

Shattering the Myths of Evolution

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I. INTRODUCTION

- A. “Evolution is a fact. Beyond reasonable doubt, beyond serious doubt, beyond sane, informed, intelligent doubt, beyond doubt evolution is a fact. The evidence for evolution is at least as strong as the evidence for the Holocaust.” (Richard Dawkins, *The Greatest Show on Earth* (2009) p. 8)
- B. “A fair result can only be obtained by balancing the facts and arguments on both sides of each question.” Charles Darwin, *The Origin of Species*.

II. Why Does Evolution Matter?

- A. Are human beings just another primate?
- B. **Central question:** Are we made in the image of God, according to a plan? Or are we _____ by-products of unguided natural processes that did *not* have us in mind?

III. WHAT IS EVOLUTION?

- A. **Change over** _____.
- B. _____: small changes within a kind (Darwin’s finches)
- C. _____: (Darwinian evolution)

IV. Myth #1: Miller-Urey Experiment:

A. Problems:

1. The Miller-Urey experiment is actually evidence for _____
2. There is no evidence for the existence of the _____
3. The early atmosphere was _____
4. Amino acids are not _____

B. Myth #2: Darwin’s Tree of Life

1. The _____ **Explosion** refers to the geologically sudden appearance of numerous new animal forms (and their body plans)—the *Biological Big Bang*.
2. **Stephen Jay Gould:** “The extreme rarity of transitional forms in the fossil record persists as the *trade secret* of paleontology [why does it have to be a secret]. The evolutionary trees that adorn our textbooks

have data only at the tips and nodes of their branches; the rest is inference, however reasonable, *not* the evidence of fossils” (Stephen Jay Gould, “Evolution’s Erratic Pace,” *Natural History*, 1972).

C. Myth #3: Homology

Homology: similar structures that perform different functions.

How can we tell whether homology is due to common ancestry or common design?

1. “If you compare a 1953 and a 1954 Corvette, side by side, then a 1954 and a 1955 model, and so on, the descent with modification is overwhelmingly obvious.” Tim Berra, *Evolution and the Myth of Creationism*.
2. Corvettes, however, are _____.

D. Myth #4: Haeckel’s Embryos:

1. Darwin: “The embryos of the most distinct species belonging to the same class are closely similar, but become, when fully developed, widely dissimilar.” This is “by far the strongest single class of facts in favor of my theory.” (*The Origin of Species*, 1859; Letter to Asa Gray, 1860)
2. Three key problems:
 - a. Similarities in the early stages were _____.
 - b. Haeckel _____ his examples. He intentionally picked the embryos that look most similar from different classes.
 - c. The early stages he depicts are actually the _____ of development.

Recommended Reading: *Understanding Intelligent Design*, by William Dembski and Sean McDowell (Eugene, OR: Harvest House, 2008)