

Dear Teacher or Administrator,

It is an exciting time to be an educator at a Christian school. Teachers have the unique opportunity to help students develop critical minds to defend the Christian faith. As Christian school teachers and administrators, we want students to discover the truth of Christianity for themselves and to become effective ambassadors of Jesus Christ. But they need our assistance. They need information to help combat the anti-Christian ideas they are exposed to in their neighborhood or when they enter high school. That is what this curriculum seeks to accomplish.

The overall goal of ***Wrecking Crew Apologetics*** curriculum is to provide Christian school educators with tools to teach apologetics in an interesting and engaging way. We help students learn how to demolish the arguments against Christianity and to have fun doing it. As a result, students increase their confidence in and understanding of the tenets of the Christian faith, as well as their ability to answer some of the basic arguments against Christianity.

These are the main questions addressed in this curriculum:

- 1) What are the problems with the theory of evolution and what is the best case for design in the universe?
- 2) Is the Bible a reliable text and unique among all religious texts?
- 3) What does it mean to be a Christian (utilizes Apostles' Creed)?
- 4) Is Jesus Christ the Messiah spoken about in the Old Testament?
- 5) What is the best evidence for the death and resurrection of Jesus Christ?
- 6) How can cults be identified and do Mormons and Christians share the same beliefs?

The ***Wrecking Crew Apologetics*** curriculum utilizes a variety of teaching methods to investigate and understand these questions, including readings, lectures, note taking, Bible inquiry, group discussions, role playing, debates, and mock trials. This curriculum will excite students about their faith as they discover more about the historical evidence that supports it.

God has called us to love Him with all of our heart, MIND, and soul. This engaging curriculum is a next step toward fulfilling that command. I hope you enjoy the journey.

In His service,  
John A. Hellriegel, Jr.  
Wrecking Crew Apologetics

# Introduction

## The Major Problems with Evolution

**Essential Question: What are the major problems with Evolution?**

In this section students learn about the major problems with the theory of evolution. First, in a **lecture** format, students use the acronym FALSE to learn about the top five problems with evolution, including poor fossil evidence, the lack of a missing link, the complexity of the universe, and empirical evidence. Then in **Answer the Objections- Evolution**, students work in pairs to learn the evidence that contradicts common statements made by evolutionists. In another fun activity, students work in groups to put **apologetics in motion**, creating hand and body movements that represent the content learned in the lecture. Next, in the **Critical Thinking Questions activity**, students work in pairs to develop questions and answers for statements made by evolutionists. Finally, in the **Cumulative Project** assignment, students create an apologetic magazine cover that addresses the major problems with Evolution. Also included in this unit is a **Bible devotional lesson** where students are directed to reflect on the key elements of what they have learned in the lectures and activities and how that relates to their relationship with God. Teachers may also use a **standard quiz** to assess student knowledge. **Optional activities** include having an **Internet Lesson Day** (see page \_\_\_\_\_ for details) and inviting a **guest speaker** (see page \_\_\_\_\_ for details)

**Objective: When asked orally or in writing, students will be able to...**

Summarize the major problems with Evolution.

Defend this statement: There is evidence that the universe was created by God.

Evaluate the weaknesses in common beliefs held by evolutionists.

Create a series of questions to ask evolutionists that expose the weaknesses in their argument.

Design a magazine cover that answers the essential question of the unit, “What are the major problems with Evolution?”

# Introduction

Welcome to *Wrecking Crew* Apologetics. This curriculum is the result of years of work and has been tested in the classroom. It works! Students learn how to defend their faith and have fun doing it. The following pages are filled with engaging activities that help cement student understanding of the critical elements of Christian apologetics. Here is an overview of each of the elements of *Wrecking Crew* Apologetics:

## **Lecture Notes**

Lecture is a key component. There is so much important information to share with students. At the same time, we understand that middle school students can be overwhelmed if presented with too much information at one time. This curriculum strikes a balance. We provide teachers with basic notes as a guide for lectures. Teachers can use the note sections in their entirety or as a supplement for a more comprehensive lecture.

## **Critical Thinking Questions**

One of the best ways to equip students is to teach them to ask good questions. The critical thinking component of each unit challenges middle school students to memorize a set of questions and develop their own questions. It trains students to look for opportunities to ask questions and provides them with the skills to ask effectively. Students learn to go on the offensive in a very non-threatening way by posing questions that point to flaws in the skeptic's argument. Greg Koukl, founder of Stand to Reason, calls this technique the "Columbo" technique, based on the television detective series from the 1970's. It is a questioning technique that disarms skeptics and forces them to defend their own views.

## **Answering the Objection**

In this activity teachers read a list of objections or questions about a controversial apologetic topic such as Evolution, Bible reliability, or prophecy accuracy, and then help students analyze provided information to answer the objection. In addition, students rank the information on a spectrum from most persuasive evidence to least persuasive evidence, or toughest question to easiest question to answer.

## **Cumulative Projects**

Every unit revolves around a central question. We want students to learn to offer coherent, reasonable responses to these questions. The cumulative projects are authentic assessments that challenge students to use higher level thinking skills to apply their newly acquired knowledge. Teacher directions are included for each cumulative project. These cumulative projects include letters to a skeptic, dramas, mock trials, magazine covers, mock press conferences, and illuminated poems.

## **Head to Heart Devotions**

It is not enough for students to merely know the information; we want it to move from their head to their hearts. In these lessons, students apply the factual information they have learned in the lecture and activities to their personal faith. Students use their Bibles to answer questions and meditate on passages, helping them move the information from their head to their heart.

## **Apologetics in Motion**

Many students are kinesthetic learners. With that in mind, these fun lessons allow the students to synthesize their learning by creating motions that relate to the lecture information.

## **Internet Day**

The Internet can be an important tool in stimulating student interest in Christian apologetic topics. Students learn that many Internet sites offer a wealth of information to answer some of the toughest attacks against Christianity. Internet Day lessons can be configured either as a class with one computer connected to a television/monitor or in a computer lab setting. Teacher lesson plans are included.

## **Guest Speakers/ Field Trips**

Guest speakers and field trips add wonderful variety to the apologetics curriculum. Guest speakers and field trips can also expose students to various worldviews, which can be critiqued under the careful guidance of the teacher. A list of potential speakers and field trips is included, as well as ideas on how to structure the time.

# **Lecture Teacher Tips**

## **FALSE**

### **Provide a Hook**

Develop a question or statement that will rattle the students. Ask them to defend something regarding the unit's topic that they might take for granted. Here are some examples.

- \* There is no evidence whatsoever to support the idea that God create the universe.
- \* All of the fossils indicate we evolved from apes.
- \* The universe evolved randomly over millions of years
- \* There is no evidence of design in the universe
- \* Science supports evolution not Creation.

### **Ask Key Review Questions**

Before you begin each section of the lecture, ask a series of review questions. Walk around the class and randomly call on different students to answer questions about the material covered in class.

### **Provide the Critical Information**

Make sure all of your material is used in bite sized. Use concrete examples whenever possible.

- It is helpful to use an actual textbook that promotes evolution. Read from it and critique it(or have students critique it).
- Also, the book Icons of Evolution is especially helpful for the teacher to read prior to the lecture.

### **Review Key Concepts**

Leave 2-3 minutes to review the material covered for the day. Include some of the questions you began with at the beginning of the period.

# EVOLUTION=FALSE

**F Fossil Problems- Memorize: There are no transition fossils that show one species turning into another species.<sup>1, 2</sup>**

Fossil record DOES NOT support Darwin's view of Evolution.

No TRANSITION fossils exist showing one species changing into another, just within species.

There is evidence for MICROEVOLUTION, not MACROEVOLUTION.

- No sign of gradual development
- Explosion of species without previous development
- Evolution not scientific fact, but scientific philosophy
- Use tree of life from encyclopedia or from secular textbook. Note that the pictures are complete, and do not intermediate creatures.
- Use Finch beak to show difference between microevolution (small adaptations and changes within species) and macroevolution (large changes from one species to another).

Ape-men- Memorize... The fossil evidence that HUMANS came from APES including Lucy, Java man, Piltdown man, has all been proven unreliable or false.

Nebraska man- (fiction)- entire family was envisioned from single TOOTH - it was a pig

PILTDOWN man- (fraud)- ape jaw attached to a human skull

Java Man- Latter rejected as a link between apes and man (skull of large Gibbin, leg bone of human)

Lucy- Reclassified as extinct APE

No missing LINK

- Use artist drawings from secular textbooks
- Note that pictures are developed from very few fossils
- Emphasize the sharp disagreements over the fossils among evolutionists.
- Note that big finds by paleontologist land on front page of newspaper while corrections about paleontologist errors land on back.
- Note that paleontologists make fossils to match their theory. For them evolution has to be true because their can't be a God.
- Evolutionist start with the theory that evolution is a fact, then find evidence to prove it. Believe what they want, despite the lack of fossil evidence.

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<sup>1</sup> Creation versus Evolution, Ralph O. Muncaster

<sup>2</sup> How Now Shall We Live? Charles Colson, Nancy Percy

**A** –Anthropic principle- Memorize: The Universe appears to be made for us.<sup>3,4</sup>

The UNIVERSE appears to be FINE-TUNED for existence of life on earth.

In fact, life could not exist on earth if any one of the following were true: change in water cycle, atmosphere, EARTH rotation, earth size, earth's distance to the sun, moon size, etc. (there are over 150 criteria).

This is evidence for DESIGN and if designed good reason to believe in a designer (God).

- Closer to sun water would boil, farther away and it freezes.
- The precise balance of electrons and protons.
- Earth rotation cause dramatic temperature change
- Earth axial tilt different and now earth surface too hot or too cold
- Moon and earth size affect gravitational pull, tidal problems
- Exact combination of oxygen and nitrogen
- Gather up as many coins in class or bring them yourself. Have kids flip them. Note that if they are not all heads, life does not exist. Now imagine 150 all having to be on heads. Evolutionist believe the 150 heads would be random accident. Christians believe an all powerful God designed the universe and it was not an accident.
- Question to ask: Is it more likely that the universe came together this way by chance or design? The odds are astronomical that it could happen by chance.

**L**– Life Memorize: Life cannot come from non-life<sup>5</sup>

Abiogenesis- life coming from non-life. This must be proved if evolution is true. However, scientists who believe in Darwinian evolution have no reasonable explanation about how life can come from non-life. They cannot show that abiogenesis has occurred.

- No experiment has ever worked.
- Explain how evolutionist believe it happened. Use secular text book.
- Which sounds more plausible, the evolutionists or creationist?

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<sup>3</sup> How Now Shall We Live? Charles Colson, Nancy Pearcey

<sup>4</sup> Living Loud, Norman Geisler

<sup>5</sup> Why I am not an evolutionist, Greg Koukle, Stand to Reason

**S**cience - Memorize...For evolution to be true, basic laws of science must be violated.<sup>6</sup>

Laws of physics (cause and EFFECT order to DISORDER) reject Evolution.

**1<sup>ST</sup> Law of thermodynamics**-matter cannot be created or destroyed.

Something cannot come from nothing.

- Question: How did the original matter get there?
- God is eternal and outside of space and time. He spoke the universe into existence. God created the laws of the universe. He put them in place.
- The Christian worldview is that God is eternal, but the universe isn't. The laws of science supports that.

**2<sup>nd</sup> Law of thermodynamics**(Entropy)-the universe moves from ORDER to Disorder. The universe is winding down and running out of energy. If it is unwinding then it must have been wound up at some point in time.

- The laws of science do not support the idea that order developed out of utter chaos(Big Bang).

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<sup>6</sup> Creation versus Evolution, Ralph O. Muncaster

**E**xtremely complex- **Memorize: Complexity of basic CELLS, HUMAN BODY, EARTH, point to design not chance.**<sup>7, 8, 9</sup>

Irreducible COMPLEXITY- all the parts of the cell must work together perfectly at the same time for it to function. Michael Behe's Mousetrap analogy- If all the pieces of the mousetrap do not all work together at the same time, the mousetrap will not work. Before all the pieces are fully functional, the mousetrap is useless. Darwin's evolution theory would not work because it would take thousands of years for the cell to come together and function. But the cell could not work until all the parts are working.

Microbiology (study of cells), cell COMPLEXITY, and structure reject Evolution.

- A cell is like a mini-city with various factories making and delivering all kinds of products.
- A single animal cell contains more information one thousand volumes of Encyclopdia Britannica. Imagine a human body full of millions of cells. Lots of info. Not simple, but very complex
- Simple cell randomly coming together is like winning lottery 10,000 times
- Our DNA(the building blocks of life) is more complex than ever thought.
- Life from primordial soup? -Astronomer Sir Fred Hoyle: How long would it take a blindfolded man to solve the Rubiks Cube?- 1.3 trillion years. Not enough time.
- Accidental formation of basic cell? Would be like a tornado coming into a junkyard with all the parts of a 747 in it, and accidentally assembles them into a plane.(Hoyle).

If you stumbled upon a COMPUTER on the shore of the ocean, would you assume that it had to be made by someone or that it came together naturally over billions of years in the ocean?

You can also use the two versions of clock maker- random or accident  
If you looked up at Mount Rushmore, would you say that it was more likely that it was DESIGNED or th at it occured through acts of nature?

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<sup>7</sup> Ibid

<sup>8</sup> How Now Shall We Live? Charles Colson, Nancy Percy

<sup>9</sup> Know Why You Believe, Paul E. Little

# EVOLUTION=FALSE

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Fossil record \_\_\_\_\_ support Darwin's view of Evolution. No \_\_\_\_\_ fossils exist showing one species changing into another, just within species. There is evidence for \_\_\_\_\_, not \_\_\_\_\_.

**Ape-men problems- memorize...** The fossil evidence that \_\_\_\_\_ came from \_\_\_\_\_ including Lucy, Java man, Piltdown man, has all been proven unreliable or \_\_\_\_\_.

Java man - Later rejected as a link between apes and man  
Nebraska man-(fiction)-entire family was envisioned from single \_\_\_\_\_ -it was a pig  
\_\_\_\_\_ Man- (fraud)- orangutan jaw attached to a human skull. Took almost 1/2 a century to find out it was fake.  
Lucy-Reclassified as extinct \_\_\_\_\_  
No missing \_\_\_\_\_

**A -Anthropic principle- Memorize... The universe appears to be made for us.**

The \_\_\_\_\_ appears to be \_\_\_\_\_ for the existence of life on earth. In fact, life could not exist on earth if any one of the following were true: change in water cycle, atmosphere, \_\_\_\_\_ rotation, earth size, earth's distance to the \_\_\_\_\_, moon size, etc. (there are over 150 criteria). This is evidence for \_\_\_\_\_ and if designed good reason to believe in a designer (God).  
Question to ask: What is the likelihood that it could happen by accident?  
The odds are astronomical.

**L**- Life cannot come from non-life.

\_\_\_\_\_ - life coming from non-life. This must be proved if evolution is true. However, scientists who believe in Darwinian evolution have no reasonable \_\_\_\_\_ about how life can come from non-life. They cannot show that abiogenesis has occurred

**S**cience - **Memorize...**For Evolution to be true, basic laws of science must be violated.

Laws of physics (cause and \_\_\_\_\_ order to \_\_\_\_\_) reject Evolution.

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Microbiology (study of cells), cell \_\_\_\_\_, and structure reject Evolution.

If you stumbled upon a \_\_\_\_\_ on the shore of the ocean, would you assume that it had to be made by someone or that it came together naturally over billions of years in the ocean?

If you looked up at Mount Rushmore, would you say that it was more likely that it was \_\_\_\_\_ or that it occurred through acts of nature?

EVOLUTION=FALSE



## ♦ **F** Fossil Problems-

- ♦ **Memorize:** There are no transition fossils that show one species turning into another species.

# Evolution

- ♦ Change over time
- ♦ Fossil-Remains or evidence of a living thing

# Darwinian Evolution

The background of the slide is an abstract composition. It features a smooth color gradient that transitions from a pale yellow at the top to a deep purple at the bottom. On the right side of the image, there is a subtle, dark grid pattern that appears to be receding into the distance, adding a sense of depth and texture to the overall design.

- ♦ Fossil record DOES NOT support Darwin's view of Evolution.
- ♦ No TRANSITION fossils exist showing one species changing into another, just within species.
- ♦ There is evidence for MICROEVOLUTION, not MACROEVOLUTION.



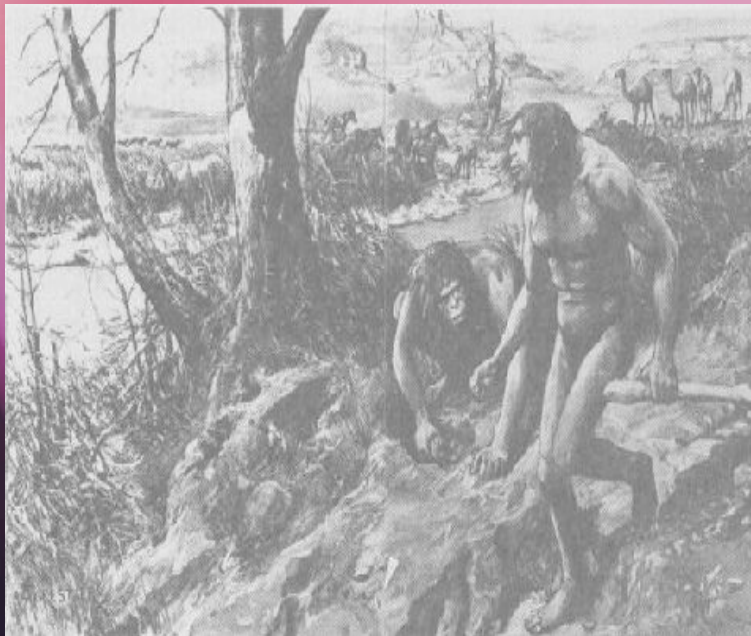
- ♦ Micro-evolution: Small changes within a species. (Finch beaks)
- ♦ Macro-evolution: Large changes from one species into another species.

- ♦ Ape-men- Memorize...The fossil evidence that HUMANS came from APES including Lucy, Java man, Piltdown man, has all been proven unreliable or false.

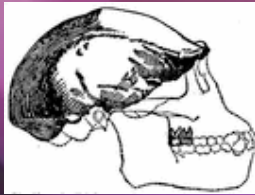


# Nebraska man

- ♦ Nebraska man-(fiction)-entire family was envisioned from single TOOTH -it was a pig



- ♦ Java Man- Latter rejected as a link between apes and man(skull of large Gibbin, leg bone of human)



- ♦ PILTDOWN man-(fraud)-ape jaw attached to a human skull



# Lucy

- ♦ Lucy-Reclassified as extinct APE
- ♦ No missing LINK



♦ **A** Anthropic principle-  
Memorize:  
The Universe  
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- ♦ The UNIVERSE appears to be FINE-TUNED for existence of life on earth.



- ♦ In fact, life could not exist on earth if any one of the following were true: change in water cycle, atmosphere, EARTH rotation, earth size, earth's distance to the sun, moon size, etc. (there are over 150 criteria).
- ♦ This is evidence for DESIGN and if designed good reason to believe in a designer (God).

♦ **L- Life**

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- ♦ Abiogeneis- life coming from non-life. This must be proved if evolution is true. However, scientists who believe in Darwinian evolution have no reasonable explanation about how life can come from non-life. They cannot show that abiogenesis has occurred.

♦ Science -

♦ **Memorize...For evolution to be true, basic laws of science must be violated.**

- ♦ Laws of physics (cause and EFFECT order to DISORDER) reject Evolution.
- ♦ **1<sup>ST</sup> Law of thermodynamics**-matter cannot be created or destroyed. Something cannot come from nothing.

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- ♦ **Extremely complex- Memorize:  
Complexity of basic CELLS, HUMAN  
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- ♦ Irreducible COMPLEXITY- all the parts of the cell must work together perfectly at the same time for it to function

- ♦ Michael Behe's Mousetrap analogy- If all the pieces of the mousetrap do not all work together at the same time, the mousetrap will not work. Before all the pieces are fully functional, the mousetrap is useless.

- ♦ Darwin's evolution theory would not work because it would take thousands of years for the cell to come together and function. But the cell could not work until all the parts are working.

- ♦ Microbiology (study of cells), cell COMPLEXITY, and structure reject Evolution.

- ♦ ₣ A cell is like an mini-city with various factories making and delivering all kinds of products.
- ♦ ₣ A single animal cell contains more information one thousand volumes of Encyclopdia Britannica. Imagine a human body full of millions of cells. Lots of info. Not simple, but very complex

‡ Simple cell randomly coming together is like winning lottery 10,000 times

‡ Our DNA(the building blocks of life) is more complex than ever thought.

‡ Life from primordial soup? -Astronomer Sir Fred Hoyle: How long would it take a blindfolded man to solve the Rubiks Cube?- 1.3 trillion years. Not enough time.

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Would be like a tornado coming into a junkyard with all the parts of a 747 in it, and accidentally assembles them into a plane.(Hoyle).

- ♦ If you stumbled upon a COMPUTER on the shore of the ocean, would you assume that it had to be made by someone or that it came together naturally over billions of years in the ocean?

# Answering the Objections: Facing the Evolutionist

## Overview

In this activity, students will carefully read a list of statements commonly used by evolutionists to support their position. Students will then analyze corresponding information and use it to prove the statements false. Later, students will rank the evidence from most persuasive to least persuasive.

Most persuasive

Least persuasive

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## Detailed Directions

- 1) Pre-class preparation: Organize students in groups of three. Place the statements made by evolutionists and the corresponding information at different stations around the classroom (7 stations in total).
- 2) Activity Preview: Ask students to answer the following question orally or in writing. "What are some of the common statements made by people who believe that evolution is true?"
- 3) Introduce activity: Explain to students that they will be walking in groups of three while rotating around the room to each station. They will have approximately five minutes to read the statement and the corresponding information at the station and give an appropriate answer on the activity grid. They will then rotate to the next station.
- 4) Model activity at one station so that students are clear on directions.
- 5) Move students into groups and place them at different stations.
- 6) After five minutes at each station (teacher keeps time), direct students to rotate to the next appropriate station around the room.
- 7) Check work of students as they create their answers.
- 8) Conduct a full class review of all of answers. Make sure all students have all answers.
- 9) Homework: Teacher explains the two ends of the spectrum. Students rank each answer on a spectrum from most persuasive evidence to least

persuasive evidence, or toughest question to easiest question to answer.  
Require parents to sign off on students' work.

# **1) Life exists on earth by accident**

## **Evidence against this statement**

The ANTHROPIC PRINCIPLE states that the universe appears to be fine tuned for the existence of life on earth. Astrophysicists discovered that there is specific criteria for life to exist, and earth is the only planet that fits that criteria. In fact, life could not exist on earth if any one of the following were true:

- Any change in the hydrological cycle
- Any change in the atmosphere of the earth
- If the earth rotated faster or slower
- If the earth was smaller or larger
- If the earth were closer to the sun
- If the earth were farther away from the sun
- If the moon were any larger or smaller

These are just some of the 60 + things necessary for life to exist on earth. The odds are astronomical, almost to the point of absurdity, that all this occurred by accident without a designer (God).

## 2) Science supports Evolution

### Evidence against this statement

**The FIRST LAW OF THERMODYNAMICS states that energy and matter cannot be created or destroyed, they can only be converted from one to the other.** The big question for those who believe in Evolution is, “How did matter and energy come into existence in the first place?” Evolution provides no answer to that question. Evolutionists say that the universe has always existed, though that statement violates the basic laws of science. The Bible has an answer. God, who made the laws of science, spoke the universe into existence.

**The SECOND LAW OF THERMODYNAMICS states that the universe tends to move from a state of order to disorder.** The input of energy is required to return the matter to a state of order. In other words, if you left your room a mess, the only way for it to return to order would be for you, or some other person, to put out the energy to clean it up. It will never clean itself up, and if never tidied, will only become messier.

However, evolutionists believe that the universe moved from the total chaos of the “Big Bang” to perfect order through a series of random developments. In other words, they believe in order for the complex human body to exist there had to be millions of small, random changes over millions of years; that is impossible and violates the second law of thermodynamics.

Creation, however, says that God was purposeful when He created the universe. The laws of physics and the evidence of science support a Creator who designed the universe.

3) Archaeologists have found the missing link, which shows we are related to apes. Therefore, evolution is proven true.

Evidence against this statement

Rarely does a year go by that a newly discovered fossil is not presented in the newspaper as evidence that humans are descended from apes. While the discovery of the fossil is presented on the front page of the newspaper, it isn't until months or even years later that the truth is found out about what the fossil really was. Here are some examples of when archaeologists, eager to declare the finding of the "missing link" between apes and humans, were proven wrong or even committed fraud.

LUCY-reclassified as an extinct ape.

PILTDOWN MAN-a hoax, turned out to be an ape jaw that was attached to a human skull.

JAVA MAN-later rejected because human bones were found in the same area as ape bones.

NEBRASKA MAN-an entire family was developed from one tooth, which ended up being a pig's tooth.

PEKING MAN-later discounted because tools and human bones were found in the same area as ape skulls. It was speculated that the humans were eating the ape brains, which is still done in China.

RAMAPITHECUS-later discovered to be an orangutan.

## **4) Scientists have successfully created life in a laboratory. Thus, no God is needed to create life.**

### Evidence against this statement

Can life be created without God? Evolutionists say, “Yes!” They often point to an experiment by a famous scientist named Stanley Miller, who supposedly created the building blocks of life in a lab experiment. However, there are serious problems with his experiment which are often overlooked and never pointed out in secular (non-Christian) textbooks. Here are some of the problems with Miller’s experiment:

- a. Despite many attempts, only two of the approximately fifty necessary building blocks were produced.
- b. It did not simulate the earth’s early atmosphere.
- c. The experiment produced negative by-products, such as tar, which would have been damaging to the existence of life.

In other words, Miller’s experiment never even came close to developing all of the components and conditions necessary for life on earth to exist.

## **5) Animal and humans have a common design, so this means we evolved from animals.**

### Evidence against this statement

Because the evolutionary model lacks the fossil evidence that shows one species developed into another species, evolutionists use the “common design” argument to support their theory. This theory states that because animals and humans have a common structure in their skeleton and circulatory systems, we must have evolved from animals. Some science teacher may use the example of how the car has evolved from a Model T Ford in the early 1900’s to today’s Ford Mustang. The problem with that analogy is that each time the car “evolved” it took a team of engineers to make it happen.

There are three things to remember when faced with this argument:

1. There is no fossil evidence of gradual change in the bone structures or circulatory systems of animals. In other words, without any evidence we must assume that because some of the structures look similar, they come from the same ancestor.
2. There is no satisfactory explanation on how these undirected, complex changes could have occurred. It assumes a design without a designer.
3. Finally, in God’s defense, isn’t it more likely that a supernatural God would use a good design and apply it to different animals? Wouldn’t that just make Him an efficient God?

## **6) Favorable mutations over a period of years created changes in species. This explains how one species changed into another.**

### Evidence against this statement

Evolutionists believe that favorable mutations over a period of millions of years helped one species evolve into another species (for example, apes becoming humans). Here are the two main problems with this theory:

a. Scientists have observed that mutations are almost always destructive.

b. Mutations are not passed on to successive generations. Mutations are not inherited by offspring (except in a few bacteria).

c. It wouldn't just be one mutation to evolve the species, it would have to be several, all of which would have to be helpful. For example, the scales on a fish would have to mutate to feathers, but it would also have to mutate the intelligence to use the new feathers.

## **7) Basic cells evolved over a period of millions of years, eventually leading to more complex species.**

### Evidence against this statement:

In Michael Behe's book, Darwin's Black Box, Behe points out one of the biggest problems with Evolution. He calls it the problem of Irreducible Complexity. He points out that for Darwinian evolution to be true, there needed to be small changes in species over millions of years of time. However, even the most basic cell in a human or animal body is complex and works almost like a factory. In order for even the most basic cell to function, all of the components of the cell (factory) need to be working at the same time. Therefore, the cell could not have evolved over millions of years, because all of the changes would have to have occurred at once. Behe compares it to a mouse trap. A mouse trap only works if all of its parts are functioning at the same time.

# **Lesson Plan: Kinesthetic approach to learning Christian Apologetics**

**Objective:** Students will be able to prepare a series of hand and body language gestures that symbolically represent the content from a FALSE lecture.

## **Teacher Directions:**

1. Prepare students: Ask students if they have ever played charades. As an example, give a student a word to practice in front of the class.
2. Tell students that they will be asked to work in groups to prepare a series of hand gestures and body language that symbolically represent the content from the apologetics lecture. (Prepare these groups in advance, working hard to combine extrovert, creative, and introvert, and high/low students together).
3. Prepare a simple hand gesture example (see examples below) for the students.
4. Divide students into groups of four.
5. Assign them specific sentences from the lecture notes (FALSE, SWORD, etc.) that you want them to create hand/body gestures for.

6. Give them time to prepare hand gestures and full body dance moves to represent the sentence from the lecture. Walk around room to ensure they are on task. Give them hints if necessary. Make sure they are not stealing ideas of other groups.
7. They will need at least 10-15 minutes to plan the gestures and 10 minutes to present them. You may want to give a reward for the best group. Otherwise, grading can be based on creativity, participation, teamwork, and proper use of hand gestures and body language that represents the class notes.

### **Alternate methods.**

\* You may decide to do this assignment together as a class. This would be more like a brainstorming session to produce a final class performance. This is a little more hectic, but is great for classes that are pressed for time and/or need more input and help.

Or

- At the beginning of the period make of list of several of the most important concepts from your lecture. Have students come up and assign them different words or concepts to act out using charades. The person who guesses correctly gets to act out the next term.

**Here is a list for FALSE lecture:**

- Abiogenesis-life cannot come from non-life
- Anthropic principle-it appears as if the universe was made for earth to exist.
- 2<sup>nd</sup> law of thermodynamics- things move from order to disorder
- Irreducible complexity-all the parts of a cell must work together at the same time for the cell to function as a cell.
- 1<sup>st</sup> law of thermodynamics-something cannot come from nothing
- Finch Beak
- Lucy
- Java Man
- Piltdown Man
- No transition fossils
- Micro vs Macro evolution

# Critical Thinking Questions

## Teacher Lesson Plan

One of the best things we can do for our students is teach them to ask good questions. For too long, Christian students have felt obligated to answer every objection of a skeptic without first forcing the skeptic to answer a few questions of their own. Students need to mold their minds into Truth detectors. The critical thinking lessons train students to look for opportunities to ask good questions and gives them the tools to ask them.

The critical thinking component of each unit asks middle school students to memorize a set of questions and develop a series of questions of their own. It teaches kids to go on the offensive in a very low-key way by asking questions which point to flaws in the skeptic's argument. Greg Koukl, founder of Stand to Reason, calls this technique the "Columbo" technique, based on the television detective series from the 1970's. It is a questioning technique that effectively disarms the skeptic and forces them to defend their own views. The technique has two parts. First, disarm the skeptic with a good question. Second, ask good follow up questions. Below is the lesson plan for this activity when used for the first time. After students have done the activity once, a more brief review is possible.

### Teacher Directions:

- 1) Before class, organize students in pairs.
- 2) Using an overhead projector, preview with students activity directions.

**Teacher:** *"Now that you have built up knowledge about the problems with (fill in topic here), it's time to start developing good questions. You will work with a partner to finish the phrases below with a question that forces the skeptic to defend his or her views. Remember, you are asking the question in a gentle and respectful way, not like a bully. You also do not want to ask a question you don't already know the answer to, or that you wouldn't want to be asked yourself. Now, let's work through an example together."*

- 3) Work with class as a whole to come up with one or two good example questions.

**Teacher:** *This is a statement you may hear coming from someone who believes in evolution- " **Everyone knows evolution is a fact.**"*

**Teacher:** *"Circle which follow up questions you could ask to help clarify or defend the statement."*

What do you mean by that? or How did you come to that conclusion?  
(What might they say? Think like a skeptic.)

- 4.. Fast Food Worker technique: "I want to make sure I understand your position. You are saying..."

a.(Repeat back their statement. Make sure you are representing them fairly.)

**Teacher:** *“After the statement has been clarified by the skeptic, ask a follow up question that will point out weaknesses in the statement. Use the “I’m curious” sentence starter and think of a question you could ask.”* Wait for responses then give students other examples.

*“I’m curious...”*

*a. How did “everyone” come to the conclusion that evolution is a fact?*

*b. What are some of the fossil evidence that shows one species evolving into another species?*

**Teacher:** *After you have asked the skeptic the follow up questions, it is time to offer other alternatives. “Can you think of facts to support your argument that evolution is not a fact?”* Wait for responses then give students other examples.

*Have you ever considered...*

*the fact that there are many of the best scientists in the country have doubts about Charles Darwin’s theory of evolution*

*the lack of transition fossil evidence showing one species turning into another species.*

4) Once the class understands the assignment, direct students to their partner.

5) Monitor students as they complete the questions and answers.

6) After approximately 20 minutes, stop the students and direct their attention to you. Those that don’t finish may fill in the answers as the class proceeds. You may also decide to take an extra day to finish the activity.

7) Tell them that you will play the role of the skeptic. Read skeptic statements out loud and call on different students to respond with their questions and the Christian perspective.

8) Repeat the process until all skeptic statements are read aloud and answered.

### **Homework:**

If the student did not finish the worksheet, have them complete it for homework. In addition, ask students to review the assignment verbally with their parents or guardian. The parent(s) should sign the assignment that they have reviewed it with their child.

### **Grading:**

Quality of questions and effective use of class time.  
Signed worksheet by parent.

# Critical Thinking Questions

## Problems with Darwin's theory of evolution

Now that you understand many of the problems with Darwin's theory of evolution, it's time to start developing good questions. Working with a partner, finish the phrases below with a question that forces the skeptic to defend his/her views. Remember, you are asking the question in a gentle and respectful way, not like a bully. The goal is to make the skeptic clarify and give reasons for what they believe before you begin questioning them about specific weaknesses in their argument.

**Example—Skeptic's statement: Everyone knows evolution is a fact.**

Ask these follow up questions to clarify their statement:

A. What do you mean by that? B. How did you come to that conclusion?

(What might they say? What might be their reasons? Think like a skeptic.)

2. Fast Food Worker technique: "I want to make sure I understand your position. You are saying..."

a. (Repeat back their statement. Make sure you are representing them fairly.)

Finish this statement with facts to support your argument that evolution is not a fact. *I'm curious, have you ever considered...*

**1) Statement: "The fossil record clearly supports Charles Darwin's theory of evolution."**

Ask these follow up questions to clarify their statement:

A. What do you mean by that? B. How did you come to that conclusion?

(What might they say? Think like a skeptic.)

1. Fast Food Worker technique: "I want to make sure I understand your position. You are saying..."

a.

Finish this statement with facts to support your argument that there are serious problems with the fossil record of evolution. *I'm curious, have you ever considered...*

**2) Statement: "The fossils found in Africa show that we descended from prehistoric apes."**

Ask these follow up questions to clarify their statement:

A. What do you mean by that? B. How did you come to that conclusion?

(What might they say? Think like a skeptic.)

1 Fast Food Worker technique: "I want to make sure I understand your position. You are saying..."

Finish this statement with facts to support your argument that there are serious problems with the theory that humans evolved from apes. *"I'm curious, have you ever considered..."*

**3) Statement: "There is no evidence of God in the making of the universe or the evolution of species. These things occurred randomly without design."**

Ask these follow up questions to clarify their statement:

A. What do you mean by that? B. How did you come to that conclusion?

(What might they say? Think like a skeptic.)

1. Fast Food Worker technique: "I want to make sure I understand your position. You are saying..."

a.

Finish this statement with facts to support your argument that there are serious problems with the theory that the universe occurred randomly. *"I'm curious, have you ever considered..."*

**4) Statement: "Science fully supports the theory of evolution."**

Ask these follow up questions to clarify their statement:

A. What do you mean by that? B. How did you come to that conclusion?

(What might they say? Think like a skeptic.)

1. Fast Food Worker technique: "I want to make sure I understand your position. You are saying..."

a.

Finish this statement with facts to support your argument that there are serious problems with the statement that science supports the theory of evolution. *I'm curious, have you ever considered..."*

# FALSE Magazine

This is a culminating assignment for our unit on the problems with evolution and the evidence for the existence of God. You will create a magazine that covers the major topics in the FALSE acronym. The magazine cover should have at least six “teasers” to all of the topics we have covered thus far (Fossils, Anthropic principle, Life from non-life, Science, Extremely complex). Each “teasers” should be at least 2 sentences long (maximum 4) and include specific fact(s) from the notes. The teaser should also be creative and inviting to your potential reader. You will be graded on layout, neatness, creativity, accuracy, and completeness. This assignment is worth \_\_\_\_\_ pts.

See attached for examples. Note:

- Teasers are clever, witty and creative
- Not too wordy
- Can do grammatical things you couldn't do in an essay
- Points to SPECIFIC facts from notes

# Magazine Cover Grade Sheet

\_\_\_\_\_ 10pts The overall layout was neat and organized

\_\_\_\_\_ 10 pts The pictures were colorful, neat, and appropriate for the topic.

\_\_\_\_\_ 10 pts The teasers were complete(6 areas) and covered all the areas of FALSE

\_\_\_\_\_ 40 pts The teasers were at least two sentences long (no more than four) accurate, specific, and showed that student had specific knowledge about the topic.

\_\_\_\_\_ 10 pts Teasers were creative and witty

Total points=\_\_\_\_\_ /80pts

## The FALSE of Evolution-Quiz

1. F \_\_\_\_\_
2. A \_\_\_\_\_
3. L \_\_\_\_\_ cannot come from \_\_\_\_\_
4. S \_\_\_\_\_ problems
5. E \_\_\_\_\_

**Fill in the blanks with the words you were asked to memorize from the F category.**

There are no 6 \_\_\_\_\_ 7 \_\_\_\_\_ showing  
one 8 \_\_\_\_\_ turning 9 \_\_\_\_\_  
10 \_\_\_\_\_ 11 \_\_\_\_\_.

12. There is evidence for \_\_\_\_\_ evolution but not  
\_\_\_\_\_ evolution.

13 T or F The theory of evolution is based more on faith than on scientific  
observation.

14 Why are Finch Beaks not a good example of Darwinian evolution?

**Fill in the blanks with the words you were asked to memorize from the F category.**

The 15 \_\_\_\_\_ evidence that humans came from 16 \_\_\_\_\_,  
has been proven false. There is no missing 17 \_\_\_\_\_.

18 Piltdown Man was a \_\_\_\_\_

19 Nebraska Man was a \_\_\_\_\_

20 Lucy was reclassified as an \_\_\_\_\_.

**Fill in the blanks with the words you were asked to memorize from the A category.**

The UNIVERSE appears to be 21 \_\_\_\_\_ for existence  
of life on earth.

List five of the criteria necessary for life to exist, something that makes life on earth  
unique.

22

23

24

26. Why is the issue of Abiogenesis so difficult for scientists who believe in Darwinian evolution?

27. **1<sup>ST</sup> Law of thermodynamics**-matter cannot be \_\_\_\_\_ or \_\_\_\_\_. Something cannot come from \_\_\_\_\_.

28. **2<sup>nd</sup> Law of thermodynamics**(Entropy)-the universe moves from \_\_\_\_\_ to \_\_\_\_\_. The universe is winding down and running out of energy. If it is unwinding then it must have been wound up at some point in time.

29. Irreducible \_\_\_\_\_ - all the parts of the cell must work together perfectly at the same time for it to function.

30. Give one example of the complexity of cells.

## From your Head to your Heart God's Creation

*The more confident we are that we have reasons to believe in Christianity, the more our lives should be changed. Now that you have finished the FALSE lecture, take time to reflect on these questions and praise God for giving you a mind to think with and a heart that is drawn toward Him.*

1. What does the complexity of the universe tell you about the nature of God? What does it reveal about His love for you? Look up and read Psalm 19:1-6 and then respond.

2. What does the complexity of the human body and the human mind tell you about God and your relationship with Him?

Look up and read Psalm 139 and then respond.

3. What is the biblical view of how humans are made? How should that affect how you live? Look up and read Genesis 1:26-31 and then respond.

4. How should knowing you are made in God's image affect your moral decisions?

5. If you are not here by accident, why were you created?

Look up and read Ephesians 2:8-10.

6. How should knowing that an all-powerful God created you affect the way you live your life?

# Internet Search Day

The Internet can be an important tool in stimulating student interest in Christian apologetic topics. Students learn that many Internet sites offer a wealth of information to answer some of the toughest attacks against Christianity. Internet Day lessons can be configured either as a class with one computer connected to a television/monitor or in a computer lab setting with individual computers.

There are **three ways** to approach an Internet Search Day:

1) The lesson can be teacher led, in which case the teacher provides a challenging question or issue and the students searches the Internet on their computers to find the answer. This can be done in pairs or in small groups, if needed.

2) At the beginning of the period, students can think of a question they would like answered. Throughout the class period, the teacher can direct students to Internet sites where they might find the answer.

3) The teacher can direct the students at the beginning of the period to surf various Christian web sites. After 10-15 minutes, they can focus on one particular site and topic.

## **Objective: Students will be able to ...**

- \* develop a critical thinking question and utilize the Internet as a resource.
- \* summarize the answer to the critical thinking question.
- \* develop an understanding of the strong resources offered on the Internet for Christian apologetics.

## **Lesson Directions:**

- 1) Teacher give specific directions for the day(See options 1,2, and 3 above) and write objectives on the board.
- 2) Place the Internet site, overhead sheet on the projector.
- 3) Monitor student progress, giving assistance when necessary.
- 4) With 15 minutes left in the period, have students stop Internet searches and write a summary of what they have learned. They can type their answer on the computer or write it on a separate piece of paper.
- 5) Ask various students to share out loud what they have learned.
- 6) Students turn in their typed or written summaries for a grade.

# Christian Apologetic Web Sites

[www.christiananswers.net](http://www.christiananswers.net)

[www.gospelcom.net/apologeticsindex](http://www.gospelcom.net/apologeticsindex)

[www.christiancourier.com](http://www.christiancourier.com) (kids)

[www.str.org](http://www.str.org)

[www.carm.org](http://www.carm.org)

[www.tektonics.org](http://www.tektonics.org)

[www.apologetics.org](http://www.apologetics.org)

[www.servehim.com](http://www.servehim.com)

[www.reasons.org](http://www.reasons.org)

[www.probe.org](http://www.probe.org)

[www.answersingenesis.com](http://www.answersingenesis.com)

# Guest Speakers and Field Trips

Do you think the students may be tired of hearing your voice or sitting in your classroom? Guest speakers and field trips may be the answer, adding variety to the apologetics curriculum. Guest speakers and field trips can also expose students to various worldviews, which can be critiqued under the careful eye of the teacher.

Prior to the arrival of the speaker or the field trip, have the students create **3-5 questions** for the guest speaker or tour guide.

**Here are some ideas for potential guest speakers and/or field trips in your area:**

- 1) Local youth pastor- investigate local churches for pastors who have an emphasis in apologetics.
- 2) Former atheist- investigate local churches for potential speaker
- 3) Speakers bureau
- 4) Rabbi from local temple (Field Trip)
- 5) Muslim cleric from local mosque(Field Trip)
- 6) Former student who has moved on to high school or college--emphasis on the challenges they faced.
- 7) Local missionary-investigate local churches for missionaries who are in town.
- 8) Local Bishop of Church of Jesus Christ of Latter Day Saints (Field Trip)
- 9) Local Christian talk show host(Field Trip)
- 10) Messianic Jew- call local messianic temple(Field Trip)
- 11) Campus Crusade for Christ representative-investigate local college representatives.
- 12) Seminary student-call your local Christian college
- 13) Bible scholar/scientist from local Christian college
- 14) Wycliffe translator (Field Trip)
- 15) Christian author, artist, or musician

# Guest Speaker Notes

Speaker's Topic: \_\_\_\_\_

Write down three good questions for the speaker. Leave room to take notes on his/ her answer.

QUESTIONS

1)

2)

3)

Miscellaneous notes:

Homework:

On a separate peice o paper, write a newspaper or magazine headline for today's speaker and a one paragraph summary of his/ her key points.