

GOD'S CREATION DIGGING FOR ANSWERS

TEEN/ADULT TEACHER'S MANUAL

Table of Contents

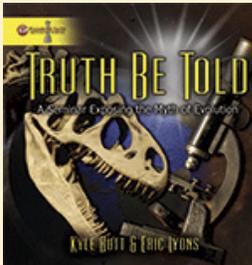
Lesson One: Design Demands a Designer

Lesson Two: Creation versus Evolution

Lesson Three: Evolutionary Hoaxes

Lesson Four: What About the Dinosaurs?

Lesson Five: Creation: In Six Days or Six Billion Years?



The *Truth Be Told* DVD is included in this VBS in order to give churches the option of showing the DVD in teen and/or adult classes.



DESIGN DEMANDS A DESIGNER

MEMORY VERSE: Psalm 19:1—“The heavens declare the glory of God; And the firmament shows His handiwork.”

LESSON SUMMARY: The amazing design of the Universe and all its contents prove that God exists.

LESSON AIM: To demonstrate to students that biblical faith in God is founded on the solid evidence of design, which demands a Designer.

PREPARATORY CONCERNS

Be familiar with the facts in this lesson. One object of this lesson is to impress the student with the great complexity of the Universe and its inhabitants, and the failure of the evolutionary process to explain them. To teach effectively, the instructor must know, or have handy, a barrage of facts and numbers. Know the material!

More material than can likely be covered is provided in this lesson so that you will have some latitude on which subjects you would like to focus.

Ensure that all materials are prepared for students' use. The following materials will be required for this class:

- Basketball
- Straight pin

- Ellipse drawing: thumbtacks (2 apiece), blank paper, cardboard, string
- Bombardier Beetle explosion: balloon, baking soda, vinegar (or water and Alka-Seltzer)
- Bag of craft feathers

EXTRA PRIMARY SOURCE: www.apologeticspress.org

When your students enter the classroom, get to know them immediately.

- Introduce yourself and give your students an opportunity to ask questions about you. Tell them how happy you are to be their teacher. Ask them if they already know about some of the topics you will cover during the week. Perhaps give them a preview of the exciting material that you plan to cover.

- To make your students more comfortable in their new surroundings, go around the room and allow students to introduce themselves.

- Encourage your students to listen very carefully so that they will be able to defend their faith from Satan's attacks. Try to instill in them the significance of the creation/evolution debate and how it affects them, their nation, and the church.

All Scripture quotations in the Teen/Adult lessons are from The New King James Version of the Bible, unless otherwise specified. Copyright 1982, Thomas Nelson, Inc., Publishers.

DESIGN DEMANDS A DESIGNER

Our Finely Tuned Universe

INTRODUCTION

The world in which we live is a marvelous place. A close look at the Universe reveals many details of God's design. Evolutionists tell us that our bodies, all the animals and plants, and even the Universe came into existence by pure chance. We are going to see that these things are too amazing and complex to have come about by chance. When we see an automobile or a computer, we know that it took brilliant men and women many years to design and make such useful tools. We do not assume that cars and computers "just happened." Yet evolutionists believe (and teach) that our Universe is the result of an unplanned, undesigned Big Bang. According to them, the Universe "just happened." Let's examine God's creation a little closer.

SIZE OF THE UNIVERSE

- Our Universe is enormous! Even the finest telescopes ever invented can't see the end of it. There are many things in the Universe. Scientists estimate that it is as much as 20 billion light years in diameter.
- There are an estimated one hundred billion galaxies in the Universe, and 25 sextillion stars (25×10^{21}). Even though there are many more stars than we can count, God "counts the number of the stars and calls them all by name" (Psalm 147:4).
- The Milky Way galaxy in which we live contains approximately 100 billion stars, and is so large that even traveling at the speed of light would require 100,000 years to cross its diameter.
- The tremendous size of the Universe has impressed many; it is a demonstration of God's strength and creativity. It's no wonder David said, "The heavens declare

the glory of God; and the firmament shows His handiwork" (Psalm 19:1).



THE SUN

- The Sun converts 8 million tons of matter into energy every single second, and has an interior temperature of more than 20 million degrees Celsius.
- The Earth is located at exactly the correct distance (93 million miles) from the Sun to receive the proper amount of heat and radiation to sustain life as we know it. If the Earth were moved just 10% closer to the Sun (about 10 million miles), far too much radiation and heat would be

ACTIVITY...

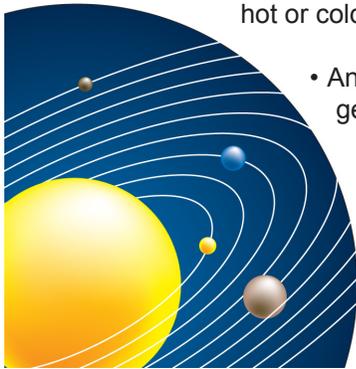
You can illustrate the Sun's relationship to the Earth with a basketball and a pinhead (or something of similar size). Explain to the students that the Sun is one million times the size of the Earth, and that if the Sun were a basketball and the Earth were a pinhead, the pinhead would be about 90 feet away from the basketball (90 feet is the distance between home plate and first base). If the pinhead were moved just 10 feet closer, it would melt and kill everyone. If it were 10 feet farther away, it would freeze and kill all the humans. Instead, it's the perfect distance to support life.

absorbed, and life could not exist on Earth. If the Earth were moved just 10% farther from the Sun, too little heat would be absorbed, and it would be too cold for animals and humans to live.

- Ozone in the atmosphere filters out most of the ultra-violet rays from the Sun that would be harmful, or fatal, in larger amounts.
- The Sun constantly sends out a dangerous, high-speed wind composed of protons and electrons, most of which are reflected back into space because God created the Earth like a giant magnet that pushes away the solar wind.

EARTH'S ROTATION AND ORBIT

• The Earth is rotating on its axis at 1,000 miles per hour at the equator, and moving around the Sun at 70,000 miles per hour (approximately 19 miles per second). If the Earth rotated much faster, fierce cyclones would stir over the Earth; if the Earth turned significantly slower, the days and nights would be impossibly hot or cold.



- An orbit of 365.25 days, together with the tilt of the Earth on its axis, allows for seasons.
- The Earth's orbit is not a perfect circle, but is elliptical; sometimes the Earth is closer to the

Sun than at other times. In January, the Earth is closest to the Sun; in July, it is farthest away. When it is closer, the Earth speeds up to avoid being pulled into the Sun; when it is farther away, it slows down, so that it remains in a position in space that is just right.

- As the Earth moves in its orbit around the Sun, on average it departs from a straight line by only one-ninth of an inch every 18 miles. If it departed by one-eighth of an inch, we would come so close to the Sun that we would be incinerated; if it departed by one-tenth of an inch, we would find ourselves so far from the Sun that we would all freeze to death.

DISTANCE FROM MOON

• The Earth is also just the right distance from the Moon (240,000 miles). The Moon helps control the ocean tides. Tides are an important part of ocean currents; without these currents, the oceans would stagnate, and the animals and plants living in the oceans and seas soon would perish.



- Our existence as humans depends upon the Moon's tides, which help to balance a delicate food chain in nature. If the Moon were moved closer to the Earth by just 20%, the tides would be so enormous that twice a day they would reach 35-50 feet high over most of the Earth's surface.

ACTIVITY...

Make an ellipse. Place a sheet of paper over the cardboard and tape it down. Press 2 thumbtacks, about 3 inches apart, through the paper into the cardboard. Cut a piece of string (dental floss works great) a length of about nine inches, plus enough for a knot. Tie a knot to form a loop and lay the loop on the paper so that it encloses the two pins. Place a sharp pencil inside the loop and stretch the loop taut against the pins (keeping the string flat on the paper surface). Draw an ellipse around the two pins by keeping the pencil point as far from the pins as the string will allow.

CONCLUSION

Can a rational person reasonably be expected to believe that these exacting requirements for life as we know it have been met just by accident? The Earth is exactly the right distance from the Sun; it is exactly the right distance from the Moon; it has exactly the right tilt; it has exactly the right amount of oceanic water; it has exactly the right weight and mass; and so on. Were this many requirements to be met in any other essential area of life, the idea that they had been provided "just by accident" would be dismissed immediately as absurd. Yet atheists, agnostics, skeptics, and infidels suggest that the Universe, the Earth, and life on the Earth are all here as a result of fortuitous accidents.

DIG A LITTLE DEEPER...

See *Truth Be Told*, chapter 1

DESIGN DEMANDS A DESIGNER

Design in the Animal Kingdom



Courtesy of Dr. Thomas Eisner

and fires a spray of boiling-hot chemicals.

- Inside its body, it has tiny glands that secrete two chemicals into a “storage tank” (known as a “collecting vesicle”). Those chemicals are hydrogen peroxide (the same solution you put on skinned knees) and hydroquinones (hi-dro-KWI-nōns). If an enemy attacks the beetle, it empties these two chemicals into a special “explosion chamber.” Then it adds special enzymes to the mixture. As a result, the chemicals form a solution that reaches the boiling point of water (100° C or 212° F) in just a few seconds. The beetle takes aim with two small gun-like projections on the rear of its body, and fires the boiling mixture into the face of the attacker. Boom! The chemicals shoot out, and the beetle goes merrily on its way.

- Only intelligent design can explain how the beetle is able to produce the proper chemicals, keep them separate until they are needed for his defense, and then propel the explosive mixture into the face of his enemy. Each chemical and each apparatus must have been in place before the beetle could work properly. The evolutionary concept of gradual change over time fails to account for this irreducibly complex creature.

WANT MORE? Read “Bombardier Beetles and Airplane Engines,” <http://www.apologeticspress.org/articles/2102>.

BOMBARDIER BEETLE

- The bombardier beetle is one of the most amazing creatures on Earth. When threatened, the small insect points its abdomen at

EXPERIMENT...

The chemical process of the beetle can be illustrated by filling a balloon with baking soda. Pour vinegar into the balloon, then pinch the balloon shut and watch the gases inside expand. (Alternatively, Alka-Seltzer tablets can be crushed up and put in the balloon, and water added for the same effect.) Explain to the students that if God had not designed the bombardier the way He did, the beetle would expand just like the balloon. The beetle is able to control the chemicals because of the special chambers that God gave him to keep the chemicals separate.

WOODPECKER

- The woodpecker’s skull is constructed with a suspension system that allows it to absorb the force of lightning-fast, repetitive strokes on tree trunks. A woodpecker can peck bark 40 times in less than three seconds, without harming its brain.

- The forces involved in the woodpecker’s hammering are incredible; the suddenness with which the head is brought to a halt during each peck results in a stress equivalent to 1,000 times the force of gravity. This is more than 250 times the force to which an astronaut is subjected in a rocket during liftoff. In most birds, the bones of the beak are joined to the bones of the cranium—the part of the skull that surrounds the brain. But in the woodpecker the cranium and beak are separated by a sponge-like tissue that takes the shock each time

the bird strikes its beak against a tree.

- The woodpecker's X-shaped feet are perfect for climbing, allowing the woodpecker to move in any direction on a tree trunk. In addition to the X-shaped feet, the woodpecker has stiff, yet elastic, tail feathers to press against the tree in order to support its weight while it drills the trunk.



- The bird also is well equipped with a long, sticky tongue to excavate trees and extract ants. Often extending five times farther than the beak itself, the tongue is so thin that it can reach into ants' nests in trees. The tongue is able to neutralize the poison from the ants' bites. Nerve endings precisely located

in the fluid-filled spaces between the collagen fibers of the tongue provide the brain with information about the type of material contacted; in this way the woodpecker knows whether it has secured an insect or hit wood.

- Each tool is necessary for the woodpecker to efficiently occupy its ecological niche. Without its unique cranium, feet, tongue, and tail-feathers, the woodpecker would fail at what it does best—pecking wood.

FEATHERS

- Bird feathers are amazing things. Each feather has a shaft running up its center, and attached to this shaft are vanes. The vane is composed of thread like barbs. The barbs give the bird its aerodynamic design. Each barb has thousands of smaller strands attached to them called barbules. Each strand is hooked to an opposing strand, much like the hooks of a zipper.

- One crane feather alone has about 650 barbs on each side of its shaft, and each barb has about 600 barbules. Each barbule is locked together with 390 hooklets. The hooks come together like the teeth of a zipper. If the hooklets come apart for any reason, the bird can return its feathers to their original form by simply straightening its feathers with its beak.

WANT MORE? "The Jackhammer in Your Backyard," <http://www.apologeticspress.org/articles/240139>

DIG A LITTLE DEEPER...

See *Truth Be Told*, Chapter 4

ACTIVITY...

Hand out feathers to each student. Packages of colored feathers can be found in the craft department of stores. Have the students point out some significant features of the feather. Show the students that the vanes can be pulled off in many places. If you listen closely, you can hear the barbules snap loose. The feather loses its smooth shape because of its lost vanes. Take your fingers, and stroke softly upward on the sides of the feather several times. The barbs will reattach and the feather will once again have a smooth surface. The vanes' tiny hooks reattach like Velcro.

You can also drop water on a feather to observe the amazing waterproof design that God gave it. The water will form a round bead. Hold a feather horizontally and blow softly across the top. This will cause the feather to pull upward. This lift enables the flight of birds. The air movement decreases the pressure across the top of the feather, causing the upward thrust. Some scientists believe that feathers slowly evolved from the scales of reptiles over millions of years. There is no evidence for such. All evidence indicates that feathers have always functioned perfectly, as God intended.

CONCLUSION

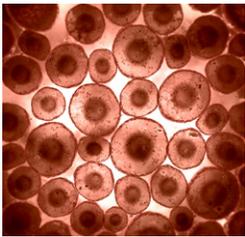
These animals represent a small sample of the incredible design in the animal kingdom. Thousands of other examples could be mentioned, as well as hundreds from the plant kingdom. These animals have specialized equipment and behaviors that are too complex to have evolved gradually over time. Rather than piece by piece, whole systems would have to be in place before any of it would work. Irreducible complexity can be illustrated with a bicycle factory. If a component such as a gas tank is accidentally added to a bicycle on the assembly line, the bicycle does not become a motorcycle (or a "proto-motorcycle"). On its own, the gas tank is useless, as would be any one piece apart from the others. A bicycle can only become a motorcycle if all the necessary parts are added at once. It's all or nothing with motorcycles, and it's all or nothing with the aforementioned creatures.

DESIGN DEMANDS A DESIGNER

Design of the Human Body



HUMAN CELLS



• A human body is composed of over 200 different kinds of cells, totaling approximately 100 trillion cells in an average adult. These cells come in a variety of sizes and shapes, with different functions and life expectancies.

For example, some cells are so small that 20,000 would fit inside a capital “O” from a standard computer font, each being only 0.05 mm long. Some cells, placed end-to-end, would make only one inch if 6,000 were assembled together. Yet all the cells of the human body, if set end-to-end, would encircle the Earth over 200 times. Even the largest cell of the human body is unbelievably small, being only 0.01 of an inch in diameter.

HUMAN SKIN

• Your skin is an amazing organ. It protects you from wind, rain, and bacteria, yet it contains little holes called pores that allow you to sweat and cool off on hot summer days. It is the largest single organ of the human body. If the skin of a 150-pound man were spread out, it would cover 20 square feet of space and weigh about 9 pounds. The skin is also a very busy area. A piece of skin the size of a quarter contains 1 yard of blood vessels, 4 yards of nerves, 25 nerve endings, 100 sweat glands, and more than 3 million cells.



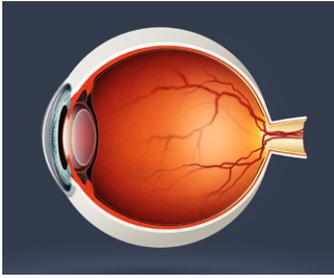
• One square centimeter of skin contains 6,000,000 cells, 100 sweat glands, 200 pain points, 25 pressure points, 12 cold-sensitive points, and 2 heat-sensitive points.

• Other facts about human skin.

- It is a protective fortification that keeps harmful bacteria from entering the human system.
- It is a waterproof wall that holds in the fluids of the body (our bodies are about 75% fluids).
- With its pigment, melanin, it shields the body from harmful rays arriving on the Earth from the Sun.
- The skin’s many nerve endings make it sensitive to touch, cold, heat, pain, and pressure. Thus, it is a major sense organ.
- The sweat glands help eliminate waste products and also function in cooling the skin.
- The oil glands lubricate the skin and help keep it soft—while at the same time providing a waterproofing system. Though soft, the skin is quite durable.
- The skin absorbs ultraviolet rays from the Sun, and uses them to convert chemicals into vitamin D, which the body needs for the utilization of calcium. The skin is therefore a chemical-processing plant for the entire body.

HUMAN EYE

• The human eye is one of the most complicated mechanisms in the world. It gathers over 80% of the knowledge that is transmitted to the brain. The brain is connected to each eye by over 600,000 nerves that send it messages at a speed exceeding 300 miles an hour! The eye receives 1.5 million messages at the same time, sorts through them, and sends them to the brain. The retina covers less than a square inch, and contains 137 million light-sensitive receptor cells, 130 million rods (allowing the eye to see in black and white), and 7 million cones (allowing the eye to see in full color). On any given day, the eye may move about 100,000 times, using muscles that, milligram for milligram, are among the body’s strongest. The body would have to walk 50 miles to exer-



cise the leg muscles an equal amount.

- The eye is self-cleaning. Lacrimal glands produce tears to flush away dust and other foreign materials. Eyelids act as windshield washers. The blinking

process (3-6 times a minute) keeps the sensitive cornea moist and clean. And tears contain a potent microbe-killer that guards the eyes against bacterial infection. During times of stress, one eye will rest while the other does 90% of the work; then the process is reversed, allowing both eyes equal amounts of relaxation.

CONCLUSION

The writer of the book of Hebrews stated: “For every house is built by someone, but He who built all things is God” (3:4). One does not get a poem without a poet, or a law without a lawgiver. One does not get a painting without a painter, or a musical score without a composer. And just as surely, one does not get purposeful design without a designer. The design inherent within the Universe—from the starry sky to the magnificent eye—testifies that God does exist.

WANT MORE? See *Truth Be Told*, Chapter 4

DISCUSSION QUESTIONS

1. Is there anything else, other than God, which would represent an adequate cause for this magnificent Universe? What are some things other people have said could have caused the Universe? Compare these alleged causes with the concept of God. Which one makes better sense?

2. List some other things that show definite design. Why did God make the Universe so complex and beautiful? (Cf. 1 Timothy 6:17; Ecclesiastes 5:18-19; Psalm 19:1-6; Romans 1:20).

3. Even though nature itself teaches us many things about our Creator, there are some things that it cannot teach. What other source must we use to learn about the Creator? List some things revealed in the Bible that are not revealed through nature.

4. There are many things in this Universe that even the smartest human beings do not understand. What does this fact say about the designer of the Universe? Use Job chapters 38-41 to help with the answer.

5. Brilliant inventors have designed camcorders and other technological wonders. What does that say for parts of the body such as the eye and the brain that are more advanced than any technology?

RECAP

- Review the overall meaning of the material you covered during the lesson.

- Challenge the students to memorize the day’s memory verse before the next class meeting.

- Encourage the class to bring visitors with them when they come to the next Bible school session.

- Lead a prayer and thank God for the blessings of His wonderful Creation, and His revealed Word which describes to us exactly how He performed the creation of the Universe.



CREATION VERSUS EVOLUTION

MEMORY VERSE: Genesis 1:1—“In the beginning God created the heavens and the earth.”

LESSON SUMMARY: Sound scientific evidence points toward creation, not evolution.

LESSON AIM: To give students a better understanding of the great amount of evidence that exists in the world which contradicts evolutionary theory.

Ensure that all materials are prepared for students' use. The following materials will be required if you choose to do the sedimentation experiment: clear 2-liter bottle, funnel, sand or sugar of various size grains

EXTRA PRIMARY SOURCE: www.apologeticspress.org

When your students enter the classroom, welcome them back to vacation Bible school. You may consider briefly reviewing the material from the previous class session.

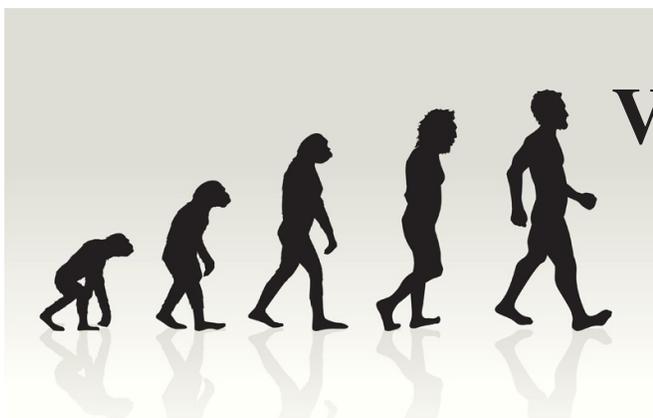
PREPARATORY CONCERNS

Be familiar with the facts in this lesson. One object of this lesson is to impress the students with the legitimate scientific data that points to the God of the Bible and not to evolution over millions of years.

Most likely, there is more material in this lesson than can be covered in one class period. Thus, you will have some latitude concerning which subjects you would like to emphasize the most.

CREATION VERSUS EVOLUTION

Define the Terms



VS.



WHAT IS EVOLUTION?

Atheistic evolution is a scientific theory which claims that the Universe is self-contained, and that everything in the Universe has come into being through random processes over long periods of time without any outside cause (such as a Creator). According to evolution, no supernatural being had any part in the origin or development of life. Evolution claims that all living things originated from an original organism composed of only one cell, which in turn arose from something non-living. Evolution states that all things originate through natural processes, and that nothing outside of nature exists.

WHAT IS CREATION?

Creation and evolution are exact opposites. According to creation, the Universe is not self-contained. A supernatural being is responsible for the origin and design of the Universe. This Being used processes that are not still in operation today to construct all things, including the various forms of life such as animals, plants, and humans.

WHICH VIEW IS RIGHT?

Creation and evolution cannot both be correct. There is no room in evolution for a supernatural being such as God, and creation has no room for a purely natural process in which a single-celled organism eventually turned into humankind. The two theories are at odds, opposite, opposed, and contradictory. Therefore, only one of them can be correct. But which one is it?

The factual evidence that is available points toward one of these two views.

CREATION VERSUS EVOLUTION

The Law of Cause and Effect



As far as science knows, natural laws have no exceptions. This definitely is true of the Law of Cause and Effect, which is the most universal and most certain of all laws. Simply put, the Law of Cause and Effect states that every material effect must have an adequate cause that existed before the effect (“material” refers to anything composed of matter and energy).

Material effects without adequate causes do not exist. Also, causes never occur **after** the effect. In addition, the effect is never greater than the cause. That is why scientists say that every material effect must have an **adequate** cause. The river did not turn muddy because the frog jumped in; the book did not fall off the table because the fly landed on it. These are not adequate causes. For whatever effects we see, we must present adequate causes.

Five-year-olds are wonderful at using the Cause and Effect Law. We can picture a small child asking: “Mommy, where do peaches come from?” Her mother says that they come from peach trees. Then the child asks where



the trees come from, and her mother says they come from peaches. You can see the cycle. Eventually the child wants to know how the first peach tree got here. She can see very well that it

must have had a cause, and she wants to know what that cause was.

One thing is for sure, the Universe did not create itself. We know this for a scientific fact, because matter can-

not create matter. If we take a rock that weighs 1 pound and do 50,000 experiments on it, we will never be able to produce more than 1 pound of rock. So, whatever caused the Universe could not have been material.



THE BIBLE SPEAKS ABOUT THE CAUSE

The Bible certainly is not silent about what caused the Universe. In the very first verse of the first chapter of the first book it says: “In the beginning God created the heavens and the Earth.” Acts 17:24 records: “God, who



made the world and everything in it...He is Lord of heaven and earth.” Exodus 20:11 notes: “For in six days the Lord made the heavens and the earth, the sea, and all that is in them.”

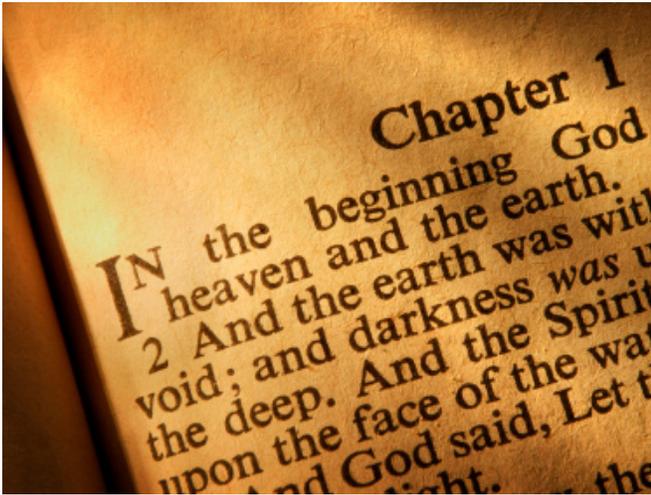
- God is undoubtedly an adequate cause, since He is all-powerful. In Genesis 17:1, God told Abraham, “I am Almighty God.”

- He came before this material world, fulfilling the criterion that the cause must come before the effect. The psalmist wrote: “Before the mountains were brought forth, or ever You had formed the earth and the world, even from everlasting to everlasting, You are God” (Psalm 90:2).

- And He definitely would instill within mankind the con-

cept of morality, since He is a God of morals. Titus 1:2 says that He cannot lie.

Only God fits the criteria of an adequate cause that came before the Universe.



WHY DOES GOD NOT HAVE A CAUSE?

If we contend that every material effect must have a cause, and we say that only God could have caused the Universe, then the obvious question is: "What caused God?" Doesn't the Law of Cause and Effect apply to God, too?

There is a single word in the Law of Cause and Effect that helps provide the answer to this question—the word "material." Every **material** effect must have a cause that existed before it. Scientists formulated the Law of Cause

ACTIVITY...

Perform a simple magic trick or rig a more elaborate demonstration to show the principle of adequate cause. Waving your hand over a top-hat cannot cause a rabbit appear. There must be an adequate explanation. An atomic explosion does not result from a child's firecracker, and a bookshelf does not fall because a fly lands on it.

and Effect based upon what they have observed while studying this Universe, which is made out of matter. No science experiment in the world can be performed on God, because He is eternal spirit, not matter (John 4:24). Science is far from learning everything about this material world, and it is even farther from understanding the eternal nature of God. There had to be a first Cause, and God was (and is) the only One suitable for the job. He is self-existent. The Law of Cause and Effect is a scientifically established law that does not have any known exceptions. It was not conjured up from the creationists' magic hat to prove the existence of God, although it does that quite well. The evidence in this section is sufficient to show that this material Universe needs a non-material cause. That non-material Cause is God. If natural forces created the Universe, randomly selecting themselves, then morality in humans could never be explained. Why is this Universe here? Because "In the beginning, God..."

CREATION VERSUS EVOLUTION

The Law of Biogenesis



In biology, one of the most widely used laws of science is the Law of Biogenesis. “Biogenesis” is composed of two



words—“bio,” which means life, and “genesis,” which means beginning. Thus, this law deals with the beginning of life. And it simply says that life comes only from previous life of its own kind. We see this law played out everyday all around the world.

Everyone knows that kittens come only from female cats, cows produce only calves, and puppies come only from dogs. A pig never gives birth to a horse, and a sheep never bears an iguana.

Over the years, the truthfulness of this law has been documented by thousands of scientists, one of the most famous of which was French microbiologist Louis Pasteur. His work dealt a crushing blow to the notion of spontaneous generation (the idea that life arises on its own from nonliving sources). In earlier centuries, the idea that life arose from nonliving things was very popular. People believed that a person could take some wheat grains, wrap them in an old rag, stuff them in the corner of a barn, and produce mice. They also believed that old meat left on a kitchen counter would spontaneously generate maggots. However,



Louis Pasteur
December 27, 1822 -
September 28, 1895

teachers and professors correctly point out that Pasteur triumphed over this “mythology” when he disproved the concept of spontaneous generation through his well-designed scientific experiments. Yet with almost the same breath, those same teachers and professors tell their students that evolution occurred as a result of spontaneous generation.

The fact of the matter is that evolution could not have occurred without some form of spontaneous generation. For this reason, many scientists have concocted experiments



attempting to create life from nonliving substances. But after all these attempts, life has never been created from something nonliving. Now, let’s think critically for a moment. If thousands of scientists have designed carefully planned experiments to create life from something nonliving, and yet have failed miserably every time, how in the world can we be expected to believe that nature did it using accidents, chance, and blind forces? On the contrary, whether in nature or in the laboratory, scientists have never documented a single case of spontaneous generation. Life comes only from previous life of its own kind, which is exactly what the creation model teaches.

CREATION VERSUS EVOLUTION

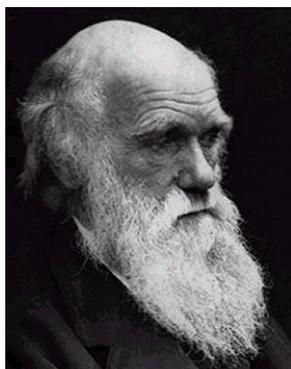
The Fossil Record



WHAT DO THE FOSSILS SAY?

Fossils are the remains of once-living organisms such as plants, animals, or humans that now are buried in the rocks of the Earth. They are found all over the globe, and they provide much information about life of the past. If any physical evidence exists to establish evolution, it certainly would come from the fossil record. But does it?

In order to establish evolution, its supporters must show that the fossil record is filled with transitional forms of plants and animals (and humans, for that matter). A transitional form is an organism that exhibits characteristics of two separate groups, such as a half reptile/half mammal.



Charles Darwin
February 12, 1809 -
April 19, 1882

Even Charles Darwin, who is often referred to as “the father of evolution,” claimed that the fossil record should show “innumerable transitional links.” In fact, he titled the tenth chapter of his book, *The Origin of Species*, “On the Imperfection of the Geological Record.” He thought that “the number of intermediate varieties, which have formerly existed [must] be truly enormous.” However, he went on to admit: “Geology assuredly does not reveal any such finely graduated chain; and this, perhaps, is the most obvious and serious objection which can be argued against this theory. The explanation lies, I believe, in the extreme imperfection of the geological record.”

Darwin thought that further geological finds would show

millions of transitional forms. But 150 years have passed since Darwin’s day, and millions of additional fossils have been discovered. Yet the ever-illusory transitional forms are still missing. On occasion, some scientists produce alleged transitional forms (such as “Piltdown Man” or *Archaeopteryx*) but these are few and far between. Furthermore, on occasion they prove to be frauds, and not one has ever been proven to be an authentic transitional form. The fact of the matter is, the fossil record still lacks the multitude of transitional forms predicted by Darwin and his followers, and will continue to do so. Why? **Because there were no transitional forms!**

Well, what does the fossil record show? It shows millions of organisms suddenly arriving on the scene fully formed and functional, without any transitional forms

ACTIVITY...

A sedimentation experiment. Fill a jug with water (a two-liter soda bottle works well). Mix fine sand with larger-grained sand or small pebbles (alternatively, you can use regular sugar and the larger-grained colored sugar). Pour the mixture into the water jug through a funnel. The particles should separate in the water, the smaller ones sinking first and the larger ones settling on top. It is likely that this occurred during the Flood: the smaller and lighter animals’ remains settled lower (though some large animals were mixed in) than the larger ones, like dinosaurs.

coming before them. Which model of origins could account for the sudden appearance of fully functional living organisms—creation or evolution?

It is true that smaller and simpler creatures are found in lower strata than larger and more complex ones. Why is that? It may have something to do with the Flood of Noah. In water, smaller particles sink faster and settle lower than larger ones. Since size is usually proportional to complexity (there are no elephant-size amoebas), they would be found lower.

POLYSTRATE FOSSILS



To the “man on the street,” one of the most impressive arguments for an ancient Earth is the testimony of sedimentary-rock layers. Scientists (and park rangers) show us examples like the Grand Canyon and present their theory so effectively that—as we observe layer after layer of sedimentary rocks piled one on top of another—the only explanation seems to be that vast amounts of geologic time must have been involved. Each division of the rocks, we are told, represents a time long ago, and an ancient world that long since has ceased to exist. Creationists, however, beg to differ, and suggest that

a closer look at the “record of the rocks” shows the youth, not antiquity, for our home planet.



Embedded in sedimentary rocks all over the globe are what are known as “polystrate” fossils. Polystrate simply means “many layers,” and refers to fossils that cut through at least two sedimentary-rock layers. Probably the most widely recognized of the polystrate fossils are tree trunks that extend vertically through two, three, or more sections of rock that supposedly were laid down in epochs covering millions of years. However, organic material (such as wood) that is exposed to the elements will rot, not fossilize. Thus, the entire length of these tree trunks must have been preserved quickly, which suggests that the rock layers surrounding them must have been deposited rapidly—possibly (and likely) during a single catastrophe like Noah’s Flood.



Courtesy of www.bible.ca

One trunk, exposed in a sandstone quarry near Edinburgh, Scotland, which measured no less than 25 meters and, intersecting 10 or 12 different strata, leaned at an angle of about 40°. This particular tree must have been buried while falling down! Polystrate fossils are very common in coal formations.

Trees, reeds, catfish, whales, and the other organisms with which the fossil record abounds did not die and lie around for hundreds, thousands, or millions of years while slowly being turned into polystrate fossils. Truth be told, polystrate fossils testify loudly to a young Earth whose layers formed rapidly—and not very long ago!



Sometimes you might see a person with an identical twin brother or sister. It is easy to tell that they are related because they look so much alike. Mothers and daughters often look alike, as do fathers and sons (or even some cousins). Many times, things that look similar are often related to each other. Two black rabbits often have baby black rabbits, and two short dogs often produce offspring that are similarly short.

The concept that similarity often shows relationship is one of the most impressive arguments for the theory of evolution. As scientists have worked in various fields, they have learned that basic similarities exist between certain groups. Scientists call these similarities homologous structures. “Homologous” simply means similar. For instance, the wing of the bat, the forefoot of the turtle, the forefoot of the frog, and the arm of a man all have the same general structure. Evolutionists also note that the forefoot of the dog, the flipper of the whale, and the hand of man contain essentially the same bones and muscles. Therefore, evolutionists conclude that all these animals must be related.



How do creationists respond to such an argument? Well, they certainly do not deny the fact that similarities do exist. It is here, however that a valuable lesson can be learned in the creation/evolution controversy. That lesson is this: it rarely is the facts that are in dispute—it is the interpretation placed on the facts that is in dispute.

When the creationist looks at the similarities that exist, instead of claiming common ancestry he says that the evidence points to a common designer. For example,

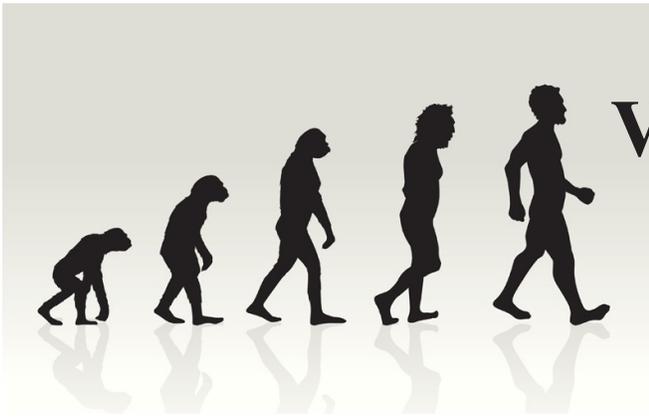


many GMC automobiles have the same wheels, body shapes, and brake systems. Why? Because they were designed by the same company. When the Creator designed a lung, brain, or nervous system that worked well, wouldn't it make sense that He would use these features in different animals that would all live in the same environment, breathe the same air, and eat the same food? Similarity doesn't always show common ancestry; many times it shows common **design**.

In fact, when you honestly look at all similarities, they obviously do not show common ancestry. For example the octopus eye, pig heart, Pekingese dog's face, and donkey's milk all have similar parallel structures in the human body, but even evolutionists would deny the living animals in which they are found are closely related to each other or to humans.

CONCLUSION

The facts of science say that a material effect requires an adequate cause, which comes before the effect: evolutionists have yet to come up with an adequate cause for the Universe and everything in it. The facts of sci-



VS.



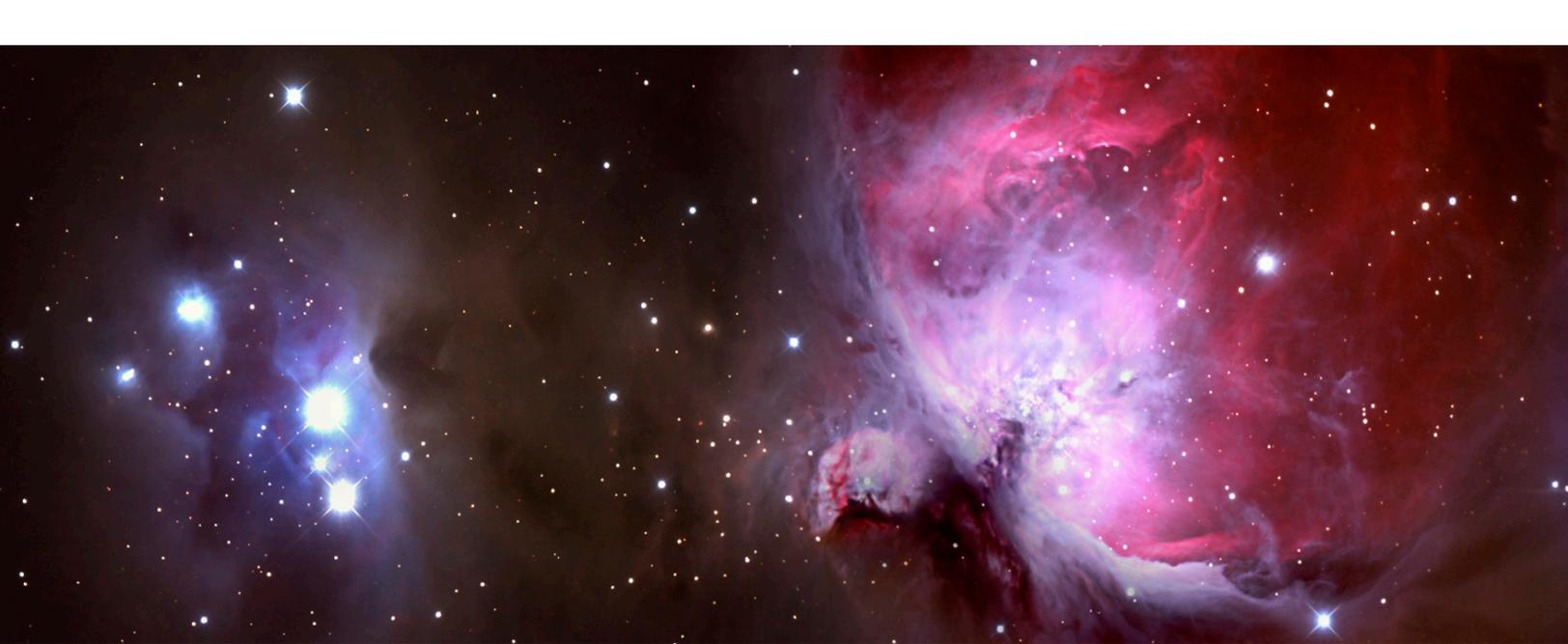
ence say that in nature life comes only from previously existing life: evolution says life comes from nonliving sources. The facts show that no transitional forms of half-and-half organisms exist in the fossil record: evolution maintains that there should be millions of transitional forms. The facts show that similarities sometimes show common ancestry but also can show common design. Facts are stubborn, impartial things that refuse to budge for people of high estate or low degree. The concepts of creation and evolution stand on opposite sides, and the facts stand behind creation. All the evidence points to an intelligent Designer.

DISCUSSION QUESTIONS

1. What are several differences between creation and evolution? Why do many people clash over which one should be taught?
2. Dr. Louis Pasteur did experiments that disprove what false theory? Can you see why people might have held to that theory? How does that theory relate to evolution?
3. In order for evolution to be established, what must be found in the fossil record? What would you expect to find in the fossil record if creation is true? What do scientists actually find in the fossil record?
4. Similarities can show two things. What are they? How does the creationist answer the idea that similarities show common ancestry? What should creationists not do when answering such arguments?
5. Why does it matter what you believe about creation and evolution? Why do you think some people prefer to believe in evolution?

RECAP

- Review the overall meaning of the material you covered during the lesson.
- Challenge the students to memorize the day's memory verse before the next class meeting.
- Encourage the students to bring visitors with them when they come to the next Bible school session.
- Lead a prayer and thank God for the blessings of His wonderful Creation, and His revealed Word which describes to us exactly how He performed the Creation of the Universe.



EVOLUTIONARY HOAXES

MEMORY VERSE: Exodus 20:11—“For in six days the LORD made the heavens and the earth, the sea, and all that is in them, and rested the seventh day. Therefore the LORD blessed the Sabbath day and hallowed it.”

LESSON SUMMARY: Scientists have proven many alleged “evidences” for evolution to be false.

LESSON AIM: To show that the history of evolutionary thought is full of falsehoods and dead-ends, and to encourage students to be skeptical when evaluating evolutionary claims.

More material than can possibly be covered will be provided in this lesson so that you will have some latitude on which subjects you would like to focus.

Ensure that all materials are prepared for students’ use. The following materials will be required for this class:

- A variety of fasteners (nails, screws, etc.)

EXTRA INFORMATION: See *Truth Be Told*, Chapters 3,8,9

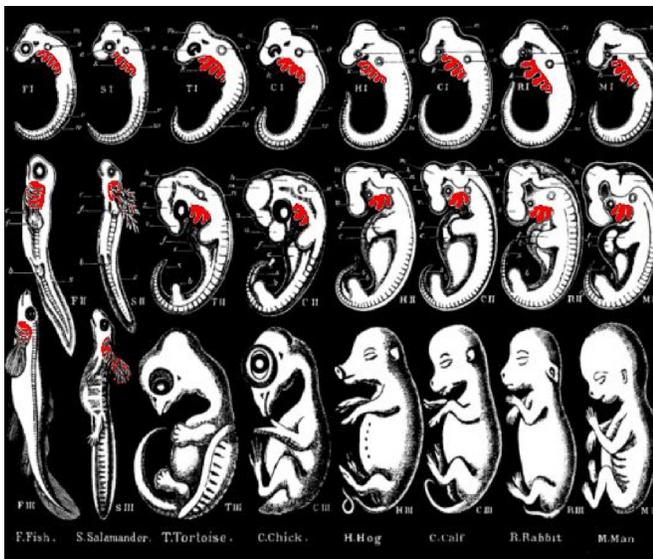
When your students enter the classroom, welcome them back to vacation Bible school. You may consider briefly reviewing the material from the previous class session.

PREPARATORY CONCERNS

Be familiar with the facts in this lesson. This lesson exposes some of evolution’s greatest “proofs” as embarrassing errors and outright deceptions. Students likely will have heard about some of these “evidences” in their school textbooks or in the news. Try to anticipate the questions they will ask. This lesson should be fun to teach, so enjoy!

EVOLUTIONARY HOAXES

Bad Science



HAECKEL'S EMBRYOS

• In the mid-1800s, the German anatomist, Ernst Haeckel, became famous for advocating that “ontogeny recapitulates phylogeny,” which means that the developing embryo of a human repeats every stage in its long evolutionary ancestry. It starts out in a one-celled stage, just as its amoeba-like ancestor, and then develops gill slits, just like its ancient fish ancestor. It even has a tail, just as its ancient ape-like ancestor once possessed. In other words, ontogeny (the development of a single individual) recapitulated (repeated) phylogeny (the development of the entire group). Looking at the growth of a human embryo allegedly was like watching a silent, moving picture of a person’s evolutionary ancestry!

• Though Haeckel’s name might not sound familiar to you, one of the drawings he used to bolster his theory probably is. This illustration of embryos of fish, reptiles, birds, and mammals lined up side-by-side is a common

staple in many biology textbooks. This single figure has become one of the best-known “proofs” of evolution.

• There is only one small problem. Haeckel’s illustration was a fake! Dr. Haeckel was an accomplished artist, as well as an anatomist. He used his artistic ability to falsify some of the drawings that accompanied his research articles on animal and human embryos, in order to make it appear as if embryonic recapitulation were true. Even modern evolutionists admit that Haeckel’s drawings are inaccurate. In no way does embryology prove evolution.

WANT MORE? Go to <http://www.apologeticspress.org> and type “Ernst Haeckel” in the search engine.

CHIMPANZEE DNA

• For many years, evolutionists claimed that chimpanzees and humans were so similar that they could be considered “kissing cousins.” Those same evolutionists were quick to point out that the DNA (the genetic material inside a living cell) in humans was almost an identical match to the DNA found in monkeys. In fact, up until 2002, almost any textbook you opened reported that humans and chimpanzees were 98-99% genetically similar. But today, scientists are finding more and more differences in DNA from humans and apes. For instance, a 2002 research study showed that human DNA was at least 5% different from chimpan-





zees—and that number will probably continue to grow as we learn all of the details about human DNA.

- Does it make sense that humans share so much DNA with chimpanzees and apes (as well as many other animals)? Well, consider that both humans and chimps are mammals, and possess the same type of internal organs. Humans and chimps both eat fruits and vegetables, which means their mouths and digestive systems have to share some similar characteristics. Both humans and chimps get sensory information from their eyes, ears, noses, and fingers. So yes, it would make sense that their DNA has a lot of similarities. But so do many other animals.

- Homology (or similarity) does not prove common ancestry. Of the 5,000 best-known human genes, 75% have matches in the nematode worm. Does this mean that we are 75% identical to a nematode worm? Just because living creatures share some genes with humans does not mean there is a linear ancestry.

- The truth is, there is a great deal of difference between chimps and humans. Have you ever heard a chimpanzee talk, sing a song, or write a poem? Do chimpanzees build large buildings or computers? Do chimpanzees wear clothes and tennis shoes? Both humans and chimpanzees have hair, but chimps have it all over their bodies. Also, the skin of chimpanzees comes in only one color, while human skin color comes in a wide variety of yellows, browns, whites, and reds. And how many chimpanzees do you know that worship God?

- The truth is, if we took all of the DNA from every cell, and then compared the DNA in monkeys and humans, the 4-5% difference in DNA would represent approximately 200 million differences in your body, compared to that of an ape! To help make this number understandable, consider the fact that if evolutionists had to pay you one penny for every one of those differences, you would walk away with \$2,000,000. Given those propor-

tions, 4-5% does not appear so small, does it? Man is the only creature that is made in the spiritual image and likeness of God. Chimpanzees are simply animals that share some physical similarities with man.

MILLER EXPERIMENT

- Many science textbooks printed within the last fifty years contain the Stanley Miller experiment of 1953, leaving the impression that scientists have been successful at generating life from non-life.

- Using a system of glass flasks, Stanley Miller attempted to simulate “early atmospheric conditions.” He passed an electrical spark through a mixture containing water, ammonia, methane, and hydrogen. His experiment was carried out in the absence of oxygen, because they knew that oxygen quickly would oxidize any amino acids that were formed—thereby preventing the formation of anything living.



Stanley Miller
March 7, 1930 -
May 20, 2007

At the bottom of the apparatus was a trap to capture any molecules produced by the reaction. This trap prevented the newly formed chemicals from being destroyed by the next electrical discharge.

- Miller was able to produce a mixture containing two simple amino acids—which are the building blocks of proteins. Yet the experiment did not produce any of the fundamental building blocks

of life itself. Rather, it produced 85% tar, 13% carbolic acid, 1.05% glycine, 0.85% alanine, and trace amounts of other chemicals. Only two small organic compounds were “created” in this test—many more are necessary for life.

- Miller did not form life; he produced only tiny building blocks that, under the right conditions, can form life. That would be like trying to build a new house out of a bunch of chemicals. After shocking those chemicals, you produce clay that sometimes can be formed into bricks—and bricks can be used to build a house. Have you proved that you can build a house from a bunch of chemicals? No. All you have proved is that those chemicals can form clay. It takes a very intelligent person to form clay into bricks, and it takes an even more intelligent person to form bricks into a house.

- Miller also had another problem with his experiment. Oxygen is a chemical that makes up about 21% of our atmosphere. We need oxygen to live. Animals and



humans must breathe oxygen to survive. But Stanley Miller did not put any oxygen in his experiment. Why not? Oxygen is a chemical that breaks down other chemicals. If Miller had put oxygen in his experiment, it would immediately have destroyed every amino acid that was formed. Today, we know that the Earth's atmosphere contained

oxygen when evolutionists think life formed (supposedly billions of years ago). Yet, if there was oxygen in the atmosphere, all the amino acids needed for life would have been destroyed. Stanley Miller knew that oxygen would destroy his experiment, so he did not use it. Stanley Miller's experiment did not prove that life comes from nonliving chemicals. In fact, it proved just the opposite. Life could not have evolved in an environment that contained oxygen.

• Here is something else to think about. Stanley Miller and other scientists doing similar experiments are very intelligent men. They have spent thousands of hours trying to form life from nonliving chemicals. They have not even come close to accomplishing their goal. Yet, they believe that in nature, life came from nonliving chemicals by accident. It has taken them thousands of hours to try to produce life, and they have failed. Does it make sense to believe that it happened by accident in nature? If these intelligent men who are trying to produce life cannot do it, why should we believe that "nature" somehow accidentally produced life? The truth is, God created living things during the six days of Creation. Life did not form slowly over millions of years. And life did not accidentally pop up out of nonliving chemicals.

THE MISSING DOLLAR

• Three friends check into a motel for the night and the clerk tells them the bill is \$30, payable in advance. So, they each pay the clerk \$10 and go to their room. A few minutes later, the clerk realizes he has made an error and overcharged the trio by \$5. He asks the bellhop to return \$5 to the 3 friends who had just checked in. The bellhop sees this as an opportunity to make \$2 as he reasons that the



three friends would have a tough time dividing \$5 evenly among them; so he decides to tell them that the clerk made a mistake of only \$3, giving a dollar back to each of the friends. He pockets the leftover \$2 and goes home for the day! Now, each of the three friends gets a dollar back, thus they each paid \$9 for the room which is a total of \$27 for the night. We know the bellhop pocketed \$2 and adding that to the \$27, you get \$29, not \$30 which was originally spent. Where did the other dollar go?

• The facts in this riddle are clear: There is an initial \$30 charge. It should have been \$25, so \$5 must be returned and accounted for. \$3 is given to the 3 friends, \$2 is kept by the bellhop - there you have the \$5. The trick to this riddle is that the addition and subtraction are done at the wrong times to misdirect your thinking (and quite successfully for most). Each of the 3 friends did indeed pay \$9, not \$10, and as far as the friends are concerned, they paid \$27 for the night. But we know that the clerk will tell us that they were charged only \$25 and when you add the \$3 returned with the \$2 kept by the bellhop, you come up with \$30.

• This riddle misdirects our thinking by giving an equation that seems right, but really isn't. The riddle does not prove that the laws of math are wrong. It simply shows that the proposed equation was wrong. Such is the case with the Miller experiment. These experiments attempted to misdirect people into believing that life can come from non-life. However, the experiments did not show that life can come from chemicals; they simply attempted to deceive and make others think such.

EVOLUTIONARY HOAXES

Failed Icons of Evolution

PEPPERED MOTHS



most of the moths were a light, speckled-gray color. Their light color allowed them to camouflage themselves among the light colored lichens on the trees, making them nearly invisible to hungry birds. A dark form also existed, but this moth was said to be rare, as it stood out on the lichen-covered trees, and was easily spotted and eaten by birds.

- Textbooks point to pollution as the trigger for an evolutionary change in the moths. The industrial factories in England started producing soot and smoke, causing the trees to turn black. Allegedly, this change caused light-colored moths to become easier to see, while the darker moths remained safely camouflaged. In only a few years, the population of light and dark moths had reversed itself—with the black moths greatly outnumbering the white moths. According to evolutionists, this change in the moth population “proves” that species can “evolve” different characteristics that allow them to survive.

- The problem with this “proof” of evolution is that the images were faked and the experiments were artificial! Peppered moths do not rest on tree-trunks under normal circumstances, but in well-hidden crevices beneath branches high in the trees. The photographed moths were arranged in a staged setting—dead moths were

either pinned or glued to tree trunks, or captured moths were forced to stay on the trunks. Current research has debunked the peppered moth incident as a legitimate example of Darwinian natural selection in the wild.

- Also consider that dark moths and light moths have always been around. There was no new genetic material created to form a black moth. This “textbook story” is nothing more than gene frequencies shifting back and forth, by natural selection, between populations. It remains, however, a single created kind. The moths are still moths! They did not evolve into spiders, cats, or humans. Nevertheless, the peppered moths are used as “proof” for evolution.

WANT MORE? Go to <http://www.apologeticspress.org> and type “peppered moth” in the search engine.

DARWIN’S FINCHES

- The Galapagos Island finches have become an evolutionary mascot. It is popularly believed that Darwin discovered these 13 species of finches on his voyage in the H.M.S. Beagle and that they influenced the development of his theory of evolution by natural selection. Darwin actually found nine species on his trip, only six of which he correctly identified as finches. He took little note of the birds while on the island, making only a passing mention of them in his field notebook. It was David Lack’s 1947 book *Darwin’s Finches* that made the birds legendary—not Darwin’s own research.



- Evolutionists suggest that the beak size of the finches changes in proportion to climate and food availability. Over time, these changes accumulate and new species

develop. The diversity of finches on the islands often has been hailed as a great proof of evolution.

- Yet more recent research has shown that the characteristics of finches do not evolve, but oscillate. Birds develop stouter beaks during dry periods, but when the rains return, birds with slither beaks are favored. Rather than gradually evolving from one kind to another, the finches vary within defined limits. The finches might have larger beaks, and the finches might have smaller beaks, but the finches always had beaks. The finches' beaks did not change into a muzzle with teeth. Their beaks did not change into a scaly, lizard-mouth. For the past 160 years, people have been studying the finches on the Galapagos Islands, and those finches have always had beaks.

- Most important, the finches never changed into anything other than finches. Even if all the 13 species did come from one flock, they are still finches. None of them has changed into a crow, or a snake, or a dolphin, or a dog. For over 160 years, the finches have changed into...more finches! The only thing that "Darwin's finches" prove is that a finch always stays a finch.

WANT MORE? Go to <http://www.apologeticspress.org> and type "finches" in the search engine.

Horse Evolution?

- One of the most commonly used "proofs" of evolution is a series of horse-like animals. Using a hodge-podge of



fossils, evolutionists claim that the modern horse can be traced back to a tiny, four-toed, fox-like animal named *Hyracotherium* (sometimes called *Eohippus*) that is said to have lived about 60 million years ago. Supposedly, the animal

started out only 24 inches tall, and evolved into the modern-day horse (known as *Equus*), while losing all of its toes in the process.

- The problem with this theory is that there simply is no proof for it. The fossil record does not show a sequence of transitional fossils for horses (or any species for that matter). The horse series was constructed from fossils (found in many different parts of the world) that do not fit together. The creatures that certain science textbooks



identify as belonging to the horse family show no ancestor-descendant relationship with one another. For instance, the animals have different numbers of ribs and vertebrae, but they were supposed to have evolved from

one another? Nonsense! The fox-like animal named *Hyracotherium*, which supposedly is the "great-great-granddaddy" of all horses, really has no more resemblance to the horse than it does to any four-legged animal that feeds on vegetation.

- Even George Gaylord Simpson, one of the most famous evolutionists of the twentieth century, admitted that the case for horse evolution is nonexistent. He stated: "The uniform, continuous transformation of *Hyracotherium* into *Equus*, so dear to the hearts of generations of textbook writers, never happened in nature." Horses have always been horses.

WANT MORE? Go to <http://www.apologeticspress.org/rr/reprints/horse.pdf>.

ACTIVITY...

Pass out to students a handful of fasteners (screws, nails, etc). There should be as much variety as possible—small and large, skinny and thick, plain and fancy. Have students arrange the fasteners in line from most simple to most complex. Ask them if the fasteners were developed ("evolved") in that order. Explain that even though it might be plausible to believe that they had gradually developed in such an order if we didn't know any better, these fasteners were all developed for different purposes. Their order of complexity had nothing to do with their chronology of development. While evolutionary charts of horse evolution may look convincing (though they are often drawn deceptively), they prove nothing as to the chronology of development of the organisms.

EVOLUTIONARY HOAXES

Missing “Missing” Links



NEBRASKA MAN

• The June 24, 1922 *Illustrated London News* presented on its front cover a man and woman that had been fabricated from a single tooth. The artist even incorporated into the drawings of this alleged “missing link” imaginary surroundings and clothing. Henry Fairfield Osborn, head of the department of paleontology at New York’s famed American Museum of Natural History, received the tooth and was prepared to enter it as evidence at the 1925 Scopes “Monkey” trial. However, by 1927, scientists had concluded (somewhat begrudgingly) that, in fact, the tooth was that of a species of *Prosthennops*—an extinct genus related to the modern wild pig. No missing link here.



PILTDOWN MAN

• In 1912, Charles Dawson, a medical doctor and amateur paleontologist, discovered a mandible and a portion of a skull in a gravel pit at Piltdown, England. Arthur Smith-Woodward, director of the Natural History Museum of London, announced the find as the “missing link.” The jawbone appeared very simian-like except for the teeth, which seemed to show the type of wear expected of humans. In 1953, Piltdown Man was exposed as a forgery. The skull was human, and the teeth on the ape’s jaw

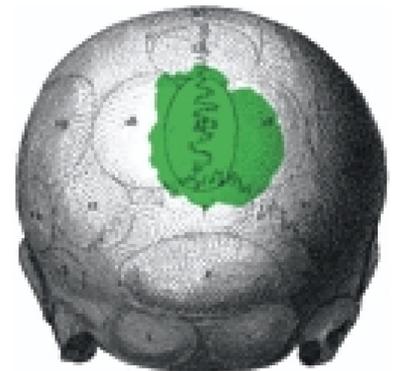


had been intentionally filed down and treated biochemically to make them appear old. This deception did far more than dupe a few evolutionists, however. The whole world was taken in. Museums worldwide proudly displayed copies and photographs of the Piltdown remains. For forty years this “find” was pronounced as the ape-like ancestor to modern man. But it was just a fraud. No missing link here.

WANT MORE? Go to <http://www.apologeticspress.org/ebooks/> and click on *The Truth About Human Origins*.

ORCE MAN

• In 1982, a team of three Catalan archaeologists, headed by Professor José Gibert, were digging near the village of Orce in Spain. During their dig, they uncovered an unusual bone fragment. A year later, they announced that the fragment belonged to a human child—causing an uproar in the evolutionary community. This discovery placed humans in Europe much earlier than evolutionists had ever predicted. Based on this find, some overeager scientists reconstructed an entire human. Orce Man, as the find came to be known, was said to represent the oldest human fossil ever discovered in Europe. Later, to the embarrassment of many, the bone was identified more accurately as the skull cap of a 6-month-old donkey! No missing link here.





LUCY

• For many years, Lucy was touted as **the** missing link—the creature that proved humans evolved from ape-like creatures. Scientists maintained that Lucy walked upright like a human, and was thus on her way to becoming one. Yet, since her discovery, we have learned that her fingers and toes are curved and she has ape-like limb proportions. Humans do not possess these anatomical features, but apes that swing through the trees do. Also Lucy’s rib cage is shaped like that of a chimp rather than a human. In addition, men have examined her wrists and discovered that she had the ability to “lock” them. This characteristic is common to animals that walk on all fours (quadrupeds). Furthermore, the circular canals located within the ears of her alleged species have been analyzed, and they are oriented a different direction (and are a different size) than humans. Finally, Lucy’s pelvis has some major problems. Scientists have tried everything they know to figure out how Lucy could have given birth to an infant. But, her pelvis is too small—indicating that the fossil most likely belongs to a male! All of these scientific proofs indicate that Lucy was nowhere close to becoming human. In fact, when you look at the evidence, you’ll see that **Lucy was nothing more than a tree swinging chimp**. No missing link here.

DISCUSSION QUESTIONS

1. Many of the evolutionary “evidences” discussed in this lesson are still used in textbooks, even though they’ve been disproved by scientists. Why do you think evolutionary textbooks perpetuate these myths?
2. Often, evolutionists will give facts, but in a deceiving way. Do you think evolutionists want to deceive people, or do they just really want evolution to be true?
3. In view of all these hoaxes and deceptions, how should a Christian evaluate new evidence (such as a new “missing link”) that evolutionists claim supports their theory?
4. Evolutionists often say that genetic mutations and natural selection could have caused all the life forms in the world to originate from a single-celled life form. What do the experiments on fruit flies actually prove about mutations and selection? How?
5. Can you think of other “evidences” that you have seen used to teach evolution that you know to be false? Do you feel you should be surprised at such deceptive teaching from many evolutionists? Why or why not?

RECAP

- Review the material you covered during the lesson.
- Encourage the students to bring visitors with them when they come to the next Bible school session.
- Lead a dismissal prayer, asking God to help each student be prepared to defend the Truth.



WHAT ABOUT THE DINOSAURS?

MEMORY VERSE: Job 40:15a—“Look now at the behemoth, which I made along with you.”

LESSON SUMMARY: Evolutionists link dinosaurs with the concept of an “old” earth, an idea that stands at odds with the Bible. Evolution requires millions of years of time, but it has been proven that dinosaurs, thought by evolutionists to have lived millions of years before humans, actually lived contemporaneously with humans, thus proving evolution false.

LESSON AIM: To demonstrate that the biblical account of Creation is correct—that all land animals, including dinosaurs, were created on the same day as man.

Be aware that the subject of dinosaurs is one topic that students often know more about than the teacher does. This class session, because of its subject matter, has the potential to be the most popular class of the week. Try to capitalize on the fact that your students will be very interested in what you have to say, and what you have to show them.

More material than can possibly be covered will be provided in this lesson so that you will have some latitude on which subjects you would like to focus.

EXTRA PRIMARY SOURCE: **The Dinosaur Delusion: Dismantling Evolution’s Most Cherished Icon* by Eric Lyons and Kyle Butt (2008, Apologetics Press). To order, call 1-800-234-8558.

When your students enter the classroom, welcome them back to vacation Bible school.

Briefly review the material from the previous class session.

PREPARATORY CONCERNS

Be familiar with the facts in this lesson. One object of this lesson is to impress the student with the great majesty and power of one of God’s most impressive creatures—the dinosaur. You should be able to identify various popular species of dinosaur, so that your students will know that you think dinosaurs are fascinating, just as they do.

WHAT ABOUT THE DINOSAURS?

The Poster Children of Evolution



What is so important about dinosaurs that it warrants them being the focus of an entire day of VBS? Because dinosaurs are the poster children for the theory of evolution. In the once widely used, 100-page middle school science textbook titled *Evolution—Change Over Time* (published by Prentice Hall), attempts are made to establish evolution as a fact by using a variety of alleged proofs. One piece of “evidence,” however, that appears on nearly one out of every three pages centers on dinosaurs. The first two chapters in this three-chapter textbook begin with pictures and text about dinosaurs. In several sections of the book (in which the main thrust is not dinosaurs), students are asked to participate in reading or writing activities that focus on dinosaurs. Truly, the authors and editors of this “science” textbook (which once was used throughout the United States) have attempted to indoctrinate young minds with the “truths” of evolution by using dinosaurs.

Inarguably, dinosaurs are the “sugar stick” that evolutionists use to capture the attention of both young and old alike. So what do history, science, and the Bible have to tell us about these creatures? If dinosaurs and humans once walked the Earth together, it is logical to conclude that humans would have left behind at least two different types of evidence. First, just as we tell stories today of interesting things that we have seen and heard, the ancients likely would have told stories about dinosaurs, if they ever encountered these creatures. Second, similar to how we take pictures of places we visit and wildlife we see in modern times, people living hundreds or thousands of years ago (before the invention of cameras) would likely have drawn or carved pictures of dinosaurs, as well as many other animals. Does such evidence for the cohabitation of dinosaurs and humans exist?



WHAT ABOUT THE DINOSAURS?

Dinosaur Stories



A wide variety of stories of reptiles have been passed down from cultures all over the world. The famed twentieth-century evolutionist, Carl Sagan, noted: “The implacable mutual hostility between man and dragon...is not a Western anomaly. It is a worldwide phenomenon” (1977, p. 150, emp. added). Militant evolutionist and LiveScience.com staff writer Ker Than admitted: “Dragons are... found in the myths and legends of cultures all around the world” (2007). What’s more, many of these creatures sound exactly like dinosaurs, or dinosaur-like (marine or flying) reptiles. However, they are not called dinosaurs in these stories, but “dragons.” Since the term “dinosaur” (from the Greek words *deinos*, meaning “fearfully great,” and *sauros*, meaning “lizard” or “reptile”) was not coined until the early 1840s, stories told previously of “fearfully great reptiles” would not have included the word dinosaur. Instead, the name “dragon” was attached to these creatures.



In 2003, a nearly complete dinosaur skull was excavated in the Hell Creek Formation in South Dakota. The long, knobby, spiky skull appeared so similar to descriptions and paintings of certain “legendary” dragons, it actually was named *Dracorex*, meaning “dragon king.” The Children’s Museum of Indianapolis, which now possesses the skull, referred to it as “a new type of dinosaur” that is “66-million-years-old” and “looks like a dragon.” The Children’s Museum displayed a placard next to a *Dracorex* image that read: “When we saw this creature’s head, we weren’t sure what kind of dinosaur it was. Its spiky horns, bumps and long muzzle looked more like

a dragon.” A dinosaur that looks more like a dragon? Interesting.

Evolutionist Mark Norell admitted that “all the mythical creatures...have real underpinnings in biology” (as quoted in Hajela, 2007). What real animals prompted dragon legends? What rational explanation exists for why peoples in different places and times, separated by thousands of miles, all came up with stories of giant reptiles that sound more like extinct dinosaurs than any other animal on Earth? Why does history record the existence of large reptilian creatures with serpentine necks, elongated bodies, enormous tails, hard skin, stout legs, spiked backs, knobby heads, terrible teeth, snake-like tongues, horned or crested heads, sharp claws, and membranous wings? Why are the physical characteristics of dragons so similar to the anatomy of various dinosaurs, so much so that the Latin word for dragon (*draco*) would even be used to designate a specific dinosaur? Because many dragon legends are simply the accounts of people seeing and/or interacting with dinosaurs.



Have some elements of “dragon legends” been embellished over time? Of course. Just as people today tend to embellish the size of a fish they caught or the size of a dog that chased them, people in the past said some things about dragons that may not be true. But such inaccuracies do not negate the overall truth that reptiles of many different shapes and sizes once lived with humans.

WHAT ABOUT THE DINOSAURS?

Dinosaur Illustrations



Perhaps more compelling than the stories that have been passed down about these creatures are the illustrations of dinosaurs that were drawn long before the term “dinosaur” was even coined. Consider three examples from three different continents.



PETROGLYH AT NATURAL BRIDGES MONUMENT

On the underside of the third largest natural bridge in the world (Kachina Bridge) located in the Natural Bridges National Monument just west of Blanding, Utah, are several petroglyphs and pictographs, which rock-art experts believe to be anywhere from 500 to 1,500 years old. The carvings are thought to be the work of the Anasazi Indians who once lived in the area. A mountain goat, a human figurine, multiple handprints, and many other carvings and drawings are seen quite easily underneath the bridge on both sides of the span. The most fascinating piece of rock art at Kachina Bridge, however, is the petroglyph of a dinosaur found to the right of the span, about ten feet up from the ground. This figure, which is carved into the rock, has a long, thick tail, a long neck, a wide midsection, and a small head. Any unbiased visi-

tor to Kachina Bridge would have to admit that this particular petroglyph looks like a dinosaur—specifically an *Apatosaurus* (more popularly known as *Brontosaurus*).

Interestingly, two distinguished rock-art experts have written about this particular petroglyph, and neither has suggested that it is a modern-day forgery. Francis Barnes, an evolutionist and widely recognized authority on rock art of the American Southwest, observed in 1979: “There is a petroglyph in Natural Bridges National Monument that bears a startling resemblance to a dinosaur, specifically a *Brontosaurus*, with long tail and neck, small head and all.”

The dinosaur petroglyph at Natural Bridges National Monument shows every sign of age. One can be sure that, if there were any orthodox way to explain it away,



Barnes and others would have attempted to do so.

ROCK CARVING IN ANCIENT CAMBODIAN TEMPLE

In A.D. 1186, King Jayavarman VII built a temple (near modern-day Phnom Pehn) to honor his mother. Beautiful stone statues and carvings decorate the walls and columns of the temple (known as Ta Prohm). Ornate carvings of monkeys, deer, lizards, parrots, swans, and water buffalo are only some of the animals depicted. On one particular 10-foot column in the temple is a carving of a *Stegosaurus*. Why is a *Stegosaurus* carving in an old temple a remarkable thing? Because the temple was built more than 600 years before we learned about di-



nosaurus from the fossil record. How would the individuals carving the temple have known what a *Stegosaurus* looked like unless they had seen one, or someone had described it to them?

creatures if they never had seen them firsthand (or had them described by someone who had seen them)?

ICA BURIAL STONES

Javier Cabrera Darquea came into possession of his first burial stone (from the Ica section of the country of Peru) when he was given one as a paperweight for his birthday. Dr. Cabrera tried to find the origin of his unique gift, and eventually gathered over 11,000 of the stones. The rocks turned out to be ancient burial stones that the Indians had placed with their dead. Amazingly, almost one-third of the stones depicted specific types of dinosaurs (such as *Triceratops* and *Stegosaurus*) and various pterosaurs. The type of art form represented by these stones, and their location, dated them to around A.D. 500-1500). How could these ancient Indians have known how to draw these



How could these ancient Indians have known how to draw these



Although evolutionists are quick to discount anything that the Bible has to say about the coexistence of humans and dinosaurs, anyone who claims to be a Christian (and thus trusts the Bible to be God’s revelation to man—2 Timothy 3:16-17; 2 Peter 1:20-21) must accept whatever information they find in the Bible to be accurate. In regard to the coexistence of humans and dinosaurs, many modern-day “Bible believers” either have rejected what the Bible has to say on the subject, or else they never have given it much thought in light of various Bible passages. According to the Scriptures, the whole of God’s earthly creation was brought into existence within six days. Exodus 20:11 states: “For in six days the Lord made the heavens and the earth, the sea, and all that is in them, and rested the seventh day.” This one verse should prove to the Christian that dinosaurs once lived with humans.

Exodus 20:11 simply summarizes the Creation account of Genesis chapter 1 wherein the reader learns what was created on each day of Creation. In Genesis 1, we find out that all animal life (whether sea creatures, land animals, or flying creatures) was created on days five and six of Creation—the sea creatures and flying animals on day five (Genesis 1:20-23) and land animals on

day six (1:24-25). We also learn that God made the first humans, Adam and Eve, on day six (1:26-31). Thus, if all land animals were created on day six of Creation, and humans also were created on this day, then obviously humans and dinosaurs once lived as contemporaries.

SO WHY ISN’T THE WORD “DINOSAUR” USED IN THE BIBLE?

Admittedly, a person will not find the word dinosaur in most English translations of the Bible. However, this does not negate the fact that dinosaurs once cohabited the Earth with man. First, we must keep in mind that the Bible is not a taxonomical book. The Bible’s main purpose is to tell us about God and His scheme of redemption, not to list every animal God created. The Bible mentions a variety of animals (including snakes, chickens, horses, goats, etc.), but not every animal. Simply because the Bible does not mention an animal does not mean that the Bible teaches the animal never existed alongside humans. There are many animals the Bible never specifically mentions, including kangaroos, elephants, aardvarks, anteaters, platypuses, and penguins. To say that these animals do not cohabit the Earth with man because the Bible does not mention them, would, of course, be false. To assume dinosaurs and humans



never lived together on Earth because “the Bible doesn’t mention dinosaurs,” is equally erroneous.

Second, one must remember that whereas the Bible was completed 1,900 years ago and was translated into English fully by 1535 (by Miles Coverdale), the English word “dinosaur” was not coined until 1842—more than 300 years after the first complete English translation of the Old and New Testaments. Obviously, one would not expect to find the English term dinosaur—meaning “fearfully great” (*deinos*) “lizard” or “reptile” (*sauros*)—in a translation of the Bible that preceded its coinage.

Third, though most modern English Bible translators have elected to omit the term “dinosaur” in versions produced after 1842, such exclusion does not necessarily mean that Bible writers refrained from referring (either generally or specifically) to dinosaurs or dinosaur-like creatures. Consider two impressive animals that God described in His second speech to Job in chapters 40-41:



behemoth and leviathan. God described behemoth as having bones “like bars of bronze, . . . ribs like bars of iron” (vs. 18) whose tail “moves . . . like a cedar” (vs. 17). This behemoth

was “chief of the ways of God” (vs. 19, ASV). Leviathan had mighty power, an extremely strong neck, “terrible teeth all around,” tightly joined rows of scales that virtually were impenetrable, and a jagged underside that left pointed marks on the ground when it came up on land. Most impressive was its ability to expel “sparks of fire” from its mouth and “smoke” from its nose (41:18-21). Three possible explanations exist for the exact identity of behemoth and leviathan (of Job 40-41): (1) they are unreal, mythological monsters; (2) they are real animals that exist somewhere in the world today; or (3) they are some kind of real, yet extinct creature (e.g., dinosaurs). The biblical and scientific evidence makes it clear that the third choice is the most reasonable option.

DISCUSSION QUESTIONS

1. Explain how dinosaurs have been used to teach the General Theory of Evolution. Why do you think dinosaurs are icons of evolution?
2. If dinosaurs and humans once walked the Earth together, what types of evidence would humans likely have left behind?

3. What does the Bible have to say about dinosaurs? When does Scripture imply that they were created?
4. Discuss the animals that God described in Job 40-41.
5. Give some examples of ancient artwork of dinosaurs or dinosaur-like animals.
6. Explain why the term “dinosaur” was not used when the ancients talked about large terrestrial, aquatic, or flying reptiles. What have some evolutionists stated about dragon legends? Is it reasonable to conclude that “dragon legends” are stories of man’s actual interaction with dinosaurs? Why or why not?

RECAP

- Review the overall meaning of the material you covered during the lesson.
- Challenge the students to memorize the day’s memory verse before the next class meeting.
- Encourage the children to bring visitors with them when they come to the next Bible school session.
- Lead a prayer and thank God for the blessings of His wonderful Creation, and His revealed Word which describes to us exactly how He performed the Creation of the Universe.

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IN SIX DAYS, OR SIX BILLION YEARS?

MEMORY VERSE: Romans 1:20—“For since the creation of the world His invisible attributes are clearly seen, being understood by the things that are made, even His eternal power and Godhead, so that they are without excuse.”

LESSON SUMMARY: The Genesis account of a six-day creation is literally true.

LESSON AIM: To establish that a non-literal reading of Genesis is wrong and adversely affects the interpretation of other scriptures.

PREPARATORY CONCERNS

This subject is particularly controversial, and students will likely have many questions. Anticipate these questions as much as possible, and prepare responses in advance.

EXTRA PRIMARY SOURCE: Go to www.apologeticspress.org/ebooks/ and click on *Creation Compromises*.

When your students enter the classroom, welcome them back to vacation Bible school. You may consider briefly reviewing the material from the previous class session.



IN SIX DAYS, OR SIX BILLION YEARS?

Introduction

• It is very unpopular in the field of science to believe that God created the world in six literal, 24-hour days. According to most scientists, the Universe took billions of years to form, and thus it would be absurd to believe that it was created in just six days “by the word of the Lord” (Psalm 33:6). Because of the prevailing idea of an ancient Cosmos, many people have tried to find ways to fit evolution and its billions-of-years time frame into the biblical account of Creation. In essence, they want to continue to say that they believe in God and the Bible, but they also want to say that they believe in certain parts of evolution as well. Can both the Bible and evolution be true?

• The obvious place to start an investigation into this matter would be the first book of the Bible—Genesis. The first two chapters of the Bible, for example, tell how

“For in six days the Lord made the heavens and the earth, the sea, and all that is in them, and rested the seventh day.”

- Exodus 20:11

God created the heavens and the Earth, and all of the animals, plants, and humans that existed. His creative activities lasted six consecutive days, and on the seventh day He rested from those activities. This is the clear, biblical account of origins.

• Exodus 20:11: “For in six days the Lord made the heavens and the earth, the sea, and all that is in them, and rested the seventh day.” The Bible states quite clearly that everything in the Universe, whether in the heavens or on the Earth, was created in six days. It is here

that the Bible and evolution encounter their first major conflict. Evolution claims that everything in the Universe came into being by a gradual process that took billions of years, while the Bible says that it took only six days.

IN SIX DAYS, OR SIX BILLION YEARS?

The Day-Age Theory

Some have argued that the “days” discussed in Genesis were not literal 24-hour periods, but instead were lengthy eons of time. Day-Age theorists argue the Hebrew word for day (*yom*) can refer to a time period of more than 24 hours. They profess the length of days is not stated in Genesis 1. Thus, they feel they have freedom to interpret the word day (*yom*) to mean eons of time.

- It is true that “day” (*yom*) can have several different meanings. It can refer to that which is opposite of night (Genesis 1:5). It can refer to a period of time in the future (e.g., “day of judgment”). Or, as in Genesis 2:4, it has reference to the total days of Creation. But, it most often means a literal twenty-four hour day.

- The key to defining this word, as well as all words, is to look at it within its context. We know the days of Genesis 1 are literal 24-hour days because the Hebrew word *yom* (translated “day”) is both used and defined in Genesis 1:5. The words “evening” and “morning” are used together in the Old Testament with the word *yom* over 100 times. Each time it refers to a 24-hour day in non-prophetic literature. Knowing this, how can one logically conclude that in Genesis 1:5 *yom* refers to millions of years?

- If the days of Genesis 1:14 were millions of years, then what were the “years” of this verse? And, if a day is an age, then what is a “night” (Genesis 1:5,14)? [This is a very important point to stress to your students.]

- Whenever the Hebrew word *yom* is preceded by a numeral (in a non-prophetic passage), it always carries the meaning of a 24-hour day. *Yom* occurs over 100 times in the Old Testament in this manner, and always the meaning of a 24-hour day is conveyed.

- Whenever *yom* occurs in the plural (*yamim*) in non-prophetic passages, it always refers to a literal 24-hour day.

“Days” (*yamim*) is found over 700 times in the Old Testament, and it always refers to literal days. Thus, there can be no doubt that the days of Exodus 20:11 mean literal 24-hour days and not vast amounts of time.

- If the “days” of Genesis were not days at all, but long eons of time (millions or billions of years), then a problem of no little consequence arises in the field of botany. Plants came into existence on the third day (Genesis 1:9-13). If



the days of Genesis 1 were long geological ages, and each day was divided into a period of daylight and a period of darkness, how did the plant life survive millions of years of total darkness? Also, how would the plants

that depend on insects for pollination have survived the supposed millions or billions of years between “day” three and “day” five (when insects were created)?



- The writer of Genesis had other ways of saying that the periods were long eons of time. He could have used the Hebrew word *dôr*, which means a long period of time, but he did not. Instead, he employed the word day, modified it with “evening and morning,” put numerals before it, and made it plural (as in Exodus 20:11 and 31:17). Moses used practically every means at his disposal to show that the days were not long periods of time, but instead were literal, 24-hour periods. Thus, the idea that billions of years needed for evolution might have occurred during the creation week simply cannot be defended.

• Read Psalm 33:9 and Psalm 148:5. From these verses, does it sound like God spent millions or billions of years of time creating the Universe? Or, does it sound like what we read in Genesis 1—that God spoke the Universe and everything in it into existence in a very short amount of time?

But what about 2 Peter 3:8—“with the Lord one day is as a thousand years and a thousand years as one day”? Isn’t this New Testament passage teaching that to God, a day is a very long time? Again, we must look at the context. If you begin reading in 2 Peter 3:1, you will notice that Peter was not talking about the week of Creation, but was speaking of the “last days” when Christ will return. Some people said that Christ was taking too long to come back. Peter wanted his readers to understand that God is not bound by time. God can do more in a day than humans can do in a thousand years, or God may wait a thousand years to do what humans think He should do in a day. [It is interesting to note that God recognizes the difference between an earthly day and an earthly thousand years in this passage, and is able to communicate the difference to us. (Could He not have done so in the Creation account?) It also is interesting to note that Peter did not say that a day **is** a thousand years or that a thousand years **is** a day. Instead, he stated that a day is **as** a thousand years, and a thousand years **as** one day. God always has recognized the difference between an earthly day and a year.]

Some Day-Age theorists say the Sun was not created until day 4, so the first three days could not have been 24-hour days. But remember, the heavenly bodies mark the days, not make the days. A day is determined by the rotation of the Earth on its axis. During the winter in northern Alaska, the Sun doesn’t shine for days at a

time; they don’t count days by the sight of the Sun, but by the rotation of the Earth.

If God wanted man to know that He created the world in six literal days, what words would He use? Or if a person wanted to explain to someone else that God created all things in six literal days, what words would he use? The exact words used in Genesis 1.

Stress to your students that God could have created the Universe in any way He so desired; in whatever order He wanted, and in whatever time frame He so chose. He could have created the world and everything in it in six years, six hours, six minutes, six seconds, or in one millisecond—He is, after all, God Almighty (Genesis 17:1). But the question is not what God **could** have done; it is what He **said** He did. And He said that He created everything in six literal days.





IN SIX DAYS, OR SIX BILLION YEARS?

Age of the Earth

- Creationists and evolutionists agree that if the Earth is only a few thousand years old, evolution never could have happened. Historical and biblical data prove that the Earth is only a few thousand years old.

- Secular, historical documents as well as our own dating system (A.D. stands for *Anno Domini*, “in the year of our Lord”) reveal that from the present back to the time of Jesus is approximately 2,000 years. From Jesus back to Abraham is about 2,000 years—a figure that can be demonstrated from the Bible. Thus, from the present back to the time of Abraham is only about 4,000 years. The Bible also records that from Abraham back to Adam was only 20 generations (cf. Luke 3). Since Genesis chapters 5 and 11 provide the ages of the fathers at the time of the births of the sons between Abraham and Adam (thus providing chronological data), one can calculate in round figures that the time expired between Abraham and Adam is about 2,000.

- The fact that the 55 generations between Jesus and Abraham cover 2,000 years while only 20 generations between Abraham and Adam cover the same amount of time, is easily explained on the basis of the long ages that the patriarchs lived. (Example: Methuselah lived to be 969 years old.)

- The Earth (as well as the whole Universe) is only five days older than man.

- Some people have argued that the genealogies in Genesis 5 cannot be used to show the age of the Earth because they have huge gaps in them. But in Jude 14 the writer said that “Enoch was the seventh from Adam,”

(he is listed exactly seventh in Genesis 5:21). We know that there are no gaps between the first seven patriarchs because Jude confirmed the Old Testament record.

- That leaves only 13 generations with possible gaps between them. In order to accommodate the evolutionary scenario that man has been on the Earth (in some form) approximately four million years, you would need to insert approximately 300,000 years between each of the 13 generations. It does not take a wealth of Bible knowledge or common sense to see that this quickly becomes ludicrous. Who could believe that the first seven of these generations are so exact, while the remaining 13 contain “gaps” of over 300,000 years? There is no place in the genealogies for millions of years.

- Though it may be true, on the one hand, to say that an exact age of the Earth is unobtainable from the information contained within the genealogies, it is important to note that—using the best information available to us from Scripture—the genealogies hardly can be extended

to anything much beyond 6,000 to 10,000 years.

- For someone to suggest that the genealogies do not

contain legitimate chronological information, or that the genealogies somehow are so full of gaps as to render them useless, is to misrepresent the case and distort the facts.

Present time to Jesus.....	2,000 years
Jesus to Abraham.....	2,000 years (55 generations)
Abraham to Adam.....	2,000 years (20 generations)
Total: about 6,000 years	



IN SIX DAYS, OR SIX BILLION YEARS?

New Testament Evidence

• In Mark 10:6, Jesus stated: “But from the beginning of the creation God made them male and female.” Jesus affirmed that Adam and Eve had been on the Earth “from the beginning of the creation.” If the evolutionists are correct and man has been here four million years or so, it does not take very much intelligence to figure out that four million years out of an alleged Earth history of 4.5 billion years is not, by any stretch of the imagination, “from the beginning.” Rather, it is instead “from the end.” The choice is this: either Jesus Christ lied and the evolutionists are correct, or Jesus told the truth and evolution is wrong.

• Paul affirmed Jesus’ statement above concerning how long humans have been on the Earth, when he wrote in Romans 1:20: “For since the creation of the world His invisible attributes are clearly seen, being understood by the things that are made.” Humans have been perceiving and understanding the invisible attributes of God “since the creation of the world.” Man was not created by God millions of years **after** God began the creation process; he was created on day six of Creation, just like Genesis 1 says that he was.

• Many theories have been concocted to allow people to believe in evolution and yet still try to maintain a belief in the Bible as God’s Word. However, all of these theories fall short, and it soon becomes clear that either the Bible is true or evolution is true, but they cannot both be true since they teach contradictory concepts. A person cannot logically believe that the Bible is true, and then at the same time believe that evolution is true. It is an “either...or” proposition, not “both...and.” Remember, science books and theories are rewritten every few years, but “the Word of the Lord endures forever” (1 Peter 1:25).

DISCUSSION QUESTIONS

1. The Bible and evolution cannot both be true. Why?

Some people say that both can be true. How do they fit the two together?

2. What does the Day-Age theory allege? How can this theory logically be refuted? How does Genesis 1:14 fit into the discussion? Sometimes 2 Peter 3:8 is used to try to justify the Day-Age theory. Why will that not work?

3. Why do you think that many people have tried to fit evolution into the Bible? Do you think it is due to the fact that the text of the Bible points them that way, or is it more likely because of what “current scientific theory” teaches? If God is all-powerful, why would He need to use evolution to create the Universe?

4. Use the genealogies provided in Genesis 5 to calculate how many years there were between Adam and the Flood. Then discuss what happened to mankind in that short period of time.

5. The verses in the Bible that provide information about the Earth’s age must be “pieced together” from several places in the text. List some good reasons that might explain why God arranged it this way. Consider verses such as Matthew 7:7-11 and 2 Timothy 2:15.

RECAP

• Review the overall meaning of the material you covered during the lesson.

• Challenge the students to memorize the day’s memory verse.

• Lead a prayer and thank God for the blessings of His wonderful Creation, and His revealed Word which describes to us exactly how He performed the Creation of the Universe.