

Running head: LESSON DESIGN AND BIBLICAL REASONING

Lesson Design and Biblical Reasoning for

Homeschool Parents

Lynn Michelle Heidemann

February 8, 2008

Colorado Christian University

Abstract

The purpose of this thesis was to create a lesson design to train parent/educators in the art of preparing lessons incorporating biblical reasoning throughout all subjects. It is an introductory seminar and not intended to provide complete training in this area. A sample group of parent educators were made available to pilot the program. Among these parents were two parents who were well seasoned in homeschooling their children, but had no experience with writing their own lesson plans. Their practice had been to use prewritten plans for their school programs. There were other parents just beginning to homeschool their children. Additionally, there was one couple who had not made the decision to school at home. This couple came to gain an idea of how to go about planning lessons should they choose to take the option of schooling at home. A PowerPoint® presentation of individual concepts was made for each session. There were times allowed for question and answer, and times allowed for practice and examining of materials.

Results of the feedback provided by the parents indicated that this lesson design was effective, but more time was needed for guided practice as the parents research and write their own lesson plans. It is suggested that, for this seminar to be completely effective, subsequent meetings be made available for learners to have the opportunity to plan together and share ideas. There is a further need for additional seminars to be held exploring these concepts in greater detail. A possible answer to the need for more practice could be ongoing work groups.

Included in this lesson design are a summary of the research supporting integration of faith and learning, the PowerPoint® slides used to teach each portion of the seminar, notes pages to aid the learner in the taking of notes, and sample lesson plans written within this method.

Chapter 1

Description of the Practicum

Statement of the Project

Proverbs 1:7 states, “The fear of the Lord is the beginning of knowledge, but fools despise wisdom and discipline” (King James Version). Biblical principle is the foundation for all learning. When considering the traditional subjects of instruction (mathematics, languages, writing, science...), all are either the result of God’s creation or they are a part of his inherent nature. Psalm 19 states that the heavens declare the glory of God. God reveals himself through nature—science. Mathematics is the language of science. The first chapter of the book of John states, “In the beginning was the Word...” John 1:1 (King James Version). The book of Genesis states that God spoke creation into existence—language. God reveals himself through all these subjects, and learning is enhanced by the incorporation of that truth into instructional design. This, however, is a very different approach to the science of lesson design. Even most professional teachers have an extended adjustment period when transitioning into this approach.

Families who school their children at home also struggle with this sort of instruction. Most parents were not schooled using this methodology. Learning to lead instruction in this manner requires a change in thinking. Very often, it requires outside mentoring as well. Additionally, these families have not been schooled in the art and science of designing their lessons. They may be familiar with the looks of a lesson either through having used Sunday school materials or a prepackaged instructional program for homeschool. The actual authorship of such materials is a foreign concept. In fact, this is the reason most often given by parent/educators for not exploring this method of instruction for their children.

However, the parent is the one most gifted by God to use this form of education in the lives of their own children. Proverbs 4:1 states, “Listen, my sons, to a father’s instruction” (New International Version). Proverbs 1:8 states, “and do not forsake your mother’s teaching” (New International Version). Deuteronomy 11:18-19 states “Fix these words of mine in your hearts and minds; tie them as symbols on your hands and bind them on your foreheads. Teach them to your children, talking about them when you sit at home and when you walk along the road, when you lie down and when you get up” (New International Version). Learning happens most easily through a tutorial approach, one-on-one to very small groups, in bite-sized, consistent pieces—an approach not possible in the traditional classroom.

In order to assist the parent with crossing the bridge toward a biblically-based curriculum especially designed for their children, this practicum trains parent/educators in the creation and design of their own lessons. There are important advantages to this training for parents looking to school their children at home. First, instruction can be specifically customized to the needs of each individual student. Second, families can save significant amounts of money that would normally be spent on pre-packaged curriculum plans for each child.

Because God is the author of knowledge, true education lies deeply rooted in him. A principle is defined as “the cause, source, or origin of anything” (Webster, P section). God is the cause, source, and origin of creation. It follows that learning should begin in him.

This learning is best approached through methodologies that inspire reasoning. Personal research and discovery learning insure that those principles taught will stick. Students who are lead by a teacher, as a living textbook, to discover new concepts hold on to

their learning much more readily than those who are taught from a simple recall method of instruction. This method encourages deep thinking, so periods of silent pondering are greatly encouraged. It teaches students how to learn rather than teaching them a simple concept.

This philosophy assumes that God is creator and, therefore, knowledge comes from him and is about him. Students are led by leading questions and ideas to the principles that illustrate God's nature through the examples of the learning concepts (such as multiplication, science experiments, writing, fractions, spelling, etc.).

Application Context of the Project

The instructor for this class had twenty-three years experience with instruction. She had five years experience using this methodology. This instructor incorporated this methodology into her own study along with homeschooling her own children using it as well. The fact that she was currently homeschooling herself gave her a unique ability to relate well to other homeschool parents dealing with the challenges of incorporating the methodology into their own homes. She worked as a teacher mentor, coaching other teachers in the implementation of instruction using biblical reasoning. She had experience with the difficulties other instructors confronted as they worked toward this type of instruction. She herself worked through this transition and was personally aware of the challenges it brings.

The instructor was familiar with technological aspects of the classroom. She was familiar with designing, building, and presenting PowerPoint® presentations in the classroom. She had the ability to design web pages enabling her to have a contact point for continued questions and education for the participants. Students needed to be instructed, for instance, in how to locate primary source historical documents online. This instructor was able to facilitate learning of this type.

This class was small with approximately five to ten students participating. The learners were all homeschooling parents with the exception of one student who was looking at homeschooling as an option for her children. Their ages ranged from the early 30s to late 40s. Their children collectively covered the years from 2nd grade to 10th grade. All learners personally chose to be in attendance at this seminar. For this reason all learners were eager to explore this topic. All of the parent/educators were the mothers of the homeschool students. Two of the mothers had husbands that were pilots who were absent from the home a significant amount of time. These mothers needed special instructional attention in the area of planning time for their own research, writing, and planning of curriculum. These learners all had internet access in their homes and access to quality libraries in their communities. Additionally, they all had significant libraries in their homes as well.

This workshop was held in a church. The classroom was well-lit and sized appropriately for the group. This classroom was equipped with rectangular tables and comfortable chairs, a white board, and a projector for the PowerPoints®. There were restrooms adjacent to the classroom, and a kitchen with coffee and water available on the other side. The room temperature was comfortable for learning.

The homeschool community from which the learners came was a busy, inquisitive group. In most cases, not all instruction for the homeschools took place in the home. Classes were sometimes completed in co-op groups and in other independent groups, such as those for art classes and music classes. These families also spend regularly scheduled time in their local public libraries. Although not all homeschool groups come with a biblical set of presuppositional thinking, thinking with a biblical starting point was extremely important to this group.

Homeschools are individually governed by each family with the state of Colorado overseeing the progress of the students through achievement test scores and other record keeping practices required as well. Homeschool educators are either certified teachers or are required to place themselves under the governmental umbrella of a certified school or organization. These educators all operated under the umbrella of the Colorado Homeschool Educators of Colorado (CHEC) organization. All other participants were members of local homeschool support groups. These groups meet monthly for ideas, support, and encouragement.

These participants were not isolated in their work as they had aligned themselves with support groups and an educational organization designed specifically for home education. The community was politically involved as well, meeting once a year at the state capital with other homeschool families in a meeting sponsored by CHEC.

Project Goals

The major goal for this practicum was to equip the learners, as teachers, to be able to plan, research, and write their own curriculum. The learners needed to know locations for source information for completing research. They needed to know how to specifically tailor a lesson to meet the individual needs for their children. They also needed to be able to implement a variety of methodologies into their instruction providing possibilities for enrichment in instruction. They needed to be able to compose learning goals and objectives, and they needed to be able to plan for evaluation and assessment.

Project Terms

Assessment. Both before the learning and after the learning, assessment is used to discover the knowledge held by the learner. It can be completed through a traditional test,

verbal questioning by the instructor, narration or demonstration of learning given by the students, among a variety of other methods. It is important in determining student mastery of the objective.

Biblical reasoning. Webster (1995) defines reasoning as “that act or operation of the mind by which new or unknown propositions are deduced from previous ones which are known and evident, or which are admitted or supposed for the sake of argument” (Webster, R section). In order to reason biblically, the starting propositions would be biblical or Godly in nature.

Evaluation. At this level evaluation will be mostly informal. This also happens before and after the lesson. Before the lesson, the purpose is to examine the lesson for potential trouble areas that should be corrected before implementation of the lesson. After the lesson, the purpose is to make a record of what went well and what needs improvement. This information can be applied to the planning of future lessons in order to improve instruction.

Independent practice. At the point of independent practice, the learner should be equipped to perform the task on his or her own without assistance from the instructor.

Instructional input. Instructional input includes the activities and questioning strategies that are included in a lesson. It is the activity and information given that facilitates learning.

Leading idea. A leading idea uses an idea or example as a catalyst in learner thinking that moves the student to discover the principle.

Leading question and guiding question. A leading question is similar to a leading idea. These questions are designed to stimulate student thinking in leading the student toward the principle studied. In some of the research studied for this practicum the term, guiding question, shares the same meaning as leading question. The author (Traver, 1998) of the

research discussing guiding questions defines leading question quite differently. It is, therefore, very important to check the author's meanings.

Learning goal. According to Smith and Ragan (2005), learning goals determine what ought to be or what the learner should be able to do following instruction.

Learning objective. A learning objective is a "statement that tells what learners should be able to do when they have completed a segment of instruction" (Smith & Ragan, p. 96). These statements differ from goals in that they must describe specific behavior that is measurable and observable.

Materials. Materials are items necessary for the implementation of a lesson. They can include such things as books, computers, items needed for experiments, overhead projectors, transparencies, and markers, paper, pens, pencils, etc.

Metacognition. Metacognition is thinking about one's own thoughts, and it can be used for self-assessment (Mok, Lung, Cheng, Cheung, & Ng, 2006).

Multiple Intelligence Theory. This theory, developed by Howard Gardner, states the idea that individuals are endowed with a variety of different intelligences. There are nine intelligences identified in all at the time of this writing (linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, natural, and spiritual). This theory is important in understanding how individual students best learn. It complements a principle involved in the philosophy supporting this practicum. That is the principle of individuality. This principle states that God made each person uniquely with specific individual gifts for a given purpose.

Presupposition. In looking at the construction of this term, it can be assumed that a presupposition is a supposition that happens before something else. Presuppositions are the

foundational ideas held by an individual that influence thinking and decision made. They are an individual's starting point for decision-making.

Principle. Webster (1965) defines principle as “the cause, source, or origin of any thing; that from which a thing proceeds” (P section). When referring to a principle in lesson design, the meaning is very much the same. It is important to look to the foundation of what is learned—the cause, source, or origin of an item studied. Often the lesson will give examples of an overriding principle. An example could be an attribute of God or a mathematical law or property.

Scaffolding. Scaffolding happens as an instructor aides the learner in the learning process. It involves practice with the learner directly aided by the instructor. The instructor prompts, using questioning strategies as well as answering questions asked by the learner.

Chapter 2

Literature Review

In exploring the need for the training of parent/educators in the art of lesson planning using biblical reasoning, it is important to explore research in the following areas:

educational method and philosophy, meeting the needs of individual characteristics in students, benefits of parent/educator training, questioning as an educational method, and assessment. This literature review sets forth supporting evidence for each of these subjects.

Youmans (1998) stated in her history and geography curriculum guide:

For nearly one hundred years, the enemy has convinced Christians that scholarship and Christianity are antithetical. Several generations of Christians, educated in America's public schools, have not been required to think nor taught how to reason from cause to effect with the revelation of Scripture. Teachers and professors have not required personal research from primary sources, reflection, and lucid writing. So is it any wonder that we lack the Christian work ethic and character qualities of industry, perseverance, and diligence when it comes to employing the tools of scholarship in the classroom? (p. 99)

She went on to say, "Teachers must model scholarship with a standard of excellence. We must elevate our students to this same standard of excellence everyday" (p. 99).

Lawrence, Burton, and Nwosu (2005) found that with the absence of instruction using biblical reasoning, secular influences are not challenged and may be, by default, reinforced. Because Christians have left this thinking out of their education, most have been conditioned to think secularly. They also stated that learning with biblical reasoning enables the learner to see life as integrated rather than viewing the part of life that deals with God and the part of

life that deals with other matters as being separate issues. All issues within life, whether from work, school, family, or spiritual, revolve around the biblical principles instilled during the time of education.

Systems in education depend upon reading through information, finding facts, and recording those facts as answers to questions given by the text. The system becomes more important than the information or the learner. A method emphasizes the process of obtaining a goal. A variety of approaches may be used. This allows for enrichment of individual learning styles (Andreola, 1998). With instruction incorporating biblical reasoning, facts in individual courses are presented, but they are seen:

As revelatory of God and as channels for service and communion with him. The effective Christian school chooses and teaches concepts and skills as means to an end, and not as ends in themselves. The concepts and skills point to the marvelous deeds and power of the Lord, his grace in Jesus Christ, and how God has created a world for us for which we must care. (Van der Walt & Zecha, 2005, p. 181)

Van der Walt and Zecha (2005) felt that modeling is an important portion of the education process, and that teachers should lead students, guiding them gently toward learning. Burton and Nwosu (2003) defined three categories of faith and learning identified by faculty members involved in previous studies: intellectual, lifestyle, and discipleship. Over half of the faculty members in this study identified definitions that fit into the intellectual category. The intellectual category specified a definition identifying the integration of faith and learning as “thinking Christianly and finding a balance between the sacred and the secular” (p. 104). Students in the Burton and Nwosu study felt this approach to learning extended their learning beyond the coursework they had just completed.

Burton and Nwosu (2003) found that students felt the integration of faith and learning had to be more than simply adding a devotion or prayer at the beginning of class. A later study by Lawrence, Burton, and Nwosu (2004) stated that one of the primary purposes of this sort of education is producing students whose academic learning is saturated with godly wisdom. Van der Walt and Zecha (2005) felt the goal of Christian education is to help students to become “responsible disciples of Christ” (p. 180). Because of the relationship Christians have with the Godhead, studies of this nature (Burton & Nwosu, 2003) have a unique ability to show the subject in the light of its relationship to and revelation of God. A holistic and integrated Christian worldview is developed, explored, and continually developed. If the truth of what students have to learn depends on the authority of the teacher, the school fails (Van der Walt & Zecha, 2004). Children should learn from first hand sources—really good books, experimentation, research with primary sources. Students should be allowed to explore books themselves and not be subjected to second hand speech from their teacher (Andreola, 1998). Students learn best by doing. When students are involved actively with research-based inquiries, they “develop more sophisticated levels of intellectual development” (Healey, 2005, p. 191). In order to discover truth, students must be trained to think critically and be problem-solvers (Van der Walt & Zecha, 2004).

Van der Walt and Zecha (2004) stated, “The distinctiveness of teaching in an effective Christian school is that it restores to the facts their God-given meaning. The study of the creation becomes a way of knowing God—having fellowship with him and serving him” (p. 181). It is important that the foundational principles of any discipline remain at the forefront of study. “All disciplines have historical, philosophical, and theological principles and assumptions that underlie them” (Burton & Nwosu, 2003, p.105). It is imperative that

learning activity be linked with critical thinking. When active learning and critical thinking are linked, the student gains the ability to think critically in other areas as well (Healey, 2005). Teachers who teach using this method must learn to listen to the Word of God. They must have a consistent daily walk with God in their own lives. Students should be given the opportunity to experience the presence of God in the learning process. Teachers should be available to listen to these experiences in their students' lives (Van der Walt & Zecha, 2004).

Two effects of integration of faith and learning are the building up of a biblical worldview and the understanding of how the Bible is the foundation for the study of the arts and sciences. In this approach to learning the student no longer makes a separation between everyday life and walking with God (Burton & Nwosu, 2003).

Andreola (1998) quoted Charlotte Mason as saying:

The idea that vivifies teaching...is that 'Education is a Science of Relations'; by which phrase we mean that children come into the world with a natural [appetite] for, and affinity with, all the material of knowledge; for interest in the heroic past lives, about strange places and strange peoples; for a wish to handle material and to make; a desire to run and ride and row and do whatever the law of gravitation permits. Therefore...we endeavor that he shall have relations of pleasure and intimacy established with as many as possible of the interests proper to him; not learning a slight or incomplete smattering about this or that subject, but plunging into vital knowledge, with a great field before him which in all his life he will not be able to explore. In this conception we get that touch of emotion which vivifies knowledge, for it is probable that we feel only as we are brought into our proper vital relations. (p. 29)

God creates each person individually for an individual purpose (Slater, 1965). “Everything in God’s universe is revelational of God’s infinity, God’s diversity, God’s individuality. God creates distinct individualities. God maintains the identity and individuality of everything which He created” (Slater, 1965, p. 65). Schools that recognize this individual gifting in students will avoid uniform curriculums which leave many gifts buried. Diversity in education allows for individual gifts to immerge and develop. Because of God’s emphasis on the gifting of his children, effective educators in effective schools focus on identifying those gifts in their children and teach to those gifts (Van der Walt & Zecha, 2004). Howard Gardner, the researcher of multiple intelligences, defines intelligence as “a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture” (1999, p. 33-34). Those who see intelligence as something that can be developed, have a tendency to go for learning goals rather than performance goals. These people will place high importance on increasing their competence (Bolhuis & Voeten, 2004). As students grow, they may add to areas of intelligence that were once weak. Intelligences are potentials (Gardner, 1999).

In the Ucak, Bag, and Usak study (2007) it was found that, as students were allowed to pursue learning according to their dominant intelligences, they learned more and were more actively involved in their own learning. It was also found that students involved in this study not only learned more, but they also increased in their love for learning. Additionally, Ozdemir, Guneyusu, and Tekkaga (2006) found that instruction using methods that support multiple intelligences actually helps to develop the weaker intelligences in a student. This study also found that instruction that acknowledges and accommodates the different intelligences of learners leads to better acquisition and retention of knowledge. Especially

when instruction incorporates bodily-kinesthetic activities, higher retention is found following learning. In order to accommodate learning respecting multiple intelligences, the instructor must be aware of multiple intelligences as a theory and practice. Further, the instructor must be aware of the dominant intelligences of the students participating in the instruction and strive to facilitate them within the instructional period (Ozdemir, Guneyasu, & Tekkaga, 2007).

The locus of integration for faith and learning can be found either in the educator, the student, or both. If the locus is in the parent/educator, it is developed mostly in the planning stages. If the locus is in the student, the process is internal. The parent may or may not affect this process. This integration can, however, occur in both loci simultaneously (Burton & Nwosu, 2003). Before a person can develop mastery of a given skill, they must first develop confidence in relationship to that skill. They must understand that they have the aptitude to perform the task (Graven, 2004).

It is important that the instructor be able to convince the learner that he or she can be successful with the new learning (Russell, 2006). The Graven study (2004) found that confidence is a by product of learning. Subjects in this study stated that confidence was a direct result of their increased knowledge about teaching and practices. Graven also found, when educators develop confidence, it contributes to their becoming lifelong learners in their field. Smith and Ragan (2005) defined instructional design as referring “to the systematic and reflective process of translating principles of learning and instruction into plans for instructional materials, activities, information, resources, and evaluation” (p. 4). Adult learners need supportive materials, opportunities for collaboration and practice, as well as effective scaffolding to make learning permanent (Knight & Sutton, 2004). Instructional

design answers the questions: “Where are we going? How will we get there? and How will we know when we have arrived” (Smith & Ragan, 2005, p. 8)? The pedagogical approach is a critical component of the integration of biblical reasoning into learning (Lawrence, Burton & Nwosu, 2005).

If this integration of faith and learning is the responsibility of the teacher, this person must be adequately equipped to design courses, activities, assignments, and assessments that will result in learning through reasoning biblically (Burton & Nwosu, 2003) The Burton and Nwosu (2003) study supported the idea of the preparation of the educator. “How the material was presented was just as important as what was presented” (p. 130). According to these researchers, the requirement on the educator is commitment to working with integrating faith and learning, and giving the required time to planning in creating coursework appropriate for the individual student. Students in the Lawrence, Burton, and Nwosu study (2005) stated that the structure of the learning activities and the methods employed by the instructor were the key components to the integration of faith and learning. These students expressed a noticeable preference for seeing biblical reasoning through instructional strategies and procedures. In the Burton and Nwosu study (2003) students defined integration of faith and learning in terms of “primacy of faith over all knowledge, or faith as the organizing construct for knowledge” (p. 118). One student stated that it is “weaving God through the fabric of all subjects” (p. 118). When the instructor masters the pedagogical approaches that facilitate the teaching-learning process, the task of facilitating faith and learning integration becomes more manageable (Lawrence, Burton, & Nwosu, 2005).

Parent/educators need to become students of learning. In doing so they are able to apply techniques to the learning of their students. Understanding of the learning processes

incorporated in various teaching methods is the key to enabling students to learn (Lawrence, Burton, & Nwosu, 2005). Subjects of the Graven (2004) study “began to see learning as an integral part of being a professional, irrespective of one’s level of formal education” (p. 205). Students studying to be teachers have expressed the view that the integration of faith and learning is primarily a teacher activity. The ultimate goal is for students to incorporate the integration of faith and learning into a lifelong habit of self-learning (Lawrence, Burton, & Nwosu, 2005).

If a student can be encouraged to regulate his own learning, his motivation will increase. Learning in this way is more stimulating than learning which is impressed upon the learner externally (Bolhuis & Voeten, 2004). As teachers model the learning process, they should gradually back away allowing the students to take charge of their own learning. The teacher moves into a mentorship role (Van der Walt & Zecha, 2004). “When this kind of power is combined with our understanding of how people learn, we can guide our students to learn with eyes of faith” (Lawrence, Burton, & Nwosu, 2005, p. 47). The purpose of this type of education is to enable students to see God at work in every aspect of life. Burton and Nwosu (2003) quoted H. Rasi in a 2003 personal communication as saying:

Teachers interested in faith/learning integration approach their subjects from a biblical-Christian worldview perspective, discovering in the subject matter the themes and issues that naturally allow for an explicit connection between the curricular content, on the one hand, and the Christian faith, beliefs, and values on the other. Teachers highlight these connections in their course plans, lectures, student assignments, class discussions, thought questions in examinations, and other learning experiences, with

the goal of leading their students to develop their own Bible-based view of knowledge, values, life's purpose, and destiny. (p. 107)

Teachers who master this form of instruction “make formal instructional plans for the integration of faith and learning in their classes” (Burton & Nwosu, 2003, p. 107).

Adults enter new learning experiences to create change in their skill levels, behavior, knowledge, and attitudes (Russell, 2006). Lawrence, Burton, and Nwosu (2005) identify transformational learning as encompassing “the overall perspective individuals acquire when they learn in an atmosphere open to God's direction and seek to find meanings that are centered in God. They are able to view their role in the world as people who are prepared to serve as God calls them” (p. 30). Neo-Piagetians have found increasingly complex thought emerging in early adulthood. “Adult thinking has been found to be increasingly flexible, dynamic, contextually based, and efficient when compared to that of younger learners” (Knight & Sutton, 2004, p. 50). “Advanced adult thinkers are believed not only to understand and reflect on complex systems of abstract ideas, but also to consider their role as individuals in interpreting and interacting with these systems of abstract ideas” (p. 51). Past experiences of adults will provide a hook on which to hang new learning, making the learning experience more meaningful. In using these relations, however, it is important to watch for negative past experiences in students as these experiences may inhibit learning (Russell, 2006). Adults demonstrate a higher level of motivation than younger learners. Their experience is broader, and their engagement in the learning process is more active. It is important to predetermine the learning style of the adult. Adults tend to learn in the same ways they did as children.

The learning environment needs to be safe, non-threatening, encouraging, and mutually respectful. This is strongly influenced by the behavior of the teacher during and around instruction. Basic ground rules presented by Shaunessy (2000) were:

- Probe beyond simple, convenient, yes/no questions;
- Consider the specificity or vagueness of the questions and purpose;
- Divvy up summarizing and concluding responsibilities among students;
- Respond to student responses in an encouraging way;
- Wait for responses to questions with adequate student think time given;
- Pose a variety of types of questions;
- Address students by name during questioning; and
- Avoid judgments, criticism, and condescension. (Shaunessy, 2000, p. 17)

Watching for and not crossing over the line of frustration while at the same time providing challenging learning opportunities create environments of accelerated learning.

Russell (2006) quotes C. R. Rogers as stating that the adult learning process is facilitated when:

- The learner participates completely in the learning process and has control over its nature and direction.
- It is primarily based upon direct confrontation with practical, social, or personal problems.
- Self-evaluation is the principal method of assessing the progress or success. (p. 350)

As in children's learning, the key to adult motivation is the teachable moment. Adults need to hear when they are doing well with new information and skills (Russell, 2006).

“When we expect differences in students' cognitive levels and processes as they construct

new knowledge, we can recognize, plan for, and support appropriate variations in student learning rather than be perplexed by them” (Knight & Sutton, 2004, p. 53). The fact that a person shows strength in one area is not a great predictor of success in another area (Gardner, 1999). Adults want to choose their own learning experiences. When adults are able to pursue their own goals in learning, they are more successful (Russell, 2006). Adults need to be convinced of a need for new learning for learning experiences to be effective. Barriers to learning in adults include lack of time, lack of confidence, lack of information about opportunities to learn, scheduling problems, lack of motivation, and complicated procedures. Adults are active learners. They need opportunities to try out the new learning to be able to effectively own their new skills (Russell, 2006). Interestingly, adults are more sensitive to discomforts in the learning environment. It is important to maintain a comfortable environment for learning to occur. Russell (2006) quoted Malcolm Knowles, an expert in the field of adult learning, as describing “adult learning as a process of self-directed inquiry” (p. 349). Adults need trusting relationships in which to learn. They want to be clear on the expectations placed upon them.

Because of the individuality of curriculum developed specifically for a local church body, churches using their own curriculums are observing the program’s unique ability to encourage relationships among the participants. Because of the development of trusting relationships within the groups, the learners experience a richer learning opportunity. Relationships are pivotal to adult learning. Adults need the opportunity to have access to study and teaching, but for real learning to flourish, they need the opportunity to apply their deep thinking to their lives. Relationships give a forum for this thinking and learning to occur (Paschal, 2006). Neo-Piagetians find that cooperative learning is invaluable in retaining new

learning along with the idea of working within the context of existing knowledge in order to make strong connections with new learning (Knight & Sutton, 2004).

Ciardiello (1998) quotes Aristotle as saying, “these, then, are the ...kinds of questions we ask and it is in the answers to these questions that our knowledge consists” (p. 210).

Youmans (1998) stated:

The teacher must think beyond isolated subject matter (information) and teach principles and objectives that transcend the facts. Rather than spoon-feed predigested answers, he guides and directs the student’s thinking along a pathway with leading ideas and questions, so that the student can figure out answers for himself. (p. 105)

“Teaching is as much about what we ask students as what we tell them. Strategic questioning enables teachers to check for comprehension, keeps students engaged, and deepens students’ understanding of complex concepts” (Feldman, 2003, p. 8). Appropriate, skillful questions give great contributions to the facilitation of learning (Hootstein, 2002).

Wigle (1999) explained:

A questioning strategy should achieve several goals. It should: actively involve all students in the learning process; encourage all students to make an effort to prepare a response; allow adequate wait time for cognitive processing; and facilitate opportunities for students to engage in higher-level thinking. (p. 2)

Research has found that the use of questioning strategies enhances reading comprehension (King, 1991). It is very important to phrase questions simply and then give pause to allow sufficient time for learners to process the information and formulate an answer. When an answer is given, it is often possible to probe further in helping the student

learn to support their ideas (Hootstein, 2002). Research shows that when wait-time is extended, student answers contain more depth of reasoning (Feldman, 2003).

Students are more likely to become effective questioners if we;

- Demonstrate genuine questions before, during and after reading
- Are explicit about how and why questioning strategies help with comprehension
- Provide appropriate interesting reading material that is likely to generate a range of questions
- Monitor students' use of questioning and provide additional guidance as required (Hervey, 2006, p. 69)

Teachers who want students to ask quality questions must, themselves, ask quality questions (Hervey, 2006).

One method for teaching the art of learning is to ask questions that:

1. Probe meanings
2. Request reasons and evidence
3. Facilitate elaboration
4. Keep discussions from becoming confusing
5. Provide incentive for listening to what others have to say
6. Lead to fruitful comparisons and contrasts
7. Highlight contradictions and contrasts
8. Elicit implications and consequences. (Youmans, 1998, p. 106)

Wigle (1999) described the need to build questioning in instruction by probing deeper than the obvious:

Build by soliciting multiple student responses before reaching closure on a question.

Building allows an opportunity to encourage open-ended, higher-level thinking for students. Such opportunities often are missed when the “correct” answer is concluded too soon in the response process. (p. 2)

Chin’s (2004) study found using questions that require lower level mental operations were not connected with positive learning outcomes. This implies that questions of this type do not contribute to the quality of teaching. It further implies that in order to promote higher level thinking, questions beyond simple recall must be employed.

Research suggests the best approach in choosing questions for instruction is a random choice of the various cognitive levels for questions (Feldman, 2003).

King (1991) described metacognition as “planning, monitoring, and regulating one’s cognitive processes during learning, and includes such activities as setting learning goals, selecting learning strategies, matching strategies to task demands, and comprehension-monitoring” (p. 331).

King (1991) went on to describe self-questioning as a metacognitive activity:

Self-questioning is considered to be a metacognitive strategy because it functions as a form of self-testing that helps learners keep a continuous check on their understanding during learning; that is, the metacognitive process of self-questioning is used to control the cognitive processes of comprehension. Specifically, asking and answering questions for themselves during learning has been found to help students control such specific confirming assumptions, making predictions, discovering gaps in understanding, and remediating comprehension failure. (p. 332)

Students who learn to ask questions, rather than simply answering them, learn to become critical readers (Hervey, 2006). In an earlier study it was found that students who employed such questioning strategies significantly improved their own learning. Employing the efforts of a discussion group was not as effective. And the performance was better with those who employed peer questioning groups over simply self-questioning (King, 1992). Because students are searching for questions they want to know the answers to, self-questioning is the most potent formula for learning present (Ciardiello, 1998). Burton and Nwosu give the example of teachers creating questions:

When teachers create questions during the process of teaching (questions not written before the class begins), the vast majority of questions asked, ask for what students remember or understand. These low level questions do not produce deep learning and are therefore not efficacious for integrating faith and learning. Thus, the pedagogical approach to integrating faith and learning casts the [teacher] as an active agent by affirming the ability to plan for the integration of faith and learning. (Burton & Nwosu, 2003, p. 107)

In the quest for excellent guiding questions, educators should examine the topic, theme, or concept of the curriculum. It is sometimes helpful to ask the newspaper questions: who, what, when, where, how, and why (Traver, 1998). Guiding questions create structure and give purpose to a lesson. Guiding questions embrace a number of points of view. One should not expect to ask more than two or three guiding questions per lesson as one of these questions will, in itself ask many others. Great guiding questions author great lessons. Guiding questions are open ended, and focus inquiry in the direction of the topic studied. They do not make judgments, but answering these questions requires higher levels of

thinking. They encourage students to think deeply about their topic. Guiding questions are short and to the point. They contain only a few words that demand much of a learner's mind (Traver, 1998). King (1992) found that guided questioning sessions had the most impact on student learning over discussion groups and simple self-questioning.

In 1991 King found that posing questions during lectures helped to enhance comprehension while listening to information. Self-questioning during lectures allows students to make connections with prior learning and helps in filling gaps of missing information (King, 1991). When elaborations are generated by the learner, the reasoning is more personal and, therefore, more effective than elaborations supplied by an instructor. This fits with Piaget's Schema theory as the learner is able to fit new concepts into existing schema in their own lives (King, 1992). Schema theory states that knowledge is collected and assimilated as a concept and is attached to knowledge of the same category. Schemas are "clusters of related ideas" (Smith & Ragan, 2005, p. 154). Self-questioning as a learner practice enhances the advocacy of the learner as well as contributing to the ability of the learner to become a lifelong learner (King, 1991). Concerns of using self-questioning strategies during lectures are that the questions could be distracting and cognitive load could be a problem as well, with learners trying to manage too much mentally to be able to absorb the information adequately.

Students need training in this practice. First, they need to learn to tell the difference between simple recall questions and high-order questions which require recall, but take the learner further into analysis and application of the information (King, 1991). An effective form of teaching mentioned by Ciardeillao (1998) is that of reciprocal teaching. In this strategy, the "teacher and student take turns asking and answering each other's questions

about a reading or a picture” (p. 210). Motivation is a tremendous influence on the students’ ability to learn using questioning strategies (King, 1991).

In training students in questioning strategies it may be helpful to provide a list of generic question stems such as those in the following table presented in King’s (1992) study:

Generic Question Stems

What is a new example of...?

How would you use ...to...?

What would happen in ...?

What are the strengths and weaknesses of...?

What do we already know about...?

How does...tie in with what we learned before?

Explain why...

Explain how...

How does...affect...?

What is the meaning of...?

Why is ... important?

What is the difference between... and ...?

How are...and ...similar?

What is the best..., and why?

What are some possible solutions for the problem of...?

Compare...and ...with regard to...

How does...effect...?

What do you think causes...?

Do you agree or disagree with this statement:...? Support your answer. (p.113)

This additional table illustrates the scaffolding movement between teachers and students as students become more able to practice questioning strategies in their own learning:

Gradual Release of Responsibility

Student Responsibility	Teacher Responsibility
Watch, listen and respond	Introduce and model questioning strategies
Participate and respond	Demonstrate questioning strategies in shared reading
Begin using questioning strategies with support	Support students as they practice questioning in guided reading
Practice and problem-solve	Observe students as they practice independently

(Hervey, 2006, p. 69)

Elaboration on new material is one of the best ways to hold onto new learning. Such elaborative learning helps the learner make connections between the new learning and previous knowledge, thus helping the learner to understand more and remember more (King, 1992).

Shaunessy (2000) stated:

Reflective questions encourage students to consider their thinking processes and examine their strategies in a metacognitive fashion. By posing questions during and after learning, teachers can debrief students, which can bolster future efforts.

Meaningful idea exchanges during which time the teacher must carefully plan what sort of follow-up questions to ask [can aide in helping] students to clarify murky ideas.

Reflective questions are also a way to stimulate conversation and examination of basic assumptions. Students must learn to consider how and why their thinking is so and

what has led them to their conclusions. In this manner, the teacher focuses learning on the investigation of student ideas to bring about further discussion and turns students' statements around into questions that challenge students to think more deeply about their thinking. (p. 3).

Findings from King (1991) were consistent with studies which examined self-questioning during reading comprehension. Students, who are trained in questioning strategies for classroom lectures, retain significantly more than students who do not engage in this practice. King found that it may be more efficient to incorporate cooperative learning into questioning strategies for learning.

With practice, formative assessment can be imbedded in instruction so that it appears to be a part of the instruction. When formative assessment focuses only on how a learner feels about a given subject, information of student readiness is inadequate. Questioning strategies can aid in diagnosing learning problems. "Changing the quality and focus of a question can have a powerful impact on engagement and understanding" (Ecclestone, 2006, p. 3). Metacognition is thinking about one's own thoughts, and it can be used for self-assessment using the Know, Want, Learn (KWL) method. As educators need to be abreast of knowledge areas in which they are teaching, they need to develop the habit of lifelong learning. Parent/educators need to be proficient in the area of self-assessment (Mok, Lung, Cheng, Cheung, & Ng, 2006).

The KWL method is designed to raise the awareness of learners and develop their metacognition. Research evidence suggests that individuals, who have better knowledge and awareness of their learning-selves, including their knowledge status and learning targets, are more able to engage in regulating their own learning, which in

turn has positive effects on learning outcomes and self-efficacy. Further, research shows that providing students with periodic feedback on their learning progress and supporting them in self-monitoring are the most effective strategies to enhance learning outcomes. Through the three self-assessment questions, the KWL method is designed to heighten metacognition of the learner throughout the learning process and provide a tool for feedback on their own learning. (Mok, et al., 2006, p. 419)

The KWL strategy aids the learner in making connections between existing knowledge and new learning. Additionally, the heightened level of metacognition facilitates deeper learning. For the purposes of this study (Mok, et al., 2006,) participants were asked to use the following criteria for self-assessment:

K	At the beginning learning students are asked, "What do you know about (this topic)?" The self-assessment is on prior knowledge.
W	At the beginning and during learning, the students are asked, "What do you want to know about (this topic)?" The self-assessment is on motivation to learn.
L	At the end of learning, students are asked, "What have you learned about (this topic)?" The self-assessment is on the outcomes of learning?

(p. 418)

Instructors' evaluation of the learner's KWL recordings gives the instructor an accurate description of student learning (Mok, et al., 2006). This study showed that learners had not only progressed in their knowledge structure, but they also developed in their metacognitive skills as well. They also found that the KWL method was further enhanced when used in conjunction with other methods such as concept mapping and reflective methods.

Chapter Three

Curriculum/Instructional Strategy

Introduction

This curriculum was designed in a seminar fashion. All of the sessions can be completed in less than an hour, easily allowing for breaks as the group sees fit. Direct instruction was implemented with PowerPoint® sessions guiding the instructional input. Students were given KWL (Know, Want, Learn) charts at the beginning of each session, with the exception of session one, for self-assessment. Guided practice was given toward the end of instruction with an opportunity of independent practice at the end of each session. The end goal was for the students to have the opportunity to build a lesson plan they could use with their students at home.

Necessary materials included a notebook computer, projector, whiteboard, markers, paper, and writing tools. It was also necessary to have a library available on site for planning. At the minimum this library needed to include: *The American Dictionary of the English Language*, the *Noah Plan Curriculum Guides*, *Strong's Concordance*, a Bible, *Teaching and Learning America's Christian History*, and *The Christian History of the Constitution*. These books along with other helpful books are listed in the *Resource List* (Appendix A).

It was necessary to write this curriculum in such a fashion that there were virtually no prerequisite skills. Home-school families come with differing amounts of abilities and needs. This curriculum was designed in such a way as to meet the needs of beginning lesson planners, as well as providing a challenge to more advanced parent/educators. As beginners were working through their first plan, more advanced learners could work on an entire unit.

This curriculum was written for home-school parent/educators although it could also be used for teachers beginning in planning for subjects incorporating biblical reasoning.

Lesson One

Introduction to Lesson Planning with Biblical Reasoning

A Starting Point:

Principle:

The fear of the Lord is the beginning of knowledge: but fools despise wisdom and instruction. –Proverbs 1:7

Leading Idea:

Planning instruction with biblical reasoning is the key to complete learning.

Objective:

The learners will compare and contrast the advantages and disadvantages of teaching lessons through a pre-packaged program and individually planning lessons with biblical reasoning as the foundation of the lesson by recording responses on a t-chart during instruction.

Materials:

1. PowerPoint® software
2. "Lesson 1—Introduction" PowerPoint file
3. Notebook computer
4. Projector
5. *Prepackaged Programs vs. Individually Planning with Biblical Principle* (Appendix B)
6. *Know, Want, Learn Chart* (Appendix C)
7. White board
8. White board markers
9. *Notes Page—Introduction* (Appendix D)

Before You Teach:

Welcome to learning more about our Lord through the subjects we teach in school. When we are alert to what we can learn, God will reveal himself through the everyday subjects of math, science, reading, grammar, etc. However, we must be looking for what he has to show us in order to receive what he would reveal of himself to us. For that reason, our starting point will always be a biblical principle—either a stated biblical principle or actual scripture. Because so much is yet to be discovered in God’s creation, our knowledge is always partial, but if we use his Word, his principles, as a starting point, we’ll always be tethered to the truth just as a farmer used to tether himself to his house when searching for his barn in the midst of a blizzard.

Before meeting with your group to teach this lesson, be certain you have made the appropriate number of copies for each of your students of:

- ❖ The *Notes Page—Introduction* (Appendix D—this will aid your learners in the taking of notes)
- ❖ The *Prepackaged Programs vs. Individually Planning with Biblical Principle* T-Chart (found in Appendix B), and the *Know, Want, Learn Chart* (Appendix C—this will help your students to plan appropriate questions for you and for themselves through showing them what they already know and what they want to learn).

Also, review the teacher notes page. This page is similar to the student notes page with the exception of the notes for each slide being available for your use.

Let me also suggest that you fill out a KWL chart for yourself as you prepare for this lesson. What do you already know about this subject? What do you want to learn about this subject? What are you learning as you review and prepare? Your students will likely ask you questions you will not immediately know how to answer. Do you know where to go to find your answers together? The mark of a great teacher is not one who knows all the answers. It is one who can guide the student in his or her search for knowledge. Search out the answers together; by doing so, you will also be a model of educational scholarship as they will want to be for their students as well. Check the *Resource List* (Appendix A) for ideas for finding answers or contact the author of this study.

Instruction:

Introductions: Allow time to introduce yourself. Tell the students why this method of instruction is important to you. Ask each student to introduce himself including:

- ❖ Their name
- ❖ Something interesting about himself, and
- ❖ Why they chose to take this course

Preassessment: Distribute copies of the *Know, Want, Learn Chart* (Appendix C). Allow students time to fill in the chart. You may want to introduce this activity by explaining the chart.

Say:

This chart is designed to pinpoint your starting place with the information we are covering in this seminar. What do you already know? What do you want to learn? As well as eventually recording

what you learned and how your thinking changed as a result of the information you receive.

In this first session we will be discussing the advantages of planning lessons specifically for our own students vs. purchasing a preplanned program. Please take a few minutes to record your thoughts regarding what you already know about this in the “K” column, and what you want to learn in the “W” column. For now leave the “L” column blank. We will address that column at the end of the first lesson.

Give the students time to record their thoughts (five to ten minutes).

Discuss the students’ answers:

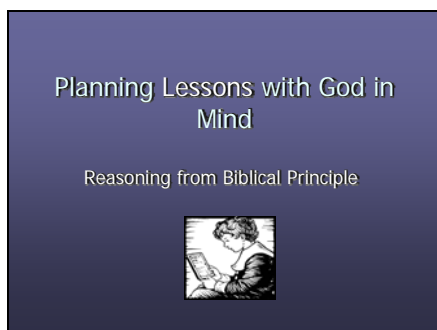
Ask the students to share their answers. As they do, record on another blank *Know, Want, Learn Chart* statements that you want to direct your attention to through the lesson. You may find a question that you know will be answered in a particular place during this lesson. Write the student’s name beside their questions so that you can direct their attention to the answers they seek when you reach that portion of the lesson.

PowerPoint® Presentation:

Start the PowerPoint® using *Lesson1_Introduction* on the PowerPoint® CD included in this program package.

Distribute the *Notes Page—Introduction* found in Appendix D for Lesson One. Instruct the students that these pages are the convenience of their personal notes so that they can more easily follow along as the discussion progresses. The notes pages will also prevent them from the need to copy everything from the PowerPoint® freeing them to take other notes and more fully participate in the discussion.

Slide One:

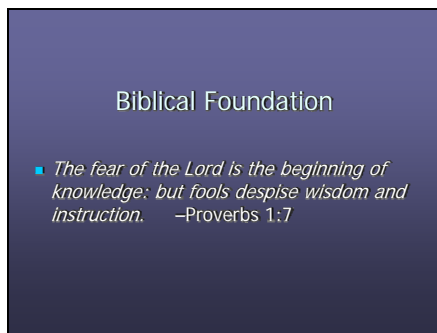


As you present this title slide tell the students:

God loves to teach using parables, thought provoking questions, and examples. Rarely, if ever, do we ever see him simply giving us the answers. We find this in observing the teachings of Jesus in the books Matthew, Mark, Luke, and John in the New Testament. Jesus told stories. He did things that challenged the peoples' thinking. He asked questions. And he always gave credit to the Father. (John 8:28 says: *So Jesus said, " When you have lifted up the Son of Man, then you will know that I am the one I claim to be, and that I do nothing on my own but speak just what the Father has taught me."*) He is our model teacher. In all Jesus's teachings he used everyday subjects and events to lead his learners back to the Father. This is what we will do as we plan and direct lessons for our learners through this methodology.

Go to slide two.

Slide Two:



As you present this slide tell the students:

The Bible itself tells us that God is the beginning, or, in other words, "the starting point", to knowledge. In Proverbs 1:7, Solomon told us that, "The fear of the Lord is the beginning of knowledge: but fools despise wisdom and instruction."


Go to slide three.

Slide Three:

At this time, distribute the *Prepackaged Programs vs. Individually Planning with Biblical Principle* T-Chart found in (Appendix B). Instruct the students that as the following slide is presented, they are to fill in the pros and cons of each method of planning education for students.

Why is it important to spend time planning?

- God's Principle of Individuality
- Modeling scholarship
- Accuracy in instructional material
- Weaknesses of prepackaged programs



Before showing the bullet points for this slide, explain the chart, defining *Prepackaged Programs* as those programs that are purchased for the given school year which include all the calendars of what to teach on a particular day with all materials included. Say:

These programs are really handy for new teachers and home-schooling parents as they keep lessons on track and tell the instructor everything she should say and do. They keep all this on a predetermined calendar as well, so even the scope and sequence is predetermined.

Define the *Planning* column as referring to the practice of planning coursework individually for each student. Say:

This method refers to using a scope and sequence (a plan as to what is to be taught) to write individual educational plans for each student or even going as far as writing your own scope and sequence. This method of planning for lessons does require much more planning; however, materials can be built from an existing home library or checked out from a local library. It is possible to purchase curriculum guides that cover Kindergarten through twelfth grade from the Foundation for American Christian education. These guides are mentioned in the *Resource List* found in your student packet.

It would be helpful to show and pass around a couple of these guides at this point if you have them available.

Ask:

Why is it important to spend time planning?

Give time for discussion and making some recordings on the T-chart where appropriate. (Answers for this question may include: Planning makes it easier

to have a direction. Planning for my individual student enables me to tailor things specifically to him or her. Personal planning makes it easier to adjust when things don't go as planned. Personal planning allows for *teachable moments*. Personal planning allows me to include learning activities in family trips and vacations.)

Bring up bullets discussing one by one.

For bullet one say:

God's principle of individuality states that everything and everyone was created individually for a given purpose. In applying this principle to our students, we must remember that they are each created uniquely by God for a given purpose. Ask any parent with more than one child and you'll find that no two children are alike. Every student has different talents, intelligences, skills, and needs.

Planning for the individual saves a great deal of money since a single program for a single subject, such as mathematics, for a single grade level can cost from \$150 to \$600.

For example, a typical family could easily spend \$1500 per student per year on necessary homeschool curriculum as compared to a family schooling with this method averaging \$500 per year for materials and outside lessons, such as piano and sports, for the entire family.

Materials for this method can include library books, internet research, as well as books recommended on the Resource List. These resources are not disposable, some can be checked out from the library, and the remainder is used from year to year versus buying new materials every year.

This method of planning can easily support the multiple intelligences of individual children as the instructor plans activities to support the individualities found in each of her children. A child with special needs benefits from tutorial education. If this one-on-one education is especially designed to meet the needs of a special needs child, the child has a much better chance of meeting his potential. Family needs can be met through this method. For example, if a child sees a NASA space shuttle launch, he or she may develop an intense interest in aerospace science. A science lesson can be redirected in this direction. The student may be given an opportunity to interview an astronaut who lives in their area. A field trip to NASA in Houston or in Cape Canaveral could be planned.

Students should be encouraged to love learning by developing the individual interests of the student.

A word of caution should be noted here: Individualizing instruction is important to meet individual needs of students, but this must also be kept in balance with a positive direction in the student's education. We must be careful not to leave gaps. It could be helpful to refer to your state's standards for education as a guide, or to curriculum guides such as the ones I showed you to maintain a balance between pursuing the individual interests of the student and requirements necessary to provide a complete education.

Ask:

In light of what we know about honoring God's principle of individuality, where could that be placed on the T-chart? Why? (It can be placed on the *Personal Planning* side because writing published curriculum is done for the mass of children at the same learning level. Although individuality can be added into planning for prepackaged programs, that involves planning. Individuality cannot be brought into a lesson without some planning by the instructor.)

Bring up bullet two and say:

As parent/educators plan for their children's education, scholarship is modeled. Students observe the importance their parents place on learning, understanding that education is not purely about receiving a diploma. Learning is a life-long endeavor.

Bring up bullet three and say:

Whether you are using a prepackaged program or writing your own material, it is important to insure the accuracy of what is taught. Scientists make new discoveries everyday. Sometimes what we thought was true one day is discovered to be false. The truth didn't change, but what we knew about the truth did change. There are disagreements between grammar programs about proper usage. What usage rules will you teach? Writing curriculum gives you the power to check the facts for yourself. Modeling checking the authority behind what is stated teaches your children to not always accept every detail at face value. It is always profitable to ask the question, "How do you know?" and then to know how to check the answer for oneself.

Bring up bullet four and say:

- ❖ Prepackaged programs carry an expense beyond what a personally designed method carries.
- ❖ Prepackaged programs cannot tailor themselves to an individual child.
- ❖ There is a tendency to simply trust the sources of the prepackaged program rather than checking them with primary sources.

At this time give the students time to fill in additional advantages and disadvantages for both ways of planning for the education of children. Encourage suggestions from the learners and model a T-chart on the white board writing their responses in the appropriate columns. Point out that some may see the additional time required for writing one's own curriculum as prohibitive.

Go to slide four.

Slide four:



Bring up the entire slide with all the bullets and say:

The notebook approach is an excellent way to organize one's thoughts both for the instructor as they research and organize materials for instruction and for the student as they complete and organize their own learning. The notebook becomes a written record of the child's learning. It also becomes a text that can be referred to throughout the educational career of the student. It is not uncommon for students (even elementary level students) using this approach to refer to notebooks of past grade levels for answers to questions they have about new learning.

They remember studying a topic and want to look back to find an answer they are seeking. Notebooks are no longer disposable after having been graded. Student work takes on a new, permanent value.

Research recorded by the parent/educator is also permanently catalogued by subject. There are subjects that are taught more than once—such as American History. Previous research can be built upon to give a deeper and richer story to the students. This also lessens the tendency to redo work that has already been done. Rather than covering the same ground twice, the home school can cover the same event at a different level or from a different perspective.

There are four divisions to a notebook compiled for this purpose.

- ❖ Research
- ❖ Reason
- ❖ Relate
- ❖ Record

Dividers can be placed in the notebook with these titles or others more fitting to the subject studied, but all four activities need to be covered for accurate, thorough learning.

- ❖ Research is the action of gathering information from different sources. As much as possible students should be encouraged to gather information from primary sources. These are sources that are directly from someone who saw it happen. It can be a letter, a document (like the Declaration of Independence), a journal, a ledger, county records...
- ❖ Reasoning involves taking the information gathered and drawing logical conclusions about the ramifications of those facts. It involves asking questions like, "What would have happened if...?"
- ❖ Relating involves making applications of the facts to society as well as to one's own life. It also involves the ability to tell or explain to others what we have learned.
- ❖ Recording involves making a written record of all of the above.

These four divisions of learning can overlap. In order to remember what we research we have to make a written record. We have to reason in order to relate things to our own lives.

Bring up slide five.

Slide five:



Say:

This slide is a model for our lesson design. In this seminar we will look closely at each level. The model is in the shape of a pyramid. The pyramid has been shown to be the most stable archaeological design. The ancient pyramids of Egypt can still be seen today because of this very fact. The foundation is always the most important. In this lesson design our foundation is biblical principle.

Biblical principle is our starting point for every topic studied.

Next is our objective. Without an objective there is no direction.

A leading idea is the example we use to lead the students to the foundational principle.

Following the leading idea is the preassessment. What do the students know? What do they need to know, and how do we determine that?

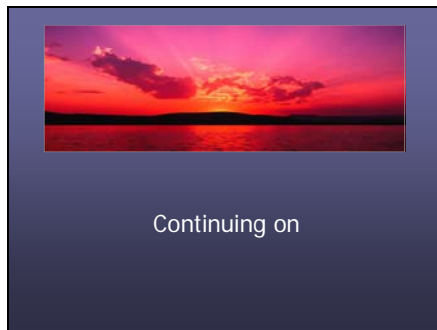
Following this we have our actual instruction. Here is the explanation of how to perform a particular task that illustrates our principle or the telling of an event in history that illustrates a biblical principle or researching facts to find information. This includes whatever activities need to take place to reach our objective and illustrate the principle.

The next step could be included in the instruction if the lesson is one of discovery and research, but most often it stands apart. Students usually need an opportunity to demonstrate their learning. Student practice is the step where we see this happen, and it can occur in a variety of ways.

Finally, we must assess the students to see what they learned and to see if we reached our objective. Have we been able to see the connection between the example and the principle? Additionally, as we look at the assessment, we can evaluate our procedure and see where we need to make changes in our instruction.

Go to slide six.

Slide six:



Assessment:

Say:

Take out your *Know, Want, Learn Charts* and fill in what you've learned during this session of our seminar.

Give the students time to write and then ask:

What did you add to your charts? Do you have questions?

Take some time to answer questions. After an appropriate amount of time refer additional questions to break time and say:

Now we can take a break. After the break we will go through each of the levels of the pyramid in bite size pieces. We will break this down so that you can research and write your own lessons.

Lesson Two

Charting Your Course

A Starting Point:

Principle:

Where there is no vision the people perish. –Proverbs 29:18

Leading Idea:

Achieving a task by planning with the end in mind

Objective:

Using materials for planning lessons specific to the learner, the learners will write an objective with a “description of the terminal behavior or actions that will demonstrate learning, a description of the conditions of demonstration of that action, and a description of the standard or criterion” (Smith & Ragan, p. 97).

Materials:

1. PowerPoint® software
2. *Lesson2_Objectives* PowerPoint® file
3. Notebook computer
4. Projector
5. Writing tools
6. Paper
7. White board markers and white board
8. *Sample Objectives* handout (Appendix E)
9. *Notes Page—Lesson 2—Objectives* (Appendix F).
10. *Example Rubric* (Appendix G).

Before You Teach:

Before beginning this session, be certain you have made the appropriate number of copies of the *Sample Objectives* handout (Appendix E) and *Notes Page—Lesson 2—Objectives* (Appendix F).

Instruction:

Preassessment: Distribute copies of the *Know, Want, Learn Chart* (Appendix C). Allow students time to fill in the chart. You may want to introduce this activity by explaining the chart.

Say:

This chart is designed to pinpoint your starting place with the information we are covering in this session of our seminar. What do you already know? What do you want to learn? As well as eventually recording what you learned and how your thinking changed as a result of the information you receive.

In this session we will be discussing writing objectives. Please take a few minutes to record your thoughts regarding what you already know about this in the “K” column, and what you want to learn in the “W” column. For now leave the “L” column blank. We will address that column at the end of the first lesson.

Give the students time to record their thoughts (five to ten minutes).

Discuss the students’ answers:

Ask the students to share their answers. As they do, record on another blank *Know, Want, Learn Chart* statements that you want to direct your attention to through the lesson. You may find a question that you know will be answered in a particular place during this lesson. Write the student’s name beside their questions so that you can direct their attention to the answers they seek when you reach that portion of the lesson.

PowerPoint® Presentation:

Start the PowerPoint® using *Lesson2_Objectives* on the PowerPoint® CD included in this program package.

Distribute *Notes Page—Lesson 2—Objectives* found in Appendix F for Lesson Two.

Slide One:



As you present this title slide say:

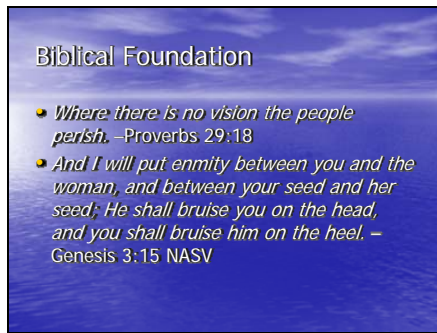
This title slide really tells a story. If you were the captain of a ship, and this was your view. How would you know where to go?

Allow time for the students to answer. Possible answers might include: first you would have to know a destination; you would have to plan a route; When they have had sufficient time to discuss, say:

This is the same job an objective fulfills. It tells us where we want to be when we have completed our task.

Go to slide two.

Slide Two:



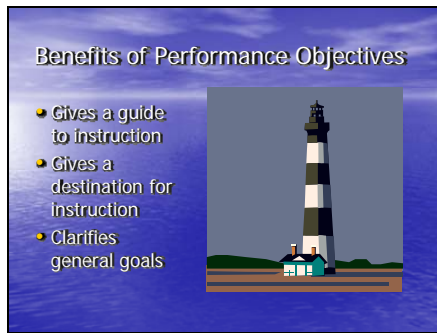
As you present this slide tell the students:

God says that "*Where there is no vision the people perish.*" –Proverbs 29:18.

So will our instruction if we teach without direction.

Genesis 3:15 illustrates the first objective planned in history (after the creation of the earth). God needed a plan for our redemption. This prophecy speaks of Jesus and his battle and ultimate victory over Satan and sin resulting in our reunion with God the Father.

Go to slide three.

Slide Three:

Bring up these bullets one at a time as you discuss them.

Bring up the first bullet and say:

Objectives give a guide to instruction. They help keep us from following bunny trails. They help us choose activities that are appropriate to the achievement of the objective.

Bring up the second bullet and say:

Objectives give us an end point. They tell us where we are going and what we must learn.

Bring up the third bullet and say:

Objectives clarify general goals. Sometimes we have a general goal of what we want to accomplish. Objectives are more specific and help to clarify exactly what we need to accomplish in our instruction.

Go to slide four.

Slide four:

Say:

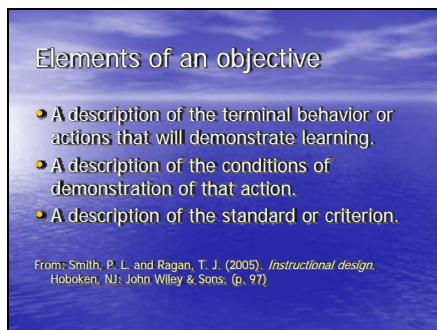
Because of the specificity of objectives they can be limiting; however, it is important to remember that sometimes a teachable moment can arise straight from the throne of God to your child. Be careful not to limit those times for the sake of the attainment of the goal.

For example, maybe you're studying flowers by visiting a local arboretum. While there, your learner notices a butterfly emerging from its cocoon. The child is excited and wants to watch as the butterfly breaks loose and begins to exercise its wings. Someone who was too closely tied to achieving the goal of the objective would pull the student away from the butterfly and to the flower they are examining, and both the parent/teacher and the child would miss the blessing of watching an event that few witness in a lifetime. Be careful not to miss the teachable moments.

In the picture on this slide, our ocean has turned into a stream with boundaries. The water is still flowing, but it has direction. We want to direct the flow without damming it up. Always keep the waters of learning flowing.

Bring up slide five.

Slide five:



Bring up each bullet of this slide one by one and say:

Now we will begin to look at the parts of an objective.

Bring up the first bullet. Say:

The word "terminal" means ending point or destination. We call the building at which airplanes park the terminal. This is the point of arrival;

which can in turn also be another launching point. In an objective we want to know what the learners will be able to do once they reach an objective. What behavior will show they have reached their destination? It could be that they will write an organized paragraph. It may be that they can solve a quadratic equation.

Ask:

What other behaviors could show students have reached a learning destination? (Answers may include: An ability to perform the task stated in the objective successfully. An ability to relate understanding through teaching others or explaining answers. Make certain that the learners understand that a verb written within the objective helps to determine the terminal behavior. Words such as "write", "draw", "solve", "answer", "build", "spell" . . .)

Discuss the participants' answers taking their answers and guiding them to accurate terminal behaviors of objectives.

Bring up the second bullet. Say:

The conditions of an objective state what needs to be present for the students to complete the objective competently. Such as "Given a diagram of a flower, the student will accurately label the parts of a flower." The phrase "given a diagram of a flower" tells under what conditions the student will perform the objective. The student needs to be given a paper with the diagram of the flower on it. On this they will complete the behavior that shows they know what they are doing.

"Using notes from the lecture, the student will write an essay comparing the lifestyle of the Cherokee to the lifestyle of the Apache." In this objective the student will be able to use his notes to write his essay.

Ask:

What could some other examples of conditions for objectives be? (Answers may include: Given items on the experiment list. Using a ruler. Given 5 dimes and two nickels. Observing a map of the United States.)

Discuss the participants' answers taking their answers and guiding them to accurate conditions of objectives.

Bring up the third bullet. Say:

Standards or criterion are the methods by which we determine how accurately they have achieved the objective. Sometimes this comes in the form of a percentage type grade (100%, 80%,...) but it doesn't always have to.

A rubric can be designed which shows the parts of the objective achieved and what makes a poor performance, vs. an average performance, vs. a good one, and an excellent performance. I have an example of a rubric for you to look at (Appendix G).

Distribute *Example Rubric* (Appendix G).

I like rubrics for homeschool because you cannot only judge the level of performance of the student fairly accurately and objectively, but you can also assign consequences of substandard performance. If a student doesn't perform to a given level, perhaps they need to complete the assignment again before moving on. Because we are working on a tutorial basis, this can be done without holding anyone back to wait for a student who needs to give it another try.

Additionally, if the student is performing poorly because of simple carelessness, they will hesitate to perform under their abilities in the future because they know they will have to complete the assignment again. [Note: don't forget to include positive consequences for exceptional work]

A standard can be as simple as cleaning the bathroom according to the checklist given. A checklist can be the standard.

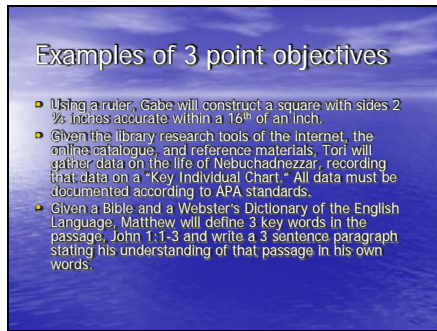
Ask:

What are some examples of standards you can think of for objectives? (Answers may include such things as a checklist for cleaning a bathroom, a rubric for the construction of a well-written paragraph, a checklist for the problem-solving method, a letter grade or percentage correct. In the objective these things may be stated in the following ways: "with 80% accuracy", "according the rubric", "correctly performing all tasks on the checklist" . . .)

Discuss the participants' answers taking their answers and guiding them to accurate standards for objectives.

Go to slide six.

Slide six:



Distribute the *Sample Objectives* handout (Appendix E) and ask the students to label each of the three parts of the objectives. Discuss these parts for each objective.

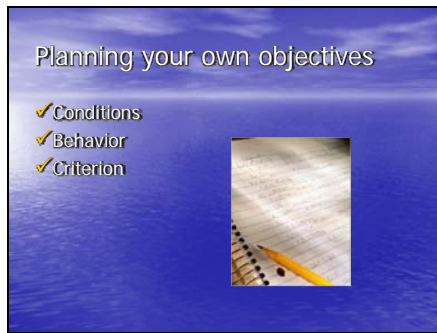
[In the first objective the condition is the students will use a ruler; the terminal behavior is they will be able to construct a square; and the standard or criterion is that it will have side of 2 ¼ inches and be accurate within a 16th of an inch.

For the second objective the condition is that Tori will be able to use the library research tools of the internet, the online catalogue, and the reference materials. The terminal behavior is that Tori gather data and write it down on a "Key Individual Chart". The condition or criteria is that all her data must be documented according to APA standards.

For the third objective the condition is that the student will be given a Bible and a Webster's 1828 dictionary. The terminal behavior is the defining of three key words in the Bible passage given. And the criteria are **3** key words defined, **3** sentences in the paragraph, and the paragraph is written in the student's words.]

The instructor could choose to complete the first objective with them, and then allow the learners to label the remaining two on their own as you move around discussing this with individual students.

Go to slide seven.

Slide seven:

Say:

Now we have the opportunity to write our own objectives. Take the opportunity to write ones you will actually use with your students. Use the check list on the slide shown to write your objectives. We will take some time with this, and if you have additional questions, I can come to you and speak with you individually.

Leave the slide up for the learners' reference. Move around answering individual questions as they come up and checking student work.

Assessment:

Ask the students to take out their *Know, Want, Learn Chart* (Appendix C) for this session and record what they learned and how their thoughts changed. Some time for sharing can be included if time permits.

Lesson Three

How Will We Know When We Get There?

A Starting Point:

Principle:

It was by faith that Abraham offered Isaac as a sacrifice when God was testing him. Abraham, who had received God's promises, was ready to sacrifice his only son, Isaac. –Hebrews 11:17

Leading Idea:

Assessing prior knowledge and assessing knowledge gained through instruction

Objective:

Using materials for planning lessons specific to the learner, the learners will design a pre- and postassessment tool for their students which will include assessment activities appropriate for their chosen activity.

Materials:

1. PowerPoint® software
2. *Lesson3_Assessment* PowerPoint® file
3. Notebook computer
4. Projector
5. Writing tools
6. Paper
7. White board markers and white board
8. *Notes Pages—Lesson 3—Assessment* (Appendix H)

Before You Teach:

The Bible tells us that when God asked Abraham to offer Isaac as a sacrifice, he was testing Abraham. Abraham had received God's promises that his descendents would be beyond number and that they would be God's people. God would give them a land to inhabit. But Abraham knew that this promise was meant to be fulfilled through Isaac.

In order to understand this as a test, we have to look back at the miracles and lessons God had already brought Abraham and his wife through. They had been asked to leave their home and follow God out to "a land he would show them." This was early history; travel wasn't easy, and the safe

thing to do was to stay in populated areas with other clans with which they were familiar. But Abraham believed God, took his family, and left all he knew to go somewhere—he didn't know where. It was just the land God would show him.

They had no children, but God had promised. It took many, many years for this promise to be fulfilled. They even went through a period of time where they thought that maybe the promise was to be filled in another way. They made Sarah's maid Abraham's second wife in order to have a son in this way. But this was not what God had in mind. He meant them to have children—when Sarah was 99 years-old!

What things they must have learned from God throughout their journeys and experiences! God gave Abraham the opportunity to demonstrate the faith that had developed in his heart to himself. God knew exactly where Abraham's heart was and what he would do. But for Abraham, seeing the distance God had already brought him would give him additional faith and courage for the life that lay before him.

God tested Abraham, and Abraham proved faithful. God is God and already understood the faithfulness of Abraham. Maybe Abraham needed to be shown how much he had learned and grown in his walk with God.

Sometimes we need to assess for the purpose of proving to students how much they've learned. We need a record as well, but the primary benefit should be as a measure of growth for the student. Children enjoy marking growth on the wall. They are so excited when they find they have grown, even a sixteenth of an inch. The same holds true for their education. They are encouraged by the progress they see, and are motivated to learn more because they see how well they learn.

Before beginning this session, be certain you have made the appropriate number of copies of the *Notes Pages* found in Appendix H.

Instruction:

Preassessment: Distribute copies of the *Know, Want, Learn Chart* (Appendix C). Allow students time to fill in the chart. You may want to introduce this activity by explaining the chart.

Say:

This chart is designed to pinpoint your starting place with the information we are covering in this session of our seminar. What do you

already know? What do you want to learn? As well as eventually recording what you learned and how your thinking changed as a result of the information you receive.

In this session we will be discussing assessment and evaluation. Please take a few minutes to record your thoughts regarding what you already know about this in the “K” column, and what you want to learn in the “W” column. For now leave the “L” column blank. We will address that column at the end of the first lesson.

Give the students time to record their thoughts (five to ten minutes).

Discuss the students’ answers:

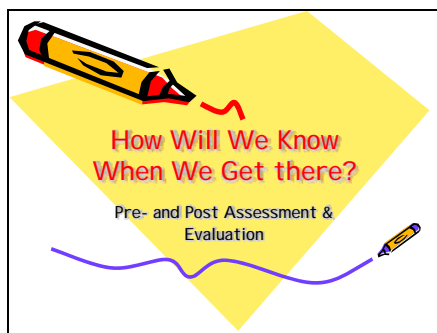
Ask the students to share their answers. As they do, record on another blank *Know, Want, Learn Chart* statements that you want to direct your attention to through the lesson. You may find a question that you know will be answered in a particular place during this lesson. Write the student’s name beside their questions so that you can direct their attention to the answers they seek when you reach that portion of the lesson.

PowerPoint® Presentation:

Start the PowerPoint® using *Lesson3_Assessment* on the PowerPoint® CD included in this program package.

Distribute the *Notes Pages—Lesson 3—Assessment* found in Appendix H for Lesson Three.

Slide One:



As you present this title slide say:

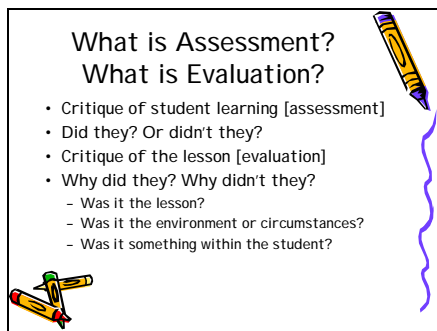
When traveling to a familiar city, you know you have arrived by landmarks that are easily recognizable. Just as this is true for traveling, when working toward the achievement of an objective, it is good to plan “landmarks” that will be recognizable so that you know you’ve

reached your destination in learning. What behaviors or abilities or knowledge do you want to see your learners demonstrate as a “landmark” that shows they’ve reached their destination?

Additionally, sometimes a trip brings challenges that can be avoided on future trips if we learn from our mistakes. We learn to check the fluids in the car or the quality of the tires, sometimes from past mistakes and the consequences of those mistakes. In learning we can avoid future bumps in the road if we improve our instruction by examining the results of past planning and teaching and make appropriate changes.

Go to slide two.

Slide Two:



As you present this slide tell the students:

Assessment and Evaluation are not the same. When you assess, you critique the student learning asking the questions, “Did they?” or “Didn’t they?”

Evaluation critiques the lesson. It asks the questions, “Why didn’t they?” or “Why did they?” It asks what could be improved in the instruction that would make the lesson easier to manage or understand. The most important question for evaluation is, “How can the instruction be improved?”

Some say the definition of insanity is doing the same thing over and over again and expecting different results. Evaluation helps to avoid this pitfall.

Go to slide three.

Slide Three:

Why should parent/educators think about assessment and evaluation?

- Accountability to God for teaching and raising children [Dt. 6:6-9; Pv. 4:3-11; plus others]
- Are my children learning?
- Can my child multiply and divide? I'm getting ready to start Algebra?
- Documenting progress for the state
- Can my program be better?
- Can I improve as an educator?

The slide features a yellow pencil at the top right and two colored pencils (red and green) at the bottom left. A blue wavy line extends from the pencil at the top right down the right side of the slide.

Bring up these bullets one at a time as you discuss them.

Bring up the first bullet and say:

We are accountable to God for any instruction we give.

Ask different students to read the passages listed on the slide.

Deuteronomy 6:6-9 *"These commands I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. Tie them as symbols on your hands and bind them on your foreheads. Write them on the doorframes of your houses and on your gates."*

Say:

We have a direct command here to education our children, and to take every opportunity in life to do so. Failure to do so is to disobey God.

Give opportunity for student discussion here.

Proverbs 4:3-13 *"When I was a boy in my father's house, still tender, and an only child of my mother, he taught me and said, Lay hold of my words with all your heart; keep my commands and you will live. Get wisdom, get understanding; do not forget my words or swerve from them. Do not forsake wisdom, and she will protect you; love her, and she will watch over you. Wisdom is supreme; therefore get wisdom. Though it cost all you have, get understanding. Esteem her, and she will exalt you; embrace her, and she will honor you. She will set a garland of grace on your head and present you with a crown of splendor. Listen my son, accept what I say, and the years of your life will be many. I guide you in the way of wisdom and lead you along*

straight paths. Hold on to instruction, do not let it go; guard it well, for it is your life."

Say:

God urges us through the words of Solomon to pursue wisdom and understanding through instruction.

Give opportunity for student discussion here.

Ask:

Are you aware of any other passages that would fit in with this idea?

Bring up the second bullet and say:

Assessment also shows us if our children are learning. If they are not changes need to be made and missing knowledge needs to be addressed.

Bring up the third bullet and say:

It helps us to check prerequisite knowledge. Do my learners know what they need to know in order to move on to the next level?

Bring up the fourth bullet and say:

We need to keep records for the state of the progress of our students. Assessment provides part of those records.

Bring up the fifth and sixth bullets and say:

Evaluation helps us to become better educators. Where can I improve? How can I communicate more effectively? How can I change my strategies so that they reach my learners in a more effective manner?

Ask:

Is this important? And then: Why is it important? Allow time for discussion.

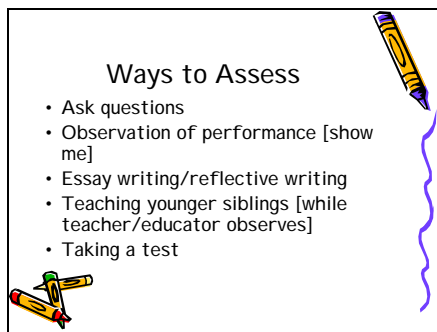
(Possible answers may include: I cannot improve as a teacher if I don't examine my own methods and look for ways to do things better. Educational opportunities for my children will improve as my abilities as

an instructor improve, and I cannot improve without self- and program evaluation.)

Some may not have previously thought about the need to evaluate oneself or the program into which they have put their heart and soul. It is often difficult to critique work in which we place a lot of pride, but if our definition of taking pride in our work changes to one of a constantly changing and improving process, this can be an easier habit to adopt. Communicate the need to distance ourselves emotionally from our work. What must come first are the needs of the learners. We are never perfect. We can always get better and better. Change should be a constant presence in our classroom if that change means we are coming closer and closer to the mark of excellence.

Go to slide four.

Slide four:



Bring up bullets here one at a time. Bring up the first bullet and say:

Assessment can be as simple as simply questioning and receiving explanation from the student. The only problem with this is it provides no written record unless the educator takes copious notes, and then authorities may question that as they could be forged. Do not assess using this method unless it is a quick assessment and you do not need the written record.

Bring up the second bullet and say:

Observation can be a good method especially when the student has learned to perform a skill or recitation. If a permanent record is needed with this method, one could video tape the performance.

Bring up the third bullet and say:

Essay writing is a great way to demonstrate higher levels of thinking—using facts to draw conclusions and predict, for example. Using writing as a tool obviously provides a written record, but it also serves as an assessment of the progress of the writing skills of the student, thereby serving a dual purpose.

Bring up the fourth bullet and say:

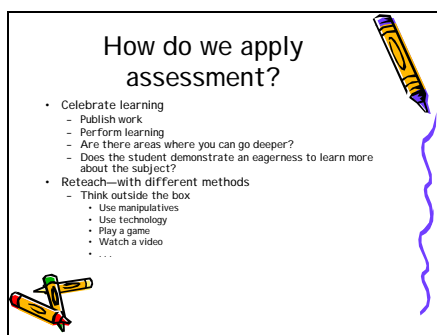
The best way to learn something well is to teach it to someone else. Once a learner is close to mastery they can be assessed as they teach the topic to a younger student. This must be supervised in case any clarifications need to take place in order to insure proper instruction for the younger student. This can also be videotaped for a permanent record.

Bring up the fifth bullet and say:

When all else fails you can give a traditional test. Tests provide an excellent form of permanent record. But also notice that a test was last on the list. It is by far not the only method of assessment, and variety is, after all, the spice of life.

Bring up slide five.

Slide five:



Say:

Assessment is for more than just providing a permanent record of achievement. But how do we apply it to our educational programs?

Bring up the *celebrate learning* bullet and say:

One way is through celebrating the accomplishments of our learners. Work (especially writing) can be published. There are opportunities to submit student writing for publishing; however, creating a book including all student writing for the year is a terrific keepsake for any school year. With color printer/scanners even color illustrations can be copied (so that notebooks remain complete) and placed into a book the student can put together at the end of the year. There are many ways to make books; check the internet for ideas.

Another way is to allow the student to perform his learning for a homeschool group or other family members. Groups can host gatherings in the spring where students are given the opportunity to display science fair projects and perform recitals, among other things. Sometimes there are opportunities in other areas to perform learning. Students can volunteer to read books to preschoolers in a day care facility or library.

Students can play music for seniors in a senior center. They can compete at debate tournaments or other scholastic competitions.

What if there is an area where a student has excelled but also shown a great deal of interest? It is sometimes worthwhile to find ways to dig deeper with this knowledge. For example, maybe in an art class you studied about clay. The student learned about the varieties of clay used for making different kinds of art as well as studying the history of pottery. Your student displays a great deal of interest in this area even though the unit is complete and mentions that they wish they could learn to be a master potter. Additional classes in this subject would stimulate learning not only in the area of pottery. The student would see that there are always avenues to dig a little deeper in areas of special interest. This should be a habit when students demonstrate this sort of interest; it stimulates life-long learning.

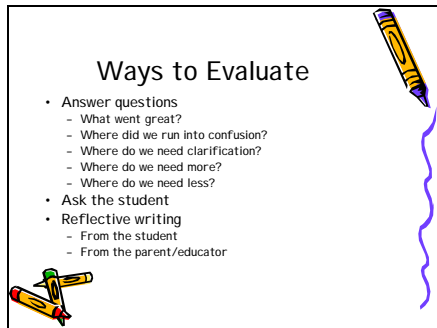
Bring up the bullet on reteaching and say:

Sometimes our assessment reveals there are missing pieces to the knowledge that we hoped would be retained by the student. At any rate we haven't met our objective. This can be an opportunity to teach the objective in a completely different way. Think outside the box. Could the student interview a mathematician who has worked with this concept? Could the student visit a planetarium? Could manipulatives be a new approach? How about a game or a video? Look outside yourself for answers. Maybe someone in your homeschool

group has tried something different. Talk to other educators in your group or in your church. Just like we like to look for new recipes, new approaches to instruction keep things interesting for everyone.

Go to slide six.

Slide six:



Bring up the entire slide and say:

Dealing with evaluation is similar to assessment, but now we are looking at how well our lesson worked. Even if the lesson is successful, there could be some awkward spots that could be improved. Following a check list like the one given here is a great periodic check. We all fall into bad habits. Taking time to do this sort of check at the end of each lesson or unit will keep us sharp as educators.

One way to do this is to follow all three parts suggested here. Develop a checklist with these questions: What went great? Where did we run into confusion? Where do we need clarification? Where do we need more? Where do we need less?

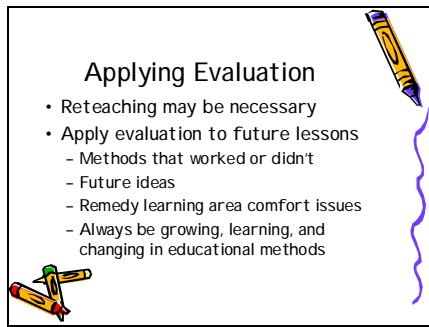
Ask your students what they feel went well and what needs to be improved. What would have made the lesson easier for them to understand? Record their answers.

Journaling is also important. Write about where you felt awkward and write down ideas you have for improvement. Keep a journal with you as ideas tend to pop into your head at moments you aren't sitting with pencil and paper. If you tell yourself, "Oh, I need to apply that to Johnny's lesson," and don't take the time to record it, you will forget it.

You can also ask your learners to keep a journal for this purpose with the understanding that you need to look at it in order to improve their lessons.

Go to slide seven.

Slide seven:



Bring this slide up with the first bullet and say:

Sometimes a lesson just doesn't go well, and it is not the fault of the learner. The lesson simply wasn't tailored enough to their personal learning style. The only time there is a problem with this is when we are too rigid to make a change. This time is about the student, and we learn much from our mistakes as well if we are willing to step out, grow, and make appropriate changes. We may need to completely have to rewrite the lesson. This is not wasted time; it's just a part of the entire process. If you think back in your own life, how many times can you think of when God had to approach you in twenty different ways so that you could learn a particular lesson? Part of every lesson soaked in, but the lesson still didn't click together for you until the light switch turned on—then everything made sense. It's not wasted time; it's just one piece of the puzzle.

Rewrite and reteach it; you are responsible to God for this child's education.

Go to the second bullet and say:

Within a lesson that works there may be things to change that you can take with you into other lessons. Remember those and grow and learn. Take them with you into your other lessons. Some of these ideas may be as simple as the sunlight beaming into the eyes of your students. Move their learning area, or shade the area where they

are sitting. Maybe the chair is an inappropriate height; change the chair. The room is too hot or cold. Change the temperature.

If you see that a child learns a lot and really enjoys math games; play more games.

Go to slide eight.

Slide eight:



Say:

For this slide we'll spend some time brainstorming. I'm going to divide the whiteboard into two sections: on one side we'll record assessment ideas and on the other side we'll record evaluation ideas. I would like to suggest that you also make a record of these ideas as they may be of help to you in the future. (Assessment ideas could include traditional testing, observing an older student teach a younger student a concept, demonstrating a skill, oral reports, written reports, a portfolio or notebook of student work. Evaluation ideas could include having a friend or mentor observe your work and give suggestions, examining where student learning is struggling and detailing methods used for these areas—also looking for other methods that might communicate more effectively with the student, asking the student what could have made the learning easier. Getting help is important. If a student is struggling with a concept in math and you've continued with this student in this struggle for a period of time exhausting your own resources, call or make an appointment with an expert.)

Use a dark colored marker (preferably black—it's easier to see) and record the suggestions that are discussed during this time on the white board for all to see and record for their personal use.

Assessment:

Ask the students to take out their *Know, Want, Learn Chart* for this session and record what they learned and how their thoughts changed. Some time for sharing can be included if time permits.

Lesson Four

What is a Principle?

A Starting Point:

Principle:

God is the author of principle.

Leading Idea:

God desires his people to discover God's principles.

Objective:

After listening to a PowerPoint® presentation on principles, the learners will write a reflective paragraph discussing their understanding of principle.

Materials:

1. PowerPoint® software
2. *Lesson4_Principles* PowerPoint® file
3. Notebook computer
4. Projector
5. Writing tools
6. Paper
7. White board markers and white board
8. *Notes Pages—Lesson 4—Principles* (Appendix I)
9. *Know, Want, Learn Chart* (Appendix C)

Before You Teach:

Before beginning this session, be certain you have made the appropriate number of copies of *Notes Pages—Lesson 4—Principles* found in Appendix I.

Instruction:

Preassessment: Distribute copies of the *Know, Want, Learn Chart* (Appendix C). Allow students time to fill in the chart. You may want to introduce this activity by explaining the chart.

Say:

This chart is designed to pinpoint your starting place with the information we are covering in this session of our seminar. What do you already know? What do you want to learn? As well as eventually

recording what you learned and how your thinking changed as a result of the information you receive.

In this session we will be discussing principles. Please take a few minutes to record your thoughts regarding what you already know about this in the “K” column, and what you want to learn in the “W” column. For now leave the “L” column blank. We will address that column at the end of the first lesson.

Give the students time to record their thoughts (five to ten minutes).

Discuss the students’ answers:

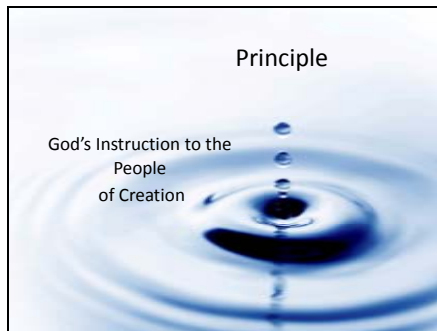
Ask the students to share their answers. As they do, record on another blank *Know, Want, Learn Chart* statements that you want to direct your attention to through the lesson. You may find a question that you know will be answered in a particular place during this lesson. Write the student’s name beside their questions so that you can direct their attention to the answers they seek when you reach that portion of the lesson.

PowerPoint® Presentation:

Start the PowerPoint® using *Lesson4_Principles* on the PowerPoint® CD included in this program package.

Distribute the *Notes Pages—Lesson 4—Principles* found in Appendix I for *Lesson Four*.

Slide One:

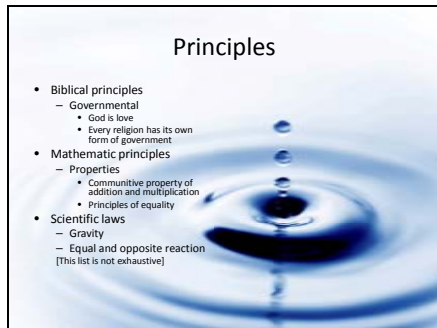


As you present this title slide say:

Principles are the bedrock on which we can hang everything in our lives. Principles cover the gambit of behavior, physical and mathematical properties covering the way our world works. They do not change. When we spoke of being tethered to a house when having to venture out in a blizzard, the house is the principle.

Go to slide two.

Slide Two:



As this lesson can be a bit overwhelming always bring up slides in this lesson one at a time. Keep things in bite-sized pieces.

Bring up the first bullet for slide two and say:

There are different types of principles. We will deal with three types today. The first and most important are biblical principles. Biblical principles are governmental. They deal with how we govern our lives and interact with God and those around us.

One example of this is the verse “*God is love.*” I John 4:16. People sometimes have a warped view of the definition of love. It is often equated with an emotion, but love is much more than feeling. It is something that is acted upon even when those required actions contradict our feelings. The very nature of God is love according to I John 4:16. Therefore, when we see something happen that makes us wonder, “How could God...,” we can depend on the fact that God’s Word is true and that God’s nature is indeed love.

The principle that every religion has its own form of government is illustrated in Scripture in many different ways. The perfect form of Hebrew government happened long before King David entered the scene. It was during the time of the judges when God appointed judges over the people and served as their king himself. Prophets carried God’s Word to the people and the people carried their concerns to the judges who represented God and carried out fair judgments in these matters. When the people said they wanted to be like other nations with a human king of their own, God allowed them this, but it is obvious from his reaction that this was not in his best design for them.

In other absolute monarchies kings set themselves up to be worshipped by the people in cruel dictatorships. Idolatry was prevalent in these societies.

Even societies which claim to have no belief in God tend to worship human achievement. This is a fascinating study which can follow through to modern societies, and we could spend hours on it. But it's here simply for illustration, and we have to move on.

Bring up the second bullet and say:

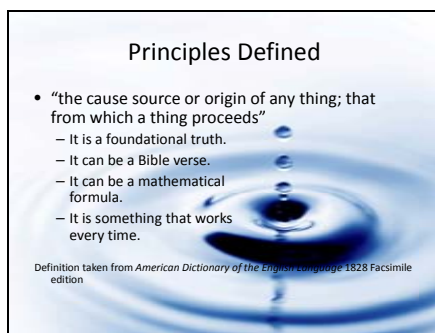
The second type of principle we will look at is the mathematical principles. Mathematical principles include mathematical properties such as the Commutative Property for Addition and Multiplication. These are principles that are always true. Decisions in problem solving can be based on the principles because they never waver.

Bring up the third bullet and say:

The third type of principle we are discussing at this point is the scientific principles. They include physical laws that have been proven to exist; they work every time. God, himself, set them in motion. Because of these principles we can draw logical conclusions about the way the world works. They include such laws and the Law of Gravity; and the Law of Equal and Opposite Reaction.

Go to slide three.

Slide Three:



Open the slide and say:

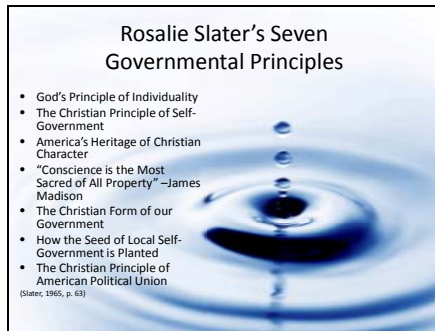
Webster defines principle as “the cause source or origin of any thing; that from which a thing proceeds”

Principles:

- ❖ Foundational truths
- ❖ Can be a Bible verse
- ❖ Can be a mathematical property
- ❖ Is something that works every time

Go to slide four.

Slide four:



Bring up the title for this slide and say:

Because principles are the center piece of any lesson plan with this methodology, it will benefit us to look at a few of them. The principles chosen for discussion here should not limit you in your choice of principles to be studied. There are many, many more principles to be found in all subject matters. However, most find it helpful to have a list to start from as they learn to identify principles for themselves.

In this session we will discuss the principles listed and in the next we'll discuss how to begin identifying them for yourself.

Bring up bullets here one at a time. Bring up the first bullet and say:

God's Principle of Individuality

Bring up the second bullet and say:

The Christian Principle of Self-Government

Bring up the third bullet and say:

America's Heritage of Christian Character

Bring up the fourth bullet and say:

“Conscience is the most sacred of all property”

Bring up the fifth bullet and say:

The Christian Form of Our Government

Bring up the sixth bullet and say:

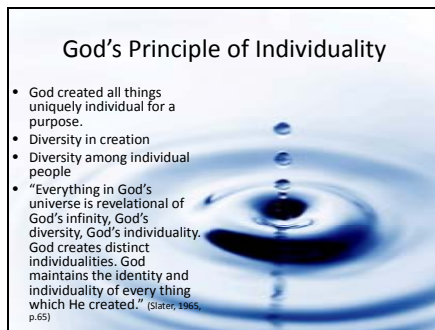
How the Seed of Local Self-Government Is Planted

Bring up the seventh bullet and say:

The Christian Principle of American Political Union

Bring up slide five.

Slide five:



Bring up each bullet one at a time. Bring up the first bullet and say:

God's Principle of Individuality states that God created all things uniquely individual for a purpose.

Bring up the second bullet and say:

His creation is abounding in diversity.

Bring up the third bullet and say:

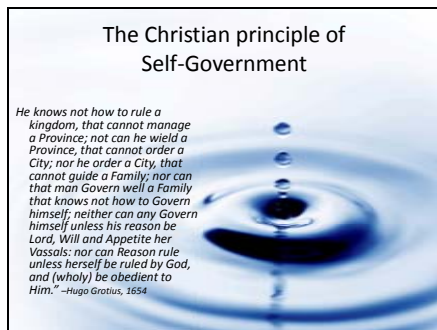
People are all created uniquely with differing gifts, temperament, and purposes.

Bring up the fourth bullet and say:

“Everything in God’s universe is revelational of God’s infinity, God’s diversity, God’s individuality. God creates distinct individualities. God maintains the identity and individuality of every thing which He created.”

Go to slide six

Slide six:



Bring up the entire slide and say:

“He knows not how to rule a kingdom, that cannot manage a Province; not can he wield a Province, that cannot order a City; nor he order a City, that cannot guide a Family; nor can that man Govern well a Family that knows not how to Govern himself; neither can any Govern himself unless his reason be Lord, Will and Appetite her Vassals: nor can Reason rule unless herself be ruled by God, and (wholy) be obedient to Him.”

This quote simply shows how our Christian Self-Government affects every thing around us. It’s like the falling domino game where dominoes are stacked in such a way as to knock them all down in a chain reaction. One must be not self-governed, but governed through Christ in order to positively affect his family, his church family, his community, and his nation.

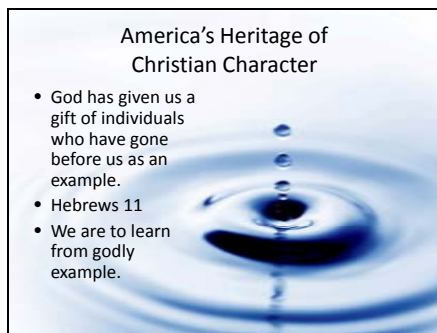
Go to slide seven.

Slide seven:

Bring this entire slide and say:

Additionally, good government stems from good self-government and good self-government comes from only from God.

Go to slide eight.

Slide eight:

Bring up one bullet at a time for this slide. Bring up the first bullet and say:

America's Heritage of Christian Character tells us that we have an awesome heritage of those who have gone before us who have demonstrated Godly character for us, and we can learn from their example.

Bring up bullet two and say:

Hebrews chapter 11 is a "Hall of Fame" for biblical characters with great faith. We can study each of these people and learn and grow in their examples they have left for us.

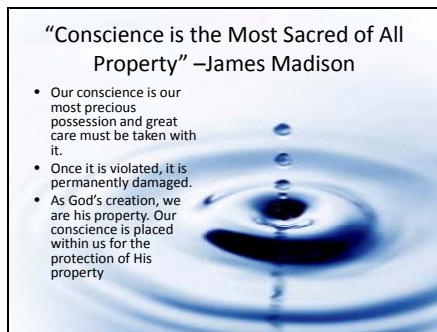
Bring up bullet three and say:

God wants us to learn from these examples and to be an example ourselves to future generations.

Use a dark colored marker (preferably black—it's easier to see) and record the suggestions that are discussed during this time on the white board for all to see and record for their personal use.

Bring up slide nine.

Slide nine:



Bring up the first bullet and say:

Our conscience is our most precious possession and great care must be taken with it.

Bring up the second bullet and say:

Once it is violated, it is permanently damaged.

Bring up the third bullet and say:

As God’s creation, we are his property. Our conscience is placed within us for the protection of His property.

Bring up slide ten.

Slide ten:



With this slide bring up only one bullet at a time. With the first bullet say:

Every religion has a form of government is a principle we've discussed briefly before.

Bring up the second bullet and say:

In the case of the United States, we have a Christian form of government. The Christian form of government is described as a representative form of government. Biblical liberty, as described in the Bible is valued in the United States. True liberty is found only in Christ.

Bring up the third bullet and read:

"As men we have God for our King, and are under the Law of Reason: as Christian, we have Jesus the Messiah for our King, and are under the Law reveal'd by him in the Gospel..." Say: This is a quote from John Locke who believed in the responsibility of Christian self-government and the effects that has on local and state government.

Bring up the eleventh slide.

Slide eleven:



Bring up the first bullet and say:

In planting the seed of local self-government, we must first find our personal self-government internally, through the Holy Spirit.

Bring up the second bullet and say:

Only then can we plant that seed in the hearts of our children.

Bring up the third bullet and say:

We've seen this scripture before, but it fits well here.

"And these words, which I command thee this day, shall be in thine heart: and thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up. And thou shalt bind them for a sign upon thine hand, and they shall be as frontlets between thine eyes. And thou shalt write them upon the posts of thy house, and on thy gates."

Bring up the twelfth slide:

Slide twelve:

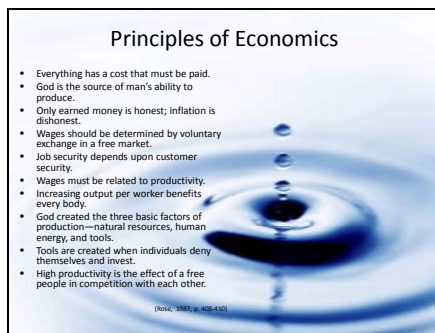
Bring up the first bullet and say:

The Christian Principle of American Political Union is illustrated through the Scripture Ephesians 4:13. It says, “Till we all come in the unity of the faith, and of the knowledge of the Son of God, unto a perfect man, unto the measure of the stature of the fullness of Christ...”

Bring up the second bullet and say:

This principle states that unity is created between people who are working for a common passion and purpose.

Bring up the thirteenth slide.

Slide thirteen:

Bring up the title for this slide and say:

These principles have to do with economics.

Bring up each bullet individually and read them. For bullet one:

Everything has a cost that must be paid.

Bullet two:

God is the source of man's ability to produce.

Bullet three:

Only earned money is honest; inflation is dishonest.

Bullet four:

Wages should be determined by voluntary exchange in a free market.

Bullet five:

Job security depends upon customer security.

Bullet six:

Wages must be related to productivity.

Bullet seven:

Increasing output per worker benefits everybody.

Bullet eight:

God created the three basic factors of production—natural resources, human energy, and tools.

Bullet nine:

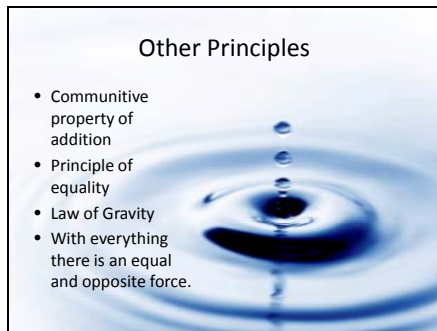
Tools are created when individuals deny themselves and invest.

Bullet ten:

High productivity is the effect of a free people in competition with each other.

Go to slide fourteen.

Slide fourteen:



Bring up the title for this slide and say:

There are many other principles that are specific to various subject areas. There are principles of art, of science, of history, and of mathematics. Any subject taught has its own set of principles unique to that subject. Because they are principles they are set and unchangeable because God is the author of principle. When a principle is discovered, it is not developed. The principle was always there; we simply learn how to use it—as in the Pythagorean Theorem.

Languages can be a bit different because they were developed throughout human history; however, language itself was created by God. In the beginning he spoke creation into existence. The first chapter of John states that, “In the beginning was the Word...” With this in mind God has things (principles) to reveal to us through the study of languages as well.

Some examples of principles in math and science are:

Bring up the first bullet and say:

The Communitive Properties of Addition and Multiplication

Bring up the second bullet and say:

The Principle of Equality

Bring up the third bullet and say:

The Law of Gravity

Bring up the fourth bullet and say:

With everything there is an equal and opposite force.

At this point I'd like you to take a thinking break. If you need to walk around a bit, that's fine. When you come back to your seat, write a reflective paragraph reflecting on what you've learned and where you are still confused. If you would like to fill in some notes in the "L" column of your KWL, that would be helpful as well.

We'll give you sufficient time and then come together for questions and discussion.

Assessment:

Ask the students to write a reflective paragraph recording what they've learned and point about which they are still confused. This is a deep subject and they will need the opportunity to ask questions.

Reassure your learners that this is a topic that comes only by working with it through consistent practice. If they still feel a bit fuzzy, this is normal. Make certain that they know where to go for more help. This may be yourself, someone else you know who is personally practiced with this methodology, or the author of this practicum.

Ask the students to take out their *Know, Want, Learn Chart* for this session and record what they learned and how their thoughts changed. Some time for sharing needs to be included here.

Lesson Five

How do I find a principle?

A Starting Point:

Principle:

Real learning occurs with deep thought and struggle.

Leading Idea:

There are various methods that are found to be effective in identifying principles.

Objective:

Following the PowerPoint® presentation the students will write the four ways of identifying a principle discussed in the presentation on their *Know, Want, Learn Charts*.

Materials:

1. PowerPoint® software
2. *Lesson5_Finding Principles* PowerPoint® file
3. Notebook computer
4. Projector
5. Writing tools
6. Paper
7. White board markers and white board
8. *Notes Pages—Lesson 5—Finding Principles* (Appendix J)
9. *Know, Want, Learn Chart* (Appendix C)

Before You Teach:

It's great to know a principle when you see one, but how do you find one for yourself when planning a lesson? During this session we will explore different methods for selecting principles appropriate for your learners.

Before beginning this session, be certain you have made the appropriate number of copies of the *Notes Pages—Lesson 5—Finding Principles* found in *Appendix J*.

Instruction:

Preassessment: Distribute copies of the *Know, Want, Learn Chart* (Appendix C). Allow students time to fill in the chart. You may want to introduce this activity by explaining the chart.

Say:

This chart is designed to pinpoint your starting place with the information we are covering in this session of our seminar. What do you already know? What do you want to learn? As well as eventually recording what you learned and how your thinking changed as a result of the information you receive.

In this session we will be discussing how to find principles. Please take a few minutes to record your thoughts regarding what you already know about this in the “K” column, and what you want to learn in the “W” column. For now leave the “L” column blank. We will address that column at the end of the first lesson.

Give the students time to record their thoughts (five to ten minutes).

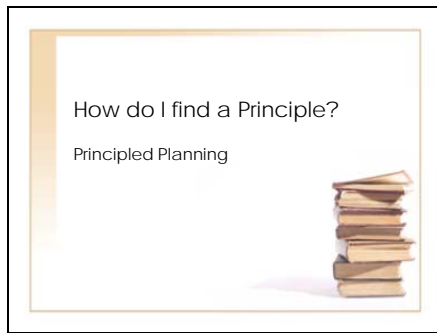
Discuss the students' answers:

Ask the students to share their answers. As they do, record on another blank *Know, Want, Learn Chart* statements that you want to direct your attention to through the lesson. You may find a question that you know will be answered in a particular place during this lesson. Write the student's name beside their questions so that you can direct their attention to the answers they seek when you reach that portion of the lesson.

PowerPoint® Presentation:

Start the PowerPoint® using *Lesson 5_Finding Principles* on the PowerPoint® CD included in this program package.

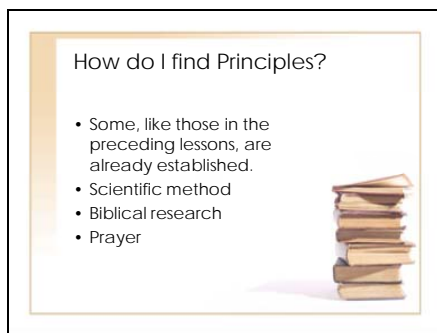
Distribute the *Notes Pages—Lesson 5—Finding Principles* found in *Appendix J* for Lesson Five.

Slide One:

As you present this title slide say:

Let's take some time now to look at some methods for locating principles. These are by far not the only ways to do it. As learners work with this, methods are probably as numerous as there are scholars who study.

Go to slide two.

Slide Two:

Bring up the title and say:

Let's look at some ways to find principles.

Bring up the first bullet for slide two and say:

Many principles have already been discovered. However, it does sometimes take some study to learn them ourselves. The Pythagorean Theorem has been around for 2000 years, but if you haven't studied it, you'll need to learn it before presenting it to your students.

Bring up the second bullet and say:

When studying in an area where you know the examples you want to teach, you can use a form of the scientific method to locate a principle. Ask questions. If you are teaching a lesson on paragraphs, maybe the principle to teach isn't completely obvious. Ask questions about what is important about a paragraph. Answers might include: Paragraphs require a certain order. There has to be a topic sentence, a concluding sentence, and detail sentences. All sentences have to reflect the topic of the paragraph.

Look back at the answers you gave. An overarching theme here is order. Our God is a God of order. Wow...God is a God of order. We see that everywhere—in the movements of the earth, in the seasons, in the rolling of the ocean. Our principle could be God is a God of order.

Bring up the third bullet and say:

Sometimes biblical research can lead you to a principle. Suppose you were going to teach a lesson on fractions. Webster's 1828 Dictionary defines this as "any division of a whole number or unit." Within this definition we have the key words "division", "whole", "number", and "unit". If we take these numbers and look them up or their synonyms in a concordance we will find verses that illustrate biblical principle in regard to fractions.

One verse I found for the word "division" was I Corinthians 1:10.
"I appeal to you, dear brothers and sisters, by the authority of our Lord Jesus Christ, to live in harmony with each other. Let there be no divisions in the church. Rather, be of one mind, united in thought and purpose."

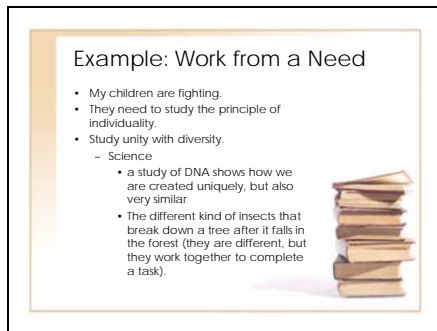
So with taking just some brief time here, we already have a possibility. Maybe we use a fraction lesson to illustrate the principle of unity in our families and in our churches. This would fit with "The Christian Principle of American Political Union" we explored earlier.

Bring up the fourth bullet and say:

Of course all of our planning should be wrapped in prayer. God will sometimes illumine a principle he would like you to present through a quiet time of prayer.

Go to slide three.

Slide Three:



Open the slide and say:

Sometimes we have a specific need as we work with our children.

Go to the first bullet and say:

What if my children are arguing?

Go to the second bullet and say:

Let's focus on "The Principle of Individuality."

Go to the third bullet and say:

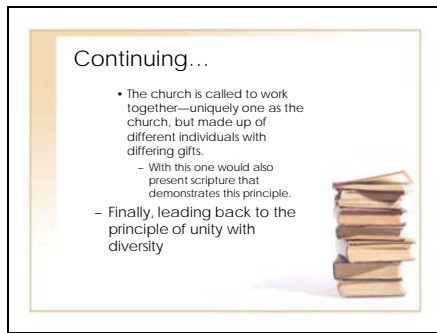
We'll look at the fact that God calls us to unity. We come into that unity with differences in our giftings and talents. So we could use another example from, say, science to illustrate that fact.

Go to the fourth bullet and say:

A study of DNA shows that we are all very similar, but we have basic differences as well.

A study of the different kinds of insects that aid in the breaking down of materials back to earth (such as a fallen tree) shows they all are working on the same job, but in different ways.

Go to slide four.

Slide four:

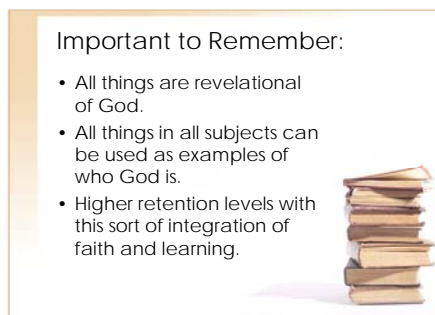
Bring up the first bullet and say:

This can move into discussing the church as well as the family. We are different parts, but one body—each with individual gifts. Scripture should be used to support this as well.

Bring up the second bullet and say:

Finally, leading back to the principle of unity with diversity

Bring up slide five.

Slide five:

Bring up each bullet one at a time. Bring up the first bullet and say:

There are a few things we need to continue to keep in mind as we study in this way. First, everything is revelational of God.

Bring up the second bullet and say:

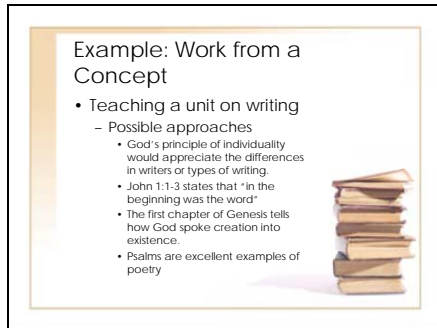
All things in all subjects can be used as examples of who God is.

Bring up the third bullet and say:

Students achieve higher retention levels with this sort of integration of faith and learning.

Go to slide six.

Slide six:



Bring up the slide through "Possible approaches" and say:

Let's take an example of working from a required educational concept. We'll use the example of teaching a unit on writing and discuss some possible approaches.

Now working one bullet at a time bring up the first bullet and say:

God's principle of individuality would appreciate the differences in writers or types of writing, so we could start with this principle.

Bring up the second bullet and say:

John 1:1-3 states that "in the beginning was the word." From this we know that language or communication of some sort is part of what makes up the nature of who God is. Here he communicated through his son.

Bring up the third bullet and say:

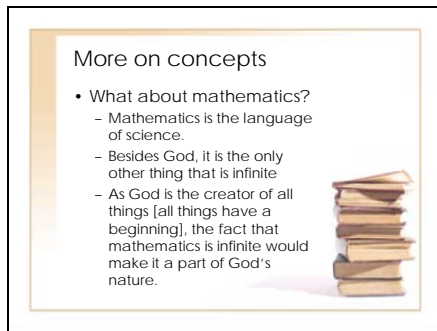
The first chapter of Genesis tells how God spoke creation into existence. Here again we have God's communication to the world through language.

Bring up the fourth bullet and say:

Psalms are excellent examples of poetry. God inspired David with beautiful writings that are an excellent source of study of the language of literature.

Go to slide seven.

Slide seven:



Bring up this slide through "What about mathematics?" and say:

Let's look at another concept.

Bring up the first bullet and say:

Mathematics is the language of science.

Bring up the second bullet and say:

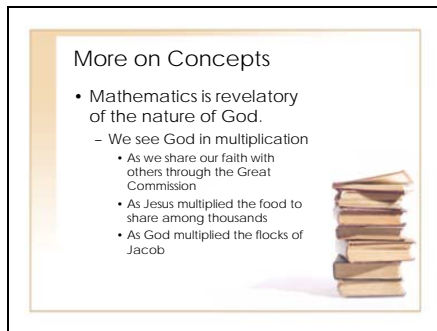
Besides God, it is the only other thing that is infinite.

Bring up the third bullet and say:

As God is the creator of all things [all created things have a beginning], the fact that mathematics is infinite would make it a part of God's nature.

Go to slide eight.

Slide eight:



Bring up everything through “Mathematics is revelatory of the nature of God,” and say:

Because mathematics is part of God’s nature we can see him in the operations of math.

Bring up “We see God in multiplication” and say:

We see God in multiplication.

Bring up bullet one and say:

As we share our faith with others through the Great Commission

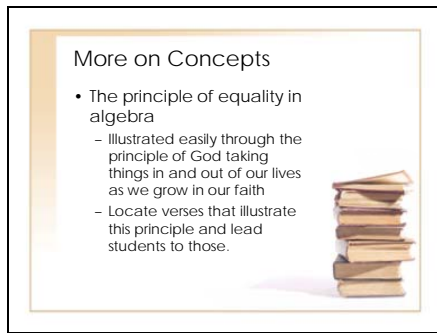
Bring up bullet two and say:

As Jesus multiplied the food to share among thousands

Bring up bullet three and say:

As God multiplied the flocks of Jacob

Bring up slide nine.

Slide nine:

Bring up the slide through “The principle of equality in algebra” and say:

We see God in the principle of equality in algebra.

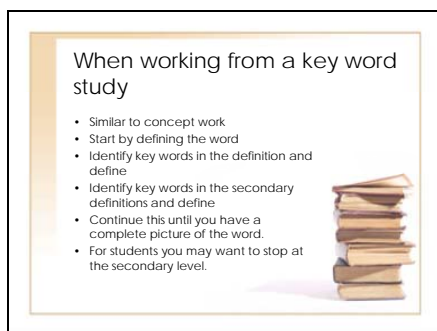
Bring up the first bullet and say:

This principle is illustrated easily through the principle of God taking things in and out of our lives as we grow in our faith.

Bring up the second bullet and say:

Verses that illustrate this could be located and students could be led to them through questioning and exploration.

Bring up slide ten.

Slide ten:

Bring the title up for this slide and say:

Another way to locate principles for lessons is through key word studies.

Bring up the first bullet and say:

This is similar to concept work in that one has to ask questions about parts of a word to find some links between what God has to say and the basic lesson.

Bring up the second bullet and say:

Start by defining a key work for the lesson—such as music, or addition, or measurement, etc.

Bring up the third bullet and say:

Identify key words in the definition and define them.

Bring up the fourth bullet and say:

Identify key words in the secondary definitions and define them.

Bring up the fifth bullet and say:

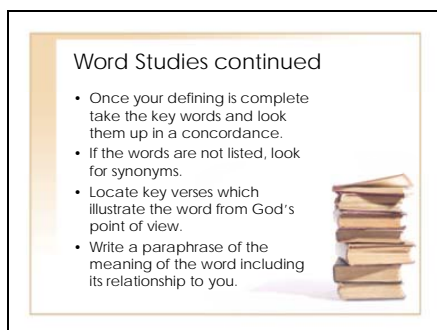
Continue this until you have a complete picture of the word.

Bring up the sixth bullet and say:

For students you may want to stop at the secondary level. Depending on the student you will want to put up some guidelines on how far they go with a word study since you really could go on forever.

Bring up the eleventh slide.

Slide eleven:



Bring up the first bullet and say:

Once your defining is complete, take the key words and look them up in a concordance.

Bring up the second bullet and say:

If the words are not listed, look for synonyms.

Bring up the third bullet and say:

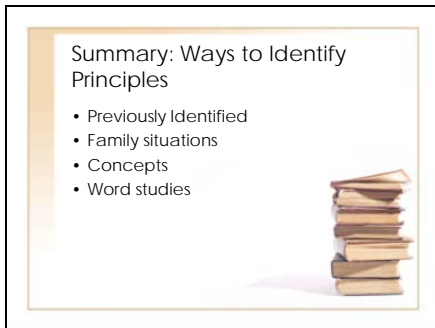
Locate key verses which illustrate the word from God's point of view. You'll want to make certain that you stay in context of the lesson you are planning as you do this.

Bring up the fourth bullet and say:

Write a paraphrase of the meaning of the word including its relationship to you and the subject you are studying.

Bring up the twelfth slide:

Slide twelve:



Bring up the first bullet and say:

Four of the ways to identify principle include using principles that have been previously identified.

Bring up the second bullet and say:

Using situations within your family and school atmosphere that are close to your learners.

Bring up the third bullet and say:

Analyzing concepts to be studied.

Bring up the fourth bullet and say:

And using related word studies.

Assessment:

Ask the students to take out their *Know, Want, Learn Charts* for this session and record what they learned and how their thoughts changed. Some time for sharing needs to be included here.

Lesson Six

Principles and Leading Ideas

A Starting Point:

Principle:

But there is a spirit in man: and the inspiration of the Almighty giveth them understanding. –Job 32:8

Leading Idea:

It is God who gives knowledge. We are obedient to study, learn, and pray. God grants the harvest.

Objective:

Given a Thesaurus, Bible, and Dictionary, students will identify and record a biblical principle and a leading idea for a concept they would like to teach.

Materials:

1. PowerPoint® software
2. *Lesson6_Principles and Leading Ideas* PowerPoint® file
3. Notebook computer
4. Projector
5. Writing tools
6. Paper
7. White board markers and white board
8. *Notes Pages—Lesson 6—Principles and Leading Ideas* (Appendix K)
9. *Know, Want, Learn Chart* (Appendix C)

Before You Teach:

Leading Ideas are the bridge between the concept or examples to the principle. They are the ideas you will use to lead your learners to the principle.

It may be necessary to pick and choose from the biblical examples given for the sake of time. The instructor could also split this session into two sessions if so desired.

Before beginning this session, be certain you have made the appropriate number of copies of the *Notes Pages—Lesson 6—Principles and Leading Ideas* found in Appendix K.

Instruction:

Preassessment: Distribute copies of the *Know, Want, Learn Chart* (Appendix C). Allow students time to fill in the chart. You may want to introduce this activity by explaining the chart.

Say:

This chart is designed to pinpoint your starting place with the information we are covering in this session of our seminar. What do you already know? What do you want to learn? As well as eventually recording what you learned and how your thinking changed as a result of the information you receive.

In this session we will be discussing principles and leading ideas. Please take a few minutes to record your thoughts regarding what you already know about this in the “K” column, and what you want to learn in the “W” column. For now leave the “L” column blank. We will address that column at the end of the first lesson.

Give the students time to record their thoughts (five to ten minutes).

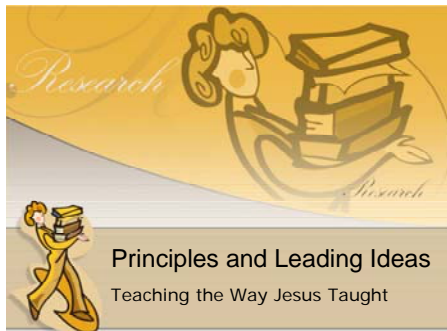
Discuss the students' answers:

Ask the students to share their answers. As they do, record on another blank *Know, Want, Learn Chart* statements that you want to direct your attention to through the lesson. You may find a question that you know will be answered in a particular place during this lesson. Write the student's name beside their questions so that you can direct their attention to the answers they seek when you reach that portion of the lesson.

PowerPoint® Presentation:

Start the PowerPoint® using *Lesson 6 Principles and Leading Ideas* on the PowerPoint® CD included in this program package.

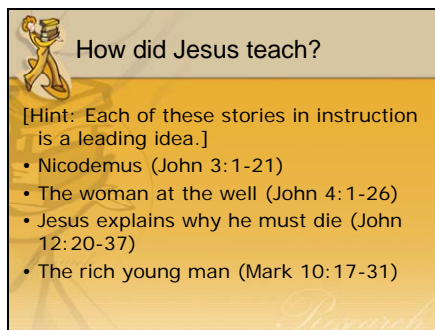
Distribute the *Notes Pages—Lesson 6—Principles and Leading Ideas* found in Appendix K for *Lesson Six*.

Slide One:

As you present this title slide say:

In using principles and leading ideas in instruction, it's a good idea to look at the gospels and observe the methods Jesus used in his instruction. He rarely, if ever, just laid out an answer. He asked questions. He told stories. He did things that made people think. He is our model.

Go to slide two.

Slide Two:

Bring up the through the hint and say:

I'm going to share some stories with you today. Each of the stories is a leading idea because they lead back to the principle for this lesson which is *"But there is a spirit in man: and the inspiration of the Almighty giveth them understanding."* –Job 32:8

It may be necessary to abridge the reading of these stories for time. As they are rather lengthy and there are four of them, the instructor could choose to read only two of them and suggest that the learners read the other two on their own time. For those groups who have enough time the entire stories are listed here. Bring up the first bullet for slide two and read:

Now there was a man of the Pharisees named Nicodemus, a member of the Jewish ruling council. He came to Jesus at night and said, "Rabbi, we know you are a teacher who has come from God. For no one could perform the miraculous signs you are doing if God were not with him."

In reply Jesus declared, "I tell you the truth, no one can see the kingdom of God unless he is born again."

"How can a man be born when he is old?" Nicodemus asked. "Surely he cannot enter a second time into his mother's womb to be born!"

Jesus answered, "I tell you the truth, no one can enter the kingdom of God unless he is born of water and the Spirit. Flesh gives birth to flesh, but the Spirit give birth to spirit. You should not be surprised at my saying 'You must be born again.' The wind blows wherever it pleases. You hear its sound, but you cannot tell where it comes from or where it is going. So it is with everyone born of the Spirit.

"How can this be?" Nicodemus asked.

"You are Israel's teacher," said Jesus, "and do you not understand these things? I tell you the truth, we speak of what we know, and we testify to what we have seen, but still you people do not accept our testimony. I have spoken to you of earthly things and you do not believe; how then will you believe if I speak of heavenly things? No one has ever gone into heaven except the one who came from heaven—the Son of Man. Just as Moses lifted up the snake in the desert, so the Son of Man must be lifted up, that everyone who believes in him may have eternal life."

"For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life. For God did not send his Son into the world to condemn the world, but to save the world through him. Whoever believes in him is not condemned, but whoever does not believe stands condemned already because he has not believed in the name of God's one and only Son. This is the verdict: Light has come into the world, but men loved darkness instead of light because their deeds were evil. Everyone who does evil hates the light, and will not come into the light for fear that his deeds will be exposed. But whoever lives by the truth comes into the light, so that it may be seen plainly that what he has done has been done through God."—John 3:1-21 (NIV)

Allow time for discussion. Ask:

What do you notice in this passage about the way Jesus taught?

Possible answers may include: He used lots of questions. He challenged Nicodemus's way of thinking. He used illustrations. He left Nicodemus with something to think about.

Say:

Your challenge here is to think about how to apply these strategies into your teaching.

Bring up the second bullet and say, then read:

Let's look at the second story.

The Pharisees hear that Jesus was gaining and baptizing more disciples than John, although in fact it was not Jesus who baptized, but his disciples. When the Lord learned of this, he left Judea and went back once more to Galilee.

Now he had to go through Samaria. So he came to a town in Samaria called Sychar, near the plot of ground Jacob had given to his son Joseph. Jacob's well was there, and Jesus, tired as he was from the journey, sat down by the well. It was about the sixth hour.

When a Samaritan woman came to draw water, Jesus said to her, "Will you give me a drink?" (His disciples had gone into the town to buy food.)

The Samaritan woman said to him, "You are a Jew and I am a Samaritan woman. How can you ask me for a drink?" (For Jews do not associate with Samaritans.)

Jesus answered her, "If you knew the gift of God and who it is that asks you for a drink, you would have asked him and he would have given you living water."

"Sir," the woman said, "you have nothing to draw with and the well is deep. Where can you get this living water? Are you greater than our father Jacob, who gave us the well and drank from it himself, as did also his sons and his flocks and herds?"

Jesus answered, "Everyone who drinks this water will be thirsty again, but whoever drinks the water I give him will never thirst. Indeed, the water I give him will become in him a spring of water welling up to eternal life."

The woman said to him, "Sir, give me this water so that I won't get thirsty and have to keep coming here to draw water."

He told her, "Go, call your husband and come back."

I have no husband," she replied.

Jesus said to her, "You are right when you say you have no husband. The fact is, you have had five husbands, and the man you now have is not your husband. What you have just said is quite true."

"Sir," the woman said, "I can see that you are a prophet. Our fathers worshiped on this mountain, but you Jews claim that the place where we must worship is in Jerusalem."

Jesus declared, "Believe me, woman, a time is coming when you will worship the Father neither on this mountain nor in Jerusalem. You Samaritans worship what you do not know; we worship what we do know, for salvation is from the Jews. Yet a time is coming and has now come when the true worshipers will worship the Father in spirit and truth, for they are the kind of worshipers the Father seeks. God is spirit, and his worshipers must worship in spirit and truth."

The woman said, "I know that Messiah" (called Christ) "is coming. When he comes, he will explain every thing to us."

Then Jesus declared, "I who speak to you am he." –John 4:1-26 (NIV)

Ask:

What do you notice about his teaching style in this story?

Answers may include: In this one he did tell her at the end that he was the messiah. He used illustrations again. He made a connection with her. He asked questions. He showed her he cared about her in spite of her history.

Ask:

What can you apply into your teaching skills using this story?

Answers may include: I need to use questioning a lot more and not be so ready to release the answer without making them think. I can give an answer, but only after I've allowed them to exercise their thinking and have drawn them close to the answer. It's important that the learners know we care about them as well as making a connection with them. I need to use more examples.

Bring up the third bullet and say, and then read:

Let's look at the third story.

Now there were some Greeks among those who went up to worship at the Feast. They came to Philip, who was from Bethsaida in Galilee, with a request. "Sir," They said, "we would like to see Jesus." Philip went to tell Andrew; Andrew and Philip in turn told Jesus.

Jesus replied, "The hour has come for the Son of Man to be glorified. I tell you the truth, unless a kernel of wheat falls to the ground and dies, it remains only a single seed. But if it dies, it produces many seeds. The man who loves his life will lose it, while the man who hates his life in this world will keep it for eternal life. Whoever serves me must follow me; and where I am, my servant also will be. My Father will honor the one who serves me.

Now my heart is troubled, and what shall I say? 'Father, save me from this hour'? No, it was for this very reason I came to this hour. Father, glorify your name!"

Then a voice came from heaven, "I have glorified it, and will glorify it again." The crowd that was there and heard it said it had thundered; others said an angel had spoken to him.

Jesus said, "This voice was for your benefit, not mine. Now is the time for judgment on this world; now the prince of this world will be driven out. But I, when I am lifted up from the earth, will draw all men to myself." He said this to show the kind of death he was going to die.

The crowd spoke up, "We have heard from the Law that the Christ will remain forever, so how can you say, 'The Son of Man must be lifted up'? Who is this 'Son of Man'?"

Then Jesus told them, "You are going to have the light just a little while longer. Walk while you have the light, before darkness overtakes you. The man who walks in the dark does not know where he is going. Put

your trust in the light while you have it, so that you may become sons of light." When he had finished speaking, Jesus left and hid himself from them.

Even after Jesus had done all these miraculous signs in their presence, they still would not believe in him. –John 12:20-37

Say and then ask:

Here Jesus was teaching them about his coming sacrifice, but those listening could not grasp what he was trying to explain to them. What can we learn from Jesus here to add to our teaching skills?

Answers may include: Our learners may not always understand what we are trying to communicate to them.

"The inspiration of the Almighty giveth them understanding;" we have to trust God to lead an individual to learning. We need to just be obedient to communicate the truth he gives us. We may sometimes have to leave the learners thinking and not be disturbed by the fact that they haven't grasped it yet.

Bring up the fourth bullet, say, and then read:

We have one last passage.

As Jesus started on his way, a man ran up to him and fell on his knees before him. "Good teacher," he asked, "what must I do to inherit eternal life?"

"Why do you call me good? Jesus answered. "No one is good—except God alone. You know the commandments: 'Do not murder, do not commit adultery, do not steal, do not give false testimony, do not defraud, honor your father and mother.'"

"Teacher," he declared, "all these I have kept since I was a boy."

Jesus looked at him and loved him. "One thing you lack," he said. "Go, sell everything you have and give to the poor, and you will have treasure in heaven. Then come, follow me."

At this the man's face fell. He went away sad, because he had great wealth.

Jesus looked around and said to his disciples, "How hard it is for the rich to enter the kingdom of God!"

The disciples were amazed at his words. But Jesus said again, "children, how hard it is to enter the kingdom of God! It is easier for a camel to go through the eye of a needle than for a rich man to enter the kingdom of God."

The disciples were even more amazed, and said to each other, "Who then can be saved?"

Jesus looked at them and said, "With man this is impossible, but not with God; all things are possible with God."

Peter said to him, "We have left everything to follow you!"

"I tell you the truth," Jesus replied, "no one who has left home or brothers or sisters or mother or father or children or fields for me and the gospel will fail to receive a hundred times as much in this present age (homes, brothers, sisters, mothers, children and fields—and with them, persecutions) and in the age to come, eternal life. But many who are first will be last, and the last first." --Mark 10: 17-31

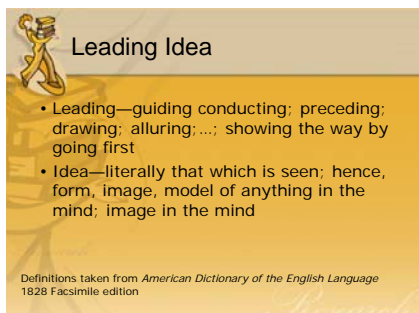
Ask:

What can we take away from this passage in regard to how Jesus taught?

Answers may include: Some will make a connection before others do. Jesus is continuing to use illustrations. He always makes his learners think so hard. He uses every opportunity to teach a truth.

Go to slide three.

Slide Three:



Leading Idea

- Leading—guiding conducting; preceding; drawing; alluring; ...; showing the way by going first
- Idea—literally that which is seen; hence, form, image, model of anything in the mind; image in the mind

Definitions taken from *American Dictionary of the English Language*
1828 Facsimile edition

Bring up the title and say:

Let's take a look at how leading idea is defined.

Go to the first bullet and say:

Webster's 1828 Dictionary defines leading as "guiding, conducting; preceding; drawing; alluring... showing the way by going first"

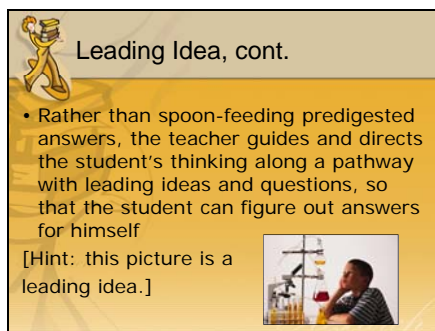
Go to the second bullet and say:

Idea is defined "literally that which is seen; hence, form, image, model of anything in the mind; image in the mind."

So we use what is seen to guide and lead students to that which is not so readily seen. That is what Jesus did through his illustrations and questions.

Go to slide four.


Slide four:



Leading Idea, cont.

- Rather than spoon-feeding predigested answers, the teacher guides and directs the student's thinking along a pathway with leading ideas and questions, so that the student can figure out answers for himself

[Hint: this picture is a leading idea.]



Bring up the first bullet and say:

Rather than spoon-feeding predigested answers, the teacher guides and directs the student's thinking along a pathway with leading ideas and questions, so that the student can figure out answers for himself.

Notice that the picture contains more than one leading idea.

- ❖ First, the boy is observing the experiment. This observation is leading toward a truth being taught; hence, the experiment is a leading idea.

- ❖ Second, it is leading you, as learners toward an understanding of the principle that it is God who gives understanding through understanding the concept of a leading idea.

Bring up slide five.

Slide five:

Leading Idea, cont
The Pathway of Reflective Thinking

- **Concrete**
 - Subject Matter, Information, Facts
 - **External—Effect**
 - What is known
- **Reasoning**
With the Revelation
Of God’s Word—Truth
Muse Consider Ponder
- **Abstract**
 - Principles “Real State of Things”
 - **Internal—Cause**
 - The unknown

Taken from: *The Noah Plan History and Geography Curriculum Guide: The Principle Approach, Kindergarten through Twelfth Grade* by Elizabeth L. Youmans (p. 105)

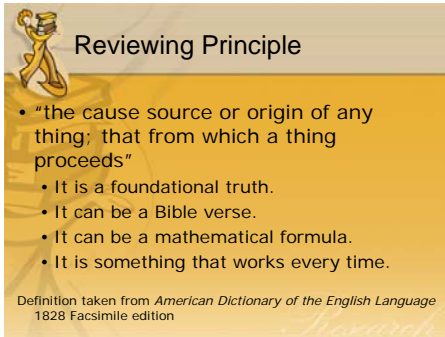
Bring up this entire slide. It will be easier to manage with the whole thing up.

Look at the pathway in this slide. We use the pathways of leading ideas to define a journey in learning. By asking questions, telling stories, showing examples we can encourage a learner’s thinking toward discovering God’s truth in school subjects for themselves. When this happens, a student has ownership in his learning and holds onto it for a much longer period of time. Leading ideas are usually more concrete to the learner than the principle we work from the concrete toward the abstract; from the more easily seen externals toward the internals, the unknown.

Higher level thinking occurs as the learner muses, considers, and ponders using the revelation of God’s Word—truth.

Go to slide six.

Slide six:



Reviewing Principle

- "the cause source or origin of any thing; that from which a thing proceeds"
- It is a foundational truth.
- It can be a Bible verse.
- It can be a mathematical formula.
- It is something that works every time.

Definition taken from *American Dictionary of the English Language*
1828 Facsimile edition

Bring up the title and say:

Now let's review "principle" a bit.

Now working one bullet at a time bring up the first bullet and say:

Webster's defines principle as "the cause, source, or origin of any thing; that from which a thing proceeds."

Bring up the second bullet and say:

It can be a foundational truth.

Bring up the third bullet and say:

It can be a Bible verse.

Bring up the fourth bullet and say:

It can be a mathematical formula.

Bring up the fifth bullet and say:

It is something that works every time.

Go to slide seven.

Slide seven:

Combining Principles and Leading Ideas

Principle: Every government has its own form of government.

Leading Idea: The United States has a Christian republican form of government.

Examples: Studies of Other cultures and their religions

(Richard, 2003, personal communication.)

Say:

The principle here is, “Every religion has its own form of government.”

Picture this principle living at the bottom tip of the ice cream cone.

Examples can be given of different individual religions like Hinduism, Islam, Buddhism, etc. They can be the treats within the ice cream.

The leading idea, the United States has a Christian republican form of government, ties the examples to the principle following along the lines of the ice cream cone from the ice cream to the principle.

This would be an excellent way to study different religions in relation to a government class.

Slide eight:

Principles and Leading Ideas

- Principles
 - God's principle of individuality
 - Conscience is the most sacred of all property
- Leading Ideas

Bring up this entire slide and say:

Let's spend some time now thinking and writing leading ideas for the principles listed on this slide. Work together or alone if you want.

Allow time to work and then come together for discussion.

For the first principle some ideas might include: God created people the same, but different (a study on the parts of DNA that make us each unique human beings). The earth has unique characteristics from other heavenly bodies which particularly suited to host life. Mozart's music has a characteristic that reflects the character of the composer.

For the second principle some ideas might include: The character development of Beth in *Little Women* reflects development of conscience. The character of Abraham Lincoln during the Civil War led directly to his assassination. The bases for our personal choices are a reflection of the character within us.

Assessment:

Ask the students to take out their *Know, Want, Learn Chart* for this session and record what they learned and how their thoughts changed. Some time for sharing needs to be included here.

Suggest that the students use a Dictionary, Thesaurus, and a Bible to plan and record a principle and leading idea for their own use.

Lesson Seven

Examples of Principles and Leading Ideas in Lesson Plans

A Starting Point:

Principle:

God's Principle of Individuality

Leading Idea:

Different principles and leading ideas may be appropriate for the same concepts.

Objective:

Given examples of leading ideas and principles for a variety of subjects and the guidance of the instructor, the students will write leading ideas and principles for their chosen lesson.

Materials:

1. PowerPoint® software
2. *Lesson7_Example Lesson Plan Starts and Beginning Planning* PowerPoint® file
3. Notebook computer
4. Projector
5. Writing tools
6. Paper
7. White board markers and white board
8. *Notes Pages—Lesson 7—Examples of Principles and Leading Ideas* (Appendix L)
9. *Know, Want, Learn Chart* (Appendix C)

Before You Teach:

Now that we have looked at principles and leading ideas in detail, it's time to encourage our learners toward the authorship of their own materials. This lesson will take a beginning look at planning with this approach.

Before beginning this session, be certain you have made the appropriate number of copies of the *Notes Pages—Lesson 7—Examples of Principles and Leading Ideas* found in Appendix L.

Instruction:

Preassessment: Distribute copies of the *Know, Want, Learn Chart* (Appendix C). Allow students time to fill in the chart. You may want to introduce this activity by explaining the chart.

Say:

This chart is designed to pinpoint your starting place with the information we are covering in this session of our seminar. What do you already know? What do you want to learn? As well as eventually recording what you learned and how your thinking changed as a result of the information you receive.

In this session we will be discussing planning using principles and leading ideas. Please take a few minutes to record your thoughts regarding what you already know about this in the “K” column, and what you want to learn in the “W” column. For now leave the “L” column blank. We will address that column at the end of the first lesson.

Give the students time to record their thoughts (five to ten minutes).

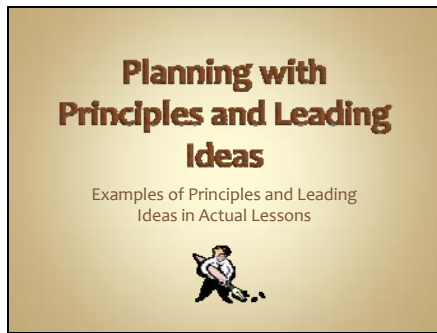
Discuss the students’ answers:

Ask the students to share their answers. As they do, record on another blank *Know, Want, Learn Chart* statements that you want to direct your attention to through the lesson. You may find a question that you know will be answered in a particular place during this lesson. Write the student’s name beside their questions so that you can direct their attention to the answers they seek when you reach that portion of the lesson.

PowerPoint® Presentation:

Start the PowerPoint® using *Lesson7_Example Lesson Plan Starts and Beginning Planning* on the PowerPoint® CD included in this program package.

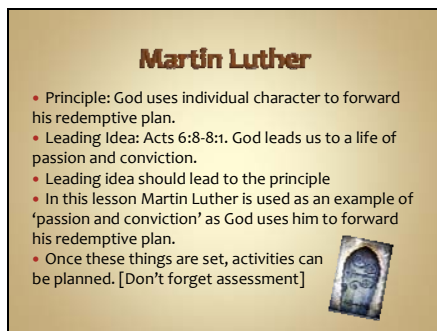
Distribute the *Notes Pages—Lesson 7—Examples of Principles and Leading Ideas* found in Appendix L for *Lesson Seven*.

Slide One:

Bring up the title slide and say:

Now that we've looked at a variety of principles and leading ideas, we are going to take some time to put that into practice by working with our own lesson plans.

Go to slide two.

Slide Two:

Bring up the title and the door and say:

First we'll look at a lesson on Martin Luther.

Go to the first bullet and say:

For our principle let's use, "God uses individual character to forward his redemptive plan" or God's principle of individuality.

Go to the second bullet and say:

Our leading idea can be: Acts 6:8-8:1 and the idea that God leads us to a life of passion and conviction.

Go to the third and fourth bullet and say:

In this lesson Martin Luther is used as an example of passion and conviction as God uses him to forward his redemptive plan.


Go to the fifth bullet and say:

Once these things are set, activities can be planned. Don't forget to plan assessment activities.

Go to slide three.

Slide three:

Paragraph Writing

- Principle: God is a God of order.
- Leading Idea: Paragraphs model order
- Remember: The leading idea should be used to guide students to the principle.
- What is our objective? *Given information on a butterfly, the students will write a paragraph with proper organizational components.*
- Plan assessment: You may want to use a rubric.
- Plan activities: 

Bring up the first bullet and say:

Now let's look at a lesson on writing paragraphs. We can use the principle, "God is a God of order."

Bring up the second bullet and say:

In order to lead our students to this principle, let's use "paragraphs model order" as our leading idea.

Bring up the third and fourth bullets and say:

This time let's plan an objective to go with our information. We'll use: *Given information on a butterfly, the students will write a paragraph with proper organizational components.*

Bring up the fifth bullet and say:

The next thing to do would be to plan our assessment. For writing rubrics are always helpful. Maybe we could develop a rubric at this point to grade their final product.

Bring up the sixth bullet and say:

Now we can plan our activities for this lesson.

Ask:

What would be some interesting activities to use for this lesson?

Some answers may include: color coding sentences for organization; observing a butterfly in class and recording observations to be used in the paragraph; creating a web for our paragraph or an outline.

Bring up slide four.

Slide four:

Mathematics: Reading Numbers

- Principle: The order of God is reflected in the order of numbers.
- Leading Ideas: Numbers are read by separating them into periods.
- Objective: Given a number in the trillions students will accurately read the number.
- [Be certain to define "period" as the 3 digits between each comma in a large number.]
- Plan assessment.
- Plan activities.

34,298,564,764,820

Bring up this slide one bullet at a time. With the first bullet say:

Our principle could be our God is a God of order here just like it was with the paragraph. With this in mind it is possible to emphasize a particular principle across the curriculum if desired.

Bring up the second bullet and say:

Our leading idea will be numbers are read by separating them into periods of three digits.

Bring up the third bullet and say:

Now we can plan an objective. Let's say we write: "Given a number in the trillions, students will accurately read the number."

Bring up the fourth bullet and say:

Remember that a period is the three digit separations in a large number made with commas between the periods.

Bring up the fifth bullet and say:

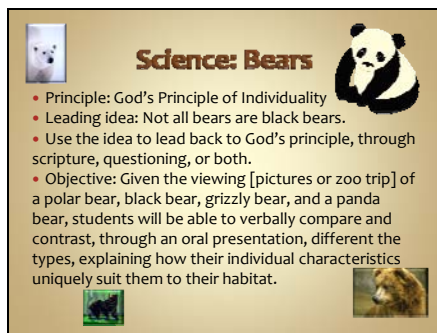
It's important to plan the assessment at this point in your planning before planning activities.

Bring up the sixth bullet and say:

Once you have planned your principle, leading idea, objective, and assessment, plan interesting activities to illustrate your lesson.

Go to slide five.

Slide five:



Science: Bears

- Principle: God's Principle of Individuality
- Leading idea: Not all bears are black bears.
- Use the idea to lead back to God's principle, through scripture, questioning, or both.
- Objective: Given the viewing [pictures or zoo trip] of a polar bear, black bear, grizzly bear, and a panda bear, students will be able to verbally compare and contrast, through an oral presentation, different the types, explaining how their individual characteristics uniquely suit them to their habitat.

Bring up the title and say:

Let's plan a science lesson now.

Now working one bullet at a time bring up the first bullet and say:

Let's work with God's principle of individuality for this lesson.

Bring up the second bullet and say:

Our leading idea could be, "Not all bears are black bears."

Bring up the third bullet and say:

We will use the leading idea to lead back to the principle through questioning, scripture, illustration, or a combination of a variety of methods.

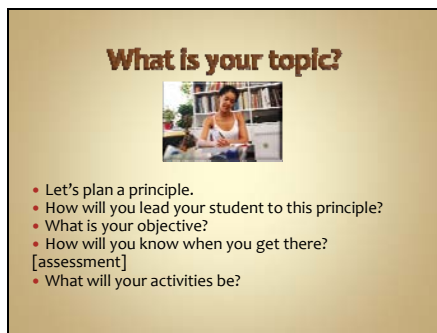
Bring up the fourth bullet and say:

Our objective will be: "Given the viewing [pictures or zoo trip] of a polar bear, black bear, grizzly bear, and a panda bear, students will be able to verbally compare and contrast, through an oral presentation, different the types, explaining how their individual characteristics uniquely suit them to their habitat."

At this time we can plan our assessment and activities.

Go to slide six.

Slide six:



Bring up each bullet reading them as you bring them up.

Say:

Now it's your turn to write something that will work for your own classroom. Use this checklist as we take time now to write your plans:

- ❖ Let's plan a principle.
- ❖ How will you lead your student to this principle?
- ❖ What is your objective?
- ❖ How will you know when you get there? [assessment]
- ❖ What will your activities be?

Allow time for the students to work. Work individually with learners answering their questions as they work.

Assessment:

Ask the students to take out their *Know, Want, Learn Chart* for this session and record what they learned and how their thoughts changed. Some time for sharing needs to be included here.

Lesson Eight

Instructional Activities

A Starting Point:

Principle:

God's Principle of Individuality

Leading Idea:

Notwithstanding, lest we should offend them, go thou to the sea, and cast an hook, and take up the fish that first cometh up; and when thou hast opened his mouth, thou shalt find a piece of money: that take, and give unto them, for me and thee. –Matthew 17:27

God chooses interesting activities to instruct his children; we need to choose interesting activities that maintain attention.

Objective:

Using the objectives, principles, leading ideas, and assessments previously chosen by the students, students will plan and record creative learning activities that will hold and excite the attention of their own students.

Materials:

1. PowerPoint® software
2. *Lesson8_Instructional Activities* PowerPoint® file
3. Notebook computer
4. Projector
5. Writing tools
6. Paper
7. White board markers and white board
8. *Notes Pages—Lesson 8—Instructional Activities* (Appendix M)
9. *Know, Want, Learn Chart* (Appendix C)

Before You Teach:

As we complete lesson planning we need to take time to look at a variety of instructional activities. This is where we will go with this lesson.

Before beginning this session, be certain you have made the appropriate number of copies of the *Notes Pages—Lesson 8—Instructional Activities* found in Appendix M.

Instruction:

Preassessment: Distribute copies of the *Know, Want, Learn Chart* (Appendix C). Allow students time to fill in the chart. You may want to introduce this activity by explaining the chart.

Say:

This chart is designed to pinpoint your starting place with the information we are covering in this session of our seminar. What do you already know? What do you want to learn? As well as eventually recording what you learned and how your thinking changed as a result of the information you receive.

In this session we will be discussing instructional activities. Please take a few minutes to record your thoughts regarding what you already know about this in the “K” column, and what you want to learn in the “W” column. For now leave the “L” column blank. We will address that column at the end of the first lesson.

Give the students time to record their thoughts (five to ten minutes).

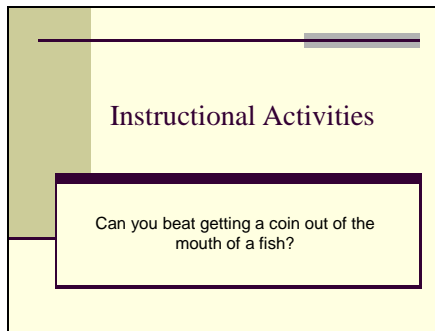
Discuss the students' answers:

Ask the students to share their answers. As they do, record on another blank *Know, Want, Learn Chart* statements that you want to direct your attention to through the lesson. You may find a question that you know will be answered in a particular place during this lesson. Write the student's name beside their questions so that you can direct their attention to the answers they seek when you reach that portion of the lesson.

PowerPoint® Presentation:

Start the PowerPoint® using *Lesson 8_Instructional Activities* on the PowerPoint® CD included in this program package.

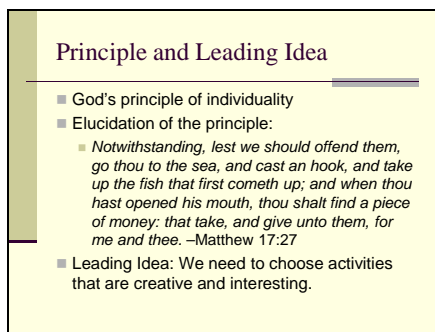
Distribute the *Notes Pages—Lesson 8—Instructional Activities* found in Appendix M for Lesson Eight.

Slide One:

Bring up the title slide and say:

Remember the story of Jesus sending Peter to get their taxes out of the mouth of a fish? (Matthew 17:27). Jesus wanted to teach Peter, and he found a way that would definitely hold his attention. Think like Jesus. What are the most creative ways you can keep you students' attention and teach them powerful lessons?

Go to slide two.

Slide Two:

Bring up the title and say:

Let's talk about the principle and leading idea for this lesson.

Go to the first bullet and say:

Our principle is the principle of individuality.

There are many different ways to approach a single lesson. In deciding a path the instructor needs to consider the educational and emotional needs of the child. She needs to consider what is going on around the

child (if any events have traumatized the student, or more simply is a family member is visiting or if they are having difficulties getting along with a sibling, etc.). She needs to consider past lessons and where lessons are going in the future. Very basically, she needs to consider what the learner finds interesting. Even with all these considerations in mind there are many choices in activities for any given lesson.

Go to the second bullet and say:

In clarifying this principle we look at the verse where Jesus sent Peter to collect their tax money from a fish.

Notwithstanding, lest we should offend them, go thou to the sea, and cast an hook, and take up the fish that first cometh up; and when thou hast opened his mouth, thou shalt find a piece of money: that take, and give unto them, for me and thee. –Matthew 17:27

Now what are the odds of finding enough money in the mouth of a fish, swimming in a lake, to pay your taxes and someone else's?

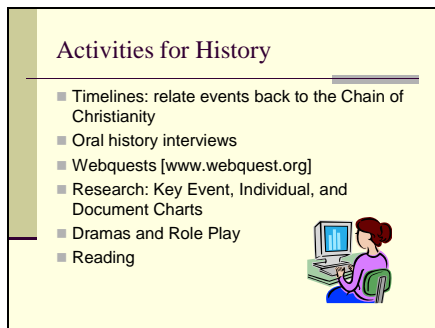
This was definitely an activity that grabbed Peter's attention!

Go to the third bullet and say:

So we also, as disciples of Christ, need to choose activities that are attention grabbing and memorable to stimulate the learning of our students.

Go to slide three.

Slide three:



Bring up the first bullet and say:

So let's look at a variety of ideas for activities in a variety of subjects.

In history, timelines are really useful. They allow the students to see, not only the chronology of events, but also the “meanwhile”—things that were happening at the same time as other key events. This can be, and should be, done for all subjects as there are developments key to each subject studied. Looking at large timelines is a fascinating activity and will help to motivate students in the construction of their own timelines.

Bring up the second bullet and say:

Another interesting activity for more recent history is to interview people and construct a record of oral histories. Local libraries may even be interested in your work. Many libraries are constantly working in the building of local history. Your students may be able to add to their collection.

Bring up the third and fourth bullets and say:

Webquests are a way to use the internet for research about a particular subject. They can be constructed by the teacher or they can be found on websites such as the one at www.webquest.org. They resemble an online scavenger hunt for information. This information should be recorded and reported on by the student.

Bring up the fifth bullet and say:

Students can research key events, key individuals, and key documents recording their information on forms that organize the information so it can be reported on later.

Bring up the sixth bullet and say:

Students can dramatize scenes from history. This, of course, needs to be properly researched so that dramatizations are accurate.

Bring up the seventh bullet and say:

Reading well-researched, historical fiction or biographies and histories are another activity that can bring enjoyment to the study of history.

Bring up slide four.

Slide four:

Bring up this slide one bullet at a time. With the first bullet say:

In science we find experiments to be an extremely fascinating way to hold the attention of the child. They inspire thought and prediction. Results should be recorded and reported.

Bring up the second bullet and say:

Reading is also an advantage in the science curriculum, but when I speak of reading I don't mean a dry textbook. Let your students read provocative reports and books that lay out evidence for their discoveries. Books should be well-written and entertaining in order to hold your student's interest. If it puts you to sleep, you can bet it will bore them to death.

Bring up the third bullet and say:

If a student finds a particular subject interesting let the research the subject to find what new is happening in that field. Have them record and report on their findings.

Go to slide five.

Slide five:



Bring up the first bullet and say:

In the study of languages there are many fascinating ways to bring enjoyment to the study. One way is to study the cultures where the language is spoken.

Bring up the second bullet and say:

Have a day where you use a recipe from one of those cultures to cook a dish and dress in the garb most popular in that culture. Be sure to enjoy what you cook in a feast for the (French, Spanish, etc).

Bring up the third bullet and say:

Research the history of the language. Compare how that language was developed with the development of another language such as English.

Bring up the fourth bullet and say:


Find pen pals for your learners who will write to them in the language they are studying. They will need to interpret the letters and write back to them in the language they are studying as well. Building new friendships can be highly motivating in learning to communicate.

Go to slide six.

Slide six:

Activities for Mathematics

- Constructing
- Games
- Predicting
- Puzzles
- Managing money
- Analyzing patterns
- Measure out and stake
Noah's Ark



Bring up each bullet reading them as you bring them up.

Say:

Mathematics offers many ways to enrich. Here are just a few ideas:


- ❖ Constructing (using geometric shapes or tanagrams)
- ❖ Playing games
- ❖ Predicting results of cards, numbers, games, weather... almost anything.
- ❖ Puzzles
- ❖ Managing money
- ❖ Analyzing patterns
- ❖ Use conversion to convert cubits to standard measure and stake out Noah's Ark.

Bring up slide seven.

Slide seven.

Activities for Literature & Composition

- Acting out plays
- Writing stories, drama, poetry, and essays
- Reading: as a family (aloud)
- Discussion
- Going to a play
- Culture studies
- Dress up days
- Constructing dioramas



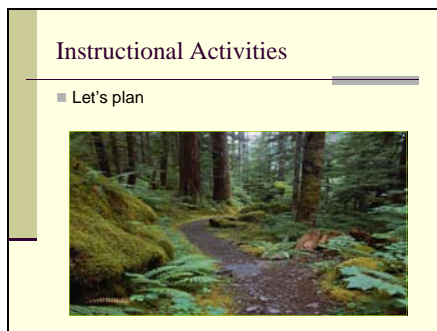
Bring this slide up one bullet at a time and say:

There are also many choices for literature and composition;

- ❖ Acting out of plays
- ❖ Writing stories, dramas, poetry, and essays (publish these in a student publication, easily put together with desktop publishing, at the end of the school year or term.
- ❖ Reading—both individually and as a family. Bring back reading aloud. Read great novels together as a family and discuss the events of the story together.
- ❖ Go to a play
- ❖ When studying a book such as *The Silver Skates*, a culture study of Holland could be undertaken. Studying the culture of the setting of a novel enriches both the geography of the location and the study of setting in writing.
- ❖ Have a dress up day where learners dress up like characters in the story. Can you see a day for *The Wind and the Willows*? Who wants to be Toad?
- ❖ Constructing dioramas is also a lot of fun for learners who enjoy building models and it is a big help in the study of the details of setting.

Go to slide eight.

Slide eight:



Say:

We've studied a lot of pieces in the whole of a lesson plan. For the rest of our time together, we will work together to develop our own plans. I will be here to help and you can use the resources that are available here.

Assessment:

Ask the students to take out their *Know, Want, Learn Chart* for this session and record what they learned and how their thoughts changed. Some time for sharing needs to be included here.

Chapter 4

*Evaluation**Report on the Practicum*

This practicum was taught in a local church facility. The classroom was in a room approximately twenty-five feet by twenty-five feet. There was an additional connected room of about eight feet by twenty-five feet. The room was equipped with comfortable chairs and tables of appropriate height for student use. Lighting was fluorescent and of sufficient quality for reading and writing. There were two white boards, each about eight feet long by four feet high. There were five participants—four women and one man. Three were parent/educators of homeschool students and the other two were a couple who were looking ahead to the possibility of homeschooling. One of the parent/educators had a son in the third grade. Another had two daughters—one in the fourth grade and the other in the ninth grade. The last parent/educator had two daughters—one in the seventh grade and the other in the ninth grade.

The instructor opened each session with a *KWL* (Know, Want, Learn) *Chart* (Appendix C) for the purpose of self-assessment on the part of the learners. The learners were to fill in the K column and the W column at the beginning of each session for what they already felt they knew and what they wanted to learn about the particular topic. At the end of each session they were asked to fill out the L column to explain what they learned and how their thinking changed in regard to the topic covered.

The instructor began the first session by asking the question about why time spent planning is important. She continued to show the PowerPoint® slides and elaborated on the content. In this session the instructor passed out t-charts on which the participants recorded

the positives and negative of purchasing prewritten curriculum versus researching and writing their plans with their specific learners in mind. As the participants vocalized their ideas the instructor wrote their responses on a t-chart on the white board.

During the second session the instructor used a PowerPoint® presentation and discussed planning objectives. After discussing the meaning of the terms, participants were asked to identify the condition, criteria, and terminal behavior in sample objectives. Toward the end of this lesson the participants were asked to write their own objectives including each of the three points in a performance objective.

The third session discussed assessment and evaluation. A PowerPoint® presentation was used. Emphasis was placed on the idea that assessment does not have to be in the form of the traditional test. Alternate methods of assessment were discussed. Assessment and evaluation were differentiated as assessment being for the purpose of determining the knowledge obtained by the student in regard to the objective. Evaluation was identified as a critique of the instruction with statements about what went well and suggestions for improvement in the future.

The goal of the fourth session was to define principle and give the participants a variety of samples of principles for their review. The instructor used the PowerPoint® to present the definition and the examples. The participants and the instructor discussed the variety of principles in different fields, linking them back to the biblical source.

In the fifth session a PowerPoint® was used to present a variety of strategies for the participants to use in identifying principles. Students were asked to give an example of a need that would give them direction in looking for an appropriate principle. The instructor and participants discussed four different examples of methods to use in locating principles.

The sixth session was in part dedicated to observing the example of Jesus as a teacher. The participants read four different accounts of times when Jesus was teaching. Following each account the instructor and participants discussed and listed characteristics of the teaching methods of Jesus. The overall goal of the lesson was to unite leading ideas with principles and discuss the similarities of the teaching methods of Jesus with these ideas. The instructor used a PowerPoint® to show these concepts. Toward the end of the session the participants were given the opportunity to write leading ideas for principles which were given by the instructor.

In the seventh session the instructor gave examples in how to begin planning a lesson using principles and leading ideas. This was presented in a PowerPoint® and was expanded upon by the instructor. The presentation showed examples in different school subjects such as mathematics, science, and literature. At the end of the session the participants were asked to write a beginning for lesson plans including a principle, leading idea, and an objective.

In the final session the instructor expanded upon a PowerPoint® presentation to show instructional activities designed to hold the interest and attention of the student. Examples were shown in a variety of subject areas including mathematics, history, science, and languages. Following this concluding session the participants were invited to stay to work together on lesson plans. They were given the opportunity to use the resources that were displayed in the side room connecting to the classroom where the sessions were held.

Evaluation of the Practicum

The participants expressed that they were approaching this seminar with anticipation. In interviews held prior to the seminar participants revealed that they were each familiar with this approach to learning, and they were coming because they wanted to learn more about

implementing it in their own homeschools. Comments in the beginning centered around the idea that the participants felt this was the method they wanted to use, but that they felt they needed practice in understanding what principles and leading ideas were and putting that together appropriately with a lesson plan. Their understanding included the desire to incorporate biblical principle as the foundation of learning. They further understood that the integration of faith and learning increases learning success.

They found at the end of the seminar that they had a good start toward understanding how to put the elements of this type of lesson plan, but all of the participants felt they needed more practice in an environment where they could ask additional questions. One participant's comment reflected the feeling of the rest of the learners as well. She stated, "I understood principles and leading ideas, but needed to get more practice with leading ideas to make the connection." Another stated that the program gave her "a good idea of how to get started." The KWL charts showed that the specific concepts were well understood, but the participants felt the need to meet again in order to plan together in an atmosphere where they could receive the scaffolding they needed. Because the program was developed as a beginning overview, it was considered to be successful.

Design Modifications

After the initial instruction of this practicum the author has decided that additional time is needed in order to provide sufficient practice with these methods. A large amount of information is given during the instruction which needs an equal amount of time for practice. With this in mind the participants will be invited back for a planning seminar which will include very little direct instruction. Instead the participants will be given time to plan and

brainstorm together with the support of one another and the instructor. Future seminars held will suggest this as an option which will cement the instruction more fully.

It is important to keep audiences in a range of five to twenty participants. This is necessary to provide adequate instructional and practice time. For a larger group the instruction using discussion, brainstorming, and PowerPoint® could be used; however, participants would need to be divided into groups of no more than twenty per qualified instructor during the time set aside for group planning. Even fewer (10 – 15) would be recommended for this portion of the training.

The group which experienced this practicum had no previous experience planning using this methodology. In fact, they all were using programs which had planning or school calendars in place. If a group had more experience with this method, seminars having a more subject-centered content would be appropriate. In this way the learner could study concepts in more detail. These groups would also need to have time together in a planning lab situation. Participants could also be given a period of time for sharing of ideas, telling what has worked and what has not worked for them in past years. This practicum was designed for beginners, and is in an overview format. It would benefit the participants greatly to come together again for more detailed study.

Conclusion

I believe the intent for the practicum program is for the production of material practically useful in the field of education. For this practicum the material is not only practical, but it will continue to be a work in progress. I was first made aware of the need when I had an opportunity to speak at the Christian Homeschool Educators of Colorado (CHEC) conference. I was told by participants there that they would like to integrate faith

and learning into their curriculum. They even felt, if a Christian feels a call to educate their children in this manner, that this should be a primary purpose. However, they felt unable to follow through without the opportunity to be trained and mentored. Because of this experience I felt a need to work on a project of this type long before I considered the Master of Arts in Curriculum and Instruction (MACI) at Colorado Christian University (CCU). The practicum gave me an opportunity to follow this desire in a mentored situation.

The subject of this practicum requires a depth of study. I have experience working as a trainer in a private school with teachers beginning to integrate faith and learning in their curriculum. They found this transition both difficult and time consuming. They asked the question, “How do we integrate this now, even in pieces, if we do not understand it?” My desire was to provide an overview of the subject so that educators could begin planning in this manner while continuing to learn. Because of the desire to find a way to alleviate this stress, my first beginning with the practicum was far too broad. Even with backing up and starting again with a new, more limited subject, I at times found myself beyond overwhelmed.

First, I believe that educators live with an extreme responsibility before God. He holds us accountable for the education we help to provide others—especially children. My desire to accurately communicate what I believe to be his desires made me extremely cautious. We never want to be found twisting his Word into our own worldly belief systems or putting words into his mouth in order to fit our own desires. We can sometimes do this without even knowing we did. This is the reason for my not directly teaching Jesus’s methods of teaching. Instead I designed the program to read scripture and then ask the participants what

characteristics they found in Jesus's methods. This way the Word is speaking over my own words.

Secondly, because of the biblical nature of this subject, it has limitless depth. Every learner wants to believe they can completely master a subject and put it behind them (this thinking for any subject is flawed). This is impossible here. Knowing this, I often looked at the project as if the project itself was endless, and I would never finish my program. Even with the completion of this project, I still see it as endless. Methods can always be improved. Further, this practicum alone cannot address the needs of the learners. Subsequent trainings still need to be planned.

Prior to my independent study in the subject of integration of faith and learning, my only source contact for this subject was the Foundation for American Christian Education (FACE) In Chesapeake, VA. As I have studied and researched I have found many others who work with the same concepts. The work of the nineteenth century educational philosopher, Charlotte Mason, has been influential. Her work is being carried on through the republication of her writings by the Charlotte Mason Research and Supply Company in Quarryville, PA. Additionally, scholarly studies are being completed now by Lawrence, Burton, as well as many others. They are finding many evidences of enhancement of learning when we educate leaving the foundation of God's reasoning in place. If that is truly the foundation, then taking it out of the equation is a serious mistake. With that said, this practicum has broadened my thinking to see so many others working in the same direction. This gives me much more necessary support than I previously had.

I still see some problems with the development of a program of this type for homeschool families. The problems are not insurmountable, but something which requires

further thought and research. The education of parent/educators is a different situation than that of the education of traditional classroom educators. With my background being in the education of traditional classroom educators, my thought processes need to change. My becoming a parent/educator has helped with this, but I still have a distance to go.

Traditional classroom educators see education as an ongoing process for themselves either because of personal conviction or because it is a requirement of employment which is placed upon them. At any rate, whether they see the personal benefits for themselves or they do it because of the requirement placed upon them, traditional educators have more opportunity for ongoing education. Schools pay for much of this training for their teachers along with providing the time for these trainings through staff development sessions.

Parent/educators, on the other hand, must make their own time for this training while still maintaining both roles of parent and educator. Children do not go to another home following instruction. These educators live with their students. Monies spent on training come out of their household accounts. They have no school board to vote for the funding of desired training, and trainings of this type are not inexpensive. This difference requires thinking in a new direction for training and covering expenses. This is work still to be done.

References

- Andreola, K. (1998). *Charlotte Mason companion: Personal reflections on the gentle art of learning*. Quarryville, PA: Charlotte Mason Research and Supply Company.
- Bolhuis, S., & Voeten, M. J. M. (2004). Teachers' conceptions of student learning and own learning [Electronic version]. *Teachers and Teaching: Theory and Practice*, 10(1), 77-98.
- Burton, L.D., & Nwosu, C. C. (2003). Student perceptions of the integration of faith, learning, and practice in an educational methods course [Electronic version]. *Journal of Research on Christian Education*, 12(2), 101-135.
- Chin, C. (2004). Questioning students in ways that encourage thinking [Electronic version]. *Teaching Science*, 50(4), 16-21.
- Ciardello, A. (1998). Did you ask a good question today? Alternative cognitive and metacognitive strategies. *Journal of Adolescent and Adult Literacy*, 42(3), 210. Retrieved August 14, 2007, from Academic Search Premier database.
- Ecclestone, K. (2006). Making formative assessment work [Electronic version]. *Adult Learning*, 18(4), 13.
- Feldman, S. (2003). The right line of questioning: Strategic questioning is the way to keep students engaged [Electronic version]. *Teaching K-8*, 33(4), 8.
- Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic Books.
- Graven, M. (2004). Investigating mathematics teacher learning within an in-service community of practice: The centrality of confidence [Electronic version]. *Education Studies in Mathematics*, 57(2), 177-211.

- Healey, M. (2005). Linking research and teaching to benefit student learning [Electronic version]. *Journal of Geography in Higher Education*, 29(2), 183-201.
- Hervey, S. (2006). Who asks the questions? Teaching students how to pose questions is a critical reading comprehension strategy [Electronic version]. *Teaching K-8*, 37(1), 68-69.
- Holy Bible*. (New International Version). (1978). New York: New York International Bible Society.
- Hootstien, E. (2002). Training 101: The art of questioning: How to get the best Learning [Electronic version]. *TD (Training & Development)*, 56(12), 20-21.
- King, A. (1991). Improving lecture comprehension: Effects of a metacognitive strategy [Electronic version]. *Applied Cognitive Psychology*, 5(4), 331-346.
- King, A. (1992). Facilitating elaborative learning through guided student-generated Questioning [Electronic version]. *Educational Psychologist*, 27(1), 111-126.
- Knight, C. C., & Sutton, R. E. (2004). Neo-Piagetian theory and research: Enhancing pedagogical practice for educators of adults [Electronic version]. *London Review of Education*, 2(1), 47-60.
- Lawrence, T. A., Burton, L. D., & Nwosu, C. C. (2005). Refocusing on the learning in “integration of faith and learning” [Electronic version]. *Journal of Research on Christian Education*, 14(1), 17-50.
- Life application study Bible: King James Version*. (2004). Wheaton, IL: Tyndale House.
- Mok, M. M., Lung, C. L., Cheng, D. P. W., Cheung, R. H. P., & Ng, M. L. (2006). Self-assessment in higher education: Experience in using a Metacognitive approach in five case studies [Electronic version]. *Assessment & Evaluation in Higher Education*, 31(4),

415-433.

- Ozdemir, P., Guneyasu, S., & Tekkaya, C. (2006). Enhancing learning through multiple intelligences [Electronic version]. *Journal of Biological Education*, 40(2), 74-78.
- Paschal, R. W. (2006). New developments in adult education [Electronic version]. *The Clergy Journal*, 82(5), 10-12.
- Russell, S. S. (2006). An overview of adult-learning process [Electronic version]. *Urologic Nursing*, 26(5), 349-370.
- Shaunessy, E. (2000). Questioning techniques in the gifted classroom [Electronic version]. *Gifted Child Today Magazine*, 23(5), 14-12.
- Slater, R. (1965). *Teaching and learning America's Christian history*. San Francisco: Foundation for American Christian Education.
- Smith, P. L., & Ragan, T. J. (2005). *Instructional design*. Hoboken, NJ: John Wiley & Sons, Inc.
- Traver, R. (1998). What is a good guiding question? [Electronic version]. *Educational Leadership*, 55(6), 70-73.
- Ucak, E., Bag, H., & Usak, M. (2007). Enhancing learning through multiple intelligences in elementary science education [Electronic version]. *Journal of Baltic Science Education*, 2(10), 61-69.
- Van der Walt, J. L., & Zecha, G. (2004). Philosophical-pedagogical criteria for assessing the effectiveness of a Christian school [Electronic version]. *Journal of Research on Christian Education*, 13(2), 167-198.
- Wigle, S. E. (1999). Higher quality questioning [Electronic version]. *Education Digest*, 65(4), 62-63.

Webster, N. (1995). *American dictionary of the English language*, Facsimile 1828 Edition.

San Francisco: Foundation for American Christian Education (Original work published 1828).

Youmans, E. L. (1998). *The Noah plan history and geography curriculum guide: The*

Principle approach: Kindergarten through twelfth grade. San Francisco: Foundation for American Christian Education.

Appendix A

Resource List

Adams, C. G. (1998). *The Noah plan English language curriculum guide: The principle approach: Kindergarten through twelfth grade*. San Francisco: Foundation for American Christian Education.

This curriculum guide discusses the history of the English language as well as giving foundational principles for the instruction of English. It gives suggested syllabi for grades Kindergarten through 12th.

Filion, M. (2004). *Le Français Facile!* Regina, SK: Great Commission Languages.

This foreign language curriculum offers complete French and Spanish instruction at the time of this writing. The curriculum is written according to the philosophy of this curriculum, so it would be an excellent choice for someone looking for help planning with the integration of faith and learning in the field of languages.

Giancoli, W. (1992). *Stonebridge art guide: A Christian history curriculum guide for teaching and learning art in the American Christian Principle Approach®: Kindergarten through eighth grade*. Chesapeake, VA: StoneBridge Educational Foundation.

This is a curriculum guide for a four year program at the elementary level. It is also, however, very useful for the upper grades. Biblical principles relating to art are given, expounded, and related to appropriate artistic skills and practice. For the teacher just beginning in integrating faith into the teaching of art it is an indispensable tool at any grade level.

Hall, V. (1999). *The Christian history of the American revolution: George Washington: The character and influence of one man*. San Francisco: Foundation for American Christian Education.

This volume contains a biography of George Washington along with primary source documents from the period. It also contains primary source information on the dedication of the Washington National Monument. Facsimile pages of Washington's school work is included as well as his personal journals and correspondence.

Hall, V. M. (1960). *The Christian history of the Constitution of the United States of America: Christian self-government*. San Francisco: Foundation for American Christian Education.

This volume contains primary source documents surrounding colonization and founding of the United States. It also includes foundational writings that influenced the development of some of the most important documents in the history of the United States.

Hall, V. M. (1962). *The Christian history of the Constitution of the United States of America (Vol.II): Christian self-government with union*. Chesapeake, VA: Foundation for American Christian Education.

This volume is a completion of the preceding resource entry. It also contains primary source documents surrounding colonization and founding of the United States. It includes additional foundational writings that influenced the development of some of the most important documents in the history of the United States.

Hall, V. M. (1975). *The Christian history of the American Revolution: Consider and ponder*. San Francisco: Foundation for American Christian Education.

This book is an excellent resource for primary sources for events surrounding the War for Independence in the United States.

Life application study Bible: King James Version. (2004). Wheaton, IL: Tyndale House.

This Bible could be used with any translation. The King James is listed because of the higher level of language contained therein. When using the Bible as a reader, the King James Version would be written at about a 6th to 8th grade level. This version enriches the vocabulary of the student and is recommended for that reason. If the student desires another version for study, this would also be acceptable. The *Life Application* series offers help with planning with principle. The authors of this study Bible included many valuable helps that can be incorporated into planning.

Moller, L. (2002). *The exodus case: New discoveries confirm the historical exodus.*

Copenhagen NV, Denmark: Scandinavia Publishing House.

This book is a primary source, written by an archaeologist, exploring data uncovered that supports the Red Sea crossing and the identity of Moses along with other ancient Egyptian and Hebrew events in history. This is an excellent source for teaching ancient history and exploring primary sources.

Ricciardi, A. P. (2001). *The Noah plan mathematics curriculum guide: the Principle*

Approach®: *Kindergarten through twelfth grade.* Chesapeake, VA: Foundation for American Christian Education.

This curriculum guide discusses the history of mathematics as well as the biblical principles related to the subject. It includes syllabi for grades Kindergarten through 12th.

Ricciardi, R. and Keller, K. (2004). *The Noah plan lessons: Third grade.* Chesapeake, VA:

Foundation for American Christian Education.

This book is one of three lesson plan books written for 1st, 2nd, and 3rd grades. All of the books include plans for English, history, geography, Bible, science, and literature at appropriate grade level. The 3rd grade book is recommended because it is an excellent guide for planning with using the methodology discussed in this practicum. Even when teaching a class at high school level, the 3rd grade book can be consulted for ideas and general direction. Learning to write plans with this method can be a challenge. Using an excellent guide is always a great idea.

Rose, J. B. (1987). *A guide to American Christian education: For the home and school*. San Cedro, CA: The American Christian History Institute.

This book is an in depth exploration of teaching from biblical principle. It discusses governmental principles and economic principles. It also gives examples of integration of faith and learning in individual subject areas for all learning levels, Kindergarten through 12th grade. It is well written and easy to understand for one just embarking on the journey of incorporating biblical reasoning into lesson planning. It is a great starting book.

Shirley, M. B. (2005). *The Noah plan reading curriculum guide: the Principle Approach®: Kindergarten through twelfth grade*. Chesapeake, VA: Foundation for American Christian Education.

This book is a research-based curriculum guide with reading syllabi for grades Kindergarten through 12th grade. This program is accredited by the National Institute of Learning Disabilities (NILD).

Slater, R. (1965). *Teaching and learning America's Christian history: A Principle Approach®*. San Francisco: Foundation for American Christian Education.

Teaching and Learning America's Christian History is a companion book to the first volume of *The Christian History of the Constitution of the United States of America*. It includes studies on home education and devotion. Additional studies are included that can be used individually or in small group settings. It gives a thorough training on Rosalie Slater's seven governmental principles, and gives a commentary on some of the primary sources readings in *The Christian History of the Constitution of the United States of America*.

Slater, R. J. (1997). *The Noah plan literature curriculum guide: The Principle Approach® kindergarten through twelfth grade*. San Francisco: Foundation for American Christian Education.

This curriculum guide includes foundational philosophical information and suggested course syllabi for grades Kindergarten through 12th.

Strong, J., LL.D., S.T.D. (1990). *The new Strongs's exhaustive concordance of the Bible*. Nashville, TN: Thomas Nelson Publishers.

This concordance is a complete concordance including topical index to the Bible, a dictionary of the Hebrew Bible, and a dictionary of the Greek testament. There are more recent versions of this reference. It is important to choose one that is written for the version of the Bible most often used for study as well as one that is exhaustive. This is essential for the methodology described in this practicum.

Webster, N. (1995). *American dictionary of the English language, Facsimile 1828 Edition*. San Francisco: Foundation for American Christian Education.

The uniqueness of this dictionary comes in the fact that it was the first dictionary written devoted to American English. Noah Webster, as a believer in Christ with a predominately biblical worldview, at times uses scripture for illustrations of entries. His

definitions have avoided some of the cultural manipulations of more current dictionaries. For example, marriage is defined as “the act of uniting a man and woman for life...” (Webster, 1995, M section). Etymologies are included. The definitions are more closely tied to original meanings giving additional enrichment to current word usage. It is essential for the methodology discussed in this practicum.

Youmans, E. L. (1998). *The Noah plan history and geography curriculum guide: The principle approach: Kindergarten through twelfth grade*. San Francisco: Foundation for American Christian Education.

This curriculum guide gives philosophical information of the methodology discussed in this practicum as well as offering course syllabi for grades Kindergarten through 12th for both history and geography.

Appendix B

Prepackaged Programs vs. Individually Planning with Biblical Principle

Prepackaged Programs	Individual Plan with Biblical Principle

Appendix C

Know, Want, Learn Chart

K	W	L


Appendix D

Notes Page—Introduction

Slide 1

Planning Lessons with God in Mind

Reasoning from Biblical Principle



Slide 2

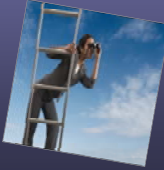
Biblical Foundation

- *The fear of the Lord is the beginning of knowledge; but fools despise wisdom and instruction. —Proverbs 1:7*

Slide 3

Why is it important to spend time planning?

- God's Principle of Individuality
- Modeling scholarship
- Accuracy in instructional material
- Weaknesses of prepackaged programs



Slide 4



The Notebook Approach

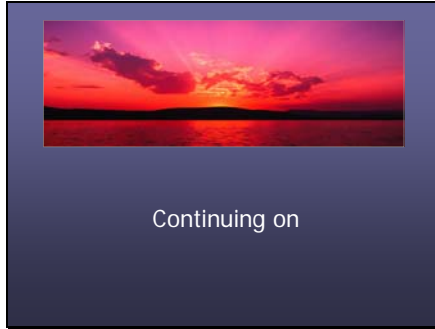
- Research
- Reason
- Relate
- Record

Slide 5

Biblical Foundation to Lesson Planning



Slide 6



Appendix E

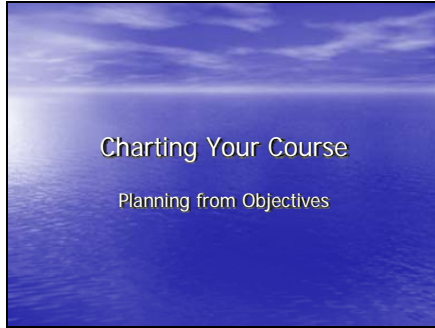
Sample Objectives

- Using a ruler, Gabe will construct a square with sides $2\frac{1}{4}$ inches accurate within a 16th of an inch.
- Given the library research tools of the internet, the online catalogue, and reference materials, Tori will gather data on the life of Nebuchadnezzar, recording that data on a “Key Individual Chart.” All data must be documented according to APA standards.
- Given a Bible and a Webster’s Dictionary of the English Language, Matthew will define 3 key words in the passage, John 1:1-3 and write a 3 sentence paragraph stating his understanding of that passage in his own words.

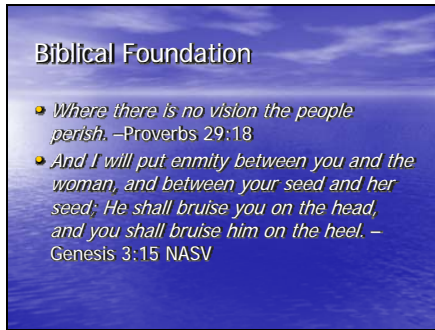
Appendix F

Notes Page—Lesson 2—Objectives

Slide 1




Slide 2



Slide 3

Benefits of Performance Objectives

- Gives a guide to instruction
- Gives a destination for instruction
- Clarifies general goals



Slide 4

Cautions with Performance Objectives

- Don't allow the objective to limit what God wants to do.
- Don't be rigid.



Slide 5

Elements of an objective

- A description of the terminal behavior or actions that will demonstrate learning.
- A description of the conditions of demonstration of that action.
- A description of the standard or criterion.

From: Smith, P. L. and Ragan, T. J. (2005). *Instructional design*. Hoboken, NJ: John Wiley & Sons. (p. 97)

Slide 6


Examples of 3 point objectives

- Using a ruler, Gabe will construct a square with sides $2\frac{1}{4}$ inches accurate within a 16^{th} of an inch.
- Given the library research tools of the internet, the online catalogue, and reference materials, Tori will gather data on the life of Nebuchadnezzar, recording that data on a "Key Individual Chart." All data must be documented according to APA standards.
- Given a Bible and a Webster's Dictionary of the English Language, Matthew will define 3 key words in the passage, John 1:1-3 and write a 3 sentence paragraph stating his understanding of that passage in his own words.

Slide 7

Planning your own objectives

- ✓ Conditions
- ✓ Behavior
- ✓ Criterion



Appendix G

Example Rubric

The following rubric would fit the objective:

Using the instructions given for proper paragraph writing, the student will write a paragraph containing a topic sentence, a concluding sentence, and three supporting sentences.

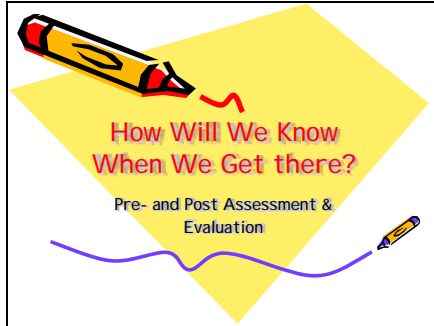
Rubric:

	Topic Sentence	Concluding Sentence	Supporting Sentences
Excellent	A well-constructed sentence including a well-defined topic for the paragraph	A well-constructed sentence that reflects the idea defined in the topic sentence	At least three sentences each describing one point explaining the topic. No syntax errors allowed.
Good	Sentence effectively communicates a topic. One syntax error allowed.	Sentence effectively reflects the topic sentence. One syntax error allowed.	At least two sentences each supporting the topic. Two syntax errors allowed.
Needs Improvement	Topic is unclear.	Does not reflect the topic sentence.	One or more of the three sentences do not reflect the topic or an inappropriate number of sentences are given.

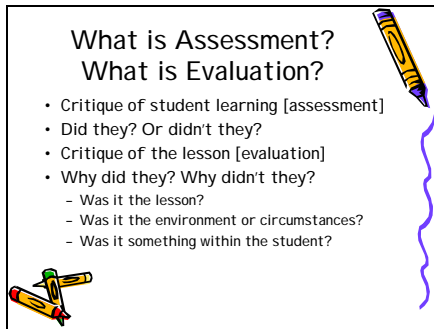
Appendix H

Notes Pages—Lesson 3—Assessment

Slide 1



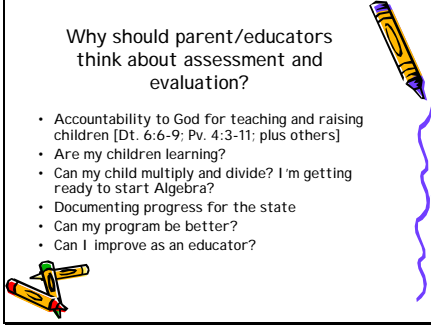
Slide 2



Slide 3

Why should parent/educators think about assessment and evaluation?

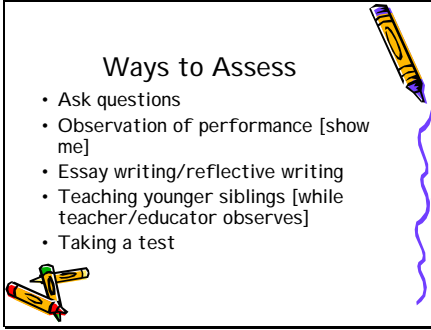
- Accountability to God for teaching and raising children [Dt. 6:6-9; Pv. 4:3-11; plus others]
- Are my children learning?
- Can my child multiply and divide? I'm getting ready to start Algebra?
- Documenting progress for the state
- Can my program be better?
- Can I improve as an educator?



Slide 4

Ways to Assess

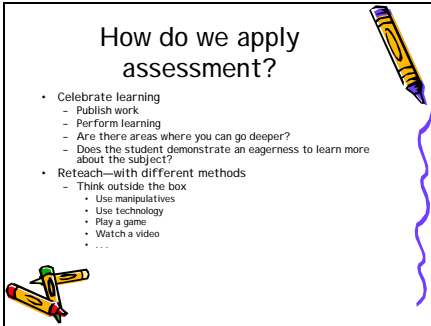
- Ask questions
- Observation of performance [show me]
- Essay writing/reflective writing
- Teaching younger siblings [while teacher/educator observes]
- Taking a test



Slide 5

How do we apply assessment?

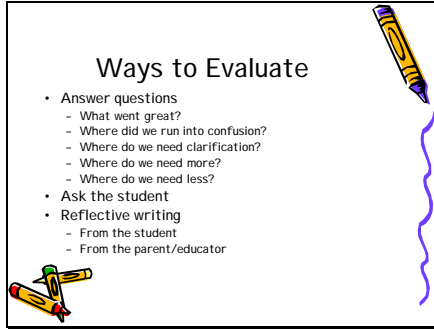
- Celebrate learning
 - Publish work
 - Perform learning
 - Are there areas where you can go deeper?
 - Does the student demonstrate an eagerness to learn more about the subject?
- Reteach—with different methods
 - Think outside the box
 - Use manipulatives
 - Use technology
 - Play a game
 - Watch a video
 - ...



Slide 6

Ways to Evaluate

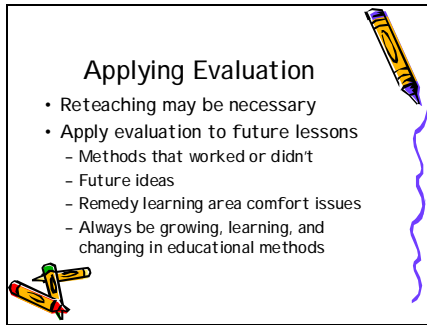
- Answer questions
 - What went great?
 - Where did we run into confusion?
 - Where do we need clarification?
 - Where do we need more?
 - Where do we need less?
- Ask the student
- Reflective writing
 - From the student
 - From the parent/educator



Slide 7

Applying Evaluation

- Reteaching may be necessary
- Apply evaluation to future lessons
 - Methods that worked or didn't
 - Future ideas
 - Remedy learning area comfort issues
 - Always be growing, learning, and changing in educational methods



Slide 8

Brainstorm Ideas



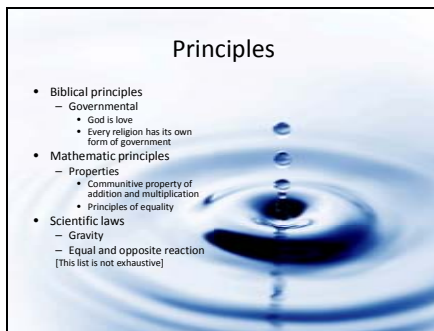
Appendix I

Notes Pages—Lesson 4—Principles

Slide 1



Slide 2



Slide 3

Principles Defined

- “the cause source or origin of any thing; that from which a thing proceeds”
 - It is a foundational truth.
 - It can be a Bible verse.
 - It can be a mathematical formula.
 - It is something that works every time.

Definition taken from *American Dictionary of the English Language* 1828 Facsimile edition

Slide 4

Rosalie Slater’s Seven Governmental Principles

- God’s Principle of Individuality
- The Christian Principle of Self-Government
- America’s Heritage of Christian Character
- “Conscience is the Most Sacred of All Property” –James Madison
- The Christian Form of our Government
- How the Seed of Local Self-Government is Planted
- The Christian Principle of American Political Union

(Slater, 1965, p. 63)

Slide 5


God’s Principle of Individuality

- God created all things uniquely individual for a purpose.
- Diversity in creation
- Diversity among individual people
- “Everything in God’s universe is revelational of God’s infinity, God’s diversity, God’s individuality. God creates distinct individualities. God maintains the identity and individuality of every thing which He created.” (Slater, 1965, p. 65)

Slide 6

The Christian principle of Self-Government

He knows not how to rule a kingdom, that cannot manage a Province; not can he wield a Province, that cannot order a City; nor he order a City, that cannot guide a Family; nor can that man Govern well a Family that knows not how to Govern himself; neither can any Govern himself unless his reason be Lord, Will and Appetite her Vassals: nor can Reason rule unless herself be ruled by God, and (wholly) be obedient to Him." --Hugo Gracian, 1554



Slide 7

The Christian principle of Self-Government


- Good government stems from good self-government.
- Good self-government comes from God.



Slide 8

America's Heritage of Christian Character


- God has given us a gift of individuals who have gone before us as an example.
- Hebrews 11
- We are to learn from godly example.



Slide 9

“Conscience is the Most Sacred of All Property” –James Madison


- Our conscience is our most precious possession and great care must be taken with it.
- Once it is violated, it is permanently damaged.
- As God’s creation, we are his property. Our conscience is placed within us for the protection of His property



Slide 10

The Christian Form of Our Government

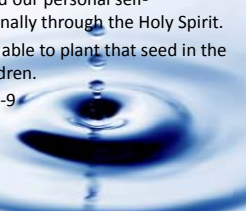
- Every religion has a form of government.
- The Christian form is a representative form of government.
 - Biblical liberty
 - True freedom is only found in Christ.
- “As men we have God for our King, and are under the Law of Reason; as Christian, we have Jesus the Messiah for our King, and are under the Law reveal’d by him in the Gospel...” *The Reasonableness of Christianity* –John Locke, 1695



Slide 11

How the Seed of Local Self-Government is Planted

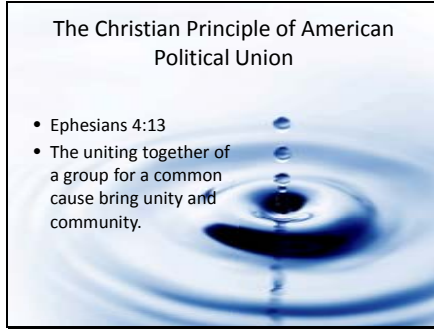
- First, we must find our personal self-government internally through the Holy Spirit.
- Only then are we able to plant that seed in the hearts of our children.
- Deuteronomy 6:6-9



Slide 12

The Christian Principle of American Political Union

- Ephesians 4:13
- The uniting together of a group for a common cause bring unity and community.

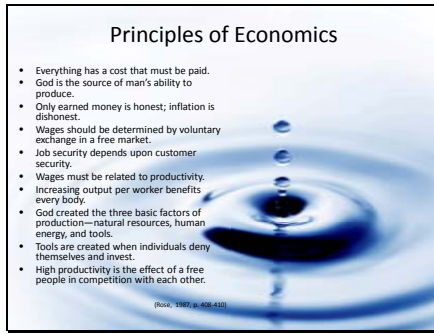


Slide 13

Principles of Economics

- Everything has a cost that must be paid.
- God is the source of man's ability to produce.
- Only earned money is honest; inflation is dishonest.
- Wages should be determined by voluntary exchange in a free market.
- Job security depends upon customer security.
- Wages must be related to productivity.
- Increasing output per worker benefits every body.
- God created the three basic factors of production—natural resources, human energy, and tools.
- Tools are created when individuals deny themselves and invest.
- High productivity is the effect of a free people in competition with each other.

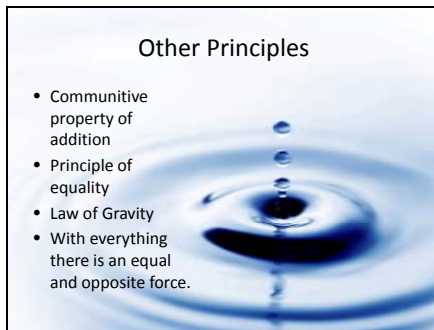
(Book, 1987, p. 408-410)



Slide 14

Other Principles

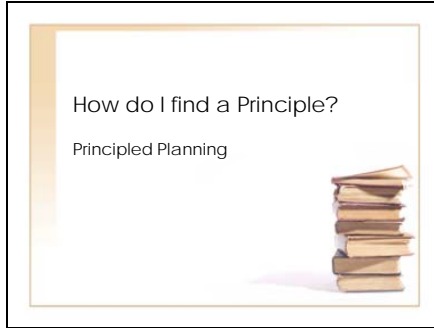
- Communitive property of addition
- Principle of equality
- Law of Gravity
- With everything there is an equal and opposite force.



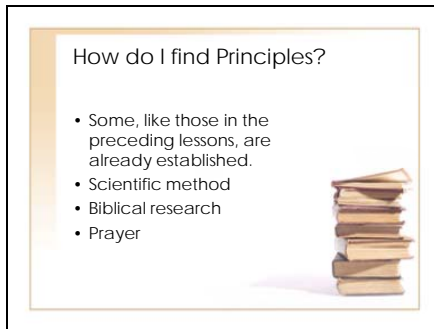
Appendix J

Notes Pages—Lesson 5—Finding Principles

Slide 1




Slide 2



Slide 3

Example: Work from a Need


- My children are fighting.
- They need to study the principle of individuality.
- Study unity with diversity.
 - Science
 - a study of DNA shows how we are created uniquely, but also very similar
 - The different kind of insects that break down a tree after it falls in the forest (they are different, but they work together to complete a task).



Slide 4

Continuing...


- The church is called to work together—uniquely one as the church, but made up of different individuals with differing gifts.
 - With this one would also present scripture that demonstrates this principle.
- Finally, leading back to the principle of unity with diversity



Slide 5

Important to Remember:


- All things are revelational of God.
- All things in all subjects can be used as examples of who God is.
- Research has shown higher retention levels with this sort of integration of faith and learning.



Slide 6

Example: Work from a Concept


- Teaching a unit on writing
 - Possible approaches
 - God's principle of individuality would appreciate the differences in writers or types of writing.
 - John 1:1-3 states that "in the beginning was the word"
 - The first chapter of Genesis tells how God spoke creation into existence.
 - Psalms are excellent examples of poetry



Slide 7

More on concepts


- What about mathematics?
 - Mathematics is the language of science.
 - Besides God, it is the only other thing that is infinite
 - As God is the creator of all things [all things have a beginning], the fact that mathematics is infinite would make it a part of God's nature.



Slide 8

More on Concepts


- Mathematics is revelatory of the nature of God.
 - We see God in multiplication
 - As we share our faith with others through the Great Commission
 - As Jesus multiplied the food to share among thousands
 - As God multiplied the flocks of Jacob



Slide 9

More on Concepts


- The principle of equality in algebra
 - Illustrated easily through the principle of God taking things in and out of our lives as we grow in our faith
 - Locate verses that illustrate this principle and lead students to those.



Slide 10

When working from a key word study


- Similar to concept work
- Start by defining the word
- Identify key words in the definition and define
- Identify key words in the secondary definitions and define
- Continue this until you have a complete picture of the word.
- For students you may want to stop at the secondary level.



Slide 11

Word Studies continued


- Once your defining is complete take the key words and look them up in a concordance.
- If the words are not listed, look for synonyms.
- Locate key verses which illustrate the word from God's point of view.
- Write a paraphrase of the meaning of the word including its relationship to you.



Slide 12

Summary: Ways to Identify Principles

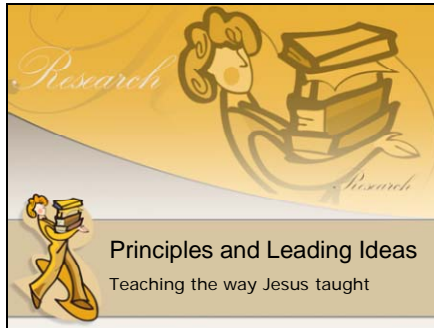
- Previously Identified
- Family situations
- Concepts
- Word studies



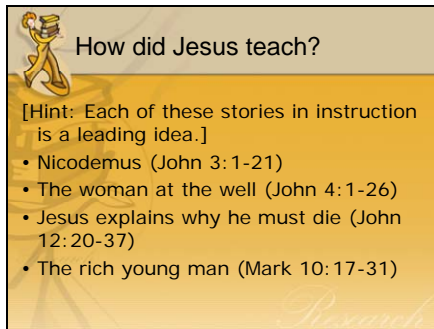
Appendix K

Notes Pages—Lesson 6—Principles and Leading Ideas


Slide 1



Slide 2




Slide 3

 **Leading idea**


- Leading—guiding; conducting; preceding; drawing; alluring;...; showing the way by going first
- Idea—literally that which is seen; hence, form, image, model of anything in the mind; image in the mind

Definitions taken from *American Dictionary of the English Language* 1828 Facsimile edition


Slide 4


 **Leading Idea, cont.**

- Rather than spoon-feeding predigested answers, the teacher guides and directs the student's thinking along a pathway with leading ideas and questions, so that the student can figure out answers for himself

[Hint: this picture is a leading idea.] 


Slide 5

 **Leading Idea, cont**
The Pathway of Reflective Thinking

<ul style="list-style-type: none"> • Concrete <ul style="list-style-type: none"> ➢ Subject Matter, Information, Facts • External—Effect <ul style="list-style-type: none"> ➢ What is known 	<p>Reasoning With the Revelation Of God's Word—Truth <i>Muse Consider Ponder</i></p> 	<ul style="list-style-type: none"> • Abstract <ul style="list-style-type: none"> ➢ Principles "Real State of Things" • Internal—Cause <ul style="list-style-type: none"> ➢ The unknown
--	---	--

Taken from: *The Noah Plan History and Geography Curriculum Guide: The Principle Approach: Kindergarten through Twelfth Grade* by Elizabeth L. Youmans (p. 105)


Slide 6

 **Reviewing Principle**

- “the cause source or origin of any thing; that from which a thing proceeds”
 - It is a foundational truth.
 - It can be a Bible verse.
 - It can be a mathematical formula.
 - It is something that works everytime.

Definition taken from *American Dictionary of the English Language*
1828 Facsimile edition

Slide 7


 **Combining Principles and Leading Ideas**

Principle: Every government has its own form of government.

Leading Idea: The United States has a Christian republican form of government.

Examples: Studies of Other cultures and their religions

(Riccardi, 2003, personal communication.)



Slide 8

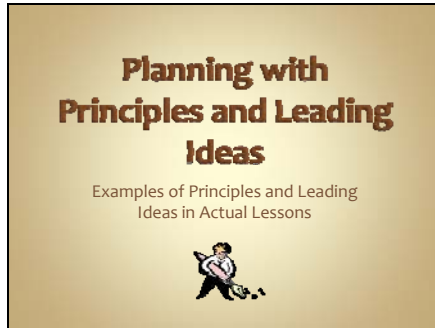
 **Principles and Leading Ideas**

- Principles
 - God's principle of individuality
 - Conscience is the most sacred of all property
- Leading Ideas

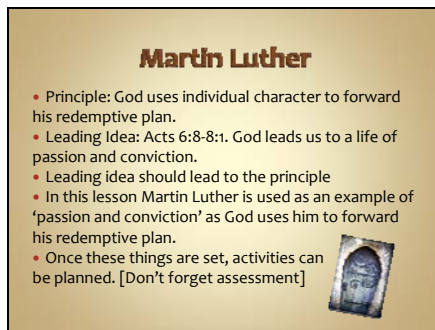
Appendix L

Notes Pages—Lesson 7—Examples of Principles and Leading Ideas

Slide 1




Slide 2



Slide 3

Paragraph Writing

- Principle: God is a God of order.
- Leading Idea: Paragraphs model order
- Remember: The leading idea should be used to guide students to the principle.
- What is our objective? *Given information on a butterfly, the students will write a paragraph with proper organizational components.*
- Plan assessment: You may want to use a rubric.
- Plan activities:



Slide 4



Mathematics: Reading Numbers

- Principle: The order of God is reflected in the order of numbers.
- Leading Ideas: Numbers are read by separating them into periods.
- Objective: Given a number in the trillions students will accurately read the number.
- [Be certain to define “period” as the 3 digits between each comma in a large number.]
- Plan assessment.
- Plan activities.



34,298,564,764,820

Slide 5

Science: Bears





- Principle: God’s Principle of Individuality
- Leading idea: Not all bears are black bears.
- Use the idea to lead back to God’s principle, through scripture, questioning, or both.
- Objective: Given the viewing [pictures or zoo trip] of a polar bear, black bear, grizzly bear, and a panda bear, students will be able to verbally compare and contrast, through an oral presentation, different the types, explaining how their individual characteristics uniquely suit them to their habitat.

Slide 6

What is your topic?

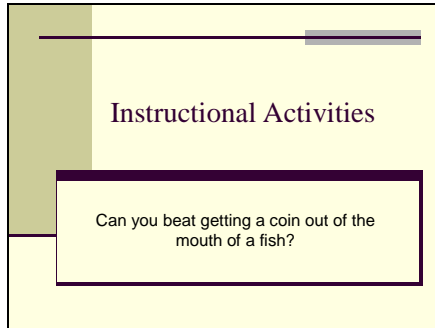


- Let's plan a principle.
- How will you lead your student to this principle?
- What is your objective?
- How will you know when you get there?
[assessment]
- What will your activities be?

Appendix M

Notes Pages—Lesson 8—Instructional Activities

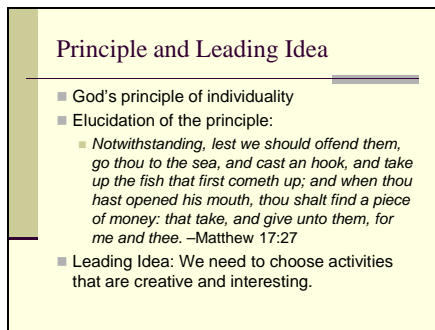
Slide 1

A rectangular box with a light yellow background and a dark border. At the top, there is a horizontal line. Below the line, the text "Instructional Activities" is centered. Below this, there is a smaller rectangular box with a dark border containing the text "Can you beat getting a coin out of the mouth of a fish?".

Instructional Activities

Can you beat getting a coin out of the mouth of a fish?

Slide 2

A rectangular box with a light yellow background and a dark border. At the top, there is a horizontal line. Below the line, the text "Principle and Leading Idea" is centered. Below this, there is a list of bullet points: "God's principle of individuality", "Elucidation of the principle:" followed by a sub-bullet with a scriptural quote from Matthew 17:27, and "Leading Idea: We need to choose activities that are creative and interesting."

Principle and Leading Idea

- God's principle of individuality
- Elucidation of the principle:
 - *Notwithstanding, lest we should offend them, go thou to the sea, and cast an hook, and take up the fish that first cometh up; and when thou hast opened his mouth, thou shalt find a piece of money: that take, and give unto them, for me and thee. —Matthew 17:27*
- Leading Idea: We need to choose activities that are creative and interesting.

Slide 3

Activities for History

- Timelines: relate events back to the Chain of Christianity
- Oral history interviews
- Webquests [www.webquest.org]
- Research: Key Event, Individual, and Document Charts
- Dramas and Role Play
- Reading



Slide 4

Activities for Science

- Experiments
- Reading
- Research



Slide 5

Activities for Languages


- Culture studies
- Cooking
- Research
- Pen Pals



Slide 6

Activities for Mathematics


- Constructing
- Games
- Predicting
- Puzzles
- Managing money
- Analyzing patterns
- Measure out and stake Noah's Ark



Slide 7

Activities for Literature & Composition

- Acting out plays
- Writing stories, drama, poetry, and essays
- Reading: as a family (aloud)
- Discussion
- Going to a play
- Culture studies
- Dress up days
- Constructing dioramas



Slide 8

Instructional Activities

- Let's plan



Appendix N

Sample Lesson Plans for Students

Men of Conscience
William Brewster

Principle:

Conscience is the most sacred of all property.

Leading Idea:

God chose and prepared William Brewster for a specific purpose in history.
 God chose and is preparing each individual student for a specific purpose in history.

Objectives:

- Given an 1828 dictionary, the student will define conscience.
- Given the principle “conscience is the most sacred of all property,” the student will write a paragraph relating this principle to their own life. The paragraph should include ways the student guards his conscience. It should be written without misspelled words, with good grammar and mechanics. Descriptive words should be present in the paragraph.
- Given details on the biography of William Brewster, the students will complete a key individual chart including at least ten details for each section.
- Students will complete a short answer quiz on William Brewster, answering each question with a short paragraph and showing a thorough understanding of the preceding study of Brewster’s life. Students will also show an understanding of the application of the principles studied in their own lives through the answers to these questions.
- Given information previously recorded from this unit in the student notebook, students will organize and write a five paragraph essay on Brewster’s purpose relating this information to the fact that God has a specific purpose for the student as well.

Resources:

1828 Dictionary

Concordance

Our Pilgrim Fathers

The Christian History of the Constitution

Of Plimouth Plantation

Content:

Day One:

1. Discussion of the life of William Brewster.
2. Look up and record the definition of *conscience*.
3. Discuss the meaning of *conscience*. Why is it our most sacred property?
4. Discussion of conscience in the life of William Brewster.

5. Relate conscience as our most sacred property to the life of the student in a paragraph written by the student.

Day Two:

1. Underline key words in the definition of *conscience* and define.
2. Guide the students through creating a Key Individual chart for William Brewster.

Day Three:

1. Discuss the questions in step 2.
2. Distribute these questions to the students.
3. Students answer using complete sentences: What was William Brewster's God-given purpose in history? What is your purpose? How did *conscience* play a role in Brewster's life? What role does it play in yours?

Day Four:

1. Students organize and write three paragraphs on Brewster's purpose relating also that God has a specific purpose for them as well.

Purpose and Conscience in William Brewster's Life And in Mine

1. What was William Brewster's God-given purpose in history?
2. What is your purpose?
3. How did *conscience* play a role in Brewster's life?
4. What role does it play in yours?

Key Individual Chart—William Brewster

Providential Setting	Spheres of Influence	Character	Contributions

Taken from: Ricciardi, A. P. (2001). *The Noah plan mathematics curriculum guide: The Principle Approach®: Kindergarten through twelfth grade*. San Francisco: Foundation for American Christian Education. p. 13. Adapted with permission.

Adding One-Digit Numbers Practicing the Addition Algorithm

Principle:

God's principle of Christian character

Leading Idea:

There is order to all things.

Materials:

1828 Dictionary, Saxon Math 65, Noah Plan Mathematics Curriculum Guide, money set

Objectives:

- Using information about a personal hobby, the student will write a math problem in which the problem-solving method can be implemented.
- Using the problem authored by the student, the student will verbally explain the relationship of the problem-solving method to the solution of his problem. Each of the five steps of the method must be clearly explained with clarity of speech and articulation.

His Story of Arithmetic

Ancient Babylonians developed the abacus. They used tables to aid calculation. They divided the day into 24 hours, each hour into 60 minutes and each minute into 60 seconds. This was the same civilization that took the Israelites into captivity. Daniel lived with them and became a great leader. 3000 BC.

New Vocabulary

Algorithm, n. an Arabic term signifying numerical computation or the six operations of arithmetic.(a process or procedure)

Addend, n. in an addition equation each one of the figures added together

Sum, n. in an addition equation, the result of addends added together.

Instruction and Reasoning

1. Use 1828 to define words.
2. Record definitions in notebook
3. Discuss the Babylonians. Add Babylonians to Arithmetic timeline.
4. Discuss the Problem solving method: 1) Given, 2) Find, 3) Analysis 4) Solution 5) Check.
5. Use the problem solving method to solve simple addition problems with more than two addends.

6. Have student make up his own problems to solve and check using subtraction.
7. Have student explain one of his problems using the problem solving method.

Lesson Enhancement

- Ask student, “Does God desire us to use a *system* for problem solving?”
- Proverbs 3:5-6 “Trust in the Lord with all thine heart and lean not on your own understanding. In all your ways acknowledge Him and He will direct your paths.”

Week One—Geography

Notebook Setup/Biblical Foundation

Principle:

In the beginning God created the heavens and the earth. Genesis 1:1

Leading Idea:

The three constituents of the globe are land, water, and atmosphere.

Objectives:

- Given a notebook, dividers, notebook paper, a cover sheet form, and an overview, the learners will organize and setup their notebook for the coming year according to directions given by the instructor.
- Given a written copy of the definition of Geography, the students will record the definition and file into the foundations section of their notebook.

Materials:

- Lesson one Power Point
- Notebooks
- Dividers
- Notebook paper
- Cover sheet form
- One page protector for each student
- One course overview for each student
- Writing tools
- Drawing pencils and colored pencils

Instruction:

1. Discuss and record definitions for geography using PowerPoint® as a guide.
2. Discuss and record the leading idea.
3. Discuss and record the principle.
4. Assemble notebooks using PowerPoint® as a guide.

Assessment:

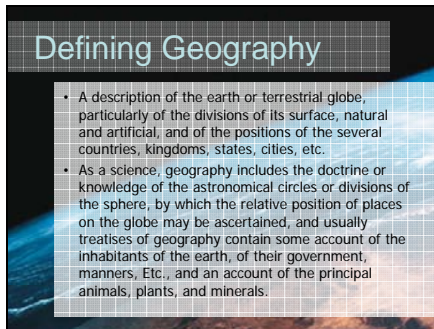
Observe student notebooks; illustrations should use color and show care, industry, and creativity. There should be no misspelled or left out words. Handwriting should be neat and readable. Notebooks should be arranged exactly as demonstrated according to the PowerPoint® example.

PowerPoint® for Geography Notebook Setup

Slide 1



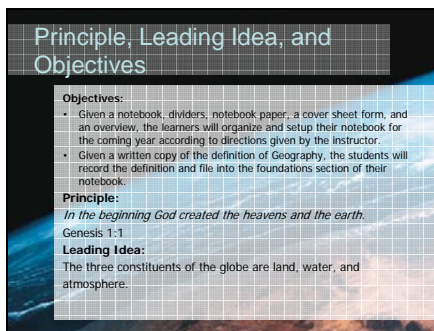
Slide 2



Christian Geography: The view that the earth's origins, ends, and purposes are of Christ and are for his glory.

American Christian Geography: The view that the earth's origins, ends, and purposes are of Christ and are for his glory.

Slide 3



Slide 4

Notebook Setup

- **Cover Sheet**
 - An American Christian Approach to Geography
 - By
 - Name:
 - Reformation Christian School
 - 2007-2008
 - (Illustration)
- **Dividers**
 - Foundations
 - Mathematical
 - Physical
 - Political

*"Thy will be done on earth as it is in heaven." Matthew 6:10

The Poetry of Charles Dickens

Principle:

“Every good gift and every perfect gift is from above, and cometh down from the Father,...”
James 1:17

Leading Idea:

Poetry is an expression of the individual—of his life, his gifts, and often his faith.

Objectives:

- Given a copy of the poem, “A Child’s Hymn”, the learner will memorize the poem to be performed at a family gathering.
 - Given a picture of Charles Dickens, the learner will enter his information on his literature timeline.
- Given a copy of the poem, “A Child’s Hymn”, the learner will compare and contrast the prayer with prayers of their own. These comparisons and contrasts will be recorded on T-charts with the subheadings, “A Child’s Prayer” and “My Prayers.”

Materials:

1. A copy of “A Child’s Hymn” for each child
2. T-chart titled “Prayer Comparisons”
3. Literature timeline
4. Picture of Charles Dickens

Content:

1. Introduce the leading idea and discuss.
2. Read James 1:17
3. Review the definition of “God’s Principle of Individuality”.
4. Review the meaning of “Conscience is the most sacred of all property”.
5. Discuss the relation of the leading idea to the principles.
6. Introduce Dickens and discuss how God used his individuality in his contributions to literature.
7. Distribute pictures of Charles Dickens [Pictures can be found online with a Google® search. Print multiple copies on a page—about 1 in. x 1 in. in size. Cut apart to distribute to students.].
8. Instruct students to add Charles Dickens to their timelines. Label the years, 1812-1870, on one side of the line and write the name, Charles Dickens on the other side of the line. Adhere the picture of Dickens next to his name.
9. Ask the students about things they pray and language they use when they pray. Allow time for discussion.
10. Distribute copies of the poem.

11. Read “A Child’s Hymn”.
12. Distribute copies of the T-chart.
13. Through class discussion, fill out the chart as a group activity discussing the prayers of the students and comparing those prayers with the description of the prayer in the poem.
14. Assign the memorization of the poem.

Assessment:

Monitor the students’ group work in filling out the chart.
Students performance of the poem at a family event: poems should be complete with only two hesitations allowed for an A grade; recitations should be completed with verbal expression [subsequent class sessions can be used to coach in this area].

Prayer Comparisons

“A Child’s Hymn”	My Prayers

A Child's Hymn
By
Charles Dickens (1812-1870)

Hear my prayer, O heavenly Father,
Ere I lay me down to sleep;
Bid Thy angels, pure and holy,
Round my bed their vigil keep.

My sins are heavy, but Thy mercy
Far outweighs them, every one;
Down before Thy cross I cast them,
Trusting in Thy help alone.

Keep me through this night of peril
Underneath its boundless shade;
Take me to Thy rest, I pray Thee,
When my pilgrimage is made.

None shall measure out Thy patience
By the span of human thought;
None shall bound the tender mercies
Which Thy Holy Son has bought.

Pardon all my past transgressions,
Give me strength for days to come;
Guide and guard me with Thy blessing
Till Thy angels bid me home.

“A Child's Hymn” is reprinted from *The Poems and Verse of Charles Dickens*. Ed. F.G. Kitton. New York: Harper & Brothers, 1903.

The Study of Surveying
Making a Leaf Press
[This project requires adult supervision—use of sharp objects.]

Principle:

Dominion Mandate

Leading Idea:

We are commanded to gain an understanding of creation so we can care for it.

Materials:

- Corrugated cardboard
 - Newspaper
- Stretch belts [can use elastic bands]
 - Box cutters or heavy scissors
 - Instruction sheet

Content:

1. Discuss the idea that we are responsible to care for creation as part of the Dominion Mandate as given in the book of Genesis.
2. Discuss the idea that part of caring for creation is studying and learning about creation to be more able to give the care it needs.
3. Distribute the instruction sheet for the construction of the leaf press.
4. Give the parts package to the students and instruct them to follow the directions in the construction of the press.

Directions for Making a Leaf Press

1. Cut 15 – 20 pieces of corrugated cardboard 30 cm by 50 cm in size.
2. Cut several sheets of newspaper the same size as the cardboard.
3. Lay 10 or 12 sheets of newspaper between each cardboard layer sandwich style. These sheets will need to be changed every couple of days as they absorb moisture from your leaves; therefore, cut extra sheets.
4. Use one, preferably two, stretch belts to bind the press together.
5. Leave the press in an area so that air can circulate and more quickly dry the leaves.

[Retrieved from: <http://sps.k12.ar.us/massengale/leaf.htm> on October 2, 2007.]