God Made LIFE

WORKBOOK

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Generations
PASSING ON THE FAITH

1st Printing, July 2021.

Printed in the United States of America.

ISBN: 978-1-954745-27-8

Cover Design: Justin Turley
Interior Design: Sarah Lee Bryant

Cover Image: Baby sucking thumb at 20 weeks. LENNART NILSSON, TT/SCIENCE PHOTO LIBRARY. Used by permission.

Published by:
Generations
19039 Plaza Drive Ste 210
Parker, Colorado 80134
Generations.org

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COURSE INTRODUCTION

Make a joyful shout to the Lord, all you lands!
Serve the Lord with gladness;
Come before His presence with singing.
Know that the Lord, He is God;
It is He who has made us, and not we ourselves;
We are His people and the sheep of His pasture.
Enter into His gates with thanksgiving,
And into His courts with praise.
Be thankful to Him, and bless His name.
For the Lord is good;
His mercy is everlasting,
And His truth endures to all generations. (Psalm 100)

This course is intended to produce a paradigm shift in the way that this generation of Christian children understand science. Differing worldviews must yield radically different approaches to science. The method of study, the purpose for the study, and the content of the study will vary greatly. A biblical worldview perspective of science always puts God at the center. God is personal, and He is the source of all things. His fingerprints are all over this wide world. All knowledge of His creation must constantly reveal His power and glory unless great pains are taken to willfully and continually suppress this truth. Thus, the student of the natural world should find this course always delighting in the revelation of God's genius wisdom, power, and goodness—everywhere manifest. Let us maximize on the great purpose for all of life. Indeed, the purpose of science is to enjoy God in the context of His creation and praise Him for His marvelous works!

The study of science is deeply personal because it is revelatory of the personality of God. These are not random accidents in a chance universe. These are all the careful design of a personal, loving, wise, and all-powerful Creator. We want the student fully engaged, rejoicing in, delighting in, praising, and thanking God for the awesomeness and manifold blessings of His creation!

Throughout, we will glory in the incomparable wisdom of God! It is with an effervescent delight that we boast of God's genius—one million times more intricate, more complex, more wonderful, than anything

man has ever made. Here is the highest of the material creation—the creation of life! We are not afraid to say that we can't explain this or that. We cheerfully let the student know that the greatest scientists in the world cannot comprehend the deep mysteries of God's wisdom in this creation. We fall on our faces in awe-filled worship! This is the only way to avoid the academic pride, the scientific hubris, and the lack of the fear of God that has ruined science and education in a humanist age.

This course also provides extensive devotional reading from Scripture throughout, since all Christian education must retain the Word of God as "a frontlet" before our eyes and our children's eyes (Deut. 6:7-9). We offer many opportunities for prayer and the singing of praise. These elements are core to a Christian view of science. As the teacher/parent disciples the child in the study of God's creation, we hope and pray that the student will form a Godward view of science and all of life.

If education will be truly effective, the student must be constantly made aware of the vital purpose of this study. Hardly a page of the text should go by without the student realizing the significance and purpose of the study. For the Christian, the purpose of science is absolutely clear. It is for praise and worship and for taking right dominion as good stewards over God's world. We will glory in His nature and His works, and we seek to fulfill our role in ruling over the natural world (as the Lord commanded man to do at the beginning).

If there is a clear integration of praise and life application on every page, the material will be much better retained. Perpetually spewing out disconnected and purposeless facts into a child's brain does little for retention. When science instruction is given meaning and purpose on every page of the text, in every minute of the class, the student will be much more likely retain the material and apply it in a meaningful way in his life.

The "Do" sections contained at the end of each chapter are not intended to serve as the typical "laboratory" experience or hypothetical exercises. Rather, these are intended to serve as real life application for the science conveyed in the chapter. We want the students to actually practice the science they learn for the real benefit of their family, their community, and their personal economy. Although many of the practical projects suggested are simple and easy, we would recommend taking on only one *major* project for the academic year. Teacher and parent involvement is highly recommended for these projects.

This student workbook also includes observational experiments to be conducted during the assigned week, as laid out in the lesson schedule.

For 6th-8th grade level students, Generations here introduces a biblical worldview into basic biology in the most winsome way possible. Captured in this introduction to science are the most amazing facts and the most interesting facets of God's creation. Efforts are made to explain difficult concepts at a 10- to 12-year-old level, without losing the substance of the scientific meaning. It was our goal that not a paragraph be uninteresting, vague, or too difficult.

The text crosses over from the theoretical to the applicable and meaningful by drawing in discussions on diseases, medical treatments, nutrition, and health. Yet, the goal is always to point the students back to our sovereign God in right reverence and worship. Then we offer helpful, relevant, and interesting life (and spiritual) applications for each disastrous scenario—preparing each young student to respond rightly (in faith, wisdom, and faithful stewardship) to these amazing works of our Creator God.

THIS STUDENT WORKBOOK INCLUDES

1. Lesson Schedule
2. Study Questions
3. Scripture Exercises
4. Spiritual Life Application Questions
5. Hands-on Science Projects
6. Answer Key

COURSE OBJECTIVES

This course is dedicated to the glory of God and to the preeminence of the Lord Jesus Christ in all things. The essential objectives for the course must therefore be:

1. That all who study this course would give God the glory for His sovereignty, His power, His goodness, His wisdom, His judgments, and His mercy.
2. That our children would come to know God in His works.
3. That our children would realize that Jesus Christ is the Creator of all things and by Him all things consist.
4. That our children would recognize that the Lord Jesus Christ is preeminent in all things, and by Him all of these biological systems exist.
5. That our children would immediately realize the purpose for science on every page and in every lesson—to glorify God, and to wisely and obediently rule over the animal creation.
6. That our children will learn to integrate the knowledge they obtain of God's world into life.
7. That our children would know Scripture better and see its amazing relevance to every part of life (including science), especially as the passages are meditated upon throughout the course.
8. That our children would learn to be more grateful and more ready to give God the praise and the glory for His goodness to us.

TEACHING METHOD

In order for this course to have maximum effect, the teacher/parent should:

1. Realize the joy and excitement of exploring God’s world,
2. Love God,

3. Seek to learn more of the awesomeness of God manifested in His creative work, and share that enthusiasm with the children,

4. Accept the obligation to follow through on knowledge by real life application. This curriculum and lesson schedule is laid out in a carefully-designed manner, such that the lesson culminates in praise and practical life application.

The following presents the order of the learning process:

1. Read the material.

2. Pray, sing, and worship God.

3. Watch excellently-produced videos to better understand the material.

4. Study the important vocabulary terms used in the chapter.

5. Answer study questions and review Bible passages.

6. Make spiritual life application.

7. Observe through experimentation.

8. Take dominion using the "Do" projects contained in the textbook.

Almost every chapter in the text includes real-life application exercises along with the hands-on experiments contained in this workbook. Some of these exercises will be more time-intensive than others. Select the more time-intensive exercise carefully, and we would only recommend one to two time-intensive exercises for each of the "Do" projects and the "Hands-on" experiments.

The parent/teacher may consider reading the material out loud. The text is designed to be engaging to children of all ages as well as adults.

LESSON SCHEDULE

The lesson schedule is provided as a suggestion—teachers/parents and students may adapt the schedule to suit their needs. The lesson schedule is based on a 36-week school year divided into two semesters.

COMPLETING CHAPTER ASSIGNMENTS

While reading the text, the student should carefully consider all of the Scriptures provided. The Scriptures provide the most essential elements of knowledge by which we understand God's world. The key terms and animal designations are emboldened. The students should pay close attention to these as they will be referred to in the study questions and exam. Upon completion of reading, students may complete the chapter assignments open-book.

GRADING CHAPTER ASSIGNMENTS

The teacher/parent may determine for themselves how they would grade the assignments. The following is recommended:

The workbook exercises are best suited for grading. Provide one point for each of the numbered exercises, excluding the Spiritual Application (at the end of each lesson). For each chapter assignment, divide the total number of questions answered correctly with the total number of questions possible to calculate the percentage.

For example, if 8 out of 11 questions were correct, then the percentage grade for that assignment will be 72% (8/11=72%). If the student receives less than 90% correct answers, it is highly recommended that he/she reread the chapter and make corrections for the questions missed.

GRADING PROJECTS

It is recommended that the projects be graded on the basis of completion or participation. If the student completed the experiment or project, he gets 100% for that project. If he left the project only half complete, he gets 0% for that experiment or project. If the student completed three quarters of the project, he should receive a 75% grade.

FINAL COURSE GRADE VALUES

To calculate the final course grade, the parent/teacher may use the following recommended weighted score:

- Completion of experiments and projects assigned = 50%
- Study questions = 40%
- Final Exam = 10%

- Final Grade = 0.50 x (average score for experiments/projects) + 0.40 x (average score on lessons) + 0.10 x (final exam score)

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- 0-59% = F

The Generations Curriculum Team

July 2021, AD

First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✔	Grade
First Semester—First Quarter					
Week 1	1	Read Chapter 1, pages 7-13			
	2				
	3	Read Chapter 1, pages 13-17			
	4				
	5	Read Chapter 1, pages 17-23			
Week 2	1	Complete Chapter 1 Worksheet, Vocabulary			
	2				
	3	Complete Chapter 1 Worksheet, Comprehension Questions			
	4				
	5	Complete Chapter 1 Worksheet, Faith Lessons			
Week 3	1	Complete Chapter 1 Worksheet, Hands-on Science			
	2				
	3	Complete Chapter 1, "Do" Exercise			
	4				
	5				
Week 4	1	Read Chapter 2, pages 27-32			
	2				
	3	Read Chapter 2, pages 32-39			
	4				
	5	Complete Chapter 2 Worksheet, Part I			

Date	Day	Assignment	Due Date	✔	Grade
Week 5	1	Read Chapter 2, pages 39-45			
	2				
	3	Read Chapter 2, pages 45-50			
	4				
	5	Complete Chapter 2 Worksheet, Part II			
Week 6	1	Complete Chapter 2 Worksheet, Hands-on Science			
	2				
	3	Complete Chapter 2, "Do" Exercise			
	4				
	5				
Week 7	1	Read Chapter 3, pages 59-65			
	2				
	3	Read Chapter 3, pages 65-69			
	4				
	5	Complete Chapter 3 Worksheet, Part I			
Week 8	1	Read Chapter 3, pages 69-75			
	2				
	3	Read Chapter 3, pages 75-78			
	4				
	5	Complete Chapter 3 Worksheet, Part II			
Week 9	1	Complete Chapter 3 Worksheet, Hands-on Science			
	2				
	3	Complete Chapter 3, "Do" Exercise			
	4				
	5				

Date	Day	Assignment	Due Date	✔	Grade
First Semester-Second Quarter					
Week 10	1	Read Chapter 4, pages 83-93			
	2				
	3	Read Chapter 4, pages 93-101			
	4				
	5	Complete Chapter 4 Worksheet, Part I			
Week 11	1	Read Chapter 4, pages 101-106			
	2				
	3	Read Chapter 4, pages 107-113			
	4				
	5	Complete Chapter 4 Worksheet, Part II			
Week 12	1	Complete Chapter 4 Worksheet, Hands-on Science			
	2				
	3				
	4				
	5				
Week 13	1	Complete Chapter 4 Worksheet, "Do" Exercise			
	2				
	3				
	4				
	5				
Week 14	1	Read Chapter 5, pages 119-126			
	2				
	3	Read Chapter 5, pages 127-132			
	4				
	5	Complete Chapter 5 Worksheet, Part I			

Date	Day	Assignment	Due Date	✔	Grade
Week 15	1	Read Chapter 5, pages 132-140			
	2				
	3	Read Chapter 5, pages 141-148			
	4				
	5	Complete Chapter 5 Worksheet, Part II			
Week 16	1	Complete Chapter 5 Worksheet, Hands-on Science			
	2				
	3				
	4				
	5				
Week 17	1	Complete Chapter 5, "Do" Exercise			
	2				
	3				
	4				
	5				
Week 18	1	Read Chapter 6, pages 155-165			
	2				
	3	Read Chapter 6, pages 165-171			
	4				
	5	Read Chapter 6, pages 171-174			
				Mid-Term Grade	

Second Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✔	Grade
Second Semester—Third Quarter					
Week 19	1	Read Chapter 6, pages 175-178			
	2				
	3	Read Chapter 6, pages 178-183			
	4				
	5	Complete Chapter 6 Worksheet			
Week 20	1	Complete Chapter 6 Worksheet, Hands-on Science			
	2				
	3	Complete Chapter 6, "Do" Exercise			
	4				
	5				
Week 21	1	Read Chapter 7, pages 187-194			
	2				
	3	Read Chapter 7, pages 194-199			
	4				
	5	Complete Chapter 7 Worksheet, Part I			
Week 22	1	Read Chapter 7, pages 199-207			
	2				
	3	Read Chapter 7, pages 207-216			
	4				
	5	Complete Chapter 7 Worksheet, Part II			
Week 23	1	Complete Chapter 7 Worksheet, Hands-on Science			
	2				
	3				
	4				
	5				

Date	Day	Assignment	Due Date	✔	Grade
Week 24	1	Complete Chapter 7, "Do" Exercise			
	2				
	3				
	4				
	5				
Week 25	1	Read Chapter 8, pages 221-229			
	2				
	3	Read Chapter 8, pages 230-237			
	4				
	5	Complete Chapter 8 Worksheet, Part I			
Week 26	1	Read Chapter 8, pages 237-243			
	2				
	3	Read Chapter 8, pages 243-251			
	4				
	5	Complete Chapter 8 Worksheet, Part II			
Week 27	1	Complete Chapter 8 Worksheet, Hands-on Science			
	2				
	3				
	4				
	5				

Date	Day	Assignment	Due Date	✔	Grade
Second Semester—Fourth Quarter					
Week 28	1	Complete Chapter 8, "Do" Exercise			
	2				
	3				
	4				
	5				
Week 29	1	Read Chapter 9, pages 257-262			
	2				
	3	Read Chapter 9, pages 262-270			
	4				
	5	Complete Chapter 9 Worksheet, Part I			
Week 30	1	Read Chapter 9, pages 270-274			
	2				
	3	Read Chapter 9, pages 274-280			
	4				
	5	Complete Chapter 9 Worksheet, Part II			
Week 31	1	Complete Chapter 9 Worksheet, Hands-on Science			
	2				
	3	Complete Chapter 9, "Do" Exercise			
	4				
	5				
Week 32	1	Read Chapter 10, pages 285-292			
	2				
	3	Read Chapter 10, pages 292-296			
	4				
	5	Complete Chapter 10 Worksheet, Part I			

Date	Day	Assignment	Due Date	✔	Grade
Week 33	1	Read Chapter 10, pages 296-304			
	2				
	3	Read Chapter 10, pages 304-313			
	4				
	5	Complete Chapter 10 Worksheet, Part II			
Week 34	1	Complete Chapter 10, "Do" Exercise			
	2				
	3				
	4				
	5				
Week 35	1	Complete Final Exam			
	2				
	3				
	4				
	5				
Week 36	1				
	2				
	3				
	4				
	5				
				Final Grade	

Chapter 1

WHAT IS TRUE?

VOCABULARY

Match each of the following terms with the correct description.

Hypothesis	Confusing
Experiment	Drugs or gases that will desensitize a person to pain
Observe	A certain species of animal that died out and there are none left anywhere in the world today
Origins	A scientist who studies tiny creatures
Fossils	A study of how the world began or how life began
Microbiologist	To test a scientific hypothesis or theory
Confounding	The remains or form of an animal cast in rock (usually by water)
Anesthesia	To watch or to study God's creation
Extinct	A scientific guess that needs to be confirmed by experiments

COMPREHENSION QUESTIONS

1. What are the sorts of things science cannot do?

2. Is the moon made out of cheese? How do we know for sure?

3. How would you test this theory: *Leaves on trees turn yellow and brown in the autumn or winter because of the colder temperatures.*

4. How does a rock differ from a human being? Name at least two differences.

5. How can you become more certain about your scientific theories? List the five points provided in your text.

a.

b.

c.

d.

e.

6. What is the problem with encyclopedias and experts?

7. When did God give the following important inventions?

_____ Pastor Cotton Mather of Boston, Massachusetts, discovered the smallpox vaccine.

_____ Anesthesia was first discovered by several dentists in America.

_____ A French microbiologist named Louis Pasteur figured out that germs cause bad diseases.

_____ The X-ray was accidentally discovered by a Christian physicist named Wilhelm Conrad Röntgen.

_____ The first antibiotic was discovered by Christian researcher Alexander Fleming.

_____ A Christian inventor named Raymond Damadian developed Magnetic Resonance Imaging.

8. Name two "scientists" who confused history for science.

9. Why were Lyell's theories so hard to believe? What were the things he assumed before he produced his theories?

10. What was the big problem with Darwin's theories?

11. What would scientists have to do in order to prove evolution?

12. What are the oldest writings discovered?

13. What was the most important event that took place in all of world history?

14. How do we know for sure that a worldwide flood happened about 2518 BC?

FAITH LESSONS

1. Read the following verse. Why is God's Word more trustworthy than the teachings of evolutionists?

The words of the LORD are pure words,
Like silver tried in a furnace of earth,
Purified seven times. (Psalm 12:6)

2. Abraham told the rich man in the parable: "'If [your brothers] do not hear Moses and the prophets, neither will they be persuaded though one rise from the dead.'" (Luke 16:31)

Why do some people refuse to read or to listen to Moses and the prophets?

Why would some people not listen to somebody who rises from the dead?

3. Study Genesis 7:1-4, 18-24. Based on God's Word, how can we know for sure that the flood covered the whole world?

HANDS-ON SCIENCE

1. Perform an experiment to test the following hypotheses:

Hypothesis # —Bleach will kill weeds (or a certain plant).

Hypothesis #2—A certain kind of manure will help weeds (or a certain plant) to grow

Obtain three sets of weeds or small plants. Keep them planted in dirt, and be sure they have access to sunlight.

Pour ¼ cup of bleach on the first set of weeds/plants every day for four days.

Place fresh animal manure around the second set of weeds/plants. Mix it into the dirt a little bit.

Don't do anything special for the third set of weeds/plants.

The first two groups are your **experimental groups**. The third group is your **control group**.

Be sure that all three sets of plants have the same amount of sunlight and be sure they get the same amount of water. Monitor the condition of the plants for two weeks.

Compare the health of each of the three sets of weeds/plants at the end of the first and second week.

Was Hypothesis #1 confirmed as true or not? How sure are you of this conclusion?

Was Hypothesis #2 confirmed as true or not? How sure are you of this conclusion?

2. Perform an experiment to test the following hypotheses:

Hypothesis #1—A milk chocolate bar stays hard at 68-75°F (20-24°C).

Hypothesis #2—A milk chocolate bar melts above 90-95°F (32-35°C).

Place a milk chocolate bar on a plate at room temperature 68-75°F (20-24°C) for 15-20 minutes.

Place a milk chocolate bar on a plate in an oven at 90-95°F (32-35°C) for 15-20 minutes.

Was Hypothesis #1 confirmed as true or not? How sure are you of this conclusion?

Was Hypothesis #2 confirmed as true or not? How sure are you of this conclusion?

LIFE APPLICATION

Complete the **Pray**, **Sing**, and **Watch** sections of the chapter.