

DISCOVERING ORIGINS

Teacher's Guide

Elizabeth Isaacs, M.Ed.



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A 501(c)(3) ministry equipping youth pastors, parents, and students with Biblical answers for evolutionary teaching in public schools.

The entire contents of this book (including videos) are available online:

www.discoveringorigins.com

Discovering Origins Teacher's Guide

By Elizabeth Isaacs, M.Ed.

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Print Version 2026

Dedication:

This book is dedicated to my sister, Grace, and to students around the world.
May you stand strong in the Lord in whatever you do.

Special thanks to my mom, who taught me to stand strong in my faith from day one.

We would like to acknowledge Answers in Genesis (www.answersingenesis.org), the Institute for Creation Research (www.icr.org), and Creation Ministries International (www.creation.com). Much of the content herein has been drawn from (and is meant to be in alignment with) these Biblical Creation ministries.

“Train up a child in the way he should go; even when he is old he will not depart from it”
– Proverbs 22:6

SAMPLE

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Note for Teachers – How to Use Discovering Origins

Hello Teachers!

I am excited that you have chosen *Discovering Origins* to help your students stand stronger in their faith. Whether you are a homeschool parent, co-op teacher, or Christian school teacher, I am confident that this curriculum can be easily adapted to fit your needs.

This teacher's guide contains everything exactly as seen in the Student Workbook, containing answer keys, some helpful notes, and grading tips beyond this. The lessons in this curriculum contain a mix of reading and videos spread over 140 scheduled days, including a study guide, test, and project for student assessment at the end of each unit. It is easy, then, to expand lessons over multiple days or spend more time on subjects that students take longer to grasp without condensing other sections of material in the school year. *Homeschool parents/Co-op teachers:* If used in its entirety, this course represents a minimum of 150-160 hours of work, easily meeting the requirements for a full high school credit.

Because this curriculum is designed for use in many different settings, you will need to decide how you want to use it. At its most basic level, the workbook could be handed to a homeschool student and they could complete it without any guidance beyond tests and grading. This means that the unit projects are scheduled out specifically for homeschooled students doing the curriculum on their own. The project schedule could also be easily followed in a classroom, though some teachers may prefer assigning some of it as homework.

Some of the lessons will simply state to watch a video, such as *Genesis Impact* or *The Ark and the Darkness*. The aforementioned films are one hour and ten minutes and two hours, respectively. So, while they are in the curriculum scheduled for one day, you may need to watch them over multiple days depending on your school or co-op schedule.

Many of the lessons have fill-in-the-blanks and questions for the readings and videos to encourage students to pay attention. When I taught this in a Christian school, I had the students fill out the workbook pages, but used many of the questions as class discussion rather than "on your own" work in class or as homework.

All videos, printable handouts, and tests are available online: www.genesisapologetics.com/doteacher.

May the Lord bless you in your work as you seek to honor Him and help your students stand strong in their faith.

Elizabeth Isaacs, M.Ed.

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About the Author

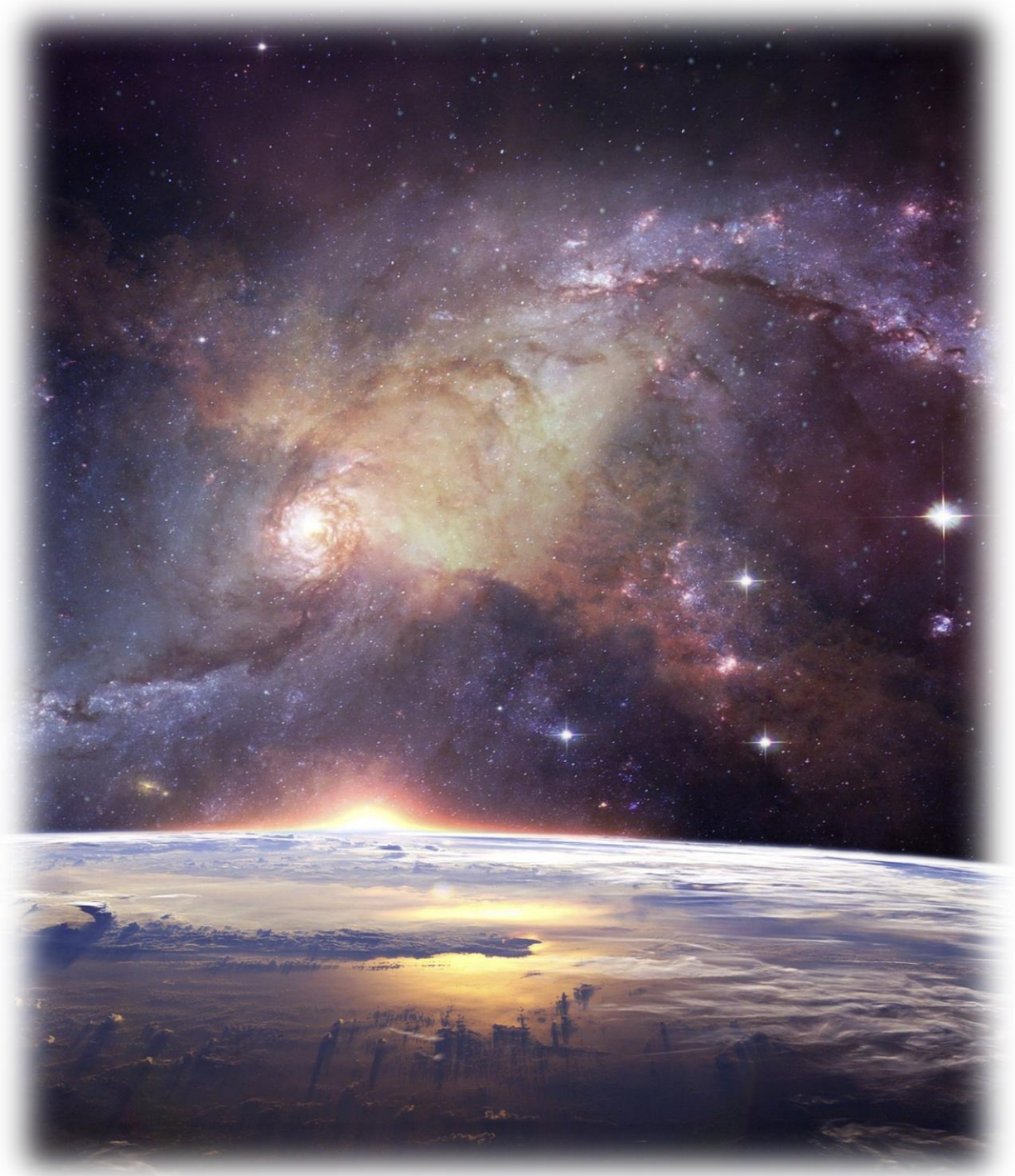
Elizabeth Isaacs is an educator and curriculum developer dedicated to sharing the truth found in God's Word from the very first verse. As a graduate of a Master of Education in curriculum and instruction, she is passionate about helping students become well-rounded and biblically grounded.

About the Ministry

Genesis Apologetics (www.genesisapologetics.com) is a non-profit 501(c)(3) ministry that equips Christian students and their parents with faith-building materials that affirm a Biblical Creation worldview. We are committed to providing Christian families with biblically and scientifically accurate answers to evolution as taught in public schools. Our doctrinal position on Biblical Creation aligns with ministries such as Answers in Genesis, the Institute for Creation Research, and Creation Ministries International, which take Genesis at face value, including its testimony of a miraculous creation and global Flood that occurred only thousands of years ago. Genesis Apologetics offers the following free online training resources:

- Mobile App: Search for "Genesis Apologetics" in the iTunes or Google Play stores.
- Debunking Evolution (www.debunkevolution.com)
- 7 Myths (www.sevenmyths.com)
- Our Youtube Channel (Genesis Apologetics), which includes over 500 videos and shorts that promote Biblical Creation
- And so much more on our website! (www.genesisapologetics.com)

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INTRODUCTION: Origins Science and Apologetics

Day 1: Introduction Part 1 – How to Use Discovering Origins

Greetings Students!

Welcome to the Discovering Origins course, where we will go through life's origins and how the world began from both Secular and Christian worldviews, contrasting the two and refuting Evolutionary claims with Biblical Science.

To complete this course, first make sure you have the following resources:

- Student Workbook
- *Debunking Evolution* (Book*)
- *Debunking the 7 Myths* (Book*)
- *Genesis Impact* (Book*)
- *The Ark and the Darkness* (Book*)
- You may have *Debunking the 7 Myths*, *Genesis Impact* and *The Ark and the Darkness* DVDs, although they are not necessary, because pre-cut clips are available on the Discovering Origins web page.
- A computer and internet to access the online Discovering Origins page, which contains clips as mentioned above as well as additional videos (www.genesisapologetics.com/dostudent).

*Note: If you have the pdf versions of the books, be sure to check the page numbers on the bottom corner of the page, not the numbers in the page bar that you use to jump pages quickly.

Course Breakdown: This course is broken down into five major units; Worldview and its Implications, Evolution, Dinosaurs, the Flood, and Babel. Each Unit will contain individual lessons in this student guide that show you which readings, videos, and worksheets you need to complete each day. There will also be a test and a research project at the end of each unit.

Reading Sections: While some of the readings are full chapters, sometimes a chapter will be broken down into different sections. For example, turn to page 298 in the *Debunking Evolution* book. On Day 37, you will read pages 286-298. The reading stops in the middle of a chapter, so simply read to the end of the section on that page—do not start a new section that continues into another page. Most of the time, the new section will be read in a different lesson (In this instance, the “Gene Similarities” section starting on page 298 will be read on Day 38).

Tips for Studying and Research!

What is on the tests? In this course, the information in the student guide is what is important for you to know for the tests. You do not need to memorize everything in the videos or books. There are study guides at the end of each chapter that will highlight important material that you will need to complete. Also, be sure to *pay attention to any corrections and notes from your parent/teacher!*

Research and Citations: The projects at the end of the unit are meant to help you apply the material you learn. For example, in Unit 2, you will use all the information you learned to create a researched response to an evolutionist. For the research projects, you are encouraged to use the books and videos, but also to go beyond and look at the reference lists in the backs of the books, or even look through the literature yourself. If you like a quote or point found in the book, try to see if you can go back to the original source, as that is best practice. You will be able to read many of the original articles. However, some of the journal articles you will not be able to access without paying for them, and in that case, simply cite the book.

Research Time: Research can take a long time, and it can be very stressful if you wait until the last minute to start the project! Specifically for Unit 2, when you are working on creating a well-informed response to an evolutionist, I recommend taking notes with your project in mind before the days dedicated specifically to the project. This can help your project go more smoothly, help you feel more confident, and lower your stress levels.

Grading Rubrics: Each project has a grading rubric, which is something that helps you understand exactly what the grader is looking for. Before starting a project, *make sure to ask your parent/teacher* if they are using the rubric provided or if they are making their own. Rubrics are helpful guides in deciding how you are going to conduct and present your research.

Alternative Project Options: Some of the units have alternative project options. If you want to do one of these options instead, make sure your parent/teacher is okay with the option you choose.

Chicago Style: An Overview

In your research assignments, you will need to cite the literature anytime you quote or paraphrase from a book, article, or website. Quoting or paraphrasing something without citing it is called plagiarism, or stealing someone else's work as your own. For this course, we recommend using the Chicago/Turbian style for citations, as outlined below.

When citing a book, you need to make a small number (superscript) that will correspond to its citation. For example, this page says you need to make citations in the Chicago style.¹ The citation should include the author(s)' name(s), title of book, year of publication, publisher, and page number. The superscript number will correspond to the citation in the endnotes, which is a bibliography at the end of a chapter or paper. The bibliography will be on a new page (see Figure 1), but the example bibliography is on the same page here. The second time you cite the same resource, you will only write the author's last name, book title, and page number. This page is cited again for reference.²

Sometimes you will need to cite journal articles. For these, you will need to include the author(s)' name(s), title of the article, journal name and number, publication year, page numbers of the article, and website address. Edward Isaacs' article on the tremendous amount of erosion that has occurred in the Mt. St. Helens area is cited twice for examples.^{3,4} Note that for books, the title is italicized, whereas journal article titles are put in quotation marks with the name of the journal italicized. For the example given (citation 3), notice that it says 57, no. 1. The 57 denotes the journal volume number, whereas the 1 denotes which issue it is (i.e., the first issue of the year).

Endnotes

¹Elizabeth Isaacs, *Discovering Origins* (Genesis Apologetics, 2026), 6.

²Isaacs, *Discovering Origins*, 6.

³Edward Isaacs, "Tremendous erosion of the Cascade Anticlinorium near Mount St. Helens Part I: Structure and Calculations," *Creation Research Society Quarterly* 57, no. 1 (2020):30-44.

<https://creationgeologyexplorer.wordpress.com/wp-content/uploads/2021/08/isaacs-crsq-tremendous-erosion-of-cascade-anticlinorium-at-msh-part-1-structure-and-calculations.pdf>.

⁴Isaacs, "Tremendous erosion of the Cascade Anticlinorium Part I," 30-44.

Chicago Style: What you Need for a Citation

Books:

For the first citation of a book:

- The author(s)' name(s)
- Title of book italicized
- Year of publication
- Publisher (e.g., Genesis Apologetics)
- Page number (e.g., 6)

For the second citation of the same book:

- The author(s)' name(s)
- Title of book italicized
- Page number (e.g., 6)

Journal Articles:

For the first citation of an article:

- The author(s)' name(s) (e.g., Edward Isaacs)
- Title of article in quotes
- Journal name italicized
- Journal Volume and Issue number
- Year of Publication
- Page number (e.g., 30-44)

For the second citation of the same article:

- The author(s)' name(s) (e.g., Edward Isaacs)
- Shortened article title

Figure 1. Examples of Chicago style in-text citation (superscript) and Endnotes.

What Was the Pre-flood World Like?

Biblical Creation holds that God created a perfect initial world with no death, no carnivory, and no “survival of the fittest.”¹ Further, animals were created to reproduce—just as we observe today—after their “own kind.” Creationists also believe that this perfect world held out until it was marred by the sin of Adam and Eve, which brought death, suffering, bloodshed, and disease.² Geographically, this pre-Flood world may have had only a single landmass³ until the Flood broke the continents apart. The Flood occurred 1,656 years after Creation according to English Bible translations.

Biblical creationists have presented many pre-Flood climate models over the years, with many of them called “Canopy Models.” While several variants exist, all canopy models interpret the “waters above” (firmament) in Genesis 1:7 as some type of water-based canopy encircling the Earth from the beginning of creation until the Flood. As models of history, these ideas held promise to explain the pre-Flood climate, but they produced problems. For example, meteorologist Dr. Larry Vardiman spent decades at the Institute for Creation Research modeling a pre-Flood vapor canopy. In the end, he found no way for the modeled steam to avoid making earth dangerously hot. While these models and others exist, we ultimately don’t know what the pre-Flood world was like because we weren’t there. Further, the Bible gives few insights. It does suggest the following features:

- Before the Fall, the atmosphere was *perfect* for sustaining life (Genesis 1:31) and there was no death (Genesis 2:17; Romans 5:12; 1 Corinthians 15:22). This soon ended.
- Earth’s atmosphere likely had sunlight and temperature variations within the days and nights (Genesis 3:8).
- Given that Adam and Eve were told to be “fruitful and multiply and fill the earth” (Genesis 1:27; 3:21) and they

Endnotes

¹ See 2 Peter 3:6; Genesis 1; and Romans 8:22.

² See Romans 5:12 and 1 Corinthians 15:22.

³ Dr. Andrew A. Snelling, “Noah’s Lost World,” (May 3, 2015) (www.answersingenesis.org/geology/plate-tectonics/noahs-lost-world/) (January 26, 2017).

⁴ *The New Defender Study Bible* (Nashville, TN: World Publishing, 2006) states, “9:13 my bow. The rainbow, requiring small water droplets in the air, could not form in the pre-diluvian world, where the high vapor canopy precluded rain (Genesis 2:5). After the Flood, the very fact that rainfall is now possible makes a worldwide rainstorm impossible, and the rainbow “in the cloud” thereby becomes a perpetual reminder of God’s grace, even in judgment.” Several other Biblical Creation resources hold this view.

⁵ Catherine Brahic, *New Scientist Daily News* (April 24, 2007). “Mystery prehistoric fossil verified as giant fungus”: (www.newscientist.com/article/dn11701-mystery-prehistoric-fossil-verified-as-giant-fungus/#.Uea7Qo2G18E) (January 26, 2017).

⁶ *Guinness World Book of Records 2014*, (The Jim Pattison Group, 2014): 27.

⁷ Image Credit: Wikipedia.

⁸ Gregory S. Paul, *Dinosaurs of the Air: The Evolution and Loss of Flight in Dinosaurs and Birds* (Johns Hopkins University Press, 2002): 472. See also: M.P. Witton and M.B. Habib. “On the Size and Flight Diversity of Giant Pterosaurs, the Use of Birds as Pterosaur Analogues and Comments on Pterosaur Flightlessness.” *PLoS ONE*, 5(11) (2010). Other estimates place a range the weight range between 440 and 570 pounds: “That said, most mass estimates for the largest pterosaurs do converge, using multiple methods, around a 200–260kg (440–570lb) range at present, which represents decent confidence.” (Ella Davies, BBC Earth, May 9, 2016) and “The biggest beast that ever flew had wings longer than a bus.”

(www.bbc.com/earth/story/20160506-the-biggest-animals-that-ever-flew-are-long-extinct) (January 26, 2017).

⁹ Larry O’ Hanlon, November 8, 2012. “This pterodactyl was so big it couldn’t fly, scientist claims.” www.nbcnews.com/id/49746642/ns/technology_and_science-science/#.WH-U2_krKUn (January 26, 2017).

¹⁰ Mark P. Wilton, *Pterosaurs: Natural History, Evolution, Anatomy*. (Princeton University Press, 2013).

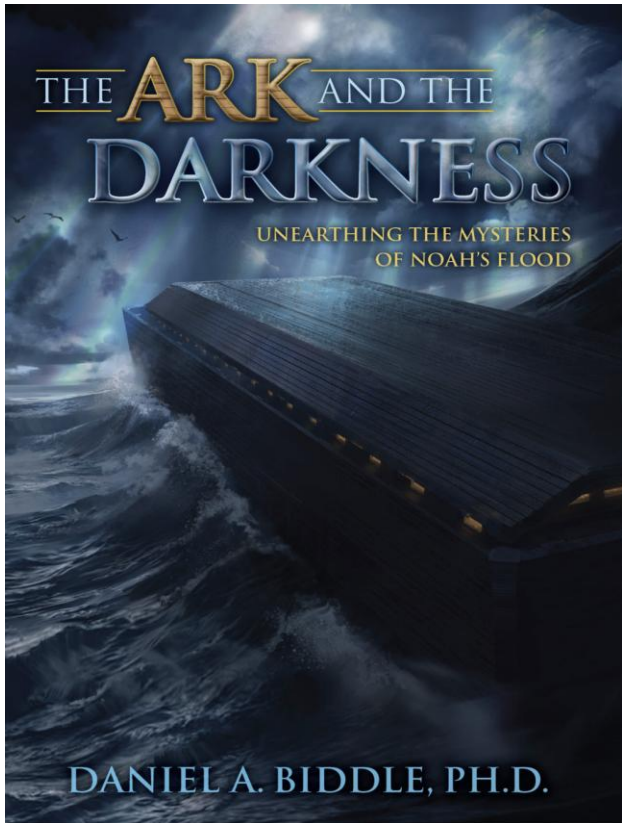
¹¹ Ian Anderson, “Dinosaurs Breathed Air Rich in Oxygen,” *New Scientist*, vol. 116, 1987, p. 25.

¹² Image Credit: Wikipedia.

This is an example of what a completed endnotes page looks like in the Chicago style. You can see another example at the end of this book.

Cite the following resources in Chicago style in both long and shortened citations:

1) Book citation: information is typically found on the inside cover, or “publication page.”



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A 501(c)(3) ministry equipping youth pastors, parents, and students with the Biblical truth about Genesis, Creation, and the Flood.

The entire contents of this book (including videos) are available online: www.noahsflood.com

The Ark and the Darkness: Unearthing the Mysteries of Noah's Flood

by Daniel A. Biddle, Ph.D.

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Shortened Citation:

Biddle, *The Ark and the Darkness*, p.

2) Article Citation: information can be found on the first page of the article. Note that in articles, the page numbers reflect the journal as a whole, not the number of pages in the article itself. For example, instead of a three-page article being cited as pages 1–3, it may start on page 35 of the journal and therefore you need to cite pages 35–37. Also, note that issue numbers are usually found in parenthesis; e.g., 57(1). All the necessary information is circled below, and most journal articles will have this information in the same or similar place.

URLs need to be included for most citations, as journals are typically digital now. Sometimes, article pages will show a URL for the article’s “DOI” (Digital Object Identifier), which is a URL that is linked directly to the article page. You may also copy and paste the URL from your website browser. The URL for the article below is as follows:

<https://creationgeologyexplorer.wordpress.com/wp-content/uploads/2021/08/isaacs-joc-2020-snowball-earth-out-with-a-bang.pdf>

'Snowball Earth' out with a bang?
Edward Isaacs

'Snowball Earth' out with a bang?
Edward Isaacs

PERSPECTIVES || JOURNAL OF CREATION 34(3) 2020

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7

Long Citation:

Edward A. Isaacs, “‘Snowball Earth’ out with a bang?” *Journal of Creation* 34, no. 3 (2020):5-7.

Shortened Citation:

Isaacs, “‘Snowball Earth’ out with a bang?,” 5-7.

Day 2: Introduction Part 2 – What is Apologetics?

“In your hearts honor Christ the Lord as holy, always being prepared to make a defense to anyone who asks you for a reason for the hope that is in you; yet do it with gentleness and respect, having a good conscience, so that, when you are slandered, those who revile your good behavior in Christ may be put to shame” (1 Peter 3:15–16).

1 Peter 3:15 is often cited as the groundwork verse for apologetics. The phrase “to make a defense” is a translation of the Greek word *apologia*, which means “defense, answer, apology; to answer for oneself, clearing of self, defense.”ⁱⁱⁱ Since the hope that is in us refers to our faith in Christ, a paraphrase of the main part of verse could be, “always being ready to defend your faith.” Hence comes the word, “apologetics.”

Since apologetics is defending your faith, or what you believe, as a Christian, there are many things that could be labeled apologetics, from why you believe God created the world to why Jesus came to die on the cross for your sins. In this course, we are specifically going to focus on “Creation Apologetics,” or being able to answer questions about your origins—where you and the rest of the world came from. This includes topics in Genesis 1–11, such as Creation versus Evolution, Noah’s Flood, and the Tower of Babel. How you view these chapters in Genesis affects your whole view of Scripture.

Pause and Think: What questions do you have about your faith, specifically in the areas of Creation Apologetics?

Personal opinion response.

By the end of this course, we hope your questions will be answered, or at least you know where to find the answers.

Watch: “Why is Creation Apologetics Important—Video Testimony”

(https://www.youtube.com/watch?v=F7Zg4n4_hCM)

Answer the following question:

How does this person’s testimony illustrate the importance of apologetics?

Answers will vary, but should include that apologetics is important for equipping Christians to deal with the arguments they come up against, knowing that they have confidence in their faith rather than questioning it.

Read: *Debunking Evolution* pp. 28–33.

Answer the following questions:

1) What are six of the biggest reasons people leave the faith in high school and college?

Hostile culture and college environment, unpreparedness, being unaware of the Spiritual battleground in college, shallow roots, sinful desires, and intellectual doubts.

2) Have you or someone you know dealt with any of these feelings or questions already? If so, how has it affected your/their faith?

Personal opinion response.

3) Why do you think apologetics help students hold fast to their faith?

Answers will vary.

SAMPLE

Day 3: Introduction Part 3 – The Attitude of Apologetics

While being able to answer questions is important, how you answer them is equally vital. Some people only memorize or quote one part of 1 Peter 3:15 when discussing apologetics: “always being prepared to make a defense to anyone who asks you for a reason for the hope that is in you.” While that is a critical portion of the verse, just citing that part of the verse also leaves a lot out.

Let’s start with the first part of the verse: “In your hearts, honor Christ the Lord as holy.” The word “holy” here in the Greek is *hagiazō*, meaning “to make holy, purify or consecrate, to venerate.”ⁱⁱⁱ Before anything else, our hearts must be in the right place.

Consider:

What place does the Lord have in your heart?

Is your heart pure and focused on Him?

Do you stand in awe of Christ and the things He has done?

Reflect during the next ten minutes—spending time with the Lord, reflecting on where your heart is, where it should be, and praising the Lord for the things He has done for you. Set a timer if you need to.

You may use the space below to write prayer, reflections, or verses that come to mind.

Students are given space to write their thoughts, prayers, and/or verses. No correct answers or grades.

Attitude, Tone, and Behavior

The last portion of verse fifteen states, “yet do it with gentleness and respect.” Think of a time when you went into a store or a restaurant and asked a question—maybe the person was very rude and did not actually listen to your question. Now contrast that with a time when a worker was very cheerful, helpful and listened to your needs. Which store or restaurant are you more likely to return to? In most cases, you will try to go to the store that had helpful workers rather than rude ones. This same principle applies to our life in Christ. 2 Corinthians 5:20a says, “Therefore, we are ambassadors for Christ, God making His appeal through us.” Just as the workers in the store are “ambassadors” or represent the store, so we represent Christ with all of our words and actions.

If we witness to others through apologetics disrespectfully, harshly, or like you are “pounding the Bible over someone’s head,” not only will that person be unlikely to hear what we are saying, but they will likely listen less to others’ witness and the gospel itself. *It does not matter how correct you are, or how good your argument is; if you are not witnessing with gentleness and respect, it means nothing.*

The next verse, 1 Peter 3:16, says, “having a good conscience, so that, when you are slandered, those who revile your good behavior in Christ may be put to shame.” If you are not witnessing with gentleness and respect, you cannot have a good conscience before the Lord. If you have “good behavior” (or are modeling Christ in your words and actions), people can only get upset at your witness—you can stand before the Lord with a clean conscience, knowing that you honored the Lord no matter what happened or what others said about you.

Notice also that the verse does not say “if you are slandered” but “when.” Living your life unto Christ is never promised to be easy, but rather to be hard. If you live out your faith publicly as we are supposed to, people will despise you for it, you will get harsh words, and you may even be persecuted for your faith. “But our citizenship is in heaven, and from it we await our Savior, the Lord Jesus Christ” (Phil. 3:20). So let us set our minds on the eternal, for that is what really matters.

Write a paragraph (at least four sentences), summarizing what you learned in this lesson.

Personal opinion response. Students should be graded on completing four complete sentences summarizing the lesson.

SAMPLE

Day 4: Introduction Part 4 – The Importance of Learning the Secular Worldview

As discussed on day 4, having a right Spirit and witnessing with gentleness and respect is a vital part of apologetics, and part of this means *listening* to the other side and *learning* about the secular worldview. James 1:19 says, “Be quick to hear, slow to speak, [and] slow to anger.” This is especially important when engaging in apologetics, as it is a contentious topic. Showing that you care about what they have to say and that you are not just “shoving an agenda down their throat” is key. If you listen, you will be able to better understand and respond to their questions, understand where they are coming from, and why they believe what they do.

Listening: The ability to have a respectful conversation with someone who disagrees with you is a rare skill in today’s culture. A big part of this is learning how to listen. If the other person does not feel heard or respected, they will not listen to you either. Beyond this, we cannot know what the person believes or what they need to hear if we do not listen to them. There are many disagreements between evolutionists, and their scientific views are constantly changing. So, you will need to listen to make sure the apologetics you present actually responds to their science.

This goes into the second point: *learning*. Unfortunately, some popular apologetics arguments come from not understanding what the evolutionists believe or only what a minor fringe group believes. When Creationists use an argument based on these, it often makes Christians look “silly” or “not smart” because they don’t really understand evolution. Beyond that, using an argument like this gives evolutionists an easy escape route and doesn’t help.

Secondly, since evolutionary science constantly changes with new discoveries, the apologetics needs to keep up. At the very least, we should not be presenting apologetic arguments that are many years outdated. Sometimes Creationists will use an old idea that just doesn’t work with what we now know. For example, you may have heard that a “kind” in Genesis one is the same as a species. Genesis one says that God created animals “after their kinds” to reproduce “after their own kinds.” If a kind was equivalent to species, that means different species



should not be able to reproduce with each other. However, the zebra and the horse are different species, and they can reproduce (see picture of the Zorse^{iv}). Creationist researchers today believe the kind is probably more equivalent to the family level, and this will be discussed later in this unit. While we have known that species is not the same as a kind for a very long time, some people still teach it today. This is a great example of something some Creationists will say that is simply not true. If you said this in a conversation with an evolutionist, they would be able to prove you wrong quickly, and it again would not represent Creationists well.

The point is that you should never use an argument you’ve heard just because you’ve heard it. You should verify it from both the biblical and evolutionary perspectives. Don’t assume evolutionists believe something just because you heard it somewhere, and also do not assume that something is true from a biblical perspective just because you’ve heard it. Just like we need to carefully discern what people say regarding biblical teaching, we must also carefully discern what people say regarding science.

Answer the following questions:

1) In your own words, explain why learning about the secular worldview is important.

Students answers will vary, but should be a one to two sentence summary of the lesson.

2) List a few ways you can learn about the evolutionary worldview.

Christian school/Homeschool co-op: This should be a class discussion point.

Homeschool: This is something the student can think about on their own and write their thoughts.

3) Matthew 7:12a says, “So whatever you wish that others would do to you, do also to them.” What are things that frustrate you when having conversations with people you disagree with? How can you make sure you do not do those things to others? What are some ways you can help change the tone of the conversation?

Students’ answers will vary.

Christian school/Homeschool co-op: This should be another class discussion point.

Consider: What does the Bible say about self-control? How does self-control relate to apologetic conversations? Find and cite at least three verses to support your response.

Student’s answers will vary, but should show that self-control is important for apologetics because skeptics will not listen if we are not using self-control to listen to them and control what we have to say so that it comes out with wisdom and kindness. Some key verses about self-control: we must be “quick to hear, slow to speak, slow to anger” (James 1:19–20), self-control is a vital part of being effective and fruitful in service to the Lord (2 Peter 1:5–9) and an important part of our character as Christians (Galatians 5:22–23, 2 Timothy 1:7, Titus 1:8, 2:12, ...). Proverbs also discusses the importance of self-control; “A fool gives full vent to his spirit, but a wise man quietly holds it back” (Proverbs 29:11).

Day 5: Introduction Part 5 – Historical vs. Observational Science

The Merriam-Webster’s dictionary defines science as a “knowledge or a system of knowledge covering general truths or the operation of general laws especially as obtained and tested through the scientific method.”^v This delineation is especially important when we are discussing the age of the earth or the origin of life. Let’s take a closer look at evolution—how is it taught in public schools? It is taught as an absolute, concrete fact. When people question it, they are often ridiculed. But should they be?

Watch: *Dismantling Evolution* (<https://www.youtube.com/watch?v=fjh7SE1nW-o>): “Observational vs. Historical Science” (3:45–12:19), **filling in the blanks** as you view.

- 1) “This stems from the widely held perception that Creation is **religion** and Evolution is **science**.
- 2) “Scientific inquiry is a powerful way to know nature, but there are limitations to the kinds of questions it can answer. These limits are set by science’s requirements that hypotheses be **testable** and **falsifiable** and that observations and experimental results be **repeatable**.”^{vi}
- 3) “Science, really, is about the study of the operation of the **present** world.”
- 4) “We can speculate about how galaxies looked a thousand years ago, or what stars looked like thousands of years ago, but the fact is, those kinds of claims are not scientifically **testable**.”
- 5) Realize the most significant evolutionary events all allegedly occurred in the unobservable, unrepeatable, and therefore unverifiable past. Almost the entire evolutionary theory, including the big bang, is outside of the realm of **observational science**. ... [It is] unamenable to the scientific **process**. [...] Therefore, Evolution is more appropriately a **history**.
- 6) “Evolutionary biology, in contrast with physics and chemistry, is an *historical science*—the evolutionist attempts to explain events and processes that have already taken place. Laws and experiments are **inappropriate** techniques for the explication of such events and processes. Instead, one constructs an historical *narrative*, consisting of a tentative **reconstruction** of the particular scenario that led to the events one is trying to explain.”^{vii}
- 7) “The Biblical view of origins as described in the early chapters of Genesis (Chapters 1–11), is also considered a **historical narrative**. The Genesis account of Creation is *not* written in a style typical of Hebrew mythology or poetry. Instead, it is recorded as a sober **historical** account with precise chronological reference points.
- 8) Rather than an issue of *Science vs. Faith*, the Creation/Evolution controversy ultimately boils down to a face-off between two opposing **histories**.
- 9) The evolutionary view of history was narrated by scientists [for about] the last **150** years, and is tentative to **reconstruction**, whereas the Biblical view of history was recorded **thousands** of years ago, and is **not** subject to continual revision.

Although some evolutionary scientists, such as the biologist Ernst Mayer (mentioned in the previous video), state that evolution is a historical narrative, other evolutionists say evolution is fact, theory, or some combination of the two.

Read: “Evolution as fact and theory” (https://en.wikipedia.org/wiki/Evolution_as_fact_and_theory), **answering** the following questions as you read.

1) What is a fact?

“The word *fact* is often used by scientists to refer to experimental or empirical data or objective verifiable observations. *Fact* is also used in a wider sense to mean any theory for which there is overwhelming evidence. According to Douglas J. Futuyma, “A fact is a hypothesis that is so firmly supported by evidence that we assume it is true, and act as if it were true”^{viii}

2) What “evidence” does this page claim proves Evolution?

The breeding of domesticated animals, biogeographical distribution of species in the Amazon and Malay Archipelago, population genetics, and DNA.

3) What is a scientific theory, and how is it different from how people usually use the term?

A scientific theory is "a well-substantiated explanation of some aspect of the natural world that can incorporate facts, laws, inferences, and tested hypotheses."^{ix} Amongst the non-scientific population, theory is often used to describe something that's a hunch or uncertain.

4) Although we know atoms and cells exist, the technical terms for them in science are “atom theory” and “cell theory.” Even gravity is a theory, because “theories are structures of ideas that explain and interpret facts.”^x What is the difference between these theories and the theory of evolution?

We can observe atoms and cells in the present. Although we can see observe variation within populations of animals (such as dog breeds), we cannot observe one kind of animal change completely into another kind of animal, such as cat to dog.

In all the quotes at the bottom of this article, the scientists differ on whether evolution is a fact, theory, or both, but they are all very certain that evolution—such as apes becoming human—is verifiably true.

Read: “Evolution: Fact and Theory” (<https://ncse.ngo/evolution-fact-and-theory>), **answering** the following questions as you read.

1) What evolutionary patterns does article discuss?

Genetic variation, adaptation, divergence, and fossil species.

2) What key evolutionary question is completely unknown to evolutionists?

The origin of life.

3) What are the five mechanisms of evolution as mentioned in this article?

Genetic mutations, Genetic recombination, Genetic Drift, Natural Selection, and Speciation.

4) What examples of modern evolution does this article share?

Bacterial pathogens and pest control resistance.

At the end of this NCSE article, the author states, “There exists no other scientific explanation that can account for all the patterns in nature, only non-scientific explanations that require a miraculous force, like a creator. Such super-natural explanations lie outside of science, which can neither prove nor disprove miracles.”^{xi} This is a good example of the Evolution vs. Creation debate being called “Science versus Faith.” While this the author is correct in saying Biblical Creation falls outside the realms of science, recall that evolution is not a science either—it is a history.

Notice the facts brought forth to prove “evolution” in both the Wikipedia page and the NCSE article—things like the breeding of domesticated animals, biogeographical distribution of species, population genetics, DNA, adaptation, and fossils. Throughout this course, you will study the evolutionary worldview, including these exact “proofs” of evolution, and why we believe the Biblical interpretation fits far better with the evidence.



UNIT 2: Evolution

Day 41: Unit 2, Lesson 5 – Ardi

Watch: *Genesis Impact* (<https://youtu.be/H2sWzApuuvc?si=Z0OVRr6yjWxoS1Sz&t=594>) (9:54–17:14), **filling in the blanks** as you view.

- 1) “This skeleton was reconstructed from over **110** bone pieces that they found over a **30-foot** area. It took them over a **decade** to put it together. The picture on the cover is only a digital **reconstruction** of what they’ve found.”
- 2) The bones were found in **terrible** condition and literally **crumbled** when touched.
- 3) This **skull** was found in pulverized condition in **34** scattered pieces and was **compacted** to about 1.5” thick, so they tried making digital reconstructions.
- 4) “They don’t have *any* of her **lower spine vertebrae**, so they added some imaginary ones, gave her a couple extra **beyond** what typical apes have, gave her an entire **imaginary** spine, complete with a **human like curve**, and fed it up to a hole in the imagined **base** of her skull with some neck vertebrae which they also **didn’t find**.”
- 5) “There are some who believe that the theory that Ardi walked upright is **faulty**, because it is based on highly **speculative inferences** about the presence of lumbar lordosis on relatively few features on the **pelvis** and the **foot**.”

Read:

- *Genesis Impact* pp. 24–31.
- The Ardi Wikipedia page (<https://en.wikipedia.org/wiki/Ardi>).
- Ardipithecus: Ape or Ancestor? (<https://archive.archaeology.org/1001/trenches/ardipithecus.html>).

Answer the following questions:

- 1) Which Ardi characteristics mentioned are apelike?

“She would have mainly eaten plant foods, and probably spent much of her time in the trees [...] She stood about four feet tall, weighed approximately 110 pounds, and had a brain the size of a chimpanzee” (para. 1).

“It shows that her toe would have stuck out from her foot like a thumb and that she would have been able to use it for grasping” (para. 3).

- 2) Which characteristics does Lovejoy suggest may be human like, and what do different scientists have to say about it?

- “Lovejoy points to several bones in Ardi’s foot that he believes show it was becoming more like a modern foot, able to better withstand the pressures of bipedal movement. The shape of her pelvis also reveals she was becoming more effective at walking on two feet” (para. 3). Begun “doesn’t see signs that she was adapted to walking on two feet” (para. 4) while Jungers “sees nothing in the foot that suggests bipedality” and is “still not convinced that [the pelvis] is necessarily completely accurate.” (para. 5).

- “Lovejoy’s analysis also shows that the bones in Ardi’s hands and wrists were not adapted to knuckle-walking” (para. 6). No negative comments are mentioned, but it is noted that it is an interpretation and up for debate (para. 6–7).

- Ardi seemed to have less pointed canine teeth than most chimps. No counterpoints are mentioned.

3) Recall Dr. Menton's skull lab. What type of skull does Ardi have?

Ardi has the skull of an ape.

4) What are your personal thoughts on Ardi?

Answers will vary.

SAMPLE

References:

- ⁱ Daniel A. Biddle, *The Ark and The Darkness: Unearthing the Mysteries of Noah's Flood* (Genesis Apologetics, 2022), 12, 175.
- ⁱⁱ "627. Apologia," Bible Hub, <https://biblehub.com/greek/627.htm>.
- ⁱⁱⁱ "37. Hagiazo," Bible Hub, <https://biblehub.com/greek/37.htm>.
- ^{iv} Shawn Hamilton/Shutterstock.com
- ^v Merriam-Webster Dictionary, s.v. "Science," <https://www.merriam-webster.com/dictionary/science>.
- ^{vi} Neil A. Campbell, and Jane B. Reece, *Biology*, 7th ed., (San Francisco: Benjamin Cummings, 2005).
- ^{vii} Ernst Mayer, "Darwin's Influence on Modern Thought," *Scientific American* 283(1), (July 2000): 78.
- ^{viii} Wikipedia, "Evolution as fact and theory" (last modified January 2026), https://en.wikipedia.org/wiki/Evolution_as_fact_and_theory
- ^{ix} Wikipedia, "Evolution as fact and theory"
- ^x Steven J. Gould, "Evolution as Fact and Theory," *Discover* 2(5) (1981): 34–37, as quoted in Wikipedia, "Evolution as fact and theory," https://en.wikipedia.org/wiki/Evolution_as_fact_and_theory.
- ^{xi} Richard E. Lenski, "Evolution: Fact and Theory," National Center for Science Education, last modified July 30, 2020, <https://ncse.ngo/evolution-fact-and-theory>.