generally accepted within a group of scientists
53. _____ species that exhibit traits that may be interpreted as intermediate between two kinds of organisms in an evolutionary framework (e.g., an organism with a fish body and amphibian legs)
54. _____ the doctrine that present-day processes acting at similar rates as observed today account for the change evident in the geologic record
55. _____ one of the Hebrew words for “day” encompassing several definitions such as the daylight portion of a day (12 hours, Genesis 1:5a), a day with one evening and one morning (24 hours, Genesis 15b), or a longer period of time (Genesis 24). The context reveals which definition is in use.

Semester Tests Section

10. How does having an evolutionary foundation impact one's views on death and suffering? How does it impact man's hope for the future?

Answer Keys

The New Answers Book 1 — Worksheet Answer Keys

Glossary – Worksheet 1

- Answers will vary but a theory is not the same thing as a fact, though it can include factual information about observations that make up a theory. For example, many scientists are convinced there is life on other planets in the universe – they base this theory on the sheer number of planets where conditions might exist that could harbor life, that would have evolved as they feel life evolved here on Earth, but there is no proof there is life anywhere else in the universe. Another example is the theorized evolution of life on Earth.
- Wording of the answer will vary, but it needs to note that observational science is observable and testable while historical science is where you try to interpret the past using information from a presupposed point of view.
- Microevolution is the small genetic variations that can be observed in populations, while macroevolution is based on the unobservable idea that one kind of organism can change into another because of natural selection and the accumulations of mutations over a very long period of time.
- Any compromise position that accepts the millions-of-years idea from secular science and attempts to fit that time into the events of Genesis 1–2. Progressive creation, and theistic evolution.
- Define the following words:
 - exegesis:** a critical interpretation of Scripture taking into account the writing style, meaning, and context of the passage (learning from what Scripture is saying)
 - eisegesis:** an interpretation of Scripture that incorporates the interpreter’s ideas as opposed to the actual meaning of the text (taking ideas to Scripture and reinterpreting it)
 - Biblical creation model:** a scientific model based on the biblical account of creation, the curse of nature brought about by Adam’s sin, and the global catastrophe of Noah’s Flood
 - Big bang model:** the cosmological model suggesting the universe began as a single point that expanded to produce the known universe
- A theory of biology consisting of three parts: (1) cells are the basic unit of all living things; (2) all living things are composed of one or more cells; and (3) all cells come from pre-existing cells; answers will vary – for example, if cells come from pre-existing cells, how can a cell suddenly appear for life to begin? Where did it come from?
- Reinterpreting Scripture based on outside beliefs and developing theology around this belief. Answers will vary, but might include: common origins compromise positions accept the secular view of millions of years, as opposed to the global Flood of Noah. Some of these popular views are: Progressive Creation/Day-Age Theory, Gap Theory, Framework Hypothesis, and Theistic Evolution

Chapter 1 – Worksheet 1

- Design is not something that happens by chance. Design shows intelligence, and intelligence requires a source. That source, as explained in the Bible, is God.
- Natural selection and mutations are means of change; however, both of these processes fall short in explaining design because neither can produce new genetic information. Natural selection and mutations involve a loss of genetic information, not a net gain. For something to change from one species into another, information would have to be produced *de novo* and added to the genome. Neither natural selection nor mutations can produce new information. Information always comes from a greater source of information.
- Genetic information is so complex with every aspect being in the right place, doing the right thing, and doing it at the right time in the right language and in the right order, that if these things aren’t just right, the mechanism won’t work. The vast amounts of information stored on the DNA molecule must have originated, ultimately, from a source of infinite intelligence.

The New Answers Book 1&2 — Practical Test Answer Key

Practical Test 1

1. abiogenesis
2. adaptation
3. adaptive radiation
4. anthropology
5. Archaeopteryx
6. artifact
7. atheism
8. Australopithecus
9. beneficial mutation
10. biblical creation model
11. Big-bang model
12. catastrophism
13. cell theory
14. compromise
15. created kind (baramin)
16. Cro-Magnon man
17. Darwinism
18. day-age theory
19. deism
20. eisegesis
21. exegesis
22. mold and cast
23. permineralized
24. framework hypothesis
25. gap theory
26. gene pool
27. half-life
28. historical (origins) science
29. hominid
30. Homo erectus
31. Homo habilis
32. Homo sapiens
33. humanism
34. Java man
35. Kennewick man
36. life (biological)
37. macroevolution
38. microevolution
39. mitochondrial Eve
40. natural selection
41. Neanderthal/Neandertal
42. neo-Darwinism
43. old-earth creation
44. operational (observational) science
45. uniformitarian model
46. catastrophic model
47. progressive creation
48. punctuated equilibrium
49. speciation
50. spontaneous generation
51. theistic evolution
52. theory
53. transitions/transitional forms
54. uniformitarianism
55. *Yom*

Practical Test 2

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. The word *science* in English comes from a Latin word, *scientia*, which means knowledge. An interesting fact is that in the Old and New testaments, “science” and “knowledge” translate the same Greek and Hebrew words respectively! (www.icr.org/article/science-true-false/)

Practical Test 3

1. Pontius Pilate killed Christ (Christ) and a few years later, Nero publicly persecuted the