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# THE HISTORY OF SCIENCE— SEARCH FOR THE TRUTH

**G**et ready for an exciting year! You might wonder why I know it will be exciting. Well, it is because we are beginning a study of the fascinating world of **science**. Before I go any further, let's discuss what science is. The word comes from Latin and simply means "knowledge." But today, the word *science* actually means much more. We can begin with a basic definition.

**Science**—The systematic study of the natural world through observation and experimentation in order to formulate general laws

**FIGURE I.1**  
**Helium Balloons**



Let me break that definition down for you. The end goal of science is found in the second part of the definition. *We use*

*science to come up with general laws that help to explain what is going on in the world around us. Why, for example, do most things fall to the ground when you drop them, yet a helium balloon floats upward? Is there a general law to explain that?* Now, the beginning part of the definition

## *Quaestio*

Why is a Latin word heading this section? Well, this course will be taking you through an overview of all of science, including its development and diversity. A major part of science involves asking questions and doing research. Look closer at those words: **QUEST**ion and **reSEARCH**. Both words have elements of exploration, don't they? That is a large part of science: exploring the world around us to come up with general laws that God set in place to govern our world since the beginning of time. You will therefore be on a **QUEST** this year, **SEARCH**ing through all facets of science. *Quaestio* is Latin for "question." Every module will start by reminding you that you are on a quest, searching the world for God's fingerprints. So basically, we'll be explorers together, on an amazing adventure!

explains how we come up with those laws. Scientists look at the world around them and collect facts about it. *Balloons filled with air will fall to the ground.* They also develop experiments to gather more facts. *What happens to balloons filled with other gases when they are released? How are air and those other gases different from helium?* That information is gathered in an ordered way to study and better understand our world. *When the weight of a helium-filled balloon is lighter than the amount of air it takes up, the balloon will float upward in the air.*

Now here is the really exciting part. Believe it or not, you have been a scientist from the day you were born. You have watched and listened to things around you. You learned how things felt, tasted, and behaved. As a baby, when you tossed items off a high chair,

**FIGURE 1.2**  
Young Scientist



you were really exploring what we call gravity (even though that was a messy way to do it!). Then as a toddler, you went outside and examined grass, leaves, ants, and caterpillars. You watched it rain outside and studied the trickling of water as it ran down the window pane. And you were fascinated. That is what we are going to continue to do in this course. We are going to keep observing and experimenting to gather more knowledge with the purpose of better understanding the remarkable world that God created!

## THE EARLIEST SCIENCE: Ancient Times–600 BC

The best way to study how science works today is to learn about how it has developed throughout history. That's because the history of science will reveal how science should and should not be practiced. We will also learn where it is heading in modern times. So we will use this module to travel through time and observe the history of human scientific inquiry. That will allow you to better understand what science is and what it is not. First, let's travel way, way back to some of the earliest historical records.

### Egypt

The first science records we have come from 3,000 years before Christ. Ancient Egypt is where we first see the dawn of what we would call medical care. Many Egyptian medical practices could cure illnesses. However, most of these methods came from trial and error. They would keep trying different things until something helped. If a method didn't work, the patient would have to suffer or even die, but the doctors would know not to use that method on the next patient. If the remedy *did* work, then they knew what to do the next time they saw that illness.

One of the physicians of that time, **Imhotep** (eem' oh tep) [c 2650 BC], was well known for his medical knowledge and ability to heal. People would travel hundreds of miles in the hope that he would be able to cure their illnesses.

Although the trial-and-error method of medicine sounds primitive, Egyptian doc-

tors came up with some pretty successful treatments. For example, they learned that a good way to treat an open wound would be to cover it with moldy bread. That would make the wound heal quickly. Because it worked so well, doctors automatically would apply moldy bread to their patients' wounds. Can you imagine walking through an Egyptian doctor's office and seeing people covered with slices and strips of green, moldy bread? But, believe it or not, they were on to something. Today, we know that some bread molds produce penicillin, which is a chemical that kills the germs that infect wounds! So even though the Egyptian doctors knew *nothing* about germs, they still were able to treat open wounds by preventing them from getting infected.

The doctors also discovered a way to manage pain. If a patient was hurting, they would feed the patient seeds from the flowering poppy plant. Eating the poppy seeds seemed to bring pain relief. Again, the doctors didn't know *why* it worked. But modern science has shown us why. It turns out that poppy seeds have both morphine and codeine, which are pain-relieving drugs. In fact, they work so well, those drugs are used in medicine today.

One of the major reasons Egyptian medicine progressed so well as compared to the medicine of other ancient nations is that they invented **papyrus** (puh pye' rus).

### **Papyrus**—An ancient form of paper, made from a plant of the same name

As early as 5,000 years ago, Egyptians took the pliable stems of the papyrus plant, sliced them into thin strips, laid them in a crosswise manner on top of each other, wet them, and then allowed them to dry. That resulted in a type of paper that they could write on and store.

Well, that enabled them to document information and send it from person to

person. Up to that point in history, Egyptians, Sumerians, and other people groups wrote on clay tablets or on rocks. You can imagine that writing on rocks and clay and toting them around or storing them would be much more difficult. When Egyptians began writing on papyrus, that all changed. It could be readily rolled up into scrolls for easy transport or storage. That meant the knowledge of one scholar could be easily sent to other scholars. Their gained knowledge could accumulate and more easily be passed down to future generations. That helped to make Egyptian medicine the

**FIGURE I.3**  
**Moldy Bread**



Some people might see these slices of bread and think they should be thrown away, but Egyptian doctors saw their medical value!

**FIGURE I.4**  
**Live Papyrus Plants**



most respected form of medicine in the known world.

### Other Cultures

But let's not leave out other cultures. They had some great inventions, too. At the same time papyrus was first used in Egypt, the Mesopotamians were employing the first known potter's wheel to make pottery. Horse-drawn chariots were being used as well. And as early as 1,000 years before Christ, the Chinese were using compasses to help them navigate. So we can say the ancient world was filled with inventions that transformed life during those times. These inventions are history's first beginnings of science.

**FIGURE 1.5**  
Egyptian Pyramids at Giza



## WHAT TO DO

**Notetaking:** One of the goals of this course is to help you learn to identify main points as you read information in order to get it “into your brain.” Reading is only one way to do that. By writing down the important facts and definitions, you are giving your brain another way to review them and, therefore, you will better remember them. Plus, notetaking provides you with an easy way to review the module when it comes time for a test. Don't worry. I'll walk you through that step, too. The *Student Notebook* that accompanies this textbook is designed specifically to help you become comfortable with notetaking. Now, notice that there are 2 definitions in the previous section (science and papyrus). Words and their definitions (in bold and blue font) should be written in your notebook. You will need to memorize them. Your notebook is also designed to give you notetaking prompts. These will help you remember important information. Taking notes while you read your text will become easier with practice, and you will better recall what you have read.

**"On Your Own" Questions:** As we come to the end of this first section in the module, you might notice the rest of the module is divided up into other titled sections. At the end of each section will be one or more "On Your Own" questions. You should answer these questions (spaces for answers are in your *Student Notebook*) as soon as you come to them in your reading. You can look back at the module as well as your notes to find the information



in order to answer the questions. These questions will help you to think about what you just read in the previous section to make sure you understand it. You will check your answer against the solution located at the end of each module in your textbook. If you got the answer correct, you are ready to move on. If you didn't get the answer correct, don't panic. Go back and reread the section of your textbook to try to understand the answer. You can also find additional materials on the textbook's Book Extra page. Make sure you understand the information before you continue your studies. Science builds on itself, so it is important to have a strong foundation.

**Timeline:** Finally, for this particular module only, we will be time-traveling through the history of science and meeting several notable scientists. Though you will not be required to memorize everything about all of them, you *will* be instructed to learn a bit more about a few. An important activity for this module will be to create a timeline, beginning at 3000 BC to AD 2000. This activity is found in your notebook. As you study each scientist, write his name under the date they lived and include one or more important facts you learned. For example, you learned about Imhotep in this section, so go ahead and add him to your timeline beneath the date 2650 BC. For this module, when I introduce a scientist from history, there will be a bracketed date after the name so you can place the scientist on your timeline.

## ON YOUR OWN

- 1.1 Although the ancient Egyptians had reasonably advanced medical practices for their times, and although there were many inventions that revolutionized life in the ancient world, most historians of science do not think of Egyptian doctors as scientists. Why? (Hint: Look at the entire definition of science.)

## TRUE SCIENCE BEGINS TO EMERGE: 600 BC—AD 500

The ancient Greeks are believed to be the first true scientists. Remember our definition of science. It is when observations and facts are gathered and are then used to come up with general laws about our world. So although the ancient Egyptians and Chinese had collected lots of observations and had recorded facts, they didn't go the next step to use those facts to develop explanations of the natural world. In fact, historians believe that didn't happen until the sixth century BC with the Greeks.

### Three Greek Scientists

Three Greek scientists, **Thales** (thay leez) [640s–540s BC], **Anaximander** (an axe' uh man der) [c 500 BC], and **Anaximenes** (an axe' uh me' neez) [c 546 BC] are believed to be the world's first real scientists.

Thales studied the sky and tried to come up with a unifying theme to explain how the planets and stars

**FIGURE 1.6**  
Solar Eclipse



A solar eclipse occurs when the Moon passes between Earth and the sun. The Moon either fully blocks or partially blocks the sun from view.

moved. He was successful in predicting certain planetary events. In fact, he received notable recognition in his day for correctly predicting what he called the “short-term disappearance of the sun.” This was a solar eclipse, which is when the Moon moves between Earth and the sun, blocking most of the sun from our view.

Historians believe Anaximander was one of Thales’ students. He studied living organisms and is believed to be the first scientist to try to explain the origin of the human race without reference to a Creator. He suggested that all life began in the sea and at one time in history, humans were a type of fish. This idea was revived much later in history by some other scientists, including Charles Darwin (whom I will introduce in just a bit), and today is known as evolution. We’ll discuss evolution later in the course and see what scientific data exist.

Anaximenes was probably an associate of Anaximander. He believed air was the most basic material in nature. He also believed that everything was made of air. So when air is thinned, he thought it would warm and turn to fire. When air is thickened, it would become liquid or solid material. Today, we know that those ideas are incorrect, but Anaximenes did try to explain all things in nature as being made of a single substance. That eventually led to one of the most important scientific ideas introduced by the Greeks: the concept of atoms.

### Two More Greek Scientists

Another Greek scientist, **Leucippus** (loo sip’ us) [early 400s BC], built on Anaximenes’ thinking, and historians believe he proposed that all matter is composed of little units called atoms. Leucippus had a student, **Democritus** (duh mah’ crit us) [460–c 370 BC]. Democritus’ works are well preserved. He came up with a great analogy to help explain his ideas about atoms. Think about walking toward a sandy beach. When you are a long way from the beach, the sand looks like a smooth, yellow blanket. As you get closer to the beach, you might notice that there are bumps and valleys in the sand, but the sand still looks solid. When you reach the beach and actually kneel down to examine the sand, you see it is not solid at all. It is made up of tiny particles called sand grains.

Well, Democritus thought that all matter was like sand. Even though it might appear smooth and solid, it is made up of very tiny particles called atoms. **It turns out that some materials in nature have atoms that are more tightly packed together than others.** That makes them behave differently from each other. Explore this idea more in Experiment 1.1.

**FIGURE 1.7**  
Sand



Democritus noticed that from a distance the sand on a beach appeared to be connected like a smooth, solid blanket. But as the sand was more closely observed, it was evident that it was made up of small grains. This idea helped him to suggest that all matter was like sand, made up of small particles even though it appeared solid.



## WHAT TO DO

Before you begin any experiment, you should read **all** of the instructions to make sure you have the materials needed and understand what you will be doing.

### EXPERIMENT 1.1 DENSITY IN NATURE

**PURPOSE:** To understand how atoms could explain things we see in nature

**MATERIALS:**

- A tall, clear canister or jar with a lid
- A ping-pong ball
- A 3-oz. lead sinker (the kind used for fishing)
- A bag of unpopped popcorn (small dried beans will also work)

**QUESTION:** What happens to 2 objects of different densities when they are in the same container?

**HYPOTHESIS:** Make sure you know what you think will happen to the less dense ball before you complete step 4 of this experiment.

**PROCEDURE:**

1. Fill the canister with popcorn so that it is about  $\frac{3}{4}$  full.
2. Bury the ping-pong ball into the center of the popcorn so that it is just below the popcorn's surface. You should not be able to see the ping-pong ball; it should be completely covered.
3. Set the lead sinker on top of the popcorn and seal the canister.
4. Vigorously swirl the canister around and around in a circular motion from side to side and watch what happens to the balls. **Use common sense when shaking so that your container does not crack.**
5. Record in the lab notebook section of your *Student Notebook* what you saw.
6. Clean up and return everything to the proper place.

**CONCLUSION:** What happened to the ping-pong ball and the lead sinker when you swirled the canister?

## Hypothesis

In the experiments for this course, you will be asked to come up with a hypothesis. A hypothesis is a statement describing what you think will happen in an experiment. You create a testable answer to a scientific question. One of the best ways to state a hypothesis is to write it as an “If-then” statement. It doesn’t necessarily have to be in this format, but it is a good way to help you plan your question and answer to a situation. For Experiment 1.1, for example, you might state, “IF 2 objects of different densities are in the same container and the container is swirled, THEN the less dense object will not sink as deep as the denser one.” Or “IF the canister of popcorn is swirled, THEN both objects will sink to the bottom of the container.” That way you can test your hypothesis to see if it is correct. An incorrect hypothesis does not mean the experiment was a bad experiment. Either way, you come out of the experiment learning something. The experiment tests your statement to see if your hypothesis is right. And that is good science!

What did you discover in the experiment? You should have noticed that the lead sinker disappeared and the ping-pong ball took its place. **Actually, the lead sinker sank down into the popcorn kernels and the ping-pong ball floated to the top.**

How is this experiment evidence for the existence of atoms? **Well, Democritus suggested that all things, including both objects, are made up of individual particles called atoms. The way those atoms are packed together will determine each object’s characteristics.**

If you hold both objects in your hands, you should notice that one is heavier than the other. The 3-oz. lead sinker and ping-pong ball are not the same size. That means one object—the lead sinker—has atoms packed together more closely than the other. They are more densely packed, or in other words, that item has greater density. **Lower-density substances will always float on top of higher-density substances.** So the lead sinker sank down in the popcorn and the ping-pong ball floated to the top.

All substances, even liquids and gases, are made up of atoms. Some have tightly packed atoms while others have loosely packed atoms. If you imagine every substance to be made up of little grains (like sand), then the more tightly packed those grains are, the more massive the substance will be. Therefore, if you assume that atoms exist, then results of experiments like the one you just did are easy to understand.

Democritus was well ahead of his time. Today we know that all matter is made up of atoms. Scientists even know how distinct types of atoms are arranged in any given substance. That helps us to un-

**FIGURE 1.8**  
**Mountain Lake**



Everything you see in this figure is made up of atoms, including the solid sand, trees and mountains, the liquid water, and even the gaseous clouds and air!

derstand the concept of density. Democritus didn't get everything right, but he did believe that atoms were in constant motion, even in a solid substance.



## WHAT TO DO

- ❑ **Create a lab report** with the headings Title, Introduction, Materials and Procedure, Results, Conclusion

**FIGURE 1.9**  
Lab Report Sections for This Course

Name, Date, Title	Results
Introduction	
Materials and Procedure	Conclusion

Now that you have completed this experiment, it is time to document what you have done. You will do this by **creating a lab report**. I will walk you through the process of a lab report during the first few modules so it will become very familiar to you (and very easy!).

Basically, a report shows what you did in the experiment and what you learned so that someone who has never done this experiment would understand what happened and why. It is always written in the third person. That means you do not use personal pronouns, such as "I," "we," or "you."

For this experiment, you need to write your name, date, and experiment **Title** on the top of the page. The next section will be the **Introduction**. In it you will write a short sentence or 2 explaining why this experiment is being performed, along with your hypothesis, or what you think will happen before you swirl the canister and why.

Next, write about your **Materials and Procedure**. In this section, you will list the materials you used in sentence form, if possible. Then you will explain in a few simple sen-

tences what you did. You might also want to make an illustration showing the setup.

The next section will be your **Results**, or what happened when you did the experiment. Here, you can also add a sentence or 2 to discuss why you think you got the results you did.

The last section is your **Conclusion**, or what you learned.

To help you figure out what to write, I highlighted key sentences in orange before and after the experiment to give you clues for your hypothesis, results, and conclusion. You should be able to explain what you thought would happen (for the Introduction) and what you did (for the Materials and Procedure). But *please* be sure to write your sentences using *your own* words. Copying someone else's words is plagiarism, and that is not allowed. If you're having a hard time doing that, try to tell your parents or a sibling what you did. Then write down what you said to them.

A sample lab report for this experiment is at the end of this module. For each module, I recommend you choose one of the experiments and do a lab report. Writing one per module will be good practice for the scope of this course. Your *Student Notebook* has a space to write your report.

## EXPLORE MORE

Fill one glass with very hot water and another glass with very cold water. Then add a single drop of food coloring to each glass. Watch how the color gets distributed in the water. In which glass does the color spread out faster? It turns out that atoms move faster when a substance is hot, so the glass filled with hot water will distribute the food coloring much more quickly. The cold water will eventually distribute the color as well. Both have atoms moving around, but some move more rapidly than others.

### Even More Greek Scientists

Let's now go back to our science time travel and look at the lives of 3 other notable Greek scientists. You might have heard of the first one: **Aristotle** [384–322 BC]. He is called the father of life sciences. Born shortly before Democritus died, Aristotle wrote volumes of works on philosophy, mathematics, logic, and physics. However, Aristotle's greatest work was the study of living things. In fact, he was the first to come up with a system to classify animals and plants, placing them into groups based on their similarities.

Although Aristotle was a respected scientist, he also was responsible for some incorrect ideas that hampered science for many, many years. An example of that is his belief that certain living organisms spontaneously formed from nonliving substances. This idea is called spontaneous generation.

**Spontaneous generation**—The idea that living organisms can be spontaneously formed from nonliving substances

Spontaneous generation is how some scientists thought maggots (young flies) spontaneously formed from rotting meat. They believed that rotting meat left out for a few days would actually *transform* into maggots.

**FIGURE 1.10**  
Dead Fish



Scientists who accepted spontaneous generation believed that rotting meat, such as this fish, would transform into living maggots. Yet today we know that flies lay their eggs into rotting meat, and the young larvae (maggots) hatch there.

Today, of course, we know that spontaneous generation is impossible. In fact, in all our observed experiences, life can only be formed by the reproduction of other living things. We will go into greater detail about this topic in a later module, but the lesson for us right now is an example of how science should *not* be done. Though Aristotle made great advances in the study of living things, he mistakenly believed in spontaneous generation. And because he was so well respected (rightly) as one of the greatest scientists of his time, spontaneous generation was believed to be true for over 2,000 years after he came up with it!

## *think about this*

Wrong reasoning can lead to wrong science. There are many possibilities for wrong reasoning, sometimes called fallacy, in science. Sometimes a person makes a general conclusion about a subject, but only has a few cases on which to make that conclusion. An example of this hasty generalization is if, after cutting your foot on a shell at the beach and observing that the same thing happened to your friend, you might generalize that “This beach is full of sharp shells that will always cut a person’s feet.” This is why scientists need large sample sizes to make conclusions about what they observe. Another type of wrong reasoning is when a person assumes something causes an event just because it happened before the event. For example, a baseball pitcher might be chewing a new brand of gum while he pitches his first no-hitter. He might be tempted to say that the new brand of gum was the cause of his perfectly pitched game.

**Archimedes** (ark uh me' deez) [c 287–c 212 BC] is the next Greek scientist I will talk about. He lived about 100 years after Aristotle and did great work in mathematics, using much of that work to forward science. In fact, he applied mathematical formulas to explain why certain things happened the way they did. The Fields Medal is awarded every 4 years to recognize outstanding mathematical achievement. The medal’s image is of Archimedes, and the inscription translates as “Rise above oneself and grasp the world.”

The last Greek scientist I want to talk about lived about 100 years after Christ’s birth. **Ptolemy** (tahl' uh mee) [c AD 100–170] studied the heavens and was one of the first to attempt a complete description of the planets and stars. He assumed that Earth was at the center of the universe, and that the planets and stars orbited about Earth in a series of circles.

In his day, there was lots of evidence to support Ptolemy’s hypothesis, so his idea became very popular. This

**FIGURE 1.11**  
The Fields Medal



view of the stars and planets is called the **Ptolemaic system**, or the **geocentric system**. It was accepted by scientists until about the 1600s. This incorrect idea was accepted for so long because even as more and more data were collected that contradicted the geocentric system, many scientists ignored the data out of great reverence to Ptolemy because he was a great scientist. It also fit many scientists' preconceived notions of how things *ought to be*. They liked the idea of Earth being the center of the solar system, so the geocentric system made sense to them, even though there was more and more data to disagree with it.

Aristotle and Ptolemy's stories can teach us something. A scientist shouldn't hold onto an idea just because it fits some preconceived notions. And a scientific idea should not be accepted just because a brilliant scientist believes it. Science is built on data that are tested time and time again, not on a person's beliefs.

FIGURE 1.12

Illustration of the Geocentric System



This illuminated illustration shows Earth in the center of the solar system with the Moon and planets orbiting it, as Ptolemy suggested. It was illustrated by Portuguese cosmographer and cartographer Bartolomeu Velho.

## ON YOUR OWN

- I.2 Based on your results in Experiment 1.1, what do you think about the density of popcorn kernels? Are they more or less dense than the lead sinker and the ping-pong ball?
- I.3 Albert Einstein is one of the most well-known scientists in recent history. (We'll talk more about him later in this module.) Though he received the 1921 Nobel Prize for his contributions to theoretical physics, he also had some ideas that were incorrect. Einstein believed that nuclear power could never be a good source of usable energy. Yet his own groundbreaking equation,  $E = mc^2$ , is at the heart of over 400 nuclear power stations today, providing a major source of worldwide non-carbon-based energy. Imagine what would have happened if scientists decided not to explore nuclear energy because Einstein, a brilliant scientist, said it wasn't worth exploring. Name one more example of a brilliant scientist who advanced an incorrect idea. What do these examples teach us about how to make scientific decisions?

## SCIENCE PROGRESS STALLS AND THEN GETS MOVING AGAIN: AD 500–1500

After the time of the highlighted Greek scientists, science continued to progress steadily. Scientists were exploring ways to study and explain the natural world. Scientific communities formed, referencing and utilizing the works of previous scientists like Aristotle.

But something happened. After the first few centuries AD, scientific progress drastically slowed. This was at the same time the Roman Empire reached its height and was beginning to decline. You see, although the Romans embraced inventions, particularly those that improved the processes of work, there was little desire for *explaining* the world around them. So real experimental science was discouraged throughout the known world. This era is known as the Dark Ages.



## Alchemy

**Alchemy**, on the other hand, grew during the Dark Ages. The main goal of alchemists was to find a way to transform lead (or other inexpensive metals) into gold (or other precious substances). They were doing this because by that time in history, many people observed that when you exposed some substances to each other, they changed into other substances.

## EXPERIMENT 1.2

### A CHEMICAL REACTION

**PURPOSE:** To determine what can happen when you mix specific substances together

#### MATERIALS:

- A fresh lemon
- A small knife
- 3 tarnished pennies (The more tarnished, the better your results will be. Pennies minted between 1962 and 1982 work well for this experiment, as they contain 95% copper and have been in circulation long enough to build up a good coating of copper oxide.)
- A paper towel
- A paper plate
- A teaspoon of salt
- An eyedropper
- Some water

**QUESTION:** What happens when copper pennies are exposed to lemon juice?

**HYPOTHESIS:** (A hypothesis is what you think will happen and why.) Write what you think will happen to a penny when it is exposed to lemon juice.

#### PROCEDURE:

1. Using the knife, carefully cut a few small slits through the lemon peel. You want to cut all the way through the peel.
2. Insert a penny into each slit so that half of the penny is exposed to the juicy inside, not just the peel.
3. Allow the pennies to sit for at least 10 minutes.
4. Remove the pennies, dry them with the paper towel, and note their appearance.
5. Rinse the pennies and place them on a paper plate.
6. Sprinkle a small pile of salt on top of each penny. With the eyedropper, add a few drops of water to cover each penny.
7. Allow the pennies to sit for a few minutes and then blot them with a paper towel so the pennies are exposed to air. Let the pennies sit overnight.
8. Observe the colors of the pennies and write what happened in your notebook.
9. Clean up and return everything to the proper place.

**CONCLUSION:** What did you observe? What happened to the part of the penny that was exposed to lemon juice?

In the first part of the experiment, you should have noticed that the halves of the pennies exposed to the inside of the lemon turned a bright copper color. That is because the original copper in the tarnished pennies had combined with the oxygen in the air to make a chemical compound called copper oxide. The acid of the lemon juice caused a chemical reaction, causing the copper oxide to break the copper atoms and the oxygen atoms apart, so you could see the shiny copper color.

In the second part of the experiment, you exposed the pennies to salt and water. This caused another chemical reaction to occur by helping the copper in the pennies to react again with the oxygen in the air. So the next day, you should have noticed that the pennies were starting to tarnish again.

Alchemists saw changes like the changes you observed in the previous experiment and thought that if they could find just the right combination of substances, they could mix a metal such as lead with several other substances so it would change to gold. Today, we know this is impossible because there are severe limitations to how much a substance can actually change within a chemical reaction. However, the alchemists didn't know this, so they used trial and error to see if they could stumble upon the perfect mixture to make precious gold out of commonplace lead.

However, they *did* keep records of their work, and as a result, many interesting observations were recorded. Sometimes, one of the mixtures would actually form a useful substance, too. But they never tried to use their observations to draw conclusions about how the natural world works. They just kept trying to make new substances out of existing ones.

The events during this time period can teach us 2 things about science. A stalling of science happened during the time of the Roman Empire's decline. With hampered trade and communication, scientific progress slowed. So, lesson 1 is that **scientific progress depends not only on scientists, but it also depends on government and culture**. And lesson 2 is that **science progresses by building on the work of previous scientists**.

### Other Medieval Cultures

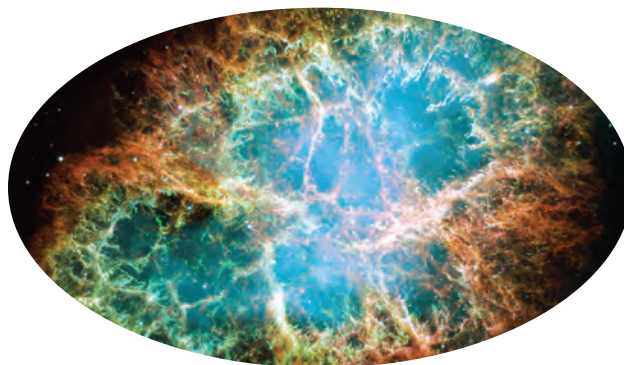
Now, other cultures were also exploring the world during this time period. The Arabs and Chinese were making careful observations of the heavens and logging their observations, but (like the Roman scientists) not trying to explain what those data meant. The Chinese noted

**FIGURE 1.13**  
Medieval Gold Coins



in AD 1054 the sudden appearance of a bright star. Because their data were written down, future scientists *could* use it to compare to what they saw in the skies and make conclusions. In fact, modern scientists believe the Chinese were observing a supernova, which is essentially the explosion of a star. That is because in the same part of the sky today, there is a large cloud of dust and gas, called a nebula. So scientists used recorded evidence along with modern evidence to suggest that a supernova results in a nebula. These scientists built on the work of scientists who came before them.

**FIGURE 1.14**  
**The Crab Nebula**



Based on very detailed Chinese records from AD 1054, the Crab Nebula is thought to be the remains of a star that exploded.

## EXPLORE MORE

How many dimes does it take to have a mass of 2 oz? Well, you could grab a kitchen scale and a handful of dimes and place them one by one onto the scale until it read 2 oz. But what if you had access to some previous observations made by a scientist? What if you read his documentation that said he determined it takes 12 dimes to have a mass of 1 ounce? You could use that information to further your experiment. If it takes 12 dimes to have a mass of 1 oz, you could start with 12 already on the scale and go from there. Or you could realize that if you doubled that amount to 24 dimes, you would also have double the mass, or 2 oz. Can you see how science can progress by building on the work done by previous scientists? Try measuring dimes to explore this.

### End of the Dark Ages

By about AD 1000 Christian scholars began to realize that their belief in a single God who created the universe would have set up specific universal laws to govern it. They believed God's laws never changed, so therefore the natural laws God set into motion should also never change. As a result, the way the natural world worked could be explained if they could discover the natural laws God set in place. Therefore, science began to progress toward the end of the Dark Ages because the Christian worldview began to replace the Roman worldview.

This thinking caused real science to emerge again. Some of the notable scientists of this era include **Robert Grosseteste** (groh' suh test' ee) [c AD 1175–1253]. He taught that the purpose of inquiry was not to come up with random experiments and the observation of their results, but to learn the *reasons* behind those observations, instead. That is really what science is: explaining why things happen the way they do. So Grosseteste is known for coming up with the first ideas behind the scientific method and is often called the father of the scientific method. He believed a scientist should make observations, and then come up with a tentative explanation for why those events happened. Then he should make more observations to test that explanation. If the new observation didn't agree with the original explanation, then the new explanation was probably wrong.

One of Grosseteste's followers, **Roger Bacon**, is even more well known [c AD 1219–c 1292]. Bacon was known for strongly encouraging scientists to use Grosseteste's method, so sometimes people wrongly call Bacon the father of the scientific method. He was known to use science to break superstitions. One example was the conventional belief that diamonds could be broken by goat's blood. He came up with experiments to prove that idea to be wrong. Bacon was a visionary, believing that science could eventually bring about flying machines, explosives, submarines, and the ability to travel around the world!

**FIGURE I.15**  
**World Map with Modes of Transportation**



Roger Bacon's ideas of world travel were hundreds of years ahead of his time. It wasn't until the 1600s that a working submarine was built, and the airplane wasn't invented until 1903.

In the early 1300s, **Thomas Bradwardine** (brad war' deen) [c AD 1290–1349] began work on 2 levels. Bradwardine was a theologian and emphasized salvation by faith alone, through the grace of God. But he also is important in the development of modern science. He was one of the first to critically examine many of Aristotle's ideas and found most of them lacking. Focusing on motion, he came up with equations to try to describe the details of speed, distance traveled, and more. Using mathematics and experiments, he showed that most of Aristotle's ideas about motion were wrong.

**Nicholas of Cusa** [AD 1401–1464] was interested in the idea that God was infinite. In trying to learn more about God's infinite nature, he studied the planets and stars because he thought they were the largest and most infinite things he could study. He was one of the first scientists to break from Ptolemy's geocentric view and believe that the Earth spins on its axis while it travels around the sun.

## ON YOUR OWN

- 1.4 Explain why it is important to document scientific data.
- 1.5 Some people believe that science and Christianity are at odds with one another. That idea has developed because in recent years, many scientists are not Christian. Explain how a Christian worldview is, in fact, one of the reasons science got out of the Dark Ages.

Have you noticed that many of the great scientists since the 1000s were devout Christians? In fact, as we go through the rest of this module, you will see that many of the great scientists from the Dark Ages to modern time were devoted Christians. That is because the Christian worldview is a perfect fit with science!

### THE RENAISSANCE—THE “GOLDEN AGE” OF SCIENCE: AD 1500–1660

As we enter this time period, we will discover that it is a time when science blossomed. Though lots of amazing discoveries were made about the world by many, many scientists, we will highlight 5 in this section. It begins in 1543 when 2 important works were published. The first was by **Nicolaus Copernicus** [AD 1473–1543]. In it, he laid out his idea about Earth, the sun, planets, and stars. Just like Nicholas of Cusa, Copernicus believed that Ptolemy’s view of the universe was incorrect. He instead believed the data he had were better explained if the sun was in the center of our planetary system and all the planets, including Earth, orbited around it. This is known today as the heliocentric (he' lee oh sen' trik) system or the **Copernican system** in his honor.

The other important work published in 1543 was written by a doctor named **Andreas Vesalius** (vuh sal' ee us) [AD 1514–1564]. It contained the most detailed and amazingly accurate illustrations of the human body. In fact, this was the first book to illustrate all of the insides of the body, including the organs, muscles, and skeleton.

**FIGURE I.16**  
Contributions by Vesalius and Copernicus



In 1543, both Vesalius and Copernicus published works to help “map” things within their respective fields. Vesalius illustrated the arrangement of the organ systems within the human body, and Copernicus used scientific data to explain how the solar system was arranged. Both systems showed God’s perfect order in His design.

Vesalius’ book was recognized right away as revolutionary to medicine, but Copernicus’ book was not so well received. That’s because the church of that time believed the idea of Earth being at the center of everything made more sense. They did have a point in

that Copernicus did not have lots of data to support his ideas. He promoted the heliocentric system because he knew there was lots of evidence *against* Ptolemy's geocentric system. Copernicus also thought that God fashioned the heavens using the heliocentric system because it was the more orderly and pleasing of the 2.

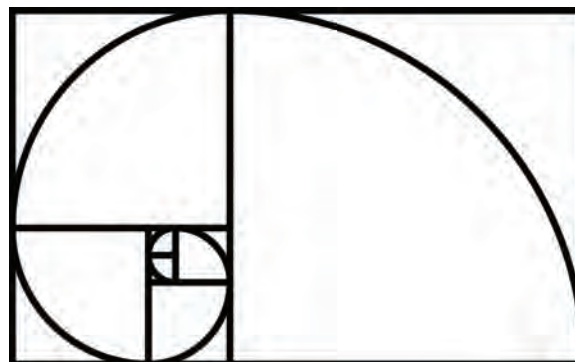
As more evidence was compiled, Copernicus' heliocentric view became more readily accepted. One of the most important compilers of that evidence was **Johannes Kepler** [AD 1571–1630]. He wanted to bring glory to God as he studied the heavens. Kepler's detailed observations of the planets helped him to deduce the basic orbits that the planets use to travel around the sun. He could even describe the orbits mathematically.

In fact, his mathematical equations were known as Kepler's laws and became one of the most powerful arguments for the heliocentric system. He could even deduce that planetary orbits were more elliptical, not circular.

A fourth notable scientist who lived in this era is **Galileo** (gal uh lay' oh) **Galilei** (gal uh lay') [AD 1564–1642]. Galileo performed detailed experiments about motion, supporting Bradwardine, and identifying the flaws of Aristotle's thinking. Using designs for a military device, Galileo built a telescope made from a tube with 2 lenses that could greatly magnify distant objects. Though he is not the inventor of the telescope, Galileo greatly improved its design. He was able to compile details about the planets and stars, showing that the planets shone in the sky not because they generated their own light, but by reflecting the light of the sun. This and other facts made it clear that the heliocentric view was superior to the geocentric view.

**Blaise** (blayz) **Pascal** (pas kal') [AD 1623–1662] was a philosopher, mathematician, and scientist. He is known for making great advances in the study of geometry and algebra. You can thank Pascal for your high school math classes! Additionally, Pascal studied how fluids behave and also demonstrated that the air we breathe exerts pressure on everything, an effect called atmospheric pressure.

**FIGURE I.17**  
**The Golden Spiral**



Mathematics play a key role in understanding many scientific phenomena. In geometry, a golden spiral is a spiral whose growth factor increases by a specific amount for every quarter turn it takes. This mathematical principle can be seen in several living organisms, both plant and animal.

## EXPLORE MORE

Pascal explained that air is constantly pushing against everything, exerting pressure. Try this quick activity to explore air pressure. Take a drinking glass and fill it one-fourth to one-third full with water. Cover the mouth of the glass with a piece of card stock, making sure the card completely covers the glass. Hold the card in place with your hand flat on it as you turn the glass upside-down *over a sink*. Some water might leak out, but hold the card in place making sure it makes complete contact with the entire rim of the glass. Remove your hand from the card. What happened? The card should stay in place. That's because the pressure of the air pushing up on the card is stronger than the weight of the water and the resulting lack of air pressure pushing down on it from inside the glass (called a vacuum). The card experiences about 15 lb of force pushing upward by the air, but only 1 lb of force pushing downward from the water. Air pressure can be a powerful force!

### THE ERA OF NEWTON: AD 1660–1735

This era of time continues in the footsteps of the golden age of science, but even though there were many scientific discoveries by several great scientists, we are going to focus on only 3. And one of those 3 took center stage. That is because science experienced the greatest advancement during the time of **Sir Isaac Newton** [AD 1643–1727]. Newton was a devout Christian, like many of the great scientists you have already studied. He studied science specifically as a means of learning more about God, and he also believed that the best way to learn about God was by studying the Bible. Newton wrote most of his revolutionary scientific works in a 3-volume set called *Principia* (prin sip' ee uh). The first volume explained Newton's 3 laws of motion. In it he made a direct link between mathematics and science, saying that a scientific law was useless if it did not have a supporting mathematical equation to describe some aspect of nature. That was a major breakthrough for the science of the physical world, transforming it into a rigorous field of study.

The second volume of *Principia* built on the work of Pascal and focused on the motion of fluids. The third volume included Newton's universal law of gravitation. He showed, using detailed experiments, that gravity was responsible for attracting objects to Earth (making them fall) as well as keeping planets in orbit around the sun. Because of his mathematical equations that supported these ideas, his third volume was the last blow to the geocentric view of the heavens.

**Robert Boyle** [AD 1627–1691] is known as the founder of modern chemistry. He lived at the same time as Newton, performing experiments on gases and formulating laws that are used today in the study of chemistry. He was a dedicated Christian, often writing sermons using nature to give glory to God.

Another notable scientist from this period was **Antoni** (an' ton ee) **van Leeuwenhoek** (loo' en hook) [AD 1632–1723]. Though he was not educated as a scientist, he

### ON YOUR OWN

- 1.6 Galileo is often incorrectly credited with the invention of the telescope. Look back in this section to see *exactly* what his contribution to the telescope was. Explain how this is an example of the importance of documenting scientific data and sharing that documentation with other scientists.



revolutionized the study of living things by building the first high-powered single lens microscope. That opened science up to a previously unseen world of tiny life forms, including bacteria. And like Boyle, Leeuwenhoek tried to glorify God in all his scientific work. The microscopic world was testimony to him that God made all creatures, great and small.

### ON YOUR OWN

1.7 Some students think learning mathematics is difficult. In order to teach science to such students, there are many science textbooks written today that do not use mathematics at all. What do you think Newton would say about such textbooks?

**FIGURE 1.18**  
Replica of a Microscope Design by Leeuwenhoek



### THE “ENLIGHTENMENT” AND THE INDUSTRIAL REVOLUTION: AD 1735–1820

Why is the word *enlightenment* given quotation marks in this section title? Well, during this period in history, a change in the underlying assumptions of science and how to look at the world occurred. A philosopher who lived during this time, Immanuel Kant, came up with the term *enlightenment* to describe the change because the word means “to gain knowledge.” However, the title word is in quotation marks because that change was only *partly* beneficial to the progress of science.

**FIGURE 1.19**  
Medieval Cross



What is this notable change? For many people, there was a rejection of things from the past, such as religion and monarchies, and there was an emphasis on reason, liberty, and the scientific method. So some of the change in thinking had to do with how people believed the universe came to be. Up to this point in history, God was at the center of virtually all science. In most of the previous sections, the great scientists I have been highlighting were devout Christians. That means that until now, science had a very Christian flavor, with the scientists endeavoring to see God’s creative fingerprints in creation and mentioning God reverently in their scientific papers.

Since the Dark Ages, advances in science were the result of scientists questioning the teachings of Ptolemy, Aristotle, and other scientists whose works had dominated science for so long. That meant the scientific community was learning that scientists shouldn’t just blindly accept the teachings of former scientists. They realized, rightly so, that all scientists



make mistakes, and therefore everyone's work should be critically examined. To sum up, science stopped relying on the authority of past scientists and began relying on experiments and data.

Well, that is actually a good change that happened during the Enlightenment. All scientific works *should* be carefully examined. Unfortunately, though, as science began to ignore the authority of past scientists, it also began to ignore the authority of the Bible. And that is a bad result of the Enlightenment. So even though a biblical worldview fueled the science of the past, some scientists in this era started to question the truth of the Bible.

There were still some scientists who were devout Christians during this time, but as time went on, fewer and fewer references to God and the Bible could be found in scientific works.

One of the notable Christian scientists during this time is **Carolus** (kair' uh lus) **Linnaeus** (lih nay' us) [AD 1707–1778]. In 1735, Linnaeus published a book in which he created a classification scheme that categorized all living creatures that had been studied. The basic classification he came up with is still in use today. Now, Linnaeus was deeply committed to performing science as a way to glorify God. He believed that God is very organized, so His creation should also be organized.

**Antoine-Laurent** (an twon' law rent') **Lavoisier** (luh vwah' see ay) [AD 1743–1794] was a chemist who analyzed chemical reactions in a systematic way. His most important contribution to science was the law of mass conservation, which stated that matter cannot be created or destroyed—it can only change forms.

**John Dalton** [AD 1766–1844] also lived during this time period. A devout Quaker, he did many experiments with gases and came up with many new ideas that propelled science forward. One of his most important works was his atomic theory. He built on the works of Democritus and others, proposing a detailed theory of atoms. He is known as the father of modern atomic theory.

This period is also known as the Industrial Revolution because it was a time when the growing scientific knowledge gave rise to a rapid increase in inventions that made work faster and more productive.

**FIGURE 1.20**  
**Rothschild Giraffe**

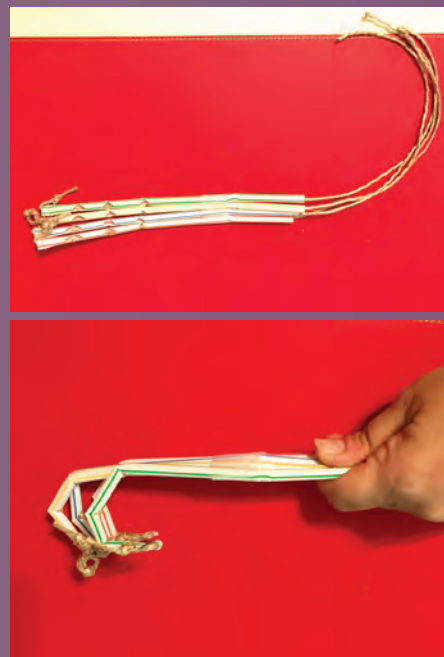


The Rothschild giraffe is found mainly in Uganda and Kenya. According to today's modern classification system, based on Linnaeus' major scheme, it would be classified in kingdom Animalia, phylum Chordata, class Mammalia, order Artiodactyla, family Giraffidae, genus *Giraffa* and species *camelopardalis*. The Rothschild giraffe would then be placed into a smaller category: subspecies *rothschildi*.

## EXPLORE MORE

During the Industrial Revolution, many devices were invented that turned hours of manual labor into just a few minutes of work. Even today, robotic machines do in minutes what used to take days. You can make a simple robotic hand using materials in your home.

You will need 4 drinking straws, scissors, a stapler, a ruler, masking or cellophane tape, and about 5 feet of string. If your straws have bending ridges, do the instructed work on the opposite end. Bend the straw at about one inch from the end and carefully cut off one corner of the bend. That should give you a diamond-shaped hole. Do the same thing at 2 inches and 3 inches from the straw's end so that the holes are lined up. Repeat with the other 3 straws. Cut your string into 4 equal lengths. Thread one length of string through a straw so that about 1–2 inches are sticking out of the end closest to the holes. Staple over the string and straw and tie a double knot in the string so it won't slip through the staple. Do the same thing for the other 3 straws. Now lay the straws beside each other so that the diamond-shaped holes are facing upward. Tape the straws together. Gently bend the straws upward at each hole to form a crease on the straw. This will form a finger joint. Now pull on all 4 ends of the string so that the "fingers" bend. Can you grab anything with your mechanical hand?



### THE REST OF THE 19TH CENTURY: AD 1820–1900

The rest of the 19th century was filled with advances in science, partly due to the fact that people began to appreciate science more than ever before. They could tangibly see how inventions could make their lives better, and that translated to more financial support for science.

One of the most notable scientists during this period is **Charles Darwin** [AD 1809–1882]. He published a book in 1859 titled *On the Origin of Species by Means of Natural Selection or the Preservation of Favoured Races in the Struggle for Life*, which is often shortened to *The Origin of Species*. This book caused an upheaval within the scientific community. In it, Darwin proposed a theory that tried to explain the diversity of life on Earth and how it came to be without a Creator. He proposed that the same kinds of processes we see occurring today are responsible for all the species on the planet. This is commonly known as the theory of evolution.

You will learn a lot more about Darwin and his theory later in this course and even more in-depth when you study biology. But for now, you need to understand the impact of his work on the progress of science. First, Darwin's ideas were the final development of the Enlightenment. So those who wanted to ignore the authority of Scripture were empowered. They reasoned, if science can explain how we got here without ever referring to a Creator, why should science continue assuming that the Creator exists?

The second impact of Darwin's work was to improve the study of living things dramatically. Now, let me stop here to say that I, as well as many, many other scientists

today, think that Darwin's idea of evolution is fundamentally incorrect. Yet, even wrong ideas can help advance science. You see, before the time Darwin published his writings, scientists thought that every type of creature that exists today had existed throughout history. Consider dogs, for example. Up to this time, scientists thought that Great Danes, chihuahuas, and boxers always existed, unchanged through history. That idea is called the **immutability of the species**. But Darwin showed it wasn't true. He had evidence of how living organisms can adapt to changes in their surroundings through a process he called **natural selection**. So over time, an organism would change in its coloring, beak size, body size, and other physical characteristics.

That resulted in new versions of old creatures. In our dog example, the original dog breed spread out to different areas of the world and was exposed to various environments. Those in colder climates, for example, would have longer fur because puppies born with short fur wouldn't survive long enough to reproduce. Nature "selected" which features were beneficial. In the same way, breeders would choose the best puppies in a litter that had the features they were looking for, whether it was physical features or even temperaments, and then only allow those to breed. Breeders "selected" which features were beneficial. Over generations, those processes produced the breeds we see today.

Another scientist who produced revolutionary work is **Louis Pasteur** [AD 1822–1895]. He came up with experiments that finally destroyed the idea of spontaneous generation once and for all. In a sense, his contemporary—Darwin—was trying to suggest that life came from nonlife, without God. That is technically a type of spontaneous generation, isn't it? But Pasteur demonstrated that life could only originate from other living things.

Pasteur also came up with the process called **pasteurization**, a method to prevent bacteria from spoiling liquids. He used it to keep wine from souring, but today this process is widely used to sterilize milk. Additionally, Pasteur laid the foundation of vaccines.

**Gregor Mendel** [AD 1822–1884] lived during this time period. An Augustinian monk, he was a devout Christian who devoted much of his life studying reproduction in plants. In fact, the entire field of genetics, which studies how traits are passed on from parent to offspring, is based on his work. He is considered the father of modern genetics.

Science also experienced development in the understanding of electricity and mag-

**FIGURE 1.21**  
Various Dog Breeds



The first created dog was likely a mutt in its design. As individuals spread to different parts of the world and were exposed to different living conditions, those with physical features that helped them better survive were able to live longer and pass those features on to their puppies. The same thing happened as man selected specific desirable features in domesticated dogs, only allowing individuals with those features to breed.

**FIGURE 1.22**  
Pasteurization Equipment



**FIGURE 1.23**  
Electric Light Bulb



netism. **Michael Faraday** [AD 1791–1867] performed many experiments about electricity, and his ideas are still used today. A devout Christian, Faraday was not ashamed of his faith and would argue with any scientist who tried to refute a belief in God. His faith actually led him to lay the foundations of the work of the next scientist we will highlight, **James Clerk Maxwell** [AD 1831–1879].

Maxwell is considered the founder of modern physics. He worked with Faraday and was interested in Faraday's belief that nature was interconnected at a funda-

mental level, because he believed nature derived its characteristics from God. So Faraday thought electricity and magnetism were the result of a single process, though he couldn't find evidence for it. Maxwell was able to develop mathematical equations to show Faraday was indeed correct. Electricity and magnetism are both different aspects of the same phenomenon called electromagnetism. This is a great example of what can be accomplished when you allow your science to be guided by a biblical worldview.

The last scientist we'll highlight in this time period is **James Joule** [AD 1818–1889]. He built on Lavoisier's ideas and determined that, like matter, energy cannot be created or destroyed but just changes forms. This is known today as the First Law of Thermodynamics.

## ON YOUR OWN

- 1.8 In this section, you learned about Louis Pasteur, whose experiments dealt a final blow to the idea of spontaneous generation. Today, all scientists agree that spontaneous generation cannot occur. Explain how that fact is a problem for Darwin's idea that life came to be on Earth without God creating it.

## MODERN SCIENCE: AD 1900–PRESENT

At the turn of the century from the 1800s to the 1900s, there were scientists who believed that science had discovered almost all there was to discover about nature. By this time, they could chart the planets in their courses, and they knew a lot about stars and visible space. Volumes were written about the microscopic world, and the classification of all known organisms was finally being completed. Thanks to Mendel and others, scientists were understanding the complex process of reproduction, too. Maxwell led the way for electromagnetism to be described. Newton's laws of motion seemed to explain almost every type of motion that could be studied. What else could there possibly be to learn?

Well, in 1900, **Max Planck** [AD 1858–1947] came up with a revolutionary idea. He suggested that in the same way that matter exists in small packets called atoms, energy exists in tiny packets, too. He called these packets **quanta**. Up to this point, scientists believed that you could give any amount of energy to an object. But Planck proposed that

if energy came in packets, you could give 1 packet of energy to an object or 2 packets of energy to an object. But you could not give an object any amount of energy between one and 2 packets. The same way you could not have  $1\frac{1}{2}$  atoms, you could not have  $1\frac{1}{2}$  packets of energy. Now, Planck had lots of evidence for his idea, and after a long time, it became accepted by the scientific community. The study of this field of science, in fact, is called quantum mechanics.

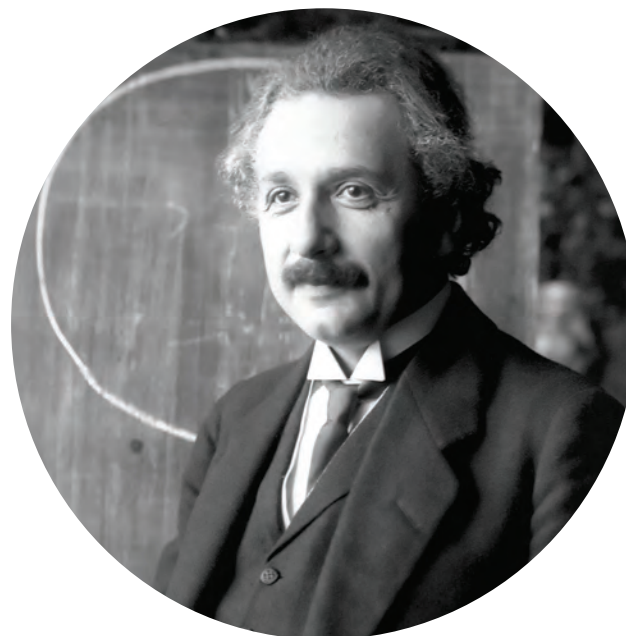
One of the most famous scientists in the field of quantum mechanics is likely someone you have heard of. **Albert Einstein** [AD 1879–1955] used Planck's idea of little quanta of energy to explain a problem that scientists couldn't figure out. The photoelectric effect couldn't be explained up to this point if he used Newton's laws of motion, but if he used Planck's energy quanta, it could. The photoelectric effect has to do with the release of small parts of the atoms in a substance when light is shone onto it.

To add more evidence to support this effect, **Neils Bohr** [AD 1885–1962] developed a picture of what an atom looks like. It was based on solid mathematics, and it required the assumption that energy comes in small packets. The Bohr Model of the atom revealed many mysteries of what atoms looked like and were made of.

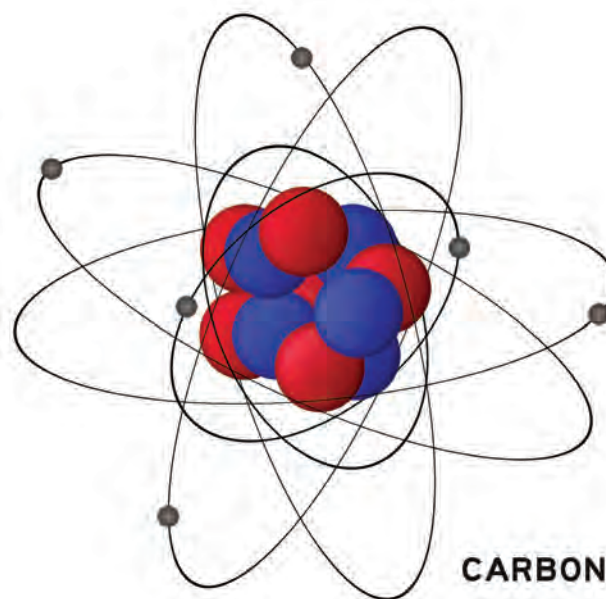
Now, let's jump back to Einstein before we end this module. He is an important figure in many other areas of science. He developed a new way of looking at light, matter, and gravity. His special theory of relativity explained how matter is just another form of energy. Using his now famous equation,  $E = mc^2$ , he showed how matter could indeed be converted to energy. His general theory of relativity explained how gravity works.

The knowledge gained from quantum mechanics and relativity has led to numerous advances in medicine, technology, and industry. In many ways, they have made life easier for everyone. Peo-

**FIGURE 1.24**  
**A Young Albert Einstein**



**FIGURE 1.25**  
**Bohr Model of a Carbon Atom**



ple live longer today; there are fewer diseases, and there is more food per person today than ever before. Also, we have a clearer picture of how creation works. But don't be like the people at the turn of the century before the 1900s and think we have "figured it all out." Science is constantly uncovering new ideas and new ways of looking at things. That's what makes science so fascinating!

### SUMMING UP

Well, we've come to the end of the module. Is your head spinning a little? Well, I wouldn't be surprised. After all, we have traveled through 5,000 years of science history. Why did we do this? You see, when we look at how science has progressed over the centuries, we can learn some lessons, particularly the mistakes that were made. Two major points we learned were written in bold about halfway through the module:

- 1. Scientific progress depends not only on scientists, but it also depends on government and culture.**
- 2. Science progresses by building on the work of previous scientists.**

I would like to add a third lesson here. We discussed throughout this module how the philosophy of the scientist often affected the work he did. This philosophy has to do with how a person views the natural world or their worldview. It is important to understand the worldview of any scientist, particularly when he takes the data he collects and then makes conclusions from it. We saw that with Darwin. He identified how organisms can change features over time from one generation to another, depending on their living conditions. (A lighter-colored bear cub might live longer than a darker one in a snow-covered environment. Then he would pass those "lighter-colored" features on to his bear cubs when he grows up.) And those observations have been identified as true. But Darwin took those ideas and went a step further to say that those changes could explain how life came to be on Earth without a Creator. There was no evidence for that. It had to do with his worldview and interpretation of the data. So we can say that

- 3. The interpretation of scientific data is often dependent on the individual scientist's worldview.**

This is a point you need to understand as you go through any science course in the future. Even this course is taught from a specific worldview.



## WHAT TO DO

- Answer** study guide questions
- Prepare for the exam**  
(review "On Your Own" questions, Student Notebook notes, and completed study guide)
- Take exam**

Now it is time to prepare for the exam for this module. On the page following the answers to the "On Your Own" questions, you will find a study guide. This is like a practice test, highlighting all the information that I consider important material from the module. Work through it and try to answer questions (without peeking) about information discussed in the module. Then go back through the module to find the answers for the ones you don't remember. You can check your answers in the *Solutions and Tests Manual*. Once you complete it, you can use the study guide to be just that: a guide for study!

For this module and the next one, you will be instructed to take your exams as open-book exams. That means you will be able to refer to the information in your text for the exam, too. But that is to help you learn how this course works. This is a good way to get you prepared for higher-level work. Test-taking is a skill, and the best way to improve that skill is to work through the process of taking tests, figuring out the best ways you are able to study and learn the material. You are not doing this for a grade so much as you do this to learn the information in the book. And you will be equipping yourself with awesome tools to better your ability to study the world around you and give God glory! After all, the study of the world and its processes is as Johann Kepler says: "Thinking God's thoughts after Him."

## ANSWERS TO THE “ON YOUR OWN” QUESTIONS

The blue text is the answer and the black text is further explanation.

- 1.1 If you look at the definition of science, it contains 2 parts. Science consists of collecting facts, but it also consists of using those facts to explain the world around us. **The Egyptian doctors and the inventors of the ancient world collected lots of facts, but they did not use them to explain the world around them.**
- 1.2 In the experiment, the lead sinker sank down in the popcorn, and the ping-pong ball floated up. So **the popcorn kernels are more dense than the ping-pong ball and less dense than the lead sinker.**
- 1.3 Despite the fact that Albert Einstein is brilliant, he can be wrong, just like many other brilliant scientists. There are several examples you could use to show an example of a brilliant scientist who had incorrect ideas (**like the story of Aristotle and his incorrect belief in spontaneous generation**). **We should therefore not make scientific decisions based on what people believe. Instead, we should make them based on data.**
- 1.4 There are several reasons scientists should document their work. **Writing it down enables scientists to refer to it later. They are able to share their findings with other scientists in other parts of the world. Their data will be available for future scientists to help them further their understanding of how things work in the world.**
- 1.5 During this time in history, Christian scholars realized their belief that God created the universe meant He would have set up universal laws for the heavens to follow. God had unchanging laws, so the natural laws should also not change. That meant **the way the natural world worked could be explained if they could discover the natural laws God set in place.**
- 1.6 Galileo had access to a device that was designed for the military by Hans Lippershey. This tube with 2 lenses magnified distant objects. From that description, Galileo was able to determine how this invention worked, and he made one for himself with the intention of observing the heavens. So **Galileo took another individual’s ideas and then improved on them for a different purpose. He might not have come up with his telescope idea if he hadn’t had the information from Lippershey. Therefore, science progresses when scientists document their findings and make them available to each other.**
- 1.7 **Newton would not like such textbooks.** He believed that science had to be linked to math. There was an order to creation, and math helped to explain that order.
- 1.8 The fact that spontaneous generation has been demonstrated as a nonviable process causes a problem for evolutionary theory. **Evolution relies on the fact that everything in our universe arose without God. So without a Creator, evolutionists have to assume that life comes from nonlife. Yet that is spontaneous generation!**



## Sample Lab Write-up for Experiment 1.1:

Experiment 1.1  
Density in NatureSherri Seligson  
1/06/2018

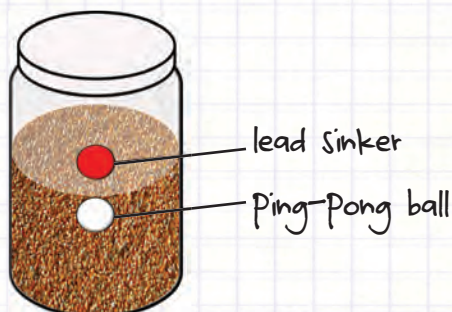
## INTRODUCTION

The purpose of this lab is to explore density and how it works in nature. Some materials are denser than others. In this lab, if the 2 objects have different densities and are swirled together in the same container of popcorn, then the less-dense object will not sink as deep as the denser one.

## MATERIALS AND PROCEDURE

The canister was filled with popcorn kernels and then the ping-pong ball was buried in the popcorn so that it was just below the popcorn's surface (See Figure 1). Next, the lead sinker was set on top of the popcorn. The canister was vigorously swirled around and around in a circular motion.

## FIGURE 1: EXPERIMENT 1.1 SETUP



## RESULTS

When the canister was swirled, the lead sinker started to sink down into the popcorn kernels. The ping-pong ball floated on top. This is because both objects are made up of atoms, and the way the atoms are packed together will determine the characteristics of each object. The lead sinker is denser than the ping-pong ball.

## CONCLUSION

When the canister was swirled, the lower-density ping-pong ball floated to the top of the popcorn and the higher-density lead sinker sank into the popcorn. This demonstrates how lower-density materials will always float on top of higher-density materials.

## STUDY GUIDE FOR MODULE I

This guide will help you better understand the key information addressed in the module. It is also exactly what it is titled: a *guide* to help you *study*. Don't worry...it is not graded, but it IS a great way to see how much you remember and review more challenging information. To complete this study guide, first go through the questions and answer them as best you can. You can even make an educated guess. Then, go back through the module to find the answers to any questions you didn't remember. Once it is completed, check your answers with the answer key in the *Solutions and Tests Manual*. Now you have a great source from which to study!

- Match the following words with their definitions.
  - Science
  - Papyrus
  - Spontaneous generation

An ancient form of paper, made from a plant of the same name

The idea that living organisms can be spontaneously formed from nonliving substances

The systematic study of the natural world through observation and experimentation in order to formulate general laws
- The Egyptians were not considered scientists, even though they had incredibly advanced medical practices for their time. That is because they used the trial and error method of science. Which of these healing methods did they NOT use on patients?
  - Egyptian doctors treated open wounds with moldy bread so the wounds would heal quickly (Penicillin created by the mold killed bacteria.)
  - Patients were painted with mud to heal them from the common cold. (Mud kills bacteria).
  - Patients who were experiencing pain would be given poppy seeds to eat. (Poppy seeds have morphine and codeine, which are pain-relieving drugs.)
- What invention helped Egyptian doctors easily document information, transport it to other scholars, and store it for future generations?
  - horse and carriage
  - clay tablets
  - papyrus

4. Scientists often build on one another's ideas. Anaximenes tried to explain all things in nature as being made of a single substance. Leucippus built on that idea and his student, Democritus, took that idea even further. What idea did Leucippus and Democritus propose? (Hint: Think of Democritus on the beach!)
  - a. The beach is a relaxing place to do science.
  - b. All matter is composed of atoms.
  - c. Sand has a higher density than water.
5. True or False: Isaac Newton championed the idea of spontaneous generation and is responsible for it being believed for so long.

For questions 6–9, complete the sentence in your own words:

6. The accounts of Aristotle and Ptolemy teach us that a scientist shouldn't hold onto an idea just because \_\_\_\_\_ or just because a brilliant scientist believes it.
7. The main goal of the alchemists was to turn lead into \_\_\_\_\_.
8. Science began to progress toward the end of the Dark Ages mainly because the \_\_\_\_\_ worldview began to replace the Roman worldview.
9. During the Enlightenment, a major change in scientific approach took place. A good change was that science began to stop relying on the authority of \_\_\_\_\_. A bad change was that science began to move away from the authority of \_\_\_\_\_.

**Short Answer:**

10. Galileo built an instrument out of a tube with 2 lenses, based on descriptions he had heard of a military device. This allowed him to collect a lot more data about the heavens. What did he build? Was he the inventor of this device?
11. Charles Darwin had 2 major impacts on the progress of science when he published his ideas about the origin of species: one negative and one positive. What are they?
12. Louis Pasteur conducted experiments that dealt a final blow to the idea of spontaneous generation, the supposed production of living organisms from nonliving matter. Today, all scientists agree that spontaneous generation cannot

occur. Explain how that fact is a problem for Darwin's idea that life came to be on Earth without God creating it.

13. Yes or no: Does a scientist's beliefs affect the way he interprets data?

## LAB SUPPLY LIST

## MODULE 1

**Experiment 1.1**

A tall, clear canister or jar with a lid  
 A ping-pong ball  
 A 3 oz. lead sinker (the kind used for fishing)  
 A bag of unpopped popcorn (small dried beans will also work)

**Experiment 1.2**

A fresh lemon  
 A small knife  
 3 tarnished pennies (between 1962 and 1982)  
 A paper towel  
 A paper plate  
 A teaspoon of salt  
 An eyedropper  
 Water

**Explore More, page 10**

2 glasses  
 Hot and cold water  
 Food coloring

**Explore More, page 15**

24 dimes  
 Kitchen scale

**Explore More, page 19**

Drinking glass  
 Water  
 A piece of card stock

**Explore More, page 22**

4 drinking straws  
 Scissors  
 A stapler  
 A ruler  
 Masking or cellophane tape  
 5 feet of string

## MODULE 2

**Experiment 2.1**

A reasonably heavy book  
 A sheet of cardboard about the same size as the book  
 A sheet of heavy paper (like construction paper or card stock) about the same size as the book  
 A sheet of regular paper about the same size as the book

**Experiment 2.2**

All the materials from Experiment 2.1  
 A metal paper clip

**Experiment 2.3**

A drinking glass  
 A small glass  
 Water  
 An eyedropper  
 Some paper towels  
 A penny  
 Liquid soap

**Explore More, page 38**

A basketful of small items (like a pencil, bottle cap, stuffed animal, hairbrush, socks, toy, ball)  
 A helium balloon

**Explore More, page 47**

A desk lamp  
 Red construction paper  
 A marker  
 Scissors  
 Tape  
 2 magnifying glasses

**Explore More, page 50**

A balloon  
 A hole punch  
 A piece of paper

## MODULE 3

### Experiment 3.1

A tall, clear glass  
Measuring cups to measure 1½ cups of water  
A fresh raw egg  
A teaspoon  
A spoon for stirring  
Water  
Salt

### Experiment 3.2

3 glass containers of different sizes  
A tea light candle  
Matches  
A ceramic, glass, or metal pie plate  
A stopwatch (or smart phone with a stopwatch feature)  
A water-filled glass

### Experiment 3.3

A medium glass container (NOTE: This experiment works better if the glass container is tall and thin.)  
A tea light candle  
Matches  
A ceramic, glass, or metal pie plate  
Food coloring  
A measuring cup of water (It is helpful if it has a pour spout.)  
A stirring spoon  
A paper towel  
A small lump of clay  
A medium-height candle that can fit in the medium glass container with room for a flame

### Explore More, page 68

Friends and family to poll  
Materials to create a bar graph of results (either on paper or computer)

### Explore More, page 73

Friends and family to participate in taste-testing  
Ingredients to make chocolate chip cookies using two different brands of chocolate chips  
Notebook to record results

## MODULE 4

### Experiment 4.1

Student Notebook  
Tree slice image (Figure 4.15) on page 103

### Explore More, page 89

A desk drawer to explore

### Explore More, page 104

Trees recently cut down or slices of tree trunks from a nursery or craft store  
Camera

## MODULE 5

### Experiment 5.1

A dark marker  
A paper plate (A thick paper plate works best.)  
A sharpened pencil  
A ruler  
A plastic straw  
Cellophane or masking tape  
Paper clips

### Experiment 5.2

A piece of chalk  
A sheet of corrugated cardboard  
Masking tape  
A piece of sandpaper about half the size of the cardboard

### Explore More, page 115

Materials to create a bar graph of results (either on paper or computer)

### Explore More, page 121

A friend or family member

### Explore More, page 127

A sheet of corrugated cardboard or a corkboard  
A sheet of white paper  
2 thumbtacks  
A pencil  
Some string

### Explore More, page 130

Styrofoam ball  
A straw or a pencil  
A push pin or a bent paper clip  
A lamp

### Explore More, page 137

A dark room  
A flashlight

**MODULE 6****Experiment 6.1**

Alum (sold as Aluminum Alum in large supermarket spice sections, pharmacies, or hardware stores)  
 A small glass (like a juice glass)  
 A liquid measuring cup  
 A small spoon for dispensing the alum  
 A large spoon for stirring  
 Some thin, rough string (Thread will work, but the rougher the string, the better the results.)  
 2 weights (washers, nuts, fishing sinkers, etc.)  
 A large plate  
 A few rocks from outside (Small pebbles work best.)  
 A sheet of dark-colored paper  
 A magnifying glass  
 A stove  
 A pot to heat water  
 Oven mitt  
 Eye protection such as goggles or safety glasses

**Experiment 6.2**

A large glass jar with a lid  
 Some dirt of outside (Dig straight down into the ground to get dirt from many depths.)  
 Some sand  
 Some gravel composed of various sizes of rocks  
 Water

**Explore More, page 150**

16 oz. container of dry cornstarch  
 A large bowl  
 Water  
 A spoon

**Explore More, page 163**

2 cups of water  
 2½ cups Epsom salt  
 A saucepan  
 A spoon  
 2-foot length of twine  
 4 washers  
 2 juice glasses  
 A small plate  
 An airtight container to store extra solution

**Explore More, page 170**

A shell or other similar item  
 Petroleum jelly  
 Clay  
 A paper plate  
 Plaster of Paris  
 A disposable cup  
 A spoon

**MODULE 7****Experiment 7.1**

A large mason jar or other clear sturdy jar  
 A saucepan or kettle to boil water  
 2 hot pads  
 A 1-quart zippered plastic bag  
 Ice  
 A match and matchbox  
 A dark sheet of construction paper

**Experiment 7.2**

A large mason jar or other clear sturdy jar  
 A balloon  
 Scissors  
 A rubber band  
 A drinking straw  
 Cellophane tape  
 A sheet of cardboard  
 A fine-tipped marker

**Explore More, page 193**

$\frac{3}{4}$  cup of white vinegar  
 Empty 2-liter bottle  
 A balloon  
 2 tablespoons of baking soda  
 A butter knife

**Explore More, page 200**

A lightning storm

**Explore More, page 207**

A cereal bowl  
 Plastic wrap  
 A sunny window  
 A thermometer  
 A piece of tape

**MODULE 8****Experiment 8.1**

A candle  
 A match  
 Cotton swabs  
 2 juice glasses  
 Water  
 3 small plates  
 1 tablespoon of table salt  
 1 tablespoon of salt substitute (It should have potassium chloride as an ingredient.)  
 Safety goggles  
 OPTIONAL: A container of Damp Rid that you will carefully open to use 1 tablespoon

### Experiment 8.2

2 beakers - 100 mL and 250 mL (or 2 glasses - one large and one small)

Sand

Table salt

A funnel

Water

A measuring cup

Filter paper (You can cut a circle out of the bottom of a coffee-maker filter.)

Stirring rod (or small spoon)

Measuring teaspoon

Measuring tablespoon

A stove

A saucepan

### Explore More, page 216

A balloon

String

A helper

A ruler

### Explore More, page 217

A bar of Ivory soap

A bowl of water

A knife

Microwave-safe plate

A microwave

### Explore More, page 218

A balloon

Empty soda can

### Explore More, page 232

A skillet

A raw egg

A bowl

A stove

A plate

### Explore More, page 234

Common crystals (like salt, sugar, finely crushed ice, play sand, and possibly a diamond)

Notebook for illustrations and descriptions

Magnifying glass or microscope (optional)

### Explore More, page 236

Clean, clear, plastic food container with recycle logo

Scissors

Some permanent markers

A hole punch

Aluminum foil

An oven

### Explore More, page 238

A few purple cabbage leaves

Distilled water

A saucepan

Tongs

A stove

A few clear juice glasses

Household liquids (like lemon juice, milk, vinegar, water, dish soap, and -using gloves-some household cleaning supplies)

A plastic spoon or wooden chopstick for stirring

## MODULE 9

### Experiment 9.1

A large book (The book does not have to be thick, but the larger the surface area of its cover, the better.)

A paper clip

A small pencil-topper eraser

2 lumps of clay each about the same size as the eraser

A ruler

### Experiment 9.2

2 D batteries

Electrical tape

Insulated number 22 copper wire (about 18 inches)

Scissors

2 large metal paper clips

A spring-tension wood or plastic clothespin

A cork message board or a sheet of very thick cardboard, about 8" × 11"

Masking tape

3 metal thumbtacks

A non-LED, 3-volt flashlight bulb (You can also use a small car tail-light bulb)

### Experiment 9.3

3 tall drinking glasses, all the same size and shape

Water

A metal spoon

A rubber band (Use a thicker one for better results.)

Scissors

A large metal binder clip

A block of wood thin enough for the binder clip to clamp onto (Several layers of cardboard will also work.)

### Explore More, page 250

A friend or family member

A swing



**Explore More, page 257**

A sheet of white paper  
 A tray or paper plate  
 A bar magnet  
 Iron shavings

**Explore More, page 258**

A strong magnet  
 A steel nail  
 A pile of steel paper clips

**Explore More, page 262**

A stiff bowl  
 Some plastic wrap  
 Tape  
 Table salt  
 A large metal pot  
 A metal spoon

**Explore More, page 269**

A sunny day  
 A white piece of fabric  
 A black piece of fabric

**MODULE 10****Experiment 10.1**

2 strands of black licorice that have hollow centers (Twizzlers brand works best for this.)  
 2 strands of red licorice that have hollow centers (Again, Twizzlers work well.)  
 4 different colors of gummy bears - several of each color (Colored marshmallows also work.)  
 2 long, stiff pipe cleaners (The ones with glitter cellophane fuzz work best.)  
 6 toothpicks (and a few to spare in case some break.)  
 Scissors

**Experiment 10.2**

Eye protection such as goggles or safety glasses  
 One slice of raw potato  
 A pale green leaf (The paler the green, the better this experiment will work.)  
 Rubbing alcohol  
 Iodine  
 A jar with a lid  
 2 shallow dishes  
 A cookie sheet lined with parchment paper or waxed paper for protection (Don't use a cookie sheet you wouldn't want to risk getting stained by iodine.)  
 Tweezers  
 A small non-metallic bowl

**Explore More, page 286**

A small potted plant  
 A jar with a lid (with enough extra room for the plant to grow)  
 Water  
 A marker

**Explore More, page 286**

A small potted plant (A small basil plant works well.)  
 A sunny window

**Explore More, page 297**

A banana  
 A knife  
 Water  
 Yeast granules  
 2 zippered plastic bags  
 A marker  
 2 paper plates

**Explore More, page 297**

A clear plastic cup  
 2 paper towels  
 Water  
 4 beans  
 Plastic wrap

**MODULE 11****Experiment 11.1**

Warm and cold tap water  
 A liquid measuring cup  
 A drinking glass  
 A permanent marker  
 2 empty 20-oz. soda bottles (Most water bottles are too flimsy for this experiment.)  
 A packet of activated baker's yeast  
 A teaspoon  
 Sugar  
 2 balloons

**Experiment 11.2**

Leaf press or old books and waxed paper  
 Lab notebook  
 Tree identification book (from the library or online sources)

**Explore More, page 314**

A piece of bread (NOTE: the fewer preservatives, the faster this activity will work.)  
 Tap water  
 A small paper plate  
 Some dust from a windowsill  
 Plastic wrap  
 A warm, dark area

### Explore More, page 321

A few purple cabbage leaves  
A saucepan  
Distilled water  
Tongs  
A container with a lid

### Explore More, page 326

Purple water from previous Explore More  
OR A few purple cabbage leaves  
A saucepan  
Distilled water  
Tongs  
A clean, small, clear glass  
A straw

### Explore More, page 329

Friends and family to poll  
Materials to create a table with your results  
(either on paper or computer)

## MODULE 12

### Experiment 12.1

8 Oreo cookies  
A butter knife  
2 zippered storage bags  
Chocolate pudding (Milk chocolate looks better  
than dark chocolate.)  
4 graham crackers  
Vanilla, banana, or butterscotch pudding  
Whipped cream  
A tall, transparent glass  
A serving spoon

### Experiment 12.2

2 empty toilet paper rolls  
3 balloons  
Water  
A large mixing bowl  
Vegetable oil  
A funnel  
Markers (optional)

### Explore More, page 343

A ping-pong ball  
A 12" piece of string  
A balloon  
Cellophane tape  
Electrical tape  
OPTIONAL: A helper

### Explore More, page 355

A mason jar  
Water  
Scraps of black and white craft foam  
Glue  
Scissors  
A flashlight  
A black piece of paper

### Explore More, page 357

Dried herbs (Parsley, oregano, or basil work well.)  
A bowl  
Water  
A fine-toothed hair comb

### Explore More, page 359

Empty 2-liter bottle  
A small knife  
Electrical tape

### Explore More, page 360

A glow stick  
A freezer

## MODULE 13

### Experiment 13.1

5 zipper-seal plastic sandwich bags  
5 plastic straws  
Masking tape  
A marker  
Tape  
Scissors  
5 ounces of fresh spinach  
Newspaper  
A kitchen scale  
Water  
A tablespoon

### Experiment 13.2

A small bag of dry white navy beans (about 1 cup)  
A paper lunch bag  
A dark permanent marker  
A calculator  
Your notebook

### Explore More, page 376

A nearby natural area (like a park or a field)  
Your notebook

**MODULE 14****Rube Goldberg Machine  
Experiment Setup 1**

An iced cupcake on a small plate  
 Sprinkles  
 A large trifold cardboard presentation display board  
 measuring 36" × 48" when open  
 A funnel  
 Strong packing tape or masking tape  
 A 12" × 2" strip of stiff cardboard  
 A small paper or plastic cup  
 Cellophane tape  
 A hole punch  
 An 18" length of string  
 A pencil  
 An X-ACTO craft knife

**Rube Goldberg Machine  
Experiment Setup 2**

Setup from Experiment Setup 1  
 A stack of books about 8-inches high  
 A few pencils  
 Kite string  
 2 rolls of masking tape  
 5–6 dominoes

**Rube Goldberg Machine  
Experiment Setup 3**

Setup from Experiment Setup 1–2  
 1 large hardcover book that is not very thick  
 1 small book  
 A toy car (For best results, use a car somewhat  
 heavier and larger than a Matchbox-sized car.)  
 Kite string  
 A tennis ball  
 Masking tape  
 An empty paper towel roll  
 Books  
 An empty 2-liter bottle  
 A 9" diameter balloon  
 Baking soda  
 A liquid measuring cup  
 Vinegar  
 A butter knife  
 A stiff ruler

**Rube Goldberg Machine  
Experiment Setup 4**

Setup from Experiment Setup 1–3  
 A long table  
 A stiff ruler  
 Dominoes  
 Masking tape  
 A thin, hardcover book  
 A metal or glass 9" × 13" baking dish  
 Water  
 Aluminum foil  
 2 short wood skewers  
 Cellophane tape  
 A scrap of cardboard  
 2 long strips of cardboard that are the length of  
 the baking dish  
 A sheet of paper  
 Scissors

**Rube Goldberg Machine  
Experiment Setup 5**

Setup from Experiment Setup 1–4  
 A blow dryer  
 Masking tape  
 Various sized books  
 An electrical power strip with an on and off  
 switch  
 An empty 16- or 20-oz. plastic water bottle  
 with lid  
 Sand  
 A funnel  
 Kite string  
 Scissors  
 Empty 1-gallon milk jug  
 A short candle on a stand

**Rube Goldberg Machine  
Experiment Finale**

Setup from Experiment Setup 1–5  
 A match

## MODULE 1

# THE HISTORY OF SCIENCE— SEARCH FOR THE TRUTH

### NOTETAKING

Remember, taking notes are a way to help you learn the new information you will read. There are no right answers; as you read each day, write your notes in your own words by responding to the prompts given.



## WHAT TO DO

### Week 1, Day 1:

Read pages 1 to the top of page 5 in the text, *Exploring Creation with General Science 3rd Ed.* You will be reading section, The Earliest Science: Ancient Times–600 BC, and subsections, Egypt and Other Cultures. As you read, keep this notebook open to these pages and complete the tasks on the following checklist (check them off as you complete them).

- Write the definitions** to the vocabulary words you find to help you memorize them (they are in bold, blue font).
- Write a sentence or two** summarizing what you learned in each section under the appropriate section heading.
- Answer** the On Your Own question 1.1.
- Begin** your History of Science Timeline.
- Check off** Day 1 on your Daily Schedule in the front of this notebook.

## VOCABULARY

Science—

Papyrus—



In the spaces provided, write a sentence or two summarizing what you learned as you read each of the sections. While you could copy the materials in the textbook, it is better if you put what you learned into your own words.

**Introduction****The Earliest Science: Ancient Times–600 BC: Egypt**

(Make sure you include a couple sentences about Imhotep and what he is known for.)

**The Earliest Science: Ancient Times–600 BC: Other Cultures**

## 1.1 ON YOUR OWN

Although the ancient Egyptians had reasonably advanced medical practices for their times, and although there were many inventions that revolutionized life in the ancient world, most historians of science do not think of Egyptian doctors as scientists. Why? (Hint: Look at the entire definition of science.)



### HISTORY OF SCIENCE TIMELINE INSTRUCTIONS

As you read through the rest of this module, you will be introduced to many important scientists and you will learn about what contributions they made to science. As you read about them, you'll make a timeline. Today you will get your timeline ready so it will be easy to use it during the rest of the module.

Remove the timeline pages (pages xx–xx) in this notebook. Cut off the dashed line on page xx, cutting just to the right of it. Tape or paste it to the right side of page xx, hiding the dashed line. Next match the dotted line on the left side of page xx with the dotted line on the right side of page xx and cut and paste as before. Finally, match the wavy line on page xx with the wavy line on page xx. Again, cut and paste as before. You now have a complete timeline that can be folded to fit into your notebook. Past the timeline to page xx.

As you study the important people in the history of science over the next week or two, look up each of them on the Internet (a good place to start is the Book Extras website at [apologia.com/bookextras](http://apologia.com/bookextras)) and learn 2 to 3 interesting facts about them that you didn't know before. Find, print, and paste a picture of the scientist on the timeline at the right year (or as close as you can get). Then write the three interesting facts underneath the picture. Imhotep, who you met in today's reading, has been done for you as an example.

Once you have completed preparing your timeline, you have finished for today. Don't forget to check off today on your daily schedule!



## WHAT TO DO

### Week 1, Day 2

Read pages 5–10 in the text. As you read, complete the tasks on the following checklist (check them off as you complete them).

- Use the graphic organizer** to take notes on the scientists you will learn about in the section, True Science Begins to Emerge: 600 BC–AD 500, and subsections: Three Greek Scientists, Two More Greek Scientists, and Hypothesis.
- Read** through Experiment 1.1 (you will conduct it tomorrow).
- Check off** this day on the Daily Schedule in the front of this notebook.

### TRUE SCIENCE BEGINS TO EMERGE: 600 BC–AD 500, THREE GREEK SCIENTISTS, TWO MORE GREEK SCIENTISTS, & HYPOTHESIS



Use the graphic organizer to take notes on the scientists you will learn about on pages 5–10. As you read about each scientist, put his name on the line (their name will be in blue letters). Then in the space under the line, write a sentence or two about what made each scientist important. The first one has been done for you. Don't forget to add them to your timeline when you are finished. Also, in the space below, write down any questions or thoughts you have as you're reading. You might want to include a sentence or two on how to state a good hypothesis.

True  
Science  
Begins to  
Emerge: 600  
BC—AD  
500

Imhotep (c 2650 BC)

Imhotep was a well-known doctor in Egypt. He had a lot of medical knowledge and ability to heal. Many people traveled far distances to see him.

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## WHAT TO DO

### Week 1, Day 3

Re-read pages 6–10 as they relate to Experiment 1.1 in the text. As you read, complete the tasks on the following checklist (check them off as you complete them).

- Gather your supplies** for Experiment 1.1
- Complete Experiment 1.1** (turn to the lab report form in the lab section of this notebook).
- Investigate** the Explore More.
- Check off** this day on the Daily Schedule in the front of this notebook.



Turn to the lab report form for Experiment 1.1 on page **xx** of this student notebook. Read through the whole experiment to see what you should do and gather your materials. Now read through the experiment again, completing each step as instructed. As you complete each step, record your information on your lab report form. Then complete the Explore More activity and record your data.



### EXPLORE MORE

Draw what happened when you put food coloring into hot and cold water. Then write a sentence explaining why it happened.



**Hot Water**



**Cold Water**

**Summary:**



## WHAT TO DO

### Week 1, Day 4

Read pages 10–14 in the text. As you read, complete the tasks on the following checklist (check them off as you complete them).

- Write the definitions** to the vocabulary words you find to help you memorize them.
- Use the graphic organizers to **take notes** on the scientists you will learn about in the subsections: Even More Greek Scientists and the section: Science Progress Stalls and Then Gets Moving Again: AD 500–1500 with subsection, Alchemy.
- Answer** the On Your Own questions.
- Complete Experiment 1.2** (turn to the lab section of this notebook for a lab report).
- Check off** this day on the Daily Schedule in the front of this notebook.

### EVEN MORE GREEK SCIENTISTS



As you read pages 10–12, the Even More Greek Scientists section, fill out the chart below with at least 2 things you learned about the scientists you meet. Add them to your timeline. Then summarize what the geocentric system is, and finally complete On Your Own questions 1.2 and 1.3.

### VOCABULARY

Spontaneous generation—

More Scientists from 600 BC–AD 500		
Name	When did he live?	What did he do?
<b>Aristotle</b>	384–322 BC	1. Known as the father of life sciences because he studied living things. 2. He incorrectly believed in spontaneous generation.

More Scientists from 600 BC–AD 500		
Name	When did he live?	What did he do?
<b>Archimedes</b>		
<b>Ptolemy</b>		



Summarize the geocentric system by completing the following sentences.

The geocentric system is a view of the stars and planets in which \_\_\_\_\_ is at the center. This incorrect idea lasted so long, even though there was evidence against it, because \_\_\_\_\_ was such a great and respected scientist and because it fit many scientists' \_\_\_\_\_ notions of how things ought to be.

## 1.2 ON YOUR OWN

Based on your results in Experiment 1.1, what do you think about the density of popcorn kernels? Are they more or less dense than the lead sinker and the Ping-Pong ball?

**1.3 ON YOUR OWN**

Albert Einstein is one of the most well-known scientists in recent history (we'll talk more about him later in this module). Though he received the 1921 Nobel Prize for his contributions to theoretical physics, he also had some ideas that were incorrect. Einstein believed that nuclear power could never be a good source of usable energy. Yet his own groundbreaking equation,  $E = mc^2$ , is at the heart of over 400 nuclear power stations today, providing a major source of worldwide non-carbon-based energy. What do you think would have happened if scientists decided not to explore nuclear energy because Einstein, a brilliant scientist, said it wasn't worth exploring?

**SCIENCE PROGRESS STALLS AND THEN GETS MOVING AGAIN: AD 500–1500 & ALCHEMY**

Start this section by reading page 12 through the first 2 paragraphs of page 14 and conducting Experiment 1.2. Use the lab report form in the lab section of this notebook to record your data.

Summarize what you learn about alchemy while reading the rest of page 14 by filling in the blanks below.

Alchemists tried to find a way to transform \_\_\_\_\_ into \_\_\_\_\_.

They tried to do this because they saw that when two different substances were exposed to each other, they \_\_\_\_\_ into other substances.

We now know that what the alchemists tried to do will not work. But one thing they did was very good. What was that? \_\_\_\_\_

What are the two lessons we can learn from this time period?

Lesson 1: \_\_\_\_\_

Lesson 2: \_\_\_\_\_

Thoughts on my first week of General Science



## WHAT TO DO

### Week 2, Day 1

Read pages 14–16 in the text. As you read, complete the tasks on the following checklist (check them off as you complete them).

- Take notes** while reading subsections: Other Medieval Cultures & End of the Dark Ages.
- Use the graphic organizer to **take notes** on the scientists you will learn about.
- Answer** the On Your Own questions.
- Check off** this day on the Daily Schedule in the front of this notebook.

### OTHER MEDIEVAL CULTURES & END OF THE DARK AGES



As you read pages 14–16, summarize the sections by answering the questions and filling out the chart with what you learned about the scientists you meet. Add them to your timeline. Finally, complete On Your Own questions 1.4–1.6.

#### Other Medieval Cultures

What were the Arabs and Chinese doing during the time period of AD 500–1000?

What did they do that allowed future scientists to use their work?

End of the Dark Ages: Scientists from AD 1000–1500		
Name	When did he live?	What did he do?
<b>Robert Grosseteste</b>		
<b>Roger Bacon</b>		
<b>Thomas Bradwardine</b>		
<b>Nicolas of Cusa</b>		

**1.4 ON YOUR OWN**

Explain why it is important to document scientific data.

1.5

## ON YOUR OWN

Some people believe that science and Christianity are at odds with one another. That idea has developed because in recent years, many scientists are not Christian. Explain how a Christian worldview is, in fact, one of the reasons science got out of the Dark Ages.





## WHAT TO DO

### Week 2, Day 2

Read pages 17–18 in the text. As you read complete the tasks on the following checklist (check them off as you complete them).

- Use the graphic organizer to **take notes** on the scientists you will learn about in the section: The Renaissance: The “Golden Age” of Science: AD 1500–1660.
- Answer** the On Your Own question.
- Investigate** the Explore More activity.
- Check off** this day on the Daily Schedule in the front of this notebook.

### THE RENAISSANCE: THE “GOLDEN AGE” OF SCIENCE: AD 1500–1660



Use the graphic organizer on the next page to take notes on the scientists you will learn about on pages 17–18. As you read about each scientist, put his name on the line (their name will be in blue letters). Then in the space under the line, write a sentence or two about what made each scientist important. Don't forget to add them to your timeline when you are finished. Then answer On Your Own question 1.6. Finally complete the Explore More activity on page 10 of your text.

### 1.6 ON YOUR OWN

Galileo is often incorrectly credited with the invention of the telescope. Look back in this section to see exactly what his contribution to the telescope was. Explain how this is an example of the importance of documenting scientific data and sharing it with other scientists.

The Renaissance: The Golden Age of Science: AD 1500-1600



### EXPLORE MORE

Write a sentence explaining what happened and how it relates to air pressure.

**Summary:**



## WHAT TO DO

### Week 2, Day 3

Read pages 19–22 in the text. As you read the sections: The Era of Newton: AD 1660–1735 & The “Enlightenment” and the Industrial Revolution: AD 1735–1820 complete the tasks on the following checklist (check them off as you complete them).

- Use the graphic organizers to **take notes** on the scientists you will learn about as you read.
- Answer** the On Your Own questions.
- Complete** the Explore More activity.
- Check off** this day on the Daily Schedule in the front of this notebook.

### THE ERA OF NEWTON: AD 1660–1735



As you read pages 19–20, write two things you learn about each scientist on the chart. Add these men to your timeline. Then complete On Your Own questions 1.7.



Sir Isaac Newton

1.

2.

Robert Boyle

1.

2.



Antoni van Leeuwenhoek

1.

2.

**1.7 ON YOUR OWN**

Some students think learning mathematics is difficult. In order to teach science to such students, there are many science textbooks written today that do not use mathematics at all. What do you think Newton would say about such textbooks?

**THE “ENLIGHTENMENT” AND THE INDUSTRIAL REVOLUTION:  
AD 1735–1820**

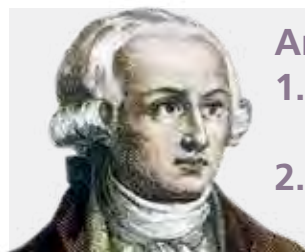
As you read pages 20–22, summarize what you learn about the terms “Enlightenment” and Industrial Revolution in the spaces indicated. Write two things you learn about each scientist you read about on the chart provided. Remember to add them to your timeline. Finally, complete the Explore More activity.

Summarize what the term “Enlightenment” describes. Why is it in quotation marks?

### Carolus Linnaeus

1.

2.



### Antoine-Laurent de Lavoisier

1.

2.

### John Dalton

1.

2.



Summarize why this time period was also known as the Industrial Revolution.

Blank area for summarizing why this time period was also known as the Industrial Revolution.



### EXPLORE MORE

Take a picture of your mechanical hand and print it out. Paste it here.



## WHAT TO DO

### Week 2, Day 4

Read pages 22–26 in the text. As you read, complete the tasks on the following checklist (check them off as you complete them).

- Use the graphic organizer to **take notes** on the scientists you will learn about as you read sections: The Rest of the 19th Century: AD 1820–1900 and Modern Science: AD 1900–Present.
- Answer** the On Your Own questions.
- Complete** the Explore More activity.
- Check off** this day on the Daily Schedule in the front of this notebook.

### THE REST OF THE 19TH CENTURY: AD 1820–1900



As you read pages 22–24, write some facts you learn about each scientist on the chart. Don't forget to add them to your timeline. Then answer On Your Own question 1.8.



Charles Darwin

1.

2.

Louis Pasteur

1.

2.



Gregor Mendel

1.

2.

**Michael Faraday**

- 1.
- 2.

**James Clerk Maxwell**

- 1.
- 2.

**James Joule**

- 1.
- 2.

### 1.8 ON YOUR OWN

In this section, you learned about Louis Pasteur, whose experiments dealt a final blow to the idea of spontaneous generation. Today, all scientists agree that spontaneous generation cannot occur. Explain how that fact is a problem for Darwin's idea that life came to be on earth without God creating it.

## MODERN SCIENCE: AD 1900–PRESENT



As you read pages 24–26, complete the chart with what you learn about each scientist. Don't forget to add them to your timeline. Then write down the major points you learned in this module (from the *Summing Up* section).

Modern Science: Scientists of AD 1900–Present		
Name	When did he live?	What did he do?
<b>Max Planck</b>		
<b>Albert Einstein</b>		
<b>Neils Bohr</b>		

Summarize the 3 major points you learned in this module.

1.

2.

3.





## WHAT TO DO

### Week 3, Day 1

Now that you've read the module, taken notes, and completed all the On Your Own questions, it's time to study! To do that, begin by completing the checklist below.

- Prepare for the exam** by reviewing your notebook pages. What does this mean? Well, take some time to look over all that you have learned so far.
- Answer** the Study Guide questions - it works best if you try to do this without "looking back" at your notes and textbook. When you are done, you can use your text and notes to fill in any answers you did not know.
- Check** your answers (or have your parent check your answers) with the *Solutions and Tests Manual*.
- Check off** this day on the Daily Schedule in the front of this notebook.
- Before you start the study process, you might want to take a moment and **think about** all that you've learned in this module. Do you view the world differently than you did before reading it? *If you like*, **write down** your thoughts and questions on the Creation Connections page.

# CREATION CONNECTION



## STUDY GUIDE MODULE I

This guide will help you better understand the key information addressed in the module. It is also exactly what it is titled: A *guide* to help you *study*. Don't worry...it is not graded, but it IS a great way to see how much you remember and review more challenging information. To complete this study guide, first go through the questions and answer them as best you can. You can even make an educated guess. Then, go back through the module and your notes to find the answers to any questions you didn't remember. Once it is completed, check your answers with the answer key in the *Solutions Manual*. Now you have a great source from which to study!

**1** Match the following words with their definitions by drawing a line to the correct definition.

Science

An ancient form of paper, made from a plant of the same name

Papyrus

The idea that living organisms can be spontaneously formed from nonliving substances

Spontaneous generation

The systematic study of the natural world through observation and experimentation in order to formulate general laws

**2** The Egyptians were not considered scientists, even though they had incredibly advanced medical practices for their time. That is because they used the trial and error method of science. Which of these healing methods did they NOT use on patients?

- Egyptian doctors treated open wounds with moldy bread so the wounds would heal quickly (Penicillin created by the mold killed bacteria).
- Patients were painted with mud to heal them from the common cold (Mud kills bacteria).
- Patients that were experiencing pain would be given poppy seeds to eat (Poppy seeds have morphine and codeine which are pain-relieving drugs).

**3** What invention helped Egyptian doctors easily document information, transport it to other scholars, and store it for future generations?

- Horse and carriage
- Clay tablets
- Papyrus

4 Scientists often build on one another's ideas. Anaximenes tried to explain all things in nature as being made of a single substance. Leucippus built on that idea and his student, Democritus, took that idea even further. What idea did Leucippus and Democritus propose (Hint: Think of Democritus on the beach!)?

- The beach is a relaxing place to do science.
- All matter is composed of atoms.
- Sand has a higher density than water.

5 True or False: Isaac Newton championed the idea of spontaneous generation and is responsible for it being believed for so long?

**For Questions 6–9, complete the sentence in your own words:**

6 The accounts of Aristotle and Ptolemy teach us that a scientist shouldn't hold onto an idea just because \_\_\_\_\_ or just because a brilliant scientist believes it.

7 The main goal of the alchemists was to turn lead into \_\_\_\_\_.

8 Science began to progress towards the end of the Dark Ages mainly because the \_\_\_\_\_ world view began to replace the Roman worldview.

9 During the Enlightenment, a major change in scientific approach took place. A good change was that science began to stop relying on the authority of \_\_\_\_\_. A bad change was that science began to move away from the authority of \_\_\_\_\_.

**Short Answer:**

**10** Galileo built an instrument out of a tube with two lenses, based on descriptions he had heard of a military device. This allowed him to collect a lot more data about the heavens. What did he build? Was he the inventor of this device?



**11** Charles Darwin had two major impacts on the progress of science when he published his ideas about the origin of species: one negative and one positive. What are they?



**12** Louis Pasteur conducted experiments that dealt a final blow to the idea of spontaneous generation, the supposed production of living organisms from nonliving matter. Today, all scientists agree that spontaneous generation cannot occur. Explain how that fact is a problem for Darwin's idea that life came to be on earth without God creating it.



**13** Yes or no: Does a scientist's beliefs affect the way he interprets data?



## WHAT TO DO

### Week 3, Day 2

Complete the following checklist.

- Take about 20 minutes to **review for the exam** (review your notes in this notebook, and the Study Guide questions)
- Take the exam** (it can be found in the *Solutions and Tests Manual*). Remember for this module you may use your text, notes, and Study Guide questions to help you take the test—if you need it
- With a parent, **check your test answers** against the answers in the *Solutions and Tests Manual*
- Go back in the text and **review anything you got wrong** on the test
- Check off** this day on the Daily Schedule in the front of this notebook

# HISTORY OF SCIENCE TIMELINE

2650 BC



1. Imhotep was an architect who built Egypt's first step pyramid that is still located in Saqqara, Egypt.

2. He is also considered to be the first physician to have used plants for medicine and who was able to treat conditions like appendicitis and arthritis.

3. It is said that Imhotep created or improved the papyrus scroll.

1000 BC

800 BC

600 BC

400 BC

200 BC

c. 4 BC

BIRTH  
OF  
CHRIST





**AD 1100**

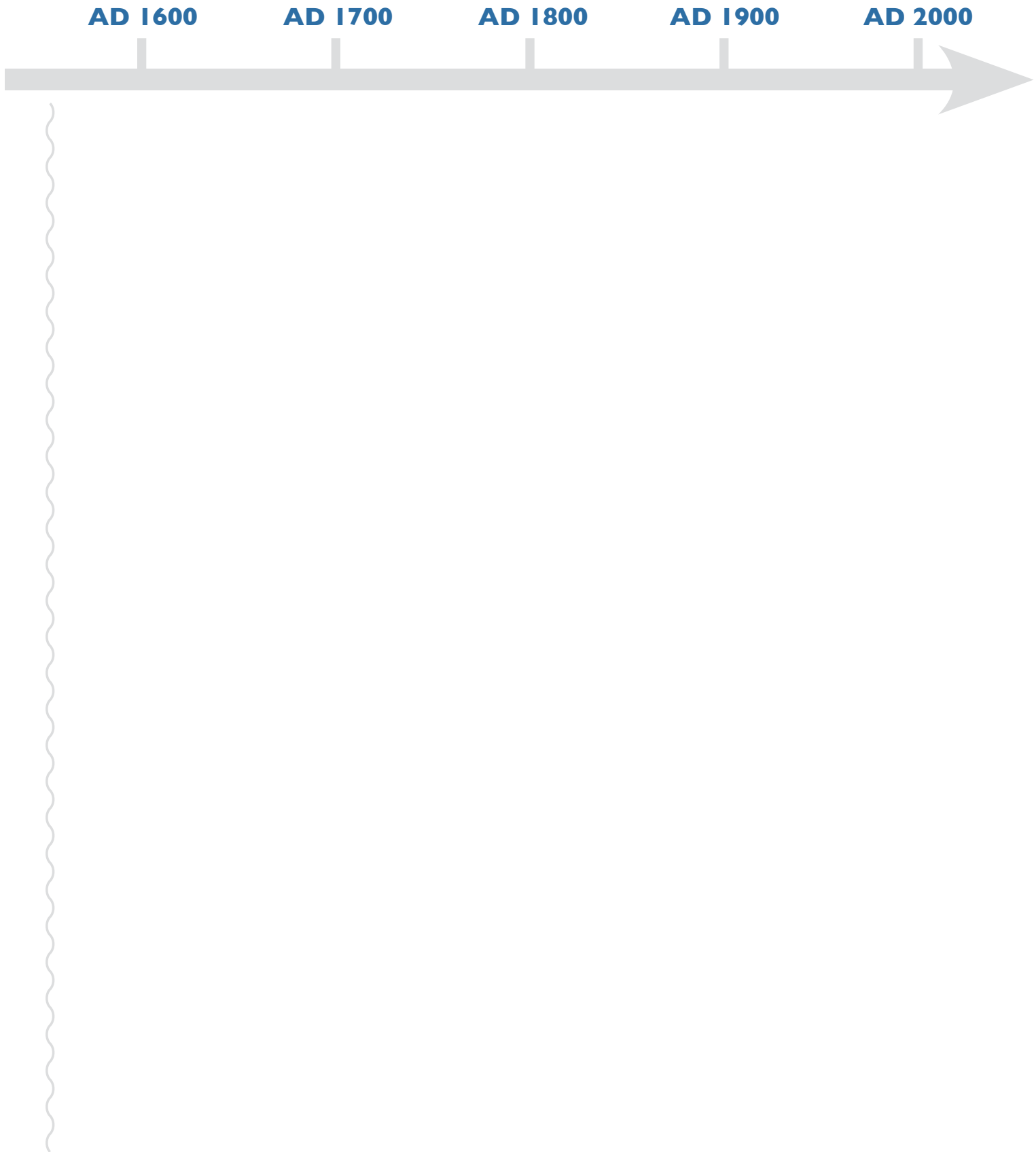
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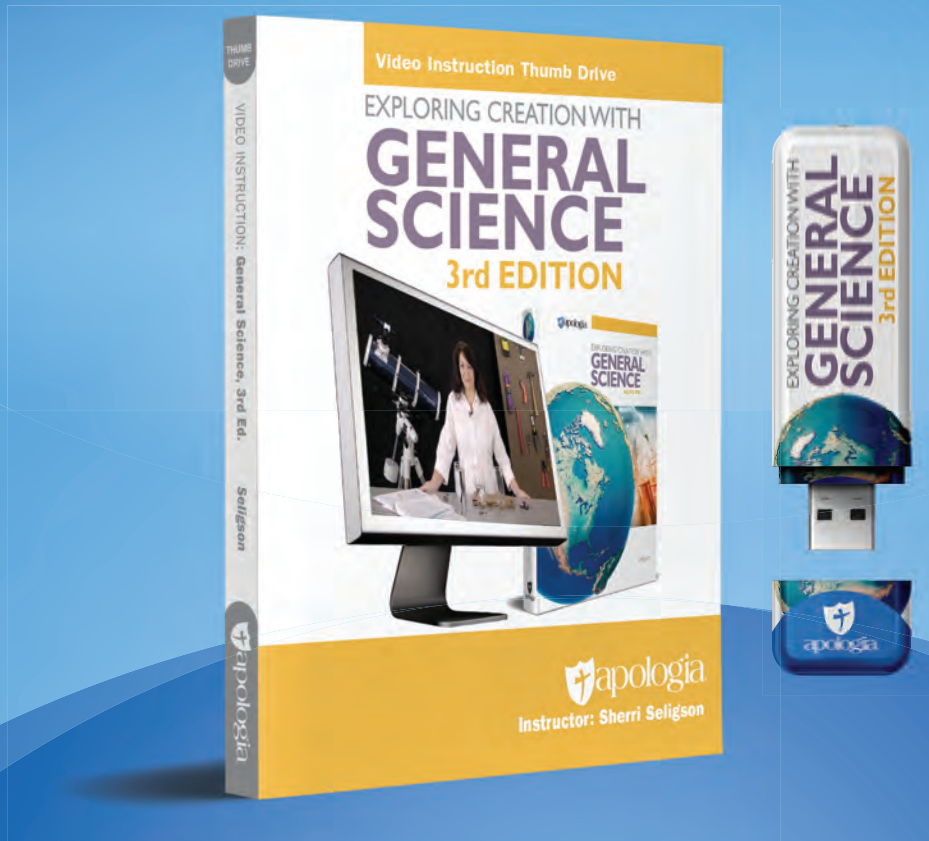
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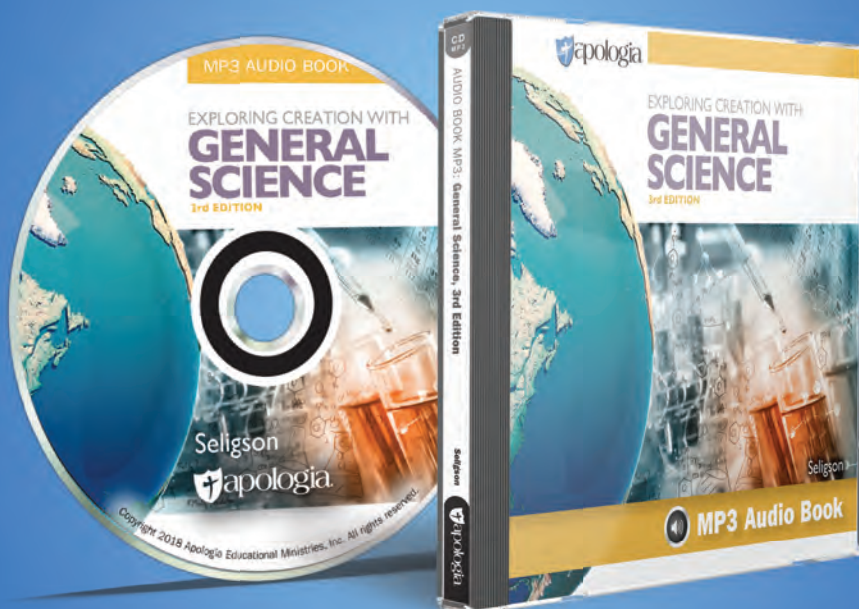




# WATCH VIDEO SAMPLE



# LISTEN TO AUDIO SAMPLE



### **What grades is this course designed to teach?**

This course is designed for middle school students. Depending on your student's academic level this could be as early as sixth grade or as late as eighth grade. A typical seventh grade student would be studying this subject.

### **How is this new edition different than the current edition of *Exploring Creation with General Science*?**

It is very different; we wanted to make this a truly transitional book from elementary science to high school science. To create a stepping stone science course successfully, we needed to rethink and rewrite how we instruct the student in note-taking success, the experimental processes, how to analyze and create graphic materials, how to think through and beyond the textbook materials, and essentially how to think logically and independently.

### **What does it cover?**

We cover broad areas of science to make it truly a *general* science course. Additionally, we start with the history of science and end with science and creation – the last module is written by 10 different contributing scientists who not only are specialists in their fields, but also have a firm belief that God created the heavens and the Earth.

### **What is in the Table of Contents?**

- |  |                             |
|--|-----------------------------|
| 1. The History of Science                            | 8. General Chemistry        |
| 2. Scientific Inquiry and the Scientific Method      | 9. General Physics          |
| 3. Documenting and Interpreting Experimental Results | 10. Life Science            |
| 4. Scientific Analysis and History                   | 11. General Biology         |
| 5. Earth Science – Astronomy                         | 12. The Oceans of the Earth |
| 6. Earth Science – Geology and Paleontology          | 13. Environmental Science   |
| 7. Earth Science – Meteorology and Oceanography      | 14. Science and Creation    |

### **Is the *Student Notebook* required? Why?**

The *Student Notebook* is required. Because middle school is the time that most students are formally introduced to note-taking, we've designed the new edition to interact with the student and *teach* them how to take proper notes. We do this in multiple ways such as the use of specially designed icons to let the student know when things are specifically required, interactive graphics in the student's notebook, as well as colored fonts to make important data stand out.

### **Are there experiments and lab reports?**

Yes, there are even *more* hands-on activities than the older editions.

- In addition to the required formal experiments, we've added optional *Explore More* sections that are quick and easy activities to help students truly comprehend the concepts they are learning about.
  - 29 formal experiments
  - 47 *Explore More* activities
- While students complete all activities, only one formal lab report is required per module. Students are given instruction on both informal and formal lab report writing techniques and will document all of their work in their notebooks. Don't worry, we walk through and explain every step and why it is important!

### **Are there exams?**

Yes. Exams are provided for the first 13 modules. Modules 1 and 2 are open book/open notebook exams so that students gain familiarity with test-taking and learn the importance of good note-taking. Module 14 has a fun Rube Goldberg activity in place of an exam.

### **Why did you replace the older edition?**

As with all science courses, we eventually *have* to update because new data is always being discovered. However, apart from that happening, we *wanted* to update this book. Middle school is a transition period where students are leaving elementary years and preparing for the rigors of high school science. We saw an opportunity to do something unique - focus on the student and help them *learn how to learn* in a methodical way that prepares them not just for future classes, but for life.

### **Can I use the old *Student Notebook* with this new edition?**

No. In addition to the fact that the materials covered in the new edition have changed, the new *Student Notebook* is specifically designed to complement the new edition.

### **Can I use the old textbook with the new *Student Notebook*?**

No. The format of the new edition is very different from the older editions.

### **Who is the author?**

Sherri Seligson is the author of *Exploring Creation with General Science*, 3rd edition. Sherri is also the author of Apologia's *Exploring Creation with Marine Biology* and the featured instructor on Apologia's Instructional Videos for *Exploring Creation with General Science*, *Exploring Creation with Biology*, *Exploring Creation with Chemistry*, *Exploring Creation with Advanced Biology*, and *Exploring Creation with Marine Biology*.

### **Why isn't Jay Wile an author?**

Jay Wile is no longer with Apologia. We have taken great care to select new authors you can trust when choosing an Apologia Science course. In addition, we have experts in the relevant scientific fields employed as technical editors for each Apologia title.

### **Does my student have to take *Exploring Creation with General Science* or can they skip to *Exploring Creation with Physical Science*?**

We do not recommend that your student skip this important course. Consider starting it early, in 6th grade, if your student is science oriented, or have them take this course in 8th grade. This course has been specifically designed to engage students and instruct them in how to learn, take notes, and write lab reports. These are all very important skills to master before you go on to high school science.

### **How much more difficult is this than the Young Explorer series – is it going to be a big leap?**

We took great care when redesigning this title to ensure that the course keeps your student as its priority. To do that, we changed several things. First, it is only 14 modules (down from 16 in the older editions). Second, it is studied 4 days a week rather than 5. You can rest assured that we thought of everything, tested it out on families with middle schoolers, and adapted it as needed. We even have the first 2 modules as open book tests so that the student is gently introduced to test-taking. This title is the perfect introduction to upper level science.

### **Why isn't there a companion CD?**

Because we have done our best to put all that you would need on our book extra site (it's free with each title), we have discontinued the companion CDs for revised titles.

### **What will the video instruction add to the course? Do I need it? Do you teach the course at the Apologia Online Academy?**

Because students are unique individuals, we need to recognize that each student learns in a personal way.

- Some students are independent learners and require minimal interaction. If your student is in this category, all that is required is the student textbook, notebook, and solutions manual. We do all the planning for you and make it easy for your student to know what is expected of them on a day-to-day basis. And we make it easy for you to monitor their progress as well.
- Some students are more visual learners and like the interaction of video. If your student is in this category, you should consider the instructional videos. Sherri Seligson teaches each section of the course with the use of slides and animations to develop and demonstrate concepts further of the course. She also travels the world and has video footage of unique areas that help students comprehend what they are learning. Perhaps one of the most functional portions of the videos, and everyone's favorite, is that Sherri does every experiment and *Explore More* activity found in the textbook.

## Frequently Asked Questions

*Exploring Creation with  
General Science, Third Edition*

- Some students do better with direct instruction and the ability to interact with other students as well as ask questions of an instructor. If your student is in this category, you will want to check out our Apologia Online Academy. With options for live or recorded classes that are graded and provide interaction, this could be the best fit for you and your student.

### **How long will it take to complete this course – how many days a week?**

This course is designed to be done 4 days a week. There are 14 modules. It is a full school year course, with plenty of room for your family to adapt the schedule to fit your needs.

### **About how long is each lesson?**

Your student should plan to spend about one hour per lesson. Some lessons may take a little longer and some may be shorter, but the average is one hour.

### **Is there a kit for this course? Where can I purchase it?**

While Apologia does not have a specific kit for this course, there are several companies that do create kits to accompany our science titles. We do, however, try our best to use common household items or items that can easily be found in a grocery or hardware store. We also provide an extensive list of what you need to do each activity so that with a little bit of preplanning, you can easily get through this course.

### **Can I still get the 2nd edition course?**

There will always be used book sales and companies that sell older books. But, unlike things that get better with age, science is a topic you want to keep up-to-date. We don't recommend that you use an old version because new discoveries are made all the time. Apologia works hard to make science affordable to every student.

### **Is there a daily schedule to go by for the course?**

Yes, the course is planned out from the time you open the front cover until you close the back cover. Students (and parents) can easily see and understand what each day's assignment will be. A course schedule is found at the front of the required *Student Notebook*.

### **Does my student have to do every lab, experiment, or activity?**

The honest answer is that as the homeschooling parent, you decide what you require of your student; at a bare minimum, you should consider requiring your student to do one formal lab per module. If you want your student to get the most out of the course, we highly recommend your student complete all of the exercises in the textbook. There are 29 formal experiments and 47 optional *Explore More* activities.

## Frequently Asked Questions

*Exploring Creation with  
General Science, Third Edition*

Trust us; we are homeschooling parents too. We didn't add materials that would bore your students or raise the frustration levels in your home. We created the hands-on component to enhance your student's experience, and we tested each of them in multiple homeschool settings.

Science is so much more than a textbook. You can read facts and look at graphs, but until you experience an "Aha Moment" in the lab, science isn't "owned." And don't worry if an experiment doesn't go just right; it rarely does in any science lab! Learning what doesn't work is just as important as understanding what does work. Once your student is done with the hands-on component, we'll walk them through the process of documenting their experience. From formal lab reports to connecting science to creation, we've got you and your student covered.

### **Where do I find the answers to On Your Own, Study Guide, and Exam Questions?**

The answers to the On Your Own questions are in the textbook at the back of each module. These sections help your student self-check comprehension before moving on. On Your Own questions are not graded.

The answers to the Study Guide questions are in the course *Test and Solutions Manual*. These sections help your student prepare for the exam. The Study Guide questions are not graded.

The answers to the Exam questions are in the course *Test and Solutions Manual*. Exam questions are graded.

### **Why aren't answers provided for the Student Notebook note-taking section?**

While it might seem like there should be "answers" to questions and prompts found in the student notebook, we do not provide specific answers on purpose. Note-taking is a skill that must be learned. We designed this course so that the first 2 exams are open book - meaning that students can use their textbook and notebooks when answering questions. We encourage them to evaluate their note-taking efforts. Were their notes helpful in the exam? If yes, they are capturing the important information. If no, they need to learn to pull information out of the textbook. Don't worry, we help them there too. Using colored text and prompts to steer them in the right direction, we essentially walk your student through the note-taking experience.

We encourage parents to review their student's notebook to make sure that their student is properly engaged, however student notes should never be graded. Offer encouragement if you see your student struggling. Ask them to review with you what they are learning. Mentor to them how you took notes at their age. You will see that with each notebook module we offer tips and hints. By the time your student finishes the course, you'll see highlighting and colored fonts, personal thoughts expanded and explored, and a true knowledge on how to personalize, capture, and understand new knowledge.

### **Do we need a microscope?**

No



## COURSE SEQUENCING

Knowing which science courses to offer your student at the secondary level and when to offer them can seem difficult. In reality, course sequencing for junior high and high school isn't that hard when you know one important fact: A student's mathematics level is the key factor for his or her success or failure in the high school sciences. If you make sure that your child is well prepared mathematically for the science course he or she will take, you will have gone a long way toward assuring your student's academic success.

Here is our recommended timeline for science courses:

GRADE	NOT SCIENCE ORIENTED	SCIENCE ORIENTED	MATH PREREQUISITES	SCIENCE PREREQUISITES
7	General Science	General Science	None	None
8	Physical Science	Physical Science	7th grade math	None
9	Biology*	Biology	None	None
10	Chemistry*	Chemistry	Algebra 1	None
11	Physics*	Physics	Algebra 1, Geometry, basic Trigonometry functions	None
12		Adv. Biology Adv. Chemistry Adv. Physics Marine Biology	None Algebra 2 Pre-calculus None	Biology & Chemistry Chemistry Physics Biology

\* An asterisk indicates that these 3 courses can be spread over 4 years for the student who is not science-oriented.

Your student's math level should drive this time line, especially if the student is science-oriented. When the student begins Algebra 1, that's when Biology begins.

Even if your student is not science-oriented, he or she will benefit from exposure to Biology, Chemistry, and Physics. You never know when a lifelong interest may be sparked!

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