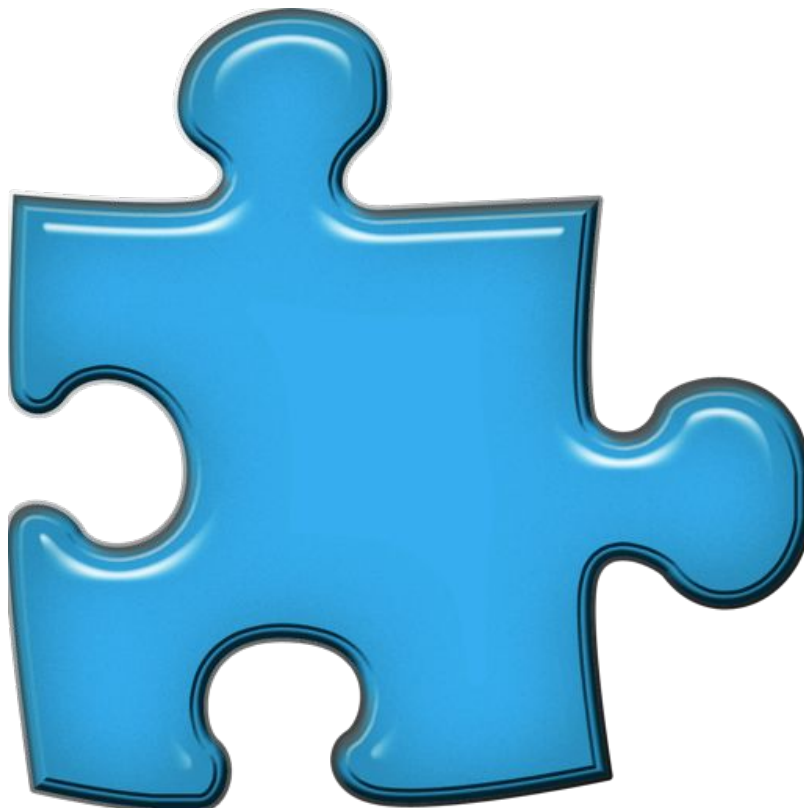


The Theory of Intelligent Design

Lapbook Journal

Designed for 6th-12th grades, but could be adjusted for younger grade levels.



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The Theory of Intelligent Design Lapbook Journal
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ISBN #
Ebook: 978-1-61625-503-9
CD: 978-1-61625-501-5
Printed: 978-1-61625-502-2

Publisher: Knowledge Box Central
<http://www.knowledgeboxcentral.com>

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The Theory of Intelligent Design Lapbook Journal

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How to Use This Product:

- 1. Supplies:** Gather the following supplies: 3-ring binder (2 inches), scissors, white paper, colored paper, light colored cardstock, glue, staples & stapler, ribbon, hole punch, metal brad fasteners (optional), and crayons or colored pencils. (If you purchased the printed format of this product, then you will need all of the listed supplies except the paper.)
- 2. Study Guide:** This guide contains an overview of the theory of intelligent design. Books and websites where you can find additional information are included in the "suggested reading" sections of the Study Guide.
- 3. Journal Pages:** These pages contain many questions that you will need to answer during your study of the theory of intelligent design. There are some blank pages at the end of this section, and these are for your reports. You may add pages, as needed.
- 4. Lapbook Pages:** This is where you will create 6 booklets that further document what you have learned during your study. If you enjoy hands-on projects, you may complete these and glue them on the blank pages in this section. If you choose not to complete these booklets, then we suggest that you make sure to cover the requested information in your reports in the previous section.

The Theory of Intelligent Design

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**The following
pages contain the
Study Guide**

Print on white paper.

The Theory of Intelligent Design

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Study Guide

Introduction:



A man is walking along in the woods when he finds a beautifully made, perfectly functioning pocket watch lying on a stump. “Amazing,” he thinks. “The springs, the wheels, the hinges, and the crystal were all floating around out here in the woods and, given enough time and the right conditions, they fell into place to make this pocket watch!”

Of course not. When the man finds a watch lying on a stump in the woods, he assumes that there must have been a watchmaker around. For something so complex and intricate to be assembled, there must have been a designer who knew something about timepieces. Moreover, if a watch that is several inches in diameter and has but one purpose – to tell time – requires a designer, then certainly the whole universe could not have happened by accident. No matter how much time elapsed or how perfect the conditions were, life itself could not have occurred without a Designer or Planner any more than that pocket watch in the woods could have developed on its own.

In the 1980s, Standard Publishing put out a weekly take-home magazine for high school Sunday School classes called *Straight*. One issue had an amusing anecdote in which an unsuspecting homeowner finds a dead body in an old trunk in his attic. He calls the police, who come to investigate, but they are unimpressed. “You see,” explains the detective, “statistically, in all of the trunks in all of the attics in all of the houses in all of the world, it just stands to reason that at least one of them would contain a dead body!”

Many people believe that the complex world in which we live developed only by natural processes, without the guiding hand of any kind of Planner, because in this small, specific part of the universe, the conditions were just right and had plenty of time to develop. The argument of intelligent design, however, states that because purpose and design clearly exist in nature, it must be concluded that the universe was created by a Designer who possesses intelligence (the capacity to obtain and apply knowledge).

The watchmaker analogy, though used most recently by intelligent design theorists, is not new. It was written sometime around 1802 by William Paley, a Christian apologist, in his book *Natural Theology*. Charles Darwin’s 1859 book *On the Origin of Species* later countered the “natural theology” argument (that the existence of God can be proven by reason, ordinary experience, and evidence in nature) with the theory of evolution (that the world as we know it evolved through numerous small changes and the process of natural selection). Creationists and intelligent design theorists revived the watchmaker analogy in the latter part of the 1900s.

The Discovery Institute, which the science journal *Nature* has recognized as “the nation’s leading intelligent design think tank,” states that:

The theory of intelligent design holds that certain features of the universe and of living things are best explained by an intelligent cause, not an undirected process such as natural selection (<http://www.intelligentdesign.org/whatisid.php>).

Fact or Theory?

Since early in our history, people have wondered about several basic questions:

- 1) Where do we come from?
- 2) How did we get here?



Before we delve into a study of such grandiose questions, we need to review some basic tenets of scientific research. A *fact* is a piece of indisputable information. We see the sun rise in the east. That is a fact. A *theory* is an explanation to answer a question. I may theorize that the sun rises in the east because the sun is revolving around the world from east to west, or I may theorize that the sun appears to us to rise in the east because the earth is rotating independently of the sun, and as our part of the world rotates toward the sun each morning, we see it first in the east. Both of these theories are explanations to answer the question, “Why does the sun appear to rise in the east?” Both theories, at some time in history, fit the facts known to man at the time and appeared to be correct. Only one of these theories is correct. As scientists obtain more information, they revise their theories to develop a more correct model and to fit the evidence they have.

When we look at a question using the scientific method, we do the following:

- 1) Ask a question: How did the world get here?
- 2) Research the evidence we have available.
- 3) Develop a *hypothesis*, or a theory that may fit the evidence, which we will test.

Two prominent theories are:

- a. The *Theory of Evolution* – That the world as we know it came about by the process of natural selection and a series of small changes over a great period of time.
 - b. The *Theory of Intelligent Design* – That the world was created by an intelligent designer who purposefully planned its construction.
- 4) Test the hypothesis, after which we will analyze the data, draw a conclusion, and report the results, either proving or disproving the hypothesis.

Oops. Those last items would have been steps 5, 6, and 7, but we have a problem at number 4. We cannot test these theories. In order for a scientific experiment to be considered valid, it must be *observable* (one can see, hear, feel, taste, or smell the process and the result) and *repeatable* (others can repeat the experiment and reliably get the same results). The beginnings of the world and of life are neither observable nor repeatable. They happened a long time ago, and no one has been able to reproduce these beginnings in any laboratory.

In 1953, Stanley L. Miller and Harold C. Urey, working at the University of Chicago, conducted the now-famous Miller-Urey Experiment to try to replicate the beginnings of life. They filled a closed system with the gases they thought would have been present in earth's early atmosphere and ran an electric current through the system to simulate lightning in the atmosphere. By the end of the experiment, they were able to form some amino acids, which they felt were building blocks for early life.

The Miller-Urey Experiment rocked the scientific world and seemed to be proof for an evolutionary model of the beginnings of life. There were, however, several problems with the experiment. First, it did not create life, and neither has anyone since then who has tried to build on the experiment. A few amino acids are a far cry from a complex living cell, much less a living, breathing human being who can think, reason, and make decisions. Secondly, current scientific evidence suggests that the gases Miller and Urey were using were not actually the gases present on primitive earth.

You may learn more about the Miller-Urey Experiment at http://www.chem.duke.edu/~jds/cruise_chem/Exobiology/miller.html.

Additional information about the Miller-Urey Experiment is explained in the video: *The Case for a Creator* (Chapter 3). [http://www.youtube.com/watch?v=WKoiivfe_mo]

The theory of evolution is often regarded as scientific fact, while the theory of intelligent design is considered purely religion. It is important to remember that both are theories (not facts) with different explanations of the origins of life and the world, and that both are based on empirical evidence, although neither can be scientifically proven, since they attempt to explain events that happened long ago and cannot be repeated.

How then, can we form any conclusions about the theories? We are left to observe the empirical evidence that we have now in the universe.

Evidence in Nature

Romans 1:20 (NIV) says, "For since the creation of the world God's invisible qualities—his eternal power and divine nature—have been clearly seen, being understood from what has been made, so that people are without excuse."

To borrow the argument from the natural theologians of William Paley's day, the very existence of plants and animals with specialized traits points to the existence of a Creator. Take a nature walk and observe spiders making their webs, birds which are able to fly because they have hollow bones, and plants that could not survive if there were no bees to pollinate them. Mammals shed fur in the summer when it is warm and grow heavier coats in the winter when it is cold. Trees lose their leaves in the fall before the heavy snows of winter would break their branches. Look for other evidences of *design* on your own nature walk. What other things have you learned in your science classes that show evidence of *design*?

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Lapbook Journal

**The following
pages contain the
Journal Pages.**

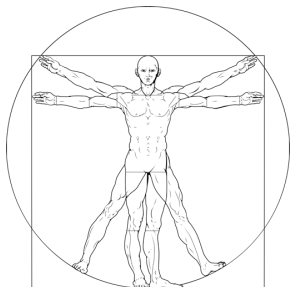
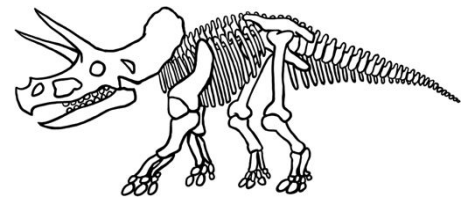
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Explain the "watchmaker analogy" in your own words.

The theory of evolution proposes that the world as we know it evolved through numerous small

_____ and the process of _____.



The theory of intelligent design holds that certain features

of the _____ and of _____

are best explained by _____,

not _____.

_____.

The Theory of Intelligent Design

Scientific Method:

I. _____

II. _____

III. _____

IV. _____

V. _____

VI. _____

VII. _____

Why can we NOT scientifically test the theories of evolution OR intelligent design?

They are not _____

or _____.

The Theory of Intelligent Design

Report on Intelligent Design Theory

The Theory of Intelligent Design

The Theory of Intelligent Design

Lapbook Journal

**The following
pages contain the
Lapbook Pages.**

On the pages in this section, you will find:

1. Pictures of completed Lapbook Pages:

These are just SAMPLES.

2. Lapbook Booklet Instructions: This is where you will find instructions for cutting out, assembling, and completing each booklet.

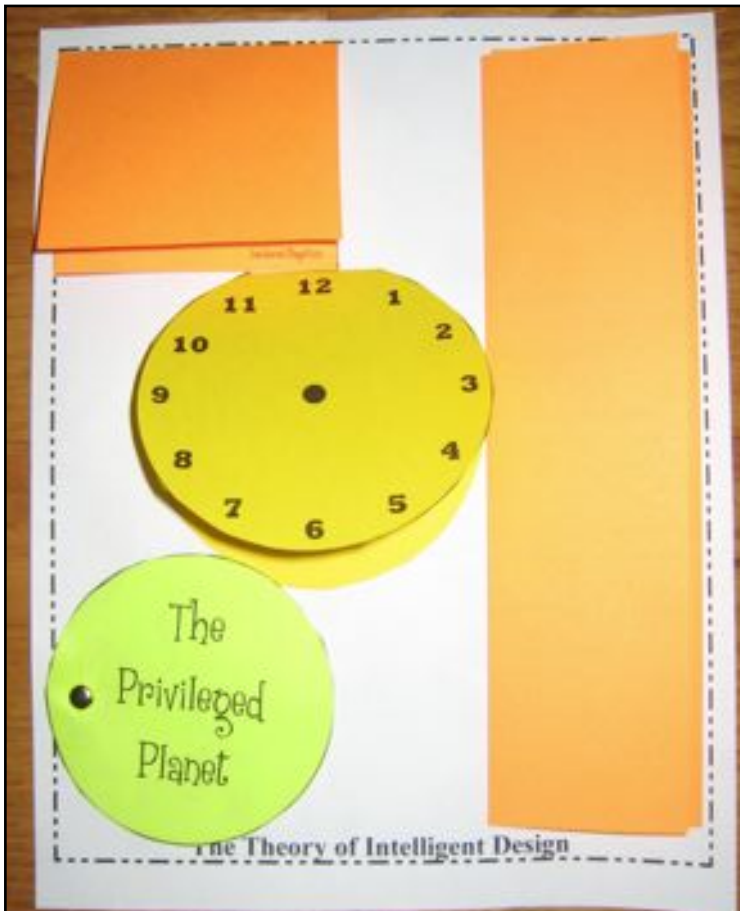
3. Lapbook Booklet Templates: Each booklet will be labeled so that you can easily find them when reading through the Lapbook Booklet Instructions. Print these on colored paper.

4. Lapbook Background Pages: This is where you will glue each of your Lapbook Booklets. We suggest printing these pages on white or another light color of cardstock.

The Theory of Intelligent Design Lapbook Journal

Lapbook Pages

This is a SAMPLE of completed Lapbook Pages. You may choose to arrange your booklets differently. Be creative!



Page 1



Page 2

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Lapbook Journal

Lapbook Pages

Booklet #1: Watch Analogy

Assembly Instructions: Cut out the booklet along the outer black line edges of the booklet. Fold along the center black line so that the clock is on the front. Glue a ribbon to the page for a watchband, and glue the booklet on top of it.

Completion Instructions: Draw a minute hand and an hour hand to complete the clock face. On the inside of the booklet, write "William Paley's Watch Analogy, c. 1802." If you wish, you may write a short summary of the analogy, or note that it is also called the "teleological argument."

Booklet #2: Dinosaur Fossil Puzzle

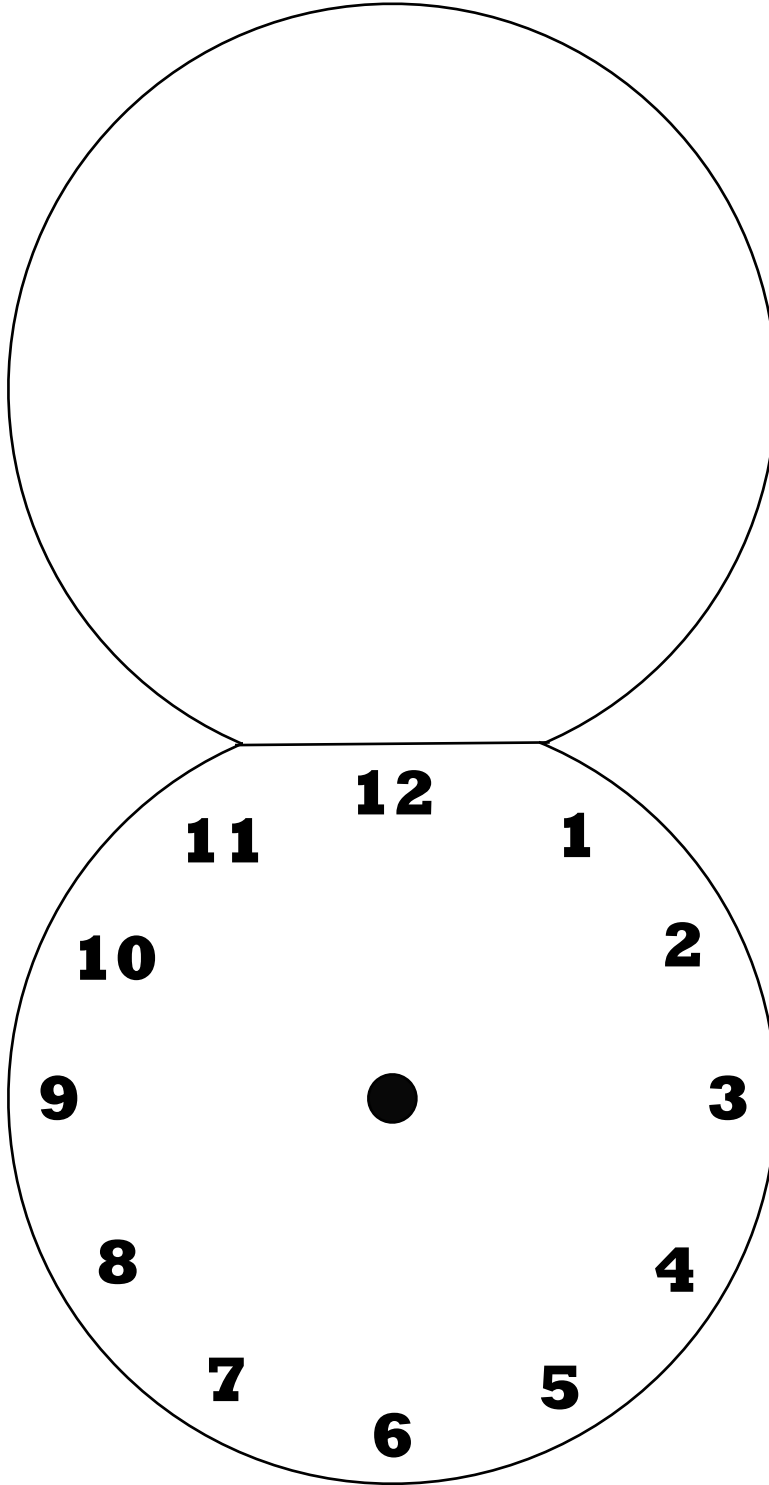
Assembly Instructions: Cut out the puzzle along the outer black line edges of the puzzle. Cut the pieces apart along the black wavy lines. Once the puzzle is assembled, glue it to a different colored background and glue the finished project onto your lapbook page.

Completion Instructions: Think about what you have learned about fossils. How long do you think it takes a fossil to form? How fast can you put together a fossil puzzle? Cut out the pieces of the Dinosaur Fossil Puzzle and see how long it takes you to put the puzzle back together.

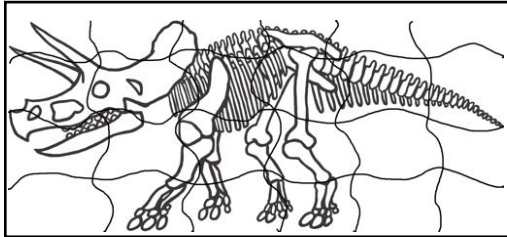
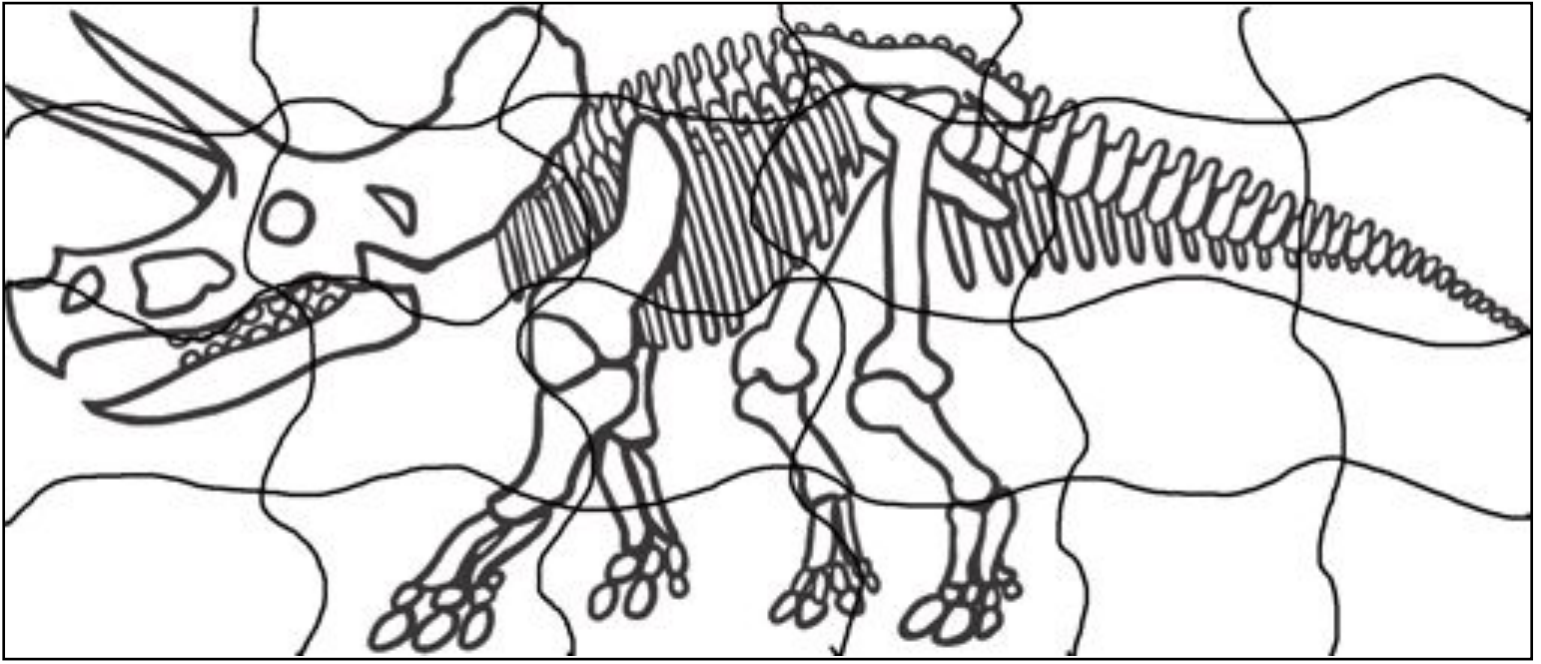
Booklet #3: The Privileged Planet

Assembly Instructions: Cut out the circles along the outer black line edges of the circles. Stack the circles so that the sun is on the bottom, the earth and the blank circle are in the middle, and the title circle is on top. Poke a hole and place a brad fastener through all three to secure them near the edge of the circle. Glue the booklet into the folder or secure it with the brad fastener.

Completion Instructions: Watch clips from *The Privileged Planet* DVD on [YouTube](#). Even if the "universe generator" had created the perfect universe for life, what then would be the chances of having a planet with the perfect conditions for life within that universe? How is our planet perfectly positioned so that we can learn more about our universe? Color the title circle, the sun, and the earth for this booklet. Write what you've learned on the blank circle.



Booklet #1



You may wish to look at this small image while you complete the puzzle.