

*WitnessKit 2*  
*God And Creation*

Class 16 Movie Night  
or Class Discussion

# Suggested Movies to obtain and review before the class begins.

Local bookstores may be able to order these. Online sources such as ChristianBook.com will ship CDs around the world. Some may be available through outlets such as Amazon.com or other internet sources, as well as the Media sources which produced them. They cover various topics in the *God and Creation* debate.

- *Expelled, No Intelligence Allowed*, Premise Media Corporation. 95 minutes
- *The Case for a Creator*, Illustra Media. 60 minutes
- *Unlocking the Mystery of Life*, Illustra Media. 65 minutes
- *Darwin's Dilemma: The Mystery of the Cambrian Fossil Record*, Illustra Media. 72 minutes
- *Icons of Evolution* from the Center for Science and Culture, Coldwater Media. 51 minutes

# A Little Information about Each DVD

- *Expelled, No Intelligence Allowed*, Premise Media Corporation. 95 minutes. This DVD covers the censorship of ideas in the Intelligent Design debate, as well as the historic cultural effects of Darwinism. It is a good review of many of the concepts already covered in the classes, as well as introducing ideas for the second half of the course. Its perspective is scientific and cultural, not religious.

# A Little Information about Each DVD

- *The Case for a Creator*, Illustra Media. 60 minutes
- This DVD briefly covers the same topics as the book we studied of the same name. It covers the topics in an entertaining way. It is from a Christian perspective. It is a great review or overview of the various scientific issues in the debate.
- It goes beyond Intelligent Design to look at the data of science and see what science implies about God.
- This would be the DVD to start a series of movie nights, if you would like to show more than one.

# A Little Information about Each DVD

- *Unlocking the Mystery of Life*, Illustra Media. (65 minutes) reveals some of the new information about the way living cells work, and is a fascinating detailed look inside living cells. Suggestion: Review the terms of cell biology using a good high school biology textbook before watching the DVD. A handout with definitions of terms may help viewers.
- *Unlocking the Mystery of Life* is not a religious DVD. It is precise and uses scientific terms.

# A Little Information about Each DVD

- *Darwin's Dilemma: The Mystery of the Cambrian Fossil Record*, Illustra Media, (72 minutes) is a fascinating look into the fossilized past. It is of particular interest to students who like earth science. It is from a scientific rather than religious standpoint.
- *Icons of Evolution* from the Center for Science and Culture, Coldwater Media, (51 minutes) counters a series of misconceptions often taught in science classes. It is a great motivator toward finding new and better sources of information.

# An Opportunity to Invite Guests

- Movie night is an opportunity to invite guests who have not attended other classes. Since each DVD is complete within itself, guests can be introduced to important concepts without needing to study or do homework. The ideas may spark their interest in further study.
- Depending upon the length of the DVD selected, time may allow a question and answer session or panel discussion, or a chance to share some party foods and conversation. Even something as simple as popcorn and soda pop can enhance conversation.

# Personal and Lending Library

- The books in our study series and the DVDs are valuable for libraries. The DVDs are profitable for repeated viewings. Some have great extra features.
- Movie night could help you create a lending library of DVDs that class members can share with friends.
- This class is a good opportunity for feedback. Ask students to write questions they may have and turn them in for further study.



# Homework

In 3 sets

# Class 16 Set 1

- Read Luke 16: 19-31.
- What did Jesus believe about the writings of Moses regarding the eternal destiny of individuals?
- Consider that Moses wrote the Ten Commandments as well as the description of creation and the fall of humans into sin. Why do you think Jesus linked eternal destiny to the writings of Moses and the Prophets?
- Read DARWIN ON TRIAL, chapter 1.

# Class 16 Set 1

- In this course, we have studied books written from more than one perspective in regard to origins. Phillip Johnson attempts to analyze **the words used in the debate** over origins. In the scientific arena, assumptions drive the outcome of study. In the legal arena, **word definitions and word manipulations** drive the outcome of legal battles.
- Truth is truth. The freedom to pursue truth is a vital freedom.

# Class 16 Set 1

- Finding truth is not USUALLY an overnight epiphany. It is a life's work. God has been censored from public discourse in the institutions that form human thinking patterns: public schools and universities. If God exists, **the important truths about Him and His activity must be pursued outside the official channels that exclude Him.**
- Most people do not realize this. Most people do not realize that the God-exclusion process excludes truth about MANY areas of life.

# Class 16 Set 1

- Young adults graduate from the institutions of learning **with much to un-learn** because of that exclusion process, before they can begin to find truth.
- Words have a set of factual definitions and a set of emotional connotations. The emotional connotation of words can act as a barrier to truth.

# Class 16 Set 1

- Philip Johnson has written a number of very helpful books, and he is worthy of great respect. His use of the word *fundamentalist* to dismiss young-earth creationists is simply wrong. All across the spectrum of ideas about creation, people holding different viewpoints have much to contribute to the discussion. We all can benefit by listening to each other and carefully considering issues. As we search, we must recognize the barrier of word connotations and look beyond connotations and be gentle with each other.

# Class 16 Set 1

- Since there are so many different sets of ideas involved in the creation—intelligent design—evolution debate, what do you think is necessary to listen intelligently to other points of view?
- What are some basic questions you should ask to clarify a speaker's assumptions, so that you know what he or she means by what is said?
- What are some questions you could ask that would clarify the religious implications of a speaker's conclusions?

# Class 16 Set 1

- In *Darwin on Trial* chapter 1, what does the Nebraska man scandal tell you about pigs' teeth as test fossils for evolutionary theory?
- Does the Nebraska man incident increase your confidence in the dating of the KBS Tuff from Class 11, where pigs' teeth settled the date of some hominid fossils?
- Do you think enthusiasm for evolution as an idea contributes bias to science?
- What did the National Academy of Science say was THE most basic characteristic of science?

# What are some implications

Of those words from the National Academy of Science? The next slide has follow-up questions that reveal some implications.

# Class 16 Set 1

- If God exists, does this mean the most basic characteristic of science is to exclude the possibility of His existence from the discussion? How can science be science if it refuses to allow data to lead toward a part of reality? Is the most basic characteristic of science to exclude a portion of reality from the discussion? **Are science and truth mutually exclusive if God exists?**
- What were the two things ruled out of bounds by the methods of the National Academy of Science?
- What does this formulation do to **the quest for truth** about evolutionary claims?

# Class 16 Set 1

- What was the second point Philip Johnson noticed about the people who were busy stifling the opposition?
- Do you see a scientific problem with stifling dissent? Can you explain that problem?
- What is the problem with the elasticity of the word *evolution*?
- Why are disagreements about how changes occurred of critical importance to whether evolution is true?
- What is Philip Johnson's purpose for the book?

# Class 16 Set 2

- Read Esther 2:21-23 and Esther 6:1-14.
- In this event, Haman created an explanation –a story in his own mind—for why the king would want to honor him, based on his status in the kingdom.
- Was the explanation workable and probable?
- Was it correct?
- How do these questions apply to the origins discussion?
- Does a workable and probable explanation rule out other explanations for past events?

# Class 16 Set 2

- Read DARWIN ON TRIAL chapter 2. What are Darwin's three propositions?
- What is the difference between the selective breeding of animals to produce various desired traits, and natural selection?
- Where is the fallacy in natural selection as a deductive argument?

# Class 16 Set 2

- Did any of the examples of best evidence for evolution **add** anything to their respective genomes?
- Did they replicate and expand any added information in the population by survival of the fittest?
- If a theory is immune to evidence, or is so malleable that it can explain away all contrary evidence, it is a testable theory? Is it scientific? Is it fact?

# Class 16 Set 3

Read I Thessalonians 5:11-21.

- List the attitudes that God expects us to have toward his word.
- Toward other believers.
- Toward enemies.
- Toward life events.
- Toward God.

# Class 16 Set 3

- Read Chapter 3 in DARWIN ON TRIAL. What did Dawkins use as examples for evolution of complex structures?
- If this large change is only a micro change on the embryonic level, at one particular stage, does that prove his contention
  - that evolution of new organs and organ systems is possible
    - through the addition of genetic information through mutation?
    - Is Dawkins comparing equivalent (or even similar) mechanisms?

# Class 16 Set 3

- Envision a spectrum of ideas, from special creation by God, to theistic evolution directed by God, to God only active before the Big Bang to no God and materialistic evolution. Using the definition of science acceptable to the courts and the National Academy of Science, which of these ideas is/are allowable in public education settings in the realm called science?
- Where would you place Intelligent Design in your spectrum, given that it only looks for evidence of intelligence in biology, without defining that intelligence.

# Class 16 Set 3

- If, in fact, God created the earth, should science lead you toward that conclusion?
- If science CANNOT lead in that direction and remain science, is it really a search for knowledge?
- Is it really science? Or is it a biased field of study that has excluded reality? These are the big questions.
- What is the problem among evolutionists with the “Hopeful monster” idea?