

PAGE TWO – THE TWO STORIES

Note: If you are starting with a new session, remind the group of the agreement to honor one another’s opinions and to keep shared ideas in the group. Check in with group members to share any information they may have gathered in researching news articles related to the understanding of Creation and evolution.

To begin, distribute Bibles to the group and ask them to find the story of Creation. *Allow time for students to locate Genesis and report back to the group when it is located.*

Ask the group to show where the story is located. *Some may only select Genesis 1, and others may add Genesis 2 as part of the Creation story.*

Ask: How many Creation stories are in this first book of the Bible?

Direct the group to look at both Genesis 1 and Genesis 2 and note the two different versions.

Have the group, in turn, read Genesis 1 through 2:4

Distribute paper and pencils to group members and have them, individually or in pairs, list the facts from this story.

Next, have the group in turn read Genesis 2:5-24 and make a second list of the facts from this story.

Ask students to list the reasons for why they believe one story is more true or factual than the other. *Allow all answers.*

Next, review the information from page two of the website, THE TWO STORIES, and stop at the section with the Bible verse listings.

Review the facts that the group listed from each story, using the verses displayed side-by-side on page two, and then continue to the information listed after the verses.

Discuss the possible reasons for the two different stories and review the information on page two regarding the Genesis authors and look at the link to “Basic Bible Information and Interpretation.” You will need to enter a search for Old Testament, and Genesis, and look under each tab to research the information about this story.

Next, ask the group if they are familiar with the myths that influenced the Creation stories. Many middle school students have heard of the Mesopotamian myths that were used in ancient times and that they influenced biblical stories. Ask the group to share any information they might have about these myths. More information about this can also be found on the “Basic Bible Information and Interpretation” link under the tab labeled “Introductory Issues.”

Continue reviewing page two of the website under the section “Origin of Species” and watch the video about Charles Darwin.

Ask: Does this learning about the writers of Genesis and Charles Darwin change how you think about evolution and Creation? Why or why not?

How has your thinking about evolution and Creation changed since you were younger?

Discuss the reasons for why others might disagree about these two ways of understanding the origin of life.

To close this portion of the lesson, ask the group if they can tell one way that they might talk to others about the understandings of evolution and Creation as working together. Encourage members to make a list of “I Believe” statements that include both understandings of evolution and Creation.

If the session will end, encourage students to ask family and friends about their understanding of Creation and Evolution, and to bring those ideas back to future sessions.