

Evolution Debate

PURPOSE:

The idea is to get you familiar with the theory of evolution and how to intellectually make an argument against it or specific aspects of it without using scripture. People of the world who do not believe in God will not accept Him as a defense or argument. When you, as a Christian, can speak with authority about a subject many Christians avoid, it gets the attention of the unbeliever. They are then open to hear about your belief structure that supports your stand concerning evolution.

You will face this in college. Looking like you are ignorant is the fastest way to reinforce an unbeliever's idea that we follow blindly our beliefs or that our "religion" is a crutch because we are weak minded. This is not true, but it gives the unbeliever this perception and can prevent them from taking you seriously, thus not giving you an opportunity to tell them about Jesus.

PROCEDURE:

At the bottom of the page are the 5 components in your text that are presented in discussing evolution. Since these areas are the primary basis of supporting or denying the theory of evolution, it is vital you understand both sides of these topics. Four of them have been put into pairs to make it easier to put together your evidence for and against each. You are responsible for taking each topic and listing on at least one note card the evidence that supports that subject (affirmative position) and then doing the same for evidence that denies or at least makes you question the validity of the science behind the topic (negative position).

At minimum, use the text to organize your thoughts and arguments about the list below. You are encouraged to get information from the Internet and books or magazines that help support or deny these aspects of evolution. I will collect your note cards afterwards to help assess your grade. When writing your cards, you **must** note on your card the source you are using to make your argument. (ie. *textbook*, Dr. Wile; www.AnswersinGenesis.org, Marcus Ross; *On the Origin of Species*, Charles Darwin; etc.) You will need to also state where you got your information as it is brought up when you are speaking.

This will be fun, educational, and eye opening. Hopefully afterwards it will inspire you to make sure when you are faced with defending your beliefs that you are prepared and know why you believe what you do. I am looking for effort and organization of the argument, as well as delivery. A key component is how logical your argument for or against is or how well it is based on the principles of science. A well-delivered word can convince you to change your mind. Think about your arguments you have presented to your parents to change their minds!! Can yours be changed from what you think you believe? Let's find out.

- Natural Selection (Macroevolution)
- Fossil record and Geological column (Macroevolution)
- Structural homology and Molecular biology (Macroevolution)

Evolution Debate – Test 9

Definitions and Worksheet

Below are the 5 areas of **macroevolution** that you need to be familiar with in order to prepare arguments for (affirmative) and against (negative). Use your text and the web and, if possible, other books. There are worksheets on the following 2 pages to assist in organizing your material. This is a guideline to help research and organize your material. What you use in class depends on what works best for you. Index cards are my recommendation.

Below I have gotten definitions from the Internet to let you know how our society as a whole defines these words to assist you in understanding both viewpoints and how someone else you speak to will view the meaning of these words. For the most part, they are like the text's with some having subtle differences. Can you see the differences?

Definitions to Supplement Text's Definitions

Macroevolution – Evolution above a species level – The hypothesis that processes similar to those at work in microevolution can, over eons of time, transform an organism into a completely different kind of organism.

- **Natural Selection** (Macroevolution)

A natural process that results in the survival and reproductive success of individuals or groups best adjusted to their environment and leads to the perpetuation of genetic qualities best suited to that particular environment.

- **Fossil record** (Macroevolution)

Fossils (from Latin *fossus*, literally "having been dug up") are the preserved remains or traces of animals, plants, and other organisms from the remote past. The totality of fossils, both discovered and undiscovered, and their placement in fossiliferous (fossil-containing) rock formations and sedimentary layers (strata) is known as the *fossil record*.

- **Geological column** (Macroevolution)

The geologic column (or geologic record) is the sum total of the layers of rock that make up the Earth's crust ('strata'), the fossils they contain and any other materials found within them. The column itself is a cross-section of strata, displaying different layers of rocks with different compositions and appearances. (*Generally all layers are not found all together in one location, but when put in a chart, they are all listed together.*)

- **Structural homology** (Macroevolution)

In biology, similarity of the structure, physiology, or development of different species of organisms based upon their descent from a common evolutionary ancestor. Homology is contrasted with analogy. Analogy being items that have a functional similarity of structure based not upon common evolutionary origins, but upon mere similarity of use.

In evolutionary biology, homology refers to any similarity between characteristics that is due to their shared ancestry. Homology is different from analogy. The wings of a maple seed and the wings of an albatross are analogous, but not homologous (they both allow the organism to travel on the wind, but they didn't both develop from the same structure).

- **Molecular biology** (Macroevolution)

The study of biology on a molecular level; including the structure, function, and makeup of biologically important molecules such as DNA, RNA, and proteins. The field of molecular biology involves many other areas of biology such as biochemistry and genetics.

Affirmative Worksheet – Evidence that Supports Each Topic - List at least 3 points under each topic.

- **Natural Selection** (Macroevolution) – *List source or sources each point was found*

1.

2.

3.

4.

5.

- **Fossil record and Geological column** (Macroevolution) – *List source or sources each point was found*

1.

2.

3.

4.

5.

- **Structural homology & Molecular biology** (Macroevolution) – *List source or sources each point was found*

1.

2.

3.

4.

5.

Negative Worksheet – Evidence that Supports Each Topic - List at least 3 points under each topic.

- **Natural Selection** (Macroevolution) – *List source or sources each point was found*

1.

2.

3.

4.

5.

- **Fossil record and Geological column** (Macroevolution) – *List source or sources each point was found*

1.

2.

3.

4.

5.

- **Structural homology & Molecular biology** (Macroevolution) – *List source or sources each point was found*

1.

2.

3.

4.

5.

Evolution Web Sites

Great place to start: Page v in text – www.apologia.com/bookextras Password - Myfathersworld

As with anything on the Internet, first check with your parents concerning the use of these web sites, then keep in mind who or what organization put them together. There is always a bias presented, some more than others. Know both sides of the argument and you have a better foundation for presenting valid arguments to persuade someone to consider something that opposes what they have always believed, been taught to believe, or simply “think” they believe. Science can be used to open the door for intelligent design, which leads to the possibility of “a” god that then leads to the one and only God. As long as the door is closed, your stand falls on deaf ears and possibly even a hard heart.

NOTE: I have skimmed the sites, but not looked at them extensively. Our text is our guide concerning biology and the Bible is our guide to our faith. One thing – Do any of these writers present a well-defined argument that makes you question if perhaps they may be right?

Satan persuaded Eve to give it all up by a well-turned argument filled with persuasion. We have the same temptation. That is why we study this! Don't miss it!

Pro Creationism

All About Science

Video excerpt from "Unlocking the Mystery of Life." – **MAKE SURE TO VIEW**

<http://www.allaboutscience.org/darwins-theory-of-evolution-video.htm>

Darwin's Theory of Evolution

<http://www.allaboutscience.org/darwins-theory-of-evolution.htm>

Albalagh Children

An article written by a 10th grade Muslim student entitled:

The Evolution Theory

Evolutionists have failed in every endeavor to prove that evolution or evolutionary processes could have taken place. (*bi-line*)

<http://www.albalagh.net/kids/science/evolution.shtml>

What I skimmed of this, it is well written and consistent with creation scientist. This is a student that knows what he believes and why.

Answers in Genesis

<http://www.answersingenesis.org/get-answers/features/year-of-darwin>

Creation Science

Basics of Creation vs Evolution

<http://emporium.turnpike.net/C/cs/index.htm>

Evolutionary Theory: the Big Problems!

<http://emporium.turnpike.net/C/cs/cartoon.htm>

Creation, Evolution, and Science Ministries

FAQ (frequently asked questions)

<http://www.creationministries.org/showpage.aspx?page=8#top>

Pro Evolutionism

****You Tube video** – I don't know how to determine who put it together.

******There may be some images objectionable by parents. Please have them preview it. It is 10 minutes in length. It is a great example of how someone can speak with authority and persuade you that they know what they are speaking about. They even try to undermine Pastor Ken Ham and Kirk Kamron. Listen to what is said and see if the speaker makes you think twice.

http://www.youtube.com/watch?v=7w57_P9DZJ4

Literature.org

The Origin of Species by Charles Darwin (*Look at Chapter 6 for Darwin's difficulties*)

<http://www.literature.org/authors/darwin-charles/the-origin-of-species/>

The Talks Origins Archive

29+ Evidences for Macroevolution

<http://www.talkorigins.org/faqs/comdesc/section2.html>

Action BioScience

Evolution: Fact and Theory

<http://www.actionbioscience.org/evolution/lenski.html>

Columbia, Missouri high school web site

Evolution

<http://bioweb.cs.earlham.edu/9-12/evolution/index.html>

SPECIAL NOTE:

Keep in mind what I have said repeatedly in class, whether it is a friend, a teacher, a pastor, a parent, a book, or a web site, you are instructed by God to weigh everything against His Word. Your relationship with God is personal and that means you are to get into the Bible and search the whole truth out for yourself and not take it for granted that what you are being told is correct. Authorities in your life are there to teach and guide you on your journey and often walk with you on your path, but you are responsible for your life and what you do or don't do with it. Now is when you need to figure out what you believe and why and not "just because." If you don't, someone with great persuasion will have the potential of guiding you off the path of truth, just because you don't know what the truth is or how to find it. *Remember*, this is **not** giving you a right to be rebellious with your authorities or to question them in defiance at every turn. You are transitioning from a youth into an adult. Now is a safe time to bounce around figuring out where you stand and why, so that when challenged with deception, you will see it for what it is and not get off your faith walk, especially when you go off to college or leave home for a career or marriage. Authorities are there to help you sort through this. Talk to them and utilize their wisdom from their own life experiences to help you stay on target with the Lord.

Evolution Debate Procedures

NOTE: This is a guideline. Due to size of the class or preparedness of students it may be altered at the teacher' discretion.

Each student will debate one on one with another student on the topic of *Natural Selection*. You still have to be prepared for all 3 topics. They will come up in team debates. You will not know if your position is for or against until you come to class, so be prepared for both. Who you debate and in what order will already be set up.

In larger classes, there will be no time to waste. Class must start on time, if you want to leave on time. There can be no delay when called up. This is a learning experience, so just relax and do your best. The big thing is to come prepared. The final grade is a combination of what is done in class and how well your information is set up on your note cards for all 3 topics. **Notes are to be turned in at the end of the class.**

- Judges will score based on score sheet provided to you prior to the debate. The judges will determine a winner in each round. The moderator will break any ties.
- Rounds will last no longer than 12 minutes. Speakers must be organized and ready to speak. You may read from your cards; however, the rebuttal will be to poke holes in your opponent's argument, so listen carefully. The last minute will be allowed to defend what your opponent said against your position or to reaffirm your strongest points.
 - 3 minutes to present argument / speaker (6 minutes total)
 - 2 minutes to present rebuttal to opponent / speaker (4 minutes total)
 - 1 minute to defend position / speaker (2 minutes total)
- After individual rounds, teams will be made up of 3-4 members. The moderator will select the topic and teams will be made up of an equal mix of high point and low point students. The rounds will be 16 minutes. It is important for each team member to contribute during the round. If someone has not spoken, someone in the team should give that person a chance to speak by asking if they have something to add. This is a team effort.
 - 4 minutes to present argument / team (8 minutes total)
 - 2 minutes to present rebuttal to opponent / team (4 minutes total)
 - 2 minutes to defend position / team (4 minutes total)

Special Note:

Every year this is an experiment!! This happens due to students not coming prepared, others coming over prepared, students who like to speak or argue, and students who want to remain anonymous. I am trying to give you an opportunity to try something that may be new to you. It will help you with communication, boldness, and especially with overcoming your fear of sharing your faith with someone you don't know. Our class is a safe place to make a mistake and not be ridiculed. *(That is a caution for anyone who is overly competitive. I will not tolerate anyone speaking out of turn to get after someone for what they do or do not do. Correction is my job and this is not a lab where that happens openly. This is too "out-of-my-comfort-zone" for too many!)*

RELAX AND TRY TO HAVE FUN WITH THE TOPIC AND THE FORUM!!
YOU CAN DO THIS!!

Evolution Debate Score Sheet

Speaker Points

- 1. Persuasiveness
- 2. Organization
- 3. Delivery
- 4. Evidence
- 5. Rebuttal

Speaker Topics – All based on macroevolution

- 1. Natural Selection
- 2. Fossil record and Geological column
- 3. Structural homology and Molecular biology

Topic _____

Each area shall be scored on a scale of 1 to 5, 5 being excellent and 1 being poor, for a total of 25 possible speaker points per debater.

<p>Affirmative (for) Speaker</p> <p>Name _____</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Persuasiveness</td> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> </tr> <tr> <td>Organization</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Delivery</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Evidence</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Rebuttal</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table> <p>TOTAL </p>	Persuasiveness	1	2	3	4	5	Organization	1	2	3	4	5	Delivery	1	2	3	4	5	Evidence	1	2	3	4	5	Rebuttal	1	2	3	4	5	<p>Negative (against) Speaker</p> <p>Name _____</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Persuasiveness</td> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> </tr> <tr> <td>Organization</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Delivery</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Evidence</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Rebuttal</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table> <p>TOTAL </p>	Persuasiveness	1	2	3	4	5	Organization	1	2	3	4	5	Delivery	1	2	3	4	5	Evidence	1	2	3	4	5	Rebuttal	1	2	3	4	5
Persuasiveness	1	2	3	4	5																																																								
Organization	1	2	3	4	5																																																								
Delivery	1	2	3	4	5																																																								
Evidence	1	2	3	4	5																																																								
Rebuttal	1	2	3	4	5																																																								
Persuasiveness	1	2	3	4	5																																																								
Organization	1	2	3	4	5																																																								
Delivery	1	2	3	4	5																																																								
Evidence	1	2	3	4	5																																																								
Rebuttal	1	2	3	4	5																																																								
<p><u>Winner of the Round:</u> (Please circle)</p> <p style="text-align: center;">Affirmative OR Negative</p>																																																													