

## Class Activities Day 1 (50 minutes)

### Teacher Guide

- Explain reason for changing textbooks this year; and the goal to teach Biology from the Christian World-View vs the view known as scientific materialism (materialism or metaphysical materialism)
- Review Aquinas/Aristotle on form and matter and the four causes (for Providence Academy students, this was covered in 9th grade religion class) with slides 1-11 of slide presentation called "Aris&Aqui\_4 causes and soul"
- handout 4 Causes worksheet and complete in class with partner; go over in class
- handout Section 1.3 Study of Life reading on the characteristics of living things and the Characteristics of Living Things Worksheet → This is homework for the next class. Students also need their textbook: General Biology Ayala and Rogstad for this assignment.

## HW Day 1 to be completed for Day 2: Characteristics of Living Things worksheet

## Class Activities Day 2

### Teacher Guide

- Go Over homework: Characteristics of Living Things worksheet (10-12 min)
- for number 5 - additional characteristics of living things I am looking for ideas like design or the soul; design corresponds with Aristotle's final cause, soul corresponds with Aristotle's formal cause; these two causes are presumed to not exist from the perspective of scientific materialism, but the Chirsitan worldview accepts them; whether they are the proper study of Biology or if they properly belong to the study of living things under Philosophy is an open question
- note also, as will be brought out in the next worksheet on Aquinas and the powers of the human soul, some of the powers of the human soul ARE characteristics ascribed to living things, others are not
- next work through slide 14 & 15 in the slide presentation "Aris&Aqui\_4 causes and soul"
  - have students take notes on the back of the Characteristics of Living Things worksheet
  - slide 14 - for definition of a living thing, the goal is to get students to recognize that living things have an interior source of motion/activity while nonliving things do not (both can be acted on exteriorly)
- Hand out the "Faculties of the Soul and Biology" worksheet
  - have students work through this in groups of 2 or 3 in class
  - when students finish give them the article excerpts from Aquinas on Powers of the human soul called "Aquinas Summa Powers of the Soul" to read in order to distinguish Vegetal, Sensitive, and Rational powers
- handout homework sheet: Humans, Animals, Memory and Understanding

## HW Day 2 to be completed for Day 3: Humans, Animals, Memory and Understanding worksheet

## Class Discussion Day 3

### Teacher Guide

Similarities and Differences w/r/t powers of the soul → use the Thomas Aquinas worksheet from Day 2

- Tell students to get out both the
  - Thomas Aquinas worksheet from Day 2 (last class) and
  - the video homework assignment with regarding human and monkey memory
- Go through video worksheet asking students to share their answers and discuss
- Next ask what Sensory Faculties (Aquinas Worksheet) monkeys and humans were using in the activities they did in the videos
- w/r/t the man vs monkey video: What does this say about the difference between human and

monkey intelligence (if anything); What do we think the differences between monkey and human intelligence are and can we come up with an experiment to test it?

- Animals vs Plants - back to Aquinas worksheet: What powers of the soul do plants have? (Answer: plants have the 3 vegetative powers only)
- Have students try to think of other kinds of living things; goal is to get them to identify members of the the 6 kingdoms of life (or at least 5, the two kingdoms of prokaryotes are not likely to be known as different kinds of organism based on experiences they have had); what powers of the soul do these kinds of powers to these organisms have? (Answer: fungi, protists, bacteria, archaea all also only have the 3 vegetative powers)
- Angels are a kind of living thing we will not study in Biology...

Levels of Order in Biology → plan for the year (look at the textbook)

- In the first Chapter of [General Biology by Classical Academic Press](#) there is a table showing biomolecules, cells, organisms, populations, community, ecosystem, biomes, biosphere; this roughly outlines the order of the Units we will do throughout the course/year; I will use this to show the relationships between the levels, and the “plan for the year” in this Biology class
- Scala of Naturae (Aristotle & Philosophy) → show picture: What is the relationship to the Levels of Order in Biology
- Great Chain of Being (Catholic Scholastics modify Aristotle’s Scala Naturae) → show picture: compare to Levels of Order in Biology;
  - discuss why it could be viewed as accurate to put God at the top → God is most powerful
  - discuss what is inaccurate and misleading about putting God at the “top”
    - God is not the highest being but ***being itself*** and the source of all creation
    - God transcends all created things, He is not the highest created thing
    - How could we “move” God in the diagram to capture this?