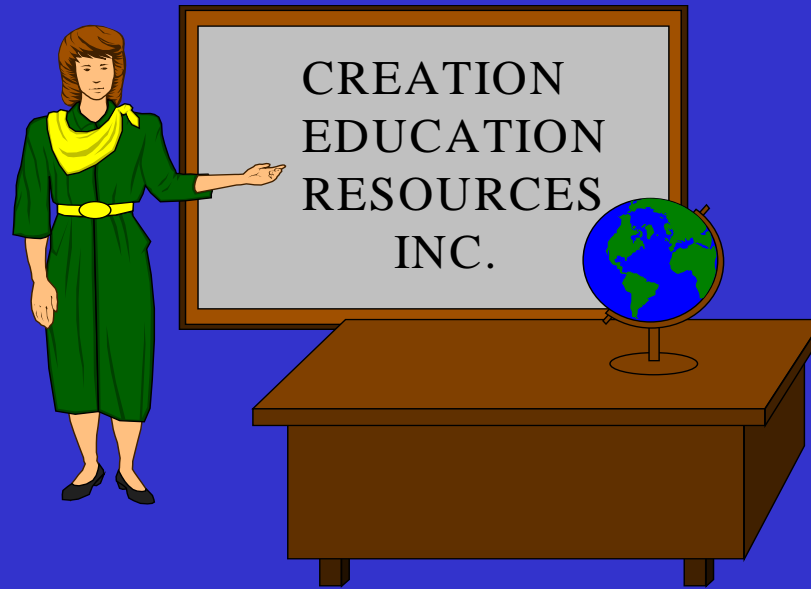


UNDERSTANDING SCIENCE



CREATION EDUCATION RESOURCES, INC

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THE EVOLUTION MODEL



FAITH IN PRE-EXISTING MATTER

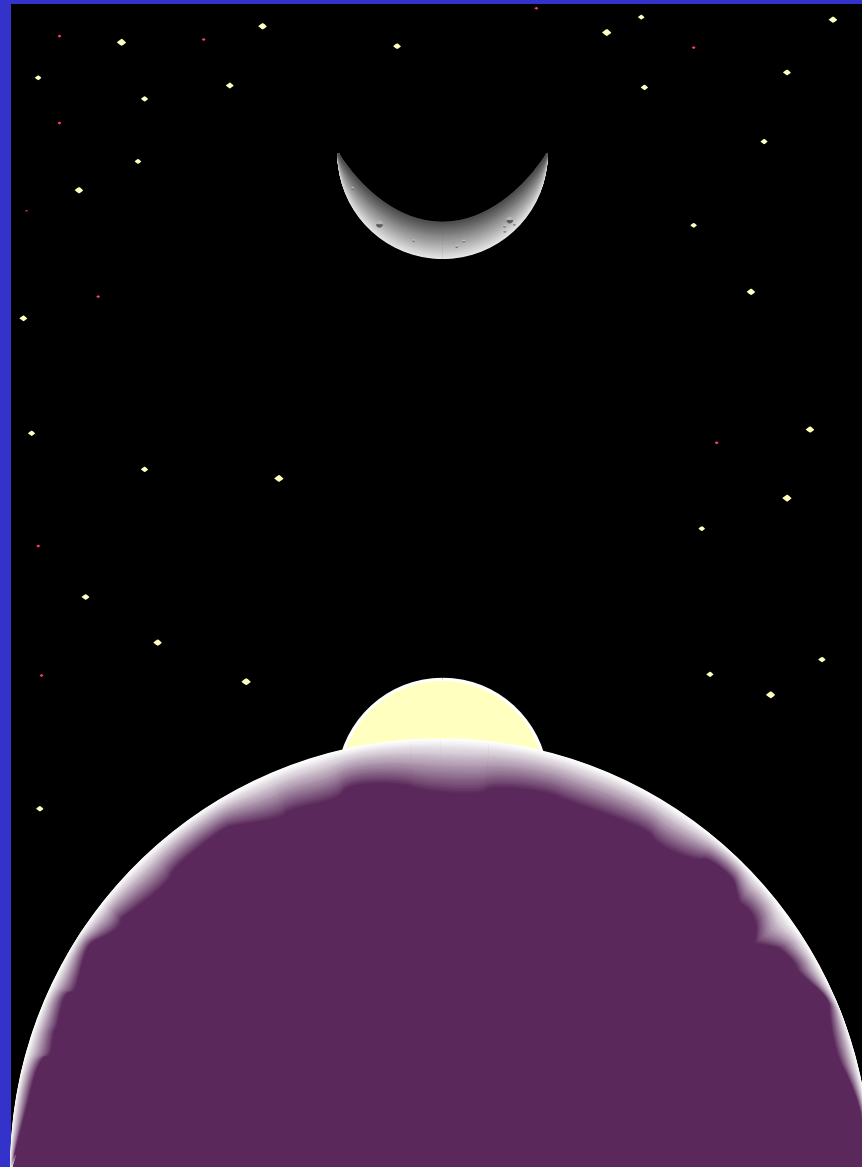
THE EVOLUTION MODEL



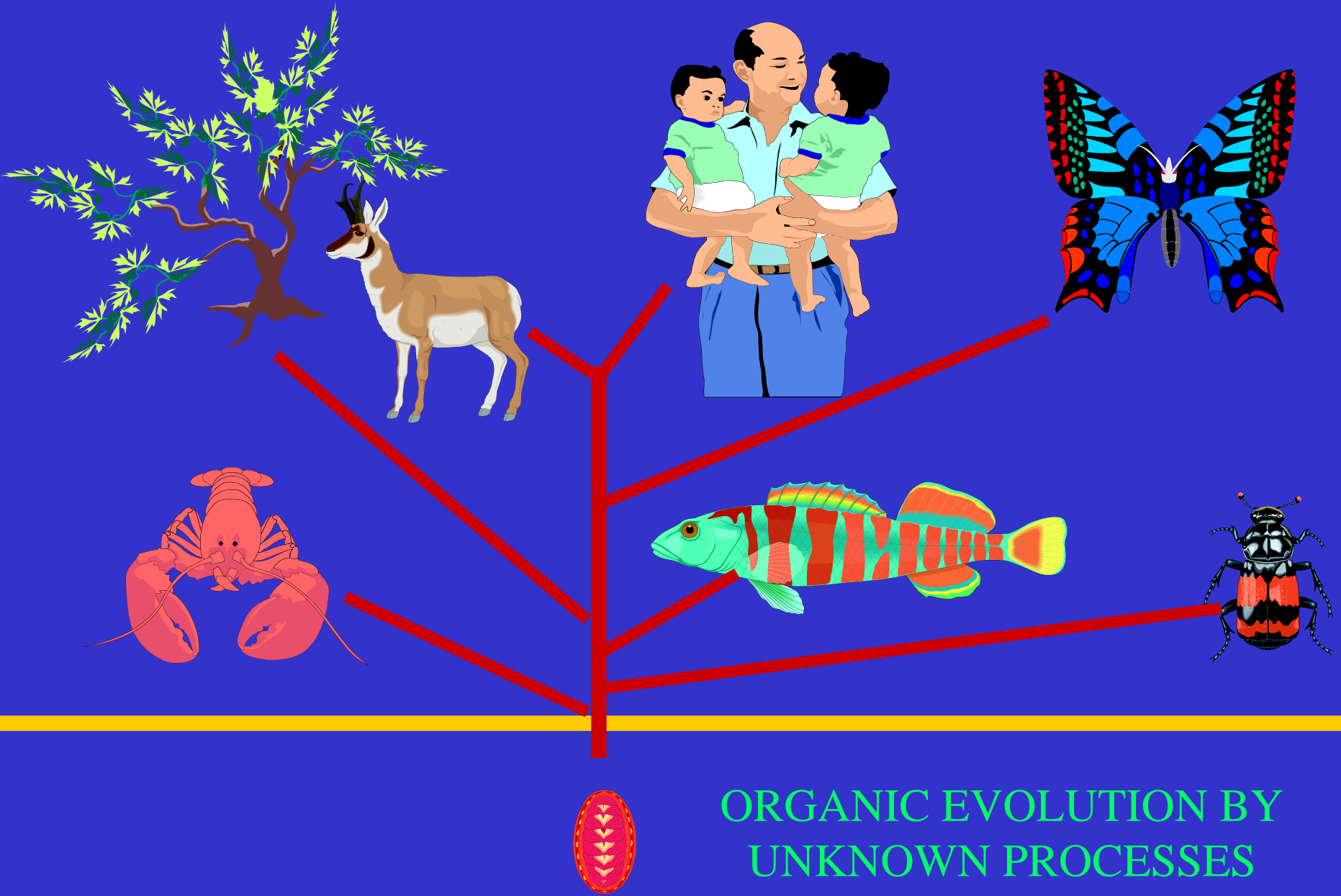
BIG BANG BY UNKNOWN PROCESSES

THE EVOLUTION MODEL

STELLAR
EVOLUTION BY
UNKNOWN
PROCESSES




THE EVOLUTION MODEL



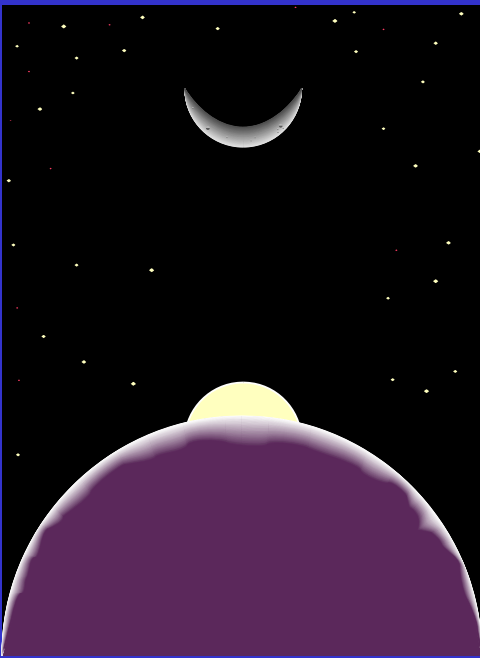
ORGANIC EVOLUTION BY
UNKNOWN PROCESSES

THE CREATION MODEL

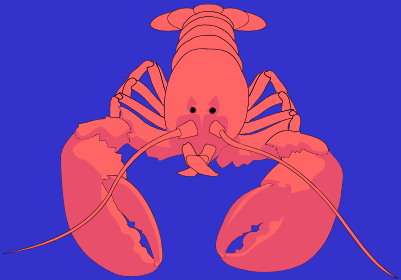
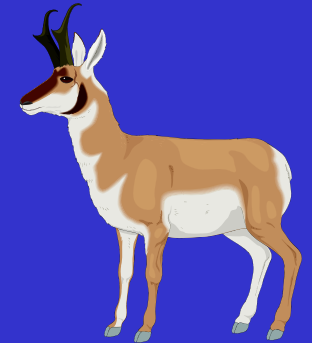


LET IT BE

FAITH IN PREEXISTING CREATOR



God made everything
that creepeth upon the
earth after his kind.



CREATION BY
UNKNOWN
PROCESSES

Tenets of Scientific Creationism

1. Physical universe of space, time, and energy not always existed but created supernaturally
2. Biological life not naturally developed but supernaturally created
3. Major kinds of plants and animals created functionally complete
4. Humans created fully human with a spiritual nature (self-image, moral consciousness, etc.)
5. Earth pre-history record of catastrophic natural processes

Tenets of Scientific Creationism

6. Processes today primarily within fixed natural laws, possible miraculous intervention
7. Universe and life impaired with “negative” changes in properties and processes
8. Universe created perfect, creator remains active, teleological considerations appropriate in science
9. Human mind can explore the creator rationally and scientifically

Tenets of Biblical Creationism

1. Creator is a triune God with each part participating in creation
2. The Bible is divinely inspired revelation of Creator, infallible and complete
3. The universe created in 6 literal days, all theories involving evolution false
4. Adam and Eve specially created, all humans their descendents
5. Genesis 1-11 fully historical and perspicuous

Tenets of Biblical Creationism

6. Alienation of man from Creator (sin) only remedied by Creator through Christ
7. Restoration of creation in future, individuals restored now through Christ
8. Accomplishment of Gods eternal purpose in creation occur with bodily return of Christ
9. Each believer should participate in ministry of reconciliation

CREATION AND EVOLUTION SCIENTIFIC MODELS

FOUNDATION

**UNKNOWN
PROCESSES**

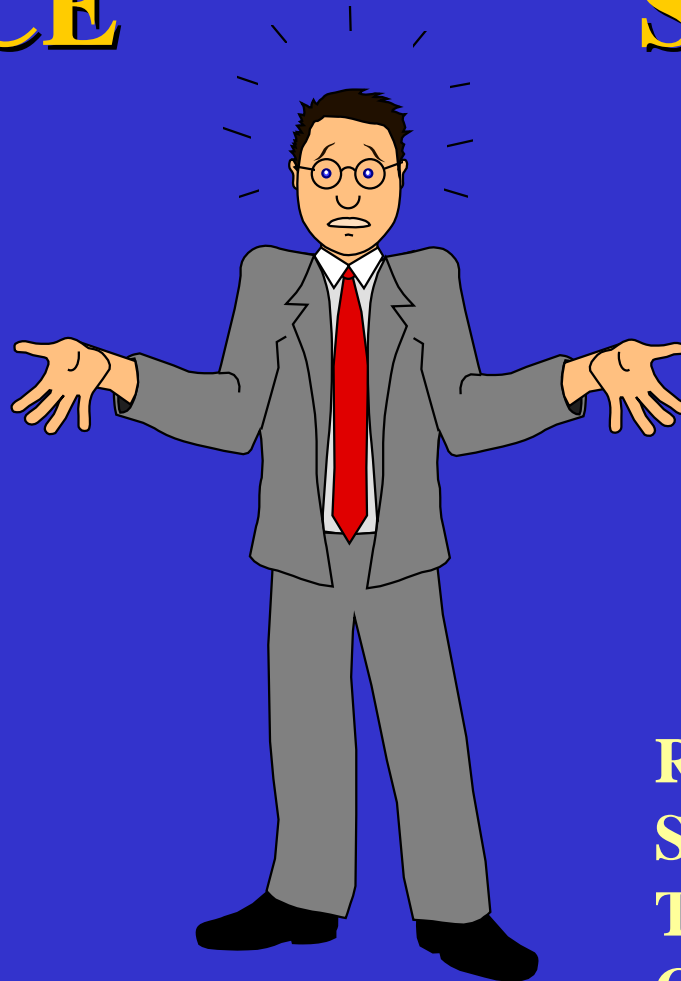
FAITH

EMPIRICAL

HISTORICAL

SCIENCE

SCIENCE



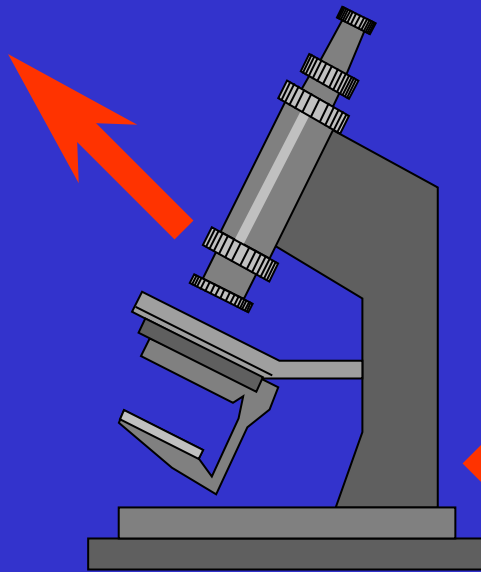
**RIGHTLY DIVIDING
SCIENCE IS THE KEY
TO UNDERSTANDING
ORIGINS.**

COMPARISON

- **Empirical Science-**
Observe the process
 - ✓ **Observable**
 - ✓ **Repeatable**
 - ✓ **Predictable**
 - ✓ **Falsifiable**
- **Test**
 - ✓ **Experiment**
- **Studying current functioning of the natural world**
- **Historical Science-**
Observe the effects, guess at the process
 - ✓ **Gather evidence**
 - ✓ **Generate a story to explain the evidence**
- **Test**
 - ✓ **Evidence/ Story**
Plausibility (consistent with empirical evidence)
- **Studying history of the natural world**

DATA

**BOTH MODELS CAN BE
ANALYZED WITH
EMPIRICAL DATA**



**CREATION
EVOLUTION**

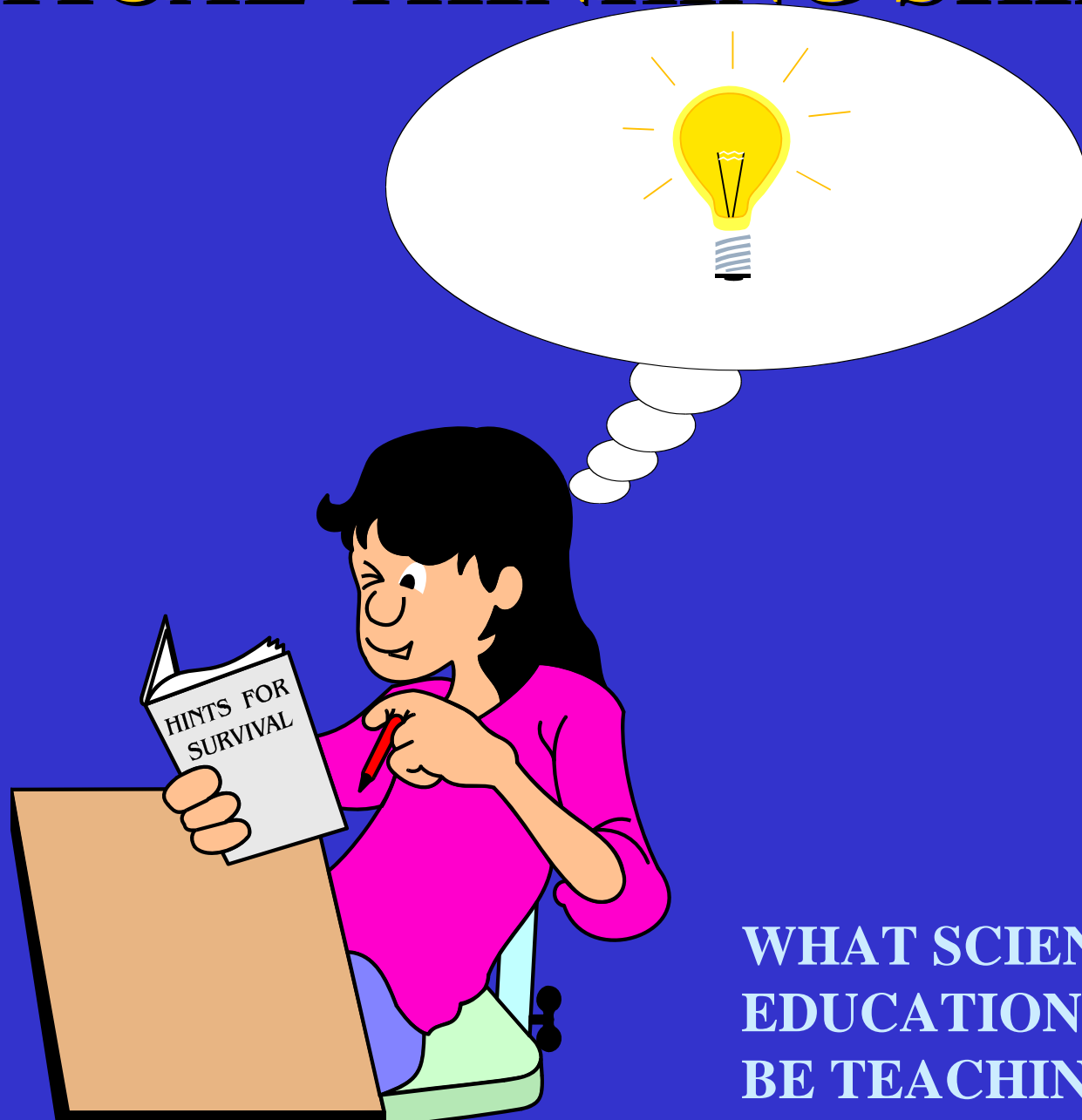
EVOLUTION MODEL PREDICTS

- ☒ MATTER GOES FROM DISORDER TO ORDER**
- ☒ THERE SHOULD BE EVIDENCE OF CHANGE FROM ONE SPECIES TO ANOTHER**
- ☒ EARTH'S HISTORY IS DOMINATED BY UNIFORMITARIANISM**

CREATION MODEL PREDICTS

- ☑ **MATTER GOES FROM ORDER TO DISORDER**
- ☑ **THERE SHOULD BE NO EVIDENCE OF CHANGE FROM ONE SPECIES TO ANOTHER -- ONLY CHANGE WITHIN A SPECIES**
- ☑ **EARTH'S HISTORY IS DOMINATED BY CATASTROPHES**

CRITICAL THINKING SKILLS



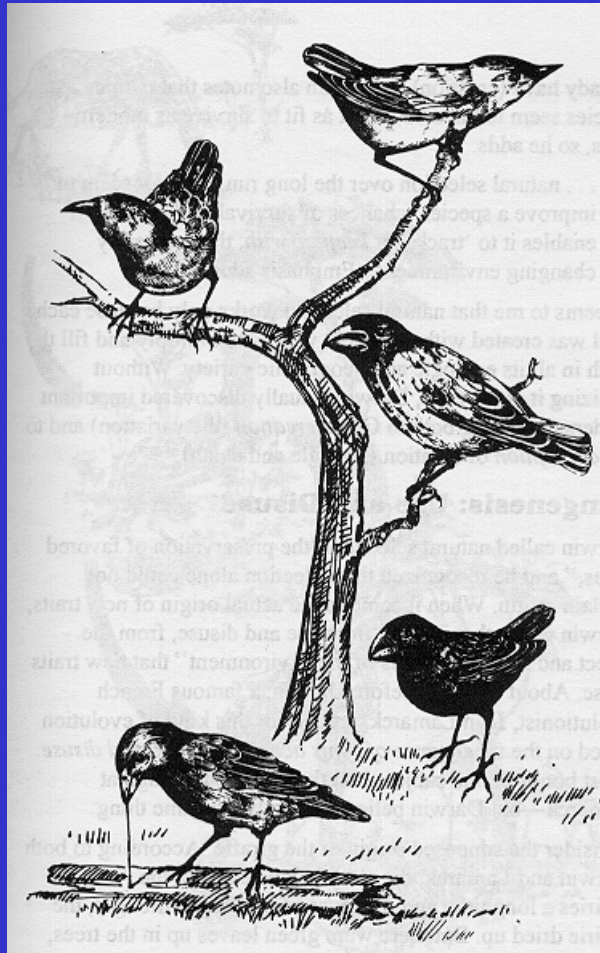
WHAT SCIENCE
EDUCATION SHOULD
BE TEACHING.

DARWIN'S FINCHES

SUPPORTS
EVOLUTION?

NO!

Does not show
evidence of
change from
one species to
another



SUPPORTS
CREATION?

YES!

Shows
evidence of
change
within
species

FOSSIL RECORD

No true transitional fossils have been found.

SUPPORTS
EVOLUTION?

NO!

Does not show
evidence of
change from
one species to
another

GEOLOGIC TIME SCALE				
ERA	PERIOD	EPOCH	SUCCESION OF LIFE	INDEX FOSSILS
CENOZOIC recent life	QUATERNARY 0-1 Million Years Rise of Man	Recent Pleistocene		PECTEN, NEPTUNEA, CALYPTROPORUS, VENERICARDIA
	TERTIARY 62 Million Years Rise of Mammals	Pliocene, Miocene, Oligocene, Eocene, Paleocene		
MESOZOIC middle life	CRETACEOUS 72 Million Years Modern seed bearing plants, Dinosaurs			SCAPHITES, INOCERAMUS
	JURASSIC 46 Million Years First birds			NERINEA, PERISPHINCTES
	TRIASSIC 49 Million Years Cycads, first dinosaurs			TROPHITES, MONOTIS
PALEOZOIC ancient life	PERMIAN 50 Million Years First reptiles			LEPTODUS, PRIMAFUSULINA
	PENNSYLVANIAN 30 Million Years First insects			LOPHOPHYLLIDUM, DICTYOCLOSTUS
	MISSISSIPPIAN 35 Million Years Many crinoids			CACTOCRINUS, PROLECANITES
	DEVONIAN 60 Million Years First seed plants, cartilage fish			PALMATOLEPUS, MICROSPRIFER
	SILURIAN 20 Million Years Earliest land animals			CRYSTOPHYLLUM, HEXAMOCERAS
	ORDOVICIAN 75 Million Years Early bony fish			TETRAGRAPTUS, PARADOXIDES (TRILOBITE)
	CAMBRIAN 100 Million Years Invertebrate animals, Brachiopods, Trilobites			BILLINGSSELLA
	PRECAMBRIAN Very few fossils present (bacteria-algae-pollen?)			

SUPPORTS
CREATION?

YES!

Shows
evidence of
change within
species

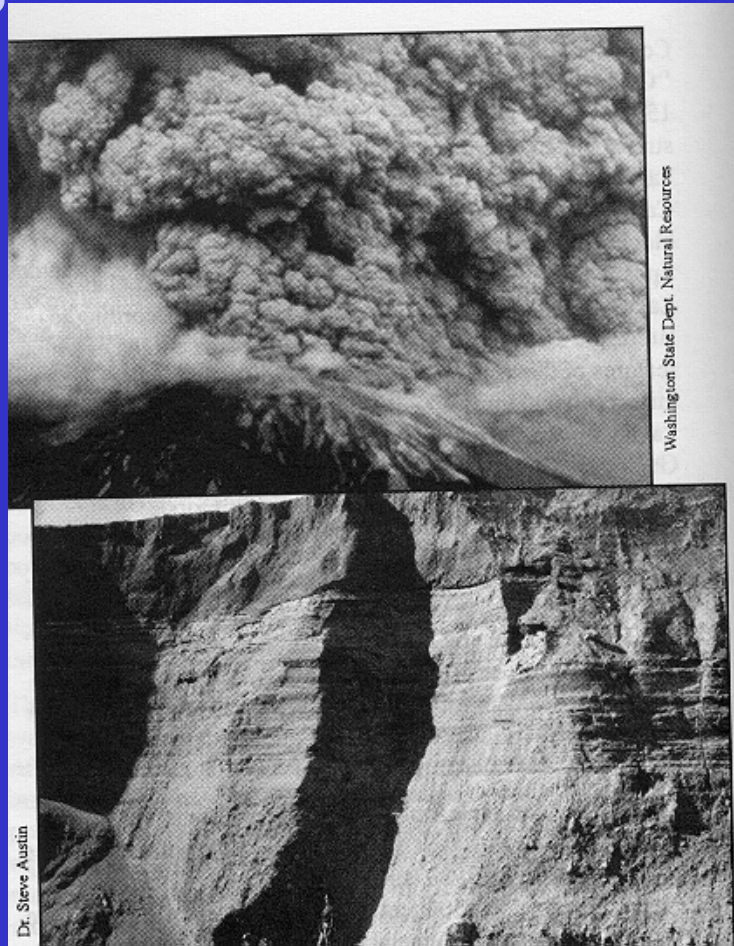
GEOLOGIC FEATURES

Mt. St. Helens eruptions formed a 1/40th scale model of the grand canyon overnight. Fine stratified layers formed in 5 hours.

**SUPPORTS
EVOLUTION?**

NO!

**Does not
support
uniformitarian
assumptions**



**SUPPORTS
CREATION?**

YES!

**Supports
catastrophism**

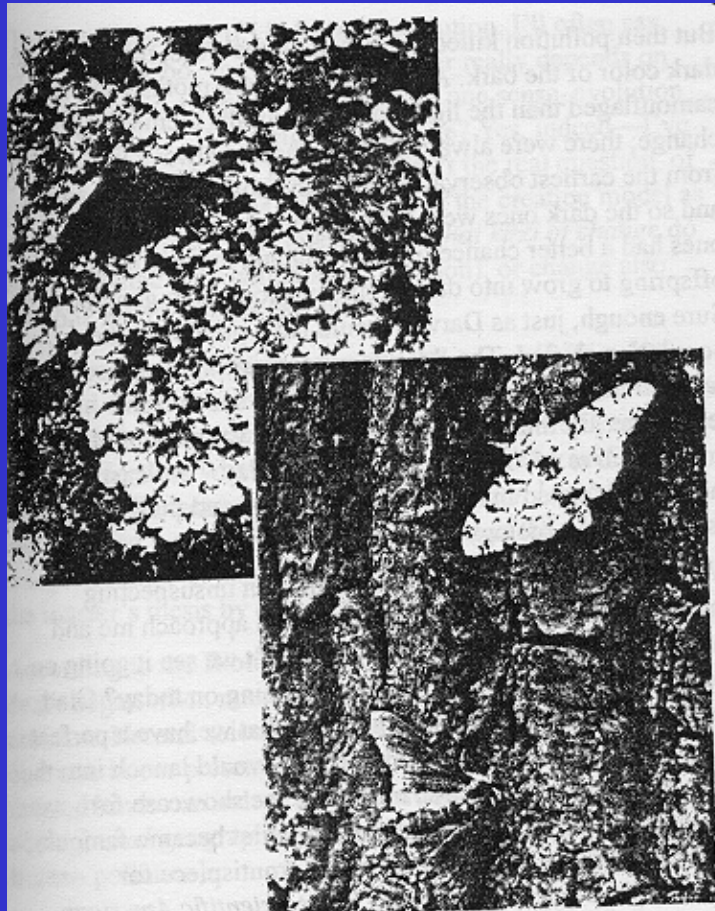
PEPPERED MOTH STORY

Shows only changes in proportion

SUPPORTS
EVOLUTION?

NO!

Does not show
evidence of
change from
one species to
another



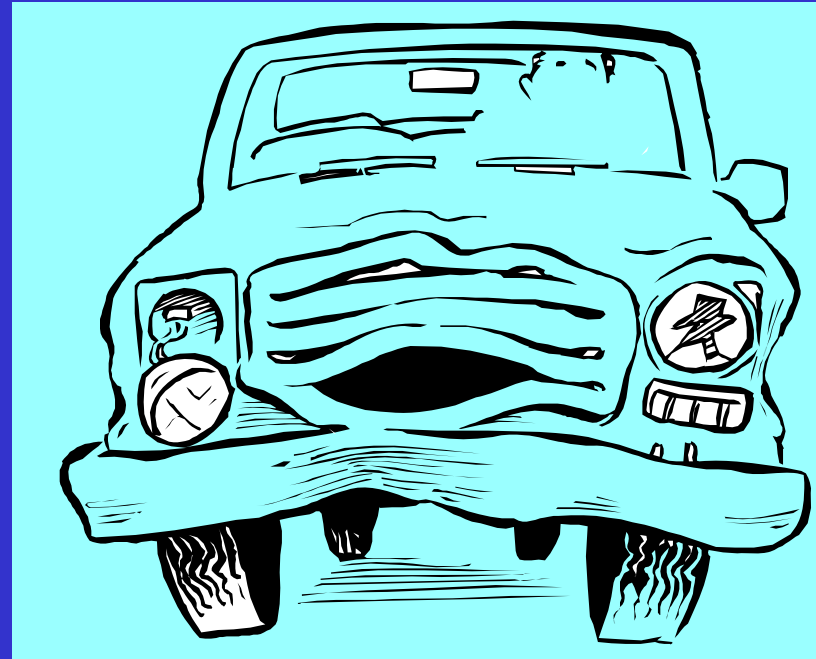
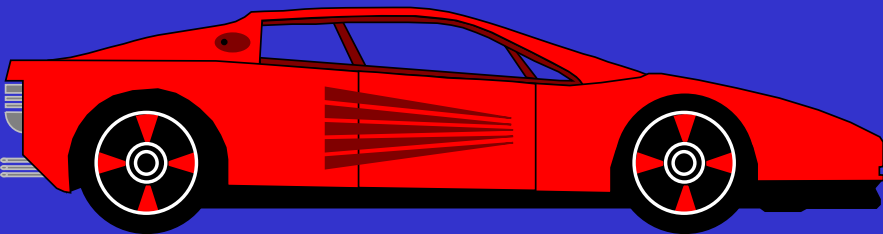
SUPPORTS
CREATION?

NO!

Does not show
evidence of
change within
species

THE LAW OF ENTROPY

Left alone, everything decays over time.



LAW OF ENTROPY

SUPPORTS
EVOLUTION?

NO!

Organized Energy In



WORK

Less organized Energy Out



Waste

**Requires
disorder to
order**

SUPPORTS
CREATION?

YES!

**Predicts
order to
disorder**

“Students will be expected to critically analyze a number of theories. There is essentially no reference to creationism, the big bang theory, or evolution. What we wanted was to avoid the requirements of any specific dogma. The standard says that we want students to have access to a variety of knowledge and then students can make up their own mind.”

Alan Morgan, State Superintendent of Schools in New Mexico