

**Teaching & Assess** **Biblical Perspective**

## Sample Biblical perspective lesson plan #1

**Name:** Kim Essenburg

**Class/Unit:** English 10, *Night*

### My lesson plan:

**Intro:** Ask “Who is my neighbor?” Then read quotation from *The Weight of Glory* on honoring/respecting others. Students journal on *Content & Skills/Life connections*: Reflect on a time when you did not treat others with honor/respect or were not treated with honor/respect.

**Body:** Introduce SOAP, and then divide students into groups of 4 to study Leviticus 19:18 (which talks about loving our neighbor) and the 7 Bible passages mentioned in the NIV study note. The group assigns each member 2 passages. For each passage, students identify the speaker, occasion, audience, and purpose. Using the SOAP format, students take and then share notes.

**Closure:** In the same groups of 4, students discuss *Bible/Life connections*: What student behaviors would you see if CAJ students truly honored, respected, and loved each other? Which of these behaviors would you be doing?

**Assignment (optional):** Students journal on *Content & Skills/Bible connections*: How should a Christian respond to discrimination/racism?

### In this lesson, my students are preparing for the following Biblical perspective assessment (see italicized text for sections of the assessment this lesson addresses):

**Essay (750 words):** How significant a part of what’s wrong with the world is the tendency to disregard the human dignity of others, and *how should a Christian respond?* Support your answer with (1) examples from *literature, history/current events, and your own experience, and (2) the Biblical principles of respecting God’s image bearers and loving our neighbors.*

### In this lesson, my students will prepare for the assessment by connecting \_\_\_\_\_.

**Content & Skills/Bible:** Discrimination/racism (as described in *Night*) **AND** (1) Because the Bible tells us to love our neighbors as ourselves, we must seek the good of anyone it is within our power to help (Lev. 19.18, Matt. 22.39, Mark 12.31, Luke 10.27, Rom. 13.9, Gal. 5.14, Jas. 2.8, Matt. 5.43). (2) **Reinforce:** Because people are made in the image of God (Gen. 1.26-27), every human being is worthy of honor and respect; s/he should be neither murdered (Gen. 9.6) nor cursed (Jas. 3.9).

**Content & Skills/Life:** Discrimination and racism (as described in *Night*) **AND** personal experience.

**Bible/Life:** (1) Because the Bible tells us to love our neighbors as ourselves, we must seek the good of anyone it is within our power to help (Lev. 19.18, Matt. 22.39, Mark 12.31, Luke 10.27, Rom. 13.9, Gal. 5.14, Jas. 2.8, Matt. 5.43). (2) **Reinforce:** Because people are made in the image of God (Gen. 1.26-27), every human being is worthy of honor and respect; s/he should be neither murdered (Gen. 9.6) nor cursed (Jas. 3.9) **AND** student behavior.

### My students will learn (text from unit map):

**Essential question(s):** Who is my neighbor?

**Content:** Discrimination/racism (as described in *Night*)

**Bible content:** (1) Because the Bible tells us to love our neighbors as ourselves, we must seek the good of anyone it is within our power to help (Lev. 19.18, Matt. 22.39, Mark 12.31, Luke 10.27, Rom. 13.9, Gal. 5.14, Jas. 2.8, Matt. 5.43). (2) **Reinforce:** Because people are made in the image of God (Gen. 1.26-27), every human being is worthy of honor and respect; s/he should be neither murdered (Gen. 9.6) nor cursed (Jas. 3.9).

**Skills:** Analyze text in terms speaker, occasion, audience, and purpose (SOAP). Connect content, Bible content, and life.

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## Sample Biblical perspective lesson plan #2

**Name:** Anda Foxwell

**Class/Unit:** Social Studies 6, *Ancient Egypt*

### My lesson plan:

*Intro:* Guided discussion: Ask students questions (How does what people believe about God affect the things they do and the way they live? What if they believed in lots of gods? What if those gods were cruel? Undependable? What if there was only one God who was both loving and powerful?). Guide discussion until students reach the conclusions that many of the accomplishments of the Egyptians were a result of what they believed about life, death, and the gods they believed controlled these things.

*Body:* Students complete a jigsaw:

1. Independently read and highlight an article about 1 of 4 aspects of ancient Egyptian culture (hieroglyphics, pyramids, mummies, or religion).
2. Discuss main ideas with group and list on 1 sheet of paper.
3. *Content & Skills/Bible connections:* Read Biblical principles/passages with group. Discuss and write answers to 1 or more essential questions on main idea list.
4. Present main ideas to class.

*Closure: Content & Skills/Life connections and Bible/Life connections:* Students journal on the following 3 questions: How did the Egyptians' beliefs affect the way they lived? How am I similar to and different from the ancient Egyptians? How does what I believe affect the way I live?

*Assignment (optional):* Finish closure activity.

**In this lesson, my students are preparing for the following Biblical perspective assessment (see italicized text for sections of this assignment this lesson addresses):**

*Presentation (5-7 minutes):* Teach your classmates about the aspect of ancient Egyptian culture/history you researched. *Show what the Bible teaches about it and how it connects to you.*

**In this lesson, my students will prepare for the assessment by connecting \_\_\_\_\_.**

*Content & Skills/Bible:*

1. Egyptians worshipped many gods **AND** (1) God is one, above all other gods (Deuteronomy 28:58, Joshua 1:8, 2 Chronicles 17:9, John 20:31).
2. Egyptians mummified bodies to prepare them for the afterlife **AND** (2) Eternal life comes only through faith in Jesus (Revelation 14:13, John 11:26, Hebrews 9:27).
3. Egyptians built and created interesting things and ideas **AND** (3) People are creative because we are made in the image of God (Genesis 1:27, Psalm 8:5-8, Hebrews 2:5-9).
4. Egyptians used hieroglyphics **AND** (4) God values writing (Deut. 28:6:4, Joshua 1:8, John 20:31).
5. Egyptians built pyramids to honor their gods **AND** (5) Building is not the way to reach God. (Genesis 11:4, Psalm 127:1, Hebrews 11:6).

*Content & Skills/Life:* Egyptians' beliefs affected the way they lived **and** beliefs affect the way we live.

*Bible/Life:*(1) God is one, above all other gods (Deuteronomy 28:58, Joshua 1:8, 2 Chronicles 17:9, John 20:31). (2) Eternal life comes only through faith in Jesus (Revelation 14:13, John 11:26, Hebrews 9:27). (3) People are creative because they are made in the image of God (Genesis 1:27, Psalm 8:5-8, Hebrews 2:5-9). (4) God values writing (Deuteronomy 28:6:4, Joshua 1:8, John 20:31). (5) Building is not the way to reach God (Genesis 11:4, Psalm 127:1, Hebrews 11:6) **AND** student's experiences.

**My students will learn (text from unit map):**

*Essential question(s):* Who is God? How am I similar to ancient Egyptians? How am I different?

*Content:* Major achievements of ancient Egypt: mummies, pyramids, religion, hieroglyphics

*Bible content:*

1. God is one, above all other gods (Deuteronomy 28:58, Joshua 1:8, 2 Chronicles 17:9, John 20:31).
2. Eternal life is available through faith in Jesus (Revelation 14:13, John 11:26, Hebrews 9:27).
3. People are creative because they are made in the image of God (Genesis 1:27, Psalm 8:5-8, Heb. 2:5-9).
4. God values writing (Deuteronomy 6:4, Joshua 1:8, John 20:31).
5. Building is not the way to reach God (Genesis 11:4, Psalm 127:1, Hebrews 11:6).

*Skills:* Find main ideas in text. Connect content, Bible content, and life.

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### Sample Biblical perspective lesson plan #3

**Name:** David Marshall

**Class/Unit:** Science 8, *Electricity and Magnetism*

#### My lesson plan:

*Intro:* Ask: How does science impact society. Then have students brainstorm in groups a list of electricity-related things they have used or benefited from since they woke up this morning. Collect the list on the whiteboard. Ask: How would you survive if you woke up one morning and nothing electric worked?

*Body: Content & Skills /Life connections:* In groups, students will discuss life without electricity. They will go through their lists and write a note next to each item about how their life would be different if that item did not exist. Example 1: How would you wake up without a digital alarm clock? (Potential answers: Mechanical clock? Sunrise?) Example 2: How would you contact your friends without computer, cell phone, landline telephone? (Potential answers: Go to their house!)  
*Content & Skills/Bible connections:* Ask: What does God think about the science's impact on society. Then have students work through the handout (Science 8: Worldview Activity, see directions on handout).

*Closure: Bible/Life connections:* Students write a 4-5 sentence response (that includes specific Bible content studied in class) to one of the following questions: How content are you with the technology that you have? In what ways do you use technology selfishly and unselfishly? How much hope do you place in possessing technology?

*Assignment (optional):* No assignment

#### **In this lesson, my students are preparing for the following Biblical perspective assessment (see italicized/underlined text for sections of the assessment this lesson addresses):**

*Presentation:* Give a 5-minute presentation on a piece of electricity-related technology in which you present the electrical device, the science of how it works, and a response to the following questions: *How has this device impacted society? What's a Biblical perspective of that impact?*

#### **In this lesson, my students will prepare for the assessment by connecting \_\_\_\_.**

*Content & Skills/Bible:* Changes in society that have resulted from the introduction of electricity **AND** (1) Be content with what God provides (1 Timothy 6:6-10, Proverbs 30:7-9, Philippians 4:12-13). (2) Be unselfish (James 2:1-7, 2:15-16, 4:1-3, 5:1-6; Titus 3:3-9). (3) Possessions are temporary (Proverbs 23:4-5, Matthew 6:19-34, Ecclesiastes 4:6).

*Content & Skills /Life:* Changes in society that have resulted from the introduction of electricity **AND** student life experiences.

*Bible/Life:* (1) Be content with what God provides (1 Timothy 6:6-10, Proverbs 30:7-9, Philippians 4:12-13). (2) Be unselfish (James 2:1-7, 2:15-16, 4:1-3, 5:1-6; Titus 3:3-9). (3) Possessions are temporary (Proverbs 23:4-5, Matthew 6:19-34, Ecclesiastes 4:6) **AND** student life experiences.

#### **My students will learn (text from unit map):**

*Essential question(s):* How does science impact society? What does God think about this impact?

*Content:* Changes in society that have resulted from the introduction of electricity (based on student experience)

*Bible content:* (1) Be content with what God provides (1 Timothy 6:6-10, Proverbs 30:7-9, Philippians 4:12-13). (2) Be unselfish (James 2:1-7, 2:15-16, 4:1-3, 5:1-6; Titus 3:3-9). (3) Possessions are temporary (Proverbs 23:4-5, Matthew 6:19-34, Ecclesiastes 4:6).