

Evolution: A Theory

Step 1 Excite

Imagine you took apart a clock and put all the pieces in a bag and shook the bag for thousands of years. Do you think the clock ever go back together in working order? Think of how complicated the human body is compared to a clock.

Eye-disease researcher Dr George Marshall explains, “The retina is probably the most complicated tissue in the whole body. Millions of nerve cells interconnect in a fantastic number of ways to form a miniature ‘brain’. Much of what the photoreceptor ‘see’ is interpreted and processed by the retina long before it enters the brain. The more I study the human eye, the harder it is to believe that it evolved. Most people see the miracle of sight. I see a miracle of complexity on viewing things at 100,000 times magnification. It is the perfection of this complexity that causes me to baulk at evolutionary theory.”¹

Step 2 Examine

What is the precise meaning of the scientific term, *theory*? In arguing for evolution, a college science teacher once said, “A hypothesis is hypothetical, but a theory is not very theoretical.” Considering the scientific meaning of *theory*, what was he saying? (He was saying that a scientific hypothesis is just an unproved idea that needs to be tested; but, a scientific theory is accepted as being true, unless it is proved otherwise, because it has been tested and not yet contradicted.) If the scientific community as a whole says that one particular theory is valid, does that make the theory true? (Of course not.) Can you think of things that scientists believed in the past that are now known to be totally untrue? (Examples are the four bodily humors; alchemy—changing common elements into gold; and Lamarck’s “law of use and disuse,” which stated that new organs arise spontaneously, and disappear through “disuse.”)

Several scientific discoveries of “ape men” have been found but later were proven to be false. The entire body of “Nebraska man” was constructed from a single tooth found in 1922¹. One of America’s foremost known fossil excerpts, Dr. Henry Fairfield Osborn, concluded that a tooth discovered in Pliocene deposits was six million years old. He asserted that this tooth was the best evidence of man’s descent from apes; however, the tooth was later proven to be that of a pig.

The analysis of bones found in Tanzania in 1986 has led scientists to admit that a fossil which they thought was human-like is really more like an ape. The fossil was said to comprise more than 300 bones from a 40-year-old female who died 1.8 million years ago. The discovery was made by Donald Johanson (discoverer of the famous ‘Lucy’ fossil) and others, and consisted of skull fragments and limb bones from a single individual. It was assigned to the





Resources recommended in c several lessons, s several units, d other HOW Units. ● Key Resource (see page 15).

Heart of Wisdom Unit Study

species *Homo habilis*, which would make it human. However, analysis of the bones is now said to indicate that this *Homo habilis* stood only about a metre high, her upper arm bone was almost as large as her thigh bone, her hands almost came down to her knees, and her long powerful arms had curved bones in the hands features which were very ape-like. ²




Research the theory of evolution. Use any resource (an encyclopedia, nonfiction book, historical novel, or the Internet). We recommend the following:

Books


  [Unlocking the Mysteries of Creation](#)  
Read: Section 2 (66-67).

  [It Couldn't Just Happen](#)  
Read: "How Science Works" (56-64).



 [Exploring Creation with General Science](#) (Apologia) 
Complete "Module #8 Uniformitarianism and Catastrophism" (189-215). See description in the General Science Resources section.

 [The Lie: Evolution](#)  
Read: Chapter 2 "Evolution is Religion" This chapter explains how the media and the public education system tell us that "Creation" cannot be taught in schools because it is religion, while "evolution" is science. It is easy to grasp the basic tenets of science and quickly come to the conclusion that evolution is really a religion.


Video


 [The Origin of the Universe](#)
Description: It seems to be blindly accepted as an "unproven fact" by most scientists and educators, but did the universe really result from a "big bang?" This program reveals that the universe is far too complex and well designed to have originated simply by time and chance. There is clear evidence of an intelligent "master designer," while there is also abundant evidence that evolution is impossible. Length: Thirty minutes. Order from Eden Communications (Films for Christ): 1-800-332-3261. Age level: Teens & Adults.

Internet Sources

  [Evolution's Illusions: How the Disguise Works](#)
Description: Article for children explains belief that animals evolved into completely different types of creatures persists because of a myth and an illusion.
<http://www.users.bigpond.com/rdoolan/illusion.html>

Underlined text refers to Internet link.

 [General Rebuttal to the Theory of Evolution](#)
Description: Article explaining the theory of evolution constitutes the underpinnings of a dishonest philosophy that has held sway over a great number of people. <http://www.godandscience.org/evolution/evolution.html>

 [Theory of Evolution Site](#)
Description: Site explaining the theory of evolution fails to explain the origin of life or its complexity.
<http://www.theory-of-evolution.org/>

Step 3 Expand

Choose and complete one of the following activities:



Activity 1: Write Summaries

Write a summary of each of the five “fundamental fallacies” in *Unlocking the Mysteries of Creation*:

1. It All Started with a Big Bang (70-71).
2. Non-Living Matter Produced Life (72-73).
3. Time the Magic Factor (74-77).
4. Random Chances Result in All Complexity of Things (78-83).
5. Simple Forms Develop into Complex Forms of Life in Time (84-96).



Activity 2: Write a Paper

Write a paper that responds to this concept: If scientists say that an idea is probably true, then it should be accepted as true, at least until a better idea comes along.



Activity 3: Write an Editorial


Write an editorial about how teaching evolution as fact has affected our society. Be clear about why you hold the opinion that you do. Use examples from your experience to support your claims.

Step 4 Excel

Share information about the evolution vs. creation debate with a group or your family. Correct all written work to demonstrate correct punctuation and spelling, and effective use of grammar. Add corrected written work or any illustrations to your portfolio.

Footnote

1. [An Eye for Creation](#), Creation Ex Nihilo 18(4):19–21, September–November 1996
<http://www.answersingenesis.org/docs/1146.asp>
1. Gish, Duane. *The Amazing story of Creation from Science and the Bible*, pg. 80.
2. *New Scientist*, May 21, 1987 (p. 27) *Nature*, 21-27 May, 1987 (pp. 205-209)

Resources recommended in **d** several lessons, **s** several units, **ch** other HOW Units.  Key Resource (see page 15).

History of the Theory of Evolution

Step 1 Excite

Evolution is a process of change over a long period. The theory of evolution is the belief that all living things evolved from simple organisms and changed through the ages to produce millions of species. Brainstorm and discuss: When do you think the theory of evolution began? Was it before or after Jesus? Was it before or after the Civil War? Was it before or after the Vietnam War? How long has the theory of evolution been taught in American schools? Do you think it is taught as fact or theory? What difference would it make if the public schools taught creationism instead of evolution?

Step 2 Examine

Look over the Time Line of Scientific Theories on page 12. In the “Creation Essays,” Dr. Robert E. Kofahl writes,

The biblical revelation alone proposes that the infinite-personal Spirit, God the Creator, is the only eternally existent entity. Only the biblical faith holds that everything else, the entire natural order and spiritual order, had a beginning, was created from nothing. All other ancient religions postulate an eternally existent natural order of some kind to which a God or gods may or may not be attached. They also have, in their beginning or somewhere along the way, incorporated, assumed or implied some kind of evolutionary development in the world. Ancient Greek philosophers, including Anaximander (600 B.C.), Empedocles (450 B.C.) and Democritus (400 B.C.) assumed evolutionary processes of one kind or another. The Hebrew Scriptures (1400-400 B.C.) taught special creation, and the New Testament revelation strongly reinforced faith in creation.

During the Medieval Period in Europe the literal biblical picture of creation apparently predominated in religious and philosophical thought, and the last great theologian of that period, Aquinas, espoused a strictly literal understanding of the Mosaic creation account. The Protestant Reformation theologians continued this traditional view, and the early founders of modern science generally believed in creation. Nevertheless, in Catholic circles some evolutionary thinking was being published, and even in the 18th century some philosophers and scientists were playing with theories of evolutionary development.

During the 17th and 18th centuries, as such sciences as astronomy, physics, chemistry, geology and biology began to germinate and develop, although most scientists were Christian believers, some started to espouse a Deistic view of

Underlined text refers to Internet link.