

Excerpt Study: *Six Days: The Age of the Earth and the Decline of the Church*

by Ken Ham

Read the excerpt and **prepare** to have a discussion with your instructor regarding it.

Once, after I had spoken at a conference, a man walked up to me and said, “Thank you for your stand on the Word of God.” At this point, he burst into tears, saying, “Your teachings and the materials saved my sons. Years ago, what you taught about Genesis influenced me, and I was able to be a godly influence on them. Thank you.” He had apparently never heard someone teach about biblical creation, about taking Genesis in a straight-forward way—as it is meant to be taken. Another couple approached me and asked, “Do you know of any churches in our area that hold to a literal Genesis and a young earth? We can’t find one, and our current pastor refuses to teach these things.” In fact, I get that question at almost every conference.

The Church is reaching a crisis point. Really, the Church has already reached it—and we are witnessing the tragic results of compromise on the authority of God’s Word. More and more pastors, church leaders, and Bible scholars are choosing either not to take a stand on Genesis or to teach some form of evolution and/or millions of years in their churches, Sunday schools, or college courses. Many of them will unfairly characterize biblical creationists as people who deny the value of what they term as “science.” Others try to convince those who sit under their teachings that Genesis is symbolic or somehow millions of years can be fit in, or that God really did use evolution to create the universe.

What has happened is that many in our churches, including many of our young people, do not understand the connections between the gospel and the history presented in Genesis chapters 1–11. They do not comprehend that every major doctrine, like marriage, sin, why we wear clothes, and so on, is founded ultimately in the Book of Genesis. Many pastors and church leaders do not bother to teach Genesis anymore, saying, “It doesn’t matter,” or “It’s a secondary issue.” It is not uncommon to hear Christian leaders claim that as long as we believe that God created, it does not matter how or when He did it. The literal history of Genesis 1–11 is under attack—and the attacks are coming from within the Church!¹

Ask your instructor to read the excerpt and then **answer** the following discussion questions together.

What does Ken Ham believe is a major problem in some churches today?

What do you believe is dangerous about viewing Genesis as simply symbolic?

What are some foundational practices we have today that find their roots in Genesis?

Congratulations! You have finished reading *The Remarkable Record of Job* by Dr. Henry Morris. The second semester of this course challenges you to read the entire Book of Job, aided by the insights and scriptural connections Dr. Morris taught.



1. Ken Ham, *Six Days: The Age of the Earth and the Decline of the Church* (Green Forest, AR: New Leaf Publishing Group, LLC, 2013), pp. 11–12.

Let's **review** some of the vocabulary words you have studied through the first two quarters.

Use the word bank to **match** the words to the correct definition.

antediluvian	enigmatic	inerrant	introspective
mystification	Pentateuch	polytheism	Septuagint

1. _____ (n.) the first five books of the Bible
2. _____ (adj.) free of error; incapable of being wrong
3. _____ (adj.) of or relating to an enigma (a mystery)
4. _____ (adj.) characterized by self-examination of one's thoughts and feelings
5. _____ (n.) the state of being mystified (to be perplexed about something)
6. _____ (n.) the Greek translation of Jewish Scriptures
7. _____ (n.) the belief in or worship of more than one god
8. _____ (adj.) of or relating to the time before Noah's Flood

Fill in the blanks with the correct word from the word bank.

culminates	effusive	emblazoned	inherent
ostensible	primordial	usurp	

9. The long hike up the mountain _____ in a breathtaking view.
10. Maggie wrote an _____ letter expressing her gratitude for the graduation gift.
11. Efforts to _____ God's authority are futile.
12. There is _____ danger in driving a car, so paying close attention is critical.
13. The team's name was _____ upon the National Championship trophy.
14. My mother made an _____ effort to clean our van before our road trip.
15. We know that life did not form from some _____ "soup."

Memorize the verse by the Review Day of this lesson. You may choose the Bible translation or use the one given.

In the beginning God created the heavens and the earth. The earth was without form, and void; and darkness was on the face of the deep. And the Spirit of God was hovering over the face of the waters. Genesis 1:1-2 (NKJV)

Writing Mechanics & Word Choice
Second Quarter Writing Mechanics & Word Choice Look Back

Refer to the following lessons to complete these exercises.

Lessons 10 & 11

1. **List** three types of context clues.

a. _____

c. _____

b. _____

2. **Explain** the difference between the words *then* and *than*.

3. **Rewrite** the sentence, adding context clues to make the meaning of the underlined word clearer.

My dad's company worked on the subdivision. (an area sectioned off for homes to be built)

4. **Underline** the best word choice for the context.

My family expressed (sympathy, empathy) when our neighbor died by making a meal for the family.

Lessons 12 & 13

5. **List** the five tips for understanding nuance.

a. _____

d. _____

b. _____

e. _____

c. _____

Underline the best word choice for the context.

6. Jackson always constructs his remote-control gliders in a (systemic, systematic) way.

Write *positive* or *negative* on the line to indicate the connotation of the underlined word.

7. _____ My friend Leanne is a proud new grandmother.

8. _____ The store manager watched us with a skeptical eye.

9. **Explain** the difference between the words *amount* and *number*.



Lessons 14 & 15

10. **Why** is context important when determining connotation?

11. **Write** a sentence using the word *smart* in a negative connotation.

12. **Underline** the best word choice for the context.

We noticed the man became more (aggressive, enthusiastic) as we cautiously approached him.

13. **Write** a sentence that includes a subordinating conjunction.

14. **Underline** the best word choice for the context.

I didn't mean to (infer, imply) that my dog was more trouble than he is worth.

Lessons 16 & 17

15. **Rewrite** the sentence and make it more concise.

I noticed that the entire bucket of water spilled out all over the floor of the bathroom and out the door into the hallway.

16. **Underline** the best word choice for the context.

Sorry, I accidentally hit the (moot, mute) button and the sound system went silent.

17. **Rewrite** the sentence and make it more concise.

As a matter of fact, my entire family and I spend time reading God's Word on a daily basis.

18. **Underline** the best word choice for the context.

The Bible tells us that those who are alive and remain will by no means (proceed, precede) those who are asleep (1 Thessalonians 4:15).



Communication

Second Quarter Communication Look Back

Lessons 10 & 11

Summarize what is meant by speech inflection as taught on Day 48 and **provide** two examples.



List the tips for reading aloud given on Day 53 and **describe** your reading aloud experience.

Lessons 12 & 13

Define a college application essay (personal statement) from Day 58 and **describe** your feelings regarding writing about yourself and showcasing your abilities.

Explain why writing an outline for an essay is a beneficial step in the writing process. Do you personally find outlines helpful?

Name _____

Lesson 18 - Exercise 3 Day 88

Lessons 14 & 15

Explain why you would or would not be comfortable and confident submitting your college application essay to an actual college.

Summarize the role of point of view and imagery when writing a short story as taught on Day 73.

Lessons 16 & 17

Explain how the Short Story Worksheet assisted you in organizing your thoughts and planning your story, or explain how you might prefer to freewrite without a structured plan.

Summarize your short story. Challenge yourself to fit your summary into these six lines.

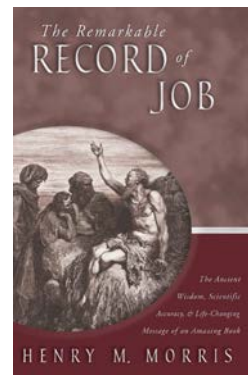
Ask your instructor to read your responses to this Look Back. **Discuss** your summaries and personal opinions about your assignments. **Instructor's signature:** _____

This image shows a single sheet of white, textured paper with horizontal ruling lines. The paper has a slightly irregular, torn-edge appearance at the top and bottom. There are 20 horizontal lines spaced evenly across the page. The paper is set against a solid black background.

- ☐ **Ask** your instructor to read your essay and offer feedback. **Make** any changes your instructor suggests. **Check** the box when done.

I hope you have enjoyed reading Dr. Morris' commentary! Throughout the next semester, you will read the Book of Job for yourself, examining it in detail and observing the abundant literary devices found throughout this incredible book of the Bible.

Note: Our study of Job will be based on the King James Version of the Bible. This version was used in Dr. Morris' commentary and offers the richest language for literary analysis. However, if you find the older style of English difficult to understand, you may use another version alongside the KJV with a parent's permission.





Review

- ☐ **Update** the Reading List chart with books you have read this week.
- ☐ **Recite** Genesis 1:1–2 from memory to your instructor.

Vocabulary Review

1. **Write** a sentence using the words *usurp* and *inerrant*.

2. **Write** a sentence using the words *Septuagint* and *polytheism*.

Writing Mechanics & Word Choice Review

Underline the best word choice for the context based on the *Which Word?* exercises from the first and second quarters.

1. I need to (talk, speak) with a manager regarding my recent cell phone purchase.
2. May I please (request, ask for) a meeting with you soon, Mr. President?
3. The price on this computer does not (contain, include) the cost of a keyboard.
4. We could hear the (sound, noise) of footsteps approaching.
5. We discussed the loss of our pets and could sense the (sympathy, empathy) we felt toward one another.
6. The board's (systemic, systematic) issues prevented it from operating effectively.
7. Storm clouds always (precede, proceed) the rain.
8. The painting's bright colors (infer, imply) an optimistic mood.
9. **Use** the word *bold* in a positive connotation. Remember to include context clues.

10. **Use** the word *bold* in a negative connotation.



Communication Review

Write a paragraph describing how you have gained communication insight and improved your skills over the first and second quarters of this course.

Worldview & Literary Analysis Review

Write a six- to eight-sentence paragraph sharing your opinion about Dr. Morris' commentary on the Book of Job. Was it insightful? Do you understand the historical context and purpose in a way you did not previously? What did you enjoy about the commentary? Would you recommend it to others?

Lesson 18, Exercise 2, Day 87, Pages 191–192

1. a. Synonym clues
b. Antonym clues
c. Example clues
2. *Then* refers to a specific time or sequence of events, while *than* is used to make comparisons between two or more things.
3. Answers will vary. *Ex.*: My dad's company built all the new homes in the subdivision.
4. My family expressed sympathy when our neighbor died by making a meal for the family.
5. a. recognize subtle differences
b. understanding context is key
c. expand your vocabulary
d. be aware of cultural differences
e. study idioms
6. Jackson always constructs his remote-control gliders in a systematic way.
7. positive
8. negative
9. *Amount* is used for a quantity that cannot be easily counted while *number* is used to express quantities that can be easily counted.
10. A word may have a positive connotation in one context but a negative connotation in another, so context clues are important determiners.

11. Answers will vary. *Ex.*: The officer warned the prisoner not to get smart with him.
12. We noticed the man became more aggressive as we cautiously approached him.
13. Answers will vary. *Ex.*: Since we left later than expected, we didn't get front row seats. (See the list of subordinating conjunctions on Day 72.)
14. I didn't mean to imply that my dog was more trouble than he is worth.
15. Answers will vary. *Ex.*: The bucket of water spilled all over the bathroom and hallway floors.
16. Sorry, I accidentally hit the mute button and the sound system went silent.
17. Answers will vary. *Ex.*: My family reads God's Word daily.
18. The Bible tells us that those who are alive and remain will by no means precede those who are asleep (1 Thessalonians 4:15).

Lesson 18, Exercise 4, Day 89, Pages 195–196

1. Answers will vary. This is a critical thinking exercise that provides an opportunity to contemplate what has been learned and form an opinion. Be sure the student has fully answered the question and complied with the essay assignment details given on Day 89.

Lesson 18, Review, Day 90, Pages 197–198

Please see Review Answer Key located after the Exercise Answer Key.