

# DEFEATING DARWINISM STUDY GUIDE

## Summarization Options and Tips

When we summarize, we want to take a large amount of information, and condense it down to a few key thoughts or sentences. Sometimes, it is easier to create one comprehensive *paragraph* from many. Other times, it makes more sense to create *bullet points* which outline the ideas in the text. In Chapter 1, we essentially used bullet points to summarize, whereas in Chapter 2 we may write in paragraph form. Neither is more right or wrong, as long as we are including: the main, most important points in the chapter; including new vocabulary and people who are relevant to the information. It is also important to: keep the spirit (mood) of the text the author intended; condense information (making it much 'smaller' than the original text).

**Ask yourself key questions when deciding how to summarize.** Could I create a list of events? Is the author telling a story? Is he using words like, 'there are 3 reasons,' or 'firstly...secondly...' Understanding how the author is delivering his thoughts will help us decide how it will be best to summarize the chapter. If the author is making a list, you may want to as well. If he is telling a story or explaining one big main idea, creating a well thought out paragraph may be more relevant.

## Where Do We Begin?

1. Create a Vocabulary and People section to fill as you read
2. Read through the entire chapter (without summarizing)
3. Create a small paragraph that gives a brief overview of everything included in the chapter
4. Create a new heading for each section in the chapter
5. Decide if the section would be best summarized as a list, or paragraph
6. Read the section again
7. Create your summary (condense the big ideas into smaller pieces of information).

## Tips

- Use adjoining words to create fuller compound sentences
- Try to tie common thoughts together into one big thought
- Leave out insignificant details
- Begin with a sentence that encompasses the entire idea of the section, then follow that with relevant details or ideas
- When making lists, try to clarify by using phrases such as, "The author lists 3 reasons why..." or "The author highlights 4 ways this happens..." When you re-read your notes, this will be helpful in understanding

## Defeating Darwinism: Chapter Summaries

### Chapter 1: Emilio's Letter – Three Common Mistakes

#### Vocabulary

*American NABT –*

*Naturalism –*

*deism –*

*theism –*

*empirical –*

#### People

*Phillip E Johnson –*

*Emilio –*

*George Gaylord Simpson –*

#### Summary

A Christian Student at a European university wrote a public letter to reconcile the differences between creationists and evolutionists. Phillip Johnson (the author) states that he makes 3 common mistakes in his arguments.

**1. It's Only About Length of Time** (summarize this idea in 2 points)

a.

b.

**2. God Made the Laws and Then Retired** (summarize this idea in 3 points)

a.

b.

c.

**3. Giving Away the Realm of Reason** (summarize this idea in 4 points)

a.

b.

c.

d.

**Do You Have A Better Idea?**

Summarize 3 ways we can stop trying to reconcile with evolution and stand on a literal creationist view:

1.

2.

3.

**Any personal notes that you have:**

(This would include scriptural references, connections to other strands, questions or thoughts that you have about the material.)

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# Chapter 2

Inherit The Wind – The Play's The Thing

## Vocabulary

*dogma* –

*defense* –

*prosecution* –

*capitalism* –

*agnostic* –

## People

*Bert Cates* –

*Rachel Brown* –

*Reverend Jeremiah Brown* –

*Matthew Harrison Brady* –

*E. K. Hornbeck* –

*Henry Drummond* –

*John T Scopes* –

*ACLU* –

*William Jennings Bryan* –

*Clarence Darrow* –

## Summary

Introduction: Inherit The Wind was a play that was eventually made into a movie about a trial in 1925 regarding the teaching of evolution. It shows evolutionists to be the only intelligent and virtuous people involved in the trial. It is propaganda. When we question evolutionary teaching in a public setting, we are often placed in a theoretical role in the play, *Inherit The Wind*.

**The Story of the Play** Write a brief summary of the events of the play:

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**The Scopes Trial: What Really Happened** Write a brief summary of what really happened in the Scopes trial:

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**What the Play Means** What does the author believe the play is really about?

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**The Story Told Another Way** What other familiar story does the play sound like? In what way?

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**Owning the Microphone** What does the author want us to understand about the power of 'owning the microphone?'

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**Danny Phillips** Who was Danny Phillips? Summarize his story. Why is his story important to this issue?

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**An Uphill Battle** What does the author feel is 'an uphill battle?' Why?

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**Any personal notes that you have:**

(This would include scriptural references, connections to other strands, questions or thoughts that you have about the material.)

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# Chapter 3

Tuning Up Your Baloney Detector

## Vocabulary

*baloney detector* –

*indoctrination* –

*capitulate* –

## People

*Carl Sagan* –

*Richard Feynman* –

*Mark Wisniewski* –

## Summary

Answer the question: *What is the primary point the author is trying to make in Chapter 3? What is the primary method used to get his point across? (Hint: usually, explaining the TITLE of the chapter is a good place to start!*

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## Selective Use of Evidence

Does this section lend best to summarizing by creating a list or writing a paragraph? \_\_\_\_\_

What is the overall idea stated in this section?

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## Appeals to Authority

Does this section lend best to summarizing by creating a list or writing a paragraph? \_\_\_\_\_

What does the author want you to understand from this section?

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**Straw Man Argument** Does this section lend best to summarizing by creating a list or writing a paragraph?

What is the straw man argument, and how is a creationist affected by it?

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**Begging the Question**

Does this section lend best to summarizing by creating a list or writing a paragraph? \_\_\_\_\_

What does the author want you to understand from this section?

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**Lack of Testability**

Does this section lend best to summarizing by creating a list or writing a paragraph? \_\_\_\_\_

What does 'lack of testability' mean, and how does it apply in the creation / evolution debate?

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**Vague Terms and Shifting Definitions**

Does this section lend best to summarizing by creating a list or writing a paragraph? \_\_\_\_\_

What are vague terms and shifting definitions, and how are they sometimes used against a creationist in an argument?

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**Original Sin**

Does this section lend best to summarizing by creating a list or writing a paragraph? \_\_\_\_\_

What does the author mean by 'original sin' in science? How does this affect science today?

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**Trustworthy Experts**

Does this section lend best to summarizing by creating a list or writing a paragraph? \_\_\_\_\_

What does the author say about trusting experts?

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**Sagan’s Bluff**

Does this section lend best to summarizing by creating a list or writing a paragraph? \_\_\_\_\_

In your own words, explain how Sagan ‘bluffed?’

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**Education or Indoctrination**

Does this section lend best to summarizing by creating a list or writing a paragraph? \_\_\_\_\_

What is indoctrination and how is it used in schools today?

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**The Lakewood Case**

Does this section lend best to summarizing by creating a list or writing a paragraph? \_\_\_\_\_

Write a summary of the events in the Lakewood Case:

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**In Response to Danny Phillips**

Does this section lend best to summarizing by creating a list or writing a paragraph? \_\_\_\_\_

What happened in the aftermath of the Danny Phillips story (from Chapter 2)?

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**Any personal notes that you have:**

(This would include scriptural references, connections to other strands, questions or thoughts that you have about the material.)

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Hopefully, you are starting to get a handle on how to summarize bigger pieces of information down into more general ideas. Continue to keep the skill of summarizing at the forefront of your mind as we begin to tackle the task of outlining.

Outlining looks different than just summarizing. In Chapter 1, we summarized using a simple outline technique. When we study Chapter 5, we will look in depth into the process of outlining.

As you work through Chapter 4, pay attention to how the outline is broken down, and make a list of any questions you have.

## Chapter 4

A Real Education in Evolution

### Vocabulary

*micro-evolution* –

*macro-evolution* –

*common design* –

### People

*Niles Eldredge* –

*Tim Berra* –

*Francis Crick* –

### Outline

1. There are many instances where educators are, by force or by will, indoctrinating students. This has led to a number of issues in education, and teachers and scientists may want to reconsider this practice for a number of reasons which will be shown throughout the chapter.

a. In 1987 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. When students question evolutionary teachings, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. This is damaging to the scientific community because it creates numerous bad practices.  
i. Scientists are tempted to protect \_\_\_\_\_  
\_\_\_\_\_

ii. These bad habits will \_\_\_\_\_  
\_\_\_\_\_

iii. Eventually, they will lose \_\_\_\_\_  
\_\_\_\_\_

2. We can incorporate critical thinking into the study of evolutionary biology by employing these concepts and skills.

a. Learn to distinguish between what scientists assume and what they investigate.

i. Because scientists start by assuming naturalism is true, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ii. There is no better naturalistic alternative, therefore students should regard the theory of evolution as \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

iii. Scientists must insist evolution is fact, because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. Learn to use terms precisely and consistently.

i. The term evolution has many meanings, such as \_\_\_\_\_  
\_\_\_\_\_

ii. We must understand important terms and their meanings, such as micro-evolution and macro-evolution \_\_\_\_\_  
\_\_\_\_\_

iii. These terms are sometimes misrepresented, such as when \_\_\_\_\_  
\_\_\_\_\_

c. Keep your eye on the mechanism of evolution; it's the all-important thing. The 'mechanism' is the \_\_\_\_\_

\_\_\_\_\_ and the entire hope of the theory of evolution currently rests on the mechanism being 'natural selection.'

i. It is important to understand what the mechanism is because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ii. The mechanism, whatever it may be, is responsible for \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

iii. We have evidence for \_\_\_\_\_

\_\_\_\_\_

iv. If the mechanism is a mysterious process, then \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

d. Learn the difference between testing a theory against the evidence and using selected bits of evidence to support the theory. There are many instances of the later, for a number of reasons.

i. The fossil record is a good example of this because \_\_\_\_\_

\_\_\_\_\_

1. In the Cambrian Era, \_\_\_\_\_

2. With marine invertebrates, \_\_\_\_\_

ii. Niles Eldredge can be summarized as saying \_\_\_\_\_

\_\_\_\_\_

iii. There are immense pressures to find evidence of evolution in the fossil record because \_\_\_\_\_

\_\_\_\_\_

e. Learn the difference between intelligent and unintelligent causes.

i. Often scientists use examples of intelligent 'evolution' and design to shed light on what the theory of evolution is like. Tim Berra wrote a book in which he describes \_

\_\_\_\_\_

ii. Scientists also confuse artificial selection with natural selection. Francis Crick argued that \_\_\_\_\_

\_\_\_\_\_

1. These examples show \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. We can apply critical thinking to Christianity and creation and there are some very beneficial areas that could be explored by doing so.

a. The problem of suffering. The idea of 'suffering' is a problem because \_\_\_\_\_

\_\_\_\_\_

It is important that people studying scripture understand that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. The problem of faith. Faith is not something only religious people have. It is, instead,  
\_\_\_\_\_  
\_\_\_\_\_

i. Darwinists display great amounts of faith \_\_\_\_\_  
\_\_\_\_\_

ii. We can feel confident putting our faith in \_\_\_\_\_  
\_\_\_\_\_

4. In this new millennium, there is much to be excited about because \_\_\_\_\_  
\_\_\_\_\_

However, if our generation is told that everything has already been \_\_\_\_\_  
\_\_\_\_\_

Since there are problems with the theory of creation and the theory of evolution, we should  
instead \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Any personal notes that you have:**

(This would include scriptural references, connections to other strands, questions or thoughts that you have about the material.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Before beginning, skim Chapter 5. What do you see? Sections? Headings? Lists? Quotes? As you proceed, consider how we must break these into different sections in our outline. For Chapter 5, let's use each bold titled section as different (and main) sections for our outline. Let's also use the first small section as one as well. That will give us 10 primary sections, as follows

1. Opening 2 paragraphs
2. The Story of Life, Starring Gene
3. Information and the Word
4. It Isn't Just Ink and Paper
5. Berra's Blunder Again
6. Let's Review What We Know
7. Opening the Black Boxes of Biology
8. An Attempt to Climb Mount Improbability
9. Science of Philosophy
10. Materialism and the Mind

It's possible that we could even combine some of these categories, and in the future, you may find places where it's useful to do so. But this is a good place to begin. You will see our outline will have 10 main sections, numbered 1 through 10. These will correspond with the headings above, in order.

## Chapter 5

### Intelligent Design

#### Vocabulary

*Black Box* –

*Reductionism* –

#### People

*George C Williams* –

*Michael Behe* –

*Richard Lewontin* –

#### Outline

1. George C Williams was \_\_\_\_\_ . He pioneered \_\_\_\_\_ which simply explained means that \_\_\_\_\_

(Because we can fit the entire 1st summary into one small paragraph, we do not need to break down the outline any further. We can move on to our second main point, #2. Section 2 below requires that you read the entire section before beginning the outline! Remember to read entire sections before trying to summarize!)

2. A gene has 2 \_\_\_\_\_ which are \_\_\_\_\_  
\_\_\_\_\_.

A few things result from genes in the "gene selection" theory. Called reductionism, these results ultimately mean

\_\_\_\_\_ The results are:

- a. Mistakes \_\_\_\_\_
- b. Some were better at \_\_\_\_\_
- c. Eventually, some learned to make \_\_\_\_\_

3. George C Williams eventually realized that there is a flaw in reductionism. Unlike matter, information  
\_\_\_\_\_.

This relates to genetic coding as such:

- a. A gene is a package \_\_\_\_\_
- b. The pattern of base pairs \_\_\_\_\_
- c. A DNA molecule is \_\_\_\_\_

4. Information, and it's means of transportation are not the same thing. Physical laws can't \_\_\_\_\_ and the probability of random chance producing \_\_\_\_\_.

We see this clearly, such as when (can you find examples in the text?):

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

5. A selector is \_\_\_\_\_

Using a selector, it would be possible to \_\_\_\_\_

But a selector implies \_\_\_\_\_ and therefore, cannot be a solid argument for \_\_\_\_\_ because \_\_\_\_\_

6. So far, we have learned (be sure to rephrase in your own words):

- a. \_\_\_\_\_
- b. \_\_\_\_\_



c. \_\_\_\_\_  
\_\_\_\_\_

7. The earliest ideas of evolution were formed when the cell, and most other biology were 'black boxes,' which are \_\_\_\_\_  
\_\_\_\_\_

With a much greater understanding of biology and the complexes of cells, biological functions, etc, we understand that all the parts must \_\_\_\_\_  
\_\_\_\_\_

The evolution theory doesn't \_\_\_\_\_

8. The amount of information in one human body cell is equal to \_\_\_\_\_. Instead of concluding that this massive amount of information must have come from a divine creator, Dawkins concludes \_\_\_\_\_  
\_\_\_\_\_

The steps must be very small because \_\_\_\_\_

But the steps are not verified in study, and we see this in a number of ways (can you find them in the text?):

a. Professional journals \_\_\_\_\_  
\_\_\_\_\_

b. New steps \_\_\_\_\_  
\_\_\_\_\_

c. Textbooks typically \_\_\_\_\_  
\_\_\_\_\_

9. Having an 'implied material philosophy' means that \_\_\_\_\_  
\_\_\_\_\_

Richard Lewontin is \_\_\_\_\_

\_\_\_\_\_ and he wrote that (summarize in your own words) \_\_\_\_\_  
\_\_\_\_\_

Knowing his strong influence in the scientific community, this shows us that \_\_\_\_\_  
\_\_\_\_\_

10. Materialism cannot explain \_\_\_\_\_

\_\_\_\_\_. Chalmers ideas state that \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ but no matter how compelling, many scientist won't consider this to be worth their time to study because \_\_\_\_\_  
\_\_\_\_\_

and these same scientists have power because \_\_\_\_\_  
\_\_\_\_\_

**Any personal notes that you have:**

(This would include scriptural references, connections to other strands, questions or thoughts that you have about the material.)

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**Defeating Darwinism**

Before beginning, skim Chapter 6. Let's list our sections.

1. Opening section
- 2.
- 3.
- 4.
- 5.
- 6.

For this Chapter, a rough outline has been provided. With the exception of the first section, which is an introduction in the form of a story, each section is broken down into a number of letters with 2 lines for each letter. Each letter corresponds to a paragraph in the chapter, which all have solid points to summarize. Work at summarizing in as few words as possible for each paragraph. For the last section, *Building the Wedge*, all the paragraphs are included, but you may not find a point for each paragraph that is valuable enough to summarize.

## Chapter 6

### The Wedge – A Strategy for Truth

#### Vocabulary

*modernism* –

*postmodernism* –

*relativism* –

#### People

*Richard Rorty* –

#### Outline

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

#### 2. Should We Try To Accommodate?

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_
- d. \_\_\_\_\_  
\_\_\_\_\_

e. \_\_\_\_\_  
\_\_\_\_\_

**3. Why Accommodation Doesn't Work**

a. \_\_\_\_\_  
\_\_\_\_\_  
b. \_\_\_\_\_  
\_\_\_\_\_  
c. \_\_\_\_\_  
\_\_\_\_\_

**4. Naturalism and Truth**

a. \_\_\_\_\_  
\_\_\_\_\_  
b. \_\_\_\_\_  
\_\_\_\_\_  
c. \_\_\_\_\_  
\_\_\_\_\_  
d. \_\_\_\_\_  
\_\_\_\_\_  
e. \_\_\_\_\_  
\_\_\_\_\_  
f. \_\_\_\_\_  
\_\_\_\_\_  
g. \_\_\_\_\_  
\_\_\_\_\_

**5. Taking a Stand**

a. \_\_\_\_\_  
\_\_\_\_\_  
b. \_\_\_\_\_  
\_\_\_\_\_  
c. \_\_\_\_\_  
\_\_\_\_\_

**6. Building the Wedge**

a. \_\_\_\_\_  
\_\_\_\_\_  
b. \_\_\_\_\_  
\_\_\_\_\_  
c. \_\_\_\_\_  
\_\_\_\_\_

- d. \_\_\_\_\_  
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- e. \_\_\_\_\_  
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- f. \_\_\_\_\_  
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- g. \_\_\_\_\_  
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- h. \_\_\_\_\_  
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- i. \_\_\_\_\_  
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- j. \_\_\_\_\_  
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- k. \_\_\_\_\_  
\_\_\_\_\_
- l. \_\_\_\_\_  
\_\_\_\_\_
- m. \_\_\_\_\_  
\_\_\_\_\_
- n. \_\_\_\_\_  
\_\_\_\_\_

**Any personal notes that you have:**

(This would include scriptural references, connections to other strands, questions or thoughts that you have about the material.)

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As you approach Chapter 7, remember what we've learned. Consider what each section is about, whether you can make a list, or if it's better to just summarize. You may find places where you can make a list within a list, but remember that you must have at least 2 things in every list. This is a sample blank outline that you can try to fill in, or, you can create your own. Either way, you'll need to use this as a guide, and work on lined paper. It may be easier for you to work in a word processor, but it isn't necessary. Remember this is just a sample. You may see a way that makes more sense to you.

## Chapter 7

### The Established Religion of the West

#### Vocabulary

*agnostic* –

#### People

*Julian Huxley* –

*Thomas Henry Huxley* –

*John Dewey* –

#### Outline

1. There are...
  - a. (First Event)
    - i. (How it changed society)
    - ii. (How it changed society)
    - iii. (How it changed society)
  - b. (Second Event)
    - i. (How it changed society)
    - ii. (How it changed society)
    - iii. (How it changed society)
  - c. (Third Event)
    - i. (How it changed society)
    - ii. (How it changed society)
    - iii. (How it changed society)
2. The 60's...
  - a.
  - b.
  - c.
3. Politics is...
  - a.
  - b.
  - c.
  - d.

## Chapter 7

### Modernism: The Established Religion of the West

The three significant events that mark a fundamental change (that occurred over time in the U.S.) are:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

#### The Darwin Centennial Celebration

Who was Julian Huxley?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The triumph of Darwinism implied the death of \_\_\_\_\_ and set the stage for:

\_\_\_\_\_  
\_\_\_\_\_

The new faith would become the basis for

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

#### Inherit the Wind

In the final scene of the movie, the Bible and the book *On the Origin of Species* are implied to be \_\_\_\_\_.

Liberal ministers and theologians try to save Christianity by “demythologizing” it which means

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Naturalists realize it is better to say that statements about God are “religious” because \_\_\_\_\_

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### **The School Prayer Decision**

What was the Supreme Court's 1962 decision in Engel v. Vitale? \_\_\_\_\_

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In modernist philosophy, God is \_\_\_\_\_

which implies that each religious or cultural group worships \_\_\_\_\_

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Influenced by John Dewey, public education aimed to teach children \_\_\_\_\_

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The teaching of evolution as fact in the schools show us that \_\_\_\_\_

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### **A New Declaration of Independence**

The author asserts that the 1960s marked the second American Declaration of Independence which represented \_\_\_\_\_

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Before then, most Americans assumed that the law was based on a set of underlying moral principles that came \_\_\_\_\_. And the underlying moral code rarely had to be defended because \_\_\_\_\_

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The change came when God's existence was no longer considered a \_\_\_\_\_ and changed to a \_\_\_\_\_. The result of this is that God's moral authority\_\_\_\_\_.

Once the change in the established religious philosophy had been made, the \_\_\_\_\_ and \_\_\_\_\_ reversal was \_\_\_\_\_.

**Politics is not the answer**

Political action may slow down the rate of change, but eventually\_\_\_\_\_ will prevail.

Why would forming a Christian political party be difficult? \_\_\_\_\_

The intellectual community is confused and divided over the consequences of modernism. This is good because \_\_\_\_\_

**Any personal notes that you have:**

(This would include scriptural references, connections to other strands, questions or thoughts that you have about the material.)

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# Chapter 8

## Stepping Off the Reservation

For Chapter 8, you are creating your own outline from scratch. Remember to review tips for summarizing. Read the entire chapter before beginning, considering how each section relates to the sections around it. If you work on paper, you may wish to create a very simple outline of headings before you expand your ideas. This way, if you want to add points in, or find another idea you missed, it will be easy to insert it. You may also want to work in pencil. You may find it easier to insert points you missed if you work in a Word Processor.

Create your own *Vocabulary* and *People* sections, for new words and people you come across in the chapter.

You may create an outline that is more complex or more simple. We've explored many different kinds as we've outlined *Defeating Darwinism*. Remember to simplify and sum up the biggest ideas in as few words as possible.

**Remember:** The purpose of outlining is to show logical structure in what we are learning, or writing about. It also shows the relationship between ideas, and helps us strengthen our understanding of the bigger concepts and ideas by pulling out the most important information, and summarizing it. When you have finished your outline, consider if it does each of these things.

Defeating Darwinism  
Chapter 8 Outline

## Chapter 8

### Stepping off the Reservation

1. What was Charles Templeton's challenge to Billy Graham?

2. What was Billy Graham's decision?

3. John Shelby Spong wanted to "save" Christianity by

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4. How is Billy Graham's world different from the modernist view that "this world is all there is"?

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5. Templeton, Spong and Graham all realized that the conflict between the naturalistic worldview and the Christian supernaturalistic worldview goes all the way down. This means that

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6. There is no \_\_\_\_\_ way to bring two such fundamentally different stories \_\_\_\_\_.

7. From that common understanding, Templeton, Spong and Graham made their separate choices.

Templeton \_\_\_\_\_.

Spong \_\_\_\_\_.

Graham \_\_\_\_\_.

8. Graham saved his faith and his effectiveness by stepping back from the intellectual battle and

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9. The world at the beginning of the 21<sup>st</sup> century is not the same as the world Billy Graham and C.S. Lewis faced. Now, \_\_\_\_\_ has just about exhausted its potential.

10. 3 influential thinkers of the 20<sup>th</sup> century are \_\_\_\_\_.

Marx and Freud have \_\_\_\_\_ and the author believes that Darwin \_\_\_\_\_.

11. Evolutionary biology's sacred trust is to \_\_\_\_\_  
\_\_\_\_\_.

12. A cultural tower built on a materialist foundation can look \_\_\_\_\_ one day and \_\_\_\_\_ the next.

13. Darwinism's power and prestige rest on \_\_\_\_\_  
\_\_\_\_\_.

14. The beginning of the end will come when Darwinists are forced to face this one simple question:  
\_\_\_\_\_  
\_\_\_\_\_.

15. Biologists have to tell us whether they are asking us to believe in \_\_\_\_\_ or \_\_\_\_\_.

16. If the materialist domination of the intellectual world is seriously called into question, it will be possible for \_\_\_\_\_.

17. The main thing Christian parents and teachers can do is to \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

18. Counting the cost means that if we are going to encourage baloney detecting, then we must \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

19. There is no guarantee that freedom of inquiry will

\_\_\_\_\_.

20. In the quotation "YOU SHALL KNOW THE TRUTH AND THE TRUTH SHALL SET YOU FREE" ...

Materialists say that Truth refers to \_\_\_\_\_.

Materialism sets us free from \_\_\_\_\_.

Jesus says that Truth refers to

\_\_\_\_\_.