

Biblical Worldview Integration Planner

1. **Subject :** European Literature (10)
Teacher: Dennison, Kristin

Reference(s): *Candide* (novel)
School: The Bear Creek School

Grade: 10
Contact: kdennison@tbcs.org

Date: 3/18/06

2. **Lesson or Unit Objective/Outcome**
underline thinking level and circle academic content

Students will consider the philosophical validity and impact of the theme which concludes Voltaire's *Candide*, that "all that is very well, but let us cultivate our garden."

INSTRUCTIONS

1. Fill in Subject, Reference(s), Grade, Teacher, etc. at top.
2. Determine Lesson or Unit Objective.
3. Outline Lesson Plan.
4. Select Biblical Worldview Component.
5. Specify Specific Biblical Truth to be integrated.
6. Write Biblical Worldview Integration Objective.
7. Determine Integration Plan.
8. Add Post-Lesson Comments, if any.

3. Lesson Plan

- a) Set [gets students "set" for learning]
Using a mindmap (representing Voltaire's mind / worldview), I will conduct a quick review of all the horrible occurrences in this novella (historical and imaginative), emphasizing the contributions of evil humanity to those events.
- b) Delivery [outline of lesson plan]
1. Students will then consider the places in the novel where Candide and his fellow characters *thought* they were happy and where they *are* truly happy. This occurs at the end of the book.
a. Who is their inspiration for happiness?
b. What is the reason that they look to him as the inspiration for their happiness?
c. When they follow his example, are they happy?
d. What happens to the philosophical ideal of Pangloss (explicitly) and Martin (implicitly) as they live out their lives following their role model?
e. Why are they finally happy? What are they doing that makes their happiness "complete"?
2. Next, I will lead the student through a consideration of who is missing from this model of ideal happiness?
a. We will review Voltaire's commentary on religion through out the book.
b. Where is there another famous garden in history? (Eden) Is there another "man" whose example people follow for morality and happiness? (Jesus)
c. Voltaire is recreating the story of the fall. In this story, though, the fallen are allowed to stay in the garden. Why?
d. Who is missing from this enlightenment garden of Eden? Why does Voltaire keep God / Jesus out at the end? Why is there NO religion in the end? Why is it essential that Candide and his crew follow the example of a man who is NOT Jesus? What is Voltaire's conception of God?
e. Thus, we must ask what is the nature of the happiness of the characters in the end of the book? Is it valid and true or as chimerical as all the other "happiness" that has been encountered in the book?
3. Finally, I will ask the questions: As Christians, what can we value about the commentary that Voltaire is making in his conclusion? What must be different from a Christian definition of happiness and the enlightenment definition of happiness?
- c) Closing [recap, transition or assignment, etc.]

The students will write a 20- minute essay in which they analyze the ending of the novella. They will need to present an analysis of the literary activities of the text and then offer a criticism of Voltaire's conclusion from their perspective.

7. INTEGRATION PLAN

In the set, I will discuss with the students that Voltaire's critique of religion is NOT a critique of the Biblical principles but a critique of the fallen people who wrongly interpreted and implemented their interpretation of the Bible during his era. I will ask them if this is a valid critique of religion – attacking the product of a religious mindset rather than what the religion actually teaches?

Throughout the questions that I am asking in part 2 of the lesson, I will push the students to think of ways in which the Enlightenment drew our thoughts away from the idea of a supernatural and sovereign God. Thus, the conclusion made by the Enlightenment thinkers that our primary responsibility is to ourselves and our fellow man effectively marginalizes God, making him secondary to our human existence. Thus, we focus on our glory rather than on His. Therefore, the happiness promoted by the Enlightenment is not really the happiness promoted by the Bible, but rather a happiness that seeks to prioritize man over God. Is it possible to achieve true, lasting happiness this way? Or will men always fail? Who then must be the source and focus of any of our attempts to be happy? Thus, our purpose on earth is to serve God and through our service to him, to serve our fellow man and the creation.

4. Biblical Worldview Component

How does the academic content connect with the bigger picture of:

- GOD
 - CREATION
 - MANKIND
 - MORAL ORDER
 - PURPOSE
- Select one.

5. Specific Biblical Truth

While we accept responsibility for our world, our ultimate role as Christians is to bring all glory and focus to God, the only truly means for our existence.
(Micah 6:8, Rev. 4:11, Is. 52:7, Prov. 9:10)

6. Biblical Worldview Integration Objective

Students will analyze

that while we accept responsibility for our world, our ultimate role as Christians is to bring all glory and focus to God, the only truly means for our existence

by considering the philosophical validity and impact of the theme which concludes Voltaire's *Candide*, that "all that is very well, but let us cultivate our garden."

TL:

SBT:

AC:

8. Post-Lesson Comments:

Biblical Worldview Integration Planner (back page)

Biblical Worldview Focus Question:

How does the philosophical validity and impact of the theme which concludes Voltaire's *Candide*, that “all that is very well, but let us cultivate our garden” (the Academic Content of this lesson) **connect with the bigger picture of**

God [the nature, character and role of God]?

Creation [what is made and sustained by God]?

Mankind [who and what humans are]?

Moral Order [moral behavior and responsibility]?

***Purpose [the intention and meaning of all that exists]?** Is Voltaire's concluding idea that “all that is very well, but let us cultivate our garden” the true reason for our existence? (Rev. 4:11) Thou art worthy O Lord to receive glory and honor and power: for thou has created all things and for thy pleasure they are and were created. (Micah 6:8) He hath shown thee, O man, what is good and what doth the Lord require of thee, but to do justly, and to love mercy, and to walk humbly with thy God. (Isaiah 52:7) How lovely on the mountains Are the feet of him who brings good news, Who announces peace And brings good news of happiness, Who announces salvation, And says to Zion, "Your God reigns!" (Proverbs 9:10) The fear of the LORD is the beginning of wisdom, And the knowledge of the Holy One is understanding.

- **Knowledge:** list, tell, identify, show, label, collect, examine, tabulate, quote, name, etc.
- **Comprehension:** summarize, describe, associate, distinguish, estimate, differentiate, explain in their own words, discuss, articulate, etc.
- **Application:** apply, demonstrate, calculate, complete, illustrate, show, solve, modify, relate, change, use, classify, experiment, etc.
- **Analysis:** analyze, separate, order, connect, classify, arrange, divide, compare, contrast, select, determine, decipher, predict, interpret, infer, etc.
- **Synthesis:** combine, integrate, modify, rearrange, substitute, plan, create, design, invent, compose, formulate, generalize, etc.
- **Evaluation:** assess, decide, rank, grade, test, measure, recommend, convince, select, judge, defend, discriminate, support, conclude, etc.