

# Biblically Integrated Lesson Plan Directions

Complete the top information.

1. Write a Lesson or unit objective.
2. Create a lesson outline, including major procedures, page numbers, activities, etc.
3. Write an assessment that measures the objective. Write the reteaching and/or enrichment activities.
4. Identify the larger biblical worldview principle that encompasses the lesson or unit objective.
5. Rewrite the lesson or unit objective from the larger biblical worldview perspective by combining steps 1 and 4.
6. Identify Bible verses, biblical principles, biblically based open-ended questions, and examples that encapsulate the lesson themes or ideas.  
Incorporate the biblical principles throughout the lesson where appropriate.
7. Write a biblically based assessment or how the original assessment might need to be adjusted to measure the biblically integrated lesson objective in step 5.

**Subject:**

**Concept:**

**Teacher:**

**Standards Addressed:**

**Grade Level:**

**Materials:**

## **1. Lesson Objective:**

Write the (non-biblically integrated) lesson or unit objective here.

## **4. Biblical Principle:**

Write the biblical truth that the objective addresses. Write only the biblical truth, not the lesson objective written in a biblical way.

## **5. Biblically Integrated Lesson Objective:**

Write a new biblically integrated lesson objective that combines the lesson objective (step 1) with the biblical truth (step 4).

## **2. Instruction:**

### **Anticipatory Set** (*lead-in/hook*):

Write out the lesson outline to the level of teacher comfort. Include the anticipatory set, activities, page numbers, etc. as you find helpful or needful.

### **Procedures/Instruction:**

## **6. Biblical Integration:** (*verses, questions, ideas*)

Write the biblical principles, Bible verses, and any other examples related to the biblical truth being taught.

## **3. Assessment:**

Write out the assessment here and reteaching and/or extension activities below.

## **7. Biblical Integration Assessment:**

Write a biblically based assessment or how the original assessment needs to be adjusted to measure the biblically integrated lesson objective in step 5.

## **Reteaching and/or Extension:**

# Biblically Integrated Lesson Plan

**Subject:**

**Concept:**

**Teacher:**

**Standards Addressed:**

**Grade Level:**

**Materials:**

**1. Lesson Objective:**

**4. Biblical Principle:**

**5. Biblically Integrated Lesson Objective:**

**2. Instruction:**

**Anticipatory Set** (*lead-in/hook*):

**Procedures/Instruction:**

**6. Biblical Integration:** (*verses, questions, ideas*)

**3. Assessment:**

**7. Biblical Integration Assessment:**

**Reteaching and/or Extension:**

# Biblically Integrated Lesson Plan

## Sample Reading – *Dragon’s Gate*

**Subject:** Reading

**Teacher:** Miss Carpenter

**Grade Level:** 5<sup>th</sup>

**Concept:** Comprehension, identifying racism and discrimination.

**Standards Addressed:** North Carolina 2.02-2.03, 2.05, 2.08-2.10, 3.01, 3.07, 4.02, 4.06

**Materials:** *Dragon’s Gate*, paper, pencil, Bible

### **1. Lesson Objective:**

Students will be able to identify dialogue or actions that show racial discrimination throughout the reading of *Dragon’s Gate*.

### **4. Biblical Principle:**

Man is created in the image of God with inherent value and worth regardless of race or position.

### **5. Biblically Integrated Lesson Objective:**

Students will identify dialogue and actions that show racial discrimination and compare and contrast them with the understanding that man is made in the image of God with inherent worth and value regardless of race or position.

### **2. Instruction:**

#### **Anticipatory Set** (*lead-in/hook*):

Ask students why they think people discriminate against others of a different race, and what is accomplished by discriminating.

#### **Procedures/Instruction:**

Read and discuss chapter 22.  
Have students identify racial comments and actions throughout.

#### Those include:

- Other Chinese mocked Otter when he returned to work except his own crew.
- Crew encouraged Doggy to sing even though he can no longer play an instrument.
- Uncle Foxfire’s exchange about who should be headman in the search for survivors.
- Kilroy and Shrimp’s orders for the men to get back to work and abandon the search for survivors.
- The crews’ decision to return to work.
- Uncle correcting Kilroy on what his name is.
- The brother’s decision to return to work for his mother’s sake.
- Otter’s decision to return to work.
- Uncle’s decision to search alone

### **3. Assessment:**

Make a chart that shows phrases or situations that illustrate respect or disrespect. Identify the characters’ motives.

### **6. Biblical Integration:** (*verses, questions, ideas*)

- Identify the situations that show characters treating man having God-given worth and value.
- Identify which behaviors are Christ-like.
- Identify which behaviors are not Christ-like and show the belief that man has little or no value.
- Genesis 1:26-29 Made in God’s image.
- Acts 10:35/Romans 2:11 God does not show partiality.
- Galatians 3:26-28/Col. 3:11 Neither Greek or Jew, all are equal in God’s family.
- Galatians 5:20-26 Fruit of the Spirit
- Romans 12:9-21 Love and respect to friends and enemies.

### **7. Biblical Integration Assessment:**

Write what the correct Biblical response should have been to racism and discrimination, using specific verses, and why those are the correct responses.

### **Reteaching and/or Extension:**

Find examples of discrimination in the newspaper. Explain why someone would choose to discriminate in that way, what he hopes to accomplish. Explain what the biblical response should be.

# Biblically Integrated Lesson Plan

## Sample Science – Earth’s Atmosphere

**Subject:** Science

**Concept:** Earth’s Atmosphere

**Teacher:** Miss Carpenter

**Standards Addressed:** North Carolina 3.01

**Grade Level:** 7<sup>th</sup>

**Materials:** Science Textbook, 3 pieces of 8.5x11 blank paper per student, pencils, stapler, colored pencils, NASA’s “How High is It” Booklet, [http://stargazers.gsfc.nasa.gov/pdf/products/educator\\_guides/how\\_high\\_is\\_it\\_educator\\_guide.pdf](http://stargazers.gsfc.nasa.gov/pdf/products/educator_guides/how_high_is_it_educator_guide.pdf),

### **1. Lesson Objective:**

Students will be able to identify the characteristics of the different layers of Earth’s atmosphere.

### **4. Biblical Principle:**

The layers of Earth’s atmosphere were designed to protect life.

### **5. Biblically Integrated Lesson Objective:**

Students will be able to identify how God designed the layers of Earth’s atmosphere with specific characteristics in order for life to exist on Earth.

### **2. Instruction:**

#### **Anticipatory Set** (*lead-in/hook*):

Ask the students what different things they know of that fly in space.

#### **Procedures/Instruction:**

From NASA’s “How High Is It” booklet, attach the altitude pages (pages 27-32) to the wall. Cut out the different objects flown in space (page 34). Students can color them, or just take turns stapling them in the correct layer of atmosphere (guide on page 35, page 53-56 explains what each object does). (The NASA booklet suggests students doing the project in small groups, which is also another option.)

Read and discuss the different layers of the earth. Have the students compare and contrast the characteristics.

### **3. Assessment:**

Create a six layer tiered booklet by folding the three pieces of paper (stacked 1cm apart) nearly in half. Staple at the fold. Each layer represents the different layers of Earth’s atmosphere. Each layer should include the altitude, temperature, gas, objects that fly there, and other characteristics (I.e. Ozone, Greenhouse Effect, etc.)

### **6. Biblical Integration:** (*verses, questions, ideas*)

- How were the different layers designed to protect life on earth?
- How do the different layers act as shields?
- What would happen if Earth didn’t have these layers?
- How do the different layers show intelligence and design?
- How are the parameters necessary for life met through the characteristics of the atmosphere?
- How can the knowledge of Earth’s atmosphere be used for good or evil? (satellite types and uses, space travel, weaponry, etc.)
- What does man’s knowledge and use of the atmosphere tell you about the state and characteristics of man?
- Job 38, God describes setting up boundaries in heaven and on Earth.
- Deuteronomy 10:14, God is the Lord of the heavens and the highest heavens.
- Proverbs 3:19, 8:27, God established the heavens and Earth with wisdom.

### **7. Biblical Integration Assessment:**

Be sure the booklet includes how the different layers of the atmosphere were designed by God to protect life on Earth.

### **Reteaching and/or Extension:**

Include the temperature, things that fly in space, and specific characteristics to the wall chart (i.e. Ozone, Greenhouse Effect, etc.).

# Biblically Integrated Lesson Plan

## Sample Social Studies – Bills & Laws

**Subject:** Social Studies

**Concept:** Bills and Laws

**Teacher:** Miss Carpenter

**Standards Addressed:** North Carolina, U.S. History 6.03

**Grade Level:** High School

**Materials:** *Schoolhouse Rock* video, U.S. History textbook, paper, pencil

### **1. Lesson Objective:**

Students will be able to explain how an idea becomes a bill and possibly a law.

### **4. Biblical Principle:**

God sets the moral standard as revealed in the Bible.

### **5. Biblically Integrated Lesson Objective:**

Students will be able to explain how man can make laws that are biblical or unbiblical.

### **2. Instruction:**

#### **Anticipatory Set** (*lead-in/hook*):

Give the students different scenarios and ask whether they think there should be laws about them. (ie. Driving while talking on a cell phone, passing a law that prohibits the use of certain oils in cooking to decrease public obesity, passing a law that someone has to quit smoking at work because it costs more (insurance wise) to retain an employee that smokes, etc.)

#### **Procedures/Instruction:**

Explain the steps it takes for an idea to become a law. Write out and number the steps on the board.

Watch "I'm Just a Bill" by *Schoolhouse Rock*.

Have students brainstorm ideas of classroom bills they would like to write. Divide the class into Senate and House of Representatives. Have the houses write bills for new classroom or school rules. Have them vote by house and go to committee like bills do.

At a separate time, the teacher signs or vetoes them. Any proposed bills can be declared unconstitutional if they violate previous standing school rules, or the teacher deems them inappropriate.

### **3. Assessment:**

Draw a comic that shows the process of how a bill becomes a law or write a paragraph explaining how a bill becomes a law.

### **6. Biblical Integration:** (*verses, questions, ideas*)

- Government and laws are systems established by God.
- Government is to be an extension of God's justice and mercy.
- Governments can choose to follow God's standard or not, but there will be consequences for that choice.
- Who sets the moral standard?
- Is there a higher moral standard?
- Who decides what is right or wrong?
- Can/should a country pass laws that violate biblical standards?
- How does a country determine what kinds of laws it should pass?
- Which is higher, God's law, or man's law?
- Just because a country makes something legal, does that make it right, profitable, or moral?
- Should only biblical laws be passed?

### **7. Biblical Integration Assessment:**

Make a note in the comic or paragraph of any Bible verses that support the bill/law being a biblical one.

### **Reteaching and/or Extension:**

Draw a mock capital building with various rooms. Write a bill, give it a number, move the bill from room to room while describing the process it would go through to become a law.