

# *Exploring Creation With Zoology 3: Land Animals of the Sixth Day*

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# Lesson 1

## Introduction to the Animals of Day Six

Have you ever gone on a **safari** (suh far' ee)? A safari is a journey across a stretch of land, usually made to observe or hunt wild animals. Your safari begins today. This will be an unusual safari, because you will travel all over the world – from the jungles of Asia to the rainforests of South America. Your journey will even take you to your own backyard as you study the animals God created



The people in this jeep are on a safari.

to crawl, walk, leap, gallop, run, jump, creep, and slither across the land.

You're going to have a great time learning all about animals across the world, identifying their tracks, and investigating what makes them a part of God's animal kingdom. You'll discover many animals that have such incredible features that they cry out in praise of their Maker. You'll keep records of all you learn, and do experiments and projects along the way. This will be a safari you'll never forget!

## God Made the Animals

Are you familiar with the days of creation? Do you know what God made on each day? Do you remember what He made on day five of creation? If you studied Zoology 1 and 2 in this series, you explored all the animals God created on the fifth day. In this book, you are going to discover the animals God made on the sixth day. Let's find out exactly what the Bible says God created on the sixth day. Genesis 1:24–25 says:

*And God said, "Let the land produce living creatures according to their kinds: livestock, creatures that move along the ground, and wild animals, each according to its kind."*

*And it was so. **God made the wild animals according to their kinds, the livestock according to their kinds, and all the creatures that move along the ground according to their kinds.** And God saw that it was good. [NIV, emphasis added]*

Let's read the sentence in bold again. It separates the creatures God created into three groups: **wild animals**, **livestock**, and the **creatures that move along the ground**. Since that's how the Bible describes the animals God made on the sixth day, that's the order in which we will study them.

Did you notice that God separates the wild animals from the livestock? Do you know what livestock are? Livestock are animals that we own, care for, and use for food or to help us with our chores. Can you think of examples of livestock? I can think of many: horses, donkeys, oxen, sheep,



The adult oxen in this picture are helping this man plow his field. Oxen are livestock.

cattle, and pigs. Isn't it interesting to think that God actually created animals to help us? Horses and donkeys help us by carrying us or our things from place to place. They can also help us by pulling plows as we plant crops. Oxen are used for that as well, and sheep give us wool for clothing. Cattle are eaten and milked. Pigs are also eaten. In some countries, camels help people with their work and carry them from place to place, so we'll study camels when we study livestock. Can you think of one thing these animals have in common? They all have hooves. Animals with hooves are called

**ungulates** (un' gyoo litz). In the livestock section, we'll study every ungulate, even though some of them (like zebras and gazelles) are not really livestock.

Of course, we'll also study animals that aren't livestock. The Bible calls them "wild animals" and "creatures that move along the ground." When someone says "wild animals," what do you think of? I immediately imagine lions and tigers and bears (oh my!). These animals, of course, are not usually kept for us to eat or to help us work. Most of them don't make good pets, either.

When my brother was in college, he was given an **ocelot** (os' uh lot) as a pet. How cute that ocelot kitten was! It played and scampered about, climbing up the furniture and attacking toy mice, just like any young housecat. As it grew, however, its playful bite became more powerful, and its claws grew longer and sharper. One night, as my brother was sleeping, the ocelot saw his feet hanging off the edge of the bed, twitching. After a few minutes of crouching on the floor, the ocelot leapt up and grabbed my brother's feet with both claws, hanging on for dear life. My brother was hurt so badly he had to go to the hospital! Although it made him sad, he had to find a new home for his ocelot. Most wild animals are not meant to be pets. However, some have been bred to become pets over the years. Can you think of any? Dogs and cats come to mind. Since dogs and cats are pets that came from wild animals, we'll include them in our wild animal section.



Some animals were meant for the wild, like this beautiful ocelot.

# Exploring Creation with Zoology 3:

## Land Animals of the Sixth Day

Apologia Educational Ministries, Inc. is proud to present the fifth book in its Young Explorer Series. This elementary-level science curriculum uses the Charlotte Mason methodology to give elementary students an introduction to the incredible world of the land animals.

It begins with a discussion of how scientists observe land animals and what careers are available to people who are interested in them. Using Genesis 1:24-25 as a guide, it splits the land animals into three main groups – wild animals (like lions and bears), livestock (like horses and cattle), and creatures that creep (like spiders and worms). The wild animals are covered first, allowing students to study caniforms, feliforms, marsupials, primates, and rodents. The students will then learn about livestock by studying hoofed animals like ungulates and ruminants. Finally, students will study reptiles, amphibians, spiders, and worms as examples of creeping creatures.

As you might expect from a book that uses the Charlotte Mason approach, the student notebook is emphasized in every lesson. Students are asked to make their own illustrations, mark the habitat of the creatures they study on a map, and learn how to identify animals by their tracks. Other assignments include making a "canine newsletter," making a comic strip about what to do if you encounter a bear in the wild, and making a storyboard for a documentary.

The activities and projects use easy-to-find household items and truly make the lessons come alive! They include using candies and construction paper in an experiment about camouflage, exploring the thermal consequences of dark skin as compared to light skin, capturing animal tracks in cement, reconstructing rodent skeletons from owl pellets, and doing a population study using the "mark and recapture" method.

Most importantly, of course, a creationist world view is stressed throughout. Time and time again, God is glorified as the Master Creator of all that the students are studying.



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