

THE CREATION ANSWERS BOOK

A STUDY GUIDE TO THE SIXTH EDITION – JULY 2014



LESSON 1 – DOES GOD EXIST?

TEXT

The Creation Answers Book, Chapter 1

SECTION

Introduction

DISCUSSION QUESTIONS

1. What is the biblical definition of a 'fool'?
2. Using an on-line concordance, look up other Bible verses with the word 'fool' in them. What else does the Bible say about 'fools'?
3. What does the Bible say about those who are 'wise'?
4. What is the connection between denying God's existence and the increasing lack of morals we see in today's society? (See also [Evolution and Morality](#))
5. What would you say to someone who accused Christians of doing evil things during the Crusades (for example)? (See also [Genocide, evolution and the Bible](#))

SECTION

Biblical evidence for the existence of a divine author

DISCUSSION QUESTIONS

1. Specifically, what are some archaeological finds that affirm biblical accuracy? (See also [Q&A: Archaeology](#))
2. List and explain (in your own words) five biblical evidences for the existence of God.
3. How is God revealed in Jesus Christ?

SECTION

Other evidence for the Creator-God of the Bible

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DISCUSSION QUESTIONS

1. How do the laws of thermodynamics confirm the existence of God? (See also [Q&A: Thermodynamics and Order](#))
2. How is evidence for a young Earth/universe consistent with God's existence?
3. List and explain four non-biblical evidences of God's existence.

2

SECTION

The myth of atheism and science

DISCUSSION QUESTIONS

1. When did scientific disciplines begin to flourish? Why?
2. Some people claim that belief in the [General Theory of Evolution \(GTE\)](#) is essential to understanding 'science'. Why is this not true? (See also [How important is evolution to science, really?](#))

RESEARCH REPORT

Research the lives, credentials, qualifications, etc. of [past](#) and [present](#) creationist scientists. Write a report on a scientist that you are interested in. (See also the book [In Six Days](#) or [Busting Myths](#))

SECTION

Is it Science?

DISCUSSION QUESTIONS

1. Distinguish between 'operational science' and 'origins science'. Which leaves more room for personal bias to influence conclusions? Why?
2. List the following scientific disciplines. Tell one aspect of each that falls under 'operational science' and one that falls under 'origins science'. For example, for Astronomy studying/counting the stars or galaxies is operational science while theorizing about star formation or the beginning of the universe is origins science. (See also [Naturalism, Origins, and Operational Science](#))
 - Astronomy
 - Chemistry
 - Paleontology
 - Archaeology
 - Anthropology
 - Physics
 - Biology
 - Ecology

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- Geology
3. Do science and Christianity conflict? Why or why not? (See also [The belief system behind evolution](#) and [‘It’s not science!’](#))

3

SECTION

Who created God?

DISCUSSION QUESTIONS

1. Why does God not have—or need to have—a beginning in time?
2. What is the law of cause and effect?
3. In the light of this, discuss the reasonableness of those who say that the universe had no cause.

SECTION

The Christian knows God!

DISCUSSION QUESTIONS

1. How can a person have a personal relationship with God?

CONCLUSION

How would you would respond to the question: “I read with interest your article about atheism, in which you state it is self-refuting. In its basic form, atheism consists of the lack of belief in a God. This can hardly be deemed self-refuting. Furthermore, it is simple enough to demonstrate that belief in God is absurd and irrational. An atheist needs do no more. An atheist does not need to prove that God does not exist—the theist must demonstrate that God does exist. Since this is not possible, belief in God is irrational, particularly when no theist is capable of providing a coherent definition of what God is.” (See [Atheism is more rational?](#))

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LESSON 2 – SIX DAYS? REALLY?

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TEXT

The Creation Answers Book, Chapter 2

SECTION

Why is it important?

DISCUSSION QUESTIONS

1. How does an acceptance of 'millions of years' of Earth history affect the message of the Gospel? (See also Conclusion)
2. If one believes that human death came into the world through sin sometime after the first identifiable humans evolved, but that animal death is normal, natural and God's way of doing things, how does such a view undermine the Gospel?

SECTION

Why not believe they are ordinary days?

DISCUSSION QUESTIONS

1. What is the main reason some people say that Genesis 1 speaks of long ages?
2. What is meant by the term 'special revelation'?
3. What is 'general revelation'?
4. Why is it inappropriate to refer to 'general revelation' as the '67th book of the Bible'? (See also [General and Special Revelation](#) and [The canonisation of 'nature'](#))
5. Why is it improper and unwise to use the findings of secular 'origins' science to interpret Scripture? See:
 - [Did God create over billions of years? And why is it important?](#)
 - ['It's not science!'](#)
 - [Death of an apostate](#)

SECTION

How has Genesis been understood in the past?

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DISCUSSION

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1. List two reasons for looking at the history of how Genesis has been interpreted.
2. It has been claimed that, before long-age beliefs became main-stream, there was a minority view that God may have created instantly, and so that a day did not really mean a 24-hour day
 - a. How did the various 'church fathers' view Genesis? (See also [Genesis Q&A: How has Genesis 1–11 been understood throughout history?](#))
 - b. Do the 'church fathers' give any support to adding billions of years to the Bible?
3. What are some of the problems of tracing the 'young-earth creationist' movement back to the invention of George McCready Price in the 1920s?

RESEARCH REPORT

Choose one of the 'church fathers' and write a paper discussing his views of Genesis. (See also [Genesis Q&A: How has Genesis 1–11 been understood throughout history?](#))

SECTION

Why must they be ordinary days?

DISCUSSION QUESTIONS

1. Look up the word 'day' in [A Hebrew Lexicon \(external link\)](#):
 1. Which Hebrew word refers to normal-length (approximately 24 hours) days?
 2. Which Hebrew words refer to long periods of time?
 3. What other Hebrew words are translated 'day'?
 4. Which Hebrew word for 'day' is used in Genesis 1? (See also [How long were the days of Genesis 1?](#))
2. Why is it important to consider the context when determining the meaning of a word?
3. How do we know the 'days' referred to in Genesis 1 were normal-length and not long periods of time?
4. What is the basis for our month? Our year? The seasons? The seven day week?

SECTION

Other arguments against six days

DISCUSSION QUESTIONS

1. What is significant about God creating the Sun on Day 4 rather than on Day 1?

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2. Why should [2 Peter 3:8](#) not be used to justify the idea that the creation days were long periods of time? (See also [2 Peter 3:8—'one day is like a thousand years'](#))
3. How would you respond to someone who claimed that you were limiting God by believing that He created in six earth-rotation days?
4. Why should Genesis 2 be considered complementary to Genesis 1, and not contradictory? (See also [Do Genesis 1 and 2 contradict each other?](#))
5. What kinds of animals did Adam name on the Sixth Day? (See also [Naming the animals: all in a day's work for Adam](#))
6. In your own words, explain why the first three days of Creation should be considered ordinary days, even though the Sun was not created until Day 4. (See also [How could the days of Genesis 1 be literal if the sun wasn't created until the fourth day?](#))

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SECTION

[Is Genesis poetry / figurative, a theological argument \(polemic\) and thus not history?
\(Critique of the Framework Hypothesis\)](#)

DISCUSSION QUESTIONS

1. It is widely held that there are literary devices within the text of Genesis 1 that preclude the genre being taken as straight prose; for instance, a lot of key words appearing multiples of seven times, and various other patterns within the text.
 - a. Examine some of these alleged literary devices and comment on their significance
 - b. Explain why the presence of literary devices does not imply that Genesis (or any text) might not be history. (See also [Should Genesis be taken literally?](#))
2. What is the 'triads of days' idea?
3. Name three 'out of sequence' events in Genesis 1 that argue against the 'triads of days' idea.
4. List some of the problems with the framework hypothesis reading of [Genesis 2:5](#). (See also [An understanding of Genesis 2:5](#) (pdf))
5. Is there any evidence that Genesis 1 was written for a specific audience at a specific time in history, and that as such it does not have anything to say about the mechanism of creation?

RESEARCH REPORT

It is claimed that the structure of Genesis 1 deliberately mirrors the structure found in ancient pagan origins accounts (which, it is claimed, pre-dated Genesis 1), and stands as a polemic against these pagan accounts. Research one of these accounts. (See also [Genesis](#)

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[and the lost tablets](#) and [A comparative study of the flood accounts in the Gilgamesh Epic and Genesis](#)

- What are some of the corresponding features of the text?
- How strong is the correspondence?
- Is there any evidence that it pre-dates or post-dates Genesis?
- What are the problems with assigning a late date for Genesis? (See also [Archaeologist confirms creation and the Bible](#))

SECTION

Other problems with long age interpretations

DISCUSSION QUESTIONS

1. List three reasons (apart from the words of Scripture, itself) for why the days of creation could not have been long periods of time.
2. How does the evolutionary order differ from the biblical order of Creation?

SECTION

Long-age Compromises

DISCUSSION QUESTIONS

1. What is 'theistic evolution'? What are some theological and scientific problems with accepting this idea? (See also [Creation Compromises—Theistic Evolution: Why is it dangerous for Christians to believe?](#))
2. What is 'progressive creation'? List some theological and scientific problems with this view. (See also [Creation Compromises—Progressive Creationism](#))
3. Why do those who do not take Genesis straightforwardly tend towards a local – rather than global—Flood?

Additional Resource:

[Some questions for theistic evolutionists and 'progressive creationists'](#)

SECTIONS

Why is it important? and Conclusion

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DISCUSSION QUESTIONS



1. Why is it important to accept that the days mentioned in Genesis 1 are regular in length?
2. What should be our attitude toward Scripture?

Additional Resource:

[*15 Reasons to Take Genesis as History*](#) (ebook)

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LESSON 3 – WHAT ABOUT GAP THEORIES?

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SUPPLEMENTAL MATERIAL

[The Gap Theory](#) (tract)

[Creation Compromises Q&A: Gap Theory](#)

TEXT

The Creation Answers Book, Chapter 3

SECTION

Gap theories

DISCUSSION QUESTIONS

1. Overall, what is the 'gap theory' concept?
2. What problems are the gap theories trying to solve?
3. Specifically, what is the 'ruin-reconstruction' version of the 'gap theory'?
4. How does the 'soft gap' theory differ from the 'ruin-reconstruction' idea?

SECTION

The classical [or 'ruin-reconstruction'] gap theory

DISCUSSION QUESTIONS

1. How is the 'gap theory' similar to and different from the ideas of 'theistic evolution' and 'progressive creation'?
2. With whom and when did the 'gap theory' originate?
3. What are the main reasons people adhere to positions such as the 'gap theory'?

SECTION

Problems with the classical gap theory

DISCUSSION QUESTIONS

1. What is 'Lucifer's flood'?
2. How does acceptance of the 'gap theory' undermine the message of the Gospel?

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3. How are the Hebrew words *bara* and *asah* used in the Old Testament? Why should these words be considered largely interchangeable?
4. How does the actual grammatical construction of [Genesis 1:1–2](#) preclude a gap of time being inserted? (See also [Morning has broken ... but when?](#))
5. Why is it inappropriate to translate the Hebrew word *hayetah* as ‘became’ in the context of [Genesis 1:1–2](#)? (See also [Can evolution’s long ages be squeezed into early Genesis?](#) and [The gap theory—an idea with holes?](#))
6. How and why do those who accept the ‘gap theory’ translate *tohu* and *bohu* in [Genesis 1:2](#)?
7. What is the proper translation of these two words? Why?
8. If someone said to you, “The Lord commanded Adam and Eve to ‘replenish’ the earth, so there must have been a race of people before them, since they were to *refill* the earth”, how would you respond? (See also [What does ‘replenish the earth’ mean?](#))

SECTION

Soft gap problems

DISCUSSION QUESTIONS

1. What are some of the problems the ‘soft gap’ tries to avoid?
2. Why is it inappropriate to translate the Hebrew word *asah* as ‘appeared’ in [Genesis 1:16](#)?
3. What problems does translating *asah* as ‘appeared’ cause to the Gospel?
4. What is a merism?
5. Why is it correct to say that the merism of ‘heaven(s) and earth’ in [Exodus 20:11](#) is not ‘broken’ and still refers to the whole universe?
6. Describe some of the unique problems the soft gap theory creates.

SECTION

Conclusion

DISCUSSION QUESTION

1. What effects has the gap theory had on the church?

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LESSON 4 – WHAT ABOUT CARBON DATING?

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TEXT

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SECTION

How the carbon 'clock' works

DISCUSSION QUESTIONS

1. How is ^{14}C made?
2. What is the 'carbon clock'?
3. What types of substances does the carbon dating method work on?
4. Define 'half-life'.
5. What is the half-life of ^{14}C ?
6. Theoretically, how does carbon dating work?
7. How did the industrial revolution affect the $^{14}\text{C} / ^{12}\text{C}$ ratio?
8. How did the Flood affect the $^{14}\text{C} / ^{12}\text{C}$ ratio?
9. What other factors affect the $^{14}\text{C} / ^{12}\text{C}$ ratio? How?
10. Is carbon dating reliable? Why or why not?

SECTION

Other radiometric dating methods

DISCUSSION QUESTIONS

1. What types of rocks are used with radioisotope dating methods such as Potassium-Argon, Uranium-Lead, etc.? (See also [Radio-dating in rubble](#).)
2. Theoretically, how does the radioisotope dating method work?
3. What is meant by the phrase, 'isotope concentrations are not dates'?
4. What assumptions are made when using radioisotope methods? (See also [The Young Earth](#) (book).)

SECTION

'Bad' dates

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DISCUSSION QUESTIONS

1. What is 'posterior reasoning'?
2. How has 'posterior reasoning' been used?
3. Define 'paradigm'.
4. What is meant by the phrase 'bad dates'?

SECTION

Methods should work reliably on things of known age

DISCUSSION QUESTION

1. Read:
 - [How do you date a New Zealand volcano?](#)
 - [Radioactive 'dating' failure](#)
 - [Flaws in dating the earth as ancient](#)

From these examples, what conclusions can you draw about the reliability of using radioisotope dating methods to date items of unknown age?

ESSAY

In a short essay, summarize the content and conclusions of these articles.

SECTION

More evidence something is wrong

DISCUSSION QUESTION

1. Read:
 - [Geological conflict: Young radiocarbon date for ancient fossil wood challenges fossil dating](#)
 - [Dating in conflict](#)
 - [Radioactive 'dating' in conflict](#)
 - [Dating dilemma: fossil wood in 'ancient' sandstone](#)

What conclusions can you draw from the information found in these articles?

SECTION

Many physical evidences contradict the 'billions of years'

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RESEARCH REPORT

Write a report on the topic: '*Is there evidence for a young Earth?*' (See also [Q&A: 'Young' age of the Earth & Universe](#) and [Q&A: Geology](#))

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SECTION

Conclusions

DISCUSSION QUESTION

1. If a friend said to you, "But I thought carbon-dating proved the earth is millions of years old", how would you respond?

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LESSON 5 – HOW CAN WE SEE DISTANT STARS IN A YOUNG UNIVERSE?

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SUPPLEMENTAL MATERIALS

Starlight, Time and the New Physics ([ebook](#) & [DVD](#))

[Q&A: Astronomy and Astrophysics](#)

TEXT

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SECTION

The big bang light travel problem

DISCUSSION QUESTIONS

1. What is the horizon problem?
2. Discuss some of the ways that 'big bang' astronomers have sought to solve this problem.
3. How does this problem place the 'big bang' on the same footing as biblical cosmology?

SECTION

Created light?

DISCUSSION QUESTION

1. Discuss the implications of the idea that God created light 'on its way' on the fourth day of creation. List the pros and cons of this idea.

SECTION

Did light always travel at the same speed?

DISCUSSION QUESTIONS

1. What are some *bad* arguments used against the c decay theory?
2. What are some *good* arguments used against the c decay theory?

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SECTION

New creationist cosmologies

DISCUSSION QUESTIONS

1. Define 'cosmology'.
2. What crucial idea may provide a clue to explaining distant starlight from a biblical perspective?
3. Discuss the scientific and theological problems associated with the 'big bang'. (See also [Q&A: Astronomy and Astrophysics](#) for information.)
4. How do we know the given distances to the stars are real?

SECTION

New approaches: Dr Russ Humphreys

DISCUSSION QUESTIONS

1. What are some of the weaknesses in Dr Humphreys' original white hole cosmology?
2. Explain how Dr Humphreys' new model draws on Scripture to provide a framework.
3. What other assumptions does Dr Humphreys make?
4. Dr Humphreys' new model describes the earth as being plunged into a zone of 'timelessness'. What are the physical effects of this on earth? What are the physical effects of this outside the timeless zone?
5. What would an observer on Earth see as the result of Dr Humphreys' model?
6. How has Dr Humphreys' model been applied to scientific anomalies such as the 'Pioneer anomaly'?

SECTION

New approaches: Dr John Hartnett

DISCUSSION QUESTION

1. Describe the concept of 'cosmological relativity'.
2. What are some of the strengths of the cosmological relativity concept?
3. What assumptions does Dr Hartnett use in his cosmology?
4. How does his cosmology differ from Dr Humphreys cosmology?
5. Summarize Dr Hartnett's model of cosmology. One possible answer follows:
 - a. Dr John Hartnett uses the concepts of a cosmic centre of mass, expansion of space, and recent time dilation and incorporates cosmological relativity. Cosmological relativity is

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derived from the development of special relativity theory (the effect of motion on time) for the large scale structure of the universe. The model involves the usual four dimensions (three of space, plus time) but adds a new fifth dimension, the velocity of the expansion of the cosmos, which is like the effect that velocity has on time in special relativity. When applied to a universe with a centre of mass it explains a lot of what we see. Time dilation also results, but not due to a net gravitational effect in a finite bounded universe—it is due to the enormous stretching of the fabric of space. At Creation, God caused space to rapidly expand such that clocks on Earth at the centre of the expansion ran very slowly compared to clocks in galaxies in the expanding cosmos.

6. What are some of the problems that Dr Hartnett's cosmology solves?

FURTHER DISCUSSION QUESTIONS

7. In general, what is a 'model'? Read ['Hanging Loose': What should we defend?](#) What should our attitude be toward Scripture, and toward models based on Scripture?
8. Although 'distant starlight' seems a problem for the Biblical young-universe teaching, there are many other astronomical evidences that point toward a young universe. Write a paper presenting various evidences for a young universe. (See also [Q&A: 'Young' age of the Earth & Universe—Astronomy.](#))

EXERCISE

Write a paper presenting various evidences for a young universe.

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LESSON 6 – HOW DID BAD THINGS COME ABOUT?

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SUPPLEMENTAL MATERIALS

[Q&A: Death and Suffering](#)

TEXT

The Creation Answers Book, Chapter 6

SECTION

Introduction

DISCUSSION QUESTIONS

1. What does the term 'nephesh' (in Hebrew) mean? How is it used in Genesis 1? (See also [Nephesh chayyāh.](#))
2. What kinds of things have 'nephesh' life?
3. Why did God's command to Adam and the animals to eat plants for food *not* involve 'death', in the Biblical sense? (See also [The Fall: a cosmic catastrophe](#))
4. Why is there so much death and suffering in the world today? (See [Why would a loving God allow death and suffering?](#))
5. When was man permitted to eat meat? Why might this have been?
6. What are 'defense-attack structures' (DAS)? List some examples of DAS in animals.

SECTION

Position No. 1

DISCUSSION QUESTIONS

1. Briefly explain 'Position 1.'
2. Discuss the pros and cons of this position.
3. What are some features that may be best explained by this position?
4. What are some features that may be difficult to explain by this position?

SECTION

Position No. 2

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DISCUSSION QUESTIONS

1. Briefly summarize 'Position 2.'
2. Discuss the pros and cons of this position.
3. What are the different possibilities within this position?
4. What are some features that may be best explained by this position?
5. Read [The Lion that wouldn't eat meat](#). What conclusions can you draw from this article?

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SECTION

Population explosion?

DISCUSSION QUESTION

How, if there had been no Fall, could overcrowding have been avoided without death and bloodshed? Why/why not?

ADDITIONAL RESOURCES

- [Beyond the Shadows](#) (book)
- [Q & A: Death and Suffering](#)
- [Why would a loving God allow death and suffering?](#)

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LESSON 7 – WHAT ABOUT SIMILARITIES AND OTHER SUCH ARGUMENTS FOR EVOLUTION?

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TEXT

The Creation Answers Book, Chapter 7

SECTION

Similarities?

DISCUSSION QUESTIONS

1. In what ways are humans different from animals? (See also [Differences between humans and animals](#) and [Man: The image of God](#).)
2. Why is the way God made Adam important for understanding human uniqueness?
3. How should similarity in organisms be viewed from a biblical and logical perspective? (See also [The myth of 1%](#).)

SECTION

Human/chimp DNA similarity—evidence for evolutionary relationship?

DISCUSSION QUESTIONS

1. What are some current estimates of the percent genetic similarity between humans and chimps?
2. What would it mean if human and chimp DNA were e.g. 98% similar?
3. Why is even a 2% difference between the human and chimp genome still an impossible barrier for evolution to cross? (See also [Haldane's dilemma has not been solved](#).)
4. Why does high genetic sequence similarity not necessarily entail a similarity in genetic meaning or function?

SECTION

Similarities between embryos

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DISCUSSION QUESTIONS

1. What is 'embryonic recapitulation'? (See also [Rejected argument 1: Similarities between embryos.](#))
2. How has this idea been used to justify abortion?
3. What was 'Haeckel's fraud'? (See also [Ernst Haeckel: Evangelist for evolution and apostle of deceit](#), and [Fraud rediscovered.](#))
4. What do a baby's 'throat pouches' eventually become? (See also [Q&A: Homology and Embryology](#))
5. How do the similarities and anomalies in embryos point us to the Creator?

SECTION

Useless organs?

See also [Q&A: 'Vestigial' Organs](#)

DISCUSSION QUESTIONS

1. Define 'vestigial'. See [Do any vestigial organs exist in humans?](#) and [Vestigial arguments: remnants of evolution.](#)
2. Give three reasons why 'vestigial' organs are not evidence for evolution.
3. Describe some functions that scientists have discovered for the human appendix. See: [Appendix: a bacterial 'safe house'](#), [More musings on our 'useless' appendix](#), [Cutting out a useless vestigial argument](#), [Appendix shrieks 'Creation' \(at least 18 times!\)](#)

SECTION

Apemen?

DISCUSSION QUESTIONS

1. List and describe the various alleged 'ape men.' (See also [Q&A: Anthropology and Apemen](#))
2. What should our attitude be toward announcements of new 'missing links'? See:
 - [Not another \(yawn\) 'ape-man'](#)
 - [Abandoned transitional forms](#)
 - [The evolutionary parade of 'missing links'](#)

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3. The so-called 'horse-evolution' series is often touted as proof of evolution. What does the evidence actually reveal? (See also [The non-evolution of the horse: Special creation or evolved rock badger?](#))
4. Whales are thought, by evolutionists, to have evolved from land-dwelling creatures. How is the evidence best interpreted? (See [Whale evolution fraud](#) and [Does the fossil record of whales show that they evolved from land mammals?](#))
5. Discuss the alleged evidence for dinosaur-bird evolution. (See [Did birds really evolve from dinosaurs?](#))

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LESSON 8 – WHO WAS CAIN’S WIFE?

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TEXT

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SECTION

Introduction

DISCUSSION QUESTIONS

1. List the biblical passages from which we derive the idea that Adam and Eve were the first two people.
2. Who was Cain’s wife, according to the Bible?
3. What are the two apparent problems with the biblical answer to this question?

SECTION

The ‘other people’ escape hatch—does it work?

DISCUSSION QUESTIONS

1. What is “the ‘other people’ escape hatch”?
2. Explain why it is important to understand that there was only one man – Adam – in the beginning.
3. Why is Jesus called the ‘last Adam’?
4. Compare and contrast the First Adam and the Last Adam. (See also [First Adam—Last Adam](#))
5. Why should Christians be able to answer the question, “Who was Cain’s wife”?

SECTION

First, the biological issue

DISCUSSION QUESTIONS

1. Why do we all marry our relatives?
2. Why was a brother marrying a sister not a **biological** problem during the first few generations of mankind?
3. Explain what genetic mutations have to do with why we can’t marry close relatives today.

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4. What other puzzle in the early part of Genesis does this help to explain? (See also [Living for 900 years](#))
5. When was the Jewish law against intermarriage implemented? Why?
6. How is this relevant to Cain and his wife?

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SECTION

God changing His mind?

DISCUSSION QUESTIONS

1. Why was a brother marrying a sister not a **moral** problem during the first few generations of mankind?
2. Why is God not being inconsistent regarding the difference between Cain's day and Moses' day on brother-sister intermarriage?

SECTION

But what about the land of Nod?

DISCUSSION QUESTION

Who was Cain afraid of when he fled to the land of Nod? Why?

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LESSON 9 - WERE THE 'SONS OF GOD' AND/OR THE NEPHILIM EXTRATERRESTRIALS?

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SUPPLEMENTAL MATERIAL

[AQ&A: Alien Life / UFO](#)

TEXT

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DISCUSSION QUESTIONS

1. Carefully research the phrase 'sons of God' used in [Genesis 6:4](#). Who or what do you think the 'sons of God' were?
2. What is a primary motivation behind searching for 'life' elsewhere in the universe?

RESEARCH REPORT

Research the alleged evidence of 'life' from Mars rocks, and other places using these articles:

- [Moon microbes? Remember the 'life from Mars'!](#)
- [Life from space? Unlikely ... Let's wait and see](#)
- [Life on Mars? Separating fact from fiction](#)
- [Revisiting the rock: Agendas are everywhere](#)
- [Conclusive evidence for life from Mars? Remember last time!](#)

What has actually been found? Write a paper summarizing your findings.

ESSAY

Write an essay on 'Alien Life: A Biblical and Scientific Perspective'.

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LESSON 10 - WAS THE FLOOD GLOBAL?

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TEXT

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DISCUSSION QUESTIONS

1. How should Christians respond to claims that the 'Black Sea flood' is evidence for a local flood of Noah? (See also [Was Noah's Flood really just a local flood in the Black Sea area?](#))
2. Discuss the geological evidence supporting the global Flood of Noah's day. (See also [Q&A: Geology](#))

RESEARCH REPORT 1

Research the various 'flood legends' found throughout the world. Compare and contrast the claims of these 'legends' with the true account found in Genesis. (See also [Flood by Design](#) (ebook).)

RESEARCH REPORT 2

During the early 1800s, a group of men began writing against 'old-Earth', local Flood ideas. Research these men and write a report about their lives and their arguments against such ideas. (See also [The 19th Century Scriptural Geologists.](#))

ESSAY

Write an essay on 'Noah's Flood: global or local?'

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LESSON 11 - WHAT ABOUT CONTINENTAL DRIFT?

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TEXT

The Creation Answers Book, Chapter 11

DISCUSSION QUESTIONS

1. Explain the idea of 'continental drift'.
 1. Who originated this concept?
 2. What else can you find out about him?
 3. Summarize the evidence that seems to indicate continents have moved in the past.
2. Explain the general theory of plate tectonics. Research the history of this idea - how has it developed over the years?
3. How does the earth's magnetic field point toward a young age for the earth? (See also [The earth's magnetic field: evidence that the earth is young.](#))
4. List and describe the various types of horizontal plate motion. Give an example of where each is occurring today.

RESEARCH REPORT

Learn more about the earth's current structure by researching encyclopedias, the Internet, and other resources. Draw a detailed diagram of what the earth looks like in cross-section, and write a brief report describing each of the earth's layers.

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LESSON 12 - NOAH'S FLOOD—WHAT ABOUT ALL THAT WATER?

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SUPPLEMENTAL MATERIAL

[Q&A: Noah's Flood](#)

[Grand Canyon: Monument to Catastrophe](#) (book)

[Your Guide to the Grand Canyon—A Different Perspective](#) (book)

TEXTBOOK

The Creation Answers Book, Chapter 12

DISCUSSION QUESTIONS

1. According to the Bible, what were the two main sources of water for the global Flood of Noah's day?
2. Discuss the 'water vapor canopy' theory.
 1. What is it?
 2. What are the problems with it?
3. Define the 'fountains of the great deep' according to the Bible.
4. Was there rain before the Flood?
5. How does the 'catastrophic plate tectonics' idea explain where the water came from for the Flood, and where the water went?
6. Where did the Flood waters go?
7. How could the Flood waters have covered all the high hills, such as Mt Everest?
8. Explain how the sedimentary layers seen in the Grand Canyon are best described as forming within the context of an Earth-covering Flood. (See also [Startling evidence for Noah's Flood.](#))

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LESSONS 13&14 - HOW DID ALL THE ANIMALS FIT ON NOAH'S ARK?

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SUPPLEMENTAL MATERIALS

[Q&A: Noah's Ark](#)

TEXT

The Creation Answers Book, Chapters 13 & 14

DISCUSSION QUESTIONS

1. According to the Bible:
 1. What *kinds* of animals did Noah have with him on the Ark?
 2. What kinds of organisms were *not* on the Ark?
2. Read [Ligers and wholphins? What next?](#)
 1. How is a 'created kind' defined?
 2. How many 'kinds' of animals were necessary on the Ark?
3. Why is it important that we answer the claims of critics against the Biblical account of Noah's Ark?

ACTIVITY

Build your own scale model of the Ark, based on the directions in [A visual presentation of Creation](#) (external link).

RESEARCH PAPER

Write a short research paper addressing the following questions:

- How large was the Ark?
- What did Noah use to coat the Ark? (See also [The pitch for Noah's Ark.](#))
- How was Noah able to care for all the animals on the Ark?
- For the more technically-minded: How seaworthy was the Ark? (See also [Safety investigation of Noah's Ark in a seaway.](#))

ESSAY 1

Read [Diseases on the Ark: Answering the critics.](#) Write a short essay answering the claim that Noah and his family would have to have been carriers of all sorts of diseases.

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ESSAY 2

Write an essay answering the question, “How did fish and plants survive Noah’s Flood?”

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ADDITIONAL RESOURCES

[*Noah's Ark: A Feasibility Study*](#) (book)

[*Noah's Flood: Evidence in Australia*](#) (DVD)

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LESSON 15 - WHERE ARE ALL THE HUMAN FOSSILS?

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SUPPLEMENTAL MATERIALS

[Q&A: Fossils](#)

[Q&A: Geology](#)

TEXT

The Creation Answers Book, Chapter 15

DISCUSSION QUESTIONS

1. What do the following articles (and *The Creation Answers Book*) reveal about current knowledge of the geologic column/fossil record?
 - [How well do paleontologists know fossil distributions?](#)
 - [The Geologic Column: Does it exist?](#)
 - [The fossil record: Becoming more random all the time](#)
 - [Fish origins scaled back](#)
 - [Fish scales in the Cambrian](#)
 - [Fossil flip-flop: How objective are scientists?](#)
 - [Slow fish in China](#)
 - [Fossil pollen in Grand Canyon overturns plant evolution](#)
2. List various examples of 'living fossils'. See:
 - [Living fossils—crinoid](#)
 - [Living fossils—shrimp](#)
 - [Living fossils—wasps](#)
 - ['Living fossils' enigma](#)
 - [Another 'living fossil' tree](#)
 - [Spot the difference—Fascinating living fossils](#)What other examples of 'living fossils' can you find?
3. What evidence confirms the biblical view that dinosaurs and humans co-existed? (See also [Messages on stone](#) and [Australia's Aborigines ... Did they see dinosaurs?](#))
4. How would you answer the question: "*Where are all the human fossils?*" (See also [Where are all the human fossils?](#))

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RESEARCH REPORT

Write a research paper detailing your conclusions to Discussion Question 1 in the lesson.

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ESSAY

Write an essay summarizing the following articles (and the information in *The Creation Answers Book*), which show that layers of rock don't need millions of years to form.

[Green River blues](#)

[Sandy stripes: Do many layers mean many years?](#)

[Sedimentation experiments: Nature finally catches up!](#)

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LESSON 16 - WHAT ABOUT ICE AGES?

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SUPPLEMENTAL MATERIALS

[Q&A: Ice Age and Mammoths](#)

TEXT

The Creation Answers Book, Chapter 16

DISCUSSION QUESTIONS

1. Define the following words:
 - glacial till
 - tillite
 - turbidity current
 - varve
 - rhythmite
2. How do ice sheets affect the geology of the earth?
3. How do we know the Ice Age occurred *after* the Flood? How long did it last?
4. On a map of the world, draw the approximate extent of the ice sheets at the peak of the Ice Age. Do you live in an area that was affected by the Ice Age?
5. How would people living near the edge of the ice sheets have been affected?
6. What oceanic and continental conditions are required for a sustained Ice Age? How would the global Flood of Noah's day have provided these conditions?
7. How does a post-Flood Ice Age help to explain the existence of vast deserts today?
8. List the possible Biblical references to the Ice Age.
9. Read [The lost squadron](#). How does the information in this article challenge 'slow and gradual' preconceptions?

ESSAY

Write an essay answering the question, "What happened to the woolly mammoths?" (See also [Q&A: Ice Age and Mammoths](#).)

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LESSON 17 - HOW DID ANIMALS GET FROM THE ARK TO PLACES SUCH AS AUSTRALIA?

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TEXT

The Creation Answers Book, Chapter 17

DISCUSSION QUESTIONS

1. According to the Bible, how did all the animals get to the Ark?
2. How did the Ice Age affect post-Flood animal and human distribution over the earth?
3. What is a monotreme? What is a marsupial? What is a placental mammal?
4. What is significant about the discovery of marsupial and monotreme fossils in places other than Australia?
5. How could the animals have travelled from the Ark to such faraway places as Australia or the Americas?
6. Why do we not find fossils of kangaroos along the way from the Ark to Australia?
7. Explain why the *Livingstonia mariae* palm is found only in central Australia today.
8. Based on the information in this chapter, list some ideas for research projects that could be done to further our knowledge of this topic.

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LESSON 18 - HOW DID ALL THE DIFFERENT 'RACES' ARISE?

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SUPPLEMENTAL MATERIALS

[Q&A: Racism](#)

TEXT

The Creation Answers Book, Chapter 18

DISCUSSION QUESTIONS

1. What factors determine skin colour?
2. What is the function of melanin?
3. Explain, in your own words, what factors have been involved and how the characteristics of various people groups could have come about.
4. Look up a definition of the 'founder effect'. What does this suggest about the speed of physical changes that can occur when a small number of people found a new population?
5. Is it likely that, after the Babel event, many of these small people-groups became extinct due to in-breeding? Why or why not? (See also *The Creation Answers Book*, [chapter 8](#).)
6. What hints does the Bible give on how quickly the different people-groups developed their distinctive features? ([Genesis 27:11](#), [Numbers 13:32–33](#), [Isaiah 18:2,7](#), [Jeremiah 13:23](#))
7. What is the connection between the Babel event ([Genesis 11](#)) and the Pentecost event ([Acts 2:1–13](#))? (See also [Colossians 3:11](#), [Isaiah 28:10–13](#), [Deuteronomy 28:49](#)). Hint: think about the scope of Jesus' death in fixing the effects of sin.
8. Read [Genesis 9:18–27](#).
 1. Who received the curse pronounced by Noah?
 2. Why did Noah pronounce this curse?
 3. Are black people the result of a curse on Ham? (See *The Creation Answers Book* chapter 18, section "Is black skin due to the curse on Ham?")
9. Read [Genesis 4](#) and list some accomplishments of our pre-Flood forebears.
10. If your family were suddenly cut off from civilization:
 1. What types of skills would already be present within your group?
 2. What skills would be there if your extended family were included?
 3. What would be missing?
11. Research present-day 'cave people'. (See also [The amazing cave people of Malta](#).)

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ESSAY

Write an essay on how wrong ideas about the origin of people groups have affected the spread of the Gospel. What are the implications for how we do cross-cultural evangelism now? How have evolutionary-based ideas provided support for racism?

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SECTION

See '[The Bible and interracial marriage](#)' for help with the following section on 'interracial' marriage.

DISCUSSION QUESTIONS

1. What was God's purpose in scattering the people who were building the Tower of Babel?
2. What was the mechanism God used to disperse the people?
3. What is the biblical basis and purpose for marriage?
4. What are the biblical requirements for a Christian's potential marriage partner?
5. List some biblical examples of so-called 'interracial marriages' and explain the significance of them.

ADDITIONAL RESOURCES

[One Human Family: The Bible, science, race and culture](#) (book)

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LESSON 19 - WHAT ABOUT DINOSAURS?

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SUPPLEMENTAL MATERIALS

[Q&A: Dinosaurs](#)

TEXT

The Creation Answers Book, Chapter 19

DISCUSSION QUESTIONS

1. In your own words, explain the history of dinosaurs according to evolutionists:
 - a. When did dinosaurs live?
 - b. Where did they come from?
 - c. What did they eat originally?
 - d. Why do we find dinosaur fossils today? etc.
2. In your own words, explain the true, biblical history of dinosaurs:
 - a. When did dinosaurs live?
 - b. Where did they come from?
 - c. What did they eat originally?
 - d. Why do we find dinosaur fossils today? etc.
3. Summarize the evidence that humans and dinosaurs co-existed:
 - a. from the Bible
 - b. from archaeology
 - c. from more recent anecdotal reports
4. Review the difference between 'historical science' and 'operational science'. (See *The Creation Answers Book*, chapter 1)
 - a. Which aspects of paleontology fall under the realm of 'origins science'?
 - b. Which aspects are considered 'operational science'?
5. What is meant by the term 'Christian worldview'?
6. What is meant by the term 'secular worldview'?
7. What is our knowledge of the way dinosaurs looked based on?
8. Read Job 40 and [Could Behemoth have been a dinosaur?](#) Based on this, and the information in *The Creation Answers Book*, what type of animal do you think 'behemoth' was?

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9. How could dinosaurs have fitted in Noah's Ark? List some evidences that confirm dinosaur bones have not been around for millions of years. (See also [Dinosaur bones—just how old are they really?](#) and [Sensational dinosaur blood report!](#))
10. Research endangered species programs and extinctions happening in the present. Based on this information, what types of things may have caused the dinosaurs to become scarce or extinct? (See also [Did a meteor wipe out the dinosaurs?](#))
11. Why is it important that we are able to explain the existence of dinosaurs within a biblical worldview?
12. If a dinosaur was found to be living today in the remote jungles of New Guinea or the Congo, what would it prove in regard to evolution and creation?
13. What are the advantages and problems with using dinosaurs as a creation apologetic?

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ADDITIONAL RESOURCES

[Dragons or Dinosaurs](#) (DVD)

[Untold Secrets of Planet Earth: Dire Dragons](#) (book)