

# Biblical Integration Brainstorming Worksheet

## Sample - Government

**Lesson or Unit Objectives and Major Concepts** *(Write out as many objectives and concepts as you can or would like. The more ideas listed, the more opportunities to see the integration points.)*

- Types of government (Philosophical foundation of the styles of governments)
- What a government provides a country
- Human versus civil rights
- Taxes
- 3 branches of U.S. government
- Requirements, roles, responsibilities of President
- Roles of Cabinet members
- Constitution
- How a bill becomes a law
- Requirements, roles, responsibilities of congress
- Requirements, roles, responsibilities of Supreme Court
- Requirements, roles, responsibilities of citizens
- Political parties
- Current affairs
- Security
- International Relations

**How do the lesson or unit objectives and major concepts reveal the character and nature of God, creation, mankind, moral order, and purpose?** *(Try to write at least three ideas for each category. Include open-ended questions, corresponding Bible stories or verses, real-life application points, moral issues, and the ramifications of differing worldviews regarding this topic.)*

### God

- God is and sets the moral standard.
- How do the different government styles reflect a society's beliefs about God and His creation? To what extent does the faith shape the type of government or how the government runs?

### Creation

- Man has dominion over the earth, and the government/laws should reflect that.
- Christians have a mandate to care for the earth despite what government laws are established. (Genesis 1:28-30)

### Mankind

- Man is made in the image of God and can do good, but has a sin nature and sins. Laws are made to govern man and help him live righteously.
- The faith of the government officials affects society; the types of laws passed, the types of decisions made in the courtroom, the type of people put in charge of key positions.
- What gives man value? Does every man have certain human rights? Man has value and worth as image bearers, in opposition to idea that man gives himself worth (Humanism) and the idea that man is an evolved animal (naturalism/evolution). Refer to the American and German eugenics movements and Justice Oliver Wendell Holmes Jr. for ramifications of these on society.

### Moral Order

- God's laws and standards are higher than man's. Just because something is legal doesn't mean it is right.
- Authority is established by God. Man is to obey the governing authority. Romans 13:1-7
- Which Constitutional Amendments are biblical and which are not?
- What is the affect of morality in atheistic societies, i.e. Russia and China? What do they use as moral standards?
- What does corruption reveal? Why are people corrupt?

### Purpose

- The family, church, and government are social structures designed by God.
- Where does religion and politics overlap? Is there such a thing as separation of church and state? What happens when the church is the state?
- How did the faith of Christians like William Wilberforce, William Carey and Mother Teresa affect government policy?
- What is the best way to transform a society or government? How is changing people's worldview different from establishing different government systems, laws, etc.?

# **Biblical Integration Discussion Starters**

## **SOCIAL STUDIES**

### **Business/Work**

- How does a person's religion affect how he does his job? (Police officer, soldier, banker, baker, cleaner, waiter, business person, etc.)
- Why do firemen risk their lives to save others?

### **Culture**

- What famous person would you want to be like, and why?
- What are the different messages people send by the way they dress? Is the message sent always the message received? (suit, jeans, baggy/saggy pants, slovenly/messy, gothic, skimpy/sexily, oversized, skin-tight, flashy/with bling, etc.)
- Which would you rather have and why, respect, power, money, fame faith, intelligence, pleasure, youth?
- Bumper Stickers: Do you agree or disagree with the sticker: "He who dies with the most toys wins."
- Bumper Stickers: Do you agree or disagree with the bumper sticker: "Well behaved women seldom make history?"
- Bumper Stickers: Do you agree or disagree with the sticker: "Life sucks, then you die."
- Bumper Stickers: Do you agree or disagree with the sticker: "It's a dog eat dog world."
- Bumper Stickers: Do you agree or disagree with the sticker: "Celebrate Diversity."
- What do you want to be when you grow up? Why?
- How should life be different for Christians than non-Christians?
- Which gods/religions operate out of love? How does that affect the followers and society at large?
- How can a person avoid wasting his life?
- How would the world be different if children ruled the world? What impact would that have on education, war, justice, healthcare, agriculture, nutrition, discovery, manufacturing, the arts, fashion, transportation, etc.
- What is the difference between a slave and a servant?
- What is so bad about breaking the law, rebelling, adultery, perversion, lying, perjury? What if a large percentage of society had trouble with these things?

### **Education**

- Who is best to decide what children should learn at school?
- How does the faith of a teacher (school, university, etc.) affect the classroom, students, and society?

### **Family**

- How are the roles of parents and children different?
- How are men and women designed differently?
- What are ideal parents like? Ideal children?
- What decisions do parents have to make on a regular basis that children do not?
- Why do children rebel? What is the goal?

## **SOCIAL STUDIES (cont.)**

### **Government**

- How can faith affect the kinds of laws a government will pass?
- Why is evil, or the dark side, so appealing? Can evil really fulfill the desire?
- Why is there an age requirement for voting? (If you could change the voting age, what would you change it to, and why?)
- Why do people go to war?
- What makes a judge qualified to decide a case?
- Who needs law, and why?
- Why is it hard on the evil and righteous when punishment/justice is delayed?
- Does every society need a leader?
- What are the traits of a good leader?
- Are leaders born or made?
- Are you a follower or a leader? When and who do you follow? Who follows you? When?
- Are you a good follower? Are you a good leader?
- Does Jesus qualify as a good leader? Why or why not?
- How are citizens' rights different from aliens' rights?
- What is the difference between human and civil rights?
- Why is more than one witness necessary in a court of law?

### **History**

- Why does or doesn't the past matter?
- Why do people enslave or suppress others?

### **Philosophy**

- Why is it ok to end the life of a living thing before it is born, but not after?
- What is truth?
- What is the difference between good and evil?
- How does one's faith affect what a person sees as the meaning of life?
- Why or why isn't man responsible to help the poor and weak?
- What makes something right or wrong? (I.e. killing, playing cards, drunkenness, lying, cheating, stealing, smoking, drugs, etc.)
- What makes someone mature versus immature?
- What is the difference between a wise person and a fool? Can a teenager be wise?
- What is ambition? How can it be good and bad?
- What are things that people know they should do but don't do them? If people know they are things they should do, why don't they do them? Why do people knowingly do the wrong thing?
- How do youth and adults find significance in life in similar and different ways?
- Why is there evil in the world?
- Why do bad things happen to good people and vice versa?
- What is hope? Why is it so important? Where do people place their hope?
- Is there any value in doing good if the reward is delayed or never comes?

# 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.