Should Intelligent Design be taught alongside Evolution in public schools?
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Introduction

This dissertation examines the roles of Evolution and Intelligent Design (ID) in our educational school system. - Evolution being the creation of life through a scientific method and ID being the creation of life through a religious point of view. The former presupposing matter to be indiscriminably put together, and the latter presupposing the supernatural, the role of God in creating life. This dissertation is crucial for understanding how ID and Evolution are classified within the school system, and how it can be beneficial to students. The second part of this dissertation involves the negative aspects of advancing evolution, the proposed theory of ID. The final plan involves around the focused evaluation to increase students of both teachings, Evolution and ID, within the education system.

Evolution and Intelligent Design Defined

-Evolution is the creation of life through a scientific belief.
-Intelligent Design is the belief that creation of life was governed by a higher being, resulting in a religious belief.

Pros of Intelligent Design

- Proposers of teaching intelligent design believe that children should be taught the controversy as they will be well-rounded in their opinion, and not just take their own decision as to what is correct. They believe that evolution and intelligent design should be taught at equal length and parallel structure. They also state evolution to be "taught as a theory whose validity is questioned"(Pepper 2). Intelligent design advocates argue that "there are gaps in evolutionary theory and explain that ID's complexity is evidence of a guiding hand" (Baker and Sletto). They denote that the earth and all of life happened by chance. One specific example of this would be that the "Beakman mechanism of bacteria is not good enough, and this is an evolutionary phenomenon and so must have been designed" (Chavez and Tracey 26). This means that in scientific test or evidence can show any real evidence or historical thinking of this naturalistic, and therefore cannot prove that it is absolutely at all. Due to the gaps in the historical record and the missing species to complete the evolutionary timeline, intelligent design proponents believe that children should be taught both about evolution and creation, as they are not enough taught a theory that is not strongly backed by scientific evidence.

Cons of Intelligent Design

- ID would not have the right to choose which theory. For example, if an argument about ID, the perspective of evolution in the same way. Evolution in schools is based on a scientific theory, this means that it is involved around a framework of hypothesis and because scientific information. The teachings of ID gives individuals false hope and false evaluation of creation of life on Earth.

Conclusion

In conclusion, Intelligent Design should be taught alongside Evolution and given equal attention.

References


