

God Made **THE WORLD**

WORKBOOK

EDITORS

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Generations
PASSING ON THE FAITH

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FOR THE PARENT AND TEACHER

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 of this Creation. His fingerprints are all over this wide world. All knowledge of His creation will inevitably, constantly reveal His power and glory, unless great pains are taken to willfully and continually suppress it. Thus, the reader should find this course always delighting in the revelation of God's genius wisdom, power, and goodness, everywhere manifest. 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, delighting, praising God, and thanking Him for the awesomeness and manifold blessings of His creation!

Throughout, we will glory in the incomparable wisdom of God! It is in effervescent delight that we inform the student of the bounds of human knowledge in respect to the atom, nature's forces, the nature of light, the black hole, and a hundred other mysteries of the universe. 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 (Deuteronomy 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 disciplines 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 high 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.

For 5th-7th grade level students, Generations here introduces a biblical worldview into basic astronomy, chemistry, and physics 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 10-12 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 introduces naturally-occurring, providential events such as earthquakes, volcanoes, tornadoes, and hurricanes. Yet, the goal was always to point the students back to our sovereign God in right reverence and worship. Then we offered 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 acts of God.

THIS STUDENT WORKBOOK INCLUDES:

1. Lesson Schedule
2. Comprehension Questions
3. Scripture Memory Exercises
4. Spiritual Life Application
5. Special 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 realize that Jesus Christ is the Creator of all things and by Him all things consist.
3. That our children would recognize that Jesus is right now ruling as King of kings and Lord of lords.
4. 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 take dominion of the earth.
5. That our children will learn to life-integrate the knowledge they obtain of God's world.
6. That our children would know Scripture better and see its amazing relevance to every part of life (including science), especially as the many Scripture references are read and meditated upon throughout the duration of this course.
7. 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. Answer study questions and review Bible passages.
5. Make spiritual life application.
6. Observe through special science projects.
7. Take dominion, using the “Do” projects contained in the textbook.

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 are emboldened in green. 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 Comprehension Questions and the Scripture Memory Exercises are best suited for grading. Provide one point for each of these questions and exercises. For each chapter assignment, divide 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 re-read 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 project, he gets 100% for that project. If he left the project only half complete, he gets 0% for that project. If the student completes 14 out of 16 of the projects assigned, the student's score is $14/16 = 87.5\%$

FINAL COURSE GRADE VALUES

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

Completion of projects — 50%

Study Questions/Scripture Exercises — 50%

The following may be used for grade values when grading chapter assignments, exams, or projects:

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

The Generations Curriculum Team

July AD 2025

First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
<i>First Semester – First Quarter</i>					
Week 1	1	Chapter 1, Lesson 1, Worksheet A			
	2	Chapter 1, Lesson 1, Worksheet B			
	3	Chapter 1, Lesson 1, Worksheet C			
	4	Flex Day			
	5	Flex Day			
Week 2	1	Chapter 1, Lesson 2, Worksheet A			
	2	Chapter 1, Lesson 2, Worksheet B			
	3	Chapter 1, Lesson 2, Worksheet C			
	4	Hands-On Science			
	5	Flex Day			
Week 3	1	Chapter 2, Lesson 1, Worksheet A			
	2	Chapter 2, Lesson 1, Worksheet B			
	3	Chapter 2, Lesson 1, Worksheet C			
	4	Flex Day			
	5	Flex Day			
Week 4	1	Chapter 2, Lesson 2, Worksheet A			
	2	Chapter 2, Lesson 2, Worksheet B			
	3	Chapter 2, Lesson 2, Worksheet C			
	4	Flex Day			
	5	Flex Day			
Week 5	1	Chapter 2, Lesson 3, Worksheet A			
	2	Chapter 2, Lesson 3, Worksheet B			
	3	Chapter 2, Lesson 3, Worksheet C			
	4	Flex Day			
	5	Flex Day			

Date	Day	Assignment	Due Date	✓	Grade
Week 6	1	Chapter 2, Lesson 4, Worksheet A			
	2	Chapter 2, Lesson 4, Worksheet B			
	3	Chapter 2, Lesson 4, Worksheet C			
	4	Hands-On Science			
	5	Flex Day			
Week 7	1	Chapter 3, Lesson 1, Worksheet A			
	2	Chapter 3, Lesson 1, Worksheet B			
	3	Chapter 3, Lesson 1, Worksheet C			
	4	Flex Day			
	5	Flex Day			
Week 8	1	Chapter 3, Lesson 2, Worksheet A			
	2	Chapter 3, Lesson 2, Worksheet B			
	3	Chapter 3, Lesson 2, Worksheet C			
	4	Flex Day			
	5	Flex Day			
Week 9	1	Chapter 3, Lesson 3, Worksheet A			
	2	Chapter 3, Lesson 3, Worksheet B			
	3	Chapter 3, Lesson 3, Worksheet C			
	4	Flex Day			
	5	Flex Day			

Date	Day	Assignment	Due Date	✓	Grade
<i>First Semester – Second Quarter</i>					
Week 10	1	Chapter 3, Lesson 4, Worksheet A			
	2	Chapter 3, Lesson 4, Worksheet B			
	3	Chapter 3, Lesson 4, Worksheet C			
	4	Hands-On Science			
	5	Flex Day			
Week 11	1	Chapter 4, Lesson 1, Worksheet A			
	2	Chapter 4, Lesson 1, Worksheet B			
	3	Chapter 4, Lesson 1, Worksheet C			
	4	Flex Day			
	5	Flex Day			
Week 12	1	Chapter 4, Lesson 2, Worksheet A			
	2	Chapter 4, Lesson 2, Worksheet B			
	3	Chapter 4, Lesson 2, Worksheet C			
	4	Flex Day			
	5	Flex Day			
Week 13	1	Chapter 4, Lesson 3, Worksheet A			
	2	Chapter 4, Lesson 3, Worksheet B			
	3	Chapter 4, Lesson 3, Worksheet C			
	4	Flex Day			
	5	Flex Day			
Week 14	1	Chapter 4, Lesson 4, Worksheet A			
	2	Chapter 4, Lesson 4, Worksheet B			
	3	Chapter 4, Lesson 4, Worksheet C			
	4	Hands-On Science			
	5	Flex Day			

Date	Day	Assignment	Due Date	✓	Grade
Week 15	1	Chapter 5, Lesson 1, Worksheet A			
	2	Chapter 5, Lesson 1, Worksheet B			
	3	Chapter 5, Lesson 1, Worksheet C			
	4	Flex Day			
	5	Flex Day			
Week 16	1	Chapter 5, Lesson 2, Worksheet A			
	2	Chapter 5, Lesson 2, Worksheet B			
	3	Chapter 5, Lesson 2, Worksheet C			
	4	Flex Day			
	5	Flex Day			
Week 17	1	Chapter 5, Lesson 3, Worksheet A			
	2	Chapter 5, Lesson 3, Worksheet B			
	3	Chapter 5, Lesson 3, Worksheet C			
	4	Flex Day			
	5	Flex Day			
Week 18	1	Chapter 5, Lesson 4, Worksheet A			
	2	Chapter 5, Lesson 4, Worksheet B			
	3	Chapter 5, Lesson 4, Worksheet C			
	4	Hands-On Science			
	5	Flex Day			
Mid-Term Grade					

Second Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
<i>Second Semester – Third Quarter</i>					
Week 19	1	Chapter 6, Lesson 1, Worksheet A			
	2	Chapter 6, Lesson 1, Worksheet B			
	3	Chapter 6, Lesson 1, Worksheet C			
	4	Flex Day			
	5	Flex Day			
Week 20	1	Chapter 6, Lesson 2, Worksheet A			
	2	Chapter 6, Lesson 2, Worksheet B			
	3	Chapter 6, Lesson 2, Worksheet C			
	4	Flex Day			
	5	Flex Day			
Week 21	1	Chapter 6, Lesson 3, Worksheet A			
	2	Chapter 6, Lesson 3, Worksheet B			
	3	Chapter 6, Lesson 3, Worksheet C			
	4	Flex Day			
	5	Flex Day			
Week 22	1	Chapter 6, Lesson 4, Worksheet A			
	2	Chapter 6, Lesson 4, Worksheet B			
	3	Chapter 6, Lesson 4, Worksheet C			
	4	Hands-On Science			
	5	Flex Day			
Week 23	1	Chapter 7, Lesson 1, Worksheet A			
	2	Chapter 7, Lesson 1, Worksheet B			
	3	Chapter 7, Lesson 1, Worksheet C			
	4	Flex Day			
	5	Flex Day			

Date	Day	Assignment	Due Date	✓	Grade
Week 24	1	Chapter 7, Lesson 2, Worksheet A			
	2	Chapter 7, Lesson 2, Worksheet B			
	3	Chapter 7, Lesson 2, Worksheet C			
	4	Flex Day			
	5	Flex Day			
Week 25	1	Chapter 7, Lesson 3, Worksheet A			
	2	Chapter 7, Lesson 3, Worksheet B			
	3	Chapter 7, Lesson 3, Worksheet C			
	4	Flex Day			
	5	Flex Day			
Week 26	1	Chapter 7, Lesson 4, Worksheet A			
	2	Chapter 7, Lesson 4, Worksheet B			
	3	Chapter 7, Lesson 4, Worksheet C			
	4	Hands-On Science			
	5	Flex Day			
Week 27	1	Chapter 8, Lesson 1, Worksheet A			
	2	Chapter 8, Lesson 1, Worksheet B			
	3	Chapter 8, Lesson 1, Worksheet C			
	4	Flex Day			
	5	Flex Day			

Date	Day	Assignment	Due Date	✓	Grade
<i>Second Semester – Fourth Quarter</i>					
Week 28	1	Chapter 8, Lesson 2, Worksheet A			
	2	Chapter 8, Lesson 2, Worksheet B			
	3	Chapter 8, Lesson 2, Worksheet C			
	4	Flex Day			
	5	Flex Day			
Week 29	1	Chapter 8, Lesson 3, Worksheet A			
	2	Chapter 8, Lesson 3, Worksheet B			
	3	Chapter 8, Lesson 3, Worksheet C			
	4	Flex Day			
	5	Flex Day			
Week 30	1	Chapter 8, Lesson 4, Worksheet A			
	2	Chapter 8, Lesson 4, Worksheet B			
	3	Chapter 8, Lesson 4, Worksheet C			
	4	Hands-On Science			
	5	Flex Day			
Week 31	1	Chapter 9, Lesson 1, Worksheet A			
	2	Chapter 9, Lesson 1, Worksheet B			
	3	Chapter 9, Lesson 1, Worksheet C			
	4	Flex Day			
	5	Flex Day			
Week 32	1	Chapter 9, Lesson 2, Worksheet A			
	2	Chapter 9, Lesson 2, Worksheet B			
	3	Chapter 9, Lesson 2, Worksheet C			
	4	Flex Day			
	5	Flex Day			

Date	Day	Assignment	Due Date	✓	Grade
Week 33	1	Chapter 9, Lesson 3, Worksheet A			
	2	Chapter 9, Lesson 3, Worksheet B			
	3	Chapter 9, Lesson 3, Worksheet C			
	4	Flex Day			
	5	Flex Day			
Week 34	1	Chapter 9, Lesson 4, Worksheet A			
	2	Chapter 9, Lesson 4, Worksheet B			
	3	Chapter 9, Lesson 4, Worksheet C			
	4	Hands-On Science			
	5	Flex Day			
Week 35	1	Complete a more intensive "Do" project from one of the chapters			
	2	Same as above			
	3	Same as above			
	4	Same as above			
	5	Same as above			
Week 36	1	Same as above			
	2	Same as above			
	3	Same as above			
	4	Same as above			
	5	Same as above			
Final Grade					

Chapter 1

GOD'S WORKS ARE AWE-INSPIRING

CHAPTER 1 LESSON 1 WORKSHEET A

Answer the questions based on the lesson (textbook p. 11–22).

WHAT DOES THAT MEAN?

Match each word to its definition.

- | | |
|-------------------------|--|
| 1. Raw material (p. 13) | A) God's power and wisdom to care for His creation |
| 2. Steward (p. 16) | B) A basic resource used to make things |
| 3. Providence (p. 17) | C) A person who takes care of someone else's possessions |

FILL IN THE MISSING WORD

In each sentence, fill in the missing word with a vocabulary word from the list above.

- God created the world and sustains it, but He called people to manage it as His _____(s).
- Humans make things out of _____(s) like metal and wood, but God created everything from nothing.
- God controls and cares for everything in the world, from storms to sparrows, in His _____.

SPIRITUAL LIFE APPLICATION

7. Write a sentence about how God takes care of you by His works of providence.

Thank our Father God for all of His care over plants, trees, animals, and people.

WORKSHEET B

Answer the questions based on the lesson (textbook p. 11–22).

COMPREHENSION QUESTIONS

Answer the questions in complete sentences.

1. What is the difference between how an ant sees a great work of art, compared to how people might see it?

2. How can you delight in God’s creation instead of being bored with it?

3. What are some material resources that God made for us to help make life better?

4. From what did God make everything in the universe? What does man use to make things?

SPIRITUAL LIFE APPLICATION

5. Write a sentence about how God takes care of animals by His works of providence.

Thank our Father God for His wise and tender care of all His works.

WORKSHEET C

Answer the questions based on the lesson (textbook p. 11–22).

FAITH LESSONS

1. According to Genesis 1, what did God create on each day of creation?

Day 1: _____

Day 2: _____

Day 3: _____

Day 4: _____

Day 5: _____

Day 6: _____

SPIRITUAL LIFE APPLICATION

- 2. Write a sentence about what is one of your favorite things God created and why. On which day of creation did He make it?

Thank God for this amazing work of creation.

CHAPTER 1 LESSON 2

WORKSHEET A

Answer the questions based on the lesson (textbook p. 11–22).

WHAT DOES THAT MEAN?

Match each word to its definition.

- | | |
|------------------------|---|
| 1. Scientist (p. 15) | A) Studying the natural world through observing and experimenting |
| 2. Astronomers (p. 15) | B) A person who studies the natural world |
| 3. Science (p. 20) | C) A person who studies things in space such as stars and planets |

FILL IN THE MISSING WORD

In each sentence below, fill in the missing word with a vocabulary word from the list above.

- _____ (s) continue to discover that the universe is far larger than once thought.
- Over the centuries, _____ (s) have learned a lot about nature, but there is infinitely more to the Creator's power and wisdom in His works.
- _____ requires humbly, carefully, and joyfully studying the world that God created.

SPIRITUAL LIFE APPLICATION

- What is one thing that you learned before about something in nature? How do you see God's power, wisdom, and/or goodness in it?

Praise God for this part of His creation today.

WORKSHEET B

COMPREHENSION QUESTIONS

Answer the questions in complete sentences.

1. How has humans' understanding of the universe changed over time?

2. Why did God create the world?

3. Why did God create the world for us?

4. According to Agur in Proverbs 30, what kind of attitude should we have as humans when studying the works of the all-powerful, all-knowing God?

5. How do we study the world through science? What do we do to be a good scientist?

SPIRITUAL LIFE APPLICATION

6. Identify 3 things in God's creation that you think are really awesome.

A. I praise God for _____.

B. I glorify God for _____.

C. I bless God for _____.

WORKSHEET C

Answer the questions based on the lesson (textbook p. 11–22).

FAITH LESSONS

1. Read Revelation 4:10–11 on p. 18 in the textbook.

a) What are the 24 elders doing?

b) Why are the elders worshiping God? What are they saying?

2. Read Psalm 104:14–15 on p. 19 in the textbook.
a. Who causes things to grow?

- b. Why does God cause things to grow?

- c. How can we make good use of the things that God has made?

SPIRITUAL LIFE APPLICATION

3. Describe your favorite food, where it comes from, and how it is made.

Thank God for this special food, and other blessings He gives us, as you finish your lesson today.

HANDS-ON SCIENCE

Complete one or more of the following activities with supervision from a parent or other teacher.

A) OBSERVING GOD'S CREATION

Parents: This activity involves finding and observing something outside. Students may need access to a camera and help with online research.

1. Find a living thing in its natural habitat around you. It can be a plant, bug, animal, etc., but not something inside the house, like a pet. It can be in your yard, at a park, in a pond or lake, etc. Take a picture of it if you can.

2. Identify the organism. What is its name? Can you find out its scientific name?

3. Where does the organism live? List the part(s) of the world where it is found.

4. What is the organism's habitat like? Describe the environment where it lives.

5. How does the organism get energy? Does it get energy directly from the sun? Or does it feed on other organisms? If so, what does it feed on?

6. What are some ways that the organism benefits its environment?

7. On what day was the organism created? How do you know? If you're not sure, make your best guess and explain why.

8. What are some way in which you see God’s glory in the organism?

B) OBSERVING MAN'S INVENTION

1. Choose a man-made object that you or your family uses. It can be a furniture, toy, electronic device, appliance, etc.

2. What is the object?

3. What is the object used for?

4. What is the size of the object?

Length _____

Width _____

Height _____

5. What raw materials were used to make the object?

6. How was the object made? Was it made by hand and/or by machines?

7. How much did the object cost?

8. What are some ways in which you see God's glory in the object? (Think about the intelligence, wisdom, creativity, strength, skills, etc. that God gave to the people who invented, designed, and produced it.)

Chapter 2

GOD MADE GLORIOUS SIGHTS

CHAPTER 2 LESSON 1 WORKSHEET A

Answer the questions based on the lesson (textbook p. 25–35).

WHAT DOES THAT MEAN?

Match each word to its definition.

- | | |
|---------------------------|---|
| 1. Light year (p. 27) | A) A large astronomical body that orbits around a star |
| 2. Galaxy (p. 27) | B) A reaction between smaller atoms that combine into a larger atom |
| 3. Solar system (p. 29) | C) A collection of millions of stars, dust, and gases in a region of the universe |
| 4. Planet (p. 29) | D) A collection of planets, moons, and other bodies orbiting around a star |
| 5. Nuclear fusion (p. 33) | E) A unit of distance equal to how far light travels in 1 year |

FILL IN THE MISSING WORD

In each sentence, fill in the missing word with a vocabulary word from the list above.

- The earth, the sun, and our solar system are part of the Milky Way _____.
- There are 8 planets that revolve around the sun in our _____.

8. The sun releases energy from hydrogen atoms fusing into helium through _____.
9. Because the universe is so vast, distances are measured in _____(s), which is about 6 trillion miles.
10. The length of year on a _____ is equivalent to the time it takes to go around the sun.

SPIRITUAL LIFE APPLICATION

11. Write a sentence about something glorious in God's heavens.

Thank our Father God in prayer for that glorious thing as you finish your lesson today.

WORKSHEET B

Answer the questions based on the lesson (textbook p. 25–35).

COMPREHENSION QUESTIONS

Write a short answer to each question.

1. What is the speed of light in miles per second? In miles per hour? What is a light year?

2. What is the name of the galaxy that we are in? How many stars are in our galaxy? How far is the edge of our galaxy from Earth?

3. List the 8 planets of our solar system in order from the closest to the sun to the farthest.

4. What planet has:

a) The highest temperature? _____

The lowest temperature? _____

b) The shortest year? _____

The longest year? _____

c) The shortest day? _____

The longest day? _____

5. How much material does the sun burn every second? What is the temperature at the surface of the sun? At the core?

SPIRITUAL LIFE APPLICATION

6. Why is Earth the best place in the entire universe for us to live on?

Take a moment and thank God for creating a perfect place for us to live, in this big wide universe!

WORKSHEET C

Answer the questions based on the lesson (textbook p. 25–35).

FAITH LESSONS

1. Read Psalm 19:1–3 on p. 25 in the textbook.

a) What do the heavens declare? What does the firmament show?

b) What do day and night do? Where does their voice go?

2. Read Psalm 8:3–4 on p. 29 in the textbook.

a) When we consider the heavens, the moon and the stars, how do we compare?

b) What is the psalmist's response to God?

3. Read Psalm 147:1, 4–5 on p. 35 in the textbook.

a) Scientists estimate that there are 1,000,000,000,000,000,000,000 stars in the universe. What does God do with the stars?

b) What does this show about God?

SPIRITUAL LIFE APPLICATION

4. Write a sentence of praise to God for the sun, the moon, the planets, and the stars up in the heavens.

Lift up this praise to God in prayer.

CHAPTER 2 LESSON 2

WORKSHEET A

Answer the questions based on the lesson (textbook p. 36–41).

WHAT DOES THAT MEAN?

Match each word to its definition.

1. Supernova (p. 36)
 2. Implosion (p. 37)
 3. Nebula (p. 38)
 4. Hypergiant star (p. 38)
 5. Quasar (p. 40)
- A) The inward collapse of a star, which sucks in matter
 - B) An extremely bright astronomical object around a black hole
 - C) The outward explosion of a star, which releases energy
 - D) A cloud of dust and gas in space
 - E) An extremely large and bright star that is about to explode

FILL IN THE MISSING WORD

In each sentence below, fill in the missing word with a vocabulary word from the list above.

6. A _____ can shine 4 trillion times brighter than the sun and one hundred times brighter than the Milky Way Galaxy.
7. An aging or exploded star produces a _____, such as the Butterfly and the Tarantula.
8. The _____ of a star can produce a black hole from the huge gravitational force.
9. A _____ can take thousands of years to explode, losing mass faster over time.
10. A _____ can release more energy in a second than how much the sun produces over 10 billion years.

SPIRITUAL LIFE APPLICATION

11. Write a sentence comparing the energy of a quasar with the power of God.

Praise God for His infinite power which created all of these spectacular energetic lights in the sky, as you finish your lesson today.

WORKSHEET B

Answer the questions based on the lesson (textbook p. 36–41).

COMPREHENSION QUESTIONS

Write a short answer to each question.

1. How is the light we see from planets different from the light we see from stars?

2. A hypergiant star can produce a supernova or an implosion. How are the two different?

3. What are black holes like?

4. How does the sun compare in brightness with a hypergiant star like the Pistol Star? With a quasar like 3C 273?

5. How do the strongest storms on Earth compare with the storm on Jupiter?

SPIRITUAL LIFE APPLICATION

6. Write a sentence describing the glory of God as displayed by very bright stars, quasars, and nebulae. How does God's light compare with all of these lights in the universe?

Praise God for His light and glory displayed in creation!

WORKSHEET C

Answer the questions based on the lesson (textbook p. 36–41).

FAITH LESSONS

1. Read Job 38:1, 5–7 on p. 37–38 in the textbook.

a) What did God ask Job?

b) What did the morning stars and the sons of God do?

2. 2) Read 1 Timothy 6:14–16 on p. 39 in the textbook.

a) Where does Jesus dwell?

b) What do you think this says about Jesus?

3. Read Habakkuk 3:3–4 on p. 40 in the textbook. What was in God’s hand? What does this show about God? (Hint: What was hidden?)

SPIRITUAL LIFE APPLICATION

4. Write a sentence explaining why it is encouraging that God is light, and He is not darkness.

Praise God for His blessing of light, the gloriousness of light, and the beauty of light.