

# A Biblical View of Biology

By Patricia Nason

## Pre-Session Assignments

One week before the session, students will take the following assignments.

### Assignment One

Read the comments and verses related to **The Law of Kinds** in the section **It's in the Book**. Then read the account of the flood in Genesis 6–8. Read the following verses and especially note the description of the animals Noah took into the ark: Genesis 6:19; 6:20; 7:14. Prepare to share your answers to the following questions: According to the Bible, what was the biological purpose in preserving the animals? How does this fit the Law of Kinds?

### Assignment Two

Read the comments and verses related to **The Principle of Variation** in the section **It's in the Book**. Since the only record of what the earth looked like before the flood is in the Bible, one can only speculate what the habitat was like. Study Genesis 7:11–12, 17–24 to learn how catastrophic the flood was. Prepare to share the extent of the destruction of the original creation.

### Assignment Three

Read the comments and verses related to **The Principle of Genetic Decay** in the section **It's in the Book**. Prepare to share the effect of the fall of mankind on biology.

### Scripture to Memorize

*“All flesh is not the same flesh, but there is one flesh of men, and another flesh of beasts, and another flesh of birds, and another of fish.”* 1 Corinthians 15:39

### Session Goal

Consistent with God's Word and in the power of the Holy Spirit—by the end of this session, disciples will defend the biblical perspective that all living things produce after their own kind, have built-in genetic ability to adapt to different environments, and are degenerating or mutating because of the fall.

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Patricia is a wife, mother of five children, and grandmother of nineteen grandchildren. She has taught science in public school and science teachers at Texas A&M University (where she received her PhD), UNC-Charlotte, SFA, and at the Institute for Creation Research. She has been teaching director of Community Bible Study in Nacogdoches, Texas. Her walk with Christ is a story of His faithfulness and everlasting love toward her and her family.

## It's in the Book

30 minutes

### Real-Life Scenario

You are sitting your first college course, Biology 101. The professor explains that your eyes will be opened about the myth of creation as he unfolds scientific evidence that proves evolution is the *only* explanation for life. He explains that intelligent people know that all living things are related. He asks those who believe that God created the world to raise their hands.

Will you raise your hand? Will you be able to defend the biblical account of creation, or will you submit to the scientific theory of evolution as the only viable way all of existence came into being?

### The Law of Kinds

Read Genesis 1; 3; 6:17–20 out loud.

#### Studying the Passage, Genesis 1:11–12, 21, 24–25, 29

**Verses 11–12, 21, 24–25. after their kind.** This phrase occurs ten times in the first chapter of the Bible, indicating that plants and animals did not evolve from one kind to another. **kind.** The term refers to created organisms, denying interrelatedness outside biological families (cats, dogs, etc.). Thus a new species is not a new kind but further partitioning of an existing *kind*. *Kind* represents the basic reproductive boundary of an organism. The offspring of an organism is always the same *kind* as its parents, even though it may display considerable variation.

**Verses 11–12, 29.** God created several types of plant life: **Vegetation**—grasses, including wheat, rye, oats, and barley. **Plants**—herbs may also include bushes. **Trees**—a type of vegetation with woody stems. In the Genesis account trees produce fruit in order to reproduce after their own kind. A plant (grass or herb) has seeds.

God designed seeds and fruit so genetic information would be replicated from one generation to the next. God was preparing the earth to provide food to sustain living creatures and mankind. He planned for the biological needs of all living things.

**Verses 20–21, 24, 30. living creatures.** The Hebrew word *chay* means “living” and *nephesh* means “creatures,” indicating they breathe and are alive. **Verse 21. great sea monsters.** This term can be translated as dragon, serpent, or dinosaur. The creatures were “great,” an adjective describing sea monsters as huge.

**Verses 20–22, 26, 28, 30. birds.** These verses refer to animals that move through the air by the aid of wings. **Verses 24–26. cattle.** This word refers to all large land animals, mostly quadrupeds, or four-legged creatures. This includes cattle, land animals, or beasts. **creeping things.** The Hebrew refers to animals that walk low to the ground.

Evolutionists believe life started with one single cell. Through time, chance, and natural processes, that cell evolved into more complex organisms by adding to their genetic makeup. Creationists believe God created complex organisms as kinds that had variety in their genetic makeup, allowing for variation within the species.

The evolutionary model starts with purebreds (homozygous groups) who mutate into mutts (heterozygous groups) by adding DNA to become new kinds whereas the creationist model starts with mutts (heterozygous) whose DNA becomes more constrained as they become less

diversified (homozygous). Biblically, to follow God's mandate at creation, animals reproduced after their own kind rather than produced new kinds.

### **Assignment One Feedback**

The student who completed **Assignment One** during the week can now share answers to the following questions: According to the Bible, what was the biological purpose in preserving the animals? How does this fit the Law of Kinds?

## **The Principle of Variation**

**Read** Genesis 1: 22, 28; and 8:17 out loud.

### **Discussion Question**

Review Genesis 1:22 and 28. What were the commands God gave to His creation?

### **Studying the Passage, vv. 22, 28**

**Verses 22, 28. Be fruitful and multiply.** This command ensured the earth would be replenished with each kind of plant (flora) and animal (fauna) life from a limited number of kinds.

### **Assignment Two Feedback**

The student who completed **Assignment Two** during the week can now share what the Bible says about the extent of the destruction of the original creation in the flood and the need for the Principle of Variation.

### **Discussion Questions**

According to Genesis 8:17, what was God's command? How is this command similar to God's command at creation? To whom did God direct this command?

### **Studying the Passage, Genesis 8:18–19**

**Verses 18–19. Noah went out . . . everything that moves on the earth, went out.** In order to survive in their new environment and live in the variety of habitats that ensued, each created kind that emerged from the ark needed variation within their genetic makeup.

## **The Principle of Genetic Decay**

### **Discussion Questions**

Genesis 3:17 describes the sin of Adam and Eve and the fall of mankind. What would be the ultimate consequence of eating of the tree of the knowledge of good and evil? (See Genesis 2:16–17).

Genesis 3:14. God cursed the serpent, but who else did He curse? (Everything was "very good" until the fall.)

Genesis 3:17. How would "cursed ground" be different from the soil created on day three of creation?

Genesis 3:18. What happened to all the "good" plants God created on day three?

When Adam and Eve sinned, God's "very good" creation (Genesis 1:31) began a genetic downward spiral. Sin, violence, death, and decay resulted. At the fall mankind and all of creation lost their original glory, beauty, purpose, and ability to commune with God. Because of sin, the creatures God created experienced misery and a void with God.

The efficiency of biological systems was corrupted, and genetic information which beforehand was copied without error produced mutations (copying errors). This resulted in an accumulation

of errors leading to imperfections, disease, and death. The copying errors cause a finite life span for all living things.

But there is good news. Jesus's death and resurrection bring hope and restoration to mankind *and* to all of creation. At the end of time, all the ravages of the fall will be removed from the created order.

### **Assignment Three Feedback**

The student who completed **Assignment Three** during the week can now share the effect of the fall of mankind on biology.

### **Heart and Hands**

8 minutes

Read again the **Real-Life Scenario** near the beginning of the lesson. Consider whether your answers have changed during the session.

Be silent for two or three minutes. Thank Jesus for His sacrifice and for the gospel. Adore Him for His glorious reign on the throne of heaven.

Then ask the Holy Spirit to reveal to you:

1. A way the Scriptures you studied today will change your heart (the real you) for the glory of Christ.
2. Or a way those Scriptures will lead you to stop doing something in your life for the glory of Christ.
3. Or a way those Scriptures will lead you to do something for the glory of Christ.

Write what the Spirit says to you below, and then be ready to share what you have written with the group.

### **Since Last Week**

5 minutes

Give the group this update: "In our last session I made a commitment to. . . . I want to let you know how that turned out. On that same issue I think the Holy Spirit now is leading me to . . ."

### **Grace-Filled Accountability**

5 minutes

Disciples can agree on a way to hold one another accountable. Confessing faults with other disciples allows them to offer grace, insights, and encouragement. Even more important is confession to Christ, the source of true forgiveness and cleansing.

### **Planning for Evangelism, Missions, and Service**

5 minutes

Groups of disciples always are making preparations for evangelism, missions, and service. Use these minutes to work on the next plan.

### **Prayer**

7 minutes

Every disciple will pray aloud, offering praise to King Jesus, thanking Him specifically for His gracious acts, making heartfelt confession, committing to actions flowing from the Bible study, praying toward evangelism locally and globally, and interceding for others as prompted by the Holy Spirit.

## **At Home: Nail It Down**

God planned for the biological as well as the spiritual, emotional, and intellectual functions of man. That is why God created animals (see Genesis 1:26–28). The Law of Kinds, the Principle of Genetic Variation, and the Principle of Genetic Decay are particularly relevant to humans who were created in God's image. We were created to take care of all of God's creation, but Adam and Eve ruined God's original plan.

Read Psalm 139. God knew you before you were formed in your mother's womb. He planned for your well-being when He laid the foundations of the world (see Matthew 25:34; Ephesians 1:4; 2:10; 2 Thessalonians 2:13–15). From Psalm 139, make a list of what God knows about you.

God does know everything about you. And He loves you in spite of all your flaws, physical and otherwise. He created you just as you are. Celebrate the fact that He is transforming you into the image of Christ.

Perhaps you do not accept yourself. Perhaps the specific way God designed you seems flawed. If that is true, then you are denying God's sovereignty and His creative genesis.

Think about this fact: the God who spoke the entire universe into being is the same One who created you. His plans and purposes are brilliant beyond all understanding. Ultimately, all He creates brings glory to Him. If you sense the need, confess that you have not trusted Him with the way He created you. Then joyfully surrender all you are to Him, knowing you are created in His image for His purposes and His eternal glory.

### **Parent Question**

*Name one of your physical traits that some in our culture might consider a flaw. How might God use that trait for your ultimate good and for His glory?*

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