

How and Why God Created Animals



The Study of Zoology

Copyright © 2001, 2020
By Glenn and Julianne Kimber

INTRODUCTION

How and Why God Created Animals

Dear Parents and Students,

Welcome to "How and Why God Created Animals!" You will recall that when you studied Physiology, Chemistry; and Botany, all these were God's preparations for the earth to bring forth "living creatures." In Genesis, Chapter 1, we read:

"And God said, Let the waters bring forth abundantly the moving creature that hath life, and fowl that may fly above the earth in the open firmament of heaven.

"And God created great whales, and every living creature that moveth, which the waters brought forth abundantly, after their kind, and every winged fowl after his kind: and God saw that it was good." (Gen. 1:20-21)

Do you find it interesting that the first type of animal life to come forth abundantly was in the waters? In the next verse, God mentions specifically the "great whales." In your mind, imagine all the sea creatures you can think of--and they were there!

The next "living creature" to be brought forth from the waters was "every winged fowl after his kind." Do you find it interesting that birds came from the "waters?" No matter how it happened, music must have been everywhere, with all those birds singing and chirping joyously--flying and soaring from the treetops! Everything was new and green and beautiful.

It took God one entire creative period (day) to complete these two creations--the fishes and the birds. It wasn't until the next creative period that four-legged animals and insects were introduced. The scripture says:

"And God said, Let the earth bring forth the living creature after his kind; cattle, and creeping thing, and beast of the earth after his kind; and it was so.

"And God made the beast of the earth after his kind, and cattle after their kind, and every thing that creepeth upon the earth after his kind: and God saw that it was good." (Genesis 1:24-25)

After all the animals were created the earth was now ready to receive mankind. That is when Adam and Eve were brought forth. You have probably already studied about this event in the *Hook Dates of the Old Testament and World History* manuals.

Now an interesting thing happens! After God placed Adam and Eve in the Garden of Eden, He brought all the different types of animals to Adam. The scripture says:

"And out of the ground* the Lord God formed every beast of the field, and every fowl of the air; and brought them unto Adam to see what he would call them: and whatsoever Adam called every living creature, that was the name thereof.

"And Adam gave names to all cattle, and to the fowl of the air, and to every beast of the field..."

So, Adam named all the animals! Does this make you wonder what the original name of every animal could have been?

Before the time of the Tower of Babel, all creatures had the name which Adam gave it. Today animals have different names according to a person's language. The word FISH in French is POISSON, in German FISCH, in Spanish PESCADO, in Latin PISCES. The word BIRD in French is OISEAU, in German VOGEL, in Spanish PAJARO, in Latin AVEM (as in aviary).

It doesn't matter what language a person speaks, the word is referring to the very same animal--for Adam named it. If only we spoke Adam's original language! Then there would be no more "confusion of tongues" when we saw a fish or a bird! And every person would know that God created every one.

Now--let's find out more about God's "living creatures!"

(*Earlier, God said that the living creatures were brought forth from the "waters." Why do you suppose this verse says they came "out of the ground?" Think about it!)

HOW TO USE THIS WORKBOOK

This workbook is divided into five sections—one section for each main vocabulary word.

Under each of the five sections is a list of vocabulary words. These main vocabulary words should all be memorized. Listed with the main vocabulary words are related vocabulary words. These should also be memorized.

Vocabulary words are the keys to understanding Zoology.

As you create your own science book on zoology, you will want to:

- a. Write the definition of each vocabulary word.
- b. Explain the characteristics of that vocabulary word.
- c. Illustrate it.
- d. Label the basic parts of each.
- e. Write down and explain your observations and opinions about that vocabulary word and its usefulness to mankind.

Here is an example of how you might present each vocabulary word in your science book:

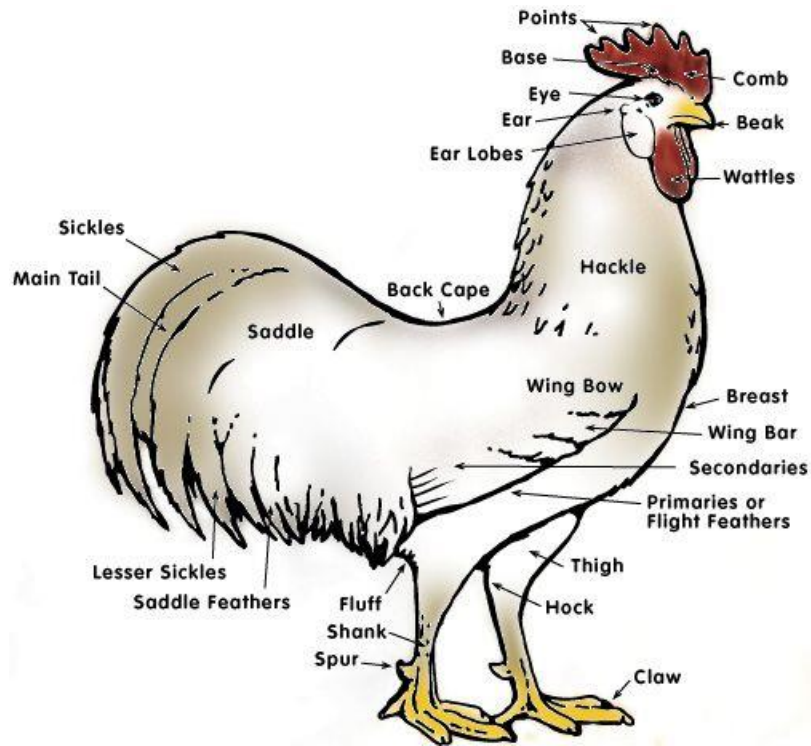
VOCABULARY WORD:

LAND BIRD

Definition and Characteristics: A land bird is also known as a "terrestrial bird." This type of bird stays primarily on the ground. It looks for food on the ground and makes its nest there. Land birds usually hide low in shrubs and bushes and their feathers are camouflaged in their surroundings for protection. If threatened by predators, land birds often freeze in place, walk or run, rather than fly away.

An example of a familiar land bird is a chicken. It is illustrated below, and labeled.

THE CHICKEN



Explanation of LAND BIRD - Chicken (Rooster)

The chicken can be considered both a land bird and a domestic bird. One of the features that differentiate it from most other birds is that it has a comb and two wattles. The comb is the red appendage on the top of the head, and the wattles are the two appendages under the chin. These are more prominent in the male.

The male is called a rooster, and the female a hen. Hens lay eggs, usually one a day. Predators could be foxes, dogs, coyotes, cats, and sometimes man.

Chicken is a very popular meat all over the world. It is mild and versatile in many different ways - in casseroles, in pieces, fried, baked and barbecued.

I wouldn't want to be a chicken (even though some people call me that sometimes.)

Suggestions for Organizing Your Personal Zoology Workbook

The internet will give you plenty of material for your research. It will take you about one school year to complete your personal zoology workbook.

Although a thorough study of animals could actually last a lifetime, Each of the five vocabulary words should be studied for about six weeks. At the end of your book, you will want to spend some time in the scriptures to answer the question, “WHY did God create the animals?”

You will need:

- A 1-inch three-ring binder with a slip in cover
- Packet of 5 dividers
- Lined paper
- Plain paper
- Pencils and pens
- Colored Pencils or watercolors
- Optional: Plastic sheet protectors for illustrations
- Access to the internet

Follow these steps to organize your Zoology book:

1. **DESIGN A COVER**—Design a cover for your book and slip it inside the clear plastic front of your 3-ring binder. Be sure to put your own name on it to identify the author and illustrator. Use your imagination to create something beautiful that will be eye-catching and colorful.
2. **DIVIDE YOUR BOOK INTO FIVE CHAPTERS** – Insert the five dividers into your 3-ring binder. A divider will be the beginning of each new chapter. The chapters will contain information about one of the main vocabulary words (FISH, BIRDS, BEASTS, CATTLE, CREEPING THINGS).
3. **DIVIDE EACH CHAPTER INTO SECTIONS**— As you will see, each main vocabulary word is broken down into related vocabulary words. For example, the two related vocabulary words for FISH are SALT WATER and FRESH WATER. After each divider, place about 10 sheets of lined paper plus about 10 sheets of plain white paper (for the illustrations). You can add more paper as needed during your research.

4. DIVIDE EACH SECTION INTO SUB-SECTIONS— In your 3-ring binder, write at the top of the lined paper each vocabulary word. This will give you an outline of what you should study. For example, the SALT WATER fish are divided into COASTAL, CORAL REEF, OPEN OCEAN and DEEP OCEAN. Write these words at the top of a sheet of lined paper. Then as you do your research, all the information you find for these sub-sections can be written on that page.
5. WRITE DOWN YOUR REFERENCES—On the back of the last page of each chapter, or on the back of the vocabulary word page, write down where you found your information. Write the names of the books, the author, the pages you used. When using the internet, write down the web-page address. This list will be your *bibliography* at the end of your book.
6. ILLUSTRATE EACH VOCABULARY WORD—On the plain white paper, draw an illustration of each vocabulary word. You may wish to download a picture from the internet to copy. It will be important for your learning to draw it yourself if at all possible. You could trace it if you wish and color it. (Plastic sheet protectors will preserve your drawings.)
7. LABEL YOUR ILLUSTRATION—It is important to show the different parts of the animal you are studying. So after you have drawn it, be sure to label the different parts, as shown on the internet or in your research book.
8. DO AT LEAST 3 LEARNING EXERCISES—Additional ideas for you to use in your research are suggested. You will enjoy finding out more about the types of fish you are studying, and writing your extra research or doing the projects.
9. WRITE CHAPTER SUMMARIES—At the end of each of the five chapters, you might want to write a brief summary of that vocabulary word. You could also create a quiz for review, with an answer key for your readers.
10. ANSWER THE QUESTION “WHY”—The last section is where you should explain your findings on WHY God created animals. You will want to use your scriptures and other religious studies to answer this question. Write down your research and also your feelings about animals and their purpose for mankind. Put your research after the Chapter 5 material.
11. NUMBER YOUR PAGES – This will be almost the last thing you will do after you have finished your zoology book. When you have reviewed each section to make

sure all your information is complete, and after you've written the "WHY" section, number the pages in your whole book. You can write the page numbers in the bottom center, or in the upper right-hand corner of each page.

12. INSERT A TABLE OF CONTENTS—Now you are ready to write the Table of Contents. This page lists the page number of each of the five chapters, plus the WHY section. The Table of Contents is placed in your book before the first divider. It will help your readers find particular material they might be looking for.

Year after year, you can add more research materials to your Zoology Workbook. There is no end to the knowledge of animals that live on this earth. And you will be surprised at the tremendous amount of knowledge you'll be able to pass along to others as you develop your own Zoology text!

Remember that service is the key. Knowledge becomes yours as you give it away.

** Unless otherwise noted, this workbook uses the King James Version of the Bible when giving scriptural references.*

Information for this workbook is based on material gathered from the World Book Encyclopedia, 1979 edition.

The Five Divisions of Zoology

1--Fish

2--Birds

3--Beasts

4--Cattle

5--Creeping Things

The Five Divisions of Zoology and their 23 Vocabulary Words

1--Fish

Salt Water
Fresh Water

4--Cattle

Wild
Domestic

#2--Birds

Land Birds
Birds of Prey
Flightless Birds
Game Birds
Water Birds
Tropical Birds
Family Pets

5--Creeping Things

Rodents
Snakes
Turtles
Crabs
Spiders
Insects
Worms

3--Beasts

Wild
Domestic
Furry
Thick-skinned
Scaly

The Five Divisions of Zoology

The 23 Vocabulary Words

and their Related Characteristics

# 1--Fish.....	<u>Salt Water</u>
	<i>coastal waters</i>
	<i>coral reefs</i>
	<i>open ocean</i>
	<i>deep ocean</i>
	<u>Fresh Water</u>
#2—Birds.....	<i>tropical</i>
	<i>temperate</i>
	<i>migration</i>
	<u>Land Birds</u>
	<i>perching birds</i>
	<i>song birds</i>
	<u>Birds of Prey</u>
	<i>day hunters</i>
	<i>night hunters</i>
	<u>Flightless Birds</u>
	<i>tropical</i>
	<i>arctic</i>
	<u>Game Birds</u>
	<i>high-flying</i>
	<i>ground</i>
	<u>Water Birds</u>
	<i>long-legged</i>
	<i>web-footed</i>

(Birds Cont'd)

Tropical Birds

In the trees

On the ground

Family Pets

Habitats

Training

diseases

#3—Beasts.....

Wild

meat-eating

fruit-eating

leaf-eating

grass-eating

Domestic

farming/barnyard

household pets

Furry

thick

thin

hairy

Thick-skinned

on land

in the water

Scaly

in deserts

in marshes

in jungles

- #4—Cattle..... Wild
desert herds
arctic herds
mountain herds
flatland herds
Domestic
food for mankind
clothing for mankind
- # 5--Creeping Things Rodents
in the ground
in trees
in the water
as pets
Snakes
habitats on land
water snakes
poisonous snakes
Turtles
on the land
in the sea
Crabs
land crabs
salt-water crabs
fresh-water crabs
Spiders
poisonous
harmless
Insects
flying
crawling
jumping
Worms
for healthy soil
for food

Learning Exercises About Animals

(Do at least six of the following)

Animals Mentioned in the Bible

INSTRUCTIONS: Place a few pieces of lined paper and plain paper in front of (before) the first tab of your personal zoology workbook. Write the heading "Animals Mentioned in the Bible." Then do at least 3 of these learning exercises:

1. In your Bible Index, find the story about the prophet whose life was saved by ravens. Summarize the story and draw a picture about what happened.
2. Using your Bible Index, find the story about a prophet who had three days to repent inside the belly of a whale. Draw a picture about what happened.
3. Read the story in the Bible about a donkey (or ass) who actually spoke to one of God's chosen servants. Write what the donkey said to him, and then tell the story about what the servant did.
4. Study Noah and the Ark and write down the answers to these questions:
 - a. Did all the animals come "two by two"?
 - b. Do you think Noah and his family would have stored seeds and plants as well as preserved the animals who came to the ark? What could they have stored?
 - c. How do you think the animals knew they were supposed to go to Noah's Ark?
 - d. How were all these animals fed (and cleaned up after!) while they were in the ark? Write a report about your observations and opinions.
5. Look up the story in the Bible about Pharaoh, Moses, and the Israelites. Write about Moses's staff turning into a serpent. Draw a picture of this incident.

6. Draw a picture or write a report on the "scourges" of frogs and flies that God caused to fall upon the Egyptians when the Pharaoh wouldn't let the Israelites go. Answer the question: Does God still use "scourges" to humble people today? If you think so, name three or more scourges He might be sending to the world now.
7. What is the significance of the "golden calf" worshipped by the Egyptians--and later worshipped by the unrighteous people of Israel?
8. Jesus many times talked about animals in his teachings of the New Testament. Find references in the New Testament that refer to the following: dove, hen, chickens, gnat, lamb, sheep, goat, camel, colt, ox, fowl. Write the verses containing these words. Draw a picture of at least three of them.
9. Make a list of at least ten additional stories in the Bible which involve other familiar animals. (You can write them here, or in your notebook.)
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____
 - g. _____
 - h. _____
 - i. _____
 - j. _____

Interesting facts—Are crows murderers?

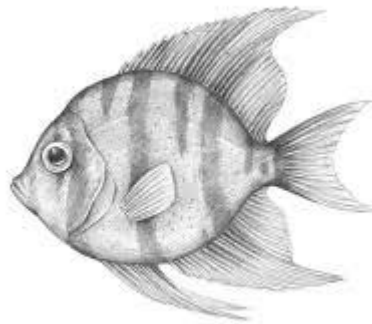
When animals gather together, their groups have interesting names.

Check out these interesting group names!

- Apes: a shrewdness
- Badgers: a cete
- Bats: a colony, cloud or camp
- Bears: a sloth or sleuth
- Bees: a swarm
- Buffalo: a gang or obstinacy
- Camels: a caravan
- Cats: a clowder or glaring
- Wild cats: a destruction
- Cobras: a quiver
- Crocodiles: a bask
- Crows: a murder
- Dogs: a pack; Puppies: a litter
- Donkeys: a drove
- Eagles: a convocation
- Elephants: a parade
- Elk: a gang or a herd
- Falcons: a cast
- Ferrets: a business
- Fish: a school
- Flamingos: a stand
- Foxes: a skulk or leash
- Frogs: an army
- Geese: a gaggle
- Giraffes: a tower
- Gorillas: a band
- Hippopotami: a bloat
- Hyenas: a cackle
- Jaguars: a shadow
- Jellyfish: a smack
- Kangaroos: a troop or mob
- Lemurs: a conspiracy
- Leopards: a leap
- Lions: a pride
- Moles: a labor
- Monkeys: a barrel or troop
- Mules: a pack
- Otters: a family
- Oxen: a team or yoke
- Owls: a parliament
- Parrots: a pandemonium
- Pigs: a drift or drove
- Porcupines: a prickly
- Rabbits: a herd
- Rats: a colony
- Ravens: an unkindness
- Rhinoceroses: a crash
- Shark: a shiver
- Skunk: a stench
- Snakes: a nest
- Squirrels: a dray or scurry
- Stingrays: a fever
- Swans: a bevy or game
- Tigers: an ambush or streak
- Toads: a knot
- Turkeys: a gang or rafter
- Turtles: a bale or nest
- Weasels: a colony, gang or pack
- Whales: a pod, school, or gam
- Wolves: a pack
- Zebras: a zea

CHAPTER 1

FISH



#1--Fish

"Fish" can be defined as "a cold-blooded aquatic vertebrate...having fins. gills. and a streamlined body."

If you ever had the chance to create a strange creature--you could use some types of fish as models! The sea is full every kind of "sea monster" you could imagine.

Have you ever seen pictures of the Hammer-head fish, the Umbrella Moutb. Gulper eel, and the Elephant-Nose fish? You don't have to go to the "Twilight Zone" to find such strange creatures as those that live in our oceans and lakes!

In this section, you will have fun looking up pictures on the internet of all the kinds of fish known to mankind (just Google "fish"). As divers go deeper and deeper towards the ocean floors, even more kinds of strange fish are being discovered.

Be sure to color your drawings of fish for your personal workbook. You'll be delighted with the colorful textbook you'll be creating!

*RESEARCH, ILLUSTRATE AND DEFINE THESE
VOCABULARY WORDS RELATED TO **FISH**:*

Salt Water

coastal waters

coral reefs

open ocean

deep ocean

Fresh Water

Tropical

temperate

migration

(Continued)