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**Information for Students:** This course is set up with the intent that you 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 covering a series of chapters; and once in a Comprehensive Final Exam for Chapters 1–25. By preparing and studying the answers on the objective sheets for each chapter, you should be able to score 100 percent on every exam. This being the case, *you should keep these completed objective sheets in a binder and save them for studying for the Sectional Exam and Comprehensive Final Exam.*

## The Challenge That Would Change My Life

### 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. The student should be able to write out an outline of Darwin's theory of evolution using only 10 words: Chemicals (became) bacterium (became) invertebrate (became) fish (became) amphibian (became) reptile (became) mammal (became) monkey (became) ape (became) human (see page 2 in book).
  
2. The student should be able to write out and explain the theory of evolution using the following phrases (see page 2):
  - A single cell bacterium-like organism spontaneously formed out of chemicals in a pond or ocean
  - Bacterium accidentally changed into an invertebrate, an animal without a back bone, such as a jellyfish or starfish
  - Invertebrate, such as a jellyfish or starfish, accidentally became a fish with a backbone
  - Fish became an amphibian by accident
  - Amphibian accidentally mutated into a reptile
  - Reptile became a small ground mammal through a series of accidental mutations
  - Mammal became a monkey with a tail by accidental mutations in DNA
  - Monkey (with a tail) became an ape (without a tail) by accidental DNA mutations
  - Ape became a human by accident
  
3. The student should be able to describe the one evidence for evolution that the author heard from his college professor in 1977 that made him "rapidly accept evolution" (see fifth paragraph on page 2).
  
4. The student should be able to write out this definition of "Ontogeny Recapitulates Phylogeny":  
*Prior to birth, animals retrace the history of evolution in their embryonic stages (see page 2).*

(Continued on next page)

# The Challenge That Would Change My Life

## Objectives of Chapter 1 for Students (continued):

5. The student should know that, according to the 1990 *Encyclopedia of Evolution* (a pro-evolution book), Haeckel had carried out “extensive retouching and outrageous fudging” in his famous embryo illustrations used to demonstrate “Ontogeny Recapitulates Phylogeny” (see eighth paragraph on page 2).
6. The student should be able to list three errors of Dr. Haeckel’s “Ontogeny Recapitulates Phylogeny” (see page 2).
7. The student should know the years that Dr. Ernst Haeckel lived (year of birth and death), and compare this to the year that Charles Darwin published his theory *The Origin of Species* in 1859 (see page 3). Know if Dr. Haeckel was alive when Darwin wrote *The Origin of Species*.
8. The student should know what year the author was taught “Ontogeny Recapitulates Phylogeny” in college and compare this to the decade “Ontogeny Recapitulates Phylogeny” was shown to be false (see last paragraph and caption on page 3).
9. The student should be able to write out these four questions posed to the author in college which made him begin to question evolution (see page 4).
  - (a) What do you think about evolution?
  - (b) What do you think about the problems with the fossil record which cast doubt on the theory of evolution?
  - (c) What do you think about the problems with the laws of physics in the big bang model which cast doubt on the theory of the big bang?
  - (d) How could life ever begin spontaneously if proteins, one of the necessary components of all living things, do not form naturally out of chemicals?
10. The student should know what prize Dr. David Gross received and the year he received it (see page 4).
11. The student should know two words Dr. David Gross used while describing the laws of physics in the big bang; “We find \_\_\_\_\_ \_\_\_\_\_” (see page 4).

# CHAPTER 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## The Challenge That Would Change My Life

### Test A

1-10. Outline Darwin's theory of evolution using only 10 words.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Scoring:

10/10	A+
9/10	A
8/10	B
7/10	C
6/10	D
5 or less	F

*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 junior high to college and is intended to accompany the book *Living Fossils*. The student will learn how animals and plants are classified, how fossils are named, and how many modern-appearing animals have been found with dinosaurs. The material presented in this course contains interviews with over 16 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!*



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