

Adam and His Kin

by

Dr. Ruth Beechick

Summary

Subtitled “The Lost History of Their Lives and Times,” *Adam and His Kin* is a simple retelling of the events in the first chapters of Genesis filled out with information culled from the research of Dr. Ruth Beechick. She brings her imagination to the narrative to describe what each person might have said or done.

Dr. Beechick carefully follows the timeline of Scripture, detailing each day of Creation and the crime and punishment of Adam and Eve. It is at this point that the story takes on a new freshness as Dr. Beechick brings together information from many sources which include archeology, astronomy, ancient traditions and religions, as well as the Bible itself.

Plausible answers are given to many age old questions such as how mankind learned language, how skills were developed, and who kept alive the memory of the distant past as Dr. Beechick tells the story of the Old Testament Patriarchs from Adam to Abram. In Dr. Beechick’s own words:

At first I wrote that ‘maybe’ Adam and Eve walked in the garden on their first day, ‘perhaps’ they enjoyed the flowers, and so forth. Later, I realized that I couldn’t annoy my readers with ‘maybe’ all through the story. So I have decided to say one big ‘maybe’ here in the preface and hope that will suffice.

Week One

This book is a simple narrative of the first eleven chapters of Genesis. In addition to the Bible, Dr. Beechick has gathered her information from many sources including astronomy, archaeology, and ancient traditions and religions.

- a. Read Genesis chapters 1 - 11.
- b. There are 19 chapters in this book. Divide them into manageable sections according to the time you have available to read each day.

Week Two

Reading *Adam and His Kin* may have given you a fresh look at the first eleven chapters of Genesis. Maybe it answered some questions you had or made you think of new questions.

- a. Write out some questions you still don’t know the answers to. Take the time to do some independent research to try to find some of the answers. Begin by discussing your questions with your teacher. You might set up an appointment with your pastor to ask

him the questions. Next, stop by the church library to look for books and commentaries that might help.

- b. Write a brief report about one or more of the topics you looked into.

Week Three

As Christians we believe that the world and all it contains was created by God.

In the beginning God created the heavens and the earth.

Genesis 1:1 (NASB)

'Ah Lord GOD! Behold, Thou hast made the heavens and the earth by Thy great power and by Thine outstretched arm! Nothing is too difficult for thee.

Jeremiah 32:17 (NASB)

O Lord, it is Thou who didst make the heaven and the earth and the sea, and all that is in them.

Acts 4:24 (NASB)

Choose from the following activities:

- a. Read one or more books by authors who defend this creationist view. Some books are suggested below. If these seem difficult to read, try scanning the tables of contents to find chapters that have the information you're looking for.
The Genesis Record, The Biblical Basis for Modern Science, The Bible has the Answer, all by Dr. Henry M. Morris
The Controversy - Roots of the Creation-Evolution Conflict by Donald E. Chittick
Unlocking the Mysteries of Creation by Dennis R. Petersen or any other appropriate books
- b. Talk to your teacher about what you are reading. Does your teacher agree with what the books say? Interview your pastor. What has he found in his studies? Maybe you know other grown-ups who would like to talk about these topics. If you talk to an evolutionist, find out what you can about his beliefs.
- c. Write a theme explaining the evolutionary belief and the creationist belief. This could be a large assignment, but try to summarize a few points about each view, and mention a few of the major problems. Write a concluding paragraph stating your belief and why you think the way you do.

The most common form of the development of a **theme** is the deductive form, where you have two or three items to discuss which deal with your main idea. The first

paragraph will contain a generalization (**thesis statement**) of the items. In this case the statement will tell the two views you will be reporting on. For example:

There are two major views held about the origin of life.

The thesis statement will then be put into an opening paragraph:

How did life begin? This is a question that most people attempt to answer at some time. There are two major views held about the origin of life. I believe it is important to understand these views in order to better answer this question.

Your next two paragraphs will go on to describe both of the views, what is believed, and any major problems with the view. Finally, the last paragraph should contain your conclusion and why you have come to it.

- d. In addition to or instead of the theme on evolution versus creation, you could write about two kinds of creationists. One kind, like the authors listed above, believe in a young earth. That means that God created the earth only a few thousand years ago—maybe about 6000 years, or not more than 10,000 years ago. The other kind believe in an old earth—that God created the earth millions of years ago. If you talk to or read an old earth creationist, learn what you can about his or her beliefs. Then write a theme describing the differences between the young earth and old earth views. Again, write a concluding paragraph stating your belief and why you think the way you do. In both themes it will be all right to state that you're not yet sure of your beliefs, and that you want to read and study more before you make up your mind.

But sanctify the Lord God in your hearts: and be ready always to give an answer to every man that asketh you a reason of the hope that is in you with meekness and fear.

I Peter 3:15 (KJV)

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The Writing Process

A. Begin the theme

- Ask a question and then state that you intend to answer it.
- Use a pertinent quotation from a book, an authority, etc.
- State your topic.
- Begin with a dependent clause: When you think about it... Although most people don't know...

B. Connect the parts

- When similar points are being made use **transitional words** and phrase connectives: While... moreover... to sum up... furthermore.

- When contrasting points are being made use transitional words and phrase connectives: nonetheless... despite this... on the other hand... however.
- To indicate stages in your argument use transitional words: initially... at the onset... to begin with... in condition... lastly... finally.
- Number your division using transitional words: the first... a second... in the third place...
- Use parallel sentence structure:
 - The Bible explains God’s relationship to man.
 - The Bible explains man’s relationship to God.
 - The Bible explains man’s relationship to man.

C. End the theme

- with a pertinent question.
- by repeating your opening topic.
- with a personal opinion, additional information, a warning, or a declaration of intent.

D. Proofread

- Title - Capitalize main words.
- Format - neatness, margins, etc.
- Check spelling.
- Check for complete sentences.
- Check for problem words: its-it’s, whose-who’s, theirs-there’s, accept-except, affect-effect, to-too, lose-loose, chose-choose.

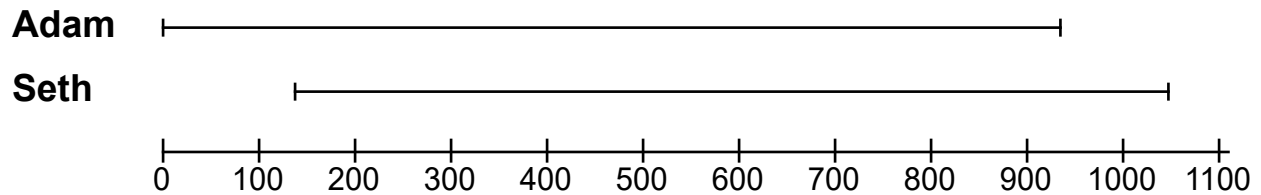
Week Four

Compare a chapter in *Adam and His Kin* with its biblical reference in Genesis. Notice how closely Dr. Beechick is relating the Genesis account in “story form.” This is called **narration**.

- Adam and His Kin* tells the story through Genesis 11. Read Genesis 12. Following Dr. Beechick’s style, try writing the next chapter using what you have just read in Genesis 12. You may use just the Bible or you might like to try drawing some additional information from another source, such as a Christian history book. For example, you could look up Egypt and find out what it was like during this time to help you describe the scene better.
- Optional: If you enjoy this exercise, write a narration of the next chapter of Genesis or another portion of the Bible.
- Another interesting study is how the lives of the earliest humans overlapped. Did you know that Noah’s grandfather, Methuselah, could have known Adam for over 200 years? You can show this information by making a timeline.
- Create a larger graph area by taping three sheets of graph paper together end-to-end so that the grid spacing is maintained from sheet to sheet. Turn your paper sideways, draw a line 30” long, 1” from the bottom. Mark this line for 2500 years, with each inch representing 100 years. On the left hand side of the sheet list the men, with Adam at the bottom.

- e. Now draw a line, or a bar (your choice), next to Adam's name, extending from his time of birth to his death. This line should extend from 1 to 930. From Genesis 5:3, you can see that Seth's line should begin at 130, and verse 8 tells you how long to make it. Calculate birth and death dates for each of the other men and mark your chart accordingly. Shem and Abram are not so easy to figure as the others. Here are verses to help you. Shem: Genesis 11:32 and 12:4, along with Acts 7:4, contain information for figuring the age of Terah when Abram was born. Abraham was much younger than his brother Haran.

Ex:



Answer, Week 4e

The graph is scaled down

