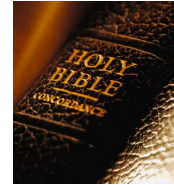


The Bible, Anthropology, and the Ancient Caveman



TEACHER'S EDITION



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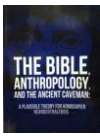


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CHAPTER ONE

THE BEGINNING

Lesson 1
What Events Occurred During Creation?

Lesson 2
Why Are People Humans and Not Animals?



Lesson 1

What happened during Creation?



Objectives:

- To teach Biblical and scientific vocabulary
- To teach the Greek Alphabet
- To teach what occurred during the Creation week
- To teach sensory imagery

VOCABULARY

- universe p. 4
- alpha p. 4
- omega p. 4

God created everything in the universe. The *universe includes the following: the heavenly bodies, space and the earth*. There was never a time when there was not a God. The *Bible* tells us that God is the Alpha and the Omega. *Alpha is the first letter in the Greek Alphabet and it means the beginning. Omega is the last letter in the Greek Alphabet and it means the end*. So, the *Bible* tells us that God is the beginning and that He is the end.

The *Bible* teaches that there was a Creation week. Genesis Chapters One and Two show what God created on each day.

ACTIVITY #1

Directions: Read Genesis chapters One and Two. Answer the questions below.

1. In Genesis Chapter One when does the Bible tell us that the day begins?

2. God created _____ on the first day.

3. God created _____ on the second day.

4. God created _____ on the third day.

5. God created _____ on the fourth day.

6. God created _____ on the fifth day.

7. God created _____ on the sixth day.

8. God _____ on the seventh day.

ACTIVITY #2



Directions: Use sensory imagery (seeing, hearing, touching, tasting, and smelling) and your imagination. Sketch a picture of the Garden of Eden.



ACTIVITY #3

Directions: Define each vocabulary word listed at the beginning of the lesson. Write a sentence using each word.

1. _____
2. _____
3. _____

1. _____
2. _____
3. _____

Homework

Use the Internet to look up and to write the Greek Alphabet.

Extension Lesson

Write a song that teaches the Greek Alphabet.

Evaluation: Create an outline explaining what occurred during the Creation week. Include vocabulary words from the lesson.

Performance Evaluation: Recite the Greek Alphabet within one minute before the class or before the instructor.

Teacher Notes:

The Creation Week Activities

Students should recognize that every verb coincides with an action.

Genesis 1:1-5 reads as follows:

”In the beginning **God created the heaven and the earth.** And the earth was without form and void; and darkness was upon the face of the deep. And **the Spirit of God moved upon the face of the waters. And God said, Let there be light; and there was light.** And God saw the light, that it was good; and **God divided the light from the darkness. And God called the light Day, and the darkness he called Night. And the evening and the morning were the first day.**”

Genesis 1:6-8

“And **God made the firmament, and divided the waters** which were under the firmament from the waters which were above the firmament: and it was so. And **God called the firmament Heaven,** And the evening and the morning were the second day. ”

Genesis 1:9-13

“And God said, Let the waters under the heaven be gathered together unto one place, and let the dry land appear: and it was so. And God called the dry land Earth; and the gathering together of the waters called he Seas; and God saw that it was good. And God said, Let the earth bring forth grass, the herb yielding seed, and the fruit tree yielding fruit after his kind, whose seed is in itself, upon the earth: and it was so. And the earth brought forth grass, and herb yielding seed after his kind, and the tree yielding fruit, whose seed was in itself, after his kind and God saw that it was good. And the evening and the morning were the third day.”

Genesis 1:14-19

“And God said, Let there be lights in the firmament of the heaven to divide the day from the night; and let them be for signs, and for seasons, and for days and years; And let them be for lights in the firmament of the heaven to give light upon the earth; and it was so. And God made two great lights; the greater light to rule the day, and the lesser light to rule the night: he made the stars also. And God set them in the firmament of the heaven to give light upon the earth. And to rule over the day and over the night, and to divide the light from the darkness: and God saw that it was good. And the evening and the morning were the fourth day.”

Genesis 1:20-23

“And God said, Let the waters bring forth abundantly the moving creature that hath life, and fowl that may fly above the earth in the open firmament of heaven. And God created great whales, and every living creature that hath life, and fowl that may fly above the earth in the open firmament of heaven. And God created great whales, and every living creature that moveth, which the waters brought forth abundantly after their kind, and every winged fowl after his kind and God saw that it was good. And God blessed them, sayng, Be fruitful, and multiply, and fill the waters in the seas, and let fowl multiply in the earth. And the evening and the morning were the fifth day.”

On the sixth day of Creation, the account is taken from Genesis 1:24-31. During the first act on the sixth day, Genesis 1:24 reads as follows:

“And God said, Let the earth bring forth the living creature after his kind, cattle, and creeping thing, and beast of the earth after his kind; and it was so. And God made the beast of the earth after his kind, and every thing that creepeth upon the earth after his kind; and God saw that it was good.”

During the second act on the sixth day Genesis 1:26 reads as follows:

“And God said, Let us make man in our image, after our likeness; and let them have dominion over the fish of the sea, and over the fowl of the air, and over the cattle, and over all the earth, and over every creeping thing that creepeth upon the earth. So God created man in his own image, in the image of God created he him; male and female created he them.”

During the third act on the sixth day, God blessed Adam and Eve. Genesis 1:28 reads as follows:

“And God blessed them, and God said unto them, Be fruitful and multiply, and replenish the earth, and subdue it; and have dominion over the fish of the sea, and over the fowl of the air, and over the cattle, and over all the earth, and over every creeping thing that creepeth upon the earth.”

During the fourth act on day six, God gave instructions on what both man and beast should eat.

Genesis 1:29-30 reads as follows:

“And God said, Behold, I have given you every herb bearing seed, which is upon the face of al the earth, and every tree, in the which is the fruit of a tree yielding seed; to you it shall be for meat. And to every beast of the earth, and to every fowl of the air, and to every thing that creepeth upon the earth, wherein there is life, I have given every green herb for meat: and it was so.”

Genesis1:31 reads as follows: “And God saw every thing that he had made, and, behold, it was very good. And the evening and the morning were the sixth day.”

“And God said, Let the earth bring forth the living creature after his kind, cattle, and creeping thing, and beast of the earth after his kind; and it was so. And God made the beast of the earth after his kind, and every thing that creepeth upon the earth after his kind; and God saw that it was good.”

During the second act on the sixth day Genesis 1:26 reads as follows:

“And God said, Let us make man in our image, after our likeness; and let them have dominion over the fish of the sea, and over the fowl of the air, and over the cattle, and over all the earth, and over every creeping thing that creepeth upon the earth. So God created man in his own image, in the image of God created he him; male and female created he them.”

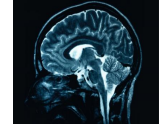
Genesis 2:1-3

“Thus the heavens and the earth were finished, and all the host of them. And on the seventh day God ended his work which he had made; And God blessed the seventh day, and sanctified it: because that in it he had rested from all his work which God created and made. ”

Greek Alphabet

**Alpha Beta Gamma Delta Epsilon Zeta Eta Theta Iota Kappa Lamda
Mu Nu Xi Omicron Pi Rho Sigma Tau Upsilon Phi Chi Psi
Omega**

Lesson 2



Why Are Humans People and Not Animals?

Objectives:

To teach Biblical and scientific vocabulary

To teach that man is not an animal

To teach the responsibilities that God gave to man

VOCABULARY

dominion p. 7

In Genesis 1:25-28, KJV it is clearly stated that man is not an animal. Man was given dominion over all the earth. *Dominion means to have supreme authority over something.*

ACTIVITY #1

Directions: Read Genesis 1:25-28. Choose the letter of the correct answers below.

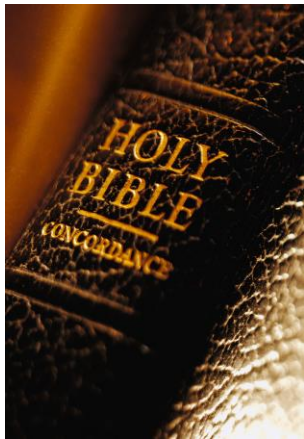
1. God made the beast of the earth, the cattle, and every thing that creepeth upon the earth after their _____ .
“God said, Let us make man in our _____ after our _____ and let them have _____ over the fish of the sea and over the fowl of the air and over the cattle, and over all the earth, and over every creeping thing that creepeth upon the earth.”

A. likeness
B. dominion
C. kind
D. image
2. So God created man in his own image, in the _____ of God created he him; _____ and _____ created he them.

A. male
B. female
C. image

ACTIVITY #2

Directions: What qualities make humans different from animals? List the qualities in the box below.



Qualities

ACTIVITY #3

Directions: Define the vocabulary word listed at the beginning of the lesson. Write a sentence using the word.

1. _____

1. _____

Teacher Notes:

Lesson One Answer Key

Activity #1

- 1. C
D
A
B**

- 2. C
A
B**

Activity #2.

The qualities should include dominion, morals, that God breathed the breath of life into man, etc.

Activity #3

The essay should expound on the details listed above in a focused, well-organized, well-supported, paper with good conventions.

CHAPTER TWO

THE ANTEDILUVIANS



Lesson 1
Who Were the Antediluvians?

Lesson 2
What Is the Amalgamation of Man and Beast?

Lesson 3
How Has the Media Helped To Desensitize Us?

Lesson 1

Who Were the Antediluvians?

Objectives:

To teach Biblical and scientific vocabulary

To teach who the Antediluvians were

To teach about the family of Noah



Vocabulary

Antediluvians p. 11

covenant p. 11

posterity p. 11

The *Antediluvians* were the people that lived before the Flood. The prefix *ante* means before in Latin and the root word *diluvian* means a deluge or flood. So, the word antediluvian actually means before the flood. This group of people begins with the very first humans Adam and Eve, and it extends to Noah and his family, the only Antediluvians to survive the Flood. God established a covenant with Noah. As a result of the *covenant* (a promise or a pledge), Noah, his family, and his *posterity* (the descendants from one ancestor) were saved in the ark.

ACTIVITY #1

Directions: Read Genesis chapters six and seven. Write “T” if the answer is true and write “F” if the answer is false. Then, write down the verse where each answer is found.

1. The Antediluvians were wicked.
2. Man had some good thoughts.
3. Noah found grace in the eyes of the Lord.
4. Noah’s three sons were Shadrach, Meshach, and Abednego.
5. With the exception of Noah and his family, the Lord said that every man in the earth shall die.
6. The ark was made of pine wood.
7. The Lord said that He would establish a covenant with Noah.
8. Noah did not need to gather food for the animals.
9. Noah had to take five of every clean beast.

10. Noah was six hundred years old at the time of the flood.
11. It rained for twenty days and twenty nights.
12. The Flood did not cover the highest mountain peaks.

ACTIVITY #2 Brain Puzzles

Directions: Use the clues to figure out the missing spaces in the brain puzzles below.

Noah's posterity _____, _____, _____

	n		
d		l	
			n

ACTIVITY #3

Define each vocabulary word listed at the beginning of the lesson. Write a sentence using each word.

- 1. _____
- 2. _____
- 3. _____

- 1. _____
- 2. _____
- 3. _____



Homework

Create your own brain puzzle.

Extension Lesson

Write a paragraph that summarizes why the Flood occurred.

Extension Lesson

Write a paragraph that summarizes why the Flood occurred.

Evaluation: Directions: Instruct students to make a test that covers Genesis chapters six and seven.

Teacher Notes:

Activity #1

1. T
2. F
3. T
4. F
5. T
6. F
7. T
8. F
9. F
10. T
11. F
12. F

Activity #2

Shem, Ham, Japheth

Antediluvian

ante
dilu
vian

Lesson 2

What Is the Amalgamation of Man and Beast?

Objectives:

To teach Biblical and scientific vocabulary

To teach Punnet squares

To teach the difference between phenotype and genotype

To teach students how to understand amalgamation

Vocabulary

ancestors p. 15

amalgamation p. 15

organisms p. 15

plausible p. 15

species p. 15

DNA p. 15

chromosomes p. 15

nucleus p. 15

genes p. 15

breed p. 15

Punnett square p. 16

genotypes p. 16

phenotype p. 16

dominant genes p. 16

recessive genes p. 16

homozygous p. 16

heterozygous p. 16



ACTIVITY #1



In Genesis 1:26-27 we are told that man was made perfect, and that man was made in the image of God. After sin, man was subject to death (Genesis 2:17). As Adam and Eve had children, their children turned away from God (Genesis 6:5-7). The Antediluvians were evil and intelligent. The *Bible* says in Genesis 11:6 that even their *ancestors* (*people who others come from, ex. great grandfather or great grandmother*) that attempted to build the Tower of Babel were so intelligent that they could accomplish whatever they imagined to do.

Amalgamation is the mixing of the DNA of two totally different *organisms* (*living things*) into one body. An example of this is the transgenic spider goat. This animal looks just like a goat, but it has DNA from a spider. When the goat is milked, it produces silk protein. This silk protein would normally come from a spider to produce a web. This material is stronger than steel and flexible. It is now used by scientists to develop new products like bulletproof armor. *DNA* is an abbreviation for the words deoxyribonucleic acid. *Chromosomes* are *small parts in the nucleus* (*center part*) of a human cell. Every human cell contains 46 chromosomes. There are 23 chromosomes that are acquired from each parent. The material in each chromosome is called DNA. The instructions in the DNA are called *genes*. Genes are what determine characteristics such as hair color, height, and eye color.

When we look at what scientists are able to do today, it is *plausible* (*believable*) that scientists could have performed the same experiments in the past. Today, scientists are able to mix or amalgamate the DNA of different organisms together to create new *species* (closely related organisms that have the ability to *breed* with one another). It is believed that in the past, the Antediluvian scientists amalgamated man and beasts.

ACTIVITY #1

The *Punnett square* was created by English biologist Reginald Punnett in 1905. *It is a short-hand method of determining the make up of an offspring from two organisms.* If one knows the *genotypes (the gene combination of an organism)* of the parents, a Punnett square will predict the possible *outcomes* of the offspring.

The *phenotype is the way an organism looks and behaves* regardless of the genotype or gene makeup. A person could have genes from a tall mother and a tall father that could produce a tall offspring. In this case the capital “T” is the dominant tall gene and the lower case “t” is the recessive gene. The genotype might be “TT”. The capital letters show that there are *dominant genes (a trait that is observed)* from both the mother and the father. The phenotype would then be a tall child. The genotype might also be Tt. In this case the gene is dominant on the father’s side, but *not* on the mother’s side. On the mother’s side it is *a recessive gene (the trait that cannot be seen)*. This would also produce a tall person. The phenotype, or the appearance of the person is tall. If the person’s genotype is tt then that means that the person has short or recessive genes from both the father’s side and the mother’s side. The phenotype of the person now is that the person is short. One cannot always know the genotype based on the phenotype. *When two of the traits are the same like TT it is called homozygous. When the two traits are different like Tt it is called heterozygous.*

Below is an example of a Punnett square from the example listed above.

	T	t
T	TT Tall child	Tt Tall child
t	Tt Tall Child	tt Short child



Directions: Below is a Punnett square. Some of the spaces have been filled in for you. This shows how many different possible ways two chromosomes can be arranged. Fill in the remaining spaces.

Possible arrangement of chromosomes from the father

Possible arrangement of chromosomes from the mother

	AB	Ab	aB	Ab
AB				
Ab		AAbb		
aB				
Ab				AAbb

ACTIVITY # 2 Brain Puzzle

Directions: Create a word search puzzle using at least five words from the vocabulary in this lesson.

ACTIVITY #3

Directions: Define each vocabulary word listed at the beginning of the lesson. Write a sentence using each word.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

Homework

Do research and write a paragraph about the life of Reginald Punnett.



Extension Lesson

Do research and write a paragraph about animal-human hybrids.

Evaluation: Directions: Draw and fill in a Punnett square to show possibilities for height and eye color if the mother has aB and the father has Ab. The capital A stands for a tall dominant gene and the lower case a stands for a short gene. The capital B stands for brown eyes and the lower case b stands for blue eyes.

Teacher Notes:

Student writing should always exhibit focus, organization, support, and good conventions.

The student’s Punnett square should be neat and easy to read.

Lesson 3

How Has the Media Helped To Desensitize Us?



Objective: To teach Biblical and scientific vocabulary
To teach what it means to be desensitized

Vocabulary

desensitize pg. 20

anthropomorphize pg. 20

Satan is always attempting to lead us away from God. When we disobey, we allow Satan to have access to our minds. As a result, we disobey God and we are in danger of not being saved. One way that Satan attempts to lead us away from God is by desensitizing us. The word *desensitize means to make someone nonreactive or insensitive*. Satan has placed so many creatures that are part man and part beast in cartoons, television shows, and movies that people have become desensitized. The things that should be frightening to us are no longer frightening because we see them all the time. We constantly see animals that are anthropomorphized. The word *anthropomorphize means to attribute human form or personality to things that are not human*.

ACTIVITY #1

Directions: Think about where you see examples of the amalgamation of man and beast. Make a chart of where these examples are seen and then list them. Attempt to list at least thirty examples.

Example:

Table

Theme Parks	Movies
Mickey Mouse	Spiderman

Table

ACTIVITY #2

Directions: Define the vocabulary words listed at the beginning of the lesson. Write a sentence using each word.

1. _____

2. _____

1. _____

2. _____

Homework

Watch at least ten commercials tonight. Make a chart to show how many commercials have something that is not human, speaking or acting like a human.

Extension Lesson:

Share your information and explain your chart to classmates and/or your instructor.



Evaluation: Directions: Write a paragraph that explains how Satan has desensitized people through the media.

Teacher Notes:

The student's table should have a clear heading with examples under the heading.

The student's writing assignments should show evidence of research.



CHAPTER THREE

ANCIENT CAVEMAN

Lesson 1

What Are Macromolecules?

Lesson 2

How Can We Explain the Bones That Commonly Represent Evolution?

Lesson 3

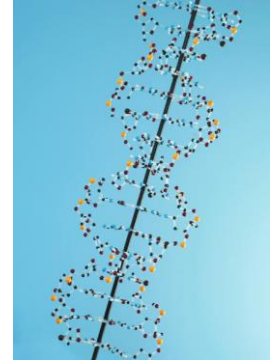
What Is the Difference Between the Man That God Created and the Scientifically Engineered Beast That the Antediluvians Amalgamated?

Lesson 1

What Are Macromolecules?

Objectives:

To teach Biblical and scientific vocabulary
To teach how amalgamated beings are created
To teach the structure of DNA



Vocabulary

multi-cellular organism p. 24
molecule p. 24
macromolecules p. 24
nucleic acids p. 24
carbohydrates p. 24
lipids p. 24
proteins p. 24
RNA p. 24

Every *multi-cellular organism (a living organism that has several cells)* has four macromolecules in common. *A molecule is group of atoms that are held together. A macromolecule is a large molecule.* Any organism that is multi-cellular can be mixed in a laboratory by scientists with another multi-cellular organism. Earlier we talked about mixing the DNA of a spider with the embryo of a goat. *The four macromolecules that all multi-cellular share are the nucleic acids, carbohydrates, lipids, and proteins.* The nucleic acids are DNA and RNA. *RNA is ribonucleic acid. This nucleic acid is used to make proteins. Carbohydrates are compounds used by the cells to store energy and to release energy. Lipids are commonly called fats and oils. Lipids are used for insulation, long-term energy storage, and protective coverings. Protein is a polymer (this is a large molecule that is formed from smaller molecules). Protein is essential to all life forms; it provides structure for organs and tissues, and it helps to carry out cell metabolism.* Protein is made up of carbon, oxygen, hydrogen, nitrogen, and usually sulfur.



ACTIVITY #1

Directions: Match the words on the left with the correct answers on the right. Write the letter of the answer beside the vocabulary word.

carbohydrates

A. a group of atoms that are held together

polymer

B. a living organism that has several cells

macromolecules

C. these are commonly called fats and oils

proteins

D. a compound used by cells to store energy and to release energy

lipids

E. ribonucleic acid

molecules

F. these are large molecules

multi-cellular organism

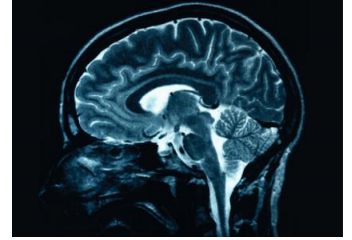
G. a large molecule that is formed by smaller molecules

R N A

H. this is essential to all life forms it provides structure for organs and tissues and it helps carry out cell metabolism

ACTIVITY #2 Brain Puzzle

Directions: Create a song or a rhyme that will teach the four macromolecules that all multi-cellular organisms share. Include the definitions of each macromolecule.



ACTIVITY #3

Directions: Define the vocabulary words listed at the beginning of the lesson. Write a sentence using the word.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

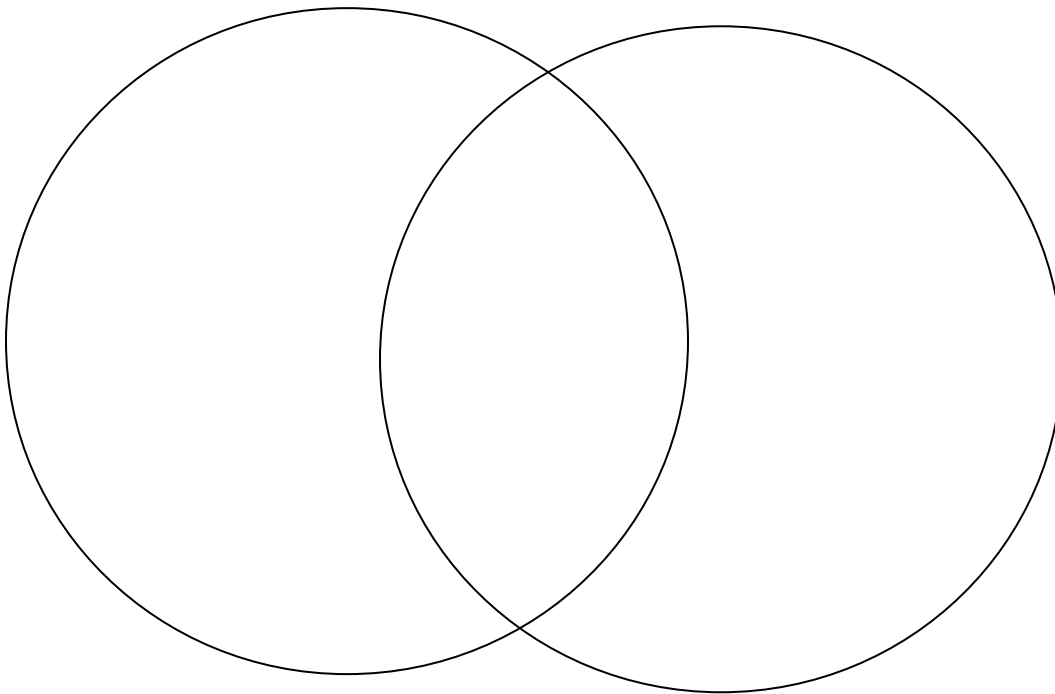
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Homework:

Draw and label the structure of DNA.

Extension Lesson:

Make a Venn diagram to compare and to contrast DNA and RNA.



Evaluation: Directions: Create a chart with definitions to define all of the vocabulary listed above.

Teacher Notes:

Activity #1

carbohydrates-D

A. a group of atoms that are held together

polymer-G

B. a living organism that has several cells

macromolecules-F

C. these are commonly called fats and oils

proteins-H

D. a compound used by cells to store energy and to release energy

lipids -C

E. ribonucleic acid

molecules-A

F. these are large molecules

multi-cellular organism -B

G. a large molecule that is formed by smaller molecules

R N A -E

H. this is essential to all life forms it provides structure for organs and tissues and it helps carry out cell metabolism

The drawing of DNA should exhibit the double helix structure.

Lesson 2

How Can We Explain the Bones That Commonly Represent Evolution?

Objectives:

To teach Biblical and scientific vocabulary

To teach that evolution is a farce

To teach the steps in understanding a taxonomy

Vocabulary

anthropologists p. 29

fossils p. 29

taxonomy p. 29

kingdom p. 29

phylum p. 29

class p. 29

order p. 29

family p. 29

genus p. 29

species p. 29

binomial nomenclature p. 29

homo sapien p. 30

cognitive ability p. 31

physical characteristics p. 31



It has been established that the Antediluvians were extremely intelligent. As a result, it is plausible to believe that they could have conducted scientific experiments to amalgamate man and beast just like the scientists of today are conducting experiments to amalgamate man and beast. The Bible reads in Ecclesiastes 1:9-10,



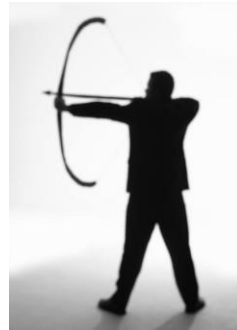
“The thing that has been is that which shall be; and that which is done is that which shall be done: and there is no new thing under the sun. Is there any thing whereof it may be said, See, this is new? It hath been, already of old time, which was before us.”

This indicates that whatever we see now is not new. It was done in the times of old. If we accept the *Bible* on this fact then we must accept that if amalgamation is going on now, it must also have gone on in previous times. *Anthropologists* (scientists that study ancient man) have found *fossils* (bones that are part man and part beast). This could not be a hoax because the bones have been found all over the earth and beneath the earth.

A Swedish scientist by the name of Carolus Linneaus created a *taxonomy*, (a method to classify all living organisms based on their shared characteristics). He created a classification system that showed the division of organisms from the largest similar group to the most specific category of which they are a part. *In Linneaus' taxonomy an organism is broken down into the following categories: kingdom, phylum, class, order, family, genus, species. The categories are listed from the broadest category to the most specific category.* The last two items in the breakdown are the *genus and the species*. *These are the two items that give the most specific information about the organism.* When scientists refer to an organism, they utilize the genus and the species categories. This is called the binomial nomenclature. *The binomial nomenclature is a two-name system that is used to classify organisms.*

We established in Chapter One that man is not an animal because we were created in the image of God, and we were supposed to have dominion over the animals. Many scientists believe that man is an animal because they disregard God and they disregard the *Bible*. Below, a breakdown of the way scientists classify man is listed.

CATEGORY	LATIN	ENGLISH TRANSLATION
Kingdom	Anamalia	Animal
Phylum	Chordata	Spinal chord is present
Class	Mammalia	Mammary glands are present
Order	Primates	Two mammary glands are present
Family	Hominoidea	Bi-pedalism-walk on two feet
Genus	Homo	Earthly man
Species	Sapien	wise
Sub-species	Sapien-AMH	Wise- Anatomically Modern Human



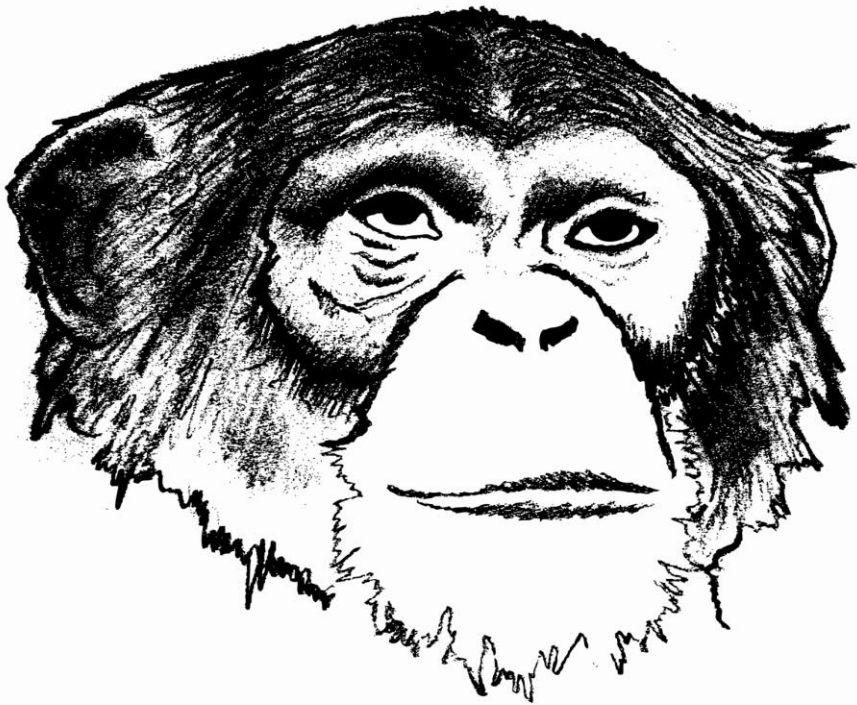
Scientists refer to man by the scientific binomial nomenclature *homo sapien*, which means “wise earthly man.” A more specific name for man is homo sapien, sapien AMH. The beasts depicted next are benchmark beasts. (There were others in the amalgamation chain.)

Scientifically Engineered Beast #1

Binomial Nomenclature-- *Ardipithecus ramidus*

Cognitive Ability-- No measureable advancement in cognitive abilities or in the size of the braincase

Physical Characteristics --Chimpanzee-like features

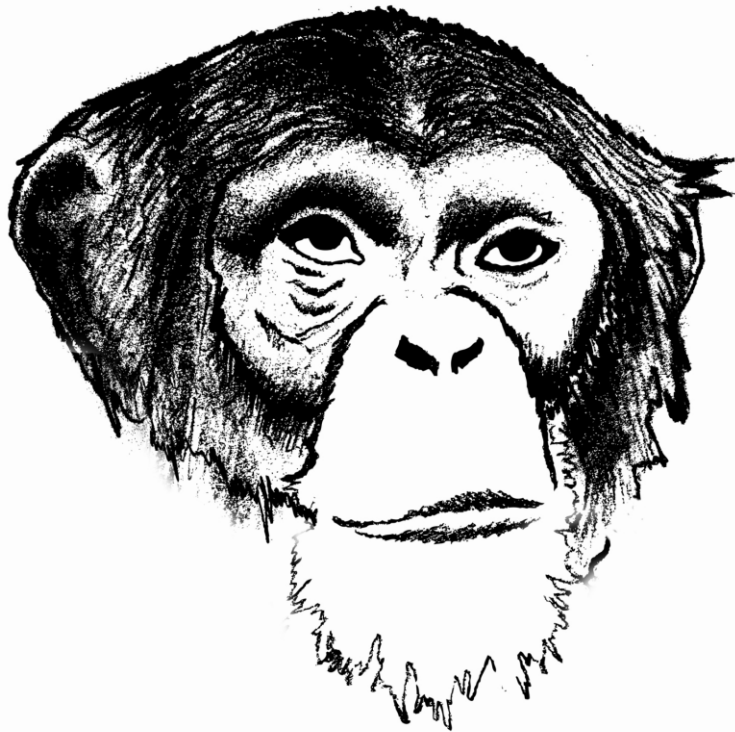


Scientifically Engineered Beast #2

Binomial Nomenclature-- Australopithecus anamensis

Cognitive Ability- -No measureable advancement in cognitive abilities or in the size of the braincase

Physical Characteristics --Some chimpanzee-like features, possessed a human-like humerus (arm) bone and some characteristics of a human-like tibia (lower leg bone), beast may have walked on two feet

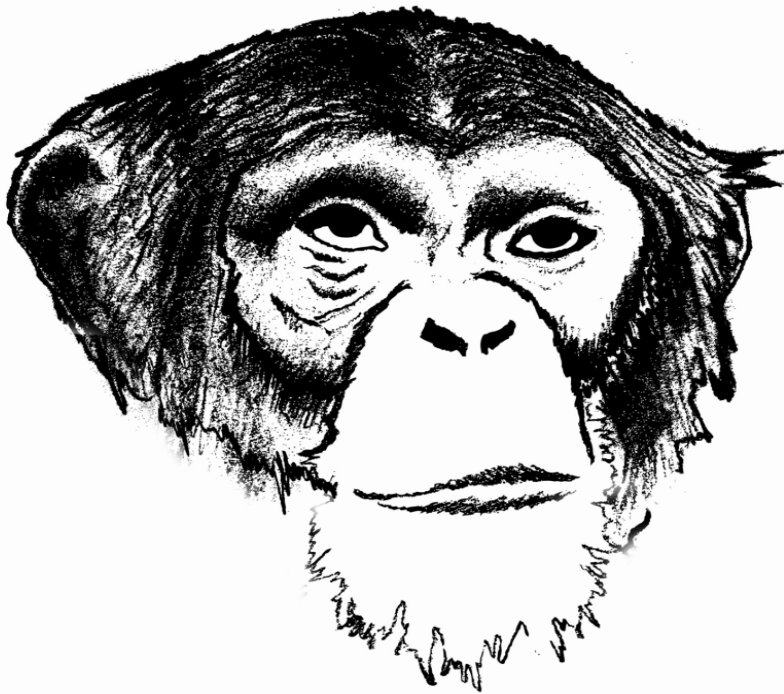


Scientifically Engineered Beast #3

Binomial Nomenclature-- Australopithecus afarensis

Cognitive Ability-- Small braincases and no
measureable advancement in
cognitive abilities

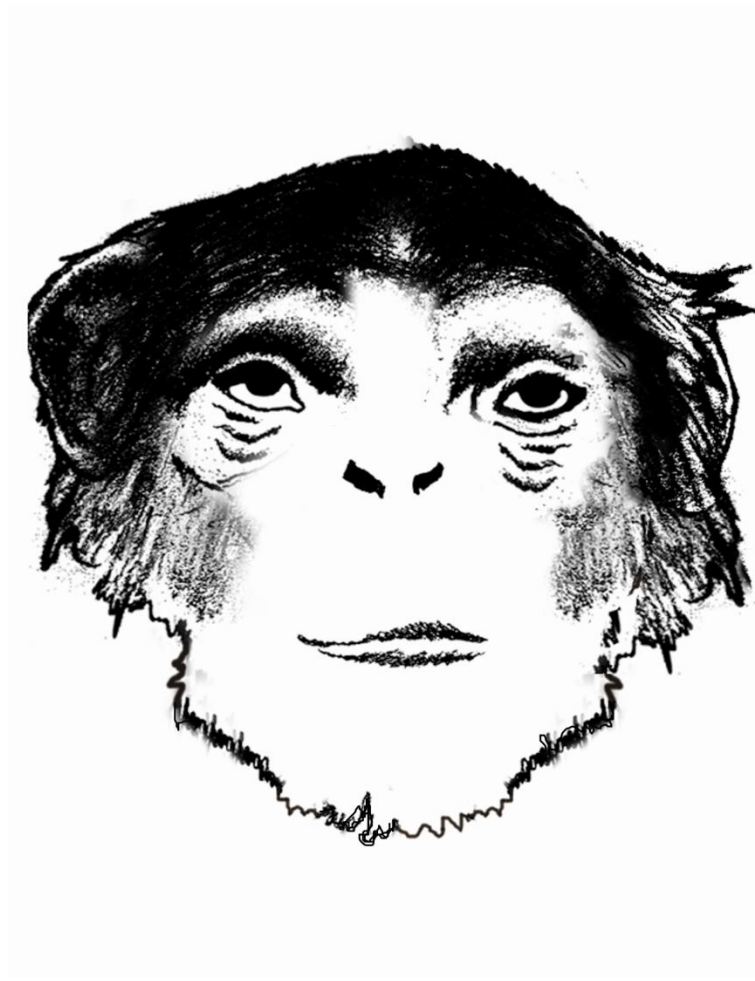
Physical Characteristics --Chimpanzee-like, chewing
muscles, teeth, pelvis
bones, leg bones with
human characteristics,
walked upright, and was
from three and a half to five feet tall



Scientifically Engineered Beast #4

Binomial Nomenclature-- *Australopithecus africanus* Cognitive Ability- Brain a little larger than the previous experimental beast

Physical Characteristics --Canine teeth smaller than previous beasts and larger molars than previous beasts



Scientifically Engineered Beast #5

Binomial Nomenclature-- *Australopithecus robustus*

Cognitive Ability-- Thicker, larger, and more “robust” skull than previous beasts

Physical Characteristics --Large teeth, a thick jaw and a “sagittal crest” --a ridge that is at the top of the skull where the muscles are attached to the jaw



Scientifically Engineered Beast #6

Binomial Nomenclature-- Australopithecus boisei

Cognitive Ability-- Similar to Australopithecus robustus, but larger skull on the creature

Physical Characteristics --Larger teeth than previous beasts and walked upright



Scientifically Engineered Beast #7

Binomial Nomenclature-- Homo habilis (handy man)

Cognitive Ability-- Larger brain than all of the previous Australopithecus creatures, genus known as Homo, which signifies beast more like man, and beast able to use primitive tools

Physical Characteristics --Stood approximately five feet tall and weighed one hundred pounds



Scientifically Engineered Beast #8

Binomial Nomenclature-- Homo erectus

Cognitive Ability-- Larger brain than Homo habilis, creature known as “Java Man”, and according to anthropologists, first of the hominids (humanoids) to use fire

Physical Characteristics --Skull and skeleton heavier than humans, but similar to humans



Scientifically Engineered Beasts #9

Binomial Nomenclature-- Homo heidelbergensis

Cognitive Ability-- Larger brain than all of the
previous creatures

Physical Characteristics -- Skull of beast rounder than
the other creatures



Scientifically Engineered Beast #10

Binomial Nomenclature-- Homo sapien neanderthalensis

Cognitive Ability-- A larger brain than humans, longer vertically and not as round in the front

Physical Characteristics --Stood approximately five and a half feet tall, short arms and legs, thick bones, and powerful muscles



Scientifically Engineered Beast #11

Binomial Nomenclature-- Homo sapien sapien EMH
(Early Modern Humans)
(Formally known as Cro-Magnon man)

Cognitive Ability-- Brain size and composition the size of humans today,
known for superior intelligence, erect posture,
and articulate speech.

Physical Characteristics --As tall as humans today, a thin, round skull,
high forehead, projecting chin,
identical human oral anatomy, hunted, drew
pictures, used tools, and made dwellings



ACTIVITY #1

It is plausible to believe that in the days before the flood, man amalgamated man and beast. Scientists have found the remains of ancient caveman, and they have studied their habits and lifestyles based on the *fossils* (a trace, impression, or remains from the past) that were left behind.

After studying the fossils, scientists placed descriptions about how they (cavemen) lived, about their *cognitive abilities* (mental and intellectual abilities), and about their physical characteristics. The *Bible* does not ever record God creating men that were half man and half beast. The *Bible* does say that the Antediluvians were wicked and intelligent.

Directions: Discuss Lesson Two. Do you believe it is plausible that the ancient Antediluvian scientists engineered the ancient caveman?



ACTIVITY #2

Directions: Define the vocabulary words listed at the beginning of the lesson. Write a sentence using each word.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____



12. _____

13. _____

14. _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

Homework: Draw a picture that shows how the Antediluvians progressed in their scientific experiments from ape to what looks like a man.



Extension Lesson:

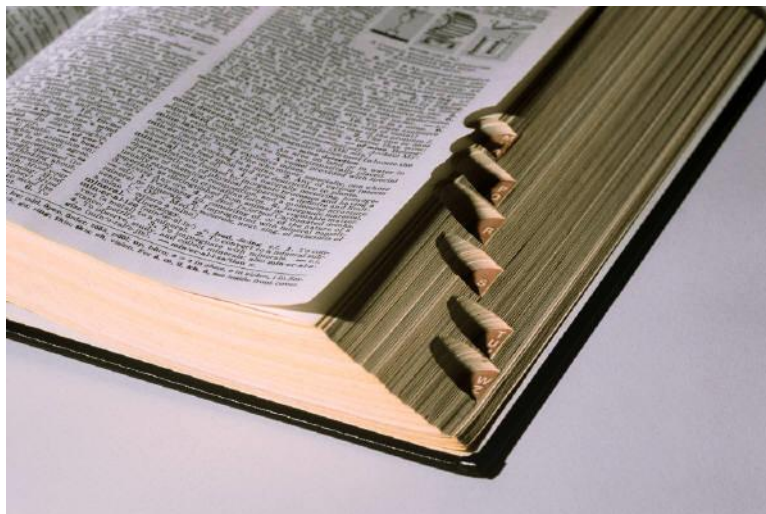
Directions: Fill in the tables below. Choose one plant and one animal. List the taxonomy of the plant, and then list the taxonomy of the animal.

PLANT

CATEGORY	LATIN	ENGLISH TRANSLATION
Kingdom		
Phylum		
Class		
Order		
Family		
Genus		
Species		

ANIMAL

CATEGORY	LATIN	ENGLISH TRANSLATION
Kingdom		
Phylum		
Class		
Order		
Family		
Genus		
Species		



Evaluation:

Directions: Create a PowerPoint presentation that breaks down how scientists break down humans scientifically and that summarizes Lesson 2.

Teacher Notes:

Activity #1 should be a lively discussion where students examine what perfection really means.

Homework

The purpose of this lesson is to make the students realize that the drawings that they see as stages in evolution could have instead been stages in scientific development.

Evaluation

The PowerPoint should give a detailed overview of the information in this lesson.

Extension Lesson:

Students need to fill in the chart completely. Biological classification can be found online.

Lesson 3



What is The Difference Between the Man That God Created and the Scientifically Engineered Beasts That the Antediluvians Amalgamated?

Objectives:

To teach Biblical and scientific vocabulary

To teach the difference between homo sapien EMH and homo sapien AMH

VOCABULARY

homo sapien AMH p. 46

evolution p. 46

homo sapien EMH p. 46

Genesis 1:26-27 reads as follows: “And God said, Let us make man in our image, after our likeness: and let them have dominion over the fish of the sea, and over the fowl of the air, and over the cattle, and over all the earth, and over every creeping thing that creepeth upon the earth. So God created man in his own image, in the image of God created he him; male and female created he them.” Man was made in the image of God. In science the man that God created is classified as *homo sapien sapien AMH*. The binomial nomenclature is homo, which means earthly man and sapien, which means wise. *The letters AMH stand for Anatomically Modern Human.*

Satan influenced Antediluvian scientists to amalgamate man and beast. Antediluvian scientists were able to make a close copy of the man that was created by God. The bones of the scientifically created beasts that anthropologists find today are classified in science as *homo sapien sapien EMH*. *The letters EMH stand for Early Modern Human.* Scientists believe that the cavemen *evolved (to change over time from one form into another form)* into humans, but we know that it did not happen because the *Bible* says that God made man in His image. The differences between Homo sapien sapien EMH and Homo sapien sapien AMH would have been difficult to decipher by just looking at them. Scientists noted that Homo sapien sapien EMH had a more robust skeleton. These beasts were not created by God, and they would have caused confusion with humans wherever they were seen.

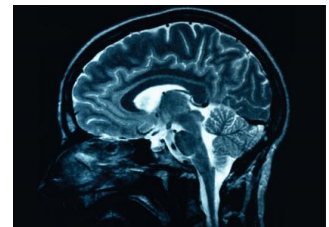
ACTIVITY #1

Directions: Search the internet for information about “transgenic spider goats.” Write a paragraph about the information that you discovered.



ACTIVITY #2 Brain Puzzle

Directions: Figure out the puzzle and fill in the letters below.



1 13 1 14 3 18 5 1 20 5 4

2 25 7 15 4

Directions: Use the clue above to figure out the puzzle below

ACTIVITY #3

Directions: Define the vocabulary words listed at the beginning of the lesson. Write sentences using the words.

1. _____
2. _____
3. _____

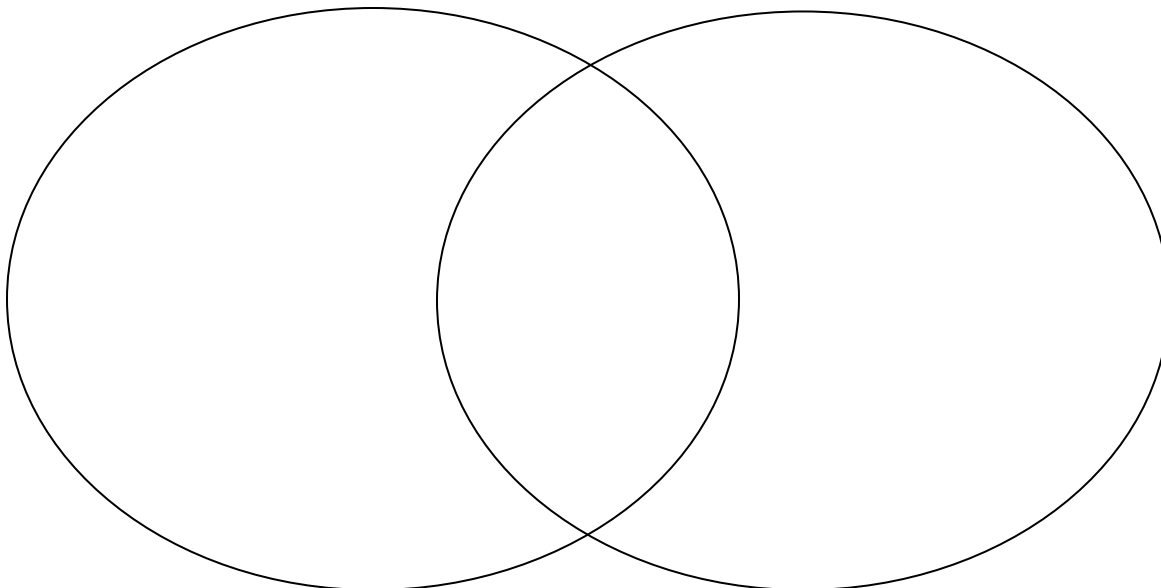
1. _____
2. _____
3. _____

Homework:

Read Genesis 1:27 and Genesis 2:7. Write the verses down.

Extension Lesson:

Draw a Venn diagram to compare and contrast homo sapien EMH and homo sapien AMH



Evaluation: Directions: Create a booklet that shows in order all of the events that occurred on day six of Creation.

Teacher Notes:

Activity #2

A man created by God.

homo sapien AMH

Extension Lesson

Talking Point—The purpose of the Venn diagram is to show demonstrate how Satan attempts to make a counterfeit of God’s creations.

CHAPTER FOUR

MODERN SCIENCE

Lesson 1
Who Was the First Scientist?

Lesson 2
How Has Science Progressed Since the Flood?

Lesson 3
What Are the Different Types of Animal/Human Hybrids?



Lesson 1

Who Was the First Scientist?



Objectives:

To teach Biblical and scientific vocabulary

To teach the importance of Adam and the contributions of Adam to his posterity

VOCABULARY

contemporaneously p. 51

The first scientist to live on the earth, according to the Bible was Adam. Genesis 2:19 reads as follows:

“And out of the ground the Lord God formed every beast of the field, and every fowl of the air, and brought them unto Adam to see what he would call them: and whatsoever Adam called every living creature, that was the name thereof.”

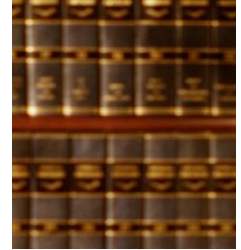
Adam named all of the animals and he knew all of their habits. He was the world’s first scientist. He was also the first person to classify all of the living creatures. Genesis 2:19 reads as follows: “And out of the ground the Lord God formed every beast of the field, and every fowl of the air: and brought them unto Adam to see what he would call them: and whatsoever Adam called every living creature, that was the name thereof.” The Bible tells us that he was given dominion over all the earth. Genesis 1:28 reads as follows: “And God blessed them, and God said unto them, Be fruitful, and multiply, and replenish the earth, and subdue it: and have dominion over the fish of the sea, and over the fowl of the air, and over every living thing that moveth upon the earth.”

Even after man sinned, he still had the knowledge of nature. Adam lived for nine centuries on this earth. He and several generations of his children lived contemporaneously (living or occurring at the same time). He was able to teach them and to share information about science with them.

ACTIVITY #1

Directions: Define science.

Directions: Name the major branches of science.



ACTIVITY #2

Directions: Circle the letter of the correct answer.

1. Biology is considered a part of which major scientific grouping?
 - A. Earth Science
 - B. Life Science
 - C. Physical Science

2. Chemistry is considered a part of which major scientific grouping?
 - A. Earth Science
 - B. Life Science
 - C. Physical Science

3. Meteorology and oceanography are both a part of which scientific group?
 - A. Earth Science
 - B. Life Science
 - C. Physical Science

4. Physics and astronomy are both a part of which scientific group?
 - A. Earth Science
 - B. Life Science
 - C. Physical Science

5. Genetics and medicine are both a part of which scientific group?
 - A. Earth Science
 - B. Life Science
 - C. Physical Science



ACTIVITY #3

Directions: Define the vocabulary word listed at the beginning of the lesson.
Write a sentence utilizing the word.

1. _____

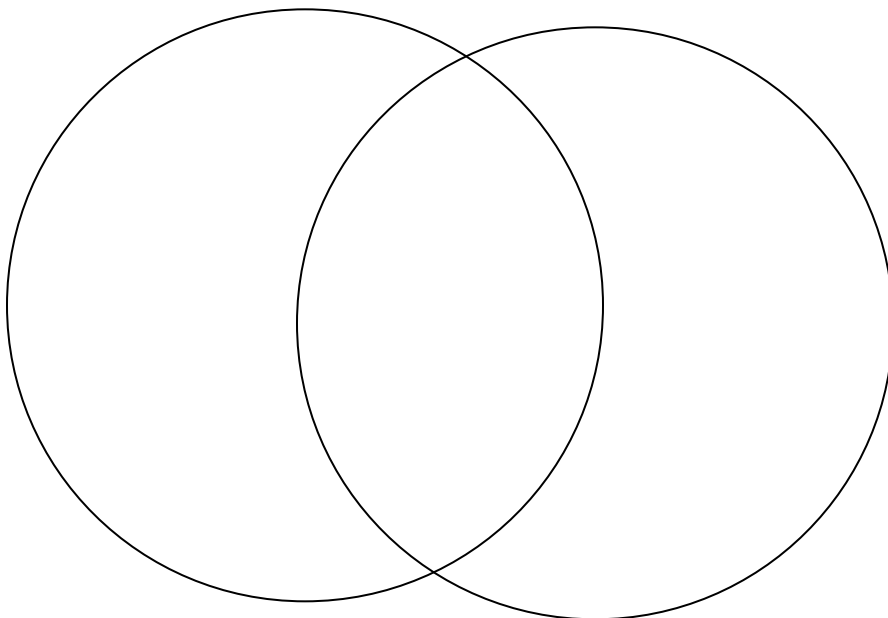
1. _____

Homework:

Read Chapter 1 of the book *Patriarchs and Prophets* by Ellen G. White.

Extension Lesson:

Create a Venn diagram that compares and contrasts Antediluvian man and man today,



Evaluation

Write a five-paragraph paper on the role of Adam and the intelligence of the Antediluvians.

Teacher Notes:

Activity #1

Science is defined as knowledge covering general truths or the operation of general laws especially as obtained and tested through the scientific method

The major branches of science are Earth Science, Life Science, and Physical Science

Activity #2

1. B
2. C
3. A
4. C
5. B

Extension Lesson

After completing the Venn diagram the students should understand the differences between the man that was created by God and the scientifically engineered beasts that were engineered by the Antediluvians.



Lesson 2

How Has Science Progressed Since the Flood?



Objectives:

To teach Biblical and scientific vocabulary

To teach the re-development of amalgamated creatures through modern scientific advancement

VOCABULARY

embryo p. 56

stem cell p. 57

neuro-chip p. 57

Around 350 B.C. Aristotle, a Greek philosopher, created the first classification system. He divided organisms into blooded and bloodless creatures. Later, in the 1700s, Carolus Linnaeus, who was later known as Carl von Linn`e a Swedish botanist, physician and zoologist, was known as the “Father of Modern Taxonomy.”

Linnaeus developed sub-categorizations of man both by race and by assumed humanoid relations. We became scientifically known as homo sapien sapien. In 1735 he also developed the early form of the modernized biological classification system in a book he called the *Systema Naturae*. This is still a taxonomy that we use today.

In 1859 Charles Darwin wrote the book *On the Origin of Species*. This theory stated that all species evolved from lower life forms, varied in their appearance, adapted to compete, to reproduce, and to survive. In 1929 Edwin Hubble arrived at another popular theory about the origin of the universe known as the Big Bang Theory. He espoused that

14-15 billion years ago, the universe began by a rapid expansion of matter known as the Big Bang Theory.

In 1953 scientists James Watson and Francis Crick discovered the molecular architecture of DNA called the Double Helix Structure. This was a major scientific breakthrough. Once this discovery was made, it was only a matter of time before scientists opened the door to the manipulation of DNA. This information was later utilized by scientists to complete more in depth research about genetic engineering.

In 1961 Marshall Nirenberg deciphered the genetic code, and later earned the Nobel Prize for his scientific work. This was extremely significant because it allowed researchers to better understand how organisms pass and inherit various traits. (U.S. Department of Health and Human Services-NIH News. Tuesday, Volume 18, 2004)

In 1981 scientists garnered embryonic stem cells from the embryos of mice. In 1997 a Scottish scientist alerted the world that the first cloned animal was a sheep by the name of Dolly. Ian Wilmut, along with other scientists, was able to clone an adult sheep. Dolly was injected with human DNA, and later her lambs were born with some human brain cells. We have now found that it is possible to pass human DNA to animals.

In 1998 it was reported by the National Institutes of Health that scientists discovered a method to garner stem cells from human *embryos (fertilized human egg)*. They were then able to grow embryonic stem cells in the laboratory. These stem cells were placed in animals which produced an amalgamation.

The amalgamation of man and beast today is no longer a theory. There are creatures today that have been amalgamated. For several years scientists have added human genes to bacteria and farm animals.

In 2003 Chinese scientists from Shanghai Second Medical University fused human cells with rabbit eggs in order to form chimera embryos. The embryos were allowed to grow for several weeks. They were then destroyed, and the stem cells were harvested.

In 2004 scientists at the Mayo Clinic produced pigs that had human blood running through their bodies.

On December 13, 2005, *The Washington Post* reported that scientists had injected human embryonic stem cells into the brains of fetal mice that were still in the womb. An embryo is the earliest stage of development and growth of a human, animal, or plant. A stem cell is an unspecified cell that has the ability to become a specific type of tissue. These cells are located in all multi-cellular creatures. After the mice were born, the *stem cells (fertilized cells that are unassigned)* then became functioning human brain cells. These human brain cells connected with the brain cells of the mice, were integrated into the brains of the mice, and became a functioning brain with both human and mouse brain cells. One reason human embryonic stem cells are utilized by scientists is that these cells can be transformed into every type of human cell including functioning human brain cells in living animals.

In 2006 scientists identified specific conditions that made it possible for adult cells to be “reprogrammed” genetically to assume a stem cell-like state. This new type of stem cell was called the induced pluripotent stem cell.

In 2006 European scientists developed “*neuro-chips.*” A neuro-chip combines silicon circuits with living brain cells. Scientists hope to develop organic computers that use living neurons to operate computers. Researchers say they can also use this technology to treat neurological disorders.

In 2008 Great Britain passed the Human Fertilization and Embryology Act. A portion of this Act was developed to allow animal/human embryos to be developed for

experimentation. A key provision of this Act was to “ensure regulation of human/admixed embryos created from a combination of human and animal genetic material for research.”

The scientific advancements continued. In 2009 it was reported by Reuters that Britain’s Academy of Medical Sciences held a forum in London. Scientists discussed how far they should go with mixing human and animal genetic material.

The overwhelming belief was that this amalgamation was acceptable if it was up to a 50/50 mix. The laws governing these practices are vague around the world. Scientists presently have the capability to produce these animal-human hybrids all around the world.

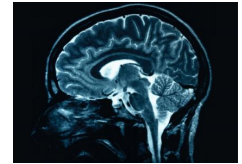
In 2009 the Human Animal Hybrid Prohibition Act was introduced, but it did not pass in the Congress of United States. This law would have prevented the creation of animal-human hybrids. In July of 2011, “NBC Nightly News” showed a cow that produced human milk. As of 2011, one of Britain's newspapers the *Daily Mail* reported that over 150 human- animal hybrid embryos have been created in British laboratories. Modern scientists are now amalgamating man and beast. In the Bible, Solomon makes the statement that there is nothing new under the sun. If it can be accomplished today, we can be assured that it was done before.

ACTIVITY #1

Directions: Which advancement in modern science is most surprising to you? Explain.



ACTIVITY # 2 Brain Puzzle



Directions: Fill in the missing letters of the brain puzzle below.

__ b __ o n __ r - __ __ __
__ e __ __ l __ s __ __ __ a __ u __

Embryo neuro-chips

Stem cells Linneaus

ACTIVITY # 3

Directions: Define the vocabulary words listed at the beginning of the lesson. Write sentences using the words.

1. _____
2. _____
3. _____

1. _____
2. _____
3. _____

Homework:

Research and read an article from a scientific journal about recombinants. What did the pictures, graphs, or charts show?

Author

Name of Journal

Article page numbers

Article report number

"Article Title"

journal date

Your Name

Science

Class Period

Date turned in

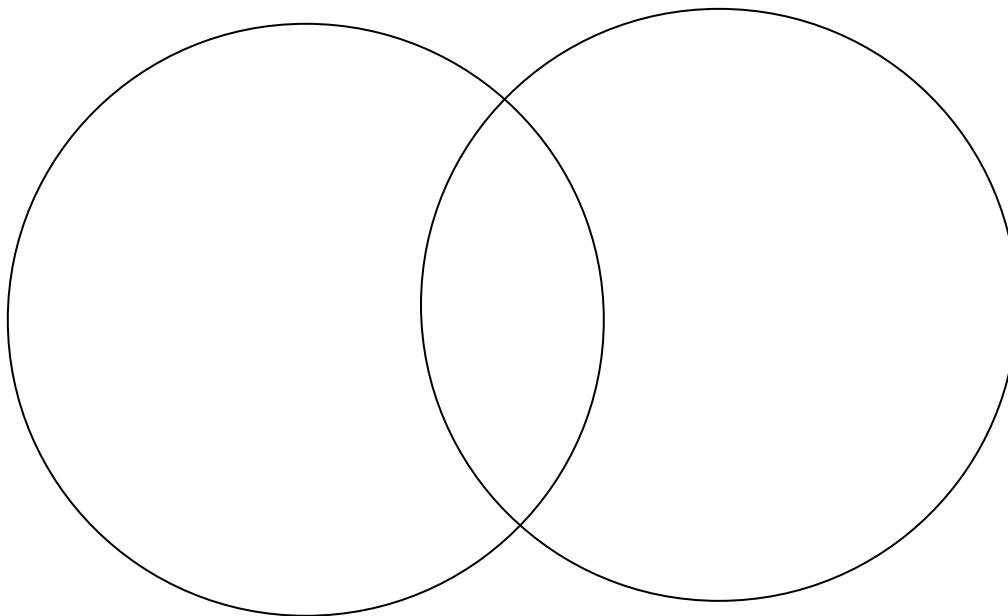
Summary: (***In your own words***, briefly tell what information is presented in the article. Limit your summary to the front side of the card, and leave a margin on the left and right sides.)

On the **back** of the card number and answer the following questions in ***complete sentences***.

1. What did you learn from reading this article?
2. What new questions about the topic do you have?
3. How was the article organized?

Extension Lesson:

Create a Venn diagram that compares and contrasts the two organisms in the article.



Evaluation

Create a timeline based on the reading above.

Teacher Notes:

Activity #2

embryo neuro-chip
stem cells Linnaeus

Extension Lesson:

The contents in the Venn diagram should reflect the information in the article.

Lesson 3

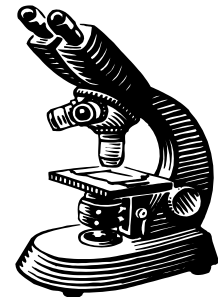
What Are the Different Types of Animal/Human Hybrids?

Objectives:

To teach Biblical and scientific vocabulary
To teach the various types of animal/human hybrids
To understand the significance of the genome

VOCABULARY

animal/human hybrid p. 61
chimeras p. 61
transgenics p. 61
genome p. 61
cytoplasmic hybrids p. 61
cybrids p. 61



An animal/human hybrid is the amalgamation of man and beast. There have been three types of successful human/animal hybrids. The first type of animal/human hybrid is the chimera. Chimeras are hybrids that are created when a combination of human cells and animal eggs are combined.

Transgenic human/animal hybrids are organisms that carry a foreign gene that is

deliberately placed in the genome. The genome is all of the combined information found in DNA.

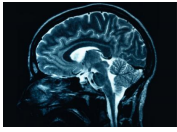
Cytoplasmic hybrids are also called *cybrids*. *Cytoplasmic hybrids are made during a process when a human nucleus (core) is moved into an empty animal egg.*

ACTIVITY #1



Directions: Match the following vocabulary words on the left with the correct definitions on the right and place the correct letter of the answer to the left of the number.

- | | |
|-------------------------|---|
| 1. genome | A. these are made during a process where a human nucleus is moved into an empty animal egg. |
| 2. cybrids | B. organisms that carry a foreign gene that is deliberately placed in the genome |
| 3. animal/human hybrids | C. another name for cytoplasmic hybrids |
| 4. transgenics | D. all of the combined information found in DNA |
| 5. chimeras | E. the amalgamation of man and beast |
| 6. cytoplasmic hybrids | F. hybrids that are created when a combination of human cells and animal eggs are combined |



ACTIVITY #2 Brain Puzzle

Directions: Fill in the missing letters in the brain puzzle.

		S
	N	
g		

ACTIVITY # 3

Directions: Define the vocabulary words listed at the beginning of the lesson. Write sentences utilizing the words.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Homework:

Research and read an article about the transgenic salmon.

Author

Name of Journal

Article page numbers

Article report number

"Article Title"

journal date

Your Name

Science

Class Period

Date turned in

Summary: (***In your own words***, briefly tell what information is presented in the article. Limit your summary to the front side of the card, and leave a margin on the left and right sides.)

On the **back** of the card number and answer the following questions in ***complete sentences***.

4. What did you learn from reading this article?
5. What new questions about the topic do you have?
6. How was the article organized?



Extension Lesson:

Write a newspaper article about the transgenic salmon. Include Who?, What?, When?, Where?, Why?, and How?

Title of Article: _____

Who? _____

What? _____

When? _____

Where? _____

Why? _____

How? _____

Evaluation

Draw a diagram that shows the different types of hybrids. List the characteristics of each.

Teacher Notes:

Activity #1

1. genome-D
2. cybrids-C
3. animal/human hybrids-E

4. transgenics-B
5. chimeras-F
6. cytoplasmic hybrids-A

Activity #2

o a s
r n m
g i s

Homework and Extension Lesson

The student's writing should be clear and concise.



CHAPTER FIVE

ONE FAMILY IN CHRIST

Lesson 1
How Has Evolution Been Deleterious to Society?

Lesson 2
How Do We Know That God Is No Respector of Persons?

Lesson 1

How has evolution been deleterious to society?

Objectives:

To teach Biblical and scientific vocabulary

To teach the connection between Biological Classification and the Theory of Evolution

To understand how various erroneous theories impacted the civil rights of others including slavery and the Holocaust

VOCABULARY

Biological Classification p. 66

Theory of Evolution p. 66

deleterious p. 66

Divine Order p. 66

Holocaust p. 66

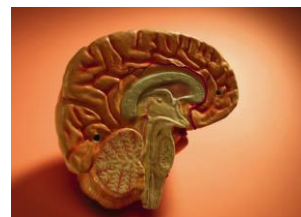


Biological Classification and the *Theory of Evolution* and have had a *deleterious* (injurious) affect on society. *Biological Classification* was developed by Carolus Linnaeus in the book *Systema Naturae* in 1735. Linnaeus divided people in sub-categories based on “race relations.” He first based his divisions on the origin of the person, and later he based his hierarchy on the color of the person’s skin. He ranked people by what was, in his opinion, the lowest group in intelligence and abilities to the highest group in intelligence and abilities. When Linnaeus made these divisions, he caused some groups of people to believe that they were superior to other groups of people. He called this *Divine Order*.

The *Theory of Evolution* is a theory made popular by Charles Darwin in 1859. It is based on the belief that man evolved from the lower order of beings and then humans kept moving north and continued to evolve. The belief is that humans that lived the furthest north were the most highly evolved. These beliefs have affected our entire way of living and these beliefs have affected how people relate to one another. Everything from slavery to the *Holocaust* (*a great or complete devastation or destruction, especially concerning the systematic murder of Jews in Europe*) has roots in *Biological Classification* and the *Theory of Evolution*.

ACTIVITY #1

Directions: Use the Internet and research the term “3/5” of a man from the times of slavery. Write a paragraph to explain the meaning of this terminology.



ACTIVITY #2 Brain Puzzle

Directions: Fill in the letters of the word puzzle below.
Two types of injustice that were caused in part by Divine Order and Evolution were

_ 38 _ 24 _ 2 _ 44 _ 10 _ 36 _ 50 and _ 40 _ 16 _ 10 _ 16 _ 30 _ 24 _ 30 _ 6 _ 2 _ 42 _ 38 _ 40

ACTIVITY #3

Directions: Define the vocabulary words listed at the beginning of the lesson. Write sentences utilizing the words.



1. _____
2. _____
3. _____
4. _____
5. _____

1. _____
2. _____
3. _____
4. _____
5. _____

Homework:

Read "Slavery in America" on History.com. Read "The Holocaust" on History.com.

Extension Lesson:

Why do you believe some people think it is acceptable to mistreat others? Have an interactive conversation with your classmates. After the conversation, break students into cooperative groups to discuss some of the inequality that exists today among people. Each group should have a representative to give an overview of what was discussed in each group.

Notes:

Teacher Notes:

Activity #1

Students should understand that slaves were not considered full human beings by law. They should also understand that this is contrary to the *Bible*.

Activity #2

Slavery and the Holocaust

- The key to understanding the brain puzzle is each letter is numbered and then multiplied by two.

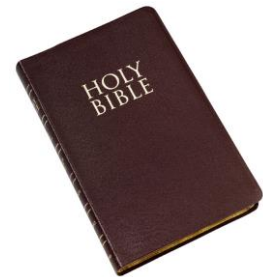
Lesson 2

How Do We Know That God Is No Respector of Persons?

VOCABULARY

social stratification p. 69

transgressor p. 69



The *Bible* tells us in Genesis 1 that Adam and Eve were the first humans on earth. They are the parents of all people on this earth. The *Bible* reads in Acts 17:26 “and have made of one blood all nations of men for to dwell on the face of the earth, and hath determined the times before appointed, and the bounds of their habitation” There is only one true race and that is the human race. Our parents Adam and Eve had the DNA in them to produce every type of individual.

The *Bible* tells us that God is no respecter of persons. We serve a God that enjoys variety. We can understand this fact by looking at animal, flowers, trees, and even people. We also know that God is not a respecter of persons and that God does not support racism or division by *social stratification* (*a structure in society that is broken up by class and status*). In the Bible in Colossians 3:25 the *Bible* reads as follows:” But he that doth wrong shall receive for the wrong which he hath done: and there is no respect of persons.” James 2:9 reads as follows: “But if ye have respect of persons, ye commit sin, and are convinced of the law as transgressors.”

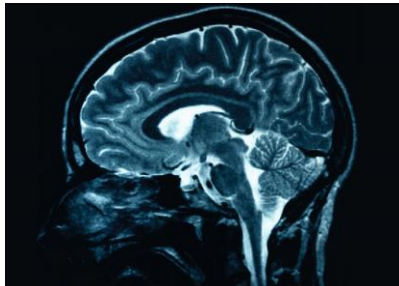
A transgressor is a sinner. Jesus came to save all mankind. John 3:16 reads as follows:

“For God so loved the world that He gave His only begotten son that whosoever believeth in Him should not perish, but have everlasting life.”

ACTIVITY #1

Directions: Write true beside the number if the statement is true or write false beside the number if the statement is false.

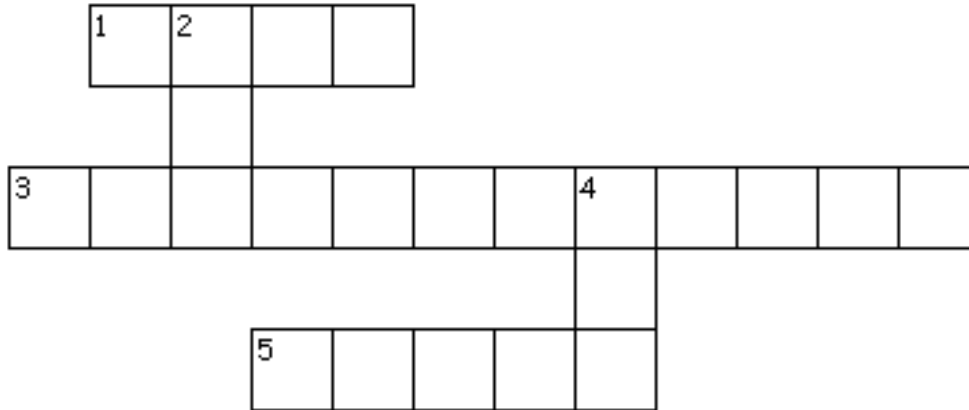
- ___ 1. Adam and Eve were the parents of all mankind.
- ___ 2. Social stratification is acceptable in the church.
- ___ 3. All nations of men are made of one blood.
- ___ 4. It is not sinful to have respect of persons.
- ___ 5. Jesus came to save all mankind.



ACTIVITY #2

Directions: Examine the clues below and fill in the answers for the crossword puzzle.

One Family in Christ



Across

- 1. father of all mankind
- 3. sinner
- 5. holy book

Down

- 2. deoxyribonucleic acid
- 4. mother of all people

ACTIVITY #3

Directions: Define the vocabulary words listed at the beginning of the lesson. Write sentences using the words.

1. _____

2. _____

1. _____

2. _____

Homework:

The Bible and science teach us that we are one. We are the human race. Write a perfect paragraph that explains why we are one race and why Adam and Eve are the parents of every one of us.



Teacher Notes:

Activity #1

- True
- False
- True
- False
- True

Activity #2

Across

1. father of all mankind-Adam
3. sinner-transgressor
5. Holy book-Bible

Down

2. deoxyribonucleic acid-DNA
4. mother of all people-Eve

Homework:

Students should have biblical references.

CHAPTER SIX

CONCLUSIONS

Lesson 1

What Is the Overall Conclusion About *Biological Classification* and the *Theory of Evolution*?

Lesson 2

Why Did Satan Influence Evil Antediluvian Scientists To Amalgamate Man and Beast?



Lesson 1

What Is the Overall Conclusion About *Biological Classification* and the *Theory of Evolution*?

VOCABULARY

succession p. 73

replica p. 73



The fact that we are living in the last days and that the last days will be like the days of Noah, led the writer to put forth the following theory. Antediluvian man performed scientific experiments that input human DNA into beasts. As soon as the beasts were able to multiply, more and more human DNA was injected into the offspring of the previous generation of experimental beasts. This resulted in cognitive and physical changes in the beasts. Eventually, these beasts ended up with a greater amount of human DNA. The result was a string of beasts that went from their natural state to humanoid-like beasts that we commonly know as the ancient caveman. The researcher believes that these experiments, over hundreds of years, produced a range of creatures that was found and that was believed to support the common theory of evolution. Instead of animals evolving into humanoids after millions of years, the experimentation to create cognitive and physical changes in beasts could have taken a time span as short as a few hundred years! The *succession* (a group of one coming after the other in sequence) of the bones of these creatures was found after the creatures died in the flood. The bones reflect every step of

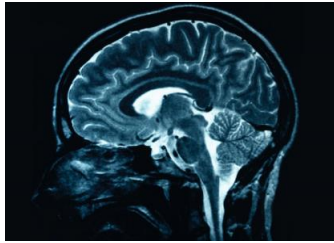
experimentation that the ancient scientists amalgamated. The Antediluvians finally came up with a close *replica (copy)* of man.

ACTIVITY #1

Directions: Fill in the blanks with the missing words.

1. _____ man performed 2. _____ experiments that input human DNA into beasts. As soon as the beasts were able to multiply, more and more human DNA was 3. _____ into the offspring of the previous 4. _____ of experimental beasts. This resulted in 5. _____ and physical changes in the 6. _____. Eventually, these beasts ended up with a greater amount of human DNA. The result was a string of beasts that went from their natural state to 7. _____ like beasts that we commonly know as the ancient 8. _____.





ACTIVITY #2 Brain Puzzle

Directions: Utilize the clues to figure out the message below.

Creation

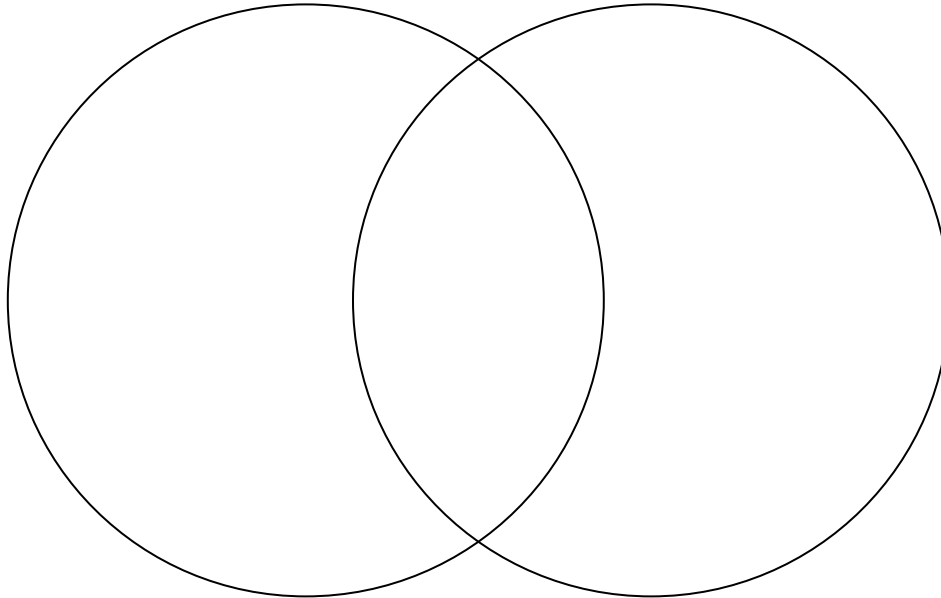
$\overline{14} \overline{30} \overline{8}$ $\overline{6} \overline{36} \overline{10} \overline{2} \overline{40} \overline{10} \overline{8}$ $\overline{26} \overline{2} \overline{28}$ $\overline{18} \overline{28}$
 $\overline{16} \overline{18} \overline{38}$ $\overline{18} \overline{26} \overline{2} \overline{14} \overline{10}$

ACTIVITY #3

Directions: Define the vocabulary words listed at the beginning of the lesson. Write sentences utilizing the words.

Homework:

Create a detailed Venn diagram that compares and contrasts homo sapien sapien AMH and australopithicus afarensis.



Extension Lesson:

Create a podcast that explains the progression of the scientifically engineered beasts.



Teacher Notes:

Activity #1

Antediluvian man performed scientific experiments that input human DNA into beasts. As soon as the beasts were able to multiply, more and more human DNA was injected into the offspring of the previous generation of experimental beasts. This resulted in cognitive and physical changes in the beasts. Eventually, these beasts ended up with a greater amount of human DNA. The result was a string of beasts that went from their natural state to humanoid like beasts that we commonly know as the ancient caveman.

Activity #2

*Each word is represented by a letter of the alphabet and then multiplied by two.

God created man in His image.

Extension Lesson

The students should produce a quality podcast that goes through the plausible steps of scientific engineering by the Antediluvians.

Lesson 2

Why Did Satan Influence Evil Antediluvian Scientists to Amalgamate Man and Beast?

VOCABULARY

striven p. 77

emulate p. 77

ascend p. 77



It is important for people to understand that God is a fair, a true, and a just God. He is no respecter of persons, and He created man in His image. Satan has always *striven (attempted to) to emulate (copy)* what God has done. Isaiah 14:14 reads:

“I will ascend above the heights of the clouds; I will be like the most High.” The word *ascend* means to rise above.

Solomon was the wisest person that ever lived. He taught us the following in Ecclesiastes 1:9-10. It reads: “The thing that has been is that which shall be and *that* which is done *is* that which shall be done: and *there is* no new *thing* under the sun. Is there *any* thing whereof it may be said, See, this *is* new? It hath been, already of old time, which was before us.”

We know that modern scientists are amalgamating man and beast today and creating animal/human hybrids. If scientists can perform these scientific experiments today, the *Bible* says that it happened before and there is no new thing under the sun.

ACTIVITY #1

Directions: Write your interpretation of Ecclesiastes 1:9-10 in modern language.

Ecclesiastes 1:9-10. It reads: “The thing that has been is that which shall be and *that* which is done *is* that which shall be done: and *there is* no new *thing* under the sun. Is there *any* thing whereof it may be said, See, this *is* new? It hath been, already of old time, which was before us.”



ACTIVITY #2 Brain Puzzle

Directions: Unscramble and separate the letters to reveal a message.

Conclusions

TREEHSIOTHINNGWENDUNERHTENSU

Extension Lesson:

Use transition words to outline and summarize the false Theory of Evolution.

Teacher Notes:

Activity #1

The paraphrase should reflect the fact that the Bible tells us that there is nothing new under the sun.

Activity #2

*There is nothing new under the sun.

Homework and Extension Lesson

Students should demonstrate that they understand why Satan wanted to be like God, and they should be able to articulate why the Theory of Evolution is false.

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