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The Origin of Life: Two Opposing Views

Purpose of Chapter: The purpose of Chapter 1 is to help the student understand that there is more than one point of view regarding how all forms of life came about. It is important, in a diverse culture such as our own, to understand other points of view and to understand how others have arrived at their conclusions.

Class Discussion Questions for Teacher:

These generally should be discussed in class before the students read the chapter.

1. What are the two opposing views concerning how life came about and how humans came into being?

Answer: Generally, they are: (1) That life (in the form of a theoretical bacterium-like organism) came about spontaneously as a result of the big bang, eventually evolving into modern animals and humans over billions of years or (2) That all life was created by a higher power or deity not seen by human beings. (Note: A possible third view, believed by some, is that life evolved, but God helped the process along.)

2. Do you think parents want creationism to be taught in *public* schools along with evolution? Why or why not?

Answer: According to the Gallup poll presented in this chapter, parents want creationism taught in public schools along with evolution so that students can learn the facts and evidences both for and against each theory.

Info for Students: This course is set up with the intent that you, the student, will learn the material in this book and *retain* this important information. To this end, you will be tested on the material from each chapter on three separate occasions: Once in a test following each individual chapter; once in a Sectional Exam for a series of chapters; and once in a Comprehensive Final Exam for Chapters 1–19. This being the case, *you should hold on to the objective sheets for each chapter for these future tests. Please ensure you have the correct answers for the objective questions.* By preparing and studying the answers on the objective sheets for each chapter, you should be able to score 100 percent on every exam and master the material.

Chapter Tests: There will be a Chapter Test at the end of each chapter.

Sectional Exams: Sectional Exams will cover a series of chapters and will be given after Chapters 3, 9, 15 and 19.

Final Exam: The Comprehensive Final Exam will cover Chapters 1–19 and will be administered at the end of the semester.

The Origin of Life: Two Opposing Views

Objectives of Chapter 1 for Students:

By studying these objectives and knowing this core information, most students should be able to pass all of the tests.

1. Be able to describe the two world views concerning how life and humans came into existence (page 2).
2. Be able to define the big bang (page 2 and page 235 of the Glossary).
3. Know the year Darwin published his theory of evolution (page 3).
4. Be able to describe the three major scientific developments concerning evolution that have occurred since Darwin first published his theory in 1859. Hint: Fossils, DNA, and genes (page 3).
5. Be able to name the artist, the location, and the content of the famous artwork dealing with the origin of life, as seen on page 3 of this chapter.

(Continued on next page)

The Origin of Life: Two Opposing Views

Objectives of Chapter 1 for Students (continued):

6. Be able to describe the results of the 2006 Gallup poll concerning the origin of life. The student must know not only the four opinions held by different groups in our society, but also the percentage of Americans who hold each of these beliefs. Note: This objective is very important and one you will be tested on more than any other (page 5).
7. Know that since the middle of the 20th century there have been a growing number of scientists who reject the theory of evolution based on the discovery of processes and structures of which Darwin was unaware (page 8).
8. Be able to list the four best evidences against the theory of evolution cited by scientists who oppose evolution (page 8).
9. Be able to list the four best evidences for the theory of evolution cited by scientists who support evolution (page 8).
10. Be able to describe the problems of teaching the theory of evolution to students using the dual model approach (page 9).
11. Be able to describe the benefits of teaching the theory of evolution to students using the dual model approach (page 9).
12. Be able to describe the results of the Gallup poll concerning the opinion of parents as to what should be taught in public schools. When parents were asked if creationism should be taught in *public* schools, what percentage said yes, what percentage said no, and what percentage had no opinion (page 9).

Name: _____

Date: _____

The Origin of Life: Two Opposing Views

Test A

1. What are the two opposing views on the origin of life?

2. Name *one* of the three best *fossil* evidences *for* evolution, cited by scientists who support the theory. _____

3. Name one of the three major scientific developments that have occurred since Darwin first published his theory of evolution in 1859. _____

4. Name *one* of the four best evidences *against* evolution, cited by scientists who oppose the theory. _____

5. Michelangelo's famous painting from the ceiling of the Sistine Chapel depicts what?

6. According to a Gallup poll taken in 2006, many Americans, 46 percent, believe God created man in the last _____ years.

7. What percentage of Americans believe evolution did occur, but that God guided the process? _____

8. *True or False*: Only 13 percent of Americans believe in evolution, that humans evolved from apes, and God had no part in the process. _____

9. *True or False*: The majority of Americans believe creationism should *not* be taught in *public* schools. _____







10. Name one of the fears educators have in teaching two opposing theories about the origin of life. _____

Special Note: This Teacher's Manual has been specially designed to be easily used and adapted for a variety of educational applications. Expertise in the theory of evolution is not required to teach this specific unit study.



This Teacher's Manual is designed for students from grades 6–12 and is intended to accompany the book *Evolution: The Grand Experiment*. The material presented in this course contains interviews with over 60 expert scientists from some of the most highly acclaimed scientific institutions, universities, and museums of the world.

This Teacher's Manual contains all of the tools needed to assist in lesson preparation including:

-  Purpose of Chapter — To summarize the purpose of each chapter for the instructor
-  Class Discussion Questions — To stimulate student interest in the chapter material
-  Objectives of Chapter for Students — To assist students in preparing for examinations
-  Chapter Examinations — To assess if students adequately understand the materials
-  Sectional Examination — To prepare students for the comprehensive final examination
-  Comprehensive Final Examination — To assure students retain the information

A thorough study of the current evidence both for and against the theory of evolution is timely. As one of the most controversial topics of our day, it is appropriate for learning institutions and home educators to address this issue, and advantageous for students to be part of this important discussion.

BONUS FEATURE! *Perforated test pages
makes administering student exams easy!*

