

How to Use **FLOODED** for a Science Class/Subject

A TYPICAL SCHOOL YEAR GENERALLY INCLUDES ROUGHLY 180 DAYS OF STUDY. WITH THE IDEAS PRESENTED BELOW, **FLOODED** COULD BE USED AS AN ENTIRE YEAR'S WORTH OF SCIENCE INSTRUCTION.

1. LESSONS:

- Each week, a student should study in depth and learn, on average, four pages of material from the book, depending upon the depth of the material in the section being studied.
- The student should take the time to understand the terms that are used in the text, using the Glossary (and other sources) where needed.
- He/she should also look up and read each Bible verse cited, understanding the application of the verse to the text.
- **Charts:** Helpful charts have been provided for you to use as visual aids, which you can pull up on a computer or print out for the students.
- **Videos:** Several 3-10 minute supplementary videos have been developed that explore other relevant topics that are not covered in the book or that delve deeper into subjects that are covered in the book. Under "Teaching Tools"/"Helpful Videos"/"Short Videos" on the Web site, you will find the videos organized by the chapter in the book that they supplement.

2. WEEKLY QUIZZES OR EXAMS:

- If a student were to memorize and thoroughly understand the terms in the Glossary, his/her knowledge of many aspects of science would be greatly enhanced. Students could, therefore, be assigned the relevant vocabulary from the 200+ word Glossary that corresponds to the Chapter they are studying (see "[Chapter Vocabulary](#)" for a sequential list of when each of the Glossary terms first appear in the text). Quizzes could be given to test their understanding and memory of the terms.
- Using the 200+ questions that have been provided in the book, quizzes and exams could be given to test the students' understanding and memory of the material. The answers to the questions can be found [here](#).
- A [quiz site](#) has been developed that allows each student to take quizzes on the material in the book. The site grades the quizzes and allows the teacher/parent to see the students' scores and which questions the students are missing.

3. OBSERVATIONAL SCIENCE:

- Throughout the year, lab assignments could be given to give the students hands-on experience carrying out basic science that would reinforce concepts from the book.
- For examples, see the [laboratory](#) area of the website.



4. ESSAYS:

- Students can periodically be assigned papers on various Flood-related topics from the book, especially those topics that interest them. The topics/page numbers listed in the “Subject Index” and the verses in the “Bible Verse Index” of the book will point the students to the sections of the book that address those topics. Example topic ideas:
 - Introduction: According to the Bible, what is the purpose of science?
 - Chapter 1:
 1. How do fossils form?
 2. How might the general characteristics of the geologic column and fossil record be explained from a Flood perspective?
 3. Discuss the distinctions between ornithischian and saurischian dinosaurs, theropod and sauropod dinosaurs, pterosaurs, and marine reptiles such as plesiosaurs, mosasaurs, and ichthyosaurs.
 4. Select an ornithischian dinosaur and discuss its characteristics. What features make it an ornithischian dinosaur?
 5. Why does Behemoth in Job 40 better fit a sauropod dinosaur than a hippopotamus or elephant?
 6. Discuss the distinctions between plesiosaurs and mosasaurs or discuss the distinctions between pterodactyls and Pteranodons.
 - Chapter 2:
 1. What are the strongest evidences for the reality of giants and why?
 2. Why would it be reasonable to predict that very little evidence of human habitation will be found in Flood rock layers?
 - Chapter 3:
 1. Discuss the different types of tectonic plate movement, highlighting the distinctions between them and noting geologic features that form as the plates move.
 2. Discuss evidences for plate tectonics.
 3. Discuss four evidences for Pangaea.
 - Chapter 4:
 1. Why is uniformitarianism an unreasonable and unreliable geologic assumption?
 2. How did the mountains form, according to Scripture and science?
 3. Why are the three faulty assumptions that underlie radiometric dating (discussed in the book) unreasonable assumptions?
 4. Discuss what you believe are the three strongest evidences of a young Earth and why.
 5. Discuss why neither Evolution nor Creation is observational science, but why Creation is still scientific.



6. What is the significance of Mount St. Helens eruptions to the Flood?
 7. What initiated the Flood?
- Chapter 5:
 1. Make a list of textual indicators in Genesis 6–9 that indicate that the Flood was global.
 2. Discuss two biblical, two scientific, and two historical evidences of a global Flood.
 - Chapter 6:
 1. Discuss at least one evidence each from the four groups of evidences that indicate dinosaurs were on the Ark (fossil, archaeological, historical, and biblical evidences).
 2. Answer the question, “How did all the species on the planet fit on the Ark?”
 - Chapter 7:
 1. Discuss the evidences for and the causes of the Ice Age.
 2. Discuss three examples that illustrate the great explanatory power of the post-Flood, biblical Ice Age.
 - Chapter 8:
 1. Discuss how we know that the Egyptian pyramids were built after the Flood.
 2. Discuss one of the genetic evidences that all humans descended from Adam and Eve.
 - Chapter 9: Discuss the differences between carbonic acid and sulfuric acid dissolution as cave forming processes.
 - Chapter 10: Discuss evidences that fit with creationists’ belief that the layers of the Grand Canyon were formed during the Flood.
 - Conclusion: Discuss how the Flood is a testament to God’s holiness and His grace.

5) FIELD TRIPS:

- There’s nothing like a field trip to bring to life the material the students will be learning. Here are some highly recommended, relevant field trips that would perfectly complement the material covered in Flooded:
 1. Your local zoo (Chapter 1 field trip): This trip would be a great opportunity for students to do the Biology lab listed above. More than one such trip may be needed to allow them to finish the lab.
 2. Mt. St. Helens Volcano (Chapter 4 field trip)
 3. Ark Encounter, Williamstown, KY (Chapter 6 field trip): Consider taking your students/children to the life-sized replica of the biblical Ark. Students will see [animals, possible engineering, responses to common quibbles made against the Flood by skeptics, etc.; takes a whole day; see Creation Museum if possible]
 4. A local cave (Chapter 9 field trip): This trip would allow students to see various speleothems and to search for evidences of hypogene speleogenesis.



5. Grand Canyon and surrounding sites, including Meteor Crater, Sunset Crater volcano, Petrified Forest, Painted Desert, and Grand Canyon Caverns (Chapter 10 field trip)
6. A local natural history museum (Conclusion field trip)

