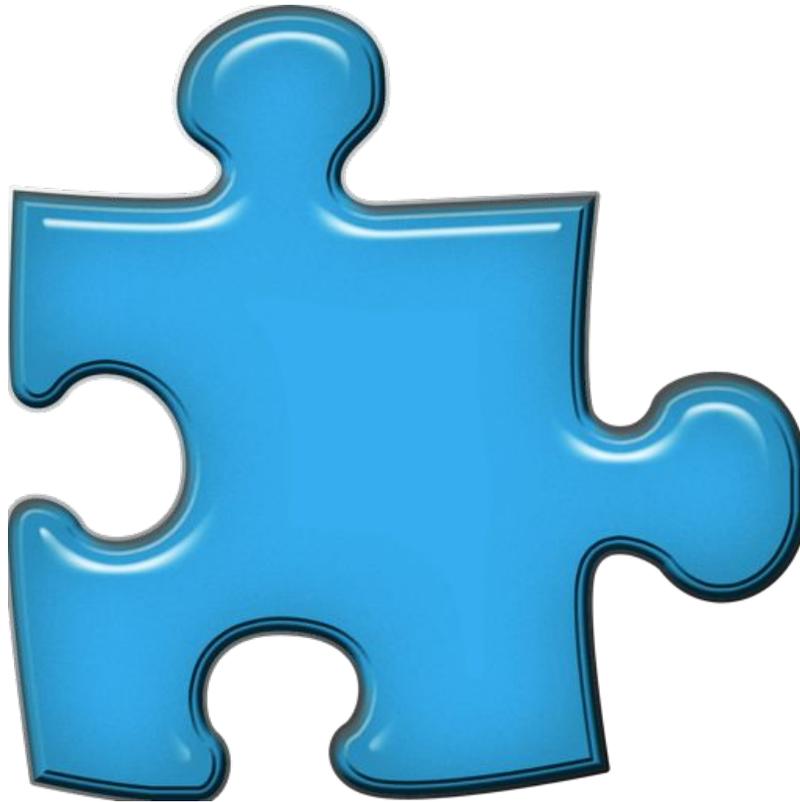


The Theory of Intelligent Design

Lapbook

Designed for K-8th grades, but could be adjusted
for older grade levels, if needed



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Edited by Cyndi Kinney



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The Theory of Intelligent Design Lapbook
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The Theory of Intelligent Design Lapbook

Thanks for purchasing this product. Please check out our other Lapbooks as well. The Lapbooks are designed for K-8th grades but could be adjusted for use with older students.

Please also check out our Lapbook Journal for The Theory of Intelligent Design. The Lapbook Journal is designed for 6th-12th grades, but again could be adjusted for other age groups.

We are designing these products, Lapbook Journals and Lapbooks, so that they follow the same Study Guide. This will allow for a family to study The Theory of Intelligent Design TOGETHER, with each age group using the product (Lapbook Journal or Lapbook) that best suits that group. The parent may teach from ONE Study Guide and allow each student to document what he is learning in his own way.

How Do I Get Started?

First, you will want to gather your supplies. Depending on which format you purchased from us, you will need different supplies. So, take what applies, and skip over the rest.

*** Printing:

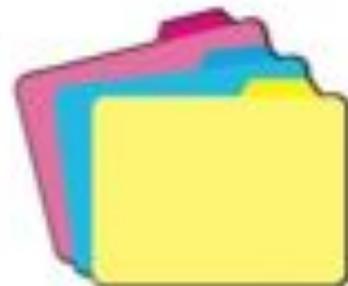
*Print instructions and study guide on white copy paper.

*Print the booklet templates on 24# colored paper or 110# cardstock. For some booklets, we have suggested specific colors or cardstock. You may choose to use those suggested colors, or you may choose to print on any color that you like.



*** Assembly:

*Folders: We use colored file folders, which can be found at Walmart, Sam's, Office Depot, Costco, etc. You will need between 2 and 4 file folders, depending on which product you have purchased. You may use manilla folders if you prefer, but we have found that children respond better with the brightly colored folders. Don't worry about the tabs....they aren't important. If you prefer, you can purchase the assembled lapbook bases from our website.



*Glue: For the folder assembly, we use hot glue. For booklet assembly, we use glue sticks and sometimes hot glue, depending on the specific booklet. We have found that bottle glue stays wet for too long, so it's not a great choice for lapbooking.



*Other Supplies: Of course, you will need scissors. Many booklets require additional supplies. Some of these include metal brad fasteners, paper clips, ribbon, yarn, staples, hole puncher, etc. You may want to add decorations of your own, including stickers, buttons, coloring pages, cut-out clipart, etc. The most important thing is to use your imagination! Make it your own!!



Ok. I've Gathered the Supplies. Now How Do I Use This Product?

Inside, you will find several sections. They are as follows:

1. **Lapbook Base Assembly & Layout Guide:** This section gives instructions and diagrams and will tell the student exactly how to assemble the lapbook base and where to glue each booklet into the base. Depending on the student's age, he or she may need assistance with this process, especially if you choose to allow the student to use hot glue.
2. **Student Instruction Guide:** This section is written directly to the student, in language that he or she can understand. However, depending on the age of the child, there may be some parent/teacher assistance needed. This section will also tell the student exactly what should be written inside each booklet as he or she comes to it during the study, as well as telling the student which folder each booklet will be glued into.
4. **Booklet Templates:** This section includes ALL of the templates for the booklets.
5. **Study Guide:** This section is a great resource for the parent/teacher. It includes an overview of the theory of intelligent design. At the end of the Study Guide, there are several links that you may use for additional study.

A Note to Parents and Educators

The theory of intelligent design, by its nature, is advanced and difficult for a young child to understand. I believe, however, that it is beneficial to introduce the concept at an early age. If a child has heard stories of Creation and studied the evolution of the dinosaurs, then it is time to also present the scientific evidence behind the theory of intelligent design. That is why we have listed K-8th grades as the appropriate ages for this study guide and lapbook.

Please note that if your child is in the K-3rd grade age group and possibly in the 4th-6th grade age group, he or she will need parental assistance to work through this unit. You may want to use the study guide more as a guide for yourself as the educator as you work through the lapbook with your student. In teaching children below the 4th-grade level, I suggest concentrating on the "Introduction," "Evidence in Nature," and "What About the Fossil Record?" sections. Lower elementary children will be fascinated with the little-known facts they will learn about the plants and animals, and the videos - which you may purchase, borrow, or simply watch the free clips on YouTube which are linked in the study guide - are delightful for this age group. Children also enjoy learning about the dinosaurs and fossils. They can do these portions of the study guide with older siblings if you are teaching various age groups, and it will give them a foundation for further study in the future. Upon completion of these sections, they should be able to do most of the first two folders of the lapbook. You may want to leave the "Scientific Method" page out of the "Things to Learn" booklet, or replace that whole booklet with the dinosaur fossil puzzle.

The following outside resources are suggested for the K-3rd Grade ages (also listed elsewhere in Study Guide):

[Incredible Creatures That Defy Evolution](#) Vols 1, 2, & 3 from Exploration Films

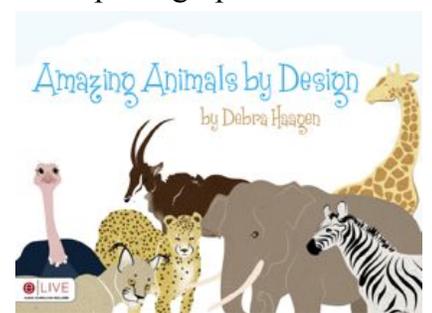
<http://adminkids.sandiegozoo.org/> - Great pictures, animal cams, and information about all kinds of animals. This site is recommended for its information about animals. It does not necessarily support the theory of intelligent design.

<http://www.digital-images.net/Gallery/Wildlife/SDWAP/Animals/animals.html#> - High definition images of animals in various parks for personal or school use. This site is recommended for its photographs of animals. It does not necessarily support the theory of intelligent design.

[Dry Bones and Other Fossils](#) by Gary E. and Mary M. Parker

[Dinosaurs by Design](#) by Duane Gish

And of course my own book: [Amazing Animals by Design](#) by Debra Haagen



SPECIAL OFFER: Within 90 days of purchasing *The Theory of Intelligent Design Lapbook and Study Guide*, email your receipt to debrahaagen@gmail.com to receive a \$2 discount off the \$7.99 PDF version of *Amazing Animals by Design*. You will pay via Paypal invoice and receive a code to download the PDF directly from the publisher. Good while supplies last.

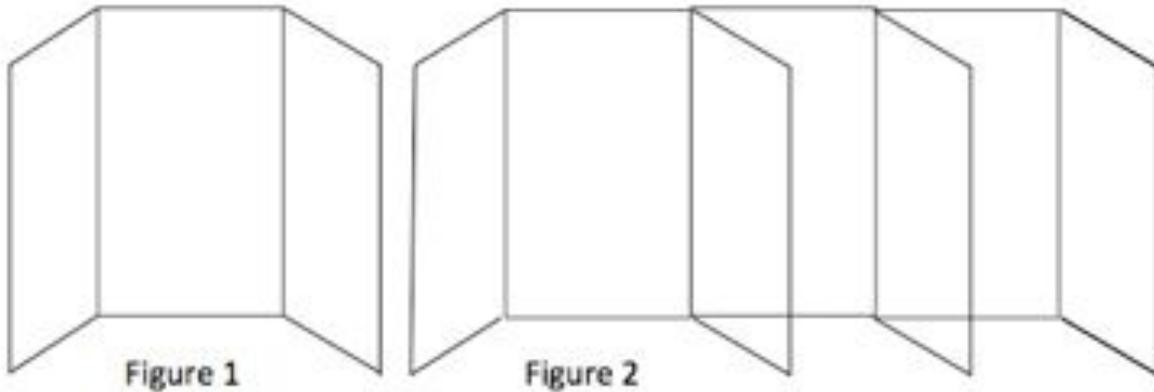
For 4th-6th Graders, add to suggested resources:

[The Case for a Creator for Kids](#) by Lee Strobel with Rob Suggs.

The Theory of Intelligent Design Lapbook

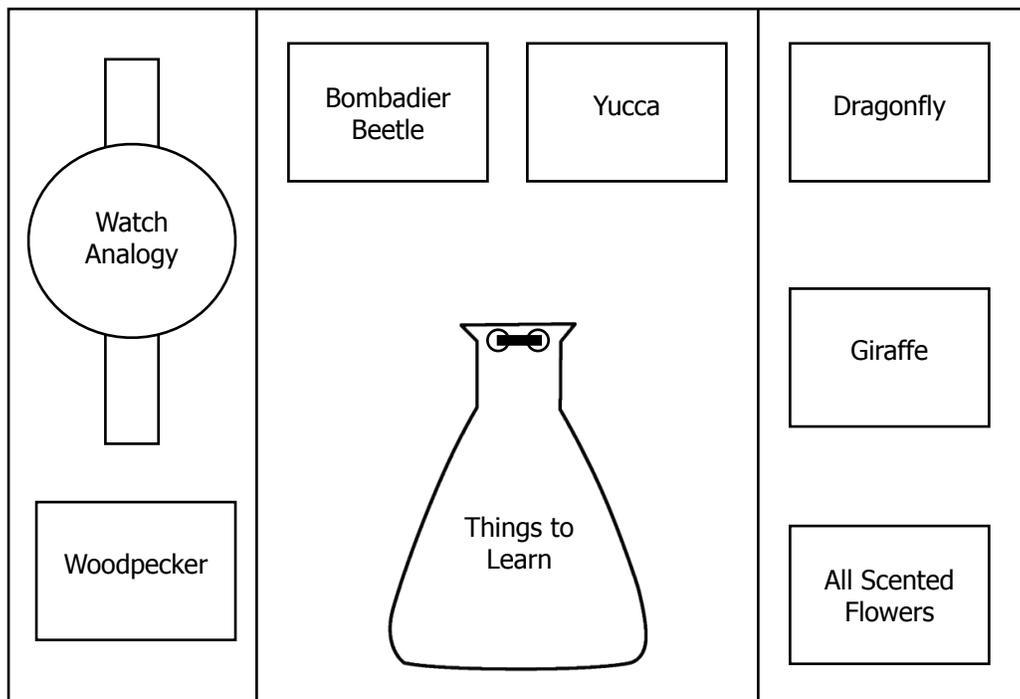
Base Assembly & Layout Guide

You will need 3 folders of any color. Take each one and fold both sides toward the original middle fold and make firm creases on these folds (Figure 1). Then glue (and staple if needed) the backs of the small flaps together (Figure 2).

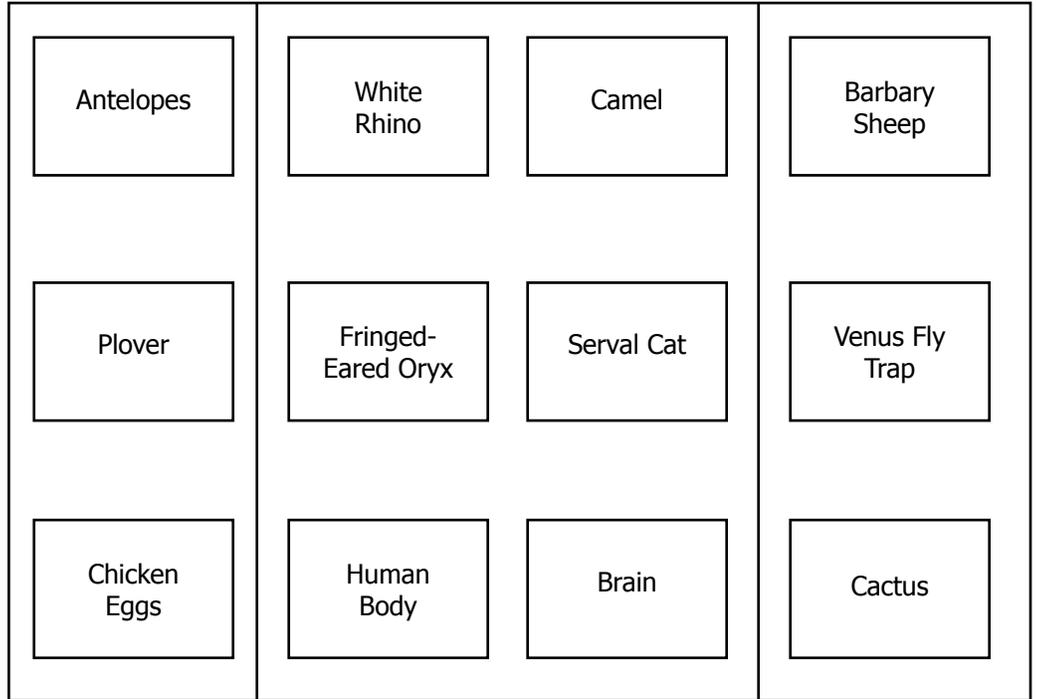


This is the "Layout" for your lapbook. The shapes are not exact on the layout, but you will get the idea of where each booklet should go inside your lapbook.

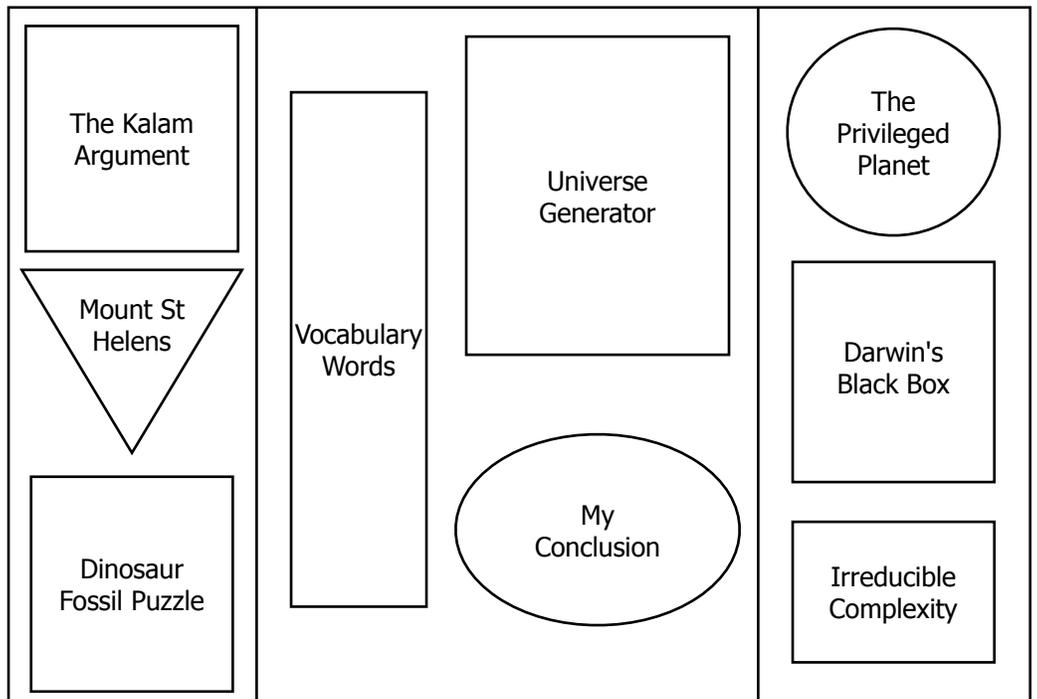
Inside of 1st Folder:



Inside of 2nd Folder:



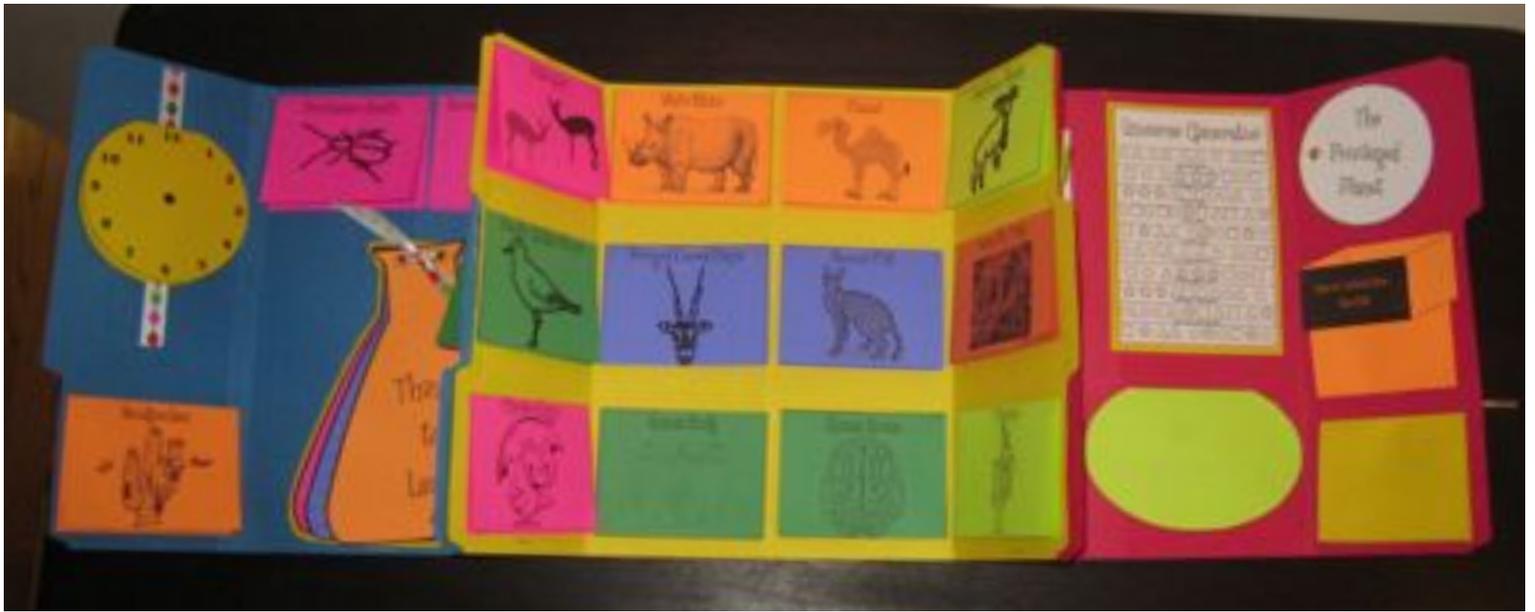
Inside of 3rd Folder:



Below you will find pictures of a completed Intelligent Theory of Design Lapbook. YOUR lapbook will be laid out in the SAME way.

This should help in figuring out how to assemble the booklets and then how to put it all together!

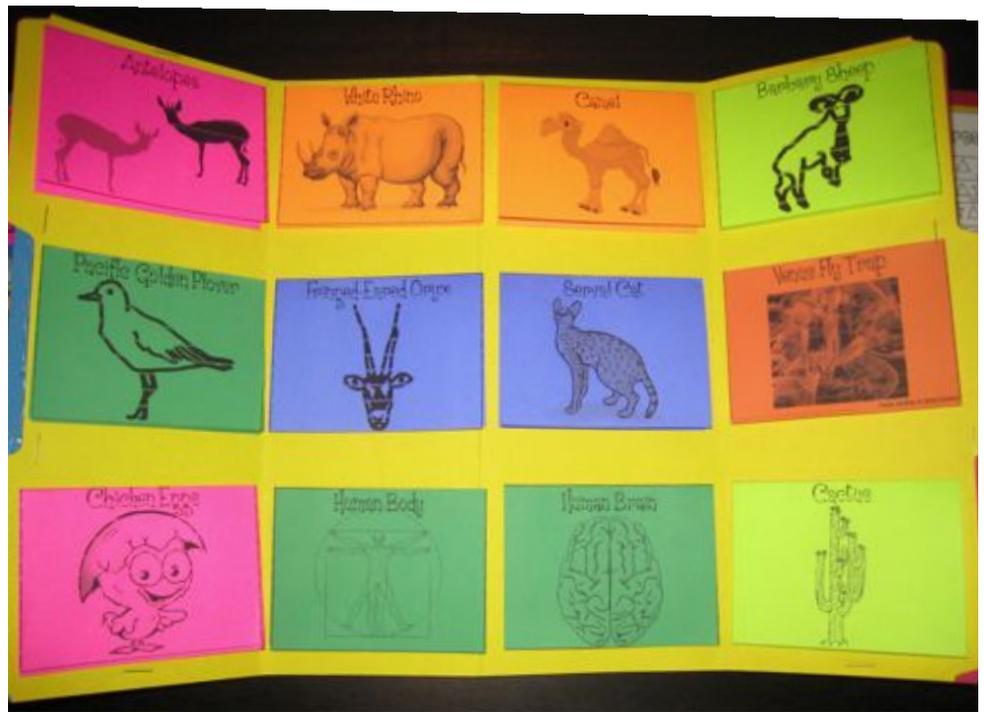
Also, there are some close-up pictures of some of the booklets. These pictures should help.



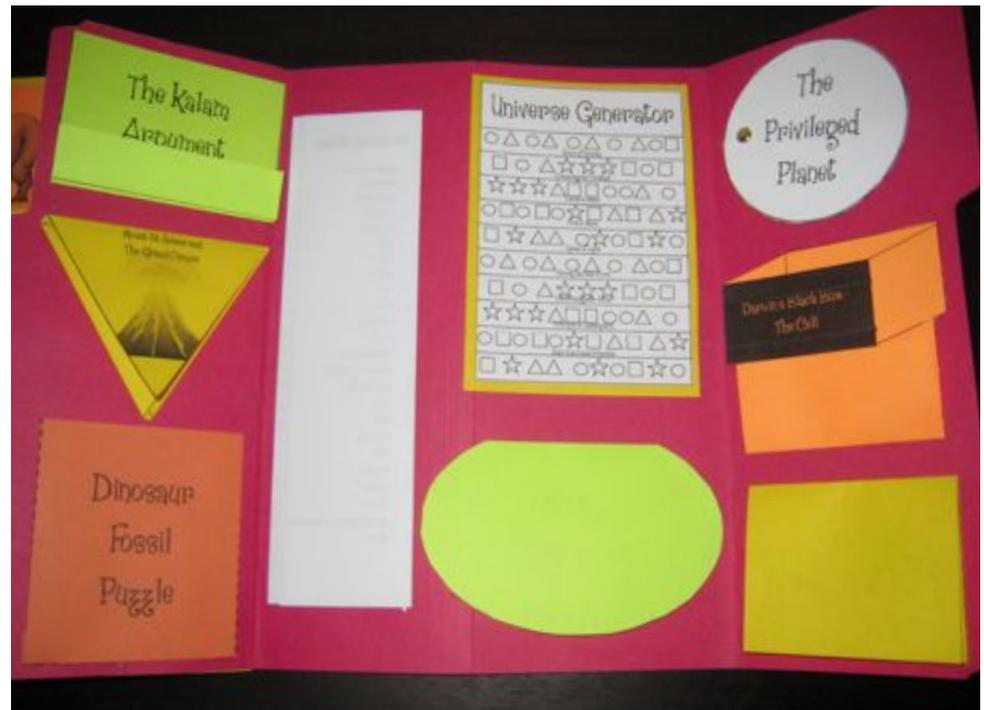
Folder #1



Folder #2

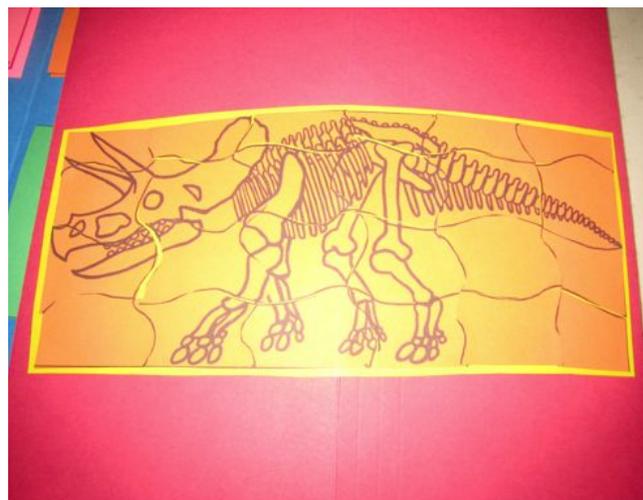


Folder #3



If you wish, you may complete the Dinosaur Fossil Puzzle and glue it to the back of Folder #3.

You may replace the Puzzle Envelope inside the folder with an extra organism booklet.



The Theory of Intelligent Design Lapbook

Student Instruction Guide

Booklet #1

*Booklet Title: Watch Analogy

*Student 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."

*Completed booklet will be glued into Folder #1 (See Layout)

**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 Folder for a watchband, and glue the booklet on top of it.

Booklet #2

*Booklet Title: Things to Learn

*Student Instructions: 1) Define "Intelligent Design Theory." 2) List the 7 steps of the scientific method. Answer the question: "Why can we NOT scientifically test the theories of evolution OR intelligent design?" 3) Answer the question, "What is a symbiotic relationship?"

*Completed booklet will be glued into Folder #1 (See Layout)

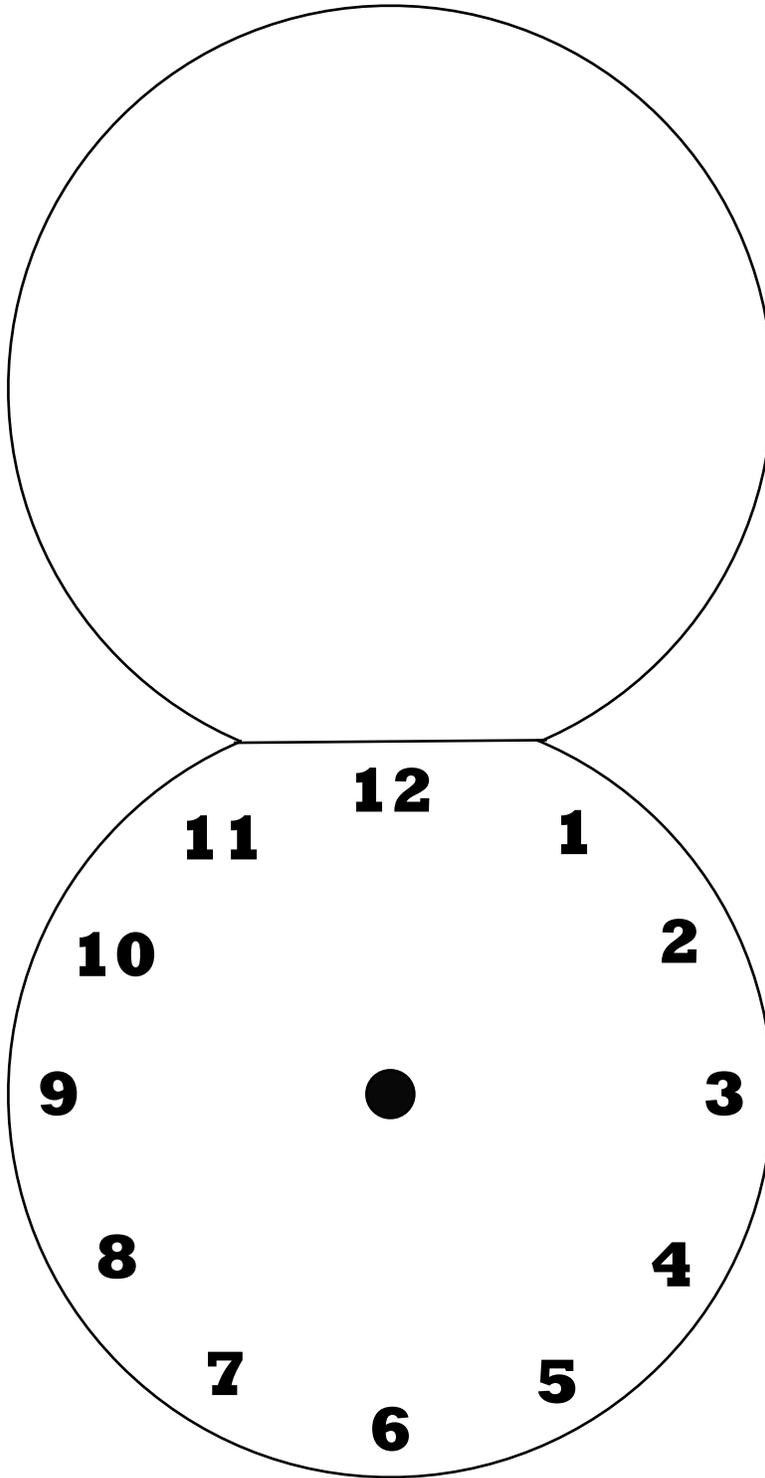
**Assembly Instructions: Cut out all four booklet pages along the outer black line edges of the booklets. If you wish, you may glue the bottom shape to a colored sheet of paper and trim around it to make a mat. Punch holes in pages and attach them with a ribbon or two brads. Glue into folder.

Booklets #3-20

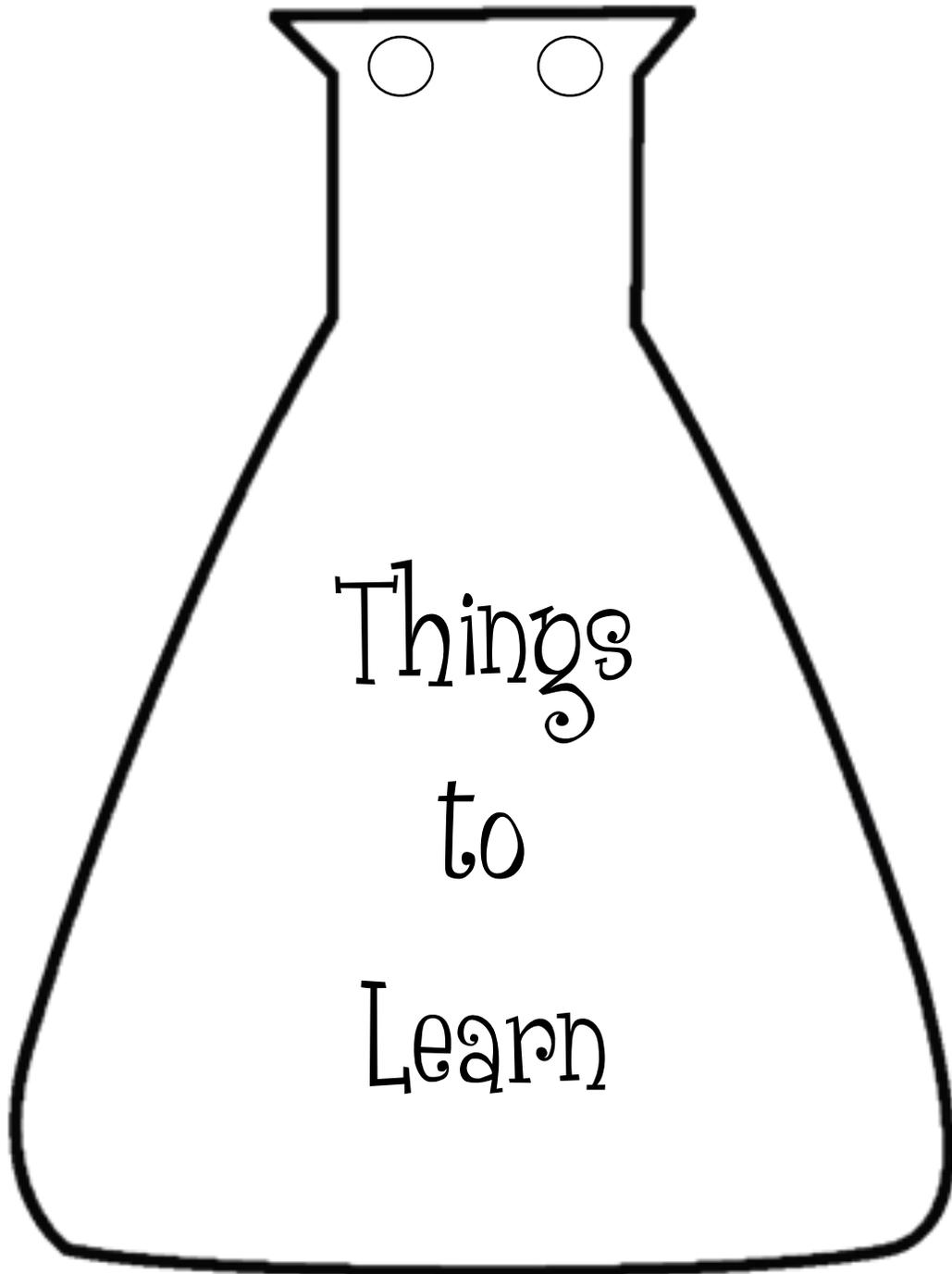
*Booklet Titles: (Names of Organisms)

*Student Instructions: How does each of these organisms show that it was *designed*? Write the characteristics that demonstrate design inside these booklets. You may write any other information you have learned about these organisms as well.

(Booklets #3-20 instructions continued on next page.)



Booklet #1



Booklet #2

Define Intelligent Design Theory:

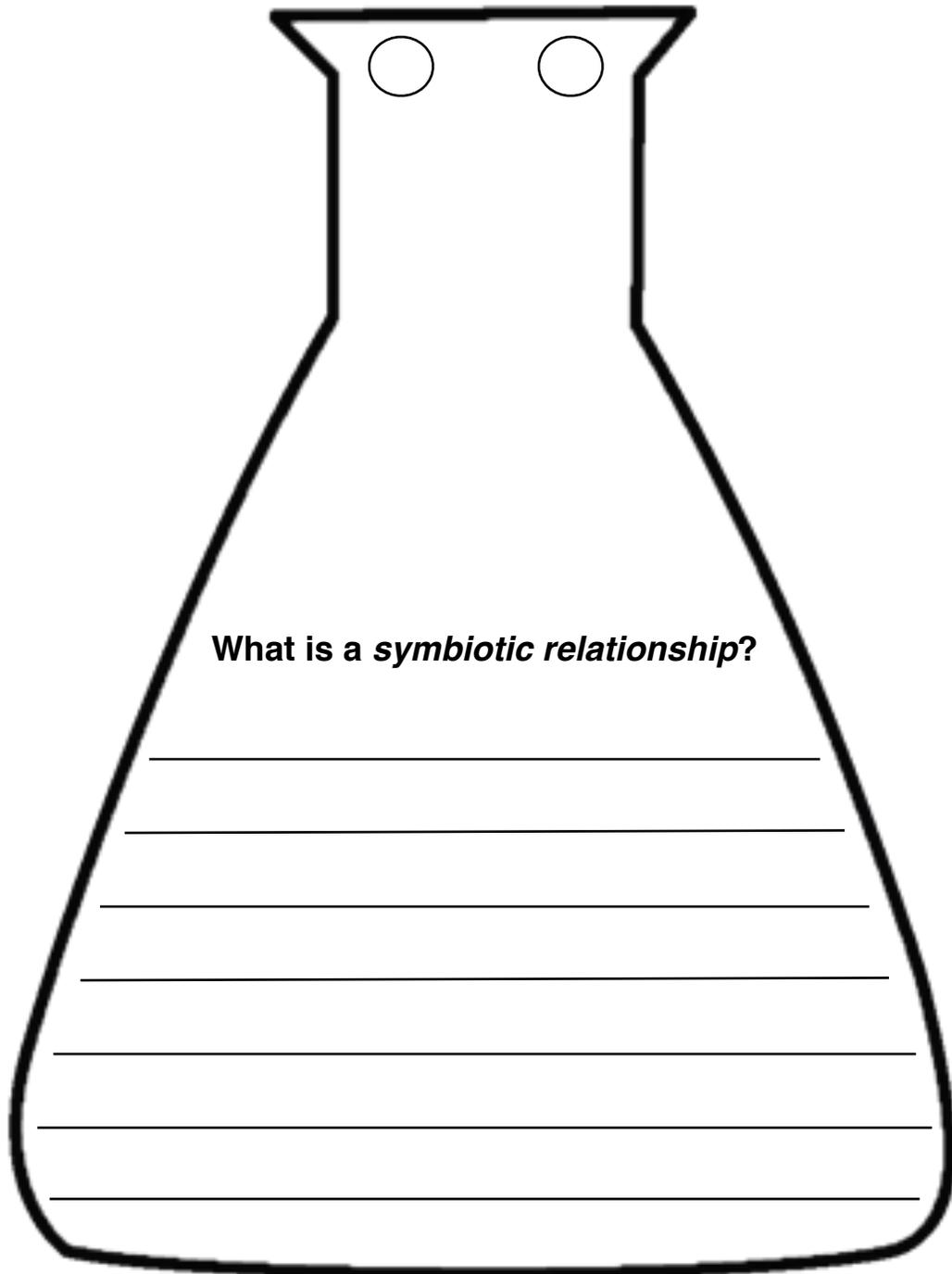
Scientific Method:

- 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

Lapbook Journal

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*?