

APOLOGETICS 13 – DEFENDING CREATION – PART 5

GENESIS 1:20-23 – SEA LIFE AND BIRDS

INTRODUCTION

Apologetics - ἀπολογία apologia

The definition of Christian Apologetics is “the information that enables a believer to provide a defense for why a doctrine is believed.”

1 Peter 3:15 – But sanctify Christ as Lord in your hearts, always being ready to make a defense to everyone who asks you to give an account for the hope that is in you, yet with gentleness and reverence.

So far, we have discussed the true age of the Earth. We have demonstrated that biblical chronology places the Earth at less than 10,000 years. We have refuted popular theories within Christendom that capitulate to atheistic naturalists regarding the age of the Earth and universe: the Gap and Day-Age Theories. Also, we have looked at days 1-4 of creation from an apologetic and scientific perspective.

GENESIS 1:20-23

Let There Be Living Creatures –

Day 5 is the beginning of the greatest and most amazing part of God’s creative function: the creation of what God calls life. We saw that plants were created on Day 3, but we discovered that this was not life, especially when compared to animals and animals compared to humans. On Day 5, we have the creation of fish, birds, sea monsters, and every living creature that moves in the waters.

Why is the differentiation of life important? Atheistic naturalists demean the specialness of life by comparing plants, animals, and mankind. Plants are designed to be food. Animals eat plants, as does mankind. When it is said that sponges, grasses, insects, animals, and humans are all the same kind of life, a fabricated moral dilemma is created.

Spiritualists deal with this dilemma using the “Lion King” philosophy – circle of life. Environmentalists demand that we do not utilize food supplies and instead move to synthetic meal replacements. Man was not initially intended to eat animals, but in Genesis 9:1-4, God stated that animals were to become food.

We begin this lesson by highlighting the verb *teem* (KJV-bring forth abundantly). This verb is “שָׂרַץ *shārats*” and indicates a large number of creatures (one or many) densely populating a location. The waters were created to have a large number of living creatures.

Swarms indicate that the fish were created in such numbers that they were already in schools or groups and were created to move together.

Living is the word “חַיָּה *hayya*” and is equivalent to “zao” in Greek. This is the first time any reference to life is mentioned in Genesis and further validates our previous conclusion that plants are not “alive” in the biblical definition of life.

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God’s statement about *swarms of living creatures* indicates not just one kind of animal but a large variety. Looking at verses 20 and 21, we see that this includes the great sea monsters and every living creature that moves. Today, there is an innumerable variety of animal species that live in the water. The kind (family group) is hard to distinguish because of the misclassification of viruses, bacteria, plants, fish, and air-breathing sea creatures as “sea life.”

We know that there were many varieties of sea life at the onset of creation. God did not create one kind of fish, and from that came sharks, dolphins, eels, shrimp, etc.... God created a variety of sea creatures in one moment. Within these family groups came the variety that we see today. The diversity we have under the water is more vast than what we have on land or in the air.

Trout is one of the most prolific species of fish in the world, currently numbering about 50 different subspecies. Most of them are classified based on size, color, and location. But what happens when you cross a Brook Trout with a Lake Trout? You get a Speckled (Spotted) Trout. What is happening here? The trout is actually losing some genetic code. Sometimes, that loss is better for a particular environment. It does not make the trout better; it makes that trout better for that environment. In fact, Salmon, Trout, and Char are all part of the same kind (family) of fish. You can interbreed these and get so-called hybrids. Some are not good (infertile, short-lived, small). Others (Atlantic Salmon/Brown Trout) grow faster and are larger than either of the parents.

In verse 21, the term *great sea monster* is a superlative adjective for greater in size, magnitude, or honor (noble). The word for *monster* is “תַּנִּין *tannin*.” This word indicates an awe-inspiring creature. This is a general term and is more specific based on context. The traditional Hebrew translators understand that it was a sea creature that caused awe; they understood this as whales. But we also know of other large sea creatures.

Lions Mane Jellyfish – 120 feet (7ft); Blue Whale – 109 feet; Plesiosaur – 23ft; Giant Spider Crab; Sea Turtle – 10 ft

The seas and the animals in them are very foreign to us. Birds on the other hand are well-known to us. The current classification has 142 kinds (families) of birds. The variety in size, ability, colors, and behaviors is beyond amazing.

Some interesting facts about birds:

1. Birds have hollow bones
2. A Griffon Vulture can fly up to 36,000 feet
3. Birds do not urinate
4. Most bird species are monogamous
5. Some birds take mini-naps while flying

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6. Bird's eyes take up about 50% of its head

Apologetically, we can look at the two distinct characteristics of fish and birds.

For fish, they can extract oxygen out of water with their gills. Water flows over the gills and oxygen is extracted from the water. It does not break up the H₂O molecule; it extracts the actual oxygen in the water (4-8 parts per million). We breathe air, extract the oxygen out of the air (21%), and expel the carbon dioxide out with the rest of the air. We know what happens, but we cannot explain how it happens or why. We can simulate the processes, but we cannot reproduce them. There is no explanation as to how this could have developed by evolution.

For birds, they are built for flight. Other than having hollow bones, which makes them lighter, they:

1. Have a fused fulcrum that absorbs shock and aids in breathing
2. Lays eggs so they do not carry their young
3. Have reproduction systems that decrease outside of mating season
4. Have a fast metabolism
 - a. High body temp
 - b. Lungs open at each end – 450 breaths per min
 - c. Larger hearts for high altitude birds
5. Feathers
 - a. Aerodynamics
 - b. Control body heat
 - c. Each feather is individually controlled in three dimensions

Humming Bird

1. Can weigh less than a nickel (.056-.85 ounces)
2. Eggs are the size of a pea
3. Rotate their wings in a circle to fly backward and sideways
4. Move their wings in a figure-8 motion to hover
5. Migrate over the Gulf of Mexico 500 miles non-stop
6. Fly 25-30 mph
7. 30% of the body is flight muscle
8. Wings beat at 50-80 beats per second up to 200 beats per second