

Biblical Integration Discussion Starters

SCIENCE

Biology

- Why/how do living things like animals and plants grow with timing and size mechanisms? (When to grow, to what length, to stop growing, etc.)
- Why do living things like animals and plants grow symmetrically?

Evolution

- What separates man from animals? (How are animals different from man?)
- If man is just an evolved animal, why is it wrong to kill men, but not other animals?
- Which came first, the chicken or the egg?
- Which came first, the cell or the DNA or RNA?

Human Body

- How can the knowledge of the respiratory system (atoms, states of matter, energy, force and motion, families, the judicial system, economics, etc.) be used for good or evil?
- What would life be like without pain? What is the purpose of pain and suffering?

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: 7th

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,

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.).