

Teaching Creation: A Modular Approach  
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**Appendix 1**  
**Possible Lesson Plans for “Teaching Creation: A Modular Approach”**

Class	Possible Readings and Homework	Lesson Plan
1		Introduction, syllabus. A literal reading of Genesis 1, keeping track of the sequence of events, the physical shape of the cosmos described (flat earth, solid sky, etc.). Contradictions between Genesis 1 and 2.
2	Read Genesis 1–3 and the readings handed out in class (news items on Dover case; selections from <i>Dei Verbum</i> and “The Chicago Statement on Biblical Inerrancy”). Write several questions (but no answers) that you think are involved in the controversy concerning intelligent design.	Develop student questions from homework into one overarching question and discuss nature of a good question (Something like: “Can intelligent design legally be taught alongside evolution in public high school biology classes?” [Note how this question slightly falsifies Dover issue, but gets to heart of problem.]). Continued discussion of contradictions in second creation story and how to make sense of them. Metaphorical meaning of narrative: makes statements about present world, God, humans, and relationships among these (image of God).
3	Read the <i>Enuma Elish</i> (Babylonian Creation Story). Write what you think the story communicates about the nature of the universe and the place of humans in the universe. Do not summarize the story, but indicate what parts of the story support your general interpretive statements.	Review and discussion of the questions from the first homework assignment. Discussion of <i>Enuma Elish</i> , differences from Genesis, parallels with Genesis (with focus on metaphorical meaning).
4	Read “Evolution and Creationism: A View from the Academy of Sciences.” What does science suggest about the nature of the universe and our place within it?	Discussion of scientific worldview. Contrasts with the Genesis accounts. Nature of science and scientific theories, posing threat to traditional interpretations of cosmos and value systems. Distinction of text and interpretation applied to scientific creation account and interpretations of scientific account.
5	Read materials concerning the compatibility or lack thereof between the theory of evolution and religious faith. Write a brief account of whether you believe evolution and Genesis are compatible or not. Be sure to articulate why you believe what you do.	Discussion of readings and homework about science and faith, varieties of creationism.
6	Read “An Answer to the Question: What is Enlightenment?” by Immanuel Kant. What is the purpose of education? Write your own opinion (not what you think Kant says).	Discussion of the purposes of education (secondary, public, scientific, and college). Indoctrination, training, education. Some explicit indication of instructor’s purpose for class so far (discern variety of approaches to biblical interpretation, relation of these approaches to beliefs about biblical inspiration, adjudicate for oneself among possibilities)

7	Read Genesis 1–11; handout on traditional interpretations of Genesis 2–3; Phyllis Trible, “Eve and Adam: Genesis 2–3 Reread.” In your opinion, does Genesis 2–3 support or undermine patriarchy (the domination of women by men)?	Discussion of homework question. Use Genesis 3 to spell out what patriarchy is. Advantages and disadvantages of patriarchy from male and female perspectives. Specific textual support for patriarchy in Genesis 2–3, then how these points might be interpreted differently.
8	Read handout on Original Sin.	Further discussion of Genesis 2–3. Shift conversation away from gender issue towards the meaning of the serpent (not Satan) and “the tree of knowledge of good and evil” (development of autonomy, independent judgment of good and evil).
9	Read the handout on original sin and “Conjectures on the Beginning of Human History” by Immanuel Kant. Does the story of Genesis 2–3 seem to you to represent a “fall” (similar to original sin) or a “rise” (similar to Kant’s interpretation)?	Discussion of homework. Difference between traditional values and modern Enlightenment values (esp. diverse evaluations of human autonomy). Connect to various views of education (public, private, parochial) in forming/transmitting values.