

Biblical Worldview Integration Planner

1. **Subject :** AP Literature and Comp.
Teacher: Dennison, Kristin

Reference(s): *Jane Eyre* (novel)
School: The Bear Creek School

Grade: 12
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Date: 3/18/06

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

Students will assess Jane's changing religious perspectives and development as an essential thematic element in the novel *Jane Eyre*.

3. Lesson Plan

- a) Set *gets students "set" for learning!*
Since the novel is broken into three parts, I will divide the class into three sections, ask each to search through an assigned part of the novel and instruct the students to define Jane's religious growth / progression in that particular section of the novel.
- b) **Delivery [outline of lesson plan]**
- The students will define Jane's childhood perception of religion.
 - At Gateshead (catechisms, Aunt Reed, Brocklehurst, and hypocrisy);
 - At Lowood (Brocklehurst, Helen Burns, and the symbolically named Miss Temple) - Jane's early religious experience is very litigious and legalistic. It is a "hellfire and damnation" religion, one that emphasizes suffering and punishment, but that hypocritically makes those least able to defend themselves the recipients of that suffering and punishment. Though she encounter both positive and negative adherents to this version of orthodox religion, Jane ultimately rejects organized religion.
 - The students will define her perception of religion at Thornfield (Rochester)
 - She becomes the moral barometer for Rochester, because of her training at Lowood. But her behavior is not grounded in the religious, but rather in her need to be traditional, a response that was ingrained in her at Lowood.
 - She admits that she idolizes Rochester; he becomes her God, and as her object of worship, she rejects any other divinity, preferring to worship her lover that her Creator.
 - The students will define her perception of religion at Moorhouse and Ferndean (St. John, Mary and Diana, legalism tempered by love and servant hood; the emphasis of the expiation of sin before love can be enjoyed):
 - St John's legalism still repulses her but teaches her the value of true human love and thus her relationship with Rochester.
 - Mary and Diana live the example of Christ in their kindness and love to Jane.
 - Rochester's injuries from the fire are punishment for his sin, and his repentance is an acknowledgement of God stems from that correction.
 - Jane's reconciliation to God is mediated by her reconciliation to Rochester.
- c) **Closing [recap, transition or assignment, etc.]**
The ultimate question that must be answered about Jane's religious conclusions is: "Does Jane end the novel with an orthodox, Biblical perception of God or is her perception of God defined by herself and her experiences, without the inspired revelation of the Bible?" This question will conclude our discussion for the day.

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.

7. INTEGRATION PLAN

This novel is a *bildungsroman* and thus is a novel about journeys. One of the several journeys that Jane makes in this book is a journey to religious awareness. In tracing her journey, I will ask the students whether she comes to an orthodox understanding of the nature of God, or whether her understanding of God is mediated by her own desires and the satisfaction of those desires.

(She ends the novel in a heaven of sorts, a reconstructed Garden of Eden, in which she and Rochester are a Victorian version of Adam and Eve. Christ is only present in the letter of St. John. Jane implies that in her situation, she has already discovered heaven here on earth (in her marriage and her child), the same heaven that St. John anticipates in his letter. Because Jane is the recipient of so many earthly blessings, she does not anticipate any more in heaven. Thus, she has an earth-bound and defined perception of God, rather than a Biblical expectation of God. In essence, though Jane has come to the end of her religious journey, her conception of God is still woefully inadequate, for it is based on a humanistic definition of God rather than an orthodox, Biblical understanding of God in all of his attributes.)

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

to be integrated

As an immutable and omnipotent being, God cannot be redefined to fit our human desires.
(Ps. 90:2, Rev. 4:11, I Cor. 8:4, Ex. 20:3-6)

6. Biblical Worldview Integration Objective

Students will infer that as an immutable and omnipotent being, God cannot be redefined to fit our human desires by assessing the essential thematic element of Jane's changing religious perspectives and development in the novel *Jane Eyre*.

8. Post-Lesson Comments :

Biblical Worldview Integration Planner (back page)

Biblical Worldview Focus Question:

**How do Jane's changing religious perspectives and development connect with the bigger picture of:
(the Academic Content of this lesson)**

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

90:2) Before the mountains were brought forth, or ever thou hadst formed the earth and the world, even from everlasting, thou art God. (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. (1 Cor. 8:4) As concerning therefore the eating of those things that are offered in sacrifice unto idols, we know that an idol is nothing in the world, and that there is none other God but one. (Ex. 20: 2 -4) I am the LORD thy God, which have brought thee out of the land of Egypt, out of the house of bondage. Thou shalt have no other gods before me. Thou shalt not make unto thee any graven image, or any likeness of any thing that is in heaven above, or that is in the earth beneath, or that is in the water under the earth.

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?]

- **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.